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Департамент языковой подготовки

Е.Е. Долгалёва, С.В. Щекочихина

АНГЛИЙСКИЙ ЯЗЫК

**УЧЕБНОЕ ПОСОБИЕ
ДЛЯ СТУДЕНТОВ БАКАЛАВРИАТА, ОБУЧАЮЩИХСЯ
ПО НАПРАВЛЕНИЮ ПОДГОТОВКИ
«ГОСУДАРСТВЕННОЕ И МУНИЦИПАЛЬНОЕ
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Д64 Английский язык: учебное пособие для студентов бакалавриата, обучающихся по направлению подготовки «Государственное и муниципальное управление»: Ч. 2. – М.: Финансовый университет, 2016. – 152 с.

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Данное учебное пособие является частью учебного комплекса, разработанного для базового курса английского языка для студентов бакалавриата, обучающихся по направлению «Государственное и муниципальное управление».

Основная цель учебного пособия – формирование иноязычной профессиональной коммуникативной компетентности, необходимой для общения в профессиональной сфере. Учебное пособие подчинено единой структуре и включает аутентичные тексты. Все темы соответствуют программе и учебным планам подготовки бакалавров данного профиля в соответствии с ФГОС 3+.

Основу комплекса упражнений составляют коммуникативные упражнения, направленные на формирование речевых умений студентов и обеспечивающие высокий уровень практического владения иностранным языком.

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“FINANCIAL UNIVERSITY UNDER THE GOVERNMENT
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Department of Foreign Languages

E.E. Dolgaleva, S.V. Shchekochikhina

ENGLISH
FOR STUDENTS OF PUBLIC ADMINISTRATION

PART 2

TEXTBOOK

Moscow 2016

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This book is part of the learning package elaborated for the course of General English for students studying Public and Municipal Administration for Bachelor Degree.

The main aim of this book is to develop students' foreign language professional communicative competence necessary for communication in the professional sphere.

The book has a unified structure and includes authentic texts. All topics comply with the educational and professional Bachelor-level programme and training plans for Public and Municipal Administration according to Federal State Educational Standards 3+.

The basis of exercises is communicative tasks that are directed at forming and developing students' language skills and at ensuring high foreign language proficiency.

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ВВЕДЕНИЕ

Издание предназначено для студентов бакалавриата второго курса, изучающих английский язык по специальности «Государственное и муниципальное управление». Темы, рассматриваемые в учебном пособии, охватывают круг вопросов, представляющих значимость и интерес для студентов данной специальности, а именно: этика делового общения, межкультурная коммуникация, маркетинг и презентация продукта, управленческие коммуникации и организационная структура компаний, проведение переговоров, основы управления персоналом и устройство на работу, СМИ, связи с общественностью. В приложении к пособию авторы предлагают основные правила оформления деловой корреспонденции, а также грамматический практикум.

Основными целями учебного пособия являются:

- подготовка будущих специалистов к практическому использованию иностранного языка в личностной и профессиональной деятельности в области государственного и муниципального управления;
- расширение знаний студентов об управленческой профессии, способах взаимодействия внутри коллектива, видах переговоров, а также преимуществ и недостатков основных средств массовой информации для успешной реализации будущих специалистов в своей профессии;
- формирование у студентов понятия этики и уважительного отношения к духовным и материальным ценностям других людей и стран.

Пособие состоит из десяти разделов, каждый из которых имеет следующую структуру:

- ввод в тему (Lead-in);
- список лексических единиц (Topical Vocabulary), подлежащих усвоению, и упражнения на их первичное употребление в речи;
- текст с заданиями, имеющими различные цели: просмотровое (ответить на вопросы), изучающее (определить правдивость или ложность приведенных высказываний), все тексты взяты из аутентичных источников;

- упражнения, нацеленные на формирование терминологического профессионального минимума;
- упражнения, направленные на более глубокую работу с текстом, на поиск англоязычных соответствий;
- грамматические упражнения, ставящие своей целью отработку предлогов и сочетаемости;
- упражнения, направленные на совершенствование навыков говорения, как диалогической, так и монологической речи;
- упражнения, нацеленные на формирование навыков письменной речи (заполнение таблиц, пересказ текста, перевод предложения);
- 4–5 тематических англоязычных веб-ресурса для дальнейшей самостоятельной работы студентов и начального формирования информационной компетенции студентов.

Все задания в пособии с самого начала даются на английском языке, что способствует созданию языковой обстановки на занятиях.

В конце учебного пособия располагаются приложения по отработке грамматических навыков и формированию умений, навыков написания деловых писем.

Таким образом, изучив материал данного учебного пособия, обучаемые будут знать:

- основной языковой материал в области общего и профессионального иностранного языка;
- основные лексические единицы в области изученных тем общего и профессионального иностранного языка;
- основы перевода, аннотирования и реферирования аутентичной литературы в области общего и профессионального иностранного языка;
- основные веб-ресурсы на английском языке в рамках изучаемых тем,

уметь:

- понимать информацию при чтении учебной, учебно-научной, научно-публицистической, справочной литературы в соответствии с конкретной целью (ознакомительное, изучающее, просмотровое, поисковое виды чтения) в области общего и профессионального иностранного языка;
- производить устное речевое взаимодействие на английском языке;

- анализировать информацию на английском языке в рамках пройденных тем;
- создавать монологическое тематическое высказывание;
- письменно фиксировать информацию, полученную при чтении текста;
- грамотно и эффективно пользоваться ресурсами сети Интернет для поиска необходимой информации,

владеть:

- навыками работы с учебной, учебно-научной, научно-публицистической, справочной литературой в области общего и профессионального иностранного языка;
- навыками коммуникации в поликультурном обществе;
- навыками анализа и синтеза изученной информации;
- навыками осуществления устного речевого взаимодействия в рамках пройденных тем;
- навыками построения хорошо выстроенного монолога сообщения в рамках изучаемых тем;
- приемами аннотирования и реферирования профессиональной иноязычной литературы;
- навыками грамотного и эффективного поиска необходимой информации в сети Интернет.

UNIT 1

ETHICS IN BUSINESS COMMUNICATION

Lead-in

1. *Discuss the questions in pairs.*

- 1) What is ethics to you?
- 2) Do you think that ethics is important in business? Why?
- 3) Which business behavior may be considered ethical?
- 4) Who should be responsible for ethics within an organization?
- 5) Do you agree with the words by Potter Stewart, U.S. Supreme Court justice, who once said, 'Ethics is knowing the difference between what you have a right to do and what is right to do'?

2. *Topical Vocabulary.*

A) Study the vocabulary list. Use the words and phrases in the sentences of your own.

- 1) ethics (n) ['εθɪks] – этика; учение о морали; теория нравственности
ethical (adj.) ['εθɪk(ə)l] – этический; этичный, моральный
ant. unethical (adj.)
ethical communication – этическое общение
to follow ethical norms – соблюдать этические нормы
- 2) to strengthen (v) ['streŋθ(ə)n] – усиливать, укреплять
to strengthen a business – укреплять бизнес
- 3) the public (n) – публика, общественность
to appeal to the public – обращаться к общественности
general public, public at large – широкая публика
- 4) image (n) – образ, внешний вид, воплощение
to develop one's public image – разрабатывать общественный образ
- 5) to maintain (v) [meɪn|'teɪn] – поддерживать, сохранять, подкреплять
to maintain high ethical standards – поддерживать высокие нравственные стандарты

- 6) to adhere (v) to [əd'hiə] – твердо держаться, придерживаться чего-либо; оставаться верным
to adhere to ethical standards – соблюдать этические нормы
- 7) to perceive (v) [pə'si:v] – воспринимать, понимать, осознавать; постигать
syn. to realize, to become aware
- 8) to interpret (v) [in'tɜ:pɪt] – объяснять, толковать, интерпретировать; истолковывать, объяснять, расценивать
to interpret smb.'s actions – объяснять/истолковывать чьи-либо поступки
- 9) discriminatory (adj.) [dis'krɪmɪnət(ə)rɪ] – отличительный, избирательный; предвзятый; дискриминационный
a discriminatory judgment – пристрастное суждение
discriminatory restrictions – дискриминационные ограничения
- 10) interpersonal (adj.) – межличностный
interpersonal interaction – межличностное взаимодействие
- 11) accusation (n) against [,ækju'zeɪʃ(ə)n] – обвинение (против кого-либо)
to bring an accusation against smb. – обвинить кого-либо; выдвинуть обвинение против кого-либо
to be under an accusation of ... – быть обвиненным в ... ; обвиняться в ...
groundless (false) accusation – ложное обвинение, безосновательное, необоснованное обвинение
to accuse (v) smb of smth – обвинять кого-либо в чем-либо
- 12) to weaken (v) ['wi:kən] – ослаблять; снижать эффективность
to weaken the relationship – ослаблять отношения
- 13) to lack (v) – испытывать недостаток в чем-либо, нуждаться в чем-либо, не иметь чего-либо; недоставать, не хватать
- 14) to affect (v) [ə'fekt] – воздействовать, влиять, затрагивать; вредить, наносить ущерб
to affect the spirit – влиять на дух, негативно сказываться на настроении
- 15) to communicate (v) [kə'mju:nikeɪt] – сообщать, передавать
to communicate news to smb. – сообщить/передать кому-либо новость

- 16) violation (n) [ˌvaɪəˈleɪʃ(ə)n] – нарушение, ущерб
 the violation of a treaty – нарушение договора
 minor violation – незначительное нарушение
 to commit a violation, to violate – нарушить что-либо
- 17) to reinforce (v) [riːnˈfɔːs] – усиливать, укреплять
 syn. strengthen, intensify
 to reinforce ethical behavior – укреплять этическое поведение
- 18) to lead by example – увлекать примером.

B) Transcribe and pronounce the following words. Use them in the sentences of your own.

occur
 significance
 front
 primary
 neutral
 offensive
 consequence
 employee
 overt
 representative

C) Fill in the table. Use 5–7 words to compose stories of your own.

VERB	NOUN	ADJECTIVE	ADVERB
strengthen			
		discriminatory	
communicate			
	violation		
reinforce		dependent	
		ethical	
			verbally
			fairly
	behavior		

D) Fill in the gaps using the words and word combinations from the Topical Vocabulary.

- 1) _____ questions have repeatedly been raised about Stockman in the past.
- 2) It certainly makes sense for the company to want to _____ or even rebuild its relations with its main partner.
- 3) All the workers should _____ to a code of honesty and total loyalty to their consumers.
- 4) The likelihood of the occurrence of _____ behavior is increased by stereotypes.
- 5) To bring another into danger of death by false _____ was punished by death.
- 6) All of his supporters understood it would be a defeat to _____ the director and increase the risk of another step backward.
- 7) It wasn't possible that it could _____ their life together.
- 8) It was a _____ of multiple rules within the Code.
- 9) The failures in politics and economics are related and they _____ each other.
- 10) So, why do many of us _____ the ethical standards so differently?

3. Read the text and name the reasons why ethics is important in business.

Every business is dependent on effective ethical communication. It's what makes new policy in government, raises money for nonprofits and strengthens a business. Business communication occurs any time a message is given or received, whether it's verbal or nonverbal, between two businesses, a business and its employees or a business and the public. The messages sent and received by a business need to follow ethical norms that don't offend or make individuals feel uncomfortable.

Ethical business communication holds great significance on three main fronts: business to business, business to employees and business to the public. An example of the first type is between a business and its suppliers or distributors. The second is organizational communication within the business itself, how the leadership communicates with the

employees. Lastly, communication with the public is how the business develops its public image. Maintaining high ethical standards on each front is essential to success in business.

Ethical business communication's primary function is to send and receive messages in a neutral, non-offensive manner. Ethical effective communication skills in business strengthen its corporate culture, resulting in a more attractive bottom line. When communication does not adhere to ethical standards, the consequences can include unhappy employees, a poor public image and a decrease in the bottom line. Ethical business communication is intended to care for the emotional and perceptive needs of its employees and customers.

A common misconception concerning ethical communication in business is that most unethical communication is obvious and overt. True unethical communication is based on perception. If a person or people group perceive or interpret certain actions or words to be discriminatory or offensive, the communication can be considered unethical. The same is true with interpersonal interactions between employees. If a particular form of communication or gesture is offensive to another employee, it can be categorized as unethical.

The purpose of ethical communication in business is to protect, respect and maintain a good public image. The communication in any business is for the purpose of maintaining order and the proper image with its employees and society. For example, if an accusation was to arise against a particular company, the public relations representative will arrange a press conference to verbally address the issue at hand. The company may also change a policy pertaining to the issue that non-verbally communicates the same message.

There are many consequences to unethical business communication. A business may have an outstanding product or service, but if it doesn't communicate well with its customers, they will not be satisfied, and this can weaken the business/customer relationship. Everything in business rises and falls on communication. When ethical communication is lacking, moral, corporate image and motivation will lack as well. Each of these elements affects the spirit of the employees, which in turn will reflect to the customer and result in a decrease in revenue.

Every business should have a written ethics policy that details what is expected of employees within the business. It should communicate what the business believes are its ethical standards such as always being honest in communications, dealing with customers and other employees fairly and reporting ethical violations that the employee witnesses. The policy should also outline the consequences of acting unethically within the business. This policy should be signed by employees upon their acceptance of employment as well as reviewed and signed on an annual basis.

Management's role in ethical practices for the business is to always demonstrate ethical behavior in verbal and non-verbal form. Management should reinforce ethical behavior in others with praise while using unethical behavior as a teaching tool for other employees. In addition, management should realize they are role models for the business and must act accordingly. If they expect employees to act in a certain way, they must also act in the same way and lead by example.

http://www.ehow.com/about_6069676_ethical-communication-business.html

<http://smallbusiness.chron.com/communication-ethical-issues-business-4886.html>

(дата обращения 19 января 2016 г.)

4. Answer the questions to the text.

- 1) What is every business dependent on?
- 2) When does business communication occur?
- 3) What are the three main fronts ethical business communication holds great significance on?
- 4) What is ethical business communication's primary function?
- 5) What happens when communication does not adhere to ethical standards?
- 6) Is most ethical communication obvious and overt?
- 7) When can communication be considered unethical?
- 8) What is the purpose of ethical communication in business?
- 9) What are consequences to unethical business communication?
- 10) Why should every business have a written ethics policy?
- 11) What is management's role in ethical practices for business?

5. In the text, find the notions that mean the following:

- a) imparting or interchange of thoughts, opinions, or information by speech, writing, or signs;
- b) expressed in spoken words;
- c) people constituting a community, state, or nation;
- d) apprehending by means of the senses or of the mind, understanding;
- e) philosophy, values, behavior, dress codes, etc., that together constitute the unique style and policies of a company;
- f) characterized by or showing prejudicial treatment, especially as an indication of bias related to age, color, national origin, religion, sex;
- g) to be absent or missing, as something needed or desirable;
- h) definite course of action adopted for the sake of expediency, facility, etc;
- i) breach, infringement, or transgression, as of a law, rule, promise, etc.;
- j) person or persons controlling and directing the affairs of a business, institution, etc.

6. Find the following phrases in the text and provide their Russian equivalents.

it raises money for nonprofits; a message is given or received, whether it's verbal or nonverbal; norms that don't offend or make individuals feel uncomfortable; holds great significance on three main fronts; how the business develops its public image; in a neutral, non-offensive manner; resulting in a more attractive bottom line; a common misconception concerning ethical communication; if an accusation was to arise against a particular company; reporting ethical violations that the employee witnesses.

7. Find the English equivalents for the following Russian phrases in the text.

общение с общественностью; существенный для успеха в бизнесе; укрепляет корпоративную культуру; когда общение не соответствует этическим нормам; распространенное заблуждение; она может считаться неэтичной; защищать, уважать и поддерживать хороший имидж; представитель отдела по связям с общественностью; все успехи и неудачи бизнеса зависят от общения; всегда демонстрировать этические нормы поведения в вербальной и невербальной форме.

8. Mark the following statements as True (T) or False (F) according to the text.

- 1) Business communication occurs any time a message is given or received between two businesses, a business and its employees or a business and the public.
- 2) Ethical business communication holds great significance on two main fronts: business to business and business to the public.
- 3) High ethical standards on each front are necessary to success in business.
- 4) Ethical business communication's primary function is to satisfy its customers' needs.
- 5) Ethical effective communication skills in business weaken its corporate culture, resulting in a more attractive bottom line.
- 6) Communication should adhere to ethical standards, otherwise it may lead to unhappy employees, a poor public image and a decrease in the bottom line.
- 7) The purpose of ethical communication in business is to protect, respect and maintain a good public image.
- 8) When unethical communication is lacking, moral, corporate image and motivation will lack as well.
- 9) Every business should have a written ethics policy that details what is expected of employees within the business.
- 10) Management should reinforce unethical behavior in others with praise while using ethical behavior as a teaching tool for other employees.

9. A) Read 7 Principles of Admirable Business Ethics. Fill in the prepositions where necessary. Would you add anything to the list?

- 1) **Be Trustful:** Recognize that customers want to do business 1 a company they can trust; when trust is 2 the core of a company, it's easy to recognize. Trust defined, is assured reliance 3 the character, ability, strength, and truth of a business.
- 2) **Keep An Open Mind:** For continuous improvement of a company, the leader of an organization must be open 4 new ideas. Ask for opinions and feedback from both customers and team members and your company will continue to grow.

- 3) **Meet Obligations:** Regardless _5_ the circumstances, do everything in your power to gain _6_ the trust of past customers and clients, particularly if something has gone wrong. Reclaim any lost business by honoring all commitments and obligations.
- 4) **Have Clear Documents:** Re-evaluate all print materials including small business advertising, brochures, and other business documents making sure they are clear, precise and professional. Most important, make sure they do not misrepresent or misinterpret.
- 5) **Become Community Involved:** Remain involved _7_ community-related issues and activities, thereby demonstrating that your business is a responsible community contributor.
- 6) **Maintain Accounting Control:** Take a hands-on approach to accounting and record keeping, not only as a means of gaining a better feel for the progress of your company, but as a resource for any ‘questionable’ activities. Gaining control _8_ accounting and record keeping allows you to end any dubious activities promptly.
- 7) **Be Respectful:** Treat others with respect. Regardless _9_ differences, positions, titles, ages, or other types of distinctions, always treat others _10_ professional respect and courtesy.

B) *Express your point of view on each principle starting with the following words. Use the vocabulary of exercises 4–6.*

- In my experience ...
- As far as I’m concerned ...
- Speaking for myself ...
- In my opinion ...
- Personally, I think ...
- I’d say that ...
- I’d suggest that...
- I’d like to point out that ...
- I believe that ...
- What I mean is ...

10. Work in pairs. Take turns and react to your partner's statements about the unethical situations at work. Try and keep the conversation for 2–3 minutes. Share opinions using the expressions:

Giving a strong opinion:

I'm absolutely convinced that ...

I'm sure that ...

I strongly believe that ...

I have no doubt that ...

There's no doubt in my mind that ...

Asking for an opinion

What do you think?

What's your view?

How do you see the situation?

What's your opinion?

Giving reason for one's beliefs

There must be/can't be ... because otherwise ...

There's no evidence for/to support ...

There's no other way to explain/account for ...

- 'Often, employees do not receive the full wage. On the contrary, so-called "extra" costs for working clothes, training or material damages during work are deducted. Extra hours are often not paid at all'.
- 'Meal breaks are irregular or even denied at my work'.
- 'During the peak season, there are only 1–2 days off each month at our agency. Workers should be allowed to have at least one day off per seven-day week!'.
- 'Due to time pressure during the production process, new workers often are not properly introduced to the potential dangers at their workplace!'.
- 'Pregnant women often lose their jobs, thereby allowing employers to avoid payment for maternity leave'.
- 'Bringing children to the factories is often prohibited, and with it, the freedom to regulate nursing times'.

11. Make up a dialogue between two co-workers. Discuss the importance of adhering to the standards of business ethics. Give as many arguments and examples as possible.

12. Prepare a report in the form of a presentation on one of the following topics:

- Ethics & Corporate Social Responsibility: notion, features, problems.
- Ethics for international business.
- Business Ethics from an Islamic Perspective.
- Moral leadership as a good way to succeed in business.
- Ethical decision-making in everyday work situations.
- Business ethics & the environment.

Writing

13. Fill in the table. Search the Internet for explanations, examples, problems and their solutions in the main fronts of business ethics. Be ready to comment upon the found information.

front of business ethics task	business to business	business to employees	business to the public
explanation			
examples			
problems that may arise			
possible solutions			

14. Write the summary of the text (250 words). Use the active vocabulary of the unit.

15. Translate into English.

- 1) Деловое общение – необходимая часть человеческой жизни, важнейший вид отношений с другими людьми.
- 2) Этику делового общения следует учитывать в различных ее проявлениях: в отношениях между предприятием и общественностью; между предприятиями; внутри одного предприятия – между руководителем и подчиненными, между подчиненными.
- 3) Когда общение не соответствует этическим нормам, последствием может стать плохой общественный имидж.
- 4) Если человек или группа людей воспринимают или интерпретируют определенные действия или слова как дискриминирующие или оскорбительные, то общение может рассматриваться как неэтичное.
- 5) Руководство должно поощрять этичное поведение сотрудников и использовать случаи неэтичного поведения в качестве наглядности для других сотрудников, как не нужно поступать.

SOURCES FOR FURTHER RESEARCH

- http://www.academia.edu/2188577/Ethical_Communication_in_an_Organization
- http://trade.gov/goodgovernance/adobe/bem_section_3/chapter_7.pdf
- <http://study.com/academy/lesson/legal-and-ethical-communication-description-importance.html>
- http://www.youtube.com/watch?v=Rq_y8luQByc
- <http://www.youtube.com/watch?v=xQ1temXU45c>

UNIT 2

CROSS-CULTURAL COMMUNICATION

Lead-in

1. *Discuss the questions in pairs.*

- 1) What are some cultures or countries that fascinate you? How do you find out more information about these cultures/countries?
- 2) Do you have any tips or strategies you use to make new friends with people from different cultures?
- 3) Name the things that can be described by the word 'cross-cultural'.
- 4) Do you think that cross-cultural aspect of communication is important in business? Why?
- 5) Do you know any differences in business culture of different countries?

2. *Topical Vocabulary*

A) Study the vocabulary list. Use the words and phrases in the sentences of your own.

- 1) cross-cultural (adj.) – межкультурный, межэтнический
cross-cultural communication – межкультурная коммуникация, общение представителей разных культур
- 2) global (adj.) – мировой, всемирный, глобальный
global business – международный бизнес
to conduct global business – вести международный бизнес
syn. world, worldwide, universal
- 3) to deal (v) with – рассматривать, заниматься, принимать меры
deal (n) – сделка; большое количество, масса (*разг.*)
a good deal of money – большая сумма денег
It's a deal! – По рукам!
- 4) custom (n) – обычая, обыкновение, привычка
business custom – деловые обычаи

- 5) high-context culture – культура высокого контекста
low-context culture – культура низкого контекста
- 6) power distance – дистанция власти
- 7) to base (v) on(upon) – базировать, основывать, обосновывать
to base decisions on facts – основывать решения на фактах
syn. to found, to ground
- 8) businessperson (n) – бизнесмен, предприниматель
syn. businessman, entrepreneur
- 9) to focus (v) on ['fəʊkəs] – сосредоточивать(ся), обращать
внимание на что-либо
to focus one's attention on a matter – сосредоточить на чем-либо
внимание
- 10) to be concerned (v) with/about – беспокоиться о чем-либо, быть
озабоченным (чем-либо)
concerned person – заинтересованное лицо
the parties concerned – заинтересованные стороны
- 11) to handle (v) – обходиться, обращаться; управлять(ся),
справляться
to handle communication – управлять общением
syn. to treat, to discuss; to deal; to cope
- 12) gesture (n) ['dʒestʃə] – жест, телодвижение
to gesture (v) – жестикулировать
- 13) appropriate (adj.) [ə'prəʊpɪət] (for) – соответствующий,
подходящий; уместный; должный
to appropriate (v) [ə'prəʊpɪeɪt] – присваивать; стащить, стянуть
(разг.)
- 14) barrier (n) ['bæriə] – барьер, преграда, препятствие
language barrier – языковой барьер
to break through/to go through (barriers) – преодолевать (барьеры)
syn. obstacle
rapport (n) [ræ'pɔ:] – взаимопонимание; гармония, согласие;
хорошие взаимоотношения; понимание
to establish a rapport (with) – установить хорошие
взаимоотношения с кем-либо
en/in/rapport – в согласии, в гармонии; при взаимном
понимании
syn. mutual understanding

- 15) proficiency (n) in [prə'fɪʃ(ə)nsɪ] – опытность, умение, сноровка, знание
 proficiency level — уровень мастерства
 technical proficiency — технические навыки
 syn. experience, ability, skill
- 16) hierarchy (n) ['haɪ(ə)rɑ:kɪ] – иерархия, организационная структура
 hierarchical (adj.) [ˌhaɪ(ə)'rɑ:kɪk(ə)l] – иерархический
 in hierarchic(al) order – в порядке иерархии
- 17) feedback (n) ['fi:dbæk] – обратная связь, ответная реакция, отклик
 to ask for a feedback – просить ответной реакции
- 18) ethnocentrism (n) [ˌɛθnə(ʊ)'sentriʒ(ə)m] – этноцентризм
 (склонность человека воспринимать и оценивать жизненные явления сквозь призму традиций и ценностей собственной этнической группы, которая выступает в качестве некоего всеобщего эталона)
 syn. cultural blindness.

B) *Transcribe and pronounce the following words. Use them in the sentences of your own.*

strategically

technology

executive

communicate

organization

etiquette

achievement

utilize

straightforwardness

subordinate

C) Fill in the table. Use 5–7 words to compose stories of your own.

VERB	NOUN	ADJECTIVE	ADVERB
		diverse	
			strategically
communicate			
relate			
	employee		
	culture		
		individualistic	
			satisfactorily
			effectively
			increasingly

D) Fill in the gaps using the words and word combinations from the Topical Vocabulary.

- 1) Officials express high hopes that the festival will be a force for _____ dialogue.
- 2) I was just wondering how to _____ with the company where I was going to work.
- 3) Our plan is _____ on a rising economy.
- 4) After graduating from the University I want to be a _____ and work for my father.
- 5) After all, she wasn't the one who was _____ about the method they were using.
- 6) We can _____ this job by ourselves.
- 7) I don't think it's an _____ dress for a party.
- 8) Only one _____ remained between them and they wanted to break through it by negotiating the deal in person.
- 9) A regular _____ order was elaborated for the official classes, both civil and military, whereby the rank of each person was clearly defined.
- 10) A majority of the clients we represent have said that the _____ they get is 10-fold more valuable than the money they raised.

3. Read the text and say why the concern of cross cultural communication is important in business.

Cross-cultural communication has become strategically important to companies due to the growth of global business, technology and the Internet. Understanding cross-cultural communication is important for any company that has a diverse workforce or plans on conducting global business. This type of communication involves an understanding of how people from different cultures speak, communicate and perceive the world around them.

Cross-cultural communication in an organization deals with understanding different business customs, beliefs and communication strategies. Language differences, high-context vs. low-context cultures, nonverbal differences and power distance are major factors that can affect cross-cultural communication.

The concept of high- and low-context culture relates to how an employee's thoughts, opinions, feelings and upbringing affect how they act within a given culture. North America and Western Europe are generally considered to have low-context cultures. This means that businesses in these places have direct, individualistic employees who tend to base decisions on facts. This type of businessperson wants specifics noted in contracts and may have issues with trust.

High-context cultures are the opposite in that trust is the most important part of business dealings. There are areas in the Middle East, Asia and Africa that can be considered high context. Organizations that have high-context cultures are collectivist and focus on interpersonal relationships. Individuals from high-context cultures might be interested in getting to know the person they are conducting business with in order to get a gut feeling on decision making. They may also be more concerned about business teams and group success rather than individual achievement.

Gestures and eye contact are two areas of nonverbal communication that are utilized differently across cultures. Companies must train employees in the correct way to handle nonverbal communication as to not offend other cultures. For example, American workers tend to wave their hand and use a finger to point when giving nonverbal direction. Extreme gesturing is considered rude in some cultures. While pointing may be considered appropriate in some contexts in the United States, the Japanese would never use a finger to point towards another person because that gesture is considered rude in Japan. Instead, they might gesture with an open hand, with his palm facing up, toward the person.

Eye contact is another form of nonverbal communication. In the U.S., eye contact is a good thing and is seen as a reflection of honesty and straightforwardness. However, in some Asian and Middle Eastern cultures, prolonged eye contact can be seen as rude or aggressive in many situations. Women may need to avoid it altogether because lingering eye contact can be viewed as a sign of sexual interest.

The biggest issue dealing with cross-cultural communication is the difficulty created by language barriers. For example, if a worker does not speak another language, he is concerned with his ability to communicate effectively. There are some strategies that such a worker can use to help establish a rapport with a foreign partner, for example, using emotions, facial expressions and other nonverbal cues. Additionally, companies that have to deal with cross-cultural communication can hire employees with proficiency in other languages.

Power distance relates to how power is distributed within an organization. Typically, American companies utilize a low power distance and have more informal hierarchies that allow for interaction between executives and their subordinates. Managers ask for feedback from employees and will even socialize with subordinates. Companies with high power distance are typically very hierarchical in nature and have severe differences in authority.

As business has turned more and more to an integrated world market to meet its needs, the difficulties of communicating at a global level have become increasingly widespread. Lack of understanding deriving from ethnocentrism or ignorance of culturally based assumptions erroneously believed to be universal can readily escalate to unproductive conflict among people of differing cultural orientation. In combination with a growing emphasis on global markets and an interdependent and internationalized economy, the need for dealing with intercultural differences and cross-cultural communication barriers has grown.

Business owners and representatives sometimes face a set of communication considerations when they decide to move into the international arena, but most issues can be satisfactorily addressed by 1) respectfulness toward all people you meet; 2) thinking before speaking; and 3) research on current business etiquette, cultural and customer sensitivities, current events, and relevant history.

<http://study.com/academy/lesson/cross-cultural-communication-definition-strategies-examples.html>

<http://www.inc.com/encyclopedia/cross-cultural-international-communication.html>
(дата обращения 27 января 2016 г.)

4. *Answer the questions to the text.*

- 1) Why has cross-cultural communication become strategically important to companies?
- 2) What are the major factors that can affect cross-cultural communication?
- 3) What does the concept of high- and low-context culture relate to? What is the difference between them?
- 4) Is nonverbal communication equally important?
- 5) What is the biggest issue dealing with cross-cultural communication?
- 6) What does power distance relate to?
- 7) Why has the need for dealing with intercultural differences and cross-cultural communication barriers grown?
- 8) What can most communication issues be addressed by?

5. *In the text, find the notions that mean the following:*

- a) branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment, drawing upon such subjects as industrial arts, engineering, applied science, and pure science;
- b) total number of persons employed or employable;
- c) habits or usages collectively; convention;
- d) agreement between two or more parties for the doing or not doing of something specified;
- e) person who shares the political principle of centralized social and economic control, esp. of all means of production;
- f) meeting of the eyes of two persons, regarded as a meaningful nonverbal form of communication;
- g) movement or position of the hand, arm, body, head, or face that is expressive of an idea, opinion, emotion, etc;
- h) person or group of persons having administrative or supervisory authority in an organization;
- i) power to determine, adjudicate, or otherwise settle issues or disputes; jurisdiction; the right to control, command, or determine;
- j) code of ethical behavior regarding professional practice or action among the members of a profession in their dealings with each other.

6. Find the following phrases in the text and provide their Russian equivalents.

strategically important to companies due to the growth of global business, technology and the Internet; how people from different cultures speak, communicate and perceive the world around them; have direct, individualistic employees who tend to base decisions on facts; in order to get a gut feeling on decision making; is seen as a reflection of honesty and straightforwardness; to help establish a rapport with a foreign partner; hire employees with proficiency in other languages; informal hierarchies that allow for interaction between executives and their subordinates; can readily escalate to unproductive conflict among people of differing cultural orientation; research on current business etiquette, cultural and customer sensitivities, current events, and relevant history.

7. Find the English equivalents for the following Russian phrases in the text.

Планы по ведению международного бизнеса; быть связанным с пониманием различных деловых традиций, убеждений и коммуникативных стратегий; как мысли, мнения, чувства и воспитание сотрудников влияет на то, как они действуют в пределах данной культуры; этот тип бизнесмена хочет конкретики, зафиксированной в договоре; фокусируются на межличностных отношениях; чрезмерное жестикулирование считается грубым; неформально общаться с подчиненными; непонимание, вытекающее из этноцентризма или незнания культурных понятий, ошибочно считающихся универсальными.

8. Mark the following statements as True (T) or False (F) according to the text. Give arguments.

- 1) Understanding cross-cultural communication is important for any company that has a diverse workforce or plans on conducting global business.
- 2) Cross-cultural communication in an organization deals with understanding different social and cultural customs, beliefs and communication strategies.

- 3) Language and nonverbal differences are major factors that can affect cross-cultural communication.
- 4) The concept of high- and low-context culture relates to how an employee's thoughts, opinions, feelings and upbringing affect how they act within a given culture.
- 5) Organizations that have low-context cultures are collectivist and focus on interpersonal relationships.
- 6) In low-context cultures businesses have direct, individualistic employees who tend to base decisions on facts.
- 7) In the U.S., eye contact is a good thing and is seen as a reflection of honesty and straightforwardness.
- 8) The biggest issue dealing with cross-cultural communication is the difficulty created by power distance.
- 9) Typically, Asian companies utilize a low power distance and have more informal hierarchies that allow for interaction between executives and their subordinates.
- 10) As business has turned more and more to an integrated world market to meet its needs, the difficulties of communicating at a global level have become increasingly widespread.

9. Match the words from the left column to the words in the right column to make collocations. Compose your own sentences to illustrate their meaning.

to deal	in sth/smb
to focus	about sth
to be interested	business with sb
to conduct	sth
to be concerned	to sth
to handle	on sth/sb
to establish	for a feedback
to relate	with sth/sb
to ask	with sb
to socialize	a rapport with sb

10. Work in pairs. Using the collocations from the previous exercise make up questions about business communication in different countries (see the facts about international business culture below). Ask and answer the questions in turns. Try and keep the conversation for 2–3 minutes. Share opinions using the expressions:

Explaining:

Can you explain ...?
 Can you tell me
 why...?
 Well, ...
 Let me explain.
 Let me tell you why...
 There's a (good)
 reason for this...
 I'm sorry. I can't tell
 you that (right now).
 Can I get back to you
 on that?
 I'll explain (a little)
 later.

Appreciating:

Thanks.
 Thank you.
 I appreciate it.
 Thanks for the help.
 Thank you for a
 good explanation.
 I appreciate your
 advice.
 I appreciate your
 helping me with...

Requesting:

Informal

Please?
 Would you? Will you?
 Could you?
 Would you please?
 Could you possibly?
 Would you mind
 (V+ing)?
 Could you do me a
 favor?

Formal

Could I ask you to ...?
 Would you mind if I
 asked you to ...?
 Would you be so kind
 as to...?

- Business cards are of the utmost importance in Japan, where business formality is key. They're almost always exchanged at the beginning of a meeting. Writing on the card or quickly putting it in your pocket is considered rude. If you're handing over a business card, bow slightly and present it with the Japanese translation side facing up.
- Business can move at a slower pace in India, especially in the public sector. Indian government officials are usually not expected to be on time for meetings or meet their deadlines for processing documents
- In France, business meeting participants are expected to act in a reserved manner and avoid seeming overly friendly or sharing personal information.
- German business people greatly value appointments, and simply dropping by or calling to discuss a business matter is perceived as rude, as well as being late – even just by a few minutes.

- Hierarchy and position are of the utmost importance in Spain. It's rude to focus most of your attention on or ask for approval from someone of lower rank.
- The Middle East is an honor culture, where individuals compete for their reputations and self-worth during social interactions. Because of this, Middle Easterners tend to be more competitive than their foreign counterparts in negotiations. Middle Eastern business people are also initially less trusting than their foreign partners, as they believe trust is something to be earned only after a relationship has been developed.

11. Read the statements by foreigners about the Russian business etiquette. Do you agree or disagree with them? Comment on them using the expressions of agreement/disagreement.

<i>Agreement</i>	<i>Disagreement</i>	<i>Partial Agreement</i>
There is no doubt about it that...	I don't agree with it.	It is only partly true that ...
I completely/ absolutely agree with you.	I'm sorry, but I disagree.	That's true, but ...
I agree with you entirely.	I'm afraid, I can't agree with it.	I can agree with that only with reservations.
I totally agree with it.	The problem is that ...	That seems obvious, but...
I simply must agree with that.	I (very much) doubt whether ...	That is not necessarily so.
That's exactly what I think.	This is in complete contradiction to ...	It is not as simple as it seems.
	With all due respect, ...	I agree with it in principle, but ...
	I cannot share this/ that/the view.	I agree with you in part, but ...
	I cannot agree with this idea.	Well, that could be right.
	What I object to is ...	
	I have my own thoughts about that.	

- The typical greeting is a firm, almost bone-crushing handshake while maintaining direct eye contact and giving the appropriate greeting for the time of day. When men shake hands with women, the handshake is less firm. When female friends meet, they kiss on the cheek three times, starting with the left and then alternating.
- Gift giving usually takes place between family and close friends on birthdays, New Year, and Orthodox Christmas. If you are invited to a Russian home for a meal, bring a small gift. Male guests are expected to bring flowers. Russians often protest when they are offered a gift. Reply that it is a little something and offer the gift again and it will generally be accepted.
- Russians are transactional and do not need to establish long-standing personal relationships before they do business with people.
- It is still a good idea to develop a network of people who you know and trust. The Russian word 'svyazi' means connections and refers to having friends in high places, which is often required to cut through red tape.
- Most Russians do not trust people who are 'all business'.
- Appointments are necessary and should be made as far in advance as possible. It often takes roughly 6 weeks to arrange a meeting with a government official. Confirm the meeting when you arrive in the country and again a day or two in advance. You should arrive punctually for meetings.
- Expect a long period of socializing and getting-to-know-you conversation before business is discussed. Have all printed material available in both English and Russian. Russians expect long and detailed presentations that include a history of the subject and a review of existing precedents.
- Meetings and negotiations are slow. Russians do not like being rushed. Hierarchy is important to Russians. They respect age, rank and position. The most senior person reaches decisions.

12. Make up a dialogue between two businesspersons. Discuss the importance of cross-cultural communication, its peculiarities, and the issues it deals with. If you were offered a job abroad, which country or culture would you prefer? Why? Use 12–16 active phrases.

13. Prepare a report in the form of a presentation on one of the following topics:

- The secrets of effective cross-cultural communication
- High-context cultures vs. low-context cultures
- Language barriers: peculiarities and ways to break through
- Business etiquette in English-speaking countries
- Business etiquette in Asian countries
- Business etiquette in Spanish-speaking countries

Writing

14. Fill in the table. Use the text and the Internet to find the needed information. Be ready to comment upon the found information.

FACTORS THAT CAN AFFECT CROSS-CULTURAL COMMUNICATION	EXPLANATION	EXAMPLES	WAYS TO BREAK THROUGH
1)			
2)			
3)			
4)			
5)			

15. Write the summary of the text (250 words). Use the active vocabulary of the unit.

16. Translate into English.

- 1) Межкультурная коммуникация стала стратегически важной для компаний в связи с ростом глобального бизнеса, технологий и Интернета.
- 2) Языковые различия, культуры высокого и низкого контекста, невербальные различия и дистанция власти являются основными факторами, которые могут повлиять на межкультурную коммуникацию.

- 3) В сочетании с растущим акцентом на глобальных рынках и взаимозависимой экономике, выросла необходимость преодоления межкультурных различий и межкультурных коммуникативных барьеров.
- 4) Произошедшие в мире в последние годы социальные, политические и экономические изменения привели к масштабной миграции народов, их переселению, смешению и столкновению, в результате чего все больше людей преодолевают культурные барьеры, которые раньше их разделяли.
- 5) Коммуникация в деловой культуре возникает вследствие того, что каждая организация располагает рядом специфических обычаев и правил, связанных с корпоративной культурой, и при контакте представителей разных компаний может возникнуть непонимание.

SOURCES FOR FURTHER RESEARCH

- <https://www.communicaid.com/country/russia/>
- <http://www.inc.com/encyclopedia/cross-cultural-international-communication.html>
- <https://www.youtube.com/watch?v=VmjYqpkUs0k>
- <https://www.youtube.com/watch?v=2-x7U-D3jow>
- <https://www.youtube.com/watch?v=VMwjscSCcf0>

UNIT 3

MARKETING

Lead-in

1. *Discuss the questions in pairs.*

- 1) What images spring to mind when you hear the word 'marketing'?
- 2) Would you like to work in marketing? Why?
- 3) How would you start marketing a product or idea you had?
- 4) Do expensive brands use different types of marketing to cheaper products?
- 5) What is your opinion of marketing in the era of globalization?

2. *Topical Vocabulary*

A) Study the vocabulary list. Use the words and phrases in the sentences of your own.

- 1) marketing (n) ['mɑ:kɪtɪŋ] – маркетинг; торговля, продажа
marketing research – маркетинговые исследования
marketing analysis – анализ потребительского спроса
direct marketing – сбыт без посредников
marketing mix – комплекс маркетинга, маркетинг-микс
marketing effort – маркетинговая мера
marketplace – рынок (товаров); рынок, базар
market opportunity – рыночная возможность
market-coverage strategy – стратегия охвата рынка
- 2) to target (v) – нацеливать, направлять, выбирать в качестве целевой аудитории
target (n) – цель, объект
targeting (n) – таргетинг, фокусировка, узконаправленная (целевая) реклама
target market – целевой рынок
to select a target market – выбирать целевой рынок

- 3) customer (n) – покупатель; заказчик; клиент; потребитель
 to satisfy needs and wants of a customer – удовлетворять потребности и желания клиента
 customer-oriented pricing – ценообразование, ориентированное на потребителя
 to service (to serve) customers – обслуживать покупателей (клиентов)
syn. consumer, buyer, purchaser, client
- 4) segmentation (n) [ˌsɛgmən'teɪʃ(ə)n] – деление, сегментация
 segment (n) [ˈsɛgmənt] – сектор, сегмент
 to segment (v) [sɛg'ment] – делить на сегменты, сегментировать
 to segment the market – сегментировать рынок
- 5) to position (v) – позиционировать; помещать; локализовать
 product positioning – позиция товара (на рынке) (*отношение потребителей к данному товару по сравнению с отношением к товарам-конкурентам*)
- 6) to compete (v) with sb for sth – конкурировать, соперничать с кем-либо за что-либо
 competition (n) – конкуренция
 competitor (n) – конкурент, соперник
 to gain a competitive advantage – получить конкурентное преимущество
- 7) to differentiate (v) sth from sth [ˌdɪfə'renʃieɪt] – дифференцировать, отличать
 differentiated – неоднородный, дифференцированный
 undifferentiated – недифференцированный; однообразный, единообразный
- 8) to appeal (v) to [ə'pi:l] – привлекать, интересовать; волновать, трогать; апеллировать, взывать; обращаться с призывом
syn. please, attract
- 9) to gear (v) to [giə] – приспособлять; ставить в зависимость от; направлять по определенному плану; согласовывать; подчинять
 to gear production to the new demand – выпускать продукцию с учетом спроса
- 10) share (n) – доля, часть; акция
 share of a market – доля рынка
 to hold shares in a company – иметь акции какой-либо компании

- 11) variable (n) ['vɛ(ə)rɪəb(ə)l] – *мат.* переменная (величина)
 controllable variable – регулируемая переменная; управляемая переменная
 variable (adj.) – изменчивый, непостоянный; неустойчивый; изменяющийся
 variable standards – меняющиеся/гибкие критерии
- 12) tangible (adj.) – материальный; осязуемый, осязаемый
 tangible assets – эк. материальные средства, активы
 tangible result – осязательный результат
 intangible (adj.) – нематериальный
 intangible assets – эк. нематериальные активы
- 13) to generate (v) ['dʒenəreɪt] – вызывать; производить, генерировать; порождать; делать
 to generate revenue for sb – генерировать, приносить доход кому-либо
- 14) penetration (n) to/into [ˌpenɪ'treɪʃ(ə)n] – проникание, проникновение
 to penetrate (v) ['penɪtreɪt] – проникать, проходить; постигать, понимать
- 15) price (n) – цена; ценность
 at a price – по высокой цене, дорого
 price for – цена на/за что-либо
 price-skimming (n) – снятие сливок, стратегия высоких цен
 odd-pricing (n) – назначение некруглой цены, неокругленное ценообразование
 penetration pricing – ценообразование с целью проникновения (на рынок)
- 16) to distribute (v) [dɪs'trɪbjʊ(:)t] – распределять, раздавать, распространять
 distribution channel – канал распределения
- 17) to promote (v) – продвигать; способствовать, содействовать
 promotion (n) – продвижение, рекламирование; продвижение по службе
 promotional (adj) [prə'məʊʃ(ə)nəl] – содействующий, способствующий, рекламный
 promotional channel – канал продвижения
- 18) to advertise (v) ['ædvətaɪz] – рекламировать; афишировать
 to advertise for sth – давать объявление о чем-то
 advertisement (n) – объявление, реклама, извещение
 syn. ad (n)
 advertising (n) – рекламирование, реклама; рекламное дело.

B) Transcribe and pronounce the following words. Use them in the sentences of your own.

effort

consumer

psychographic

behavioral

distinguish

undifferentiated

conscious

target

tangible

psychological

C) Fill in the table. Use 5–7 words to compose stories of your own.

VERB	NOUN	ADJECTIVE	ADVERB
	management		
		workable	
distinguish			
	competitor		
	variable		
		psychological	
quantity			
		promotional	
product			
			initially

D) Fill in the gaps using the words and word combinations from the Topical Vocabulary.

- 1) _____ can be defined as newly identified need, want or demand trend that a firm can exploit because it is not being addressed by the competitors.
- 2) The _____ audience for the book is from young adults upward.
- 3) _____ advantages allow companies to charge higher prices and to realize greater profit margins than competitors.
- 4) The university _____ to its alumni for funds.
- 5) The sale of products to customers _____ revenues for a business.
- 6) By _____ we mean the network of organizations, including manufacturers, wholesalers, and retailers, that distributes goods or services to consumers.
- 7) _____ is a method of communicating your brand messages directly to your customers in order to influence their buying decision; unlike _____, it requires a business to create interaction with customers on the spot.
- 8) The news of this event will receive wide _____.
- 9) Market _____ is usually very low and coupled with consumer incentives to gather market share.
- 10) Progress has been achieved, but _____ a _____. Many who worked for the corporation are now without jobs.

3. Read the text and say why the concern of cross cultural communication is important in business.

Marketing is the management process through which goods and services move from concept to the customer.

Modern marketing began in the early 1900s. The marketing process progressed through four distinct eras: production, sales, marketing, and relationship.

The marketing management process includes analyzing marketing opportunities, selecting target markets, developing the marketing mix, and managing the marketing effort.

In order to better manage the marketing effort and to satisfy the needs and wants of customers, many firms place consumers into groups, a process called market segmentation. Consumer characteristics are used to segment markets into workable groups. Common characteristics used for

consumer categorizing include demographic, geographic, psychographic, and behavioral segmentation.

After segmenting the potential market, firms need the process called product positioning. Firm managers position their products in such a way as to distinguish them from those of competitors in order to gain a competitive advantage in the marketplace.

Marketers use three basic market-coverage strategies: undifferentiated, differentiated, and concentrated. An undifferentiated marketing strategy occurs when a firm focuses on the common needs of consumers rather than their different needs. When using this strategy, producers design products to appeal to the largest number of potential buyers. A firm using a differentiated strategy makes a conscious decision to divide and target several different market segments, with a different product geared to each segment. With a differentiated marketing strategy, firms create more total sales because of broader appeal across market segments and stronger position within each segment. The concentrated strategy, which aims to serve a large share of one or a very few markets, is best suited for firms with limited resources. This approach allows firms to obtain a much stronger position in the segments it targets because of the greater emphasis on these targeted segments, what leads to a better understanding of the needs of the targeted segments.

After determining a positioning strategy, marketing managers seek to control the four basic elements of the marketing mix: product, price, place, and promotion, known as the four Ps of marketing. Since these four variables are controllable, the best mix of these elements is determined to reach the selected target market.

The first element in the marketing mix is the product. Products can be either tangible or intangible. Tangible products are products that can be touched; intangible products are those that cannot be touched, such as services.

Price is the cost of the product paid by consumers. This is the only element in the marketing mix that generates revenue for firms. A number of pricing strategies are available to marketing managers: skimming, penetration, quantity, and psychological. With a price-skimming strategy, the price is initially set high, allowing firms to generate maximum profits from customers willing to pay the high price. Prices are then gradually lowered until maximum profit is received from each level of consumer. Penetration pricing is used when firms set low prices in order to capture a

large share of a market quickly. A quantity-pricing strategy provides lower prices to consumers who purchase larger quantities of a product. Psychological pricing tends to focus on consumer perceptions. For example, odd pricing is a common psychological pricing strategy. With odd pricing, the cost of the product may be a few cents lower than a full-dollar value. For example, if a good is priced at \$19.95, consumers will focus on \$19 rather than \$20.

Place refers to where and how the products will be distributed to consumers. Several factors are reviewed by firm management when determining where to sell their products: distribution channels, market-coverage strategy, geographic locations, inventory, and transportation methods. The process of moving products from a manufacturer to the final consumer is often called the channel of distribution.

The last variable in the marketing mix is promotion. Various promotional tools are used to communicate messages about products, ideas, or services from firms to their customers. The promotional tools available to managers are advertising, personal selling, sales promotion, and public relations. For the promotional program to be effective, managers use a blend of the four promotional tools that best reaches potential customers.

<http://www.businessdictionary.com/definition/marketing>

<http://www.encyclopedia.com/topic/marketing.aspx>

(дата обращения 12 февраля 2016 г.)

4. Answer the questions to the text.

- 1) What is marketing?
- 2) Which eras did the marketing process progress through?
- 3) What does the marketing management process include?
- 4) What is market segmentation?
- 5) Is the next step after segmenting the potential market target audience positioning?
- 6) There are 3 market-coverage strategies, aren't there?
- 7) What do firms do with each of the market-coverage strategies?
- 8) What is the marketing mix? Describe each element.

5. *In the text, find the notions that mean the following:*

- a) total amount of resources which a firm puts into the marketing mix in order to stimulate demand for its goods and services;
- b) end user of a final good or service which is purchased to satisfy a personal consumption need;
- c) relating to demographic research that studies population groups with respect to psychological attributes, such as values or attitudes, as for marketing purposes;
- d) to demonstrate or describe as being different or distinct;
- e) person, team, or a company that strives to outdo another for acknowledgment, a prize, supremacy, profit, etc.;
- f) plan, method, or series of maneuvers or stratagems for obtaining a specific goal or result;
- g) part of a market identifiable as having particular customers with specific buying characteristics;
- h) specific percentage of total industry sales of a particular product achieved by a single company in a given period of time;
- i) variables, such as price, promotion, and service, managed by an organization to influence demand for a product or service;
- j) consumers a company wants to sell its products and services to, and to whom it directs its marketing efforts.

6. *Find the following phrases in the text and provide their Russian equivalents.*

goods and services move from concept to the customer; progressed through four distinct eras; to segment markets into workable groups; characteristics used for consumer categorizing include demographic, geographic, psychographic, and behavioral segmentation; in order to gain a competitive advantage in the marketplace; appeal to the largest number of potential buyers; with a different product geared to each segment; because of the greater emphasis on these targeted segments; the only element in the marketing mix that generates revenue for firms; in order to capture a large share of a market quickly.

7. Find the English equivalents for the following Russian phrases in the text.

таким образом, чтобы наделить их отличительными от конкурентов чертами; когда фирма ориентируется на общие нужды потребителей; фирма принимает сознательное решение; обслуживать большую долю одного или небольшого количества рынков; менеджеры стремятся контролировать четыре основных элемента маркетингового комплекса; продукты могут быть материальными или нематериальными; затем цены постепенно снижаются; сосредоточиваться на потребительском восприятии; различные рекламные инструменты используются для передачи сообщений о продуктах; менеджеры используют смесь их четырех рекламных инструментов, что позволяет наилучшим образом достичь потенциальных клиентов.

8. Mark the following statements as True (T) or False (F) according to the text. Give arguments.

- 1) Modern marketing began in the early 1900s and progressed through three distinct eras: production, marketing, and relationship.
- 2) The marketing management process includes analyzing marketing opportunities, selecting target markets, developing the marketing mix, and managing the marketing effort.
- 3) Market segmentation is placing consumers into groups in order to better manage the marketing effort and to satisfy the needs and wants of customers.
- 4) The main characteristics used for consumer categorizing include demographic and geographic segmentation.
- 5) Firm managers position their products in such a way as to make them similar with those of competitors in order to gain a comparative advantage in the marketplace.
- 6) After determining a positioning strategy, marketing managers seek to control the four basic elements of the marketing mix: product, price, place, and promotion, known as the four Ps of marketing.
- 7) The four variables of the marketing mix are uncontrollable.
- 8) Promotion is the only element in the marketing mix that generates revenue for firms.

- 9) With a quantity-pricing strategy, the price is initially set high, allowing firms to generate maximum profits from customers willing to pay the high price.
- 10) Several factors are reviewed by firm management when determining where to sell their products: distribution channels, market-coverage strategy, geographic locations, inventory, and transportation methods.

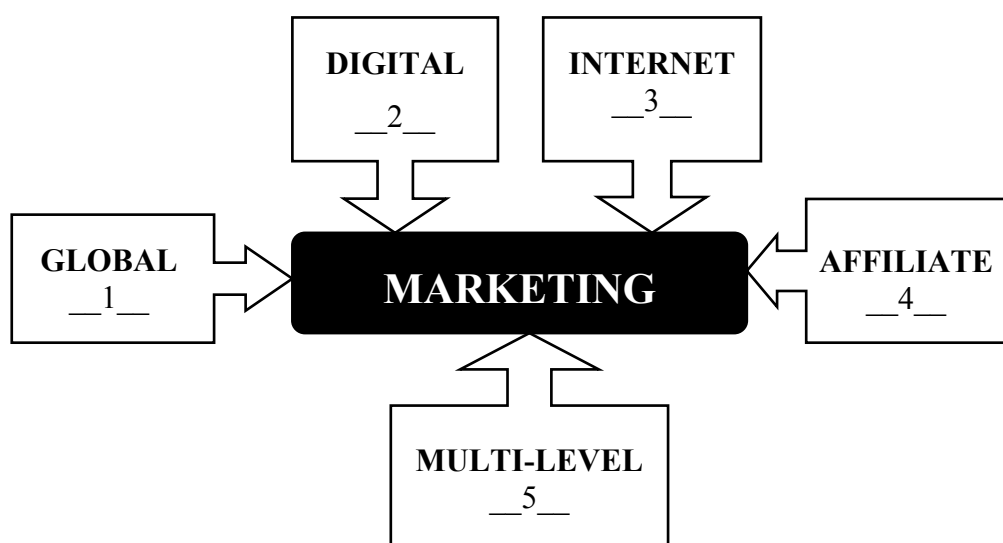
9. Match the phrases from the left column to the phrases in the right column to make collocations. Compose your own sentences to illustrate their meaning.

to select	from a competitor's one
to manage	to customers
to satisfy	a revenue for a firm
to segment markets	target markets
to distinguish a product	to the potential buyer
to appeal	marketing effort
to put an emphasis	a larger share of a market
to generate	needs and wants
to capture	into workable groups
to communicate messages	on targeted segments

10. A) Work in pairs. Match the descriptions of types of marketing to their names in the diagram.

- a) a type of marketing in which online advertisers and merchants share revenue with online salespeople or website owners through a compensation model that is based on certain performance measures such as Pay per Click (PPC), sales, registrations, or a model that combines any or all of these forms;
- b) a form of marketing in which various international business allies form relationships and develop networks on a global scale. They work closely with one another's home countries, their government officials, and the industry competitors in order to gain and develop a target market;
- c) a type of marketing in which a business uses purely electronic means to advertise their products and services. This type of marketing can be implemented through television, the internet (newsletters, or other emails), and even electronic billboards.

- d) a type of marketing in which consumer products are generally sold by individuals either in consumer's homes or in a designated area of meeting, for instance, Avon, Tupperware, and Mary Kay;
- e) a type of marketing which uses electronic means to advertise to the public; it is strictly Internet driven. It employs email, banner ads, those annoying pop ups, etc.



B) Continue working in pairs. Discuss what you like and dislike about each type of marketing. Use the expressions below. Try and speak for 2–3 minutes.

Expressing likes:

- I like ...
- I love ...
- I adore ...
- I'm crazy about ...
- I'm mad about ...
- I enjoy ...

Expressing dislikes:

- I don't like ...
- I dislike ...
- I hate ...
- I abhor ...
- I can't bear ...
- I can't stand ...
- I detest ...
- I loathe ...

11. Make up a dialogue between two marketers. Discuss the marketing profession, its problems and challenges. What aspects should be taken into account when working in the marketing department? Which marketing procedures are most complicated? Why? Use the vocabulary of exercises 5–9.

12. Group work. Imagine that you are a part of a marketing team responsible for the following product concepts: 1) a new line of T-shirts; 2) a product line for vegetarians; 3) a new PC; 4) a new perfume for men.

What information would you need to develop these products?

In each case, which of the following sources of information would be the most useful? Give reasons why.

- Focus group interviews, in which several members of the target market are invited to meet and discuss the product concept;
- Internal Research: analyzing data already available in the company;
- Printed sources of secondary data, including business newspapers, magazines, journals, official government statistics, etc.;
- Questionnaires: by telephone, email, personal interviewing;
- Other sources.

13. Prepare a report in the form of a presentation on one of the following topics:

- Promotion strategies followed in retail sector
- Steps to create a luxury brand
- E-marketing of financial services
- Integrated marketing communications
- The history of marketing: main steps
- SWOT analysis: its importance for marketing

Writing

14. Fill in the table. Use the text and the Internet to find the needed information. Be ready to comment upon the found information. Compare the answers.

KEY TERMS IN MARKETING	EXPLANATION	EXAMPLES
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

15. Write the summary of the text (250 words). Use the active vocabulary of the unit.

16. Translate into English.

- 1) Маркетинг – это управленческий процесс, посредством которого товары и услуги развиваются от этапа концепции до готового продукта, передаваемого потребителю.
- 2) Процесс управления маркетингом включает в себя анализ маркетинговых возможностей, выбор целевых рынков, разработку маркетингового комплекса и управление маркетинговыми усилиями.
- 3) После определения стратегии позиционирования, маркетологи приступают к анализу четырех основных элементов комплекса маркетинга: продукт, цена, место и продвижение, известных как «4 Р» маркетинга.
- 4) Рекламными инструментами продвижения товара, доступными менеджерам, являются реклама, личная продажа, стимулирование сбыта и связи с общественностью.
- 5) Маркетинговые исследования – это систематическое и объективное выявление, сбор, анализ, распространение и использование информации для повышения эффективности идентификации и решения маркетинговых проблем (возможностей).

SOURCES FOR FURTHER RESEARCH

- <http://mba-lectures.com/category/marketing>
- <http://www.businessdictionary.com/definition/marketing.html>
- <http://www.entrepreneur.com/topic/marketing>
- <http://smallbusiness.chron.com/importance-marketing-success-business-589.html>
- <http://www.businessenglishsite.com/business-english-marketing-sales.html>
- http://esl.about.com/od/businessenglishvocabulary/a/lx_marketing1.htm
- <http://www.youtube.com/watch?v=sR-qL7QdVZQ>

UNIT 4

PRODUCT PROMOTION

Lead-in

1. *Discuss the questions in pairs.*

- 1) What springs to mind when you hear the word 'promotion'?
- 2) In your opinion, how does promotion differ from advertising?
- 3) Why may companies need to hire marketing agencies to promote their products?
- 4) Is creating a brand quite simple?
- 5) How do you usually get to know a new product?

2. *Topical Vocabulary*

A) Study the vocabulary list. Use the words and phrases in the sentences of your own.

- 1) rate (n) – размер; уровень; величина; показатель, коэффициент
to ensure a better response rate – обеспечить лучший уровень отклика
- 2) medium (n) – средство, способ; среда, обстановка
social medium – социальная среда
mass media – средства массовой информации
- 3) incentive (n) – поощрение, стимул, побудительный мотив
an incentive to economy – стимул к экономии
powerful/strong incentive – сильный стимул
to offer an incentive – побуждать, стимулировать
syn. payoff, motive, stimulus
- 4) public relations – связи с общественностью, паблик релейшнз, пиар
- 5) to sell (v) – торговать, продавать
to sell (smth.) at a discount/at a discount price – продавать что-либо со скидкой
to sell (smth.) at a premium/at a premium price – продавать что-либо с премией [с надбавкой, по более высокой цене]

personal selling = personal sale – личная продажа

sale (n) – продажа, реализация, сбыт

sales promotion – стимулирование сбыта; продвижение товара

point of sale – *сокр. POS торг.* место [пункт] продажи; место покупки

- 6) direct marketing – директ-маркетинг; прямой, персонализированный маркетинг (*проведение маркетинговых исследований, продвижение и продажа товаров через создание и использование прямых связей между продавцом и потребителем; продавец или его агенты контактируют с потребителями путем личных встреч, обращений по телефону, по почте и т.д.*)
- 7) to saturate (v) (with) ['sætʃəreɪt] – насыщать, переполнять
saturation (n) – насыщение, переполнение
- 8) channel (n) ['tʃænl] – канал
data channel – канал передачи данных
TV channel – телеканал
- 9) accessible (adj) [æk'sesəb(ə)l] – доступный, достижимый, понятный
accessible to all – доступный для всех
- 10) innovative (adj) [ˈɪnəveɪtɪv] – новаторский, передовой, инновационный
innovative products [goods] – товары-новинки, новые товары
- 11) to offer (v) – предлагать; представлять; предъявлять; предоставлять
to offer smth. for consideration – предлагать что-либо для рассмотрения
to offer a plan – выдвигать план
syn. to suggest, to propose
- 12) to package (v) – упаковывать, заворачивать; укладывать; фасовать
package (n) – упаковка, сверток, пакет
packaging design – конструирование [разработка] упаковки
- 13) to influence (v) (sth/sb) ['ɪnfluəns] – оказывать влияние, воздействовать, влиять
influence (n) – влияние, воздействие
to have an influence on (upon) sth/sb – иметь влияние на что-либо/кого-либо
to influence deeply/profoundly/strongly – оказывать сильное влияние

- 14) brand (n) – бренд, товарный знак, марка
 corporate brand – корпоративный бренд
 stand-alone brand – одиночный бренд
 brand awareness – уровень информированности (потребителей) о бренде
 brand loyalty – преданность бренду (со стороны потребителей)
 branding – брендинг, брендование, создание бренда, продвижение торговой марки
 brand equity – марочный капитал, капитал бренда, бренд-капитал, стоимость бренда
- 15) identity (n) – отличительные черты, особенности; индивидуальность, самобытность
 corporate identity – фирменный стиль (*набор визуальных, словесных и т.п. констант, обеспечивающий стилистическое единство товаров, услуг и всей исходящей от фирмы информации; иногда применяется по отношению к проектам*)
- 16) audience (n) – публика, зрители, аудитория; слушатели
 to attract [draw] an audience – привлекать внимание публики; собирать аудиторию
 to get to know the audience – узнать публику
- 17) to benefit (v) (sb) – приносить пользу, помогать; оказывать благотворное (воз)действие; приносить пользу оказывать благотворное воздействие

B) *Transcribe and pronounce the following words. Use them in the sentences of your own.*

ensure
 audience
 catalogue
 exhibition
 media
 directory
 coupon
 loyalty
 launch
 experiential

C) Fill in the table. Use 5–7 words to compose stories of your own.

VERB	NOUN	ADJECTIVE	ADVERB
			equally
		specific	
	incentive		
		social	
		intense	
	advert		
		innovative	
influence			
	identity		
		conceivable	

D) Fill in the gaps using the words and word combinations from the Topical Vocabulary.

- 1) The most common platforms for _____ are newspapers, magazines, radio, television, and the Internet.
- 2) The old theory was that the general prosperity of the country depends upon the development of its natural resources – a development which can best be achieved by private capital, acting under the natural _____ of financial profits.
- 3) _____ is the sale of an asset or item at a price significantly above the original purchase price due to high demand, rather than appreciation.
- 4) On a macro-level, a _____ may be a mall, market or city. On a micro-level, retailers consider a _____ to be the area surrounding the counter where customers pay.
- 5) Many companies are already aware of the problems of market _____ and have intentionally designed their products to ‘wear down’ or otherwise need replacement at some point.
- 6) The concept of _____ design ensures both ‘direct access’ (i.e. unassisted) and ‘indirect access’ meaning compatibility with a person’s assistive technology (for example, computer screen readers).

- 7) Examples of _____ products of a business might include a new product's invention; technical specification and quality improvements made to a product; or the inclusion of new components, materials or desirable functions into an existing product.
- 8) Understanding how advertising _____ people is an exercise in understanding how persuasion techniques are used in advertising to trigger buying decisions.
- 9) _____ is an important way of promoting commodity-related products. This is because for these products, there are very few factors that differentiate one product from its competitors.
- 10) Building a personal brand is useless unless you target the right _____.

E) *Fill in the gaps using the words 'to suggest', 'to propose', 'to offer' and their derivatives.*

- 1) Congress has rejected the latest economic _____ put forward by the president.
- 2) They were wondering where to hold the office party and I _____ the Italian restaurant near the station.
- 3) I must say the _____ of a weekend in Barcelona quite tempts me.
- 4) He wrote to me last week regarding a business _____ he thought might interest me.
- 5) Can you _____ where I might find a chemist's?
- 6) I've put my _____ to the company director for his consideration.
- 7) I _____ putting the matter to the committee.
- 8) There has been an angry reaction to the government's _____ to reduce unemployment benefit.
- 9) I _____ (that) we wait a while before we make any firm decisions.
- 10) I'm going to _____ to my girlfriend so that we could get married!

3. *Read the text and say why promotion is a complex process.*

Promotion is one of the key elements of the marketing mix, and deals with any one or two-way communication that takes place with the consumer.

Deciding on a marketing communications strategy is one of the primary roles of the marketing manager and this process involves some key decisions about who the customer is, how to contact them, and what the message should be. These questions can be answered using a four stage process, which is equally relevant for all elements of the marketing mix: 1) *Segmentation* – dividing the market into distinct groups; 2) *Targeting* – deciding which of these groups to communicate with, and how to talk to them; 3) *Positioning* – how the product or brand should be perceived by the target groups; 4) *Messaging* – delivering a specific message in order to influence the target groups.

For the purposes of advertising, targeting is the process of communicating with the right segment(s) and ensuring the best possible response rate. The methods used to target the audience must relate to the marketing plan objectives. Advertising is just one element of the marketing communication arsenal, which can be divided into the following areas:

- Advertising – a mass media approach to promotion (outdoor, business directories, magazines/newspapers, TV/cinema, radio, newsagent windows)
- Sales promotion – price/money related communications (coupons, discounts, competitions, loyalty incentive)
- Public relations – using the press to your advantage (press launches, PR events, press releases)
- Personal selling – one to one communication with a potential buyer (salesmen, experiential marketing, dealer or showroom sales activities, exhibitions, trade shows)
- Direct marketing – taking the message directly to the consumer (mail order catalogues, bulk mail, personalised letters, email, telemarketing, point of sale displays, packaging design)

- Digital marketing – new channels are emerging constantly (company websites, social media applications such as Facebook or Twitter, blogging, mobile phone promotions using technology such as Bluetooth, YouTube, E-commerce).

In nature, evolution occurs most rapidly when competition for resources is intense. The same process is now occurring with promotional media. All traditional media channels are now saturated, and competition for consumer attention is intense. At the same time, the impact of any one medium is becoming diluted. There are many more TV and radio channels, consumers have the ability to skip adverts and free information is now much more accessible. As a result, companies are becoming increasingly innovative in their approach to communications and a host of new media channels have emerged.

Positioning is the process of developing an image for a company or a product. Positioning also considers the competition, and a company needs to explain why it is unique in the marketplace and offers better products than the other ones on the shelf. Branding is a powerful tool for positioning a product. Branding is used on almost all customer facing elements of a product, from the packaging design to the style of writing used on posters. Every communication a customer received adds up to form a mental picture of the brand and can influence the price they are willing to pay for products. This ability to charge more due to the positioning of your product is known as ‘brand equity’. A corporate identity is a useful tool to ensure that branding is used in a consistent way throughout the company. This detailed document runs through almost every conceivable customer touch point and provides guidance on the presentation and style which should be used. This could include use of logos, colours, tag lines, uniform and the type of coffee to serve guests. Whatever a businessman is planning, the strategic thinking behind all advertising is essentially the same – get to know the audience, target them efficiently and position one’s brand in the way that will benefit the business.

*<http://marketing-made-simple.com/articles/promotional-strategy.htm>
(дата обращения 20 февраля 2016 г.)*

4. *Answer the questions to the text.*

- 1) What does promotion deal with?
- 2) What is one of the primary roles of the marketing manager?
- 3) What is four-stage process?
- 4) Does targeting imply the process of communicating with the right target audience?
- 5) Advertising is a mass media approach to promotion, isn't it?
- 6) Are coupons and discounts examples of sales promotion or personal selling?
- 7) What is direct marketing?
- 8) Why is competition for consumer attention intense?
- 9) Why is positioning important for a company?
- 10) What does branding influence?
- 11) What is corporate identity?

5. *In the text, find the notions that mean the following:*

- a) kind, grade, or make, as indicated by a stamp, trademark, etc;
- b) act or practice of calling public attention to one's product, service, need, etc., especially by paid announcements in newspapers and magazines, over radio or television, on billboards, etc;
- c) portion of a certificate, ticket, label, advertisement, etc., set off from the main body by dotted lines or the like to emphasize its separability, entitling the holder to something, as a gift or discount, or for use as an order blank, a contest entry form, etc;
- d) state or quality of being faithful to commitments or obligations;
- e) form of business promotion in which a company engages its target market directly while showing off its brand;
- f) public display, as of the work of artists or artisans, the products of farms or factories, the skills of performers, or objects of general interest;
- g) category of mail for mailing large numbers of identical printed items to individual addressees at less than first-class rates, as circulars or bulletins;
- h) stylized form of functionalism that focuses on carrying, protecting, and presenting the product, delivering on the brand promise, and enriching the user experience at every interaction;

- i) business that is transacted by transferring data electronically, especially over the Internet;
- j) all of distinguishing qualities of a commercial brand that results in personal commitment to and demand for the brand; the intangible value-added aspect of particular goods otherwise not considered unique; also, the value built up in a brand, either positive or negative.

6. *Find the following phrases in the text and provide their Russian equivalents.*

deals with any one or two-way communication; process involves some key decisions about who the customer is, how to contact them, and what the message should be; equally relevant for all elements of the marketing mix; ensuring the best possible response rate; a mass media approach to promotion; price/money related communications; competition for resources is intense; the impact of any one medium is becoming diluted; a powerful tool for positioning a product; runs through almost every conceivable customer touch point and provides guidance.

7. *Find the English equivalents for the following Russian phrases in the text.*

этот процесс включает некоторые ключевые решения о том, кто есть покупатель; разделение рынка на четкие группы; как продукт или бренд должен восприниматься целевой группой; должны быть связаны с целями плана маркетинга; общение один на один с потенциальным покупателем; цифровой маркетинг; тот же процесс сейчас происходит со средствами продвижения; компании становятся все более инновационными в своем подходе к коммуникациям; брэндинг присутствует на всех элементах продукта, попадающих в поле зрения покупателя; стратегическое мышление, стоящее за всей рекламой.

8. Mark the following statements as True (T) or False (F) according to the text. Give arguments.

- 1) Promotion is one of the key elements of the marketing strategy, and deals with any one or two-way communication that takes place with the consumer.
- 2) For the purposes of advertising, targeting is the process of communicating with the right segment(s) and ensuring the best possible response rate.
- 3) Personal selling is price/money related communication.
- 4) Unlike all the other spheres, competition for resources in promotional media is not intense.
- 5) Companies are becoming increasingly innovative in their approach to communications and a host of new media channels have emerged.
- 6) Branding is the process of developing an image for a company or a product and considering the competition.
- 7) Direct marketing is used on almost all customer facing elements of a product, from the packaging design to the style of writing used on posters.
- 8) The ability to charge more due to the positioning of your product is known as 'brand equity'.
- 9) A corporate identity is a useful tool to ensure that branding is used in a consistent way throughout the company.
- 10) Whatever a businessman is planning, the strategic thinking behind all advertising is essentially the same – get to know the audience, target them efficiently and position one's brand in the way that will benefit the business.

9. Match the phrases from the left column to the phrases in the right column to make collocations. Compose your own sentences to illustrate their meaning.

to involve	in the approach to communications
to divide the market	to promotion
a mass media approach	key decisions
to use the press	for positioning a product
to take the message	into distinct groups
to become increasingly innovative	the price people are willing to pay for products
a powerful tool	directly to the consumer
to influence	to one's advantage

10. A) Work in pairs. Match the descriptions of promotional tools to their names.

after-sale customer service – product giveaways – contests – customer appreciation events – customer referral incentive programme – social media – causes and charity – point-of-sale promotion and end-cap marketing – mail order marketing – branded promotional gifts.

- 1) a frequently used promotional strategy with the idea is to promote a brand and put a logo and name in front of the public rather than make money through a hard-sell campaign;
- 2) tools that offer companies a way to promote products and services in a more relaxed environment connecting with a world of potential customers that can view a company from a different perspective as a company that is in touch with people on a more personal level;
- 3) offering a free product or service in exchange for the information to customers who are already familiar with a company and represent the target audience a company wants to market new products to;
- 4) methods used often by companies to introduce new food and household products by giving product samples to entice the buying public into trying new products;
- 5) ways of selling product and promoting items in stores. The idea behind this promotional strategy is convenience and impulse when items are placed near the checkout in the store and are often purchased by consumers on impulse as they wait to be checked out;
- 6) a way to encourage current customers to refer new customers to your store. Free products, big discounts and cash rewards are some of the incentives you can use;
- 7) giving customers a sense of being a part of something larger simply by using products they might use anyway creates a win/win situation. A company gets the customers and the socially conscious image; customers get a product they can use and the sense of helping a cause. One way to do this is to give a percentage of product profit to the cause your company has committed to helping;

- 8) a tool that can be a more effective promotional move than handing out simple business cards. These are gifts a seller can give their customers that they may use, which keeps their business in plain sight rather than in the trash or in a drawer with other business cards the customer may not look at;
- 9) an effective way to draw not only current customers but also potential customers through the door. Pizza, hot dogs and soda are inexpensive food items that can be used to make the event more attractive. Setting up convenient product displays before the launch of the event will ensure the products a seller wants to promote are highly visible when the customers arrive;
- 10) a promotional strategy that puts the importance of customer satisfaction first while leaving the door open for a promotional opportunity. Skilled salespeople make survey calls to customers to gather information that can later be used for marketing by asking questions relating to the way the customers feel about the products and services purchased.

B) *Continue working in pairs. Discuss which promotional tool is preferable for each product in the list: a shampoo, an apple juice, a hamburger; new computer software, a new TV educational programme, financial consulting services. Use the expressions below. Try and speak for 2–3 minutes.*

Asking someone's opinion:

- 1) What do you think of ... ?
- 2) What do you think about ... ?
- 3) How d'you feel (about ...)?
- 4) What d'you reckon (about...)?
- 5) What's your opinion of ... ?
- 6) (What do think about) that?
- 7) What are your views on ... ?
- 8) Where do you stand (on ...)?
- 9) What would you say to... / if we ... ?
- 10) Are you aware of ... ?

Expressing an opinion:

- 1) In my opinion, this one would be better.
- 2) To my mind this one's better.
- 3) If you ask me, this one's better.
- 4) To my way of thinking, this one's fine.
- 5) In my view, this one is best.
- 6) Know what I think? That one's best.
- 7) I'd say that one's better.
- 8) What I think is that one's better.
- 9) For me, that one's better.
- 10) I tell you what I think, that one's best!

- 11. Make up a dialogue between a marketer and his/her intern. Discuss possible promotional tools, ways to advertise products. What aspects should be taken into account when thinking how to promote a product or a service? Which peculiarities should each market remember about? Why?**
- 12. Group work. Imagine that you are a part of a marketing team responsible for the promotion of one of the following products: 1) a new textbook on public administration; 2) a new CD of a pop-star; 3) a new washing machine; 4) a new Parker. Think over the promotional campaign: which mass media you would use, which promotional tool(s). Justify your choice. Prepare a 20-second advertisement for your product. Act it out.**
- 13. Prepare a report in the form of a presentation on one of the following topics:**
- Advertising media
 - Advertising techniques
 - Advertising history
 - Famous marketing mistakes
 - Humour in advertising
 - Branding: notion, characteristics, and difficulties.

Writing

- 14. Fill in the table. Use the text and the Internet to find the needed information. Be ready to comment upon the found information. Compare the answers.**

MARKETING COMMUNICATION ELEMENT	EXPLANATION	EXAMPLES
1.		
2.		
3.		
4.		
5.		
6.		

15. Write the summary of the text (250 words). Use the active vocabulary of the unit.

16. Translate into English.

- 1) Реклама – направление в маркетинговых коммуникациях, в рамках которой производится оплаченное известным спонсором распространение не персонализированной информации, с целью привлечения внимания к объекту рекламирования, формирования или поддержания интереса к нему.
- 2) Таргетинг – рекламный механизм, позволяющий выделить из всей имеющейся аудитории только ту часть, которая удовлетворяет заданным критериям (целевую аудиторию), и показать рекламу именно ей.
- 3) Брендинг представляет собой все виды деятельности, которые создают репутацию, ценности и вклады, которые формируют общую воспринимаемую ценность данного лица или компании. Это включает в себя маркетинговые мероприятия (реклама, социальные кампании в СМИ, общественные отношения, инициативы сотрудников и другие положительные действия) и не маркетинг, иногда пассивные мероприятия (в том числе, получения хороших и плохих отзывов, социальных сообщений потребителей, деятельность людей, не связанных с брендом, и фактическое качество продукта, услуги или компании, и т.д.).
- 4) Возможность взимать больше за счет позиционирования продукта известна как капитал бренда.
- 5) Стратегическая подоплека всех видов рекламы одинакова: отобрать необходимую аудиторию, познакомить ее с продуктом, поддерживать интерес к продукту с целью извлечения максимальной прибыли.

SOURCES FOR FURTHER RESEARCH

- <https://www.smallbusiness.wa.gov.au/business-in-wa/about-sbdc/corporate-publications/business-guides/marketing-promotion-strategy/>
- <http://economictimes.indiatimes.com/definition/promotions>
- <http://www.youtube.com/watch?v=skIq38RVCWs>
- <http://www.youtube.com/watch?v=6jzNiKUbtRY>
- <https://digital.lib.washington.edu/researchworks/handle/1773/8806>

UNIT 5

MANAGEMENT

Lead-in

1. Discuss the questions in pairs. Reason your opinion.

- 1) What is management? Is it an art or a science?
- 2) What do you think makes a good manager? Which *four* of the following qualities do you think are the most important?
 - *being decisive: able to make quick decisions*
 - *being efficient: doing things quickly, not leaving tasks unfinished, having a tidy desk, and so on*
 - *being friendly and sociable*
 - *being able to communicate with people*
 - *being logical, rational and analytical*
 - *being able to motivate, inspire and lead people*
 - *being authoritative: able to give orders*
 - *being competent: knowing one's job perfectly, as well as the work of one's subordinates*
 - *being persuasive: able to convince people to do things*
 - *having good ideas*
 - *being highly educated and knowing a lot about the world*
 - *being prepared to work 50 to 60 hours a week*
 - *wanting to make a lot of money*
- 3) Which of these qualities can be acquired? Which must you be born with?

2. *Topical Vocabulary*

A) Study the vocabulary list. Use the words and phrases in the sentences of your own.

- 1) to achieve (v) – достигать, добиваться, успешно выполнять
achievement(n) – достижение, успех, выполнение
- 2) to attain (v) – достигать, добиваться, получать, приступать
attainment (n) – достижение, приобретение, квалификация
- 3) to allocate (v) – выделять, распределять
allocator (n) – лицо, ведающее распределением чего-либо
allocation(n) – размещение, распределение, выделение
syn. distribution (n) – раздача, распространение, выдача, размещение
to allocate resources – выделять (распределять) ресурсы
- 4) to be modified – видоизменить(ся), модифицироваться
to modify (v) – модифицировать, видоизменять
modification (n) – видоизменение, переделка
- 5) to manage (v) – контролировать, управлять, руководить
management (n) – управление, менеджмент, администрация
manageable (adj.) – поддающийся управлению, послушный
manager (n) – руководитель, администратор, менеджер, директор
managerial (adj.) – относящийся к управлению, управленческий, административный, организационный
- 6) Board of Directors – совет директоров
- 7) company chairman – председатель правления акционерного общества
to chair (v) – председательствовать, возглавлять, руководить
- 8) to motivate (v) – стимулировать, мотивировать, обосновывать
motivation (n) – побуждение, мотивация, стимул
syn. incentive (n) – стимул, побуждение, поощрение
- 9) to communicate(v)- сообщать, передавать
communication (n) – информация, передача, общение
- 10) objective (n) – цель, задача
syn. purpose, goal, aim – цель, задача
- 11) to subordinate (v) – подчинять
subordinate (adj.) – подчиненный, служебный
- 12) to set (v) – устанавливать
setting (n) – установка, обстановка

- 13) to supervise (v) – наблюдать, просматривать
 supervisor (n) – руководитель, наблюдатель, инспектор
- 14) innovation – нововведение, инновация
 to innovate (v) – обновлять, вводить новшества
- 15) to suggest (v) – предлагать + герундий
 (Ex.) Mr. Reynolds suggested starting the meeting.
- 16) to offer (v) – предлагать + инфинитив
 (Ex.) The newspaper offered to apologize for the article.

Notes:

neighbouring community – соседская община

precise tactics – точная тактика

B) Transcribe and pronounce the following words. Use them in the sentences of your own.

achievement

managerial

incentive

subordinate

measure

techniques

scientific

C) Fill in the table. Use 5–7 words to compose stories of your own.

VERB	NOUN	ADJECTIVE	ADVERB
	attainment		
to allocate			
		manageable	
to communicate			
	subordinate		
			individually
			entirely
			obviously

D) Fill in the gaps using the words and word combinations from the Topical vocabulary.

- 1) Managers have to decide how best to allocate the human, physical and capital _____ available to them.
- 2) Managers – logically – have to make sure that the jobs and tasks given to their subordinates are _____.
- 3) There is no point in _____ objectives if you don't _____ them to your staff.
- 4) Managers have to _____ their subordinates, and to measure, and try to improve, their _____.
- 5) Managers have to check whether objectives and targets are being _____.
- 6) A top manager whose performance is unsatisfactory can be dismissed by the company's _____.
- 7) Top managers are responsible for the _____ that will allow a company to adapt to a changing world.
- 8) Managers select people _____ units and perform the job.
- 9) As well as organizing the work of their _____, they have to work with people in other areas.
- 10) Top managers have to _____ a business's relations with bankers, customers and etc.

E) Fill in the gaps with 'to suggest' – 'to offer'.

- 1) _____ means to put forward something for someone to take or refuse.
- 2) Do you _____ that we should accept their invitation?
- 3) I _____ your taking part in the excursion right now; you might us later.
- 4) If I were you, I would take the first opportunity _____.
- 5) A reward of 1000 dollars _____ for the lost jewels.
- 6) He _____ we arrange an exhibition of the best photos of the year.
- 7) Why don't you _____ that Marcia should go her own way and not live on her parents?
- 8) When we left the dining-room, she _____ that we see the rest of the house.
- 9) William Fowler _____ a professorship of modern languages at the University of Lincoln.
- 10) The university _____ the opportunity to specialize in the final year.

F) Fill in the gaps using 'to manage' and its derivatives.

- 1) He'll never _____ such a big garden on his own.
- 2) Try to reduce your tasks to more _____ proportions.
- 3) Tim was being groomed for a _____ position.
- 4) The actress fired her _____.
- 5) Many companies go bankrupt due to bad _____.
- 6) It is a hard thing to _____.
- 7) She demanded to see the _____.
- 8) They divided the students into three _____ groups.
- 9) The _____ are aware of the problem.
- 10) They referred me to the _____.

3. Read the text and answer the questions.

- 1) How do managers divide the work?
- 2) How do managers achieve objectives?
- 3) How do managers organize?
- 4) What people do managers develop?
- 5) How do managers measure the performance of their staff?
- 6) What is the job of a company's top managers?

Peter Drucker, well-known American business professor and consultant, suggest that the work of a manager can be divided into planning (setting objectives), organizing, integrating (motivating and communicating), measuring, and developing people.

- First of all, managers (especially senior manager such as company chairmen – and women – and directors) set objectives, and decide how their organization can achieve them. This involves developing strategies, plans and precise tactics, and allocating resources of people and money.
- Secondly, managers organize. They analyse and classify the activities of the organization and the relations among them. They select people to manage these units and perform the jobs.

- Thirdly, managers practice the social skills of motivation and communication. They also have to communicate objectives to the people responsible for attaining them. They have to make the people who are responsible for performing individual jobs form teams. They make decisions about pay and promotion. As well as organizing and supervising the work of their subordinates, they have to work with people in other areas and functions.
- Fourthly, managers have to measure the performance of their staff, to see whether the objectives set for the organization as a whole and for each individual member of it are being achieved.
- Lastly, managers develop people – both their subordinates and themselves.

Obviously, objectives occasionally have to be modified or changed. It is generally the job of a company's top managers to consider the needs of the future, and to take responsibility for innovation, without which any organization can only expect a limited life. Top managers also have to manage a business's relations with customers, suppliers, distributors, bankers, investors, neighbouring communities, public authorities, and so on, as well as deal with any major crises which arise. Top managers are appointed and supervised and advised (and dismissed) by a company's board of directors.

Although the tasks of a manager can be analysed and classified in this fashion, management is not entirely scientific. It is a human skill. Business professor obviously believe that intuition and 'instinct' are not enough; there are management skills that have to be learnt. Some people are clearly good at management, and others are not. Some people will be unable to put management techniques into practice. Others will have lots of technique, but few good ideas. Outstanding managers are rather rare.

<http://study.com/academy/lesson/four-functions-of-management-planning-organizing-leading-controlling.html> (дата доступа 13 января 2016г.)
<http://smallbusiness.chron.com/five-functions-management-leading-56418.html> (дата обращения 13 января 2016 г.)

4. Mark the following statements as True (T) or False (F) according to the text.

- 1) Managers decide how their organization can achieve objectives.
- 2) Employees don't analyse and classify the activities of the organization.
- 3) Managers divide the work into manageable activities.
- 4) Managers practice the social skills of motivation and communication.
- 5) Employees have to communicate objectives to the people responsible for attaining them.
- 6) Employees have to assess the performance of their staff.
- 7) The job of a company's top managers to view the needs of the future, and to take responsibility for innovation.
- 8) Top managers don't manage a business's relations with customers, suppliers, investor and etc.
- 9) Directors aren't supervised by a company's board of directors.
- 10) Excellent managers aren't rather rare.

5. In the text, find the notions that mean the following:

- a) capable of being managed or controlled;
- b) officer who presides at the meeting of an organization;
- c) specific result that a person or system aims to achieve with available resources;
- d) group of persons chosen to govern the affairs of a corporation or other large institution;
- e) employee ranked below another employee in terms of seniority or office hierarchy;
- f) being the agent or cause;
- g) the principal activity in your life that you do to earn money;
- h) someone who controls resources and expenditures;
- i) analysis of how scarce resources are distributed among producers;
- j) organization and coordination of the activities of a business in order to achieve defined objectives.

6. Find phrases in the text and provide their Russian equivalents.

can be divided into, to set objectives, to develop plans and precise tactics, allocating resources, manageable activities, the social skills of motivation, to be responsible for performing individual jobs, supervising the work of subordinates, to measure the performance of a staff, to be supervised by a company's board of directors, entirely scientific.

7. Find English equivalents in the text.

ставить цели, принимать решение, выполнять работу, сообщать информацию, руководить работой подчиненных, распределять ресурсы, оценивать работу персонала, достичь цель, разрабатывать стратегию, анализировать деятельность организации, развивать людей.

8. Match up these verbs and nouns to make common collocations. Compose sentences.

allocate	decisions
communicate	information
develop	jobs
make	objectives
measure	people
motivate	performance
perform	resources
set	strategies
supervise	subordinates

9. Read the text below. Use the word given in the text at the end of the respective line to form a word that fits the space in the same line.

Leadership vs Management	
There are 1)_____ between leadership and management functions.	DIFFERENT
Leadership provides 2)_____, encouragement and inspiration to motivate a team to achieve 3)_____ success. Management is 4)_____ an organisational role, coordinating people's efforts and the 5)_____ of resources to maximize efficiency in 6)_____ identified goals.	DIRECT ORGANISE PRIMARY ALLOCATE ACHIEVE
The 7)_____ between leadership and management is quite 8)_____ in gaining a better understanding of these different 9)_____ in an organization. Leadership and management operate hand in hand. To be a good manager demands leadership 10)_____ and an effective leader will be reliant on 11)_____ their own and other's management skills to achieve their vision.	DISTINCT USE FUNCTION SKILL APPLY
Leadership and management are 12)_____ linked functions.	CLOSE

10. Read the information about the levels of management. Fill in the prepositions where necessary. Retell the text.

There are three general levels __1__ management: top manager, middle managers, and first-line managers.

A top manager guides and controls the fortunes __2__ an organization. __3__ terms __4__ planning, they are responsible __5__ developing the organization's mission. Common job titles associated __6__ top managers are president, vice president, chief executive officer (CEO), and chief operating officer (COO).

Middle managers probably make __7__ the largest group __8__ managers __9__ most organizations. They develop tactical plans and operational plans, coordinate and supervise the activities __10__ first-line managers. Titles __11__ the middle-management level include division manager, department head, plant manager, and operations manager.

A first-line manager coordinates and supervises the activities __12__ operating employees. First-line managers spend most of their time working __13__ and motivating their employees, answering questions, and solving day-to-day problems. Most first-line managers are former operating employees who, owing __14__ their hard work and potential, were promoted __15__ management.

11. Work in pairs.

Student A is an interviewer. Student B is a top manager. Act out a dialogue about the job of a company's top manager.

12. Prepare a report in the form of a presentation on one of the following topics:

- Relationship between strategic management and leadership.
- Functions of management.
- Women in management.
- Manager and Management.
- Trends and challenges in management relating of behavior.

Writing

13. Fill in the table on the basis of the text. Get ready to comment upon it.

Five basic tasks of the job of the manager	
Task	Characteristic
1.	
2.	
3.	
4.	
5.	

14. Write the summary of the text using word combinations from ex.6, 7 (250 words).

15. Translate into English.

- 1) Менеджмент состоит из планирования, организации, руководства и контроля.
- 2) Менеджеры ставят цели и решают, как их достичь.
- 3) Топ менеджеры назначаются советом директоров.
- 4) Существуют различия между руководящими и управленческими функциями.
- 5) Руководство дает направление, вдохновение, чтобы мотивировать команду для достижения успеха.
- 6) Топ менеджеры определяют стратегию фирмы.
- 7) Управление координирует распределение ресурсов для того, чтобы максимизировать эффективность достижения намеченных целей.
- 8) Менеджеры среднего звена, возможно, составляют самую большую группу менеджеров в большинстве компаний.
- 9) Менеджеры первого уровня – это офисный менеджер, супервизор, бригадир.
- 10) Многие менеджеры среднего и высшего звена начинали свою карьеру на первом уровне.

SOURCES FOR FUTHER RESEARCH

- http://www.managementstudyguide.com/what_is_management.htm
- <http://www.entrepreneur.com/article/249572>
- <http://www.forbes.com/sites/joefolkman/2015/10/01/6-surprising-reasons-younger-managers-perform-best/>
- <http://www.managers.org.uk/>
- <http://managementhelp.org/>

UNIT 6

ORGANIZATIONAL STRUCTURE

Lead-in

1. *Discuss the questions in pairs.*

- 1) What kind of organization would you like to work for?
- 2) What department would you like to work in?
- 3) What do you think your first position will be?
- 4) What would you prefer: to have one boss, to work for more than one superior?
- 5) Is it difficult for you to work in a team?

2. *Topical Vocabulary*

A) Study the vocabulary list. Use the words and phrases in the sentences of your own.

- 1) organization (n) [ˌɔ:gənaɪ'zeɪʃ(ə)n] – организация, формирование, структура
nonprofit/not-for-profit (амер.) organization – некоммерческая организация
profit-making/proprietary/commercial organization – коммерческая организация
to establish/form an organization – создавать организацию
to disband/dissolve an organization – распускать организацию
organizational structure – организационная структура
- 2) hierarchy (n) ['haɪ(ə)rɑ:kɪ] – иерархия
hierarchical (adj.) [ˌhaɪ(ə)'rɑ:kɪk(ə)l] – иерархический
in hierarchic(al) order - в порядке иерархии
to hierarchize (v) ['haɪ(ə)rɑ:kəɪz] – располагать в иерархическом порядке; иерархически упорядочивать

- 3) authority (n) [ɔ:'θɒrɪtɪ] – власть; полномочие, право
 authorities (pl) – власти, начальство, правительство
 supreme authority – верховная власть
 to give authority (for an act /to do smth.) – давать полномочия на что-либо
 to authorize ['ɔ:'θəraɪz] – разрешать, санкционировать, уполномочивать
- 4) responsibility (n) – ответственность, обязанность, обязательство
 to assume/to accept/to take/a responsibility – взять на себя ответственность
 to disclaim responsibility – снимать (с себя) ответственность
 to share (the) responsibility – разделять ответственность
 responsible (adj) – ответственный, несущий ответственность; надежный
 to be responsible to smb. – ответственный перед кем-либо
- 5) to assign (v) [ə'saɪn] – назначать, определять
 assign to a position – назначать на должность
 syn. to appoint
- 6) to decentralize (v) – децентрализовать (*делегировать властные полномочия на нижние уровни управления; например, передавать право на принятие самостоятельных решений местным органам власти, филиалам организации и т.д.*)
- 7) vertical structure – вертикальная структура
- 8) horizontal [ˌhɒrɪ'zɒntl] structure – горизонтальная структура
- 9) top management – высшее руководство, высшая администрация, высший уровень управления (*профессиональные управляющие компании, которые принимают стратегические и долгосрочные решения; этот уровень включает главного исполнительного директора или президента компании*)
 syn. senior management, general management, higher management, top executive management
 middle management – среднее звено руководства
- 10) position (n) – положение, должность
 to hold/have/occupy a senior position – занимать высокопоставленную должность
 to resign from a position – уйти в отставку с должности, поста
 temporary position – временная должность
 permanent position – постоянная должность
 managerial/administrative/management position – административная должность

- 11) to carry out (v) – выполнять, осуществлять
to carry out decisions – выполнять решения
- 12) bureaucracy (n) [ˌbjʊ(ə)'rɒkrəsi] – бюрократия; (the b.) бюрократы, чиновники
syn. red tape
overgrown/swollen bureaucracy – раздутый бюрократический аппарат
- 13) supervisor (n) – руководитель низшего звена; старший [ответственный] (работник) *(руководит работой небольшой группы людей или небольшого производственного участка; как правило, не принимает решений относительно производства, а только отвечает за выполнение принятого вышестоящими управляющими производственного плана, расход материалов и т. п.)*
to supervise (v) – руководить, заведовать; наблюдать, контролировать
- 14) social service – гос. упр. социальное обслуживание, социальное обеспечение *(как сфера профессиональной деятельности)*; социальная услуга
- 15) staff (n) – штат (служащих), персонал
to be on the staff – быть в штате; числиться в штате, быть штатным сотрудником
to cut down the staff – сокращать штаты
staff members – сотрудники *(данного учреждения)*
- 16) divisional structure – дивизиональная организационная структура [организация] *(организационная структура, состоящая из двух или более подразделений, каждое из которых достаточно независимо и отвечает за конкретные направления деятельности или производство конкретного вида продукции)*
- 17) department (n) – отдел, департамент, управление
- 18) jurisdiction (n) [ˌdʒʊ(ə)rɪs'dɪkʃ(ə)n] – юрисдикция, подведомственность, сфера полномочий
this matter does not come/does not fall/within our jurisdiction – это дело выходит за пределы нашей компетенции

B) Transcribe and pronounce the following words. Use them in the sentences of your own.

decentralized

distributed

tight

tremendous

vertical

epitomize

command

budget

violence

circuit

C) Fill in the table. Use 5–7 words to compose stories of your own.

VERB	NOUN	ADJECTIVE	ADVERB
		organizational	
	independence		
		governmental	
to assign			
	policy		
	bureaucracy		
	equal		
			cooperatively
		public	
	functionality		

D) Fill in the gaps using the words and word combinations from the Topical Vocabulary.

- 1) Having a good _____ will lead to much better decisions by your business for its long term investment goals.
- 2) When you are starting out in the business world you will be at the bottom of the _____ platform hoping to move your way up.
- 3) It is your _____ as a manager to delegate the correct jobs to the right people so that things get done right.
- 4) Mary has been _____ to a new job.
- 5) _____ translates the policy (formulated by the board-of-directors) into goals, objectives, and strategies, and projects a shared-vision of the future; it also makes decisions that affect everyone in the organization, and is held entirely responsible for the success or failure of the enterprise.
- 6) By _____ employment specialists mean a situation where an employee is expected to remain in a position only for a certain period of time.
- 7) Everybody admits that John is a good manager who successfully _____ the mission of the company.
- 8) I _____ 15 employees of our company, so I'm in charge for the work we do together.
- 9) Having a good _____ around you will help to lighten your work load and let your mind focus on the important matters.
- 10) You should always put a qualified candidate at the head of every _____ so that you know the big decisions will be correct.

E) Fill in the gaps using the words 'organizer', 'to organize', 'organization', 'organized', 'unorganized', 'disorganized', 'organizational'.

- 1) Mat used to be so _____, he was able to plan his activities efficiently; now he has changed.
- 2) What type of an _____ would you like to work for? A partnership or a corporation?
- 3) Sam works as a professional _____, he helps individuals and businesses design systems and processes using organizing principles and transferring skills.
- 4) The campaign was hopelessly _____, that's why they didn't win.

- 5) The _____ structure of this company is more decentralized than that of their competitor, which has a top-down hierarchy.
- 6) These industries usually employ _____ workers.
- 7) His office is a mess. He needs someone to help him ____ his work.

3. *Read the text and say how a government organization may differ from a commercial one.*

An organizational structure is the typically hierarchical arrangement of lines of authority, communications, rights and duties of an organization. The organizational structure determines how the roles, power and responsibilities are assigned, controlled, and coordinated, and how information flows between the different levels of management.

In a decentralized structure, the decision making power is distributed and departments and divisions may have different degrees of independence. A company such as Proctor & Gamble that sells multiple products may organize their structure so that groups are divided according to each product and depending on geographical area as well. An organizational chart illustrates the organizational structure.

A structure depends on the organization's objectives and strategy. In a centralized structure, the top layer of management has most of the decision making power and has tight control over departments and divisions.

Governmental agencies, more often than any other, have clear and defined structure. In American government, defined scopes and roles of individuals are not only the standard, but are typically recorded with detailed job descriptions and organizational charts. By and large, there is not tremendous variation in structure types.

Most government organizations are classic examples of vertical structure. Vertical organizational structures are characterized by few people at the top and increasing numbers of people in middle management and lower level positions. In other words, a few people make policy and decisions, and many people carry them out. Governments often lean toward them because they create defined job scopes and powers – each person has a clear role to play. Vertical structure is the classic bureaucracy and is epitomized and originated in one of the oldest government functions: military command.

Horizontal organization charts are characterized by a few positions at top and then many positions on the next row down. In other words, there are very few supervisors and many peers or equals. While this structure is most common in professional organizations such as law and architecture firms or medical practices, a few types of government use this structure. For instance, in very small programs – especially after budget cutbacks – certain city and county social services such as drug prevention or domestic violence, education programs may find themselves with only a few staff members. In order to deliver services or because they do job sharing, staff may work together cooperatively rather than in hierarchical order.

Divisional structures divide function and responsibility based on specialty or geography – such as a market territory. In the case of the public sector, a few organizations such as courts use this system. For example, federal courts are divided into regional circuits and even most counties have multiple courthouses which hear cases from their defined territories within the country. These courts run parallel and are not affected by one another. Similarly, police and fire departments usually have precincts and battalions with specific jurisdictions for better functionality.

<http://www.businessdictionary.com/definition/organizational-structure.html>

<http://smallbusiness.chron.com/types-organizational-structure-public-sector-4892.html>

(дата обращения 11 марта 2016 г.)

4. Answer the questions to the text.

- 1) What is an organizational structure?
- 2) What does the organizational structure determine?
- 3) Is the decision making power distributed in a decentralized structure?
- 4) A structure depends on the organization's objectives and strategy, doesn't it?
- 5) In which organizational structure does the top layer of management have most of the decision making power?
- 6) What structure do governmental agencies have?
- 7) What are vertical organizational structures characterized by?
- 8) Which features characterize horizontal organization chart?
- 9) Why may staff prefer to work together cooperatively?
- 10) Who uses divisional structures?

5. *In the text, find the notions that mean the following:*

- a) power to give orders or make decisions, power or right to direct or control someone or something;
- b) people who make decisions about a business, department, sports team, etc;
- c) act or process of deciding something especially with a group of people;
- d) one of the major parts of a company, organization, government, or school;
- e) administrative or operating unit of a governmental, business, or educational organization;
- f) careful plan or method for achieving a particular goal usually over a long period of time;
- g) delegation of power from a central authority to regional and local authorities;
- h) brought under the control of one authority;
- i) employment for which one has been hired;
- j) group of people who work for an organization or business.

6. *Find the following phrases in the text and provide their Russian equivalents.*

hierarchical arrangement of lines of authority, communications, rights and duties of an organization; power and responsibilities are assigned, controlled, and coordinated; the decision making power is distributed; tight control over departments and divisions; are typically recorded with detailed job descriptions; there is not tremendous variation in structure types; increasing numbers of people in middle management and lower level positions; governments often lean toward them; many positions on the next row down; they do job sharing.

7. *Find the English equivalents for the following Russian phrases in the text.*

как информация циркулирует между различными уровнями управления; отделы и подразделения могут иметь различную степень независимости; структура зависит от целей и стратегии организации; иметь четкую и определенную структуру; в общем и целом; для этого характерно небольшое количество людей у руля; сформулирована и происходит из одной из стратегических государственных функций; имеется малое количество руководителей-контролеров и большое количество сотрудников на равных позициях; с целью предоставления услуг; в иерархическом порядке.

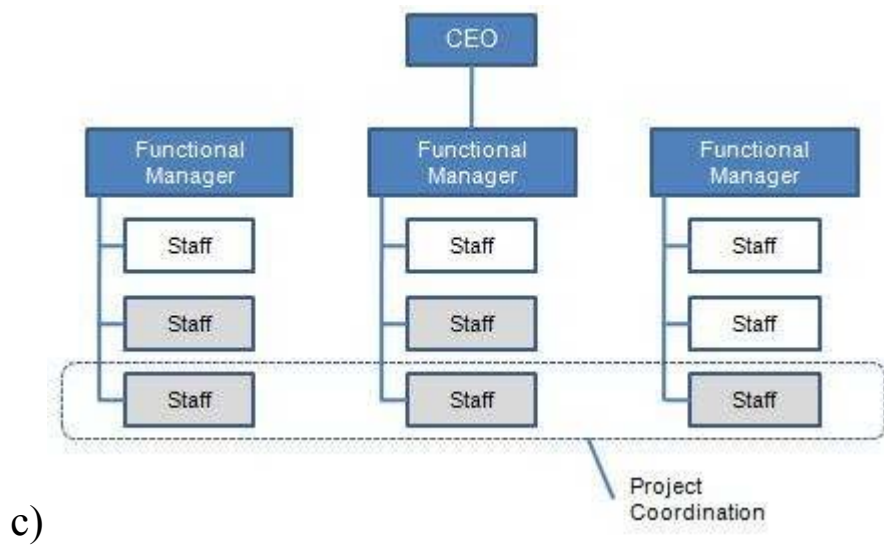
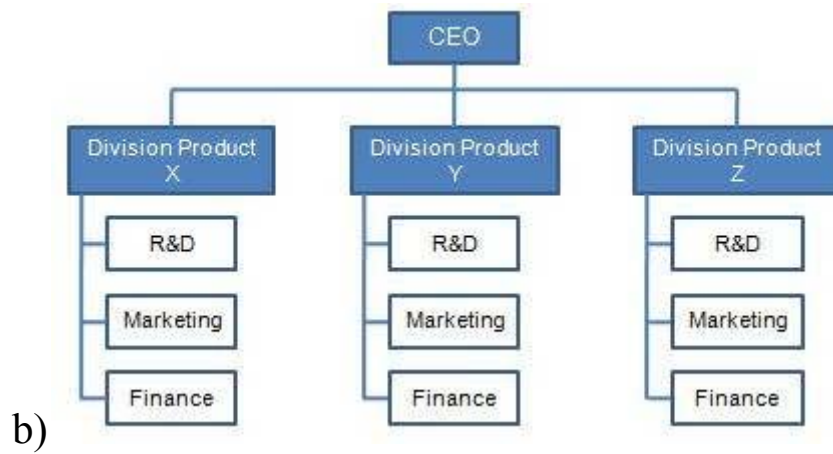
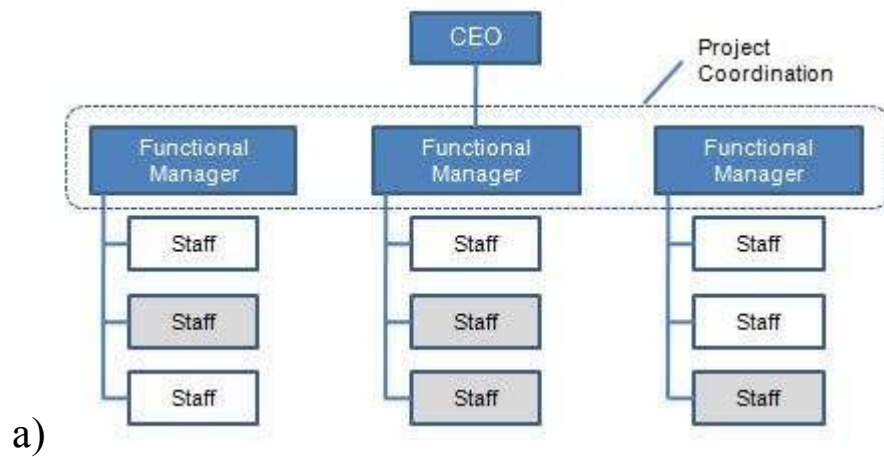
8. Mark the following statements as True (T) or False (F) according to the text. Give arguments.

- 1) An organizational structure is the typically bureaucratic arrangement of lines of authority, communications, rights and duties of an organization.
- 2) The organizational structure determines how the roles, power and responsibilities are assigned, controlled, and coordinated, and how information flows between the different levels of management.
- 3) In a centralized structure, the decision making power is distributed and departments and divisions may have different degrees of independence.
- 4) A structure defines the organization's objectives and strategy.
- 5) In a decentralized structure, the top layer of management has most of the decision making power and has tight control over departments and divisions.
- 6) Most government organizations are classic examples of vertical structure.
- 7) Governmental agencies, more often than any other, have clear and defined structure.
- 8) Horizontal organizational structures are characterized by few people at the top and increasing numbers of people in middle management and lower level positions.
- 9) In vertical organizations, there are very few supervisors and many peers or equals.
- 10) Divisional structures divide function and responsibility based on specialty or geography, such as a market territory.

9. Match the phrases from the left column to the phrases in the right column to make collocations. Compose your own sentences to illustrate their meaning.

arrangements of lines	of decision making power
to depend	at the top
to have most	of authority
tight control	in structure types
variation	together cooperatively
people	with only a few staff members
to carry out	on the geographical area
to find oneself	over departments and divisions
to work	for better functionality
to have specific jurisdiction	the policy

A) *Work in pairs. Match the descriptions of the organizational structures to their diagrams.*



- 1) **MATRIX STRUCTURE:** In this type of an organization, the company uses teams to complete tasks. The teams are formed based on the functions they belong to (ex: software engineers) and product they are involved in.
- 2) **FUNCTIONAL STRUCTURE:** The organization is divided into segments based on the functions when managing. This allows the organization to enhance the efficiencies of these functional groups. Such structures appear to be successful in a large organization that produces high volumes of products at low costs. The low cost can be achieved by such companies due to the efficiencies within functional groups.
- 3) **DIVISIONAL STRUCTURE:** These types of organizations divide the functional areas of the organization to divisions. Each division is equipped with its own resources in order to function independently. Divisions can be defined based on the geographical basis, products/services basis, or any other measurement.

B) Continue working in pairs. Discuss which organizational structure is preferable for each company in the list: a consulting company; a production company; a public supplies company; a merchandising company; a SPA salon; a large software company. Use the expressions below. Try and speak for 2–3 minutes.

Asking someone's opinion:

- What's your idea?
- What are your thoughts on all of this?
- How do you feel about that?
- Do you have anything to say about this?
- What do you think?
- Do you agree?
- Wouldn't you say?

Expressing an opinion:

- In my opinion...
- The way I see it...
- If you want my honest opinion ...
- According to Lisa...
- As far as I'm concerned ...
- If you ask me ...

Expressing agreement:

- I agree with you 100 percent.
- I couldn't agree with you more.
- That's so true.
- That's for sure.
- *(slang)* Tell me about it!
- You're absolutely right.
- Absolutely.
- That's exactly how I feel.
- Exactly.
- I have to side with you on this one.
- No doubt about it.
- *(agree with negative statement)* Me neither.
- *(weak)* I suppose so/I guess so.
- You have a point there.
- I was just going to say that.

Expressing disagreement:

- I don't think so.
- (strong) No way.
- I'm afraid I disagree.
- (strong) I totally disagree.
- I beg to differ.
- (strong) I'd say the exact opposite.
- Not necessarily.
- That's not always true.
- That's not always the case.
- No, I'm not so sure about that.
- I can't accept it
- I don't think I agree with you.

10. Make up a dialogue between two top managers whose task is to decide on the future organizational structure of their company. Discuss what type of company you work in, why a company needs to be structurally organized, which organizational structures exist, their possible pluses and minuses. Choose the optimal organizational structure for your company and justify your choice.

11. Group work. Imagine that you are the heads of one of the following governmental agencies: 1) a tax inspectorate; 2) a public utilities company; 3) a city administration; 4) a department of education. Work out the organizational structure and organizational chart with all the departments, divisions, positions, etc. and present them in class.

12. Prepare a report in the form of a presentation on one of the following topics:

- The organizational structure of one famous company
- The organizational structure of one well-known government agency
- Bureaucratic structures: features, pros and cons
- Main organizational structures
- The role of top management
- Board of directors: description, functions, responsibilities

Writing

13. Fill in the table. Use the text and the Internet to find the needed information. Be ready to comment upon the found information. Compare the answers.

ORGANIZATIONAL STRUCTURES	DESCRIPTION	EXAMPLES
...		

14. Write the summary of the text (250 words). Use the active vocabulary of the text.

15. Translate into English.

1. Организационный процесс включает в себя деление организации на подразделения соответственно стратегиям, а также взаимоотношения полномочий.
2. Для различных организаций характерны различные виды структур управления.
3. Организационная структура – совокупность подразделений организации и их взаимосвязей, в рамках которой между подразделениями распределяются управленческие задачи, определяются полномочия и ответственность руководителей и должностных лиц.
4. Вертикальная организационная структура характеризуется наличием нескольких человек в управлении и значительным количеством представителей среднего и нижнего уровней менеджмента.
5. Горизонтальные организационные структуры, не имея никакой иерархии, лишаются возможности проводить централизованное планирование с целью эффективного использования имеющихся ресурсов и оборудования.
6. Матричная структура характерна тем, что исполнитель может иметь двух и более руководителей.
7. Функциональная организационная структура реализует тесную связь административного управления с осуществлением функционального управления.

SOURCES FOR FURTHER RESEARCH

- <http://www.businessdictionary.com/definition/organizational-structure.html>
- <http://www.inc.com/encyclopedia/organizational-structure.html>
- <http://www.forbes.com/sites/jacobmorgan/2015/07/06/the-5-types-of-organizational-structures-part-1-the-hierarchy/#5da8e9563853>
- <https://www.smartdraw.com/organizational-chart/examples/>
- <http://www.referenceforbusiness.com/management/Ob-Or/Organizational-Structure.html>

UNIT 7

NEGOTIATIONS

Lead-in

1. *Discuss the questions in pairs. Reason your opinion.*

- 1) What qualities make a good negotiator?
- 2) Is every negotiation potentially a win-win one?
- 3) Do you think people should tell the complete truth when negotiating?

2. *Topical Vocabulary*

A) Study the vocabulary list. Use the words and phrases in the sentences of your own.

- 1) to cripple (v) – наносить ущерб, вредить
- 2) commitment (n) – обязательство по отношению к чему-либо; активное, ответственное отношение к чему-либо; заинтересованность в чем-либо
treaty commitments – договорные обязательства
to meet commitments – выполнять обязательства
binding commitment – связывающее обязательство (*обещание осуществить какие-либо действия в будущем, подкрепленные какими-либо формальными или неформальными механизмами, обеспечивающими его выполнение*)
to commit oneself to – связывать себя обязательством, пообещать что-либо делать; решить посвятить себя
- 3) to capitalize on (v) – извлекать выгоду из чего-либо
to capitalize on an opponent's error – воспользоваться ошибкой противника
- 4) a constraint(n) – ограничение, ограничивающее условие
to constrain (v) – сдерживать, удерживать
syn. to limit, to restrict, to confine
- 5) to surface(v) ['sɜ:fɪs] – обнаруживать(ся), проявляться, возникать
syn. to show up

- 6) a change in scope (n) – изменение в объеме
- 7) to be empowered (v) – быть уполномоченным
to empower smb. to do smth. – уполномочить кого-либо, сделать что-либо
- 8) to strike a deal (v) – заключить сделку
- 9) a benchmark(n) – ориентир, стандарт для сопоставлений, образец
to benchmark (v) – сравнивать
- 10) to submit (v) – представлять на рассмотрение, предлагать
submission (n) – подчинение, повиновение, покорность
to submit smth. to smb.'s approval – представить/отдать что-либо на чей-либо суд
to submit a draft agreement – внести проект соглашения
- 11) a decoy(n) – приманка
to decoy (v) – заманивать
- 12) to divert(v) – зδ. отвлекать, переключать (внимание)
to divert the conversation – переменить тему разговора; перевести разговор на другое/на другую тему
- 13) to suspend(v) – приостанавливать; откладывать; (временно) прекращать
syn. to put off
to suspend a debate – прервать прения
- 14) to figure out (v) – понимать, постигать, вычислять
- 15) to concede (v) [kən'si:d] – уступать
to concede a right – уступить право
a concession(n) – уступка
- 16) to pound (v) – зδ. загонять
- 17) bargain (n) ['bɑ:gɪn] – торговая сделка; договор о покупке; договоренность; соглашение
to close /to conclude, to settle/ a bargain with smb. – заключать с кем-либо сделку
to have the best of a bargain – извлечь наибольшую выгоду из соглашения; выиграть от чего-либо
to bargain (v) – торговаться, рядиться; вести переговоры, договариваться (об условиях и т.п.); улавливать; договариваться о цен
- 18) to plot(v) – планировать
to plot a strategy – планировать стратегию

- 19) arbitrary (adj.) – произвольный, случайный, условный
20) to negotiate (v) – вести переговоры, договариваться
negotiation (n) – переговоры, согласование, обсуждение условий
negotiator (n) – посредник; лицо, ведущее переговоры
negotiable (adj.) [ni'gəʊʃiəb(ə)l] – договорный, доступный

B) Transcribe and pronounce the following words. Use in the sentences of your own.

negotiation
undoubtedly
budget
myriad
ultimate
subsequent
bargain
priorities
rational
occurrence

C) Fill in the gaps using the verb 'to negotiate' and its derivatives.

- 1) The _____ with the company had reached a crucial stage.
- 2) In her time at the United Nations she was considered a tough _____.
- 3) The government refuses to _____ with terrorists.
- 4) He warned that his economic programme for the country was not _____.
- 5) The agreement followed months of _____.
- 6) We _____ a fair price.
- 7) The terms of the contract are _____.
- 8) Some very skilful _____ will be needed to settle this dispute.
- 9) Our attempts at _____ finally led to some success.
- 10) These principles are not _____.

D) Fill in the gaps using the words and word combinations from the Topical Vocabulary.

- 1) You don't want to find yourself in a position where you believe you've _____.
- 2) Be prepared to give up the little thing in exchange for the big things you don't want to _____.
- 3) It's completely _____, but it gets the job done.
- 4) If they are threatened and pounded into _____, they probably won't negotiate with you again.
- 5) Poor negotiation can _____ a company just as quickly as losing key customers.
- 6) The first offer is usually the most important and the _____ by which all subsequent offers will be judged and compared.
- 7) Before you start the negotiation, ensure that the other party is fully _____ to make binding commitments.
- 8) It should be based on realistic expectations considering all the _____ that will undoubtedly _____.
- 9) Throughout the _____, try to determine what you believe to be an acceptable outcome for the other party.
- 10) If you're submitting a price proposal to a buyer, consider inserting _____ and red herrings for the other party to find.

3. Read the text and say why negotiating is absolutely critical to the success.

Negotiating is a part of everyday life, but in business it's absolutely critical to your success. Poor negotiation can cripple a company just as quickly as losing key customers. While most negotiating strategies seem like common sense, it's not uncommon for people to get caught up in the emotion of the moment and ignore their basic instincts.

While experienced negotiators sometimes refer to their methods as the 'negotiating game', it's really a misnomer for a process in which the stakes are often extremely high.

Find out as much as possible about the party you're negotiating with so you can capitalize on your strengths and the party's weaknesses. If the other party is very experienced, that means he also has a history that could contain useful information.

Most negotiators have a price target or goal in mind before they start. It should be based on realistic expectations considering all the constraints that will undoubtedly surface. These may include budget limits, direction from management, pressure to make sales goals, and a myriad of other external forces. During the course of the negotiation, the goal may vary based on changes in scope and other unforeseen actions by either party. While your ultimate goal should be realistic, this should not constrain your first offer or counteroffer.

Before you start the negotiation, ensure that the other party is fully empowered to make binding commitments. You don't want to find yourself in a position where you believe you've struck a deal, only to discover that your agreement must be approved by someone higher in the chain of command.

There are basic principles that apply to every negotiation. The first offer is usually the most important and the benchmark by which all subsequent offers will be judged and compared. You'll never get what you don't ask for, so make your first offer bold and aggressive. You want to take all of that and hopefully more, so start lower than the seller expects. As long as your offer is not ridiculous, the other side will continue the negotiations in hopes of settling at a better number.

Always have something to give away without hurting your negotiating position. If you're submitting a price proposal to a buyer, consider inserting decoys and red herrings for the other party to find. Such distractions will help to divert the other party from attacking the meat of your proposal.

Watch for clues such as body movement, speech patterns and reactions to what you say. Be prepared to suspend or cancel negotiations if you feel things are getting nowhere or the other party seems stuck in their position. Indicate your reluctance to continue under those conditions and make the other side wonder if you are ever coming back. Be patient even if the other party isn't.

An offer must encompass all of the elements of the bargain and will normally comprise the basis for a contract that formalizes the agreement. The basis of the bargain should include: offer price (in proper denomination), statement of work (scope), identification and quantities of goods or services, delivery schedule, performance incentives (if any), express warranties (if any), terms and conditions, and any documents incorporated by reference.

To avoid misunderstandings, offers should be presented in writing. It's a good idea to keep notes containing the rationale for each offer.

Throughout the negotiation, try to determine what you believe to be an acceptable outcome for the other party. It may be a combination of different things that aren't necessarily tied solely to price. For example, the delivery date may be the most important thing to the other party, while product quality may be your primary driver.

Understanding the other side's priorities is just as important as understanding your own, so figure out what you would do if you were in his shoes. When constructing your offers, attempt to satisfy some of his priorities if doing so doesn't weaken your overall position. Be prepared to give up the little things in exchange for the big things you don't want to concede.

Once the negotiation is completed, you want to be able to work effectively with those in the other party during contract performance. If they are threatened and pounded into submission, they probably won't negotiate with you again. While confrontation is a common occurrence during negotiations, at some point collaboration and compromise are needed to get a deal.

Always have the endgame in mind as you plot your strategy, and be prepared at some point to split the remaining difference. It's completely arbitrary, but it gets the job done. That's why all the offers leading up to that point are so important: they will set the stage for the final handshake.

<http://www.skillsyouneed.com/ips/negotiation.html> (дата доступа 15 февраля 2016 г.)

<http://www.referenceforbusiness.com/small/MailOp/Negotiation.html> (дата обращения 15 февраля 2016 г.)

4. Answer the questions to the text.

- 1) Does the goal vary during the course of the negotiation?
- 2) Why should you ensure that the other party is fully empowered to make binding commitments?
- 3) What are the basic principles that can be applied to every negotiation?
- 4) What should the basis of the bargain include?
- 5) What should you bear in mind while constructing the offers and as you plot your strategy?

5. *In the text, find the notions that mean the following:*

- a) name that is wrong or not proper or appropriate;
- b) to come to an agreement;
- c) to give (a document, proposal, piece of writing, etc.) to someone so that it can be considered or approval;
- d) upper layer of an area of land or water;
- e) formal discussion between people who are trying to reach an agreement;
- f) person or thing that attracts people's attention so they will not notice someone or something else;
- g) to say that you accept or do not deny the truth or existence of (something): to admit (something) usually in an unwilling way;
- h) not planned or chosen for a particular reason: not based on reason or evidence;
- i) to take (attention) away from someone or something;
- j) to make a gradual or indirect approach to a topic.

6. *Find the following phrases in the text and provide their Russian equivalents.*

absolutely critical to your success, key customers, to get caught up in the emotion, a misnomer for a process, to contain useful information, to have a price target or goal in mind, considering all the constraints, a myriad of other external forces, other unforeseen actions, all subsequent offers, to give away without hurting, to suspend or cancel negotiations, the elements of the bargain, to keep notes, attempt to satisfy, to give up the little things, common occurrence.

7. *Find the English equivalents for the following Russian phrases in the text.*

быть охваченным эмоциями, отвлекающий маневр, привязан исключительно к цене, основная причина, отказаться от чего-либо в обмен на что-то другое, договориться о сделке, включить все элементы сделки, множество внешних факторов, сыграть на собственных сильных сторонах, нанести вред компании, содержать полезную информацию, в ходе переговоров, избегать недоразумений, заключить сделку.

8. Mark the following statements as True (T) or False (F) according to the text. Give arguments.

- 1) The second offer is usually the most important and is the benchmark by which all subsequent offers will be judged and compared.
- 2) Always have something to give away without hurting your negotiating position.
- 3) An offer can be presented orally, but somebody must be a witness.
- 4) When constructing your offers, attempt to meet some of your competitor's demand.
- 5) It's pointless threatening and pounding into submission during a negotiation.
- 6) Never put yourself in the other side's shoes. This will weaken your position.
- 7) You want to take all of that and hopefully more, so start lower than the seller expects.
- 8) During the course of the negotiation, the goal may not vary based on changes in scope.
- 9) Most negotiators have a price target or goal in mind before they start.
- 10) The delivery date may be the most important thing.

9. Match the verbs and the prepositions. Compose your own sentences to illustrate their meaning.

to get caught	into
to find	up
to capitalize	to
to be based	for
to ask	in
to be presented	for
to watch	on
to attempt	on
to give	out
to pound	up

10. Work in pairs and agree/disagree with the following statements using the phrases given below. Think of 2–3 arguments to support your ideas.

- I don't really agree that
- I completely agree that
- I don't agree at all that
- I couldn't agree more that
- That's right

- 1) An agreement of any kind is a deal.
- 2) The negotiators should try to reach a win-win solution: an agreement of equal benefit to both sides.
- 3) A bargain is also an agreement reached through negotiation.
- 4) Before negotiations begin, preparing and planning are very important.
- 5) Negotiations take place to settle disputes.

11. Work in groups and support or refute the following statement: 'Negotiation skills can be of great benefit in resolving any differences that arise between you and others'.

12. Work in pairs. Student A is an interviewer. Student B is an expert in negotiations. Act out a dialogue on the negotiation.

A) Match the names of negotiation tactics to their descriptions.

Tactics	Description
1) The shock opener	a) Make it look as though you are ready to leave the negotiating table if your demands are not met, that you are not prepared to move an inch further
2) The vinegar and honey technique	b) Point out at the start that, though you are prepared to negotiate A, B and C; X, Y and Z are definitely not negotiable
3) The strictly off-limits	c) Having obtained a concession from your opponent, inform them that you need your boss's approval before you can do what they ask in return
4) The take-it-or-leave-it-challenge	d) Make unreasonable demands early on in the negotiation. When you later 'see reason' and modify your demands, they'll be all the more welcome

5) The I'll-have-to-check-with-head-office ploy	e) Make a ridiculous initial demand (or offer), but keep a straight face as you make it. This work particularly well on inexperienced opponents.
6) The sorry-about-my-English ploy	f) Don't make all your demands right at the start. Make a small demand and get agreement on it before you make the next, and the next ...
7) The good cop, bad cop approach	g) Pretend your opponent by suggesting that the offer you're making is only for a limited period and if they don't act quickly, they'll miss it
8) The once-in-a-lifetime offer	h) Pressurise your opponent by suggesting that the offer you're making is only for a limited period and if they don't act quickly, they'll miss it
9) The salami technique	i) After the deal has been done, make one modest extra demand in the hope that your opponent will not want to jeopardise the agreement for one small detail
10) The last-minute demand	j) One of your team is friendly and flexible, the other unpleasant and unreasonable. Your opponent will want to please Mr/Ms Nice to avoid Mr/Ms Nasty

B) Make up and act out a dialogue illustrating one of the tactics.

13. Prepare a report in the form of a presentation on one of the following topics:

- Types of negotiations
- The art of negotiating
- The negotiation process
- National negotiating styles
- Cultural differences in negotiations and conflicts

Writing

14. Write out negotiating strategies from the text and comment upon them.

NEGOTIATING STRATEGY	EXPLANATION

15. Write the summary of the text (250 words). Use the active vocabulary of the text.

16. Translate into English.

- 1) В ходе переговоров поставленная цель может измениться.
- 2) Плохие переговоры могут нанести вред компании.
- 3) Узнайте как можно больше об участнике, с которым вы ведете переговоры.
- 4) Перед тем, как начать переговоры, убедитесь, что другая сторона имеет все полномочия, чтобы взять на себя обязательства.
- 5) Существуют основные принципы, которые применяются на каждом переговорах.
- 6) Будьте терпеливы, даже если другая сторона не терпелива.
- 7) Чтобы избежать недоразумений, предложения должны быть предоставлены в письменной форме.
- 8) На протяжении переговоров, постарайтесь определить, что вы считаете приемлемым для другой стороны.
- 9) Понимание приоритетов другой стороны также важно, как и понимание своих собственных.
- 10) Если вы хотите получить то, на что надеетесь, начинайте с меньшего, чем от вас ожидают.

SOURCES FOR FURTHER RESEARCH

- <https://www.englishclub.com/business-english/negotiations.htm>
- <http://ispatguru.com/negotiation-skills-for-effective-negotiations/>
- <http://psychology.wikia.com/wiki/Negotiation>
- <http://siteresources.worldbank.org/EXTGOVACC/Resources/Negotiationweb.pdf>
- <http://www.articlesbase.com/negotiation-articles/>

UNIT 8

RECRUITMENT

Lead-in

1. *Discuss the questions in pairs. Reason your opinion.*

- 1) When did you last apply for a job?
- 2) What steps were involved in your application?
- 3) Did you attend an interview?
- 4) What sort of questions were you asked?

2. *Topical Vocabulary*

A) Study the vocabulary list. Use the words and phrases in the sentences of your own.

- 1) recruitment (Br.E.) (n) – набор, наем (сотрудников)
NB: hiring (Am.E.) (n) – набор, наем (сотрудников)
recruiter (n) – агент по найму кадров, сотрудник кадрового агентства
recruit (Br.E.) (n) – новичок, новый член
hire (Am.E.) (n) – новичок
to recruit (v) – нанимать
recruitment agency (n) – кадровое агентство
employment agency (n) – агентство по трудоустройству
syn. a newcomer, a beginner, a novice
- 2) to employ (v) – нанимать на работу
employment (n) – наем, служба, трудоустройство
employee (n) [ˌɛmplɔɪˈiː, ɪmˈplɔɪˈiː] – рабочий, служащий, сотрудник
employer (n) [ɪmˈplɔɪə] – наниматель, работодатель
unemployed (adj) - безработный
syn. to hire (v) – нанимать на работу
- 3) to headhunt (v) – подбирать высококвалифицированные кадры
headhunter (n) – «охотник за талантами»
headhunting (n) – поиск, подбор кандидатов

- 4) to join (v) – присоединиться, вступать
syn. to get in, to enter
- 5) the situations vacant – каталог вакансий в газете, предложение работы
- 6) to apply for (v) – подавать заявление
to apply for a job - подавать заявление о приеме на работу
an application form – анкета поступающего на работу
application (n) – заявление
letter of application – письмо-заявление
applicant (n) – кандидат, претендент
syn. a candidate
- 7) backgrounds of applicants – биографические данные кандидата
- 8) CV (curriculum vitae) (Br. E.) [kəˈrɪkjʊləm|ˈvaɪtiː, - kəˈrɪkjʊləmˈviːtaɪ] – резюме, краткая биография
syn. resume (Am.E) [ˈrezjuːmeɪ]
- 9) covering letter (Br.E.) – сопроводительное письмо
syn. a cover letter (Am.E.)
- 10) experience (n) – опыт, опыт работы, стаж
- 11) educational qualifications – полученное образование
- 12) interview (n) – собеседование
interviewer (n) – интервьюер
interviewee (n) – интервьюируемый
- 13) job – работа, труд, рабочее место
job description – описание должностных обязанностей
job vacancies – вакансии, свободные рабочие места
to create new jobs – создавать новые/дополнительные/рабочие места
- 14) to shortlist (v) – сократить список
short-listed – прошедший в финал
- 15) reference (n) – рекомендация
syn. recommendation
referee (n) – лицо, дающее рекомендацию; поручитель
- 16) to turn down (v) – отказать, отклонять
syn. to reject, to refuse
- 17) to accept (v) – принимать, соглашаться
- 18) to appoint (v) – назначать, утверждать
syn. to assign, to nominate

B) Transcribe and pronounce the following words.

recruitment
interviewee
referee
employee
unemployed
recruit
procedure
candidate

C) Fill in the gaps using the words and word combinations from the Topical Vocabulary.

Many people looking for work read the __1__ advertised by companies and __2__ in newspapers or on the internet. To play to an advertisement is to __3__ for a job. You become a __4__ or an __5__. You write an __6__, or fill in the company's __7__, and send it, along with your __8__ and a covering letter. You often have to give the names of two people who are prepared to write __9__ for you. If your qualifications and abilities match the __10__, you might be __11__, i.e. selected to attend an __12__.

D) Put the following list of recruitment tasks in the order you think they normally occur.

- a) Check or write the job description.
- b) Make a job offer.
- c) Prepare a person specification.
- d) Advertise the job.
- e) Shortlist applicants from the first interviews.
- f) Conduct second Interviews.
- g) Carry out screening and interviews.
- h) Select the most suitable candidate.
- i) After an employee resigns, analyse the job and consider alternatives for hiring a replacement (e.g. internal staff versus the labour market).
- j) Send feedback to unsuccessful applicants.

3. *Read the text and state the main steps of recruitment.*

Recruitment

The process of finding people for particular jobs is recruitment or, especially in American English, hiring. Someone who has been recruited is a recruit or, in American English, a hire. The company employs or hires them; they join the company. A company may recruit employees directly or use outside recruiters, recruitment agencies or employment agencies. Outside specialists called headhunters may be called on to headhunt people for very important jobs, persuading them to leave the organizations they already work for. This process is called headhunting.

Applying for a job

Fred is a van driver, but he was fed up with long trips. He looked in the situations vacant pages of his local newspaper, where a local supermarket was advertising for van drivers for a new delivery service. He applied for the job by completing an application form and sending it in.

Harry is a building engineer. He saw a job in the appointments pages of one of the national papers. He made an application, sending in his CV (*curriculum vitae* – the ‘story’ of his working life) and a covering letter explaining why he wanted the job and why he was the right person for it.

Note: Situation, post and position are formal words often used in job advertisements and applications.

Selection procedures

Dagmar Schmidt is the head of recruitment at a German telecommunications company. She talks about the selection process, the methods that the company uses to recruit people.

We advertise in national newspapers. We look at the backgrounds of applicants: their experience of different jobs and their educational qualifications. We don't ask for handwritten letters of application as people usually apply by email; handwriting analysis belongs to the 19th century.

We invite the most interesting candidates to a group discussion. Then we have individual interviews with each candidate. We also ask the candidates to do written psychometric tests to assess their intelligence and personality.

After this, we shortlist three or four candidates. We check their references by writing to their referees: previous employers or teachers that candidates have named in their applications. If the references are OK, we ask the candidates to come back for more interviews. Finally, we offer the job to someone, and if they turn it down we have to think again. If they accept it, we hire them. We only appoint someone if we find the right person.

<http://humanresources.about.com/od/glossary/g/recruitment.htm> (дата обращения 01 марта 2016 г.)

<http://www.villanovau.com/resources/hr/human-resource-management-challenges/#.VtWA7P5f21s> (дата обращения 01 марта 2016 г.)

4. Answer the questions to the text.

- 1) What is recruitment?
- 2) How may a company recruit employees?
- 3) How did Fred apply for the job?
- 4) What is a CV?
- 5) What did Harry point in a covering letter?
- 6) What formal words are used in job ads and applications?
- 7) What can you say about the selection process?

5. In the text, find the notions that mean the following:

- a) form used in making a request;
- b) process of adding new individuals to a population;
- c) to use (something) for a particular purpose or to do something;
- d) formal consultation usually to evaluate qualifications (as of a prospective student or employee);
- e) letter that is sent with something to explain the reason for it or to give more information about it;
- f) to receive or to take (something offered);
- g) act of mentioning something in speech or in writing;
- h) discussion involving a number of people who are connected by some shared activity, interest, or quality;
- i) agency whose business is to find jobs for people seeking them or to find people to fill jobs that are open;
- j) list of a small number of people or things that have been selected from a larger group and are being considered to receive an award, to get a job, etc.

6. Find the following phrases in the text and provide their Russian equivalents.

people for very important job, to persuade to leave the organization, to be fed up with long trips, a local supermarket, by completing an application form, to look in the situations vacant pages, to make an application, he was the right person, formal words, the head of recruitment, to talk about the selection process, to look at the backgrounds of applicants, their educational qualifications, to invite candidates to a group discussion, to check their references, previous employer, to come back for more interviews, to turn down the offer.

7. Find the English equivalents for the following Russian phrases in the text.

процесс нахождения людей, присоединиться к компании, кадровое агентство, убеждать оставить организацию, сыт по горло длительными поездками, местная газета, служба доставки, подавать заявление о приеме на работу, составить заявление, сопроводительное письмо, процесс отбора, анализ рукописного текста, интеллект и особенности характера, проверить рекомендации, предлагать работу, назначить кого-то, найти подходящего человека.

8. Mark the following statements as True (T) or False (F) according to the text. Give arguments.

- 1) If someone accepts the job's offer, the company hires this person.
- 2) Fred wasn't fed up with long trips.
- 3) Dagmar Schmidt is the head of recruitment who speaks about the selection process, the methods that the company uses to recruit people.
- 4) Outside specialists are called headhunters.
- 5) Headhunters persuade people to leave the organizations they already work for.
- 6) Someone who has been recruited is a recruit.
- 7) Harry didn't make an application and CV.
- 8) A covering letter is a letter explaining why you want the job and why you are the right person for it.
- 9) After the interviews the company doesn't shortlist candidates.
- 10) The German telecommunication company checks the references by writing to the referees.

9. Match up these verbs and nouns to make common collocations. Compose sentences.

join	jobs
recruitment	the company
important	the organizations
to leave	agencies
to be fed up with	the situations vacant
look in	newspaper
the right	references
local	interviews
individual	person
check	long trips

10. Replace the underlined phrases with correct forms of words and expressions from the text.

Fred had already (1) refused two job offers when he went for (2) a discussion to see if he was suitable for the job. They looked at his driving licence and contracted (3) previous employers Fred had mentioned in his application. A few days later, the supermarket (4) asked him if he would like the job and Fred (5) said yes.

Harry didn't hear anything for six weeks, so he phoned the company. They told him that they had received a lot of (6) requests for the job. After looking at the (7) life stories of the (8) people asking for the job and looking at (9) what exams they had passed during their education, the company (10) had chosen six people to interview, done tests on their personality and intelligence and they had then given someone the job.

11. Discuss the following questions in small groups and report the findings to the rest of the group.

If you work ...

- 1) How did you get your job?
- 2) Was it advertised?
- 3) Was the selection process very long?

If you don't work ...

- 1) Have you applied for any jobs?
- 2) Were you interviewed?
- 3) How did it go?
- 4) What's the usual process for getting your first job in your country?

12. Role play this job interview situation.

<i>Interviewees</i>	<i>Interviewers</i>
Choose a position in your company (or in another company) which you would like to have. Tell your partner what the position is.	Possible areas to cover include: • personal qualities • weaknesses • qualifications • achievements • skills • strengths • experience • interests

13. Prepare a report in the form of a presentation on one of the following topics:

- HR today
- Benefits of using recruitment advertising agencies.
- Age discrimination
- Employee relations job
- How to succeed in a job interview

Writing

14. Work in groups. Job descriptions and person specifications are two important HR tools. What type of information do they include? Sort the items below into the chart. Comment upon them.

desirable skills; previous experience; reporting relationship (who person is responsible to and for); job title; practical requirements (shift work, travel, etc.); location of workplace, skills and qualities needed for job, main purpose of job, qualifications/training, key duties/responsibilities, personal style/behavior

JOB DESCRIPTION	PERSON SPECIFICATION

15. Write the summary of the text (250 words). Use the active vocabulary of the unit.

16. Translate into English.

- 1) Он рассказал о методах и процессе отбора, которые компания использовала для того, чтобы набрать людей.
- 2) Тот, кого принимают на работу – новичок.
- 3) Она увидела работу на страницах с вакансиями одной из газет.
- 4) Компании приглашают на групповое обсуждение наиболее интересных кандидатов, а затем проводят индивидуальное собеседование с каждым кандидатом.
- 5) Гарри составил сопроводительное письмо, в котором объяснил, почему он хочет эту работу.

- 6) «Охотники за талантами» убеждают людей уйти из организаций, в которых они уже работают.
- 7) Если претендент соглашается с предложением работы, мы принимаем его.
- 8) Организации смотрят на биографические данные претендентов: их опыт и их образование.
- 9) Анализ рукописного текста принадлежит XIX веку.
- 10) Некоторые организации проверяют рекомендации, написанные предыдущими работодателями.

SOURCES FOR FURTHER RESEARCH

- <https://www.recruiter.com/i/recruitment/>
- <http://www.articlesbase.com/recruitment-articles/>
- <http://www.ft.com/management/recruitment>
- <http://hr.ucr.edu/recruitment/guidelines/process.html>
- http://www.encyclopedia.com/topic/Human_resource_management.aspx

UNIT 9

MASS MEDIA

Lead-in

1. Discuss the following questions in small groups. Reason your opinion.

- A)**
 - 1) Would you like to work for mass media?
 - 2) What do you think of mass media?
 - 3) Do you think mass media have too much power?
 - 4) What are the good or bad things about the media?
- B)**
 - 1) Do you always believe mass media?
 - 2) Do you like the fact that today media cover the world events extensively?
 - 3) What do you think about countries that ban or restrict the media?
 - 4) What countries do you think have very good media and which have not such good media?
- C)**
 - 1) Why do people fear the media?
 - 2) Should there be any censorship of the media?
 - 3) Are reporters in today's media lazy?
 - 4) Do you think the media try to manipulate people or change their views?
- D)**
 - 1) Is it a good idea for a country's media to be controlled by the government?
 - 2) Do you trust the media?
 - 3) Do the media care more about truth or profits?
 - 4) How are today's media different from those of 30 years ago?

2. *Topical Vocabulary*

A) *Study the vocabulary list. Use the words and phrases in the sentences of your own.*

- 1) mass media (n) – средства массовой информации (СМИ)
NB: mass media are = mass media is (употребляется с глаголом во мн. и ед. числе)
syn. organs of public opinion
- 2) abundance (n) – изобилие, множество
syn. plenty
to be in abundance – изобилловать, иметься в изобилии
abundant (adj) – изобильный, обильный
- 3) to attribute (v) to [ə'tribju:t] – относить, приписывать
- 4) to entertain (v) – развлекать
entertainment (n) – развлечение
syn. to amuse
- 5) to change views – изменить взгляды
- 6) to subscribe (v) – подписываться
to subscribe to a newspaper – подписаться на газету
subscription (n) – подписка
subscription edition /publication/ – подписное издание
by subscription – по подписке
to withdraw /to cancel/ one's subscription – аннулировать свою подписку
- 7) the news-stand (n) – киоск
- 8) daily newspaper – ежедневная газета
weekly newspaper – еженедельная газета
quality newspaper – серьезная газета, солидная газета
to publish a newspaper – выпускать газету
- 9) the review of a book – обзор книги
- 10) to cover (v) – охватывать
syn. to embrace, to span
a full coverage – полное освещение
- 11) to circulate (v) – распространять(ся), циркулировать
syn. to distribute, to spread
- 12) emotive reporting – эмоциональный репортаж
- 13) to broaden (v) – расширять
syn. to expand, to extend, to widen
- 14) to enrich (v) – обогащать, улучшать
syn. to improve

- 15) willingness (n) – готовность
syn. readiness
- 16) a peculiar feature – отличительная особенность
- 17) a soap-opera (n) – мыльная опера, сериал
- 18) to deal with (v) – иметь дело с
- 19) to interfere with (v) – мешать, быть помехой
to interfere in (v) – вмешиваться, вторгаться, повлиять на
to interfere in smb.'s affairs – вмешиваться в чьи-либо дела
syn. to intervene

B) *Transcribe and pronounce the following words. Use them in the sentences of your own.*

accessibility
simultaneously
cost-efficiently
digital
featuring
violence
commentary
presence
various
major

C) *Fill in the gaps using the words and word combinations from the Topical Vocabulary.*

- 1) _____ of modern TV is a soap-opera.
- 2) American films _____ the rest of the people _____ to their own intellectual level.
- 3) A local paper _____ only in our city.
- 4) _____ can be defined as channels of communication with the help of which information is delivered to the audience.
- 5) The press, the radio, the TV inform, educate and _____ people.
- 6) Most newspapers contain news, _____ and TV-shows.
- 7) TV _____ our horizons and _____ our mind.
- 8) Many people _____ to two or more newspapers.
- 9) The strength of our television lies in its _____ to experiment and its ability to please most tastes.
- 10) The radio doesn't _____ your activities.

3. *Read the text and say what 'mass media' are.*

Mass media can be defined as channels of communication with the help of which information is delivered to the audience. Despite today's abundance and variety of mass media, not everything can be ranked as such. Thus, for example, libraries or press conferences cannot be attributed to mass media.

The press, the radio and TV play an important role in the life of society. They inform, educate and entertain people. They also influence the way people look at the world and make them change their views. Mass media shape public opinion. Millions of people in their spare-time read newspapers. It is impossible to imagine our life without newspapers. Millions of copies of them appear every day. Many people subscribe to two or more newspapers, others buy newspapers on the news-stands. There are national daily newspapers such as 'The News' and 'The Economic Newspaper'. There are also national weekly newspapers such as 'The arguments and the facts'. Most national newspapers express a political opinion and people choose them according to their political beliefs. Most newspapers contain news, detailed articles on home and international affairs, reviews of books and TV-shows. Many of them cover sport events. There are local newspapers in every city and town of Russia. The most popular local newspapers in Moscow are 'The Moscow Komsomolets' and 'Evening Moscow', the second being a local paper, because it circulates only in our city. It is a daily paper because it is issued four times a week. This paper is delivered to many houses. People are fond of reading it because it gives a full coverage of the events at home and abroad. One can also find newspapers for teenagers and children, for sports fans and people of different professions.

In Britain there are great differences between various daily newspapers – in the type of news they report and the way they report it. On the one hand, there are 'quality' newspapers: 'The Times', 'The Guardian', 'The Daily Telegraph'. These concern themselves, as far as possible, with factual reports of major national and international events, with the world of politics and business, and with the arts and sport. On the other hand, there are popular newspapers and tabloids, so-called because of their smaller size. The tabloids – the most widely read of which are 'The Daily Mail', 'The Daily Express' and 'The Sun' – concentrate on more emotive reporting of stories often featuring violence, the Royal

Family, film and pop stars and sport. The tabloid press is much more popular than the quality press. In addition to the national daily newspapers there are some national papers which are published on Sundays. Most of the Sundays contain more reading matter than daily papers. Besides, nearly every area in Britain has one or more local newspapers. The British are one of the biggest newspaper-reading nations in the world.

Millions of people watch TV. In our technological age TV has become a part of daily life. It broadens our horizons and enriches our mind because there are different programs on the arts, history, archeology, technical inventions. The strength of our television lies in its high quality, in its willingness to experiment and its ability to please most tastes. But a peculiar feature of the modern TV is a soap-opera. It is a sentimental serial drama dealing with domestic problems. Most people find soap-operas boring. There is a lot of advertising on TV. The same advertisements are repeated dozens of times every day which bores the viewers. It is hardly fair to say that our media do not try to raise the cultural level of people or to develop their artistic taste. Many of the TV programs are excellent; they are made in a good taste and with a great professional skill.

The radio is turned on most of the time. It doesn't interfere with our activities. We can listen to the radio while doing some work about the house, reading a book or driving a car. On the radio one can listen to the music, plays, news and various commentaries and discussions.

There are also outdoor media. Outdoor media are a form of mass media that comprises billboards, signs or placards placed inside and outside of commercial buildings, sports stadiums, shops and buses.

The digital media comprise both the Internet and mobile mass communication.

Internet media provide many mass media services, such as email, websites, blogs, and internet based radio and television.

Many other mass media outlets have a presence on the web, by such things as having TV ads that link to a website, or distributing a QR Code in print or outdoor media to direct a mobile user to a website. In this way, they can utilise the easy accessibility that the Internet has, and the outreach that Internet affords, as information can easily be broadcast to many different regions of the world simultaneously and cost-efficiently.

https://www.sciencedaily.com/terms/mass_media.htm (дата обращения 12 марта 2016 г.)

4. *Answer the questions to the text.*

- 1) Why do the press, the radio and the TV play an important role in the life of the society?
- 2) What national daily newspapers and weekly newspapers do you know?
- 3) What Russian newspapers do you know?
- 4) What differences are there between the various daily newspapers in Britain?
- 5) What is a soap-opera?
- 6) How can TV and the radio be characterized?
- 7) What do you know about outdoor media and internet media?

5. *In the text, find the notions that mean the following:*

- a) large sign for advertisements that is next to a road, on the side of a building, etc.;
- b) radio stations, television stations, and newspapers through which information is communicated to the public;
- c) to belong to or support (something, such as an organization) by paying money regularly;
- d) amusement or pleasure that comes from watching a performer, playing a game, etc.;
- e) to do something about (a person or thing that causes a problem or difficult situation);
- f) report that gives someone's opinion about the quality of a book, performance, product, etc.;
- g) television or radio program that has continuing stories about the daily lives and problems of a group of people;
- h) to make (something) wider or more general;
- i) to become involved in the activities and concerns of other people when your involvement is not wanted;
- j) electronic communications network that connects computer networks and organizational computer facilities around the world.

6. Find the following phrases in the text and provide their Russian equivalents.

can be defined as channels of communication, cannot be attributed to mass media, entertain people, in the spare-time, to buy newspapers on the news-stands, reviews of books, to cover sport event, to circulate only in the city, great differences between various daily newspapers, to concern oneself, factual reports of major national and international events, the most widely read, often featuring violence, newspaper-reading nations, to broaden our horizons and to enrich our mind, the strength lies in its willingness to experiment, dealing with domestic problems, to be repeated dozens of times, to interfere with your activities.

7. Find the English equivalents for the following Russian phrases in the text.

средства массовой информации, каналы связи, обилие и разнообразие средств, жизнь общества, формировать общественное мнение, подписаться на две или более газеты, национальные ежедневные/еженедельные газеты, политические убеждения, внутренние и международные вопросы, отзыв о книге, полное освещение событий, век технологий, повседневная жизнь, расширять горизонты и обогащать разум, способность удовлетворить множество вкусов, мыльная опера, отличительная особенность, надоедать зрителям, справедливо сказать, профессиональное мастерство, различные комментарии и обсуждения, наружная реклама.

8. Mark the following statements as True (T) or False (F) according to the text. Give arguments.

- 1) Broadcast media include billboards, blimps, signs or placards.
- 2) Most national newspapers express a political opinion and people choose them according to their political beliefs.
- 3) The press, the radio and TV don't play an important role in the life of society.
- 4) Libraries or press conferences cannot be attributed to mass media.
- 5) A soap-opera is a sentimental serial drama dealing with domestic problems.

- 6) The British are one of the biggest newspaper-reading nations in the world.
- 7) Many of the TV programs are great, they are made in a good taste and with a great professional skill.
- 8) Radio and TV don't bring into millions of homes either entertainment nor news.
- 9) Millions of people spend their free time reading newspapers.
- 10) Newspapers contain news, detailed articles on home and international affairs, reviews of book are and TV-shows.

9. Match these verbs and nouns to make collocations. Compose sentences of your own.

flying	beliefs
press	affairs
to change	press
political	conference
international	views
featuring	billboards
to broaden	feature
easy	accessibility
peculiar	horizons
tabloid	violence

10. Read the text. Fill in the prepositions where necessary. Do you agree with the statement that good news doesn't make headlines but bad news does?

The mass media play an important part __1__ our lives. Newspapers, radio and especially TV inform us of what is going __2__ in this world and give us wonderful possibilities for education and entertainment. They also influence the way we see the world and shape our views.

It is true that the world today is full __3__ dramatic events and most news seems to be bad news. But people aren't interested __4__ ordinary events. That is why there are so many programmes and articles about natural disasters, plane crashes, wars, murders and robberies. Good news doesn't usually make headlines. Bad news does.

Some people say that journalists are given too much freedom. They often intrude __5__ people's private lives. They follow celebrities and print sensational stories __6__ them which are untrue or half-true. They

take photos of them __7__ their most intimate moments. The question is – should this be allowed?

The main source of news __8__ millions of people is television. People like TV news because they can see everything with their own eyes. And that's an important advantage.

Still, many people prefer the radio. It's good to listen to in the car, or in the open air, or when you do something about the house. Newspapers don't react to events as quickly as TV, but they usually provide us __9__ extra detail, comment and background information.

The Internet has recently become another important source of information. Its main advantage is that news appears __10__ the screen as soon as things happen in real life and you don't have to wait for news time on TV.

- 11. Find additional information about Mass media in the USA and prepare a multimedia presentation. Compare Mass media: British, Russian and American.***
- 12. Work in pairs. Student A is an interviewer. Student B is the man who reads newspapers and magazines. Act out dialogue about the peculiarities of the press.***

Writing

- 13. Fill in the table on the basis of the text. Get ready to speak about Mass media.***

THE PRESS	THE RADIO	THE TV	OUTDOOR MEDIA

- 14. Write the summary of the text (250 words). Use the active vocabulary of the unit.***

15. Translate into English.

- 1) Внешние средства массовой информации включают в себя рекламные щиты, плакаты, спортивные стадионы, магазины, автобусы.
- 2) Пресса, радио и телевидение играют важную роль в жизни общества.
- 3) Интернет СМИ предоставляют множество услуг, такие как электронная почта, веб-сайты, блоги и интернет-радио.
- 4) Миллионы людей в свободное время читают газеты, журналы.
- 5) Многие люди подписываются на две или более газет или покупают их в газетных киосках.
- 6) В Великобритании существуют большие различия между многими ежедневными газетами.
- 7) Бульварная пресса гораздо более популярна, чем качественная печать.
- 8) В нашем веке технологий телевидение стало частью повседневной жизни.
- 9) Одни и те же рекламные объявления повторяются десятки раз каждый день и надоедают зрителям.
- 10) Радио можно слушать и делать работу по дому, читать книгу и ехать за рулем автомобиля.

SOURCES FOR FURTHER RESEARCH

- http://www.encyclopedia.com/topic/Mass_media.aspx
- http://schools-wikipedia.org/wp/m/Mass_media.htm
- http://www.newworldencyclopedia.org/entry/Mass_media
- <http://en.academic.ru/dic.nsf/enwiki/11883>
- <http://www.wisegeek.org/what-is-mass-media.htm>

UNIT 10

PUBLIC RELATIONS

Lead-in

1. *Discuss the questions in small groups. Reason your opinion.*

- A)** 1) What comes to mind when you hear the term 'public relations'?
- 2) What do you think of public relations?
- 3) Would you like to work in public relations?
- 4) What do you think people study on a public relations course?
- B)** 1) Do public relations officers get paid to lie?
- 2) Why do companies need a whole public relations department?
- 3) Do you think you'd be a good public relations person?
- 4) Which world leaders really need a good public relations team?

2. *Topical Vocabulary*

A) *Study the vocabulary list. Use the words and phrases in the sentences of your own.*

- 1) public relations (PR) (n) – связи с общественностью
- 2) to cover (v) – охватывать
- 3) to range (v) – тянуться, располагать по порядку, варьировать
a range (n) – ряд, цепь, диапазон
a wide range – широкий круг, широкий диапазон
- 4) activity (n) – деятельность, активность
syn. action
- 5) identifiable (adj.) – определенный
- 6) awareness (n) – осведомленность, информированность
- 7) key groups – основные группы, ключевые группы
- 8) commercial goal – коммерческая цель
- 9) to involve (v) – вовлекать, включать в себя
syn. to include
to be involved – быть вовлеченным

- 10) lobbying (n) – лоббирование, лоббистская деятельность
- 11) to argue for (v) – отстаивать
- 12) to confuse (v) – смешивать, спутывать, смущать, сбивать с толку
- 13) mutual understanding – взаимопонимание
- 14) on behalf of – в интересах, от лица
- 15) to subsidize (v) – субсидировать, финансировать, спонсировать
syn. to sponsor
- 16) media publicity – средства массовой информации
- 17) advertorial (n) – справка о продукте, информационная реклама
- 18) charity events – благотворительные мероприятия
- 19) to fundraise (v) – собирать средства, проводить (осуществлять) сбор средств
fundraising (n) – сбор денежных средств, сбор пожертвований
- 20) unaware – не знающий, не подозревающий
syn. unsuspecting
to be unaware (of or that) – не замечать, не отдавать себе отчета, не знать
- 21) acceptance (n) – принятие, одобрение
syn. adoption
- 22) an outcome (n) – результат
syn. result, effect
- 23) legislation (n) – законодательство, законы
- 24) emission (n) – распространение, выпуск, выброс
- 25) to be stage-managed – быть срежиссированным

B) *Transcribe and pronounce the following words. Use them in the sentences of your own.*

awareness
discipline
subsidize
fundraising
subtle
favourable
campaign
carbon
mutually
issue

C) Fill in the gaps using the words and word combinations from the Topical Vocabulary.

- 1) The activities above are by no means _____ exclusive.
- 2) PR firms _____ in activities that develop an understanding.
- 3) Publicity which involves advertisements and sponsored _____ is paid for.
- 4) Lobbying can achieve positive _____ for society.
- 5) Advertising is aimed at target audiences _____ an organization or individual.
- 6) They help corporate clients communicate with _____ in order to reach commercial goals.
- 7) Promotion may form part of an _____ management exercise.
- 8) Legislation resulting in the production of cars with lower _____ is the result of extensive lobbying.
- 9) PR covers a wide range of _____.
- 10) Many of the activities have changed _____.

3. Read the text and state the difference between Public Relations, advertising, lobbying, promotion and publicity.

Public relations (PR) cover a wide range of activities. They range from promotions for corporations to specific plans directed at identifiable audiences for particular reason, such as consumer awareness about an unsafe children's toy. These activities may be part of a marketing process. They help corporate clients communicate with key groups in order to reach commercial goals. Some PR firms are involved in activities that promote a cause or develop an understanding, for example, lobbyists arguing for an increase in the driving age. Other PR firms deal with the consequences of an organization's behaviour, such as job losses, or a new cure for a disease. This is called issues management. Many PR activities are not exclusive to PR. They are also used in related disciplines, including publicity, promotion, lobbying and marketing.

Public relations and advertising are often confused. However, they are two different disciplines. The goal of advertising is to generate sales, whereas the goal of PR is to generate mutual understanding. Advertising is aimed at target audiences on behalf of an organization or individual. Messages are carefully planned and placed in selected media. Advertising may also be used in a public relations programme. Advertising is paid for. It subsidizes the cost of television, newspapers and magazines for the consumer.

Public relations are often seen as a marketing communication function. In other words, it is seen as supporting marketing through media publicity, or by combining publicity with advertising. Advertising and publicity are also confused. Publicity which involves, for example, advertisements and sponsored advertorials, is paid for. Other publicity activities; including press releases and charity events, are not paid for.

Promotion differs from publicity. Firstly, it focuses on gaining favourable opinion for a particular cause, product or service. Secondly, it includes the use of techniques such as organizing fundraising events, for example a concert for the victims of a natural disaster. One type of promotion is directed at the consumer in such a way that they are unaware that promotion is taking place. This is called subtle promotion. It can include sponsorship, sales promotion, direct mail, trade shows, etc. The promotional plan may include a wide range of objectives, ranging from increasing sales, new product acceptance, raising brand awareness, to the creation of a corporate image.

Lobbying is generally associated with groups. However, public relations can also provide lobbying services on behalf of an individual client. Lobbying is a professional attempt to bring about a change to a government policy, corporate policy, or public opinion that is favourable towards the organization, cause or group. During political campaigns, parties may engage public relations firms as lobbyists in order to affect public opinion. Lobbying can achieve positive outcomes for society. Legislation resulting in the production of cars with lower carbon emissions is the result of extensive lobbying. A 'front group' is a lobby group that hides its purpose.

In the past, public relations literature has referred to events such as press conferences and trade exhibitions as 'press agency'. This was because these events were seen to be stage-managed for the purpose of being reported in the media. Today, activities involving public participation to obtain publicity are generally referred to as special event management.

The activities above are by no means mutually exclusive. For instance, lobbying may be part of a government affairs or community relations programme. Advertising may be included in marketing. Promotion may form part of an issues management exercise. Many of these activities have changed over time and continue to change with the development of new communication methods and technology.

<http://www.ipr.org.uk/> (дата доступа 15 марта 2016г.)

http://www.newworldencyclopedia.org/entry/Public_relations (дата обращения 15 марта 2016 г.)

4. Answer the questions to the text.

- 1) How many PR activities can you think of?
- 2) Explain the differences and similarities between publicity and promotion.
- 3) What is lobbying?
- 4) What is the focus of issues management? Give some examples.
- 5) What is press agency?
- 6) When is advertising a PR activity?

5. In the text, find the notions that mean the following.

- a) something that happens as a result of an activity or process;
- b) activity or job of providing information about a particular person or organization to the public so that people will regard that person or organization in a favorable way;
- c) giving a result that helps, benefits, or shows approval of someone;
- d) organized group of people who work together to influence government decisions that relate to a particular industry, issue, etc.;
- e) to bring into such close relationship as to obscure individual characters;
- f) knowing that something (such as a situation, condition, or problem) exists;
- g) hard to know or see: not obvious;
- h) to have or include (someone or something) as a part of something;
- i) something that happens as a result of a particular action or set of conditions;
- j) action or process of making laws.

6. Find the following phrases in the text and provide their Russian equivalents.

to cover a wide range of activity, identifiable audience, particular reason, in order reach commercial goal, to deal with the consequences of an organization's behavior, a new cure for a disease, issues management, to be confused, to generate mutual understanding, to be carefully planned, combining publicity with advertising, advertisements and sponsored advertorials, charity events, favourable opinion, the victims of a natural disaster, to be unaware, a wide range of objectives, new product acceptance, raising brand awareness, a professional attempt, to affect public opinion, with lower carbon emissions, extensive lobbying, to be stage-managed for the purpose, to change over time, the development of new communication methods and technology.

7. Find the English equivalents for the following Russian phrases in the text.

связи с общественностью, промо-акции для корпораций, осведомленность потребителей, процесс маркетинга, взаимодействовать с, принимать участие в мероприятиях, увеличение возраста вождения, потери рабочих мест, стимулировать продажи, направлена на целевую аудиторию, программа по связям с общественностью, субсидировать стоимость, функция маркетинговых коммуникаций, поддержка маркетинга через средства массовой рекламы, рекламные вкладыши, организация мероприятий по сбору средств, тонкое продвижение, спонсорство, прямая почтовая рассылка, создание корпоративного имиджа, в ходе политических компаний, добиться положительных результатов, скрывать цель, добиться изменения, сослаться на события

8. Mark the following statements as True (T) or False (F) according to the text. Give arguments.

- 1) Advertising subsidizes the cost of television, newspapers and magazines for the consumer.
- 2) Some PR firms include activities that promote a cause or develop an understanding.
- 3) Public relations don't cover a wide range of activities.
- 4) Lobbying may not be part of a government affairs or community relations programme.
- 5) One type of promotion is directed at the consumer in such a way that they are unaware that promotion is taking place.
- 6) Publicity which involves advertisements is not paid for.
- 7) Advertising is aimed at target audiences on behalf of an organization or individual.
- 8) In the past, PR literature has referred to events such as press conferences.
- 9) A 'front group' isn't a lobby group.
- 10) Promotion may form part of an issues management exercise.

9. Match these verbs and nouns to make collocations. Compose sentences of your own.

commercial	range
media	reason
public	goal
wide	methods
particular	emissions
government	promotion
sales	relations
communication	publicity
carbon	promotion
subtle	affairs

10. Read the sentences below. The underlined words are probably familiar to you in general English. But can you think of a different meaning for each word in the field of public relations?

- 1) The angry crowd demanded the *release* of the prisoner.
- 2) After two years in the job, she was *promoted* to account executive.
- 3) Even a brief *exposure* to radiation is very dangerous.
- 4) To call for service, *press* the bell.
- 5) I always invite my *relations* to my birthday party.
- 6) The children took turns to *spin* the top.
- 7) The police are trying to establish the series of *events* leading up to the murder.

11. Read part of a book review. Complete each sentence with one of the underlined words from exercise 10. Change the form if necessary.

Edward L. Bernays, the subject of Larry Tye's book 'The Father of _____', is generally seen as the first representative of the public _____ (PR) profession. Bernays pioneered many of the PR industry's techniques, including the development of media _____. He used these techniques to _____ products such as cigarettes; he also used them to improve the public image of high-profile people, including US presidents Calvin Coolidge and Herbert Hoover. Together with other early practitioners such as Ivy Lee (who is credited with issuing the first press _____), Bernays worked for the US government during the First World War to influence public opinion. Bernays concluded that similar techniques could be used in peacetime. He believed that with the right _____, including media coverage such as editorial in the _____, public opinion could be manipulated. This led to the perception of PR as propaganda.

12. Work in pairs. Student A is an interviewer. Student B is the man who works in public relations. Act out a dialogue about the peculiarities of PR.

13. Prepare a report in the form of a presentation on one of the following topics:

- The history of PR
- Researching PR careers using technology
- PR for non-profit organizations
- The differences between PR and advertising
- How PR differs from journalism

Writing

14. Fill in the table on the basis of the text. Get ready to speak about public relations.

	PUBLICITY	PROMOTION	LOBBYING	MARKETING
DEFINITION				
KEY FEATURES				

15. Write the summary of the text (250 words). Use the active vocabulary of the unit.

16. Translate into English.

- 1) Некоторые фирмы принимают участие в мероприятиях, которые способствуют делу и пониманию.
- 2) Существуют фирмы, которые имеют дела с организациями, в которых есть потери рабочих мест.
- 3) Связи с общественностью и реклама – это два разных понятия.
- 4) Лоббисты выступают за увеличение возраста вождения.
- 5) Цель рекламы – создавать продажи, а цель связи с общественностью – создавать взаимопонимание.
- 6) Лоббирование – попытка добиться изменений в государственной политике, корпоративной политике и общественном мнении.
- 7) Многие виды деятельности изменились с течением времени и продолжают меняться.
- 8) Связи с общественностью охватывают широкий спектр деятельности.
- 9) Реклама субсидирует стоимость телевидения, газет и журналов.
- 10) Связи с общественностью рассматриваются как поддержка маркетинга через средства массовой информации.

SOURCES FOR FURTHER RESEARCH

- https://en.wikipedia.org/wiki/Public_relations
- <http://www.wisegeek.com/what-is-public-relations.htm>
- <http://money.howstuffworks.com/business-communications/how-public-relations-works1.htm>
- <http://marketing.about.com/od/publicrelation1/>
- http://www.encyclopedia.com/topic/public_relations.aspx

GRAMMAR PRACTICE

I. ARTICLES

1. Fill in the gaps with the necessary articles (a/the/-)

- 1) I still wonder if I'm doing ___ right thing trying to realize which country I'd like to work in.
- 2) I needed ___ partner to rely on working in Paris.
- 3) There are some things ___ managers can't do.
- 4) Greg is ___ only person in ___ company whose opinion is of any value to me.
- 5) Mark told Jennie he hated ___ criticism.
- 6) ___ team took all ___ usual measures.
- 7) We talked about ___ ethical principles. Steve had just finished ___ last book by P. Drucker.
- 8) I went into ___ conference hall and sat down opposite Mr Kettler without ___ word.
- 9) She has ___ strong opinions on all ___ subjects.
- 10) There was ___ time when I thought ___ people went to ___ offices not to stay home alone.

2. Here are some things Jack, a manager from 'Smiths and Co', does every day. Write a sentence for each. Pay attention to the articles.

Morning	7.00 Breakfast	7.30–8.00 Walk	8.00–9.00 News	9.00–12.00 Briefings. Brainstorms
Afternoon	12.00–13.00 Lunch	13.00 Paperwork	15.00 Business meetings	17.00 e-mails
Evening	19.00 Supper	19.30 Document	20.00 Daughter Sara	21.00 Newspaper

- 1) At 7 o'clock he has breakfast.
- 2) _____
- 3) ...

3. What do you call the people of these countries?

Example: Russia – the Russians

England _____
Britain _____
Ireland _____
Wales _____
Scotland _____
Spain _____

France _____
Japan _____
Germany _____
China _____
Switzerland _____
the Netherlands _____

4. Re-order the words to make grammatically and logically correct sentences. Mind the usage of the articles.

- 1) of international business. rises ethics importance with growth The
of international business steadily along the _____
- 2) ethics of different cultures ethics. problem standards The
international business lies in the fact that most and nations hold of
entirely primary _____
- 3) problems One biggest of business ethics business. that
participating standards for employment practices are not of
constant the between is nations in international _____
- 4) is fundamental of successful A fairness. and market honesty,
ingredient economy respect for basic human values: trust, any

- 5) and purpose of good respect ethical in to image business is protect,
maintain The a public communication. _____

5. Fill in the gaps using a / the / -.

All businesses must acknowledge that _1_ world has changed in three fundamental ways. _2_ first is that _3_ authority is now dispersed. _4_ consumers around _5_ world can access endless sources of information, which means that no one – not companies, not _6_ media, not corporate spokespeople – can truly control how information is shared.

Secondly, _7_ traditional pyramid of influence is flipped. Employees, consumers and activists now drive _8_ agenda, rather than CEOs, government officials and influencers of _9_ past.

And thirdly, reputation is built on quality. Good financials are no longer enough. All stakeholders impact _10_ company's bottom line, not just _11_ loudest shareholders.

In this environment – where complexity is abundant and transparency is a mandate – trust is paramount and ethical business practices are _12_ must. For _13_ company to connect with _14_ customers, regulators and employees, its strategic business results must align with its own ethical standards and those of _15_ marketplace.

6. *Translate the phrases in brackets paying attention to the article which must be used.*

In many (*зарубежных странах*), business practices that are illegal domestically are often a normal part of doing business. In many (*странах Латинской Америки*), bribery is (*обычный способ*) of (*ведения бизнеса*). A business needs to decide whether to engage in this questionable behavior or stick to its business ethics established at (*дома*). There are two approaches that can be taken when doing business in foreign countries. A business can operate internationally with (*политики и процедур*) it has developed at home, or it can adopt its own practices in each foreign country where it operates. Establishing (*одни и те же стандарты*) in offices worldwide can be advantageous to ensure compliance throughout (*всей организации*). Management and workers are less likely to engage in risky and illegal behavior if it is explicitly forbidden in (*письменно зафиксированной политике и процедурах компании*). Companies can ensure compliance by mandating that its workers read and sign its policies and procedures and successfully complete an annual quiz. (*Второй подход*) is for (*компания*) to establish different policies and procedures for business ethics in foreign countries. Different countries have (*различные риски*). In some countries, child labor is acceptable and normal, but is frowned upon in the United States. If (*многонациональная компания*) is discovered to have used child labor, it could end up being a public relations nightmare and lead to (*падению*) in domestic sales.

II. ACTIVE VOICE

1. *Use the Present Indefinite of the Present Continuous.*

- 1) 'I *(to work)* up there', he said indicating the 5-storeyed building.
- 2) I never *(to change)* my lucky tie when I want to conclude an important contract.
- 3) By the by, what Morris *(to do)* now?
- 4) Mr Christenson *(to be)* good at resolving conflicts?
- 5) They will have to work with us when the *(to arrive)* in Moscow.
- 6) She gave me a smile as much as to say, 'I only *(to kid)*!'
- 7) Ken always *(to try)* to show off to his boss that he can cope with any task.
- 8) The director *(not to see)* the workers today. He is on a business trip.

2. *Make up situations to justify the use of the Present Indefinite and the Present Continuous in the following pairs of sentences:*

- 1) Our boss uses the democratic style of management.
Our boss is using the democratic style of management.
- 2) I think they are both rude.
I think they are both being rude.
- 3) Who is working in this office?
Who works in this office?
- 4) You are putting the document in the wrong place.
You put the document in the wrong place.
- 5) I don't violate the rules.
I'm not violating the rules.

3. *Translate the sentences into English. Pay attention to the use of the Present Indefinite and the Present Continuous.*

- 1) Где Мистер Стенли? – Он у себя в кабинете.
- 2) Я никогда себе не прощу, если не улажу проблему дискриминационных ограничений в нашей компании.
- 3) Я не имею представления, о чем Вы говорите и в чем меня обвиняете?
- 4) Во всех офисах нашей компании есть все необходимое оборудование.
- 5) Значит ли это, что я настолько сильно влияю на тебя,

- 6) Ты знаешь, как я счастлив, когда мне удастся увлечь кого-то своим примером!
- 7) По рукам! Мы работаем вместе!
- 8) На чем основывается твое суждение?
- 9) Я не знаю, почему я сосредоточиваюсь именно на этом аспекте!
- 10) Если все заинтересованные стороны согласятся на этот шаг, это будет успех.

4. Use the Present Perfect or the Past Indefinite in the following sentences.

- 1) I never (*to see*) such a wonderful promotional campaign like this one.
- 2) I (*to meet*) my boss this morning in the café.
- 3) You (*to hear*) the news? The price for the machine (*to decrease*) yesterday.
- 4) Do you remember the price strategy you (*use*) in their company?
- 5) He (*to study*) all the variables and (*to start*) writing his report on the tangible assets.
- 6) I remember you (*to use*) those distributional channels, but now the (*to disappear*).
- 7) Thank you for your help, Mr Stone. It (*to be*) nice to meet you!
- 8) I know what you (*to be*) through when you promoted the product.

5. Make up situations to justify the use of the Present Perfect and the Past Indefinite in the following sentences.

- 1) She has settled everything.
She settled everything.
- 2) You have geared the production to the new demand.
You geared the production to the new demand.
- 3) The workers have competed with each other for getting the bonus.
The workers competed with each other for getting the bonus.
- 4) We have selected the target market.
We selected the target market.
- 5) I had a letter from the advertising agency.
I've had a letter from the advertising agency.

6. Translate the sentences into English. Pay attention to the use of the Present Perfect and Past Indefinite.

- 1) Мы были в офисе, когда вошел Мистер Колтон. Он огляделся и спросил: «Что здесь произошло?» У нас не было другого выхода, как признаться, что мы искали потерявшийся документ.
- 2) Наша компания разработала маркетинговый микс. Безусловно, большая доля успеха относится к маркетинговому исследованию, которое провел Сэм.
- 3) «Где Ваш маркетолог?» – «Он ушел к клиенту».
- 4) Мы сегментировали рынок, без этого мы не смогли бы добиться успеха.
- 5) Посмотрите, какой рекламный ролик сняли наши конкуренты!

7. Use the Present Perfect Continuous or the Present Perfect.

- 1) I *(to be)* busy since we last met.
- 2) Clark is very thankful to Lisa for her help with the project but he *(not to see)* of her lately.
- 3) I *(to analyse, to read)* and *(to communicate)* with the customer for a week and I'm really tired!
- 4) 'I don't think your boss expects you to finish the report in a day' – 'What he *(to say)* to you?' – 'Nothing special'.
- 5) When I came to the office, I saw my client. 'I'm sorry? I hope you *(not to stand)* here long?'
- 6) Christine is a good specialist. I *(to know)* her for ages.
- 7) Do you know of any good books on management coming out in the near future? I *(not to read)* anything useful and interesting for ages.

8. Translate the sentences into English concentrating on the use of the Present Perfect and the Present Perfect Continuous.

- 1) Мы с вашими коллегами говорили сегодня об этой сделке. Поэтому я пришел обсудить с вами окончательное решение.
- 2) Они все думали об этом сегменте рынка и пришли к выводу, что они должны переключиться на новый сегмент.
- 3) Что ты делал, Питер? Ты весь в черной краске!
- 4) Я слышу об этой маркетинговой компании уже два месяца.
- 5) Последнее время я замечаю изменения в ценообразовании.
- 6) Я очень устал. Я весь день разрабатывал проект рекламной кампании для крупного заказчика.
- 7) Этот конкурент оказался сильным.

9. Use the Past Continuous or the Past Indefinite.

- 1) I *(to have)* a feeling that all my colleagues *(to laugh)* at my idea of the innovative product.
- 2) The *(to package)* the good while the logistics manager *(to wait)* downstairs.
- 3) The CEO *(to discuss)* the matter with the marketing director in his office while I *(to talk)* to his secretary.
- 4) She only *(to want)* to know if all the team members *(to come)* to the meeting on Friday.
- 5) We *(to have)* a conversation when Ben *(to come)* into the office.
- 6) The CFO *(to be)* surprised to find that his report *(not to attract)* the audience.
- 7) Then she *(to notice)* Sam. He *(to stand)* in front of the door and *(to talk)* to the client.

10. Translate the sentences into English. Pay attention to the use of the Past Continuous.

- 1) Пока все сотрудники обсуждали дизайн нового товара, Саманта задумалась о том, как повысить уровень информированности клиентов о компании и продукции.
- 2) В эту секунду мы увидели своих новых клиентов. Они входили в наш офис, оживленно обсуждая новый бренд.
- 3) Директор что-то сказал своему помощнику, который шел рядом с ним и нес кипу бумаг.
- 4) Когда я заснула, план-проект нового бренда все еще лежал у меня на подушке.
- 5) Стенли проснулся. Рядом звонил телефон. Это звонил Том Сетбери, его подчиненный.

11. Explain the use of the Past Perfect in the following sentences.

- 1) John asked me if I *had received* the letter from our supervisor.
- 2) I was sure that he *had never told* me about the corporate brand.
- 3) He remembered how her idea of direct marketing *had ruined* his intention to be innovative.
- 4) They *had been employed* only a few months when they received an offer from a competitor.
- 5) She was not aware how long he *had been* the head of the marketing department.

12. Use the Past Perfect Continuous or the Past Perfect.

- 1) Her name was Katy. She *(to be)* a middle manager for 10 years.
- 2) Larry wanted to find out how long they *(to organize)* everything in the company.
- 3) We talked about what we *(to do)* since we graduated from the University.
- 4) He said he *(not to call)* me because he *(to work)* on the new management strategy.
- 5) She said she *(not to see)* the manager since he left for London.

13. Explain the usage of the Future tenses in the sentences.

- 1) Mr Smith, come back tomorrow, our managers *will explain* everything to you.
- 2) Grace *will stay* with them as long as her company can do without her.
- 3) The advertisements *will be getting* shorter soon.
- 4) If you come to our company in a day, my team and I *will have made* a final decision.
- 5) Call me in an hour. By then I'll *have found* the necessary document.
- 6) The operating stage *will last* a few months.
- 7) I realize that *will not make* a good manager.

14. Use the necessary future forms in the following sentences.

- 1) Our client *(to be)* disappointed.
- 2) I'm sure our company *(to make)* much money.
- 3) The client *(to ask)* you a few questions, Miss Holly.
- 4) She says she *(to finish)* the project by the end of the next week.
- 5) I *(to write)* business letters to our clients when you come from the finance department.

15. Open the brackets observing the rules of the sequence of tenses.

- 1) Craig said that he *(to ask)* permission from the director for me to come to an interview.
- 2) I knew that for the past 10 years he *(to start)* each morning from reading a newspaper.
- 3) I don't know what *(to go)* wrong with that deal.
- 4) No doubt she will wonder why you *(to cry)* at your subordinate.
- 5) Have you heard that I *(to be)* given the position of the senior manager?
- 6) Do you know how hard I *(to try)* to talk them out of the deal with the Smiths?
- 7) She decided that she *(to go)* to New York to meet Rosenberg as soon as possible.

16. Translate the sentences into English observing the rules of the sequence of tenses.

- 1) Я была уверена, что он уже жалеет, что согласился на эту должность.
- 2) Мне показалось, что сестра расстроена, и я спросила ее, нет ли у нее неприятностей на работе.
- 3) У меня создалось впечатление, что это было ее первое собеседование: она очень нервничала и сбивчиво отвечала на вопросы.
- 4) Убедившись, что работодатель не собирается меня нанимать, я решил, что пойду на другое собеседование.
- 5) Мэг подозревала, что Джошуа совершенно не знает, как писать резюме.
- 6) Я знала, о чем они думают. Они хотели предложить ей присоединиться к их команде и решить поставленную начальством задачу по разработке связей со средствами массовой информации.
- 7) Вы не знаете, он давно работает в области СМИ?

III. PASSIVE VOICE

1. Find the passive construction in each sentence. Explain how it is used.

- 1) The question about the best mass medium is often put to me but I cannot answer it.
- 2) It was decided that we would hire him.
- 3) Mary was looked at as a senior manager with a good reputation.
- 4) I noticed at once that the CV had been carefully checked up.
- 5) 'Where did you hear about that vacancy?' – 'I was told by their HR manager'.
- 6) Mr Slanford was expected to retire next month.
- 7) The meeting was somehow finished with, everybody moved out of the conference hall.
- 8) I had been given a business card of the company and the following month I used it in our deals.
- 9) We have to solve the problem before it got talked about.

2. Turn the following active constructions into passive.

- 1) No one has made any mistakes.
- 2) What do you call it?
- 3) The director asked me to stay a little longer.
- 4) The management expected their staff to obey the rules.
- 5) People have made great progress in marketing.
- 6) They are discussing the possibility of new negotiations.
- 7) Everybody thought that Mark was a good negotiator.
- 8) People say management is difficult.
- 9) They appointed the CEO last month.
- 10) They can arrange everything.

3. Supply the necessary passive forms of the verbs in brackets.

- 1) Mr Greenson (*not to like*) by the employees; he (*to consider*) too authoritative.
- 2) After the brainstorm the head of the marketing department sat for a while thinking about what (*to say*).
- 3) What is going (*to do*) about that, Morgan?
- 4) I don't exaggerate when saying that we (*not to teach*) anything new at the courses.
- 5) Next month I (*to give*) a two-week vacation.
- 6) Please find out if the chief accountant (*to see*) to leave.
- 7) These are the responsibilities that (*to deal*) with in your position.
- 8) Stella (*to look*) upon as the main candidate for the position of a marketer.
- 9) This money (*to lend*) by his assistant.
- 10) I found out that the same letter (*to send*) to my colleague Stan.

4. Translate the following sentences into English using passive constructions.

- 1) На этой улице строится наш новый офис.
- 2) Его еще никогда не принимали за серьезного человека.
- 3) Представляет ли для тебя интерес работу, которую тебе предложили в этой компании?
- 4) За каждый шаг в этой организации нужно отчитываться перед шефом.
- 5) Вас когда-нибудь учили основам переговоров?
- 6) Его пришлось уволить.
- 7) Все сотрудникам раздали задания.
- 8) У меня украли идею.
- 9) Со мной никогда так высокомерно не разговаривали.
- 10) Каждый начальник понимает, что для своих сотрудников нужно что-то делать, чтобы заручиться их доверием.
- 11) Нэта произвели в начальники.
- 12) Директор чувствовал, что от него что-то скрывают касательно компании.
- 13) Я не слышала, о чем говорили в переговорной.
- 14) Ей дали сложнейшее задание.
- 15) Я не осознавал, кому меня представляют! Это был Министр финансов.
- 16) Когда я включил компьютер, то увидел, что запустили новую программу проверки данных.
- 17) Мне указали на мои ошибки.
- 18) Мне предложили сначала обсудить общие условия.
- 19) Я сомневаюсь, что его постоянные опоздания можно объяснить.

BUSINESS CORRESPONDENCE

1. *Read the text and state the main rules of writing business letters.*

There are many different reasons for writing a business letter. However, when learning how to write business letters in English start by following these general guidelines. Writing a business emails are very similar, but are generally less formal than written business letters.

Here's How

- 1) Use block style – do not indent paragraphs. Generally speaking, personal letters are indented in English to indicate a more informal style. Indent refers to a space before the first word of the first sentence in each new paragraph.
- 2) Include address of the person you are writing to at the top of the letter, below your company address. For example:
Buyers Inc.
Alan Smith, Director
28376 Red Ave.
New York, NY 25009
- 3) After the address, double space and include date. For example:
June 24, 2015.
- 4) Double space (or as much as you need to put the body of the letter in the center) and include the salutation. Start with 'Dear' plus 'Mr.' for men or 'Ms.' for women, unless the recipient has a title such as 'Dr'. Follow with the last name only. For example: *Dear Mr. Anders:*

- 5) State a reference reason for your letter. For example: *With reference to our telephone conversation last Tuesday.*
- 6) Give the reason for writing. For example: *I enjoyed our conversation earlier today. I am writing to follow-up with a few questions about your products.*
- 7) Make any polite request you may have. Start (i.e. 'I would be grateful if you could include a brochure ...') For example: *Could we meet next week to discuss the proposal in person? I am available any time between 9 and 2 Monday through Thursday.*
- 8) If there is to be further contact, refer to this contact (i.e. 'I look forward to meeting you at ...') For example: *I look forward to seeing you again next week.*
- 9) Close the letter with 'thank you'. For example: *Thank you for your assistance with our technical difficulties last week.*
- 10) Finish the letter with a salutation. Formal salutations include: *Your Sincerely, Yours Faithfully, Sincerely*. Less formal, but respectful salutations include: *Best regards, regards, warmly*.
- 11) Include 4 spaces and type your full name and title For example: *Jennifer Diligence*.
- 12) Sign the letter between the salutation and the typed name and title.
- 13) Do not include your address if you are using company letterhead. Company letterhead refers to paper used by the company that includes the company address.

Business Letter Tips

- 1) Keep the letter brief and to the point
- 2) Do not use shortened verb forms – write them out (i.e. 'don't' instead of 'do not')
- 3) Always keep a copy of correspondence for future reference
- 4) Use company letterhead if possible to make a *more* professional impact.

Important Business Letter Phrases

<i>Purpose</i>	<i>Phrases</i>	<i>Examples</i>
Salutations	Dear Mr./Ms./Dr.	Dear Ms. Smith
Make Reference	With reference to ...	<i>With reference to our conversation this morning.</i>
	Regarding ...	<i>Regarding our meeting last week.</i>
	As we discussed ...	<i>As we discussed last Tuesday.</i>
Give reasons	I am writing to ...	<i>I am writing to ask for more details.</i>
	I would like to ...	<i>I would like to make a proposal.</i>
Make Polite Request	Could you ...	<i>Could you please send me your latest catalogue?</i>
	Would it be possible to ...	<i>Would it be possible to discuss the campaign next week?</i>
	Would you mind ...	<i>Would you mind scheduling a meeting for Thursday?</i>
Further Contact	I look forward to ...	<i>I look forward to learning more next month.</i>
Thanking	Thank you for ...	<i>Thank you for your advice so far.</i>
	I appreciate ...	<i>I appreciate your help in this matter.</i>
Close	Yours sincerely,	
	Best regards,	

Example Business Letter

Buyers Inc.
Alan Smith, Director
28376 Red Ave.
New York, NY 25009
June 24, 2015

Dear Mr. Anders:

With reference to our telephone conversation yesterday, I am writing to follow-up with a few questions about your products.

Could we meet next week to discuss the proposal in person? I am available any time between 9 and 2 Monday through Thursday.

I look forward to seeing you again next week. Thank you for your prompt help with my questions from last week.

Yours sincerely,

Peter Anders

2. *Translate the business letter using the words below.*

Words to be used:

- 1) to present smb. – представлять кого-либо
- 2) to get interested in smth. – заинтересоваться чем-либо
- 3) Sweden – Швеция
- 4) Denmark – Дания
- 5) to be responsible for – быть ответственным за ...
- 6) Scandinavian countries – скандинавское направление
- 7) to see everything with smb's own eyes – увидеть собственными глазами
- 8) to be a success – пройти успешно
- 9) to appoint – назначать
- 10) on behalf of smb. – от имени.

Уважаемые господа!

Благодарим Вас за Ваше письмо от 8 августа с.г., в котором Вы предлагаете представлять нашу фирму в Швеции и Дании.

Нас заинтересовало Ваше предложение, и мы бы хотели обсудить его более подробно.

Наш начальник отдела продаж г-н Смирнов отвечает в нашей фирме за скандинавское направление, и мы попросили его вылететь к Вам на следующей неделе или через неделю.

Пожалуйста, сообщите об удобном для Вас времени приезда к Вам в организацию, чтобы все увидеть собственными глазами и, если все пройдет успешно, назначить Вас своим агентом.

Г-н Смирнов уполномочен составить проект соглашения, которое он имеет право подписать от имени нашей фирмы.

С уважением,

Рос.Торговое Представительство

3. *Read the information about writing emails then match the informal phrases (1–15) with the neutral/formal phrases (a–o).*

Three different writing styles are often identified, although in real life the differences are not so clear:

Formal

This is the style of an old-fashioned letters. Ideas are presented politely and carefully, and there is much use of fixed expressions and long words. The language is impersonal. Grammar and punctuation are important. This style is not common in emails, but you can find it if the subject matter is serious (for example a complaint).

Neutral/Standard

This is the most common style in professional/work emails. The writer and reader are both busy, so the language is simple, clear and direct. Sentences are short and there is use of contractions (I've for I have etc.). The language is more personal. However, the style is not similar to speech – it is too direct.

Informal

This is the most common style for emails between friends. Sometimes the email can be very short or it could include personal news, funny comments etc. This is the style that is closest to speech, so there are everyday words and conversational expressions. The reader will also be more tolerant of bad grammar etc.

<i>Informal</i>	<i>Neutral/Formal</i>
1) What do you need? __ 2) Thanks for the email of 12 Feb. __ 3) Sorry, I can't make it. __ 4) I'm sorry to tell you that ... __ 5) I promise ... __ 6) Could you ...? __ 7) You haven't ... __ 8) Don't forget ... __ 9) I need to... __ 10) Shall I ... ? __ 11) But... /Also ... /So ... / __ 12) Please could you ... __ 13) I'm sorry for ... __ 14) Re ... __ 15) See you next week ... __	a) With regard to ... (or With reference to) b) I can assure you that ... c) We note from our records that you have not ... d) Please let us know your requirements. e) I was wondering if you could ... f) We would like to remind you that ... g) I look forward to meeting you next week. h) Thank you for your email received 12 February. i) I am afraid I will not be able to attend. j) Would you like me to ...? k) I would be grateful if you could ... l) Please accept our apologies for ... m) It is necessary for me to ... n) We regret to advise you that ... o) However ... / In addition ... / Therefore ...

Note: with business emails you can mix styles to some extent, but don't mix styles at the two extremes. If in doubt, follow the style of the other person.

4. *Rewrite the emails below by substituting the phrases in italics with more informal phrases. Ex. 3 will help you. Use contractions (e.g. I'll) where appropriate.*

Email 1

I am afraid I will not be able to attend the meeting on Friday. As I will miss the meeting, I was wondering if you could send me a copy of the minutes? I will write to Anita as well, to inform her that I will not be there. Once again, please accept my apologies for this, and I can assure you that I will be at the next meeting.

Sorry I can't make it on Friday.

Email 2

Thank you for your email of 25 January where you requested assistance on how to order on-line. It is necessary for me to know your a/c number before I can deal with this. I would be grateful if you could also provide details of which version of Windows you are using.

Email 3

With reference to your order number J891 – we received it this morning, but you have not filled in the sections on size and colour. Please let us know your exact requirements. These products are selling very well at the moment, and we regret to advise you that the medium size is temporarily out of stock, However, we are expecting more supplies in the near future. Would you like me to email you when they arrive?

5. *Match the words of Latin origin in box A with the shorter words in box B.*

<i>Box A</i>	<i>Box B</i>
1) — assistance	a) ask
2) due to	b) ask for
3) enquire	c) because of
4) further	d) book (v)
5) inform	e) check/prove
6) information	f) facts
7) obtain/receive	g) fix (v)
8) occupation	h) get
9) possess	i) give
10) provide	j) have
11) repair	k) help (n)
12) request	l) ljob
13) requirements	m) more
14) reserve	n) needs (n)
15) verify	o) tell

Note: longer words of Latin origin sound more formal, and shorter words sound more informal.

6. *Read the information below. Then match the sentences (a-l) to their descriptions.*

Missing out words is common in emails and informal speech. It happens where the people know each other very well and the situation is relaxed and friendly. The meaning is clear from the context so the full grammatical form is not necessary.

- | | |
|--|--|
| a) (That's a) good idea! | g) Just read (the) email about relocation. |
| b) (Did you) get my last email? | h) Your suggestion (is) good, but needs clarification. |
| c) (I) think your idea is great. | i) (Are you) coming with us on Friday? |
| d) (It) sounds like fun! | j) (I) hope you're well. |
| e) (I am) looking forward to seeing you. | k) (It's a) pity we missed you yesterday. |
| f) (I'll) speak to you later. | l) Next week (would be) better than this week. |

- 1) The subject 'I' can be left out, especially with mental verbs like *hope, think* etc. c ___ / ___
- 2) In a question, the subject 'you' and the auxiliary can be left out. ___ / ___
- 3) The subject 'I' and the auxiliary (*be, have, will*) can be left out. ___ / ___
- 4) The words 'That' or 'It' can be left out, often with a form of 'be' as well. ___ / ___
- 5) A form of 'be' can be left out on its own. ___ / ___
- 6) The word 'the' can occasionally be left out. ___ / ___

7. Match the email beginnings (1-8) with the endings (a-h).

- | Beginnings | Endings |
|---|--|
| 1) I am writing with regard to your recent email. We regret to inform you that there are no double rooms available for the nights you require. ___c___ | a) Anyway, thanks again for inviting me, and I'm really looking forward to it. Do you want me to bring anything? |
| 2) Thanks so much for the wonderful present. It's exactly the book that I wanted – how did you know? I'm really looking forward to reading it. | b) You know you can count on me if you need any support. I'll call you at the weekend to see how things are. |
| 3) Patricia, I've just read your email. I'm so sorry to hear about what happened. ____ | c) Should you need any further information about room availability, we will be happy to assist you. |
| 4) Sorry, I can't make it to your birthday party at Fishers restaurant, as I'm away on that day. ____ | d) I look forward to receiving this information as soon as possible. |
| 5) I am mailing this via the 'Contact Us' link on your website. I'd like to know a few more details about the anti-virus software that's listed on the site. ____ | e) It really is great news, and I'm sure that it's only the beginning of our work in the French market. |

- | | |
|---|---|
| <p>6) I am writing with reference to our order number GH67. The goods arrived this morning, but you only sent 200 pieces instead of the 300 that we ordered. ____</p> <p>7) Yes! Great! I'd love to come to the party. ____</p> <p>8) I've just heard from Antonio about the Paris contract. It's fantastic news – you worked really hard on this and you deserve the success. ____</p> | <p>f) Please deal with this matter urgently. I expect a reply from you by tomorrow morning at the latest.</p> <p>g) Thanks again for the gift, and give my regards to your family.</p> <p>h) Anyway, sorry again that I can't come, but have a great time. I hope we can meet up soon. What about going to see that new Spielberg film?</p> |
|---|---|

8. Rewrite the sentences below with the correct word order to make typical email phrases. Start each sentence with a capital letter.

- 1) sorry, you forgot the send to attachment. you can again send it?

- 2) mean you to send this did? i don't want the attachment to open in case it's a virus got.

- 3) about that are you sure? i thought was in Istanbul the conference.

- 4) I'll check and get you back to later today.

- 5) you do mean which conference?

- 6) I don't this point understand sorry. can you in a little detail more explain it?

- 7) I'm sure not what mean you by this. you could clarify?

- 8) I thought on Thursday was the meeting, but I wrong may be.

- 9) sorry, my last email forget. you're right. not Friday, it should Thursday be.

- 10) what was meant I Gatwick, not Heathrow. the situation this clarifies I hope. _____

9. Read the following sentences. Decide whether they are beginnings or endings. Then decide whether they are neutral or informal.

1) The computer network will be shut down for maintenance at 5 p.m. on Thursday.	Beg/End	Neut/Inf
2) Oh, yes – I'll be back late tonight. Can you do the shopping and buy something nice for dinner? Thx.	Beg/End	Neut/Inf
3) I look forward to receiving your advice on this matter.	Beg/End	Neut/Inf
4) What a surprise – how nice to hear from you!	Beg/End	Neut/Inf
5) Bye for now. See you soon.	Beg/End	Neut/Inf
6) I hope that everything is okay, but do not hesitate to contact me if you need any clarification.	Beg/End	Neut/Inf
7) Please find attached my report, as promised in Friday's meeting.	Beg/End	Neut/Inf
8) I'm so happy for you! Write again soon and tell me how it's going.	Beg/End	Neut/Inf
9) We are writing to advise you about some changes in our price list.	Beg/End	Neut/Inf
10) If you'd like any more details, just let me know. I'm away all next week but Andrea is dealing with this in my absence.	Beg/End	Neut/Inf
11) Just a quick note to say I really enjoyed last night.	Beg/End	Neut/Inf
12) Simon and I have been talking about your holiday plans for next August. It looks like we won't be able to join you. I'm really sorry.	Beg/End	Neut/Inf

10. Put the lines in the email below into the correct order.

Email 1

I am writing to thank you __1__
The meeting were very productive, and __4__
As well as the business side of things, __7__
The next time that you are in Munich __11__
Please give my regards _____
for your hospitality _____
during my recent trip to Paris. _____
I really appreciated the time you took _____
I am sure that they lay the basis for _____
to show me Notre Dame, and _____
to your colleagues in the Paris office, _____
the wonderful meal that we had afterwards. _____
a good long-term business relationship. _____
it will be my pleasure to return your kindness. _____
it was a great pleasure to meet them all. __15__

Email 2

Thank you for taking the time to attend __1__
Unfortunately, we have to inform you that _____
As we mentioned in the interview, we had __5__
While we were impressed with your interview, __8__
We appreciate your interest in __12__
many applicants for this position _____
your application has not been successful. _____
an interview with us last week. _____
we did not feel _____
working with us, _____
that you have the necessary skills _____
and we would like to take this opportunity _____
and experience for the position. _____
and the standard of candidates was very high. _____
to wish you every success in the future. __15__

Заключение /Conclusion

Обучение английскому языку на факультете государственного и муниципального управления носит многоцелевой характер: с одной стороны, формирование у студентов умений и навыков межкультурной коммуникации, с другой – необходимость овладения стратегиями иноязычного профессионального общения.

Данное пособие послужит хорошей основой для развития у студентов способности и готовности к иноязычному общению, для расширения их кругозора, а также формирования навыков самостоятельной работы.

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