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ДЕЛОВОЙ ИНОСТРАННЫЙ ЯЗЫК

*Методические указания для организации самостоятельной работы студентов,
обучающихся по направлению «Филология» (уровень магистра) для всех профилей
обучения, по дисциплине «Деловой иностранный язык»*



Ульяновск, 2021

Рекомендовано к введению в образовательный процесс решением Ученого совета
Института международных отношений Ульяновского государственного университета
(протокол № 6 от 07.09.2021 г.)

Методические указания для организации самостоятельной работы студентов, обучающихся по направлению «Филология» (уровень магистра) для всех профилей обучения, по дисциплине «Деловой иностранный язык» / составитель Жемчугова Ю.В. – Ульяновск : УлГУ, 2021 г. – 49 с.

Настоящие методические указания предназначены для студентов магистратуры, изучающих дисциплину «Деловой иностранный язык», по направлению «Филология». В методических указаниях изложены особенности аудиторной и внеаудиторной работы самостоятельной работы обучающихся, приведен список рекомендуемой литературы по дисциплине. Методические указания включают в себя основные темы курса и вопросы в рамках каждой темы, рекомендации по изучению теоретического материала, контрольные вопросы для самоконтроля, примеры текстов для самостоятельной работы по переводу, перевод экономических терминов, тестовые задания для самоконтроля и учебный материал для самостоятельной работы.

Данные методические указания будут полезны обучающимся в ходе самостоятельного изучения дисциплины, при подготовке к практическим занятиям, а также к аттестации по данной дисциплине.

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1. Общие положения о самостоятельной работе. Актуальность, цели и задачи дисциплины «Деловой иностранный язык»

В связи с введением в образовательный процесс нового Федерального государственного образовательного стандарта все более актуальной становится задача организации самостоятельной работы обучающихся. Самостоятельная работа определяется как индивидуальная или коллективная учебная деятельность, осуществляемая без непосредственного руководства преподавателя, но по его заданиям и под его контролем.

Целью самостоятельной работы обучающихся является овладение фундаментальными знаниями, профессиональными умениями и навыками деятельности по профилю, опытом творческой, научно-исследовательской деятельности.

Самостоятельная работа обучающихся способствует развитию самостоятельности, ответственности и организованности, творческого подхода к решению проблем учебного и профессионального уровня.

Обучающийся в процессе освоения учебной программы должен не только освоить академическую дисциплину, но и приобрести навыки самостоятельной работы. Обучающийся должен уметь планировать и выполнять свою работу в полном объеме и в срок, указанный преподавателем.

Для организации самостоятельной работы необходимы следующие условия:

- готовность обучающегося к самостоятельному труду;
- наличие и доступность необходимого учебно-методического и справочного материала;
- консультационная помощь.

Формы самостоятельной работы обучающихся определяются при разработке рабочих программ учебных дисциплин, содержанием учебной дисциплины, учитывая степень подготовленности обучающихся.

Настоящие рекомендации разработаны в соответствии со следующими регламентирующими документами:

Федеральный закон Российской Федерации «Об образовании в Российской Федерации» от 29.12.2012 г. №273-ФЗ с изменениями и дополнениями от 7 мая, 7 июня, 2, 23 июля, 25 ноября 2013 г.; 3 февраля, 5, 27 мая, 4, 28 июня, 21 июля, 31 декабря 2014 г.; 6 апреля, 2 мая, 29 июня, 13 июля, 14, 29, 30 декабря 2015 г.; 2 марта, 2 июня, 3 июля, 19 декабря 2016 г.; 1 мая, 29 июля, 5, 29 декабря 2017 г.; 19 февраля, 7 марта, 27 июня, 3, 29 июля, 3 августа, 25 декабря 2018 г.; 6 марта, 1 мая 2019 г.; 30 декабря 2020 г.; 26 мая 2021 г., вступившими в силу с 1 сентября 2021 г.

Приказ Минобрнауки России «Об утверждении Порядка организации и осуществления образовательной деятельности по образовательным программам высшего образования – программам бакалавриата, программам специалитета, программам магистратуры» от 05.04.2017 № 301;

Документированная процедура ДП-2-31-08 «Проектирование и разработка образовательных программ высшего образования (бакалавриат, специалитет, магистратура)», утвержденная решением Ученого совета УлГУ 27.10.2015 г., протокол № 3/225;

Документированная процедура ДП-2-01-19 «Проведение государственной итоговой аттестации по основным профессиональным образовательным программам высшего образования (бакалавриат, специалитет, магистратура)» утвержденная решением Ученого совета УлГУ 23.04.2019 г., протокол № 9/209;

Положение об организации самостоятельной работы обучающихся, утвержденное решением Ученого совета УлГУ 26.02.2019 г., протокол № 7/267;

Положение «Контактная работа обучающихся с преподавателем при осуществлении образовательного процесса по образовательным программам высшего образования», утвержденное решением Ученого совета УлГУ 27.10.2015 г., протокол № 3/225.

Организационные мероприятия, обеспечивающие нормальное функционирование самостоятельной работы, должны основываться на следующих предпосылках: самостоятельная работа должна быть конкретной по своей предметной направленности и должна сопровождаться эффективным, непрерывным контролем и оценкой её результатов.

Самостоятельная работа является важной составной частью учебной работы обучающихся и имеет целью закрепление и углубление полученных знаний и навыков, а также формирование культуры умственного труда и самостоятельности в поиске и приобретении новых знаний, развитие познавательных способностей, формирование положительной мотивации к процессу обучения.

Основными видами самостоятельной работы студентов являются: подготовка к учебным занятиям, просмотр и прослушивание видео- и аудиолекций, осмысление учебной информации, сообщаемой преподавателем, ее обобщение и краткая запись, изучение, анализ и конспектирование рекомендованной литературы, консультация с преподавателем по сложным вопросам, подготовка и экзаменам и зачетам, выполнение теоретических и практических заданий, участие в научно-исследовательской работе, систематическое ознакомление с материалами

периодической печати, поиск и анализ дополнительной информации по учебным дисциплинам.

Самостоятельная работа проводится с целью:

- систематизации и закрепления полученных теоретических знаний и практических умений обучающихся;
- углубления и расширения теоретических знаний;
- формирования умений использовать справочную и специальную литературу;
- развития познавательных способностей и активности обучающихся: творческой инициативы, ответственности и организованности;
- формирования самостоятельности мышления, способностей к саморазвитию, самосовершенствованию и самореализации;
- развития исследовательских умений.

Основными задачами самостоятельной работы являются:

- организация систематического изучения учебных дисциплин;
- закрепление и углубление полученных знаний, умений и навыков;
- подготовка к предстоящим учебным занятиям и практикам;
- изучение дополнительного материала по пройденным темам;
- самостоятельное изучение отдельных вопросов;
- приобретение навыков работы с научной литературой;
- выработка умения формировать и формулировать собственное мнение по изучаемым вопросам;
- воспитание потребности в самообразовании, максимально развивать познавательные и творческие способности личности обучающегося;
- развитие способности применять полученные знания для решения практических вопросов и т.д.

Основными компонентами самостоятельной работы обучающихся являются:

- умение работать с литературой, нормативными правовыми актами и материалами правоприменительной практики;
- подготовка к текущим групповым занятиям;
- подготовка к учебному контролю (текущий контроль, зачет, экзамен);
- выполнение письменных работ и заданий в ходе самоподготовки – важного этапа процесса обучения, призванного формировать у учащихся навыки самостоятельности, активности, развивать познавательные способности, прививать культуру умственного труда.

Образовательное учреждение самостоятельно планирует объем внеаудиторной самостоятельной работы, исходя из объемов максимальной и обязательной учебной нагрузки обучающегося.

Аудиторная самостоятельная работа выполняется на учебных занятиях под непосредственным руководством преподавателя и по его заданию.

Внеаудиторная самостоятельная работа выполняется по заданию преподавателя без его непосредственного участия.

Объем времени, отведенный на внеаудиторную самостоятельную работу, находит отражение в учебном плане и в программах учебных дисциплин с распределением по разделам или темам.

Актуальность дисциплины «Деловой иностранный язык» обусловлена всё возрастающей ролью эффективного делового общения между зарубежными партнерами в ходе развития экономических связей, бизнеса, предпринимательской деятельности. Под деловым общением понимается взаимодействие участников акта общения, в процессе которого участники – сотрудники международных компаний, чья повседневная работа предусматривает взаимодействие представителей различных культур – обмениваются информацией и осуществляют различные действия при помощи вербальных и невербальных средств.

Цели освоения дисциплины «Деловой иностранный язык»:

- формирование знаний, современных представлений о сущности и роли межкультурной коммуникации в современной поликультурной среде, подготовка высококвалифицированных специалистов, способных успешно решать профессиональные задачи в условиях глобализации рыночной экономики на уровне мировых стандартов;
- ознакомление студентов с основными проблемами перевода деловой документации и ведения переговоров в сфере делового общения, формирование у обучающихся соответствующих общепрофессиональных и профессиональных компетенций.

Задачи освоения дисциплины «Деловой иностранный язык»:

- освоение языковых, риторических и стилистических норм, необходимых для успешной коммуникации в деловой среде;
- самостоятельное пополнение, критический анализ, применение полученных знаний для собственных научных исследований;
- квалифицированный перевод различных типов текстов делового профиля;
- организация переводческого обеспечения различных форм совещаний, консультаций, деловых переговоров;
- разработка проектов в сфере межкультурной коммуникации, межнационального речевого общения, речевого этикета в поликультурной среде.

2. Планирование и организация самостоятельной работы

Методика организации самостоятельной работы зависит от структуры, характера и особенностей изучаемой дисциплины, объема часов, отводимых на изучение, вида заданий для самостоятельной работы, индивидуальных качеств обучающихся и условий учебной деятельности.

При разработке учебных программ образовательное учреждение определяет:

- общий объем времени, отводимый на внеаудиторную самостоятельную работу в целом по теоретическому обучению;
- объем времени, отводимый на внеаудиторную самостоятельную работу по учебной дисциплине с учетом требований к уровню подготовки обучающихся, сложности и объема изучаемого материала;
- объем времени, отводимый на внеаудиторную самостоятельную работу по профессиональному модулю в зависимости от уровня освоения студентами учебного материала, формируемых профессиональных компетенций (приобретение практического опыта, знаний, умений, навыков).

Планирование объема времени, отведенного на внеаудиторную самостоятельную работу по темам и разделам учебной дисциплины осуществляется преподавателем, который эмпирически определяет затраты времени на самостоятельное выполнение конкретного содержания учебного задания на основании наблюдений за выполнением аудиторной самостоятельной работы, опроса обучающихся о затратах времени на то или иное задание, хронометража собственных затрат времени на решение той или иной задачи с внесением поправочного коэффициента на уровень знаний и умений. Как правило, объем времени на внеаудиторную самостоятельную работу составляет более 50% от объема времени, отведенного на обязательную учебную нагрузку по данной дисциплине.

При разработке рабочей программы учебной дисциплины преподаватель определяет содержание и объем теоретической учебной информации и практических заданий, выносимых на внеаудиторную самостоятельную работу, формы и методы контроля результатов.

Контроль самостоятельной работы и оценка ее результатов организуется как единство двух форм:

- самоконтроль и самооценка обучающегося;
- контроль и оценка со стороны преподавателя, государственных экзаменационных и аттестационных комиссий и др.

3. Аудиторная самостоятельная работа

Аудиторная самостоятельная работа по дисциплине «Деловой иностранный язык» выполняется на учебных занятиях под непосредственным руководством преподавателя и по его заданию.

Основными видами аудиторной самостоятельной работы являются:

- работа с учебной, справочной литературой и другими источниками информации, в том числе электронными;
- само- и взаимопроверка выполненных заданий;
- решение проблемных и ситуационных задач.

Работа со справочной литературой, другими источниками информации, в том числе электронными, может реализовываться на практических занятиях. Данные источники информации могут быть представлены на бумажном и/или электронном носителях, в том числе, в сети Интернет. Преподаватель формулирует цель работы с данным источником информации, определяет время на проработку документа и форму отчетности.

Само- и взаимопроверка выполненных заданий чаще используется на практическом занятии и имеет своей целью приобретение таких навыков, как наблюдение, анализ ответов однокурсников, сверка собственных результатов с общепринятыми речевыми моделями на иностранном языке.

Решение проблемных и ситуационных задач используется на практическом и других видах занятий. Проблемная/ситуационная задача должна иметь четкую формулировку, к ней должны быть поставлены вопросы, ответы на которые необходимо найти и обосновать.

Самыми распространенными видами занятий являются: практические занятия, в том числе в интерактивной форме, консультации, однако также необходимо уделять особое внимание подготовке к промежуточной аттестации.

Практическое занятие является важным звеном системы теоретического обучения и представляет собой одну из форм учебных занятий, широко распространенных в университете и предназначенных для обсуждения наиболее сложных тем учебной программы и решения практических задач под руководством преподавателя. На практическом занятии обучающиеся учатся рассуждать, дискутировать, находить истину, выдвигать и отстаивать свою точку зрения, опираясь на научные аргументы. Основными задачами практического занятия по дисциплине «Деловой иностранный язык» являются: закрепление, углубление и расширение знаний, полученных в ходе лекций, практических занятий и в процессе самостоятельной работы с рекомендуемой научной и учебной литературой и другими источниками; формирование у обучающихся умений и навыков работы с первоисточниками и словарями, анализ и оценка различных

источников знаний, подготовка аргументированных выступлений. Обучающиеся приобретают навыки логически правильно строить свои мысли, грамотно и убедительно говорить.

В ходе освоения дисциплины при проведении аудиторных занятий используются следующие образовательные технологии: вводное и обзорное занятие – в виде проблемной лекции с элементами дискуссии; интерактивные формы работы: работа в парах и малых группах, ролевые игры, поиск и обсуждение информации, найденной в сети Интернет, дискуссии, обсуждения, выполнение практических упражнений и творческих заданий, работа в сети Интернет.

В процессе практического занятия также происходит проверка и оценка усвоения обучающимися программного материала по изученным темам.

Подготовка обучающихся к практическому занятию подразделяется на предварительную и непосредственную. Предварительная подготовка предусматривает получение задания. Непосредственная подготовка включает выполнение письменных заданий, создание устных сообщений по темам программы.

Занятия по дисциплине «Деловой иностранный язык» в интерактивной форме – это, прежде всего, обучение в сотрудничестве. Все участники образовательного процесса, преподаватель и студенты, взаимодействуют друг с другом, обмениваются информацией и совместно решают поставленные задачи. Причем происходить это должно в атмосфере доброжелательности, взаимной поддержки, и это позволяет не только получать новые знания, но и развивать познавательную деятельность студента.

Учебный процесс с использованием интерактивных методов обучения в условиях вуза опирается на совокупность следующих общедидактических принципов обучения:

1. Принцип активности участников: в ходе занятий обучаемые постоянно вовлекаются в различные действия – выполнение устных и письменных упражнений, обсуждение и «проигрывание» ролевых ситуаций, наблюдение по заданным критериям за поведением участников ролевых игр.
2. Принцип исследовательской (творческой) позиции: в процессе занятий создаются такие ситуации, когда обучаемым необходимо самим найти решение проблемы, самостоятельно сформулировать закономерности и принципы общения, взаимодействия.
3. Принцип партнерского (субъект-субъектного) общения: предполагает признание ценности личности другого человека, его мнения, а также принятие решения с максимально возможным учетом интересов участников общения, совместной деятельности преподавателя и обучаемых.

4. Принцип проблемного содержания обучения и процесса его развертывания в диалогическом общении.
5. Принцип коллективного характера учебного процесса.
6. Принцип непредсказуемости и гибкости занятий.

Консультация способствует целенаправленной самостоятельной работе обучающихся, является эффективным подспорьем в самостоятельном изучении дисциплины. Консультации могут быть индивидуальные и групповые. Индивидуальные консультации проводятся постоянно на протяжении всего периода обучения и заключаются в оказании помощи конкретному студенту. Групповые консультации проводятся непосредственно перед экзаменом.

Обучающимся следует обращаться за консультацией при возникновении затруднений в изучении вопроса (проблемы). В ходе консультации студенту необходимо понять методику изучения дисциплины. При этом консультация не подменяет самостоятельную работу студента. Преподаватель, не давая прямых ответов, с помощью наводящих вопросов или практических примеров подводит студента к решению проблемы.

За консультацией студенту необходимо обратиться тогда, когда он провел определённую работу: освоил программу дисциплины «Деловой иностранный язык», учебную и справочную литературу, подготовил устные сообщения и доклады по пройденным темам.

Проведение экзамена. Эта форма занятия предназначена для контроля знаний, умений и навыков обучающихся. Экзамен завершает изучение дисциплины (части модуля). Обучающиеся самостоятельно готовятся к экзамену. Возникшие при подготовке вопросы они могут разрешить на консультации.

Преподаватель обязан дать обучающимся список вопросов, включенных в экзаменационные билеты. Экзаменационные билеты наряду с теоретическими вопросами чаще всего содержат задачи. При подготовке к экзамену нужно ознакомиться с вопросами, распределить время на их изучение. Студент использует конспекты, записи, сделанные в тетрадях. Чтобы привести все данные в систему, полезно завести тетрадь для подготовки. По каждому изученному вопросу в этой тетради необходимо наметить план ответа. При этом не следует переписывать текст, сложные выводы и умозаключения. При необходимости можно сделать ссылки на соответствующие страницы конспекта или учебника.

Хорошо известный, легкий материал необходимо отражать более кратко и поверхностно, экономить время для самых трудных и менее изученных вопросов. Когда записи по вопросу сделаны, студенту рекомендуется закрыть тетрадь и постараться мысленно воспроизвести основные этапы своего

ответа. Снова открыв тетрадь, необходимо проанализировать сделанные в ней записи, определиться с тем, какие важные моменты были упущены. При необходимости рекомендуется повторить изученный материал еще раз.

Необходимо отметить непонятные вопросы для того, чтобы задать их преподавателю на консультации. Если у студента осталось время для повторения, рекомендуется еще раз просмотреть имеющиеся записи в тетради для подготовки к экзамену: мысленно проработать план, при необходимости уточнить терминологию, используя электронные ссылки на соответствующую учебную и справочную литературу.

Подготовка к ответу на экзамене длится, как правило, 20 минут. За время подготовки надо наметить план ответа на вопрос, дополнить его необходимыми схемами, таблицами и т.п., а также выполнить практические задания. Дословно воспроизводить записанное на листке содержание ответа не стоит, однако основные формулировки лучше зафиксировать на бумаге и отразить при ответе.

В процессе подготовки к практическим занятиям студенту необходимо обратить особое внимание на самостоятельное изучение рекомендованной литературы. При всей полноте конспектирования материала во время аудиторных занятий в ней невозможно изложить весь материал из-за лимита аудиторных часов. Поэтому самостоятельная работа с учебниками, учебными пособиями, научной, справочной литературой, материалами периодических изданий и Интернета является наиболее эффективным методом получения дополнительных знаний, позволяет значительно активизировать процесс овладения информацией, способствует более глубокому усвоению изучаемого материала, формирует у студента свое собственное отношение к конкретной проблеме.

Самостоятельная работа предполагает самостоятельность мыслей и суждений обучающихся в процессе работы над предложенной проблематикой.

Опережающая самостоятельная работа (далее по тексту – ОПС) играет ключевую роль в планировании индивидуальной траектории обучения. Такой тип обучения предлагается в замену традиционной репродуктивной самостоятельной работе (самостоятельное повторение учебного материала и рассмотренных на занятиях алгоритмов действий, выполнение по ним аналогичных заданий). ОПС предполагает следующие виды самостоятельной работы:

- познавательно-поисковая самостоятельная работа, предполагающая подготовку сообщений, докладов, выступлений на практических занятиях;
- творческая самостоятельная работа, к которой можно отнести выполнение специальных творческих и нестандартных заданий.

Задача преподавателя на этапе планирования самостоятельной работы заключается в том, чтобы организовать ее таким образом, чтобы максимально учесть индивидуальные способности каждого обучающегося, развить в нем познавательную потребность и готовность к выполнению самостоятельной работы все более высокого уровня.

4. Внеаудиторная самостоятельная работа

Внеаудиторная самостоятельная работа выполняется по заданию преподавателя, но без его непосредственного участия.

Видами заданий для внеаудиторной самостоятельной работы могут быть:

– *для овладения знаниями*: чтение и понимание текста по следующим темам: **Jobs and Careers** (Applications and Interviews, Resume and Cover Letter, Working Hours. Career Ladder), **Marketing** (Marketing Concept, The 4 Ps of Marketing: Price, Product, Promotion and Place, Methods of Promotion, Placing an Order/Reply to an Order), **Managing People** (The Concept of Management, Management Styles, What Makes a Perfect Leader, Agendas), **Relationships Building** (Corporate Entertaining, Cultural Awareness of Norms, Areas of Cultural Misunderstanding, Strategies for Overcoming Conflict), **International Trade** (Free Trade and Protected Markets, Payment Terms, Making Inquiries, Business Correspondence (Request/Refusal/ Agreement/Reminder/ Final Demand), **Business Negotiations** (Negotiating Procedure, Competition and Cooperation in Negotiations, Negotiating Tricks, Reaching an Agreement, Language of Diplomacy); составление плана текста; конспектирование текста; анализ текста; работа со словарями и справочниками; использование аудио- и видеозаписей, компьютерной техники и Интернет-ресурсов и др.;

– *для закрепления и систематизации знаний*: работа с текстом; повторная работа над учебным материалом (с использованием учебника, первоисточника, дополнительной литературы, аудио- и видеозаписей); составление плана и тезисов ответа; составление таблиц, схем, глоссария для систематизации учебного материала; аналитическая обработка текста (аннотирование, рецензирование, реферирование и др.); подготовка сообщений к выступлению на семинаре, конференции; подготовка заданий в тестовой форме и др.;

– *для формирования умений*: выполнение упражнений по образцу; решение вариативных задач; подготовка к деловым и ролевым играм; проектирование и моделирование разных видов и компонентов профессиональной деятельности; подготовка презентаций, творческих проектов и др.

В процессе самостоятельной работы обучающийся приобретает навыки самоорганизации, самоконтроля, самоуправления, саморефлексии и становится активным самостоятельным субъектом учебной деятельности.

При работе с текстом, предложенным преподавателем для выполнения перевода, предлагается следующий **алгоритм** работы:

1. Выбрать интересующую профессиональную область (государственное управление, экономика, экономическая безопасность, предпринимательская деятельность, бизнес, деловая документация организации и т.д.) и определиться с типом источника. Независимо от того, будет ли это электронный вариант или печатный, это должен быть аутентичный текст, т.е. изначально созданный носителем языка. При выборе источника рекомендуется в каждом конкретном случае консультироваться с преподавателем.

2. Деловой документ, предназначенный для перевода, может содержать использование устойчивых лексических выражений (*hereinafter referred to as; to provide herein an update on progress made during the reporting period*), клишированных фраз (*I am delighted to share some exciting news with you, I am writing to invite you to be part of this special celebration, I consider it a special honor to have you as our reliable partner*), сложносочиненных и сложноподчиненных предложений, использование модальных глаголов (*You must assist in diagnosing issues with your product and follow Apple's warranty processes. Each hosting institution shall provide reasonable support to exchange students in acquiring an appropriate visa*). При переводе необходимо учитывать языковые особенности текстов, написанных на языке оригинала.

3. В работе с терминологическим словарем (**key words / glossary**), который составляется студентом самостоятельно на основе текста, предназначенного для перевода, следует придерживаться следующих правил:

- выберите незнакомые слова и выражения, которые используются в данном документе;
- в качестве русского эквивалента возьмите то значение, в котором это слово употреблено в тексте;
- поставьте это слово или словосочетание, а также его русский эквивалент в начальную форму;
- оформите словарь в отдельной тетради: в первой колонке таблицы находятся английские слова и выражения, во второй – транскрипция, в третьей – их русские эквиваленты.

5. Руководство самостоятельной работой. Содержание курса

Руководство самостоятельной работой по дисциплине «Деловой иностранный язык» проводится в виде промежуточного и итогового контроля. Обычно преподаватель заранее информирует обучающихся о сроках и требованиях, предъявляемых к самостоятельной работе.

Задания для самостоятельной работы представляют собой домашние задания по поиску и анализу ресурсов, относящихся к пройденной или предстоящей теме практического занятия.

Название и разделов и тем	Вид самостоятельной работы (<i>проработка учебного материала, решение задач, реферат, доклад, контрольная работа, подготовка к сдаче зачета, экзамена и др.</i>)	Форма контроля (<i>проверка решения задач, реферата и др.</i>)
Jobs and Careers	<i>проработка учебного материала, доклад, подготовка к сдаче экзамена</i> Задание № 1. Изучить дополнительную литературу по теме “Jobs and Careers”. В тему должны входить следующие вопросы: a) Applications and Interviews; b) Resume and Cover Letter; c) Working Hours; d) Career Ladder.	дискуссия; доклад, сообщение; вопросы по темам/разделам дисциплины
Marketing	<i>проработка учебного материала, доклад, подготовка к сдаче экзамена</i> Задание № 2. Изучить дополнительную литературу по теме “Marketing”. В тему должны входить следующие вопросы: a) Marketing Concept, b) The 4 Ps of Marketing: Price, Product, Promotion and Place; c) Methods of Promotion; d) Placing an Order/Reply to an Order.	дискуссия; доклад, сообщение; вопросы по темам/разделам дисциплины
Managing People	<i>проработка учебного материала, доклад, подготовка к сдаче экзамена</i> Задание № 3. Изучить дополнительную литературу по теме “Managing People”. В тему должны входить следующие вопросы: a) The Concept of Management; b) Management Styles; c) What Makes a Perfect Leader; d) Agendas.	дискуссия; доклад, сообщение; вопросы по темам/разделам дисциплины
Relationship Building	<i>проработка учебного материала, доклад, подготовка к сдаче экзамена</i> Задание № 4. Изучить дополнительную литературу по теме “Relationship Building”. В тему должны входить следующие вопросы: a) Corporate Entertaining; b) Cultural Awareness of Norms; c) Areas of Cultural Misunderstanding; d) Strategies for Overcoming Conflict.	дискуссия; доклад, сообщение; вопросы по темам/разделам дисциплины

International Trade	<p><i>проработка учебного материала, доклад, подготовка к сдаче экзамена</i></p> <p>Задание № 5. Изучить дополнительную литературу по теме “International Trade”.</p> <p>В тему должны входить следующие вопросы: а) Free Trade and Protected Markets; б) Payment Terms; в) Making Inquiries; г) Business Correspondence (Request/Refusal/ Agreement/Reminder/ Final Demand).</p>	<p>дискуссия; доклад, сообщение; вопросы по темам/разделам дисциплины</p>
Business Negotiations	<p><i>проработка учебного материала, доклад, подготовка к сдаче экзамена</i></p> <p>Задание № 6. Изучить дополнительную литературу по теме “Business Negotiations”.</p> <p>В тему должны входить следующие вопросы: а) Negotiating Procedure; б) Competition and Cooperation in Negotiations. Negotiating Tricks; в) Reaching an Agreement; г) Language of Diplomacy.</p>	<p>дискуссия; доклад, сообщение; вопросы по темам/разделам дисциплины</p>

При организации самостоятельной работы занятий используются следующие образовательные технологии:

самостоятельная работа студентов основана на чтении обязательной и дополнительной литературы по текущей теме, выполнении тематических упражнений и творческих заданий по учебной дисциплине «Деловой иностранный язык».

6. Темы практических и семинарских занятий

Раздел 1. Business Matters

Тема 1. Jobs and Careers (форма проведения – практическое занятие, дискуссия, деловая игра, ролевая игра, презентация проекта)

Вопросы к теме: What are the most important conventions of the process of job application? What makes a perfect CV and cover letter? What should you do to do well in an interview? What are the most important tips for career success?

Тема 2. Marketing (форма проведения – практическое занятие, дискуссия, деловая игра, презентация проекта)

Вопросы к теме: What does the term “marketing concept” mean? What are the basic components of the Marketing mix? What is special about the concepts “product”, “price”, “place”, “promotion”? What are the major methods of promoting a product?

Тема 3. Managing People (форма проведения – практическое занятие, дискуссия, деловая игра, презентация проекта)

Вопросы к теме: What does the term “management” mean? What is special about the theoretical basis of management? What are the major management styles? What leadership skills should managers have?

Раздел 2. Doing Business Internationally

Тема 4. Relationship Building (форма проведения – практическое занятие, дискуссия, деловая игра, презентация проекта)

Вопросы к теме: What is the role of corporate entertaining in the customer relationship management mix? What are the major forms of corporate entertaining? What do they depend on? Why should companies focus on cultural awareness of norms? What are areas of potential cultural misunderstanding?

Тема 5. International Trade (форма проведения – практическое занятие, дискуссия, деловая игра, презентация проекта)

Вопросы к теме: What are the current tendencies in international trade? What protectionist measures do countries take? What is dumping? What are the major trading blocks? What are the most common payment and shipping terms in international trade?

Тема 6. Business Negotiations (форма проведения – практическое занятие, дискуссия, деловая игра, презентация проекта)

Вопросы к теме: Why are negotiations a complicated process? What factors

contribute to the complexity of business negotiations? What are the major stages in the negotiating process? What are the major styles of business negotiations? What is special about each style? What linguistic tools are used in the language of business negotiations so that it might be hard on facts but soft on people?

Примерная тематика контрольных работ:

- 1) Negotiations. Language of Diplomacy
- 2) Business Correspondence
- 3) International Marketing
- 4) Managing People
- 5) Jobs and Careers
- 6) Corporate Entertaining and Relationship Building
- 7) Managing People
- 8) Marketing
- 9) International Trade
- 10) Business Negotiations

Освоение материала и выполнение заданий, вынесенных на самостоятельное изучение перед практическим занятием, является обязательным требованием. Перед практическими занятиями рекомендуется прочитать изученный материал и соответствующую теоретическую литературу по теме практического занятия. Преподаватель дает методические рекомендации обучаемым по самостоятельному изучению проблем, характеризуя пути и средства достижения поставленных перед ними задач, высказывает советы и рекомендации по изучению учебной литературы, самостоятельному анализу студентами текстов и выполнению иных практических заданий.

Успех изучения данной учебной дисциплины студентами зависит от систематической индивидуальной работы по ее изучению. Такая работа должна быть ориентирована на основательное изучение программы; вопросов к каждой теме; предлагаемой литературы; выполнению упражнений и подготовки ответов на поставленные вопросы.

Контролируемая самостоятельная работа направлена на углубление и закрепление знаний студента, развитие аналитических навыков по проблематике учебной дисциплины. Подведение итогов и оценка результатов таких форм самостоятельной работы осуществляется во время контактных часов с преподавателем. При проверке самостоятельной работы студентов целесообразно применять одну из следующих форм контроля: устный опрос, доклад, самостоятельное исследование, тест.

Самостоятельная работа студентов предполагает:

- изучение учебной и научной литературы по предлагаемым проблемам с последующим их обсуждением на практических занятиях;
- составление планов-конспектов;
- подготовку сообщений и докладов;
- подготовку электронных презентаций;
- выполнение практических заданий и упражнений, обеспечивающих закрепление и углубление теоретических знаний, полученных в ходе аудиторных занятий и в результате самостоятельной работы за компьютером.

Проверка выполнения самостоятельной работы проводится на аудиторных занятиях, во время промежуточного и итогового контроля.

При организации самостоятельной работы используются следующие образовательные технологии: самостоятельная работа во время основных аудиторных занятий; самостоятельная работа под контролем преподавателя в форме плановых консультаций; внеаудиторная самостоятельная работа при выполнении студентом домашних заданий учебного и практического характера.

Самостоятельная работа может осуществляться индивидуально или группами студентов в зависимости от цели, объема, конкретной тематики самостоятельной работы, уровня сложности и уровня умений студентов.

Рекомендации:

1) **овладение дополнительными знаниями:** чтение текста основной и дополнительной литературы; подготовка к экзамену и др.;

2) **закрепление и систематизация знаний:** работа с конспектом теоретических и практических вопросов; повторная работа над материалом учебника, дополнительной литературы; подготовка ответов на контрольные вопросы; подготовка к экзамену и др.;

3) **формирование умений:** умение извлекать информацию из различных источников и ресурсов.

7. Перечень вопросов к экзамену

Формой итоговой аттестации по дисциплине «Деловой иностранный язык» является экзамен (очная, очно-заочная формы). В ходе итоговой аттестации оцениваются знания, умения, навыки студентов по основным видам речевой деятельности: чтение, письмо, говорение, а также по освоению специальной лексики для применения полученных знаний в сфере внешней и внутренней политики, бизнеса, предпринимательства, экономики, культуры и в других сферах человеческой деятельности.

Структура экзаменационного билета приведена ниже:

Вопрос 1. Чтение. Прочитать и перевести специальный текст. Суммировать основное содержание текста. Выразить личную точку зрения по поводу главной идеи.

Вопрос 2. Письмо. Написать деловое письмо по заданной ситуации с учетом специфики регистра письменного делового общения.

Вопрос 3. Говорение. Представить краткий доклад на предложенную тему.

Перечень вопросов для подготовки к устной части экзамена (чтение, говорение):

- 1) Jobs and Careers
- 2) Applications and Interviews
- 3) Career Ladder
- 4) Marketing
- 5) The 4 P's of Marketing: Price, Product, Promotion and Place
- 6) Methods of Promotion
- 7) The Concept of Management
- 8) Management Styles
- 9) What Makes a Perfect Leader
- 10) Corporate Entertaining
- 11) Cultural Awareness of Norms
- 12) Areas of Cultural Misunderstanding
- 13) Free Trade and Protected Markets
- 14) Payment Terms
- 15) Shipping Terms
- 16) Negotiating Procedure
- 17) Competition and Cooperation in Negotiations
- 19) Language of Diplomacy
- 20) Negotiating Tricks

Перечень вопросов для подготовки к письменной части экзамена (деловое письмо):

- 1) Cover Letter
- 2) Online Order
- 3) Reply to an Order
- 4) Agenda

- 5) Notice
- 6) Request
- 7) Agreement
- 8) Refusal
- 9) Reminder
- 10) Final Demand
- 11) Apology
- 12) Making an Arrangement
- 13) Rescheduling the Arrangement
- 14) Cancelling the Arrangement

Структура экзаменационного билета (пример)

Утверждено на заседании кафедры
английской лингвистики и перевода
(наименование)

Протокол № _____ от _____
Заведующий кафедрой

Соколова И.Н.

(подпись)

(ФИО)

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ №1

Учебное подразделение Факультет лингвистики, межкультурных связей и профессиональной коммуникации
Направление/Специальность «Филология»
Дисциплина «Деловой иностранный язык»

1. Reading

1) Read and translate the text

2) Summarize the text. Give your personal opinion of the main idea

2. Writing. Write an e-mail/a business letter for the situation given. Make use of the most appropriate style and language.

3. Speaking. Present a report on the given topic. Respond to the examiner's questions.

Составил преподаватель Жемчугова Ю.В

Подпись.

Дата

Приложение к экзаменационному билету № 1

Утверждено на заседании кафедры:

Протокол № ____ от _____

Кафедра английской лингвистики и перевода

Зав. кафедрой _____

(личная подпись)

Соколова И.Н.

Наименование экзамена

«Деловой иностранный язык (английский)»

Направление «Филология»

Магистратура

Факультет лингвистики, межкультурных связей и профессиональной коммуникации

Task 1.

The Engineer of the Humane Corporation

Peter Senge has influence. *The Fifth Discipline*, which encapsulated Prof Senge's ideas about organisational change, personal development and more besides, has sold close to a million copies. The Society for Organizational Learning (SoL), these days the main focus of his energies, counts BP, Shell, Hewlett-Packard and Intel among its supporters. So, how did a business school academic - he remains a senior lecturer at the Massachusetts Institute of Technology's Sloan School of Management - end up pursuing an agenda that centres on 'the interdependent development of people and their organisations as responsible and effective global citizens'? 'Remember that my training is in engineering, not management,' he says. 'I trained as an engineer because it was the best way of learning about systems. This field - systems - seemed to me to address the problem: the world was becoming more and more interdependent, we were creating these patterns of interdependence, and yet we didn't know how to understand that. We were simply blind.' Prof Senge's ambition remains to apply systems thinking to human systems: societies, organisations and companies. It was an urge that led him in the 1980s to seek out Chris Argyris, of Harvard Business School, and Edgar Schein of MIT Sloan - leaders of the 'organisational development' movement. For Prof Argyris, this means persuading managers to question the politics, back-biting and 'defensive routines' that so negatively affect corporate life. For Prof Schein, it means recognising the importance of 'culture', the unspoken assumptions and established processes that dictate individual behaviour in organisations. It was from this mix of ingredients that Prof Senge produced *The Fifth Discipline*. The first four disciplines are:

- 'personal mastery' (broadly, a commitment to your own and other people's full development)
- 'mental models' (reflecting upon and questioning assumptions)
- 'shared vision' ('a force in people's hearts')
- 'team learning' (or teamwork). Systems thinking is the fifth discipline - a way of thinking about problems that brings together the other ingredients and allows for real organizational development.

The influence of *The Fifth Discipline* is undeniable. As well as launching the 'organisational learning' movement, it gave new force to the argument that the most effective organisations are also the most humane. You do not need to be a true believer to acknowledge that the ideas are intriguing.

Task 2. Write a letter of application to your potential employer (70-80 words)

8. Учебно-методическое и информационное обеспечение дисциплины

а) Список рекомендуемой литературы

основная

1. Английский язык для экономистов (B1 – B2) : учебник и практикум для вузов / Т.А. Барановская [и др.]; ответственный редактор Т.А. Барановская. – 3-е изд., перераб. и доп. – Москва : Издательство Юрайт, 2020. – 470 с. – (Высшее образование). – ISBN 978-5-534-13759-0. – Текст : электронный // ЭБС Юрайт [сайт]. – URL : <http://urait.ru/bcode/466785>.
2. Купцова, А.К. Английский язык для менеджеров и логистов (B1-C1) : учебник и практикум для вузов / А.К. Купцова, Л.А. Козлова, Ю.П. Волынец; под общей редакцией А.К. Купцовой. – 2-е изд., испр. и доп. – Москва : Издательство Юрайт, 2020. – 355 с. – (Высшее образование). – ISBN 978-5-534-08147-3. – Текст : электронный // ЭБС Юрайт [сайт]. – URL : <http://urait.ru/bcode/450355>
3. Чикилева, Л.С. Английский язык в управлении персоналом (B1 – B2). English for Human Resource Managers : учебник и практикум для вузов / Л.С. Чикилева, Е.В. Ливская, Л.С. Есина. – 2-е изд., перераб. и доп. – Москва : Издательство Юрайт, 2020. – 203 с. – (Высшее образование). – ISBN 978-5-534-08232-6. – Текст : электронный // ЭБС Юрайт [сайт]. – URL : <http://urait.ru/bcode/451419>

дополнительная

1. Allison, John The Business : intermediate ; student's book / Allison John, P. Emmerson. – London : Macmillan, 2017. – 159 p. : ill. – Прилож.: DVD-Rom. – ISBN 978-1-4050-8369-0.
2. Powell, Mark In Company : intermediate / Powell Mark. – Oxford : Macmillan, 2007. – 142 p. : ill. – Прилож.: CD-ROM / K. Richardson. – ISBN 0-230-02058-0.
3. Jones, Leo New International Business English : communication skills in English for business purposes : student's book / Jones Leo, R. Alexander. – updated ed. – Cambridge : Cambridge University Press, 2000. – 176 p. : ill. – iISBN 0-521-77472-1.
4. English for Academics : A communication skills course for tutors, lecturers and PhD students : In collaboration with the British Council. Book 1 / O. Bezzabotnova [etc.]. – Cambridge : Cambridge University Press, 2014. – 175 p. : il. – ISBN 978-1-107-43476-9.

учебно-методическая (разработанная НПР, реализующими ОПОП ВО):

1. Алексеев, Ю.Г. Теория перевода : материалы к семинарским занятиям / Алексеев Юрий Геннадьевич; УлГУ, ИМО, ФЛиМС. – Ульяновск : УлГУ, 2017. – Загл. с экрана. – Электрон. текстовые дан. (1 файл : 201 КБ). – Текст : электронный. – URL : <http://lib.ulsu.ru/MegaPro/Download/MObject/400>

2. Жемчугова, Ю.В. Учебно-методические рекомендации по организации самостоятельной работы студентов магистратуры, обучающихся по направлению подготовки 45.04.01 «Филология» профиль «Иностранные языки в международной деятельности» по дисциплине «Деловой иностранный язык» (уровень подготовки - магистратура) / Ю.В. Жемчугова; УлГУ, ИМО, ФЛиМСиПК. – Ульяновск : УлГУ, 2019. – Загл. с экрана; Неопубликованный ресурс. – Электрон. текстовые дан. (1 файл : 4,04 МБ). – Текст : электронный. – URL : <http://lib.ulsu.ru/MegaPro/Download/MObject/6356>

б) Программное обеспечение

ОС Microsoft Windows

ОС Альт Рабочая станция

Мой офис Стандартный

Антиплагиат

в) Профессиональные базы данных, информационно-справочные системы

1. Электронно-библиотечные системы:

1.1. IPRbooks : электронно-библиотечная система : сайт / группа компаний Ай Пи Ар Медиа. - Саратов, [2021]. – URL: <http://www.iprbookshop.ru>. – Режим доступа: для зарегистрир. пользователей. - Текст : электронный.

1.2. ЮРАЙТ : электронно-библиотечная система : сайт / ООО Электронное издательство ЮРАЙТ. – Москва, [2021]. - URL: <https://urait.ru>. – Режим доступа: для зарегистрир. пользователей. - Текст : электронный.

1.3. Консультант студента : электронно-библиотечная система : сайт / ООО Политехресурс. – Москва, [2021]. – URL: <https://www.studentlibrary.ru/cgi-bin/mb4x>. – Режим доступа: для зарегистрир. пользователей. – Текст : электронный.

1.4. Консультант врача : электронно-библиотечная система : сайт / ООО Высшая школа организации и управления здравоохранением-

Комплексный медицинский консалтинг. – Москва, [2021]. – URL: <https://www.rosmedlib.ru>. – Режим доступа: для зарегистрир. пользователей. – Текст : электронный.

1.5. Большая медицинская библиотека : электронно-библиотечная система : сайт / ООО Букап. – Томск, [2021]. – URL: <https://www.books-up.ru/ru/library/> . – Режим доступа: для зарегистрир. пользователей. – Текст : электронный.

1.6. Лань : электронно-библиотечная система : сайт / ООО ЭБС Лань. – Санкт-Петербург, [2021]. – URL: <https://e.lanbook.com>. – Режим доступа: для зарегистрир. пользователей. – Текст : электронный.

1.7. Znanium.com : электронно-библиотечная система : сайт / ООО Знаниум. - Москва, [2021]. - URL: <http://znanium.com> . – Режим доступа : для зарегистрир. пользователей. - Текст : электронный.

1.8. Clinical Collection : коллекция для медицинских университетов, клиник, медицинских библиотек // EBSCOhost : [портал]. – URL: <http://web.b.ebscohost.com/ehost/search/advanced?vid=1&sid=9f57a3e1-1191-414b-8763-e97828f9f7e1%40sessionmgr102> . – Режим доступа : для авториз. пользователей. – Текст : электронный.

1.9. Русский язык как иностранный : электронно-образовательный ресурс для иностранных студентов : сайт / ООО Компания «Ай Пи Ар Медиа». – Саратов, [2021]. – URL: <https://ros-edu.ru>. – Режим доступа: для зарегистрир. пользователей. – Текст : электронный.

2. КонсультантПлюс [Электронный ресурс]: справочная правовая система. /ООО «Консультант Плюс» - Электрон. дан. - Москва : КонсультантПлюс, [2021].

3. Базы данных периодических изданий:

3.1. База данных периодических изданий : электронные журналы / ООО ИВИС. - Москва, [2021]. – URL: <https://dlib.eastview.com/browse/udb/12>. – Режим доступа : для авториз. пользователей. – Текст : электронный.

3.2. eLIBRARY.RU: научная электронная библиотека : сайт / ООО Научная Электронная Библиотека. – Москва, [2021]. – URL: <http://elibrary.ru>. – Режим доступа : для авториз. пользователей. – Текст : электронный

3.3. «Grebennikon» : электронная библиотека / ИД Гребенников. – Москва, [2021]. – URL: <https://id2.action-media.ru/Personal/Products>. – Режим доступа : для авториз. пользователей. – Текст : электронный.

4. Национальная электронная библиотека : электронная библиотека : федеральная государственная информационная система : сайт / Министерство культуры РФ ; РГБ. – Москва, [2021]. – URL: <https://нэб.рф>. – Режим доступа : для пользователей научной библиотеки. – Текст : электронный.

5. SMART Imagebase // EBSCOhost : [портал]. – URL: <https://ebSCO.smartimagebase.com/?TOKEN=EBSCO-1a2ff8c55aa76d8229047223a7d6dc9c&custid=s6895741>. – Режим доступа : для авториз. пользователей. – Изображение : электронные.

6. Федеральные информационно-образовательные порталы:

6.1. Единое окно доступа к образовательным ресурсам : федеральный портал / учредитель ФГАОУ ДПО ЦРГОП и ИТ. – URL: <http://window.edu.ru/>. – Текст : электронный.

6.2. Российское образование : федеральный портал / учредитель ФГАОУ ДПО ЦРГОП и ИТ. – URL: <http://www.edu.ru.> – Текст : электронный.

7. Образовательные ресурсы УлГУ:

7.1. Электронная библиотека УлГУ : модуль АБИС Мега-ПРО / ООО «Дата Экспресс». – URL: <http://lib.ulsu.ru/MegaPro/Web.> – Режим доступа : для пользователей научной библиотеки. – Текст : электронный.

9. Примерный образец контрольной работы

Progress Test

Section 1. Listening

1. Listen to the recording. Five experienced negotiators are talking about negotiating strategy. Answer the questions

- Speaker 1. What does T.I.E stand for?
- Speaker 2. Why doesn't win-win always work?
- Speaker 3. Why is silence more powerful than talking?
- Speaker 4. What should you focus on to avoid pointless debates?
- Speaker 5. What three things does the speaker mention to phrase as questions?

2. Mark (^) the statements true (T) or false (F)

- If you haven't worked out your priorities you'd better leave the negotiating table.
- Friendly attitude can be counter-productive because your opponents can take advantage of the situation..
- Silence is a difficult argument to counter.
- You should convince your opponent that you are right.
- If you ask questions your opponent will think you are trying to be helpful.

3. Listen to the talk again and complete the missing information in sentences 1-5.

-before you begin.
- In a win-lose situation the tougher you are.....
- Faced with prolonged silence your opponent is liable to.....
- The interest based negotiation is discovering.....
- Keep those questions coming and.....

Section 2. (Vocabulary and Grammar)

Vocabulary

A. The statements below are about negotiations. Write one word in the gap to complete each statement. The first letter is given in each case.

- (1) Ravi is a very t_____ negotiator. And always gets the best price.
- (2) These d_____ negotiations can easily fail.
- (3) This p_____ dispute has been going on for over two months now.
- (4) I'd say that the employers have a more bargaining p_____ and will win in the end.
- (5) Last-m_____ negotiations are going on to avoid an all-out strike.

B. Fill in the blanks with the correct expressions from the box. There are three extra expressions you don't have to use.

neutral ground, common ground, negotiating team, win-win solution, relaxed atmosphere, small talk, mutual advantage, fall-back position, objectives

- (1) We'll hold talks on_____ so neither side has an advantage.
- (2) Work out what you want to achieve - your _____
- (3) We believe the talks will be held in_____ with no real argument.
- (4) We start with _____ over coffee, and then it gets serious.
- (5) We have asked for 10%, but we do have a _____ if that is turned down.

C. Fill in the blanks with suitable words. The first letter is given.

In a successful negotiation no one should feel that they have lost. You should reach a win-

- (1)w_____ solution. After one side makes a proposal, the other should make a (2) c_____ offer. If both sides make (3) c_____, you can work towards a compromise. By making a (4) g_____

gesture you may get something from the other side. It's this (5)h____-trading that moves the negotiations along.

D. The statements below are about difficult negotiations. Write one word in the gap to complete the statement.

- (1) Having the public behind us gives us a lot of bargaining p_____.
- (2) The employers are negotiating from the position of s_____, because unemployment is high.
- (3) They are making us to negotiate under d_____. They are forcing us to accept their offer.
- (4) I'm pleased to inform you that the company has c____ down and accepted our demands.
- (5) We've made great progress and there are only a few minor s_____ points.

F. What do we call....

- (1) the situation when no progress in negotiations can be achieved
- (2) someone from outside who help restart negotiations
- (3) the time when each side takes no action
- (4) someone from the outside who imposes an agreement
- (5) the contract that forces each side to carry out the actions, they had promised to carry out, by law.

G. Give the definitions for the following methods of payment:

- (1) Payment is expected by the exporter in full before goods are shipped
- (2) Goods are shipped directly to the buyer, with a request for payment.
- (3) A bank-to-bank commitment of payment: the buyer's bank guarantees that payment will be made when the shipping documents are found to be in compliance with terms set by the buyer.
- (4) A bill of exchange is sent from the exporter's bank to the buyer's bank. When the buyer agrees to pay in a certain date, he signs the draft. The documents and goods are released to the buyer against this acceptance.

H. The words in bold are all in the wrong places. Put them in the correct places.

After the exporter and a foreign customer finally (1) **check up on** a deal, the exporter must (2) **comply with** the goods and (3) **reach** an invoice. The exporter must (4) **issue** all the conditions in the contract, and if they do they can expect to be paid on time. It is a waste of time if they have to (5) **ship** customers who (6) **chase** payments. If there is a problem with payment, the exporter can use a credit agency to (7) **get behind with** a customer's creditworthiness.

Grammar

G. Look at the negotiation extracts. Make the direct remarks more diplomatic using the words in brackets to help you.

Negotiation 1

A. This is still too expensive

(afraid/would still/a little out of/ price range)

I'm afraid that would still be a little out of our price range

B. Well, how much do you want to pay?

(did/in mind figure/ what sort)

(1) _____

A. \$12 per unit.

(the region of/ were thinking/ somewhere/\$12 per unit)

(2) _____

B. I can't go as low as that

(low/ a position/ this stage/ be honest/ not/ quite)

(3) _____

Negotiation 2

A. You said we'd get 90days` free credit

(90 days' free credit/ were promised)

(4) _____

B. Yes, but you said you'd be placing a larger order

(rather larger/ was understood/ respect)

(5) _____

A. Look, this is getting us nowhere. We want free credit.

(getting/very far/ doesn't seem/ free credit/ must insist)

(6) _____

B. Well, I can't offer you that unless you increase your order.

(you are prepared/ slightly/ unable/ offer/ unfortunately)

(7) _____

Negotiation 3

A. We need a commitment from you today

(some kind/ had/ hoping)

(8) _____

B. Impossible! We are still unhappy about these service charges.

(this point/ a bit difficult/ might/ not entirely/ service charges)

(9) _____

A. But you said you were OK about those!

(was assumed)

(10) _____

B. Not at all. Look, I think we should go over these figures again

(afraid/figures/again/ shouldn't we

(11) _____

Section 3. Reading

The trend is ally or die

Charles Wang

Of all the trends sweeping across the business landscape, few will have more of an impact on companies than strategic partnerships. We have all seen the power of 'partnering' in almost every industry. The revival of the US automotive industry, which was partly the result of co-operative agreements with Japanese car makers, is a good example. We have also witnessed the disastrous effects of 'going it alone' – the US steel industry almost collapsed because it failed to ally itself with strategic players. The information technology (IT) industry is no exception. Not only does it encourage business relationships, it also develops tools, such as Electronic Data Interchange (EDI) technology, that facilitate business partnerships in other markets.

Strategic partnerships also promote the development of technologies that would not, or could not, be developed by manufacturers working independently. Strategic alliances will create new playing fields for enterprises. Those companies involved in

strategic alliances will benefit greatly from the standards and economies of scale that result. On the other hand, industries that insist on keeping a 'hands-off' relationship between suppliers, customers and competitors will be left behind.

Why is all this good for the client? Because strategic alliances enable user organisations to develop critical standards, create new markets, jointly fund large efforts in their common interests, quickly respond to new opportunities, and share information. Customers today are not well served by vendors operating in a vacuum, and increased competition has made users much more demanding.

Consider the IT industry: from the early 1960s through the 1980s, account control was the name of the game. Clients were locked into a particular supplier's systems. Their choices were limited, and they had little, if any, control over price increases. Eventually, computer users rebelled. The world of open systems, in which customers became empowered to exercise much wider freedom in selecting

hardware and software vendors, killed the practice of account control forever.

But open systems were a two-edged sword. On the upside, freedom of choice presented great opportunities for large-scale savings. On the downside, clients had to become in-house systems integration experts as they tried to cope with multiple IT providers who rarely, if ever, talked to one another.

Over time, users began insisting that vendors co-operate among themselves to guarantee that computer systems, networks, applications and databases could be managed together. They needed to be certain that the hardware and software they licensed operated together flawlessly.

In the end, systems integration became such a daunting task that many customers began relying on a few, loyal, hand-picked vendors. In return, the best hardware and software suppliers transformed their relationships with clients into much more than buying/selling agreements. They formed complex, strategic partnerships with their fellow suppliers.

From the *Financial Times*

1. Complete these expressions with words from lines 1-18, and related words.

- If you decide to work closely with someone, you ally yourself with them.
- Someone you work with is an ally or partner.
- Another name for an alliance is a partnership.
- The adjective related to 'co-operation' is cooperative.
- If you don't co-operate with anyone, you go it alone.

2. Which three industries are mentioned specifically in lines 1-23? Which present good examples of strategic alliances at work?

3. What are the two advantages for companies belonging to an alliance? What is the disadvantage of not belonging? (lines 24-39)

4. What are the five advantages for customers who work with companies that are part of alliances? What effect has this had on customers? (lines 43-52)

5. True or false (lines 53-77)?

- a) From the 1960s to the 1980s, most companies had only one computer supplier.
- b) Companies at that time could easily change suppliers.
- c) Most companies still have the same relationship with their computer system supplier.
- d) Customers are now much freer to choose the systems they want.
- e) This has its advantages and disadvantages.
- f) At first, when a company had several systems suppliers, these suppliers often communicated with each other.

6. Find words in lines 78-97 that mean

- a) sellers of computers (7 letters).
- b) systems of computers working together (8 letters).
- c) jobs that computers are used for (12 letters).
- d) large amounts of information held on computer (9 letters).

7. Which of these things are *not* mentioned in lines 78-97? Computer systems users

- a) insisted that systems suppliers work together.
- b) insisted that their systems work perfectly.
- c) started to buy equipment instead of licensing it.
- d) found that systems integration was easy.
- e) were willing to pay more for systems that worked perfectly.
- f) were a factor in encouraging systems suppliers to form alliances.

Answer Key

Section 1. Listening

Task 1.

- a) T.I.E. stands for “tradeables”, “ideals”, “essentials”.
- b) Because most of negotiations are “win-lose”.
- c) Because your opponents are liable to make another concession(when faced with pronged silence)
- d) You should focus on needs, desires and fears behind your opponent’s position.
- e) Misunderstandings, disagreements, good ideas

Task 2.

- a) T
- b) F
- c) T
- d) F
- e) T

Task 3.

- a) Make your priorities clear...
- b).....the further you’ll get.
- c).....is liable to make another concession.
- d).....needs, desires and fears behind your opponent’s position.
- e).....and don’t take “no” for an answer

Section 2. Vocabulary

- A. 1) tough; 2) delicate; 3) protracted; 4) power; 5) minute
- B. 1) neutral ground; 2) objectives; 3) relaxed atmosphere; 4) small talk; 5) fall-back position
- C. 1) win; 2) counter; 3) concessions; 4) good-will; 5) horse
- D. 1) power; 2) strength; 3) duress; 4) climbed; 5) sticking
- E. 1) stalemate; 2) mediator; 3) cooling-off period; 4) arbitrator; 5) legally-binded contract
- F. 1) advance payment; 2) open account; 3) letter of credit; 4) bill of exchange
- G. 1) reach; 2) ship; 3) issue; 4) comply with; 5) chase; 6) get behind with; 7) check up on

Grammar

- 1) What sort of figure did you have in mind.
- 2) We were thinking of somewhere in the region of \$12 per unit.
- 3) To be quiet honest I'm not in the position to go as low as that at this stage
- 4) We were promised a ninety days' free credit.
- 5) With respect it was understood you'd be placing a rather larger order.
- 6) This doesn't seem to be getting us very far. We must insist on free credit.
- 7) Unfortunately, we are unable to offer you that unless you're prepared to increase your order slightly.
- 8) We had been hoping for some kind of commitment from you today.
- 9) At this point it might be a bit difficult. We aren't entirely happy about these service charges.
- 10) It was assumed you were OK about those.
- 11) I'm afraid not. Look, shouldn't we go over these figures again.

Section 3. Reading

- 1. a) ally b) ally; partner c) partnership d) co-operative e) go it alone
- 2. Cars, steel and information technology (IT). Cars and IT offer good examples of strategic alliances at work.
- 3 Advantages of belonging to strategic partnerships: they allow companies to develop technologies that they couldn't develop alone. Strategic alliances will 'create new playing fields' for companies: the rules of their industry will change to their benefit.
Disadvantage of not belonging: companies that don't participate will be 'left behind'.
- 4 Critical standards, new markets, joint funding, rapid response and shared information. Customers benefit from increased competition.
- 5 a) true b) false c) false d) true e) true f) false
- 6 a) vendors b) networks c) applications d) databases
- 7 c, d, e

Listening Script

Speaker 1.

Make your priorities clear before you begin, that's my advice. I always say remember to check your tie. Not the one you wear round your neck, your T-I-E. "T" stands for "tradeables". These are the things you'll take if you can get them, but they're not that important to you and you'll concede them if it helps you to push the negotiation forward. "I" stands for "ideals". These are the things you'd really like to get and will fight to get, but not if it costs you the deal. Finally and most importantly. "E" stands for "essentials". It's not that these are absolutely non-negotiable. Everything's negotiable. But if it looks like you're not going to get your essentials, then that's the time to start thinking about walking away from the negotiating table.

Speaker 2.

Well, frankly. I get a bit tired of hearing people go on about win-win negotiating. I mean, let's face it: a lot of negotiations are basically win-lose, and your opponent's interests are the last thing you should be worrying about. Buying a house, a car, double-glazing - all win-lose situations. And you'd be surprised how many business negotiations are basically one-off deals as well. In my opinion, in a win-lose situation the tougher you are – without actually being aggressive, the further you'll get. That's because your opponent takes your attitude as an indication of what's possible and what's not. And the friendlier you seem, the higher their expectations will be. It's like the old saying: give them an inch and they'll take a mile.

Speaker 3.

You always know who is going to win a negotiation - it's he who pauses the longest. I forgot who it was who said that but it's pretty good advice - basically, shut up! And remember that silence is very often your best weapon. It's a very difficult argument to counter. Faced with prolonged and uncomfortable silences, your opponent is liable to make another concession or give away their strategy or weaken their own position by becoming defensive: play your cards close to your chest. Talk less, learn more. There's an old Swedish proverb: "Talking is silver. But listening is gold".

Speaker 4.

I think the biggest trap less experienced negotiators fall into is to turn the whole negotiation into a debate, which it isn't. This is sometimes called "positional negotiating". Both sides end up arguing the whys and wherefores, rationalising their position, trying to justify themselves. It's a complete waste of time. You're not there to convince your opponent that you're right. He doesn't care if you're right or not. And neither should you. You're there to explore both sides' interests, generate options and trade concessions - preferably giving away things that mean little to you but a lot to him and receiving the opposite in return. This is 'interest-based negotiation' - discovering the needs, desires and fears behind your opponent's position and working on those. The two phrases you need most of all are: "If ..., then ...?": "If I give you that, then what do I get?" and "What if ...?": "What if we looked at this another way? What if we did this instead?"

Speaker 5

The key skill in negotiating is the ability to ask the right questions - and ask lots of them. In fact, there's an organisation called the Huthwaite Research Group, who recorded hundreds of negotiations and guess what they found? Skilled negotiators ask more than twice as many questions as average negotiators. So, my advice is: phrase as many of your comments as possible as questions. You don't understand something? Don't say you don't understand - you'll look stupid. Ask a question - you'll look intelligent. You strongly disagree? Don't say you strongly disagree - they'll think you're being difficult. Ask a question - they'll think you're trying to be helpful. You have a good idea? Don't say you have a good idea - they'll wish it was *their* idea. Ask a question. They'll think it *was* their idea. Keep those questions coming and don't take 'no' for an answer!

Примеры текстов для самостоятельной работы по переводу

Текст 1.

Different Kinds of Companies

There may be occasions when you have to talk about the company (*US English: corporation*) you work for. This may be when you're actually showing someone around the place of work or premises. Or you may need to explain to someone how your company or your department is organized, who is responsible for different aspects of the business and how the company is run.

Companies and corporations

Companies are a very important part of a country's economy. Businesses provide goods and services, and they come in every shape and size. Although the vast majority of the world's companies are small, in many countries the economy is dominated by large firms. Large businesses differ from small ones in a wide variety of ways. In many countries there are nationalized companies belonging to the state, as well as private companies. A private company might be a small firm with just one owner or a very large firm with thousands of shareholders "owning" the firm.

In very large firms the shareholders have very little to do with the day-to-day running of the firm. This is left to the management. Large companies may be organized into several large departments, sometimes even divisions. The organizational structure of some companies is very hierarchical [ˌhɑɪəˈrɑːrkikl] with a board of directors at the top and the various departmental heads reporting to them. Often the only time shareholders can influence the board is at the yearly shareholders' meeting.

Some firms may only produce one good or service. Others may produce many different products; in fact they may seem to be like a collection of "businesses" inside one company. As a company gets bigger it may expand geographically. Many large firms are multinationals with manufacturing plants and trading locations in several different countries spread around the world.

Offices

The physical surroundings of most modern places of work, especially offices, are becoming more and more similar. Although there are some differences from country to country, one office looks much like another. Office furniture and equipment tend to be similar – desks, chairs, adjustable lamps, filing cabinets, computers and laptops, phones, photocopiers, etc.

The "atmosphere" of the workplace can influence the effectiveness of a company's employees. Modern offices are more spacious and better lit, heated, ventilated and air-conditioned than in the past. But of course this is a feature that varies from firm to firm and may be dependent on the size of the company and its corporate "philosophy". In some companies, the employees work in large open-plan offices without walls between the departments. In others, the staff work more privately in individual offices.

Work relations with other people at the place of work include relationships with fellow employees, workers or colleagues. A great part of work or job satisfaction – some people say the major portion – comes from "getting on" with others at work. Work relations will also include those between management and employees. These relations are not always straightforward, particularly as the management's assessment of how you're performing can be crucial to your future career.

Industrial relations

There will always be matters about which employees will want to talk to the management. In small businesses the boss will probably work alongside his or her workers. Anything which needs to be sorted out will be done face-to-face as soon as a problem arises. There will be no formal meetings or procedures. The larger the business, the less direct contact there will be between employees and management. Special meetings have to be held and procedures set up, to say when, where, how and in what circumstances the employees can talk with the management. Some companies have specially organized consultative committees for this purpose.

In many countries of the world today, particularly in large firms, employees join a trade union and ask the union to represent them to the management. Through the union all categories of employees can pass on the complaints they have and try to get the things changed. The process through which unions negotiate with management on behalf of their members is called "collective bargaining". Instead of each employee trying to bargain alone with the company, the employees join together and collectively put forward their views. Occasionally a firm will refuse to recognize the right of a union to negotiate for its members and a dispute over union recognition will arise.

Where there is disagreement, bargaining or negotiating will take place. A compromise agreement may be reached. Where there is not possible, the sides can go to arbitration and bring in a third party from outside to say what they think should happen. However, sometimes one of the sides decides to take industrial action. The management can "lock out" the employees and prevent them from coming to work. This used to be quite common, but is rarely used today.

The main courses of action open to a trade union are: a strike, a ban on working overtime, "working to rule" (when employees work according to the company rule book), "go-slows" (employees may spend more time doing the same job) and picketing (employees stand outside the entrance to the business location holding up signs to show that they are in conflict with the management).

Every country has its own tradition of industrial relations, so it is difficult to generalize. In some businesses unions are not welcomed by the management. But in other countries the unions play an important role both in the everyday working relations in individual companies and also in the social and political life of the country.

Add the missing words to the following phrases:

1. Several companies are..... in the development. (8 letters)
2. Ltd stands for..... company. (7 letters)
3. Mining and farming are part of the primary..... (6 letters)
4. Shops and supermarkets are part of theindustry. (9 letters)
5. Our economy depends on private..... to combine capital and opportunities for investment. (10 letters)
6. The two firms want to..... to form a larger one. (5 letters)
7. We are moving because our business..... are too small. (8 letters)
8. The report shows our company had another year. (10 letters)
9. All the computer linked to the main computer. (9 letters)
10. The joins the computer to the phone. (5 letters)
11. The department looks after the company's figures. (11 letters)
12. Another word for a computer screen is..... (7 letters)
13. In America a large firm is called (11 letters)
14. In American companies a director is called a..... (13 letters)

Текст 2.

Part of a Political Speech

The time has almost come, ladies and gentlemen, when the Government must ask you – the electors of Great Britain – to renew its mandate. It is as a member of the Government that I stand before you this evening, and the task I have set myself is to review the many things which the Government has achieved since the last General Election, and to outline the path which we hope to follow in the future, when, as I am confident will be the case, you return us to office with an even greater parliamentary majority.

No one will deny that what we have been able to do in the past five years is especially striking in view of the crisis which we inherited from the previous Government. With prices spiraling upwards; with a record trade deficit of hundreds of millions of pounds; and with the pound sterling afflicted by the evaporation of international confidence, the country was then on the brink of financial disaster and economic collapse.

But within a very short time of coming back into power the present Government had taken steps to stabilize the position. No doubt you will remember some of those steps. Many of them were painful at the time. But they were necessary if international confidence was to be restored, and we did not flinch from taking them.

First of all, we applied ourselves to identifying the root causes of our national ailments, examining contemporary evidence and refusing to be slaves to outmoded doctrinaire beliefs. Secondly, we embarked on a reasoned policy to ensure steady economic growth, the modernization of industry, and a proper balance between public and private expenditure. Thirdly, by refusing to take refuge – as the previous Government had continually done in the preceding years – in panic-stricken stop-gap measures, we stimulated the return of international confidence.

As a result of those immediate measures, and aided by the tremendous effort which they evoked from the British people who responded as so often before to a firm hand at the helm, as a result of those measures we weathered the storm and moved on into calmer waters and a period of economic expansion and social reorganization.

We took as our first objective the problem of productivity. For far too long the average level of productivity in this country had been lower than was to be expected when the quality of the labour force was considered. We attacked the restrictive practices wherever they existed; we instituted measures for the more rational deployment of labour; and we greatly improved the relationship between management and workers. The result, as you all know, is that productivity is higher now than ever before.

Then we embarked on a nation-wide scheme of regional planning, both industrial and social, thereby ensuring that areas of the country which had for years been underproductive and undersupplied with social amenities were able to contribute more effectively to the national effort.

Next, we instituted the largest programme of educational expansion that the country has ever seen. From infant school to university, the nation's educational resources were extended and revitalized in a way that over the years will ensure that our greatest national asset – our children and young people – will continue to get the education that they deserve.

Finally, we made sweeping reductions in government expenditure. The whole area of national and local government was subjected to a most searching financial scrutiny, and wherever they occurred, inefficiency and waste were attacked and non-essential projects were brought swiftly to an end. It was partly as a result of those economies that many of our most important new projects in other fields became possible.

These new projects have enabled us to lay a firm foundation for better things. It is at this stage that we may confidently begin to examine the route we wish to follow in the future.

Текст 3.

2 Read this article and choose one of these titles for it:

**When in Rome ...
Travelling abroad
Doing business in Europe**

**Problems that business people face
Good manners, good business
I didn't mean to be rude!**

NOBODY actually wants to cause offence but, as business becomes ever more international, it is increasingly easy to get it wrong. There may be a single European market but it does not mean that managers behave the same in Greece as they do in Denmark.

In many European countries handshaking is an automatic gesture. In France good manners require that on arriving at a business meeting a manager shakes hands with everyone present. This can be a demanding task and, in a crowded room, may require gymnastic ability if the farthest hand is to be reached.

Handshaking is almost as popular in other countries – including Germany, Belgium and Italy. But Northern Europeans, such as the British and Scandinavians, are not quite so fond of physical demonstrations of friendliness.

In Europe the most common challenge is not the content of the food, but the way you behave as you eat. Some things are just not done. In France it is not good manners to raise tricky questions of business over the main course. Business has its place: after the cheese course. Unless you are prepared to eat in silence you have to talk about something – something, that is, other than the business deal which you are continually chewing over in your head.

Italians give similar importance to the whole process of business entertaining. In fact, in Italy the biggest fear, as course after course appears, is that you entirely forget you are there on business. If you have the energy, you can always do the polite thing when the meal finally ends, and offer to pay. Then, after a lively discussion, you must remember the next polite thing to do – let your host pick up the bill.

In Germany, as you walk sadly back to your hotel room, you may wonder why your apparently friendly hosts have not invited you out for the evening. Don't worry, it is probably nothing personal. Germans do not entertain business people with quite the same enthusiasm as some of their European counterparts.

The Germans are also notable for the amount of formality they bring to business. As an outsider, it is often difficult to know whether colleagues have been working together for 30 years or have just met in the lift. If you are used to calling people by their first names this can be a little strange. To the Germans, titles are important. Forgetting that someone should be called *Herr Doktor* or *Frau Direktorin* might cause serious offence. It is equally offensive to call them by a title they do not possess.

In Italy the question of title is further confused by the fact that everyone with a university degree can be called *Dottore* – and engineers, lawyers and architects may also expect to be called by their professional titles.

These cultural challenges exist side by side with the problems of doing business in a foreign language. Language, of course, is full of difficulties – disaster may be only a syllable away. But the more you know of the culture of the country you are dealing with, the less likely you are to get into difficulties. It is worth the effort. It might be rather hard to explain that the reason you lost the contract was not the product or the price, but the fact that you offended your hosts in a light-hearted comment over an aperitif. Good manners are admired: they can also make or break the deal.

(Adapted from an article by Richard Bryan in *Business Life*)

3 Decide if these statements are true or false , according to the writer:

- 1 In France you are expected to shake hands with everyone you meet.
- 2 People in Britain shake hands just as much as people in Germany.
- 3 In France people prefer talking about business during meals.
- 4 It is not polite to insist on paying for a meal if you are in Italy.
- 5 Visitors to Germany never get taken out for meals.
- 6 German business people don't like to be called by their surnames.
- 7 Make sure you know what the titles of the German people you meet are.
- 8 Italian professionals are usually addressed by their titles.
- 9 A humorous remark always goes down well all over the world.

4 Discuss these questions:

- Which of the ideas in the article do you disagree with?
- What would you tell a foreign visitor about 'good manners' in your country?
- How much do you think international business is improved by knowing about foreign people's customs?

4.6 Rule Number One: Clear that desk

Reading

Read this article and then fill each gap below with one word.

RULE NUMBER ONE: CLEAR THAT DESK

If your desk is piled high with letters, faxes, forms, memos, reports, print-outs and sticky-backed message slips, you might believe all this paperwork is a sign of how busy you are. But according to Declan Treacy, cluttered desks lead to lost information, distractions, missed opportunities, high stress and not a little procrastination. He founded and runs the Clear Your Desk Organisation and organises the annual International Clear Your Desk Day which this year is being held on April 24.

His arguments for uncluttered desks are strong. 'We pile between 300 and 500 pieces of paper on the desk at any one time, a load equivalent to a 40-hour backlog of work. With 45 minutes a day wasted on frustrating searches for lost paperwork on and around the desk, it is unfortunate that the cluttered desk is the accepted norm in most organisations,' he says. Treacy holds seminars to help companies organise their own Clear Your Desk days, when everyone from the senior managers to secretaries learn how to tackle paperwork more effectively.

Paper has become the foundation on

which our organisations are built and at the beginning of the 1990s office workers around the world were using more than 15 million miles of paper every day. Over two billion business letters are posted daily worldwide. In the US, companies have over 300 billion pieces of paper on file.

While a large proportion of this paperwork is important, we have reached a situation where most organisations, both public and private, are suffocating under mountains of unwanted paper. The average British worker hoards 40 hours of unfinished paperwork at any one time; each piece of paper on the desk will distract us up to five times a day; 68 per cent of office workers admit to habitually handling paperwork several times before deciding what to do with it; worldwide, computer printers produce over two and a half million pieces of paper every minute; 60 million photocopies are made every hour; 30 billion faxes are sent every year; and we hoard an average 20,000 pieces of paper in the office.

So what is someone to do if they have what looks like the EU paper mountain on

their desk? Dump it in the bin? Well, yes, says Treacy. Or rather, he suggests following four simple rules, and dumping the stuff is number four. Rule number three is file it. Number two suggests passing it to someone else; number one is the rule no one will like: act on it.

What you shouldn't do is add to the pile of paper that's already there, says Treacy: 'Eighty per cent of all paperwork is eventually discarded, but it causes an awful lot of trouble before that happens. Unfortunately, most executives believe the myth that an empty desk is the sign of an unproductive mind. How wrong can you be? Companies cannot afford to let people work from cluttered desks. Hours of valuable time are wasted in searching for vital pieces of paper, and in being distracted by the constant stream of faxes, memos and reports which land in our in-trays when we should be devoting time to more important work.'

And what is Treacy's desk like? Perfectly clear, of course.

Susan Pope

(from *InterCity Magazine*)

- 1 According to Declan Treacy, an untidy desk is a sign of a busy person at work. The best kind of desk is a one.
- 2 International Clear Your Desk Day is held every
- 3 Office workers waste minutes a day looking for documents.
- 4 In most businesses an desk is considered perfectly acceptable.
- 5 It would take the average British worker hours to clear his or her desk of paperwork.
- 6 2½ million pieces of paper are printed by computers every and 60 million photocopies are made every
- 7 Treacy's four rules for clearing your desk of papers are:
 - 1 on it.
 - 2 it on to someone else.
 - 3 it.
 - 4 it away.

Текст 5.

1.6 Do it my way

Reading

Read this article and then answer the questions below.

Management in America

Do it my way

NEW YORK

Cultural differences between Japanese and American managers have presented the biggest obstacles to Japanese companies investing in America.

A seminar for Japanese executives working in America was attended by 25 men, nearly all of them in identical dark suits. Despite the room's stifling heating system, they resolutely refused to remove their jackets. Their coffee break lasted exactly the scheduled ten minutes. They did not ask any questions until after they had got to know one another a bit better at lunch. They were usually deferential and always polite.

A similar seminar for 25 Americans working for Japanese subsidiaries in America included eight women. Several of the men removed their jackets on entering the room. A ten-minute coffee break stretched beyond 20 minutes. Participants asked

questions and several aggressively contradicted what the speakers had to say.

According to Mr Thomas Lifson of Harvard and Mr Yoshihiro Tsurumi of New York's Baruch College – the two main speakers at both seminars – misunderstandings between Japanese and American managers are possible at nearly every encounter. They can begin at the first recruiting interview. A big American company typically hires people to fill particular slots. Its bosses know that Americans are mobile people, who have a limited commitment to any particular employer or part of the country. As a result, jobs are clearly defined and so are the skills needed to fill them. American firms hire and fire almost at will.

The assumptions (and the expectations) of the Japanese managers of Japanese subsidiaries in America could

hardly be more different. They hire people more for the skills they will acquire after joining the company than for their existing skills.

American managers rely heavily on number-packed memoranda and the like. The Japanese colleagues prefer informal consultations which lead eventually to a consensus. According to Mr Tsurumi, they find comical the sight of American managers in adjacent offices exchanging memos.

Confronted with a dispute between middle managers, most Japanese superiors refuse to become involved, expecting the managers themselves to resolve the issue. The Americans conclude, wrongly, that their Japanese bosses are indecisive or incompetent. Japanese managers do not share the American belief that conflict is inevitable, and sometimes healthy. They want to believe that employees form one big happy family.

(from *The Economist*)

Decide whether these statements are true (✓) or false (✗), according to the article.

- 1 This article is about American companies in Japan.
- 2 At one seminar the Japanese removed their jackets when they got hot.
- 3 The Japanese did not ask questions until after lunch.
- 4 At another seminar, some of the Americans were not polite to the speakers.
- 5 Americans and Japanese are likely to misunderstand each other in any situation.
- 6 American employees are very loyal to their companies.
- 7 Japanese companies are likely to recruit less experienced employees.
- 8 The Japanese rely less on meetings than the Americans.
- 9 Japanese managers send more memos than their American counterparts.
- 10 Japanese managers solve problems without involving their boss.

Highlight any useful vocabulary you'd like to remember in the passage.

Перевод экономических терминов с русского языка на английский язык

1.	ОГРН	Основной государственный регистрационный номер	Primary State Registration Number (PSRN)
2.	ОКПО	Общероссийский классификатор предприятий и организаций	Russian National Classifier of Businesses and Organizations (RNNBO)
3.	ИНН	Идентификационный номер налогоплательщика	Taxpayer Identification Number (TIN)
4.	КПП	Код причины постановки на учет	Tax Registration Reason Code (TRRC)
5.	БИК	Идентификационный код банка	Bank Identification Code (BIC)
6.	НДС	Налог на добавленную стоимость	Value Added Tax (VAT)
7.	НДФЛ	Налог на доходы физических лиц	Personal Income Tax (PIT)
8.	Р/С	Расчетный счет	Operating Account
9.	К/С	Корреспондентский счет	Correspondent Account

Тестовые задания для самоконтроля

Test 1. Marketing

Section 1. Vocabulary

Marketing and market orientation

Total	18
Target	14+

21.1
6 marks

Choose the best word or phrase to fill each gap. Put a circle around the letter, A, B or C, of the answer you choose.

Our company makes wooden garden furniture – mainly tables and chairs. Sales are much higher this year because we have spent a lot on (1) First we did a survey to find out about customer (2) Then we redesigned all our (3) to include the special (4) that people want. Our (5) included a competition in all the major gardening magazines where the prize was a set of our furniture. Most importantly, we've made sure all our (6) are very competitive because our customers want value for money.

- | | | |
|----------------|----------------|--------------|
| 1 A selling | B distributing | C marketing |
| 2 A wants | B needs | C uses |
| 3 A products | B benefits | C services |
| 4 A goods | B profits | C features |
| 5 A presenting | B promotion | C persuasion |
| 6 A prices | B costs | C charges |



21.2
6 marks

Complete each sentence by writing the correct word in each gap. Some letters have been given to help you.

- We advertise on TV, but that's not enough. We need a whole new marketing c o n c e p t.
- We need to tell customers about the special b e n e f i t that our service provides.
- Our company is market-o r i e n t e d. Everything we do is about giving buyers what they want.
- The p a c k a g e doesn't only protect the goods – it advertises them too.
- I've been a m a r k e t e r for ten years and I know how to promote any product.
- People in different parts of the country buy different things, so 'p a c e' is one of the four Ps of marketing.

21.3
6 marks

Choose the best word from the brackets () to fill the gap.

- You can't maximize sales unless you get the marketing right. (mix/change)
- Our company is market-..... and so we regularly talk to focus groups. (promoted/driven)
- The new model has lots of new including air-conditioning. (services/features)
- Jim Scott is in charge of our new range mobile phones. (promoting/orienting)
- Our travel service offers customers many including free insurance. (characteristics/benefits)
- If your business is not market-....., you may find that your product doesn't sell. (fed/led)

Your score
/18

Cultural problems in international marketing

Level of difficulty: ●●○

Before you read

Which of these retailers are present in your country? What do they sell? What is their image? Do you associate them with their home country, or do you think of them as international?

- Benetton
- Borders
- C&A
- Carrefour
- Marks and Spencer
- Wal-Mart

Reading

Read this article from the *Financial Times* by Bertrand Benoit and answer the questions.

Wal-Mart finds German failures hard to swallow

Wal-Mart, the world's largest retailer, is losing up to \$300 million a year in its German venture after misjudging both corporate culture and the market. When German shoppers gathered in Mannheim for the opening of the renovated Wal-Mart Supercenter, they were treated to a novel experience. There was space to walk around, freshly-baked bagels, free carrier bags and, according to Alfred Brandstetter, the store manager, "probably the biggest fish counter in Baden-Württemberg". Yet behind the smiles of its uniformed attendants, the world's largest retailer is increasingly worried about the challenges faced by its German venture.

Bolted together from two acquisitions in 1997 and 1998, Wal-Mart Germany is the country's fourth largest hypermarket chain with ten per cent of the market. Although a drop in the ocean for the worldwide group – it generates less than two per cent of Wal-Mart's sales – its poor performance has been a stain on the group's record.

Making a mark on Europe's largest and most competitive food retail markets was never going to be easy. But some of Wal-Mart's early mistakes may be impossible to redress. The most glaring one, says an insider, was to disregard the structure of distribution in German food retailing. Drawing on the US model, Wal-Mart decided it wanted to control distribution to stores rather than leave it to suppliers. The result was chaos because suppliers could not adapt to Wal-Mart's centralised demands. With many deliveries failing to arrive in time, out-of-stock rates were sometimes up to 20 per cent, compared to a seven per cent average for the industry, although there have been marked improvements recently.

Then the group fuelled discontent at Wertkauf, its first acquisition, by filling top positions with US expatriates, a move perceived as arrogant. The ensuing exodus of German managers, which accelerated after the closure of the Wertkauf headquarters in 1999, deprived the group of local expertise.

Facing renovation costs up to five times those in the US, and struggling to navigate Germany's Byzantine planning and social regulations, the group has only refurbished a quarter of its 95 stores, and many sites remain unattractive, too small, cramped or poorly located.

Lack of scale has also worked against the group, by preventing it from dictating to suppliers and distributors. Although sizeable in the hypermarket segment, Wal-Mart Germany is a midget in the food retail industry as a whole, with less than two per cent of the market. With a joint market share of 30 per cent, Edeka and Rewe, Germany's two leaders, have far greater purchasing muscle.

"The problem is that Germany is beginning to raise questions about the group's entire international strategy," says Andrew Fowler, food retail analyst at Morgan Stanley Dean Witter.

From the *Financial Times*

International marketing

- 1 Put these paragraph summaries into the correct order.
- Another mistake was to employ US managers. German managers were offended by this and left the company in large numbers.
 - Renovating its stores is expensive, and many of them are unattractive or in the wrong place.
 - They knew that succeeding in Germany would be difficult. One of their biggest mistakes was to use a distribution system unlike the usual German one.
 - Wal-Mart Germany has relatively low bargaining power with suppliers because of its small size.
 - Wal-Mart Germany was formed through two companies it bought. German sales form a very small part of Wal-Mart's sales worldwide, but the problems with its German operations have not been good for its image.
 - Wal-Mart has opened another store in Germany, but its German operations are losing money.
 - Wal-Mart's problems in Germany are causing analysts to wonder about its international strategy in general.
- 2 Match the two parts of these phrases from lines 1–21.
- | | |
|-------------|---------------|
| 1 German | a) attendants |
| 2 largest | b) counter |
| 3 novel | c) culture |
| 4 uniformed | d) experience |
| 5 corporate | e) manager |
| 6 store | f) retailer |
| 7 fish | g) shoppers |
| 8 German | h) venture |
- 3 Choose the correct alternative to define these expressions from lines 22–32.
- Wal-Mart Germany was *bolted together from two acquisitions*, means that it was formed from two acquisitions,
 - but the two companies may not work very well together.
 - and the two companies work extremely well together.
 - and the two companies have remained completely separate.
 - The German market is *a drop in the ocean* for the worldwide group means that sales from this market
 - are of no importance at all.
 - form a very small part of Wal-Mart's overall sales.
 - form a large part of Wal-Mart's overall sales.
 - Wal-Mart's *poor performance has been a stain on the group's record* means that its performance in Germany
 - has damaged its reputation.
 - doesn't matter.
 - is relatively unimportant.
- 4 True or false (lines 33–54)?
- Succeeding in the German retail market is difficult.
 - It will certainly be possible to correct some of Wal-Mart's early mistakes there.
 - Using the wrong distribution methods was its least serious mistake.
 - Suppliers were not used to sending orders when instructed by the head offices of retailers.
 - A lot of shops were out of stock of many products, and the situation is getting worse.
- 5 Find adjectives in lines 55–73 that describe
- what German managers thought of putting people from the US into senior jobs (8 letters).
 - the departure of German managers that followed this (7).
 - the knowledge that German managers had about German retailing (5).
 - costs related to repainting and modernising stores (10).
 - Germany's planning regulations (9).
 - many of Wal-Mart's sites in Germany (12).
 - many of Wal-Mart's sites in Germany (3, 5).
 - many of Wal-Mart's sites in Germany (7).
 - many of Wal-Mart's sites in Germany (6, 7).
- 6 Match the two parts of these statements about lines 74–91.
- The fact that Wal-Mart is small means that
 - Although it has a lot of very big supermarkets,
 - The two leading retailers have a lot more bargaining power with suppliers
 - Wal-Mart's problems in Germany are causing analysts
 - to wonder about its international strategy in general.
 - it does not have bargaining power with suppliers.
 - it is small in food retailing as a whole.
 - because they have much bigger market share.

Over to you

You are a consultant advising an international supermarket group that wants to set up in your country by building a completely new chain of stores. What advice would you give about the following?

- The strengths and weaknesses of existing competitors.
- Whether to employ expatriate managers or local managers at their head office in your country.
- Planning regulations: are they Byzantine or straightforward?
- How big its new stores should be.
- Where to put its stores.
- What to sell in its stores.
- Local tastes in food and other products.
- Cultural issues about which it should be sensitive.

Section 3. Writing. You are getting behind with the payment for the consignment. Write a letter of apology to your supplier (30-40 words).

Answer Key

Section 1. Vocabulary

21.1(6 marks)

1 C, 2 B, 3 A, 4 C, 5B, 6A.

21.2 (6 marks)

1) concept; 2) benefits; 3) oriented; 4) packaging; 5) marketer; 6) place.

21.3 (6 marks)

1) mix; 2) driven; 3)features; 4)promoting; 5) benefits; 6) led

Section 2. Reading

1) f, e, c, a, b, d, g

2) 1g/h, 2f, 3d, 4a, 5c, 6e, 7b, 8h/g

3) a) i, b) ii, c) i

4) a) true, b) false, c) false, d) true e) false

5) a) arrogant, b) ensuring, c) local, d) renovation, e) Byzantine, f) unattractive, g) cramped
h) too small, f) poorly located

6) 1b, 2c, 3d, 4a

Section 3. Writing (*sample answer*)

Dear Sir:

We would like to apologize for the delay in payment of US\$600000 for the 130 pipes you shipped on November the 4th. This was an unfortunate oversight due to the circumstances beyond our control and we can assure you that this will not recur.

Sincerely,

Test 2. Managing People

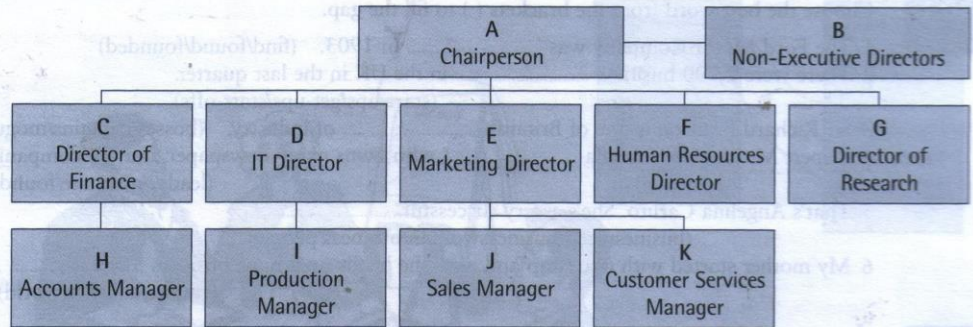
Section 1. Vocabulary

Managers, executives and directors

Total	18
Target	14+

9.1
8 marks

The diagram below shows the management structure of Universal Software. Match the people (1–8) with their positions. Write the letter of your chosen answer in the box on the right.



1 I'm Marco Alatri and I'm the director responsible for the company budgets and accounts.	
2 I'm Tom Scott. I'm not actually a manager at Universal, but I do sit on the board.	
3 My name is Helen Good. I'm the CEO and I also chair the board.	
4 My name's Carla Jelinek. I'm in charge of the company's information systems.	
5 I'm Dan Matthews. My team develops new products and tests them.	
6 I'm Karine and my team deals with calls from the public . . . and complaints!	
7 I'm Alex Tait and I'm responsible for company recruitment and staff development.	
8 My name is Patrick Aubaile and I report to the CFO.	

9.2
6 marks

Choose the best word from the brackets () to fill the gap.

- Our sales manager heads a department of 40 people. (out/off/up)
- I work in accounts and Tina is my manager. (line/head/over)
- I work for Franz and I think he is the best I've ever had. (boss/executive/director)
- I was in management for 10 years before I became a director. (medium/middle/vice)
- Tanya Minelli is Marketing at Global Foods in New York. (VP/COO/CFO)
- She's the only woman here who has a executive position. (higher/chief/senior)

9.3
4 marks

Find a word related to each clue. The first letter is given in each case.

- Where company directors hold their meetings
- Head of a company in the US
- What 'F' stands for in CFO
- Another term for the chief executive: Managing

1	b								
2	p								
3	F								
4	D								

Your score
/18

Section 2. Reading

Text bank

Management styles

Crisis management

UNIT 1

Styles of corporate leadership

Level of difficulty: ●●●

Before you read

Does the management style of a company's boss have an effect on the organisation as a whole? In what ways?

Notes

In the UK, the chair of a company is the most senior manager, and chairs the meetings of the board of directors. (The equivalent title in the US is usually 'president'.) This job may be combined with the job of Chief Executive Officer (CEO), actually running the company on a day-to-day basis. The jobs of chair and CEO are often combined. A company's most senior executives sit on its board, as well as non-executive directors from elsewhere. Non-executive directors bring their experience of other companies and industries to boardroom discussions.

Reading

Read this article from the *Financial Times* by Diane Summers and answer the questions.

Text bank

Four styles of corporate leadership

What does it take to be a good chairman? CCG, the London-based headhunters, has attempted to find out. It interviewed 48 chairs – 28 of whom were from the 100 biggest UK companies listed on the London Stock Exchange – and 12 chief executives. It then sent questionnaires to more than 400 main board members of 151 large Stock Exchange-listed UK companies and analysed replies from 117 individuals, including 36 of those interviewed.

Four distinct, preferred styles of corporate leadership emerged:

Facilitators are hands-off, working with and through a chief executive. They have warm and open personal relationships with all board members. Their style is trusting, supportive, sensitive, aware and purposeful. There is a balance between head and heart, between deliberately standing back to see the wider perspective and involvement with people, issues and vision. This style was

the most popular, favoured by 30 per cent of respondents.

Thinkers work through a chief executive but have no doubt about their own power and are likely to get their own way on the big issues. They can be a formidable combination with a chief executive, provided both agree on fundamentals. Although they are trusted, relationships will be more distant and based on respect, with a recognition of private agendas. Penetrating understanding of the issues and the people is likely to be accompanied by strongly held (but not always disclosed) views. Favoured by 25 per cent.

Drivers are likely to dominate by force of personality. There is variety in the importance, closeness and style of their relationships, which are not always consistent but are not difficult to read. There is less emphasis on sophisticated analysis, or on the communication of a vision, and more on strategy, action and

results. They require total loyalty and commitment, both to themselves and the company. They are unquestionably the boss; anyone carrying the title of chief executive will be at best a number two or a chief operating officer. Favoured by 23 per cent of respondents, though not much liked by chief executives.

Integrators are talented at winning both hearts and minds, and intellectually brilliant, with a flair for communication and relationships. Their style is open, trusting, empathic and empowering. They have strong strategic and analytical skills, and are able to see the big picture. They are immersed in the business. They are more interested in strategy than operations and would work best sharing leadership with a chief executive who complements their qualities. Preferred by 20 per cent of respondents, but most popular among non-executive directors.

From the *Financial Times*

Management styles

- 1 Each of the statements a–d was made by someone with one of the four management styles in the article. Match each statement with the management style of the person who said it.
- I believe in delegating responsibility as much as possible. I try to be open and trusting towards the people I work with. I leave detail to my managers and focus on longer-term strategy, rather than day-to-day operations. I get on really well with non-executive directors.
 - I'm really interested in what motivates people and I try to balance emotional issues with intellectual ones. I think it's really important to get on with other people and understand their concerns. I try and support the people I work with as much as possible.
 - I work very closely with the CEO and we make a great team. I have very clear and strong views about what needs to be done, but I don't always tell people what they are! I have respect for the people I work with, and I expect them to respect me.
 - I need people who think about the company 25 hours a day. I'm the boss round here. All this stuff about the chair and the CEO being equals is nonsense! I believe in having a clear strategy and carrying it through. Once a strategy is decided, continual analysis of what we're doing is not helpful.
- 2 True or false (lines 1–14)?
- CCG has its headquarters in London.
 - All the board members to whom a questionnaire was sent replied.
 - All the people who were interviewed completed a questionnaire.
 - The board members all come from companies whose shares are listed on the London stock market.
 - More chief executives than chairs were interviewed.
- 3 Make nouns from the adjectives that are used to describe Facilitators (lines 17–30).
- aware_____
 - open_____
 - purposeful_____
 - sensitiv_____
 - supportive_____
 - tr_____
- 4 Match the expressions 1–6 with their meanings a–f, relating to Thinkers (lines 31–46).
- They are likely to get their way on the big issues.
 - They can be a formidable combination with a chief executive, provided both agree on fundamentals.
 - Relationships will be more distant and based on respect.
 - penetrating understanding of the issues
 - strongly held (but not always disclosed) views
 - a recognition of private agendas
- very good knowledge of the subjects
 - The chair and chief executive will work very well together, as long as they agree about basic policy.
 - Directors will understand each other's worth, without necessarily liking each other.
 - On important questions, what he wants to happen will happen.
 - opinions you really believe in, but don't always discuss with other people
 - an understanding that other people have their own priorities
- 5 Find expressions in lines 47–83 that mean
- when you support your organisation and do nothing to harm it (7 letters)
 - when you spend a lot of time understanding figures, facts, etc. (13, 8)
 - when you put all your energy into the company you work for (10)
 - when you have a clear idea of what the future will be like (6)
 - the way you relate to different people (13)
 - strength of character (5, 2, 11)
- 6 Complete these nouns and then find adjectives in lines 67–83 that relate to them.
- t_l_nt
 - _mp_thy
 - str_t_gy
 - _n_lys_s
 - _mm_rs_n
 - _nt_r_st

Over to you

Put these characteristics into your order of importance for

- a department manager;
 - a company CEO.
- has the trust of colleagues
 - awareness of what is going on at every level of the company
 - intellectual brilliance
 - strategic sense
 - talented communicator
 - strong analytical skills – good with figures
 - good with people

Give reasons for the order you choose.

Section 3. Writing

Write an e-mail on the following situation:

A: Write a lunch invitation to your business partner

B: Reschedule the arrangement

(30-40 words)

Answer Key

Section 1. Vocabulary (Target = 14+)

9.1 (8 marks)

1) C, 2) B, 3) A, 4) D, 5) G, 6) K, 7) F, 8) H.

9.2(6 marks)

1) up, 2) line, 3) boss, 4) middle, 5) VP, 6) senior.

9.3(4 marks)

1) boardroom, 2) president, 3) Financial, 4) Director.

Section 2. Reading

1. a) integrator, b) facilitator, c) thinker, d) driver
2. a) true, b) false, c) false, d) true, e) false
3. a) awareness, b) openness, c) purposefulness, d) sensitivity, e) supportiveness, f) trust
4. 1) d, 2) b, 3) c, 4) a, 5) e, 6) f
5. a) loyalty, b) sophisticated analysis, c) commitment, d) vision, e) relationships, f) force of personality
6. a) talent/talented, b) empathy/empathic, c) strategy/strategic, d) analysis/analytical, e) immersion/immersed, f) interest/interested

Section 3. Writing (*sample answer*)

A. *Would you be able to meet for lunch tomorrow?*

B. *Thanks for the lunch invitation. I'll be delighted to accept.*

A. *Re lunch. Something has come up. I'm sorry to cancel at such short notice. Could we make it later this week?*

B. *Would Thursday be convenient?*

A. *Thursday will be fine. I look forward to seeing you*