

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное образовательное учреждение
высшего образования
«СЕВЕРО-КАВКАЗСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»

**МЕТОДИЧЕСКИЕ УКАЗАНИЯ
ПО ВЫПОЛНЕНИЮ ПРАКТИЧЕСКИХ РАБОТ
ПО ДИСЦИПЛИНЕ
«Иностраный язык в сфере профессиональной коммуникации»**

Направление подготовки	46.04.01-История
Направленность (профиль)	История
Год начала обучения	2026
Форма обучения	очная
Реализуется в	1 семестре

Ставрополь, 2026

СОДЕРЖАНИЕ

1. Введение
2. Практическое занятие 1-2. Your Career
3. Практическое занятие 3-4. Organization of the company
4. Практическое занятие 5-6. Managing people
5. Практическое занятие 7-8. Planning
6. Практическое занятие 9-10. Teamwork
7. Практическое занятие 11-12. Business Travelling
8. Практическое занятие 13-14. Success
9. Практическое занятие 15-18. Relationship Building
10. Список рекомендуемой литературы

Введение

Методические рекомендации по выполнению практических работ по дисциплине «Иностранный язык в сфере профессиональной коммуникации» разработаны в соответствии с рабочей программой дисциплины по направлению 46.04.01-История (профиль) «История».

Практические задания разработаны в соответствии с рабочей программой дисциплины «Иностранный язык в сфере профессиональной коммуникации», целью которой является систематическое изложение основной проблематики иностранного языка как языка делового общения, формирование у студентов понятийно-терминологической базы по данной дисциплине, а также развитие культурной восприимчивости, способности к правильной интерпретации конкретных проявлений коммуникативного поведения носителей иностранной лингвокультуры в сфере делового общения.

Задачи методических рекомендаций:

- сформировать знания о единицах лингвистического компонента делового и научного дискурсов для реализации основных коммуникативных стратегий;

- сформировать знания о методах и приемах современных коммуникативных технологий, в том числе на иностранном языке, для академического и профессионального взаимодействия;

- развить умения применения современных коммуникативных технологии, в том числе на иностранном языке, для академического и профессионального взаимодействия;

- научить реализовывать основные коммуникативные стратегии делового и научного дискурсов на иностранном языке; профессионально готовить научные тексты (статьи, обзоры, рецензии, доклады, презентации) для публикации в научных изданиях и выступления на научных мероприятиях.

- сформировать навыки владения современными коммуникативными технологиями для академического и профессионального взаимодействия, необходимым для осуществления иноязычной деловой и научной коммуникативной деятельности; способами пополнения профессиональных знаний на основе использования оригинальных источников, в том числе электронных и на иностранном языке, из разных областей общей и профессиональной культуры;

- сформировать навыки владения деловой иноязычной коммуникации в рамках профессиональной деятельности.

Целью практических занятий является закрепление теоретических знаний и приобретение практических умений и навыков, необходимых для освоения основных стратегий деловой коммуникации на изучаемом языке.

Методические рекомендации по каждой практической работе имеют теоретическую часть, необходимую для выполнения практических заданий. Практические задания органично сочетаются с теоретическими знаниями.

Перечень осваиваемых компетенций:

Наименование компетенций

Индекс	Формулировка:
УК-4	Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия

Практическое занятие 1.

Тема: What is a career?

Цель: овладение студентами коммуникативной компетенцией, которая в дальнейшем позволит пользоваться иностранным языком в различных областях профессиональной деятельности, в научной и практической работе, в общении с зарубежными партнерами, для самообразования и других целей.

Актуальность обусловлена все возрастающей востребованностью специалистов, владеющих иностранным языком как средством делового общения в условиях интеграции в мировую промышленность, экономику и право. Основные трудности связаны, главным образом, с недостатком фоновых знаний в области экономики и бизнеса и незнанием английских эквивалентов общепринятых терминов и понятий.

Формируемые компетенции: УК-4

Теоретическая часть

What is a career?

Career is defined by the Oxford English Dictionary as «an occupation undertaken for a significant period of a person's life and with opportunities for progress: the time spent by a person in a career; the progress through history of an institution, organization, etc.; [as modifier] working permanently in or committed to a particular profession; [as modifier] (of a woman) interested in pursuing a profession rather than devoting all her time to childcare and housekeeping» (Oxford Dictionary online).

Career is the progress and actions taken by a person throughout a lifetime, especially those related to that person's occupations. A career is often composed of the jobs held, titles earned and work accomplished over a long period of time, rather than just referring to one position.

The term 'career' was traditionally associated with paid employment and referred to a single occupation. In today's world of work the term 'career' is seen as a continuous process of learning and development.

Contributions to a career

Contributions to a career can include:

Work experience

Work experience gives you time at a workplace to learn about an occupation or industry. You may observe others or complete tasks. It is an opportunity to develop skills and networks and to decide what you would like to do.

Types of work experience

Work experience may be paid or unpaid. It may be for a few days, a few weeks or a year. It may be observation, work shadowing, volunteer work, a structured work placement, a cadetship or an internship.

Benefits of work experience

Work experience can provide:

insights into what a job involves

structured, supervised, hands-on experience

useful work skills that are recognised in the workplace

confidence in your ability to learn and become competent at new tasks

work/life skills, such as communicating effectively, or working in teams

a chance to demonstrate how you can contribute in a work environment

an understanding of the world of work

an opportunity to demonstrate commitment and reliability

a new referee to add to your resume

an employment opportunity.

Community involvement

Community involvement gives you opportunities to network and gain valuable skills, knowledge and experience.

Your community is made up of lots of different groups of people, for example:

school boards and committees

youth organisations

professional interest groups

not-for-profit enterprises

cultural and creative groups

volunteer groups.

Community involvement is about joining one or more of these groups to exchange ideas, build partnerships and make things happen. You may already be involved with a group, or thinking about joining one.

If you're looking for work, joining a community group can help you by:

showing that you can be committed to a task for a substantial period

demonstrating your skills to an employer

giving you new skills to bring to the paid workforce. For instance, as treasurer of your local neighbourhood watch committee you can develop book-keeping skills.

increasing your knowledge of an area you're interested in. You can apply this knowledge to volunteer work, or in a paid work setting.

showing what kind of a person you are—you can include it among your interests in your resume.

Employment

There are lots of different ways to work, and they change all the time. Different types of workers include:

- a) *employees* work for a public or private employer and is paid. An employee could also be a person who operates his or her own business, whether or not they hire employees.
- b) *employers* operate his or her own business, or works in a profession or trade, and hires one or more employees.
- c) *self-employed workers* operate a business, or works in a profession or trade, and hires no employees.
- d) *contributing family workers* work without pay in an enterprise operated by a relative.
- e) *full-time workers* work 35 hours or more a week, in one or more jobs.
- f) *part-time workers* work less than 35 hours a week.
- g) *permanent or casual workers*. A permanent worker receives either paid holiday or paid sick leave—and can receive both. Casual workers have no entitlement to paid leave. Casual workers are often paid a ‘casual loading’ to compensate them for the lack of these entitlements.
- h) *temporary workers* are hired for a limited period to fill a short-term need. The length of employment is established at the outset.
- i) *on call or standby workers* agree to be available and contactable for work at any time during an agreed period—for example, over a weekend. Some of these arrangements include an allowance for being on call.
- j) *people who work flexible hours* employees work a certain number of hours but vary the times when they work extra hours in a certain period to allow them to take time off in another period.
- k) *shift workers*. Some businesses have to keep functioning 24 hours a day—for example, mines, some factories, bank processing centres and hospitals. Shift work is work organised to keep such workplaces operating. Sometimes workers take turns at the less popular shifts (generally night shift). Sometimes different types of work are done on different shifts, so a worker is permanently employed on a particular shift.
- l) *people who share job*. Job sharing involves dividing one full-time position into two or more part-time positions. For example, one employee might work three days a week and another work the other two.
- m) *contractors*. Under a contract arrangement, an organisation or individual provides a particular service, or undertakes a particular task, at an agreed price or rate, generally for a specified period.

Enterprise activities

An enterprise is an activity or project that produces services or products. Different types of enterprises include:

- big corporations
- medium-sized industrial or commercial operations
- small businesses
- charities
- religious organisations
- government organisations

clubs and associations.

Entrepreneurs are people who organise and manage an enterprise by creating new business or community possibilities.

In some workplaces and industries, being enterprising or having an entrepreneurial attitude or talent is highly valued.

Training

As part of your work life, training activities:

teach you how to do new things

upgrade your skills and knowledge

maintain your levels of competency.

Training can be formal, resulting in a qualification when you complete it. It can also be informal, adding to your general skill base without giving you a qualification.

Education

Education is part of your lifelong learning process. Any person's career will probably involve a combination of formal and informal education.

Informal education refers to all other deliberate forms of learning and includes learning settings such as:

workshops

seminars

professional development activities

adult community education courses

leisure courses

guest speakers' talks

conferences

self-directed learning

labour market programs.

Informal education can play a vital role in your career. It allows you to demonstrate commitment to and interest in a particular subject, and it keeps you up to date on the latest concepts and practices in your career field.

Interests

What are your interests?

Stop for a minute and think about these questions:

Where do you most enjoy directing your energy, time and talents?

Is there some activity you take part in that makes you lose track of time?

What would your ideal job be?

What kind of games or activities do you most enjoy being involved in?

Think about things you've achieved in the past, for example:

you volunteered at a community event

you wrote a poem or story that was published

you designed a computer program.

Understanding the common features of your different interests can help you choose an occupation or a course of study.

As you gain more experience in the world of work and undertake a variety of life experiences, you are building your unique career path. All life experiences, including paid work, sporting interests and managing a household should be drawn upon as evidence to a potential employer that you are the person for the job.

Take-aways

1. Career is the progress and actions taken by a person throughout a lifetime, especially those related to that person's occupations. A career is often composed of the jobs held, titles earned and work accomplished over a long period of time, rather than just referring to one position.
2. Contributions to a career can include: work experience, types of work experience, benefits of work experience, community involvement, employment, enterprise activities, training, education, interests.

Writing Reports

1. Career and its planning.
2. The secrets of a successful career.
3. How to choose a successful career.

Вопросы и задания

Exercise 1. Discuss the questions:

1. Do you consider yourself as an ambitious person? Why? Why not?
2. Do you have a career plan? What do you think can help you to improve your career?
3. Would you prefer to work for one company, for several companies or for yourself during your career?

Exercise 2. Read the text

HOW TO ACCELERATE YOUR CAREER

There are several factors you should look at when making a career choice, including your personality, values, interests and skills. The goal of this process, called self-assessment, is to find a career that is a good match for you. Career skills are crucial to your ability to climb positions and successfully change jobs within an industry. Career change is also a scenario where your career training for specific abilities and skills will play a crucial role.

If you find yourself at your desk with some free time, here are few things you can do to help improve your career.

Find A Mentor: If you do nothing else on this list today, do this. Find someone (or several people) that you respect and ask them to mentor you. Most people will be more than happy to pass along advice that they have learned over the years which can be invaluable in helping your career. They will also be great people to use as a sounding board with ideas you have and help you figure out the best way to obtain the goals you are seeking to accomplish. A mentor can have amazing effects on your career and will make your advancements much easier.

Identify How You Procrastinate: We all do it, but if you can identify how you are doing it and put in a system to discourage yourself from doing so, you will dramatically increase your productivity. In most cases their big vice is watching TV far too much or spending too much time on social networking sites. Once you have identified places that you are spending too much time, take steps to reduce the amount of time you spend on them and instead use that time to further your career.

Pinpoint Work Essentials: The big myth in business is that the ones who work the hardest are the ones that get ahead the most. Working hard is important, but working smart is just as important. Working smart means finding the areas within your job that are essential to your group and to the company and focusing most of your resources in those areas. This is one of the best pieces of advice what we can ever receive when working for a large company. Take some time to look at your job and what portions of it are most essential to others both inside and outside your group. If you pinpoint those areas that are most essential, you become the person that people come to when things need to get done.

Begin Making Lists: We used to think that making list is useless until we start making them yourself in a way that was useful for you. We actually should have two lists - one is a list of all the things we want to do and one is for our daily must do list. On the daily list, we can only place the three most important things we have to do that day and work on those three things until they are done. Once finished, then we can go to our general list and choose projects from there. This ensures that we get those things that we may not like to do as much that would be constantly delegated to the end of the longer list. How you develop your list to work for you may be very different, but creating a list system will help you be more productive. Once you complete something, do not throw the list away. Instead, date and file them in a work completed folder. This will allow you to have a documented list of all the tasks you accomplished which you can take out at your next performance review or when asking for a raise.

Learn Many Languages: As someone who was the worst student ever when it came to languages in school, we can have many proofs that absolutely anyone can learn any language. We think all of our language teachers would roll over in their graves if they knew we are proficient in other languages. Being proficient in more languages can open up a lot of career opportunities and is well worth pursuing if you have an interest in one. There are plenty of resources online.

Take Some Classes: Too many people feel that education ends when you receive that college diploma. In fact, it is a never ending pursuit even if you aren't taking formal classes. There are almost certainly classes you can take or skills that you can obtain that will make it easier for you to advance in your career. Take a few moments to talk with your boss or a mentor to find out what skills will make your advancement easier. Talk with your personnel department and ask if they will help pay for you to obtain these skills. Many will. It is easier than ever to take classes while working full time with online education.

Update Your Resume: Take some time to look over your resume to update it and improve it. It is always a good idea to have an up-to-date resume handy on the off

chance that another opportunity arises. Make new copies and place them in your briefcase so that they are always ready to hand out.

Lunch Together: One of the most effective tools we can use when we work for a large company will be the lunch break. First, because we really did not like eating alone, but later because of all the advantages that come from it. Lunchtime gives you an opportunity to talk with people about ideas you have in a more informal setting than the office.

Love Your Job: Learn to love what you are doing or begin looking for something else. There are times when you may have to take a job that you do not particularly like, but there is no reason that you have to be stuck there. If you do not thoroughly enjoy what you are doing, start implementing steps to get a job that you do love. And if for some reason you don't know what you love, start experimenting. That is the only way to find out.

Exercise 3. Match the verbs (1-6) with the nouns (a-f) to form expressions from the text.

- | | |
|----------------|-------------------|
| 1. to increase | a) a career |
| 2. to give | b) a resume |
| 3. to further | c) productivity |
| 4. to obtain | d) an opportunity |
| 5. to update | e) skills |
| 6. to take | f) classes |

Exercise 4. Choose the most useful points in building a successful career and compare them with the list of the points you have made in ex. 1.

Active Business Vocabulary

Exercise 5. Match the expressions (1-4) with their definitions (a-d)

- | | |
|---------------------|---|
| 1. a full-time job | a. a kind of work that finishes after a fixed period |
| 2. a permanent job | b. a kind of work is for the whole of the normal working week |
| 3. a temporary work | c. a kind of job that does not finish after a fixed period |
| 4. a part-time job | d. a kind of job that you do for fewer hours. |

Exercise 6. Fulfill the gaps with the appropriate prepositions.

under on for at off at for

1. I'm usually work till 7.
2. James works a big oil company.
3. Luckily I don't get ill much, so I'm not often work.
4. He has to work the presentation about a new project.
5. A team of 12 people work me.

6. I usually leave ... for work at 7.30 in the morning.
7. He arrives work at nearly 7.50.

Exercise 7. Choose any profession for yourself. Tell about your work considering the following questions:

1. Do you have a part-time or a full-time job, a permanent or temporary work?
2. What are you in charge of?
3. What time do you leave for work?
4. Do you take a lot of time off work?

Professional Communication Skills

WRITING A CV

What is a CV?

Curriculum Vitae: an outline of a person's educational and professional history, usually prepared for job applications (L, lit.: the course of one's life). Another name for a CV is a résumé.

A CV is the most flexible and convenient way to make applications. It conveys your personal details in the way that presents you in the best possible light. A CV is a marketing document in which you are marketing something: yourself! You need to "sell" your skills, abilities, qualifications and experience to employers. It can be used to make multiple applications to employers in a specific career area. For this reason, many large graduate recruiters will not accept CVs and instead use their own application form.

There is no "one best way" to construct a CV; it is your document and can be structured as you wish within the basic framework below. It can be on paper or on-line or even on a T-shirt (a gimmicky approach that might work for "creative" jobs but not generally advised!).

How Long Should a CV be?

There are no absolute rules but, in general, a new graduate's CV should cover no more than two sides of A4 paper. If you can summarize your career history comfortably on a single side, this is fine and has advantages when you are making speculative applications and need to put yourself across concisely. However, you should not leave out important items, or crowd your text too closely together in order to fit it onto that single side. Academic and technical CVs may be much longer: up to 4 or 5 sides.

What Information Should a CV Include?

Personal Details

Normally these would be your name, address, date of birth (although with age discrimination laws now in force this is not essential), telephone number and email.

Education and Qualifications

Your degree subject and university, plus A levels and GCSEs or equivalents.

Work Experience

Use action words such as developed, planned and organised.

Even work in a shop, bar or restaurant will involve working in a team, providing a quality service to customers, and dealing tactfully with complaints. Do not mention the routine, non-people tasks (cleaning the tables) unless you are applying for a casual summer job in a restaurant or similar.

Try to relate the skills to the job. A finance job will involve numeracy, analytical and problem solving skills so focus on these whereas for a marketing role you would place a bit more emphasis on persuading and negotiating skills.

All of my work experiences have involved working within a team-based culture. This involved planning, organization, coordination and commitment e.g., in retail, this ensured daily sales targets were met, a fair distribution of tasks and effective communication amongst all staff members.

Interests and Achievements

Keep this section short and to the point. As you grow older, your employment record will take precedence and interests will typically diminish greatly in length and importance.

Bullets can be used to separate interests into different types: sporting, creative etc.

Don't use the old boring cliches here: "socialising with friends".

Don't put many passive, solitary hobbies (reading, watching TV, stamp collecting) or you may be perceived as lacking people skills. If you do put these, then say what you read or watch: "I particularly enjoy Dickens, for the vivid insights you get into life in Victorian times".

Show a range of interests to avoid coming across as narrow : if everything centres around sport they may wonder if you could hold a conversation with a client who wasn't interested in sport.

Hobbies that are a little out of the ordinary can help you to stand out from the crowd: skydiving or mountaineering can show a sense of wanting to stretch yourself and an ability to rely on yourself in demanding situations

Any interests relevant to the job are worth mentioning: current affairs if you wish to be a journalist; a fantasy share portfolio such as Bullbearings if you want to work in finance.

Any evidence of leadership is important to mention: captain or coach of a sports team, course representative, chair of a student society, scout leader: "As captain of the school cricket team, I had to set a positive example, motivate and coach players and think on my feet when making bowling and field position changes, often in tense situations"

Anything showing evidence of employability skills such as team working, organising, planning, persuading, negotiating etc.

Skills

The usual ones to mention are languages (good conversational French, basic Spanish), computing (e.g. "good working knowledge of MS Access and Excel, plus basic web page design skills" and driving ("full current clean driving licence").

If you are a mature candidate or have lots of relevant skills to offer, a skills-based CV may work for you.

References

Many employers do not check references at the application stage so unless the vacancy specifically requests referees it is fine to omit this section completely if you are running short of space or to say "References are available on request."

Normally two referees are sufficient: one academic (perhaps your tutor or a project supervisor) and one from an employer (perhaps your last part-time or summer job). The order and the emphasis will depend on what you are applying for and what you have to offer. For example, the example media CV lists the candidate's relevant work experience first.

If you are applying for more than one type of work, you should have a different CV tailored to each career area, highlighting different aspects of your skills and experience.

A personal profile at the start of the CV can work for jobs in competitive industries such as the media or advertising, to help you to stand out from the crowd. If used, it needs to be original and well written. Don't just use the usual hackneyed expressions: "I am an excellent communicator who works well in a team....."

Exercise 8. Go to the website <http://www.kent.ac.uk/careers/cv/goodbadCV.htm> and study examples of good and bad CVs. Write down your own CV.

Culture Clip

STEEP AND FLAT HIERARCHIES

Some cultures prefer steep hierarchies with many levels of management, clear roles and very powerful senior managers. Other prefer flat hierarchies with more equality and flexibility. What is common in your country? Which would you prefer to work in? Why?

Список литературы

Основная литература:

1. Основы перевода, аннотирования и реферирования научно-технического текста
Электронный ресурс / Чигирин Е. А., Чигирина Т. Ю., Ковалевская Я. А., Козыренко Е. В. - Воронеж : ВГУИТ, 2019. - 154 с. - Утверждено редакционно-издательским советом университета в качестве учебного пособия. - ISBN 978-5-00032-437-0, экземпляров неограничено
2. Попов, Е.Б. Профессиональный иностранный язык: английский язык : учебное пособие / Е.Б. Попов. - 2-е изд., стер. - Москва ; Берлин : Директ-Медиа, 2018. - 151 с. : ил. - Библиогр. в кн. - ISBN 978-5-4475-2797-6 ; То же [Электронный ресурс]. – ЭБС URL: <http://biblioclub.ru/index.php?page=book&id=494797>

Дополнительная литература :

1. Основы реферирования и аннотирования научной английской литературы: учебно-методическое пособие / Министерство спорта Российской Федерации, Сибирский государственный университет физической культуры и спорта; сост. К.Ю. Симонова. - 2-е изд., испр. и доп. - Омск: Издательство СибГУФК, 2015. - 142 с.: табл. - Библиогр. в кн.; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=459424>
2. Винникова, О.А. Английский язык: учебное пособие по развитию навыков письменной речи на факультете магистерской подготовки / О.А. Винникова, М.И. Середина, Е.С. Смахтин; Финансовый университет при Правительстве РФ. – М.: Прометей, 2018. - 163 с. - ISBN 978-5-

907003-68-2; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=494939> ЭБС
3. Галаганова, Л.Е. Английский язык для магистрантов: учебное пособие / Л.Е. Галаганова, Т.А. Логунов ; Министерство образования и науки РФ, Кемеровский государственный университет. - Кемерово: Кемеровский государственный университет, 2017. - 288 с. - Библиогр. в кн. - ISBN 978-5-8353-2114-8 ; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=481516>

Методическая литература:

1. Цыбулевская А.В. Методические указания по выполнению практических работ по дисциплине «Иностранный язык в сфере профессиональной коммуникации (английский язык)»- СКФУ, 2025. (электронная версия).
2. Цыбулевская А.В. Методические указания для обучающихся по организации и проведению самостоятельной работы по дисциплине «Иностранный язык в сфере профессиональной коммуникации (английский язык)»- СКФУ, 2025. (электронная версия).

Интернет-ресурсы:

1. <http://www.bbc.co.uk/home/today/index.shtml> - ресурсы и материалы BBC
2. http://www.native_english.ru – Материалы для изучающих английский язык: статьи, тесты, игры, идиомы, пословицы, программы, аудиокниги, фильмы.
3. <http://www.english.language.ru/index.html> – Тестирование онлайн. Бесплатные интерактивные уроки английского языка.
4. <http://www.englishonline.co.uk> - English Online – ресурсы для изучения английского языка
5. <http://www.multilex.ru/online.htm> – «Мультилекс» – англо-русский и русско-английский электронный словарь.

Практическое занятие

Тема: Organization

Цель: овладение студентами коммуникативной компетенцией, которая в дальнейшем позволит пользоваться иностранным языком в различных областях профессиональной деятельности, в научной и практической работе, в общении с зарубежными партнерами, для самообразования и других целей.

Актуальность обусловлена все возрастающей востребованностью специалистов, владеющих иностранным языком как средством делового общения в условиях интеграции в мировую промышленность, экономику и право. Основные трудности связаны, главным образом, с недостатком фоновых знаний в области экономики и бизнеса и незнанием английских эквивалентов общепринятых терминов и понятий.

Формируемые компетенции: УК-4

Теоретическая часть

What is an Organization?

Organization is defined as a structure of roles and responsibilities functioning to accomplish predetermined objectives. Organizations have grown tremendously in size in the twentieth century and are found in all parts of the private and public sectors (Dictionary of Business Terms 2000, 489).

What is a Company?

According to the Dictionary of business terms, company is group of people organized to perform an activity, business, or industrial enterprise [Dictionary of Business Terms 2000: 121]. Merriam Webster's dictionary defines company as a

«business organization that makes, buys, or sells goods or provides services in exchange for money» [<http://www.merriam-webster.com/dictionary/company>].

Organizational Structure of the Company

Organizational structure is a typically hierarchical arrangement of lines of authority, communications, rights and duties of an organization. Organizational structure determines how the roles, power and responsibilities are assigned, controlled, and coordinated, and how information flows between the different levels of management (Business Dictionary online).

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. In a decentralized structure, the decision making power is distributed and the 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.

Organizational structure is important for knowing to whom each employee reports.

Small companies usually use one of two types of organizational structure: functional and product. Functional areas such as marketing and engineering report to the president or CEO in a functional organizational structure. Product structures are used when a company sells numerous products or brands. It is important for companies to find the organizational structure that best fits their needs.

Function

Organizational structure is particularly important for decision making. Most companies either have a tall or flat organizational structure. Small companies usually use a flat organizational structure. For example, a manager can report directly to the president instead of a director, and her assistants are only two levels below the president. Flat structures enable small companies to make quicker decisions, as they are often growing rapidly with new products and need this flexibility. The Business Plan, an online reference website, says small companies should not even worry about organizational structure, unless they have at least 15 employees. The reason is that employees in extremely small organizations have numerous responsibilities, some of which can include multiple functions. For example, a product manager also might be responsible for marketing research and advertising.

Large organizations often have many tiers or echelons of management. As a smaller organization grows, it can decide to add more management levels. Roles become more defined. Therefore, it is important to know which people oversee certain functions.

Communication

The importance of organizational structure is particularly crucial for communication. Organizational structure enables the distribution of authority. When a person starts a job, he knows from day one to whom he will report. Most companies funnel their communication through department leaders. For example,

marketing employees will discuss various issues with their director. The director, in turn, will discuss these issues with the vice president or upper management.

Evaluating Employee Performance

Organizational structure is important for evaluating employee performance. The linear structure of functional and product organizational structures allow supervisors to better evaluate the work of their subordinates. Supervisors can evaluate the skills employees demonstrate, how they get along with other workers, and the timeliness in which they complete their work. Consequently, supervisors can more readily complete semiannual or annual performance appraisals, which are usually mandatory in most companies.

Achieving Goals

Organizational structure is particularly important in achieving goals and results. Organizational structure allows for the chain of command. Department leaders are in charge of delegating tasks and projects to subordinates so the department can meet project deadlines. In essence, organizational structure fosters teamwork, where everyone in the department works toward a common goal.

Prevention/Solution

Organizational structure enables companies to better manage change in the marketplace, including consumer needs, government regulation and new technology. Department heads and managers can meet, outline various problem areas, and come up with a solution as a group. Change can be expected in any industry. Company leaders always should strive to find the best organizational structure to meet those changes.

Take-aways

1. Organization is a structure of roles and responsibilities functioning to accomplish predetermined objectives. Organizations have grown tremendously in size in the twentieth century and are found in all parts of the private and public sectors.
2. A structure depends on the organization's objectives and strategy. Small companies usually use one of two types of organizational structure: functional and product.

Organizational structure is particularly important for functioning, evaluating employee performance, communication, achieving goals and making decisions.

Writing Reports

1. Characteristics of the organizational structure of the company.
2. Types of the organizational structures of the company.
3. Communication in companies with different types of organizational structure.

Вопросы и задания

Exercise 1. Which of these companies would you prefer to work for? Why?

1. A family owned company
2. A multinational company
3. Your own company (be self-employed).

Exercise 2. Read the text

RICHARD REED, INNOCENT DRINKS

Turnover: over £100million

Number of employees: 250

HQ location: London, UK

Year founded: 1998

Ownership: privately-held

Richard Reed founded Innocent in 1998 with two friends from Cambridge University, Adam Balon and Jon Wright. When they left university they all got jobs with blue-chip companies - one went into advertising and two went into management consultancy. But that didn't stop them constantly talking about setting up a business - a conversation they'd been having since their student days.

Four years later they quit their jobs and decided to go into business after getting back from snowboarding holiday where they'd done nothing but talk about their desire to become entrepreneurs.

They decided to set up a business which would appeal to people like them – so they fixed on the theme of doing good to themselves. The result was Innocent, a drinks company producing pure fruit smoothies. The company now produces more than 30 different recipes and sells more than two million smoothies each week through 10,000 retailers in the UK and overseas.

Since Innocent was launched the company has been growing by 20% year on year and currently has a 75% share of the smoothie market. In April 2009 Coca-Cola bought an 18% stake in the company for £30 million. A year later it paid £65 million for a 58% stake.

Part of its marketing strategy is to use delivery vans which are decorated to look like cows or grassy fields. The company also prides itself on being 'a happy place to work' and 'people-oriented', with a relaxed working environment which includes having a grass floor in the office.

Key advice

"If you're 70% sure about an idea then go for it. Because if you wait till you're 100% confident in business... you'll never make a decision, you'll never get anywhere."

(BBC News Business)

Exercise 3. Which of these statements are true? Correct the false ones.

1. The head office of the company is situated in New York.
2. Richard Reed and his friend set up their company while they were students.

3. Innocent drinks was found to be one of the companies with the happy employees.
4. The company has been growing by 20% year on year since 2005.

Exercise 4. Discuss the questions.

1. Would you like to work for such a company like Innocent drinks?
2. What makes people happy at work? What factors are important for you at work?

Exercise 5. Prepare a report about a famous company and the story of its success.

Active Business Vocabulary

competitive - when a company offers good products or services at a good rate

to expand into new markets - to start operating in new regions or countries

a good reputation - when a company is respected and valued by people

to merge - to combine to become one (e.g. two companies)

a multinational company - a company that operates in more than one country

open-plan - when an office has no interior walls, so that all members of staff are working in the same room rather than in individual offices

profitable - when a business makes a profit and is not lossmaking

to be recognized internationally - to be known about and well thought-of around the world

to take over - to buy another company

a security pass - a card allowing entry to premises or building, possibly with a photo of the holder

the service industry - companies that offer a service (e.g. training, leisure, marketing)

a solid client base - a number of reliable and regular clients/customers

a tower block - a building with very many floors

a well-established company - a company that has been in business long enough to have a solid client base and good reputation

the working environment - the place and atmosphere within which people work

Exercise 6. Choose the correct options

1. Although the training organization TrainULike only set up business last year, it is doing well. It is *expanding* / *increasing* into new markets.
2. The renowned electronics firm DigiKom has a good reputation. It is *recognized* / *seen* internationally.
3. The Chairman of the upcoming new company wanted to establish a solid client *base* / *basis* before moving into new areas.
4. When choosing a new job, a clean *environment* / *economy* is important to many people.
5. When the contractor came into the office, he worked at the *hot* / *limited* desk.
6. Despite reports in the press of a hostile takeover, the two companies had in fact

decided to work together and had *merged* / *partnered*.

Exercise 7. Complete the missing words.

1. Last year, GlobalTrain, a large training company, t_____o_____ LearnLocal, a small company based in south-west England.
2. Have you heard that PG Trips and FunHols are m_____? They hope to have a stronger presence on the holiday market by working together.
3. Because of our successful marketing strategy and the innovative results from research and development, we are now int_____ rec_____.
4. To remain co_____, we need to reduce our prices and deliver more quickly.
5. After the scandal surrounding the members of the Board, the company's rep_____ went downhill.
6. To gain access to the company premises, you need to show your se_____ pass at the gate.

Professional Communication Skills

Presentations

Study the structure of a successful presentation:

1. Opening:
 - a) greeting;
 - b) introducing yourself;
 - c) introduction to the topic.
2. The main body:
 - a) description of your model/experiment;
 - b) your results;
 - c) sketches and intuition of your results.
3. Summary
 - a) least important part of your talk (but still important). There should not be any surprises in your conclusion.
4. The conclusion:
 - a) reiteration of your results;
 - b) future work.
5. Dealing with questions.

Exercise 8. Match these less formal phrases with more formal ones.

What I want to do today is ...

I know you are all very busy...

As you know I'm...

OK, shall we get started?

It's good to see you all here.

Hi, everyone.

Today I'm going to talk about...

In my talk I'll tell you about

More formal	Less formal
<i>Good afternoon, ladies and gentlemen</i>	
<i>Today I would like to...</i>	
<i>Let me just start by the introducing myself. My name is...</i>	
<i>It's a pleasure to welcome you today</i>	
<i>In my presentation I would like to report on...</i>	
<i>The topic of today's presentation is ...</i>	
<i>I suggest that we begin now.</i>	
<i>I'm aware that you all have very tight schedules...</i>	

Exercise 9. Practise the opening of a presentation. Use phrases from the box.

Welcome audience	Introduce yourself	Say what the topic is	Explain why the audience will be interested
------------------	--------------------	-----------------------	---

<p><i>Welcoming the audience</i></p> <p>Good morning/afternoon, ladies and gentlemen</p> <p>Hello/Hi, everyone. First of all, let me thank you all for coming here today.</p> <p>I'm happy/delighted that so many of you could make it today.</p>	<p><i>Saying what your topic is</i></p> <p>As you can see on the screen, our topic today is ...</p> <p>Today's topic is ...</p> <p>The subject of my presentation is....</p>
<p><i>Introducing yourself</i></p> <p>Let me introduce myself, I'm Joan Shin from ...</p> <p>For those of you who don't know me, my name is ...</p> <p>As you probably know, I'm a new HR manager</p>	<p><i>Explaining why your topic is relevant for the audience</i></p> <p>My talk is particularly relevant to those of you/us who...</p> <p>Today's topic is of particular interest to those of you/us who...</p> <p>My topic is very important for you because...</p> <p>By the end of this talk you will be familiar with ...</p>

! Remember to use words *we, us, our* to highlight common interest.

Exercise 10. Study the following expressions

Expressions with AS:

As you all know,...

As I've already explained,...

As I mentioned earlier/before,...

As I pointed out in the first section,...

As you can see,...

Talking about difficult issues:

I think we first need to **identify** the problem.

Of course we'll have to **clarify** a few points before we start.

We will have to **deal with** the problem of increasing prices.

How shall we **cope with** unfair business practices?

The question is: why don't we **tackle** the distribution problems?

If we don't **solve** this problem now, we'll get into serious trouble soon.

Referring to other points

I'd like to mention some critical points **in connection with/concerning** payment.

There are a few problems **regarding** the quality.

With respect/regard to prices, we need more details.

According to the survey, our customers are unhappy with this product.

Adding ideas

In addition to this, I'd like to say that our IT business is going very well.

Moreover/Furthermore, there are other interesting facts we should take a look at.

As well as that, we can offer excellent conditions.

Apart from being too expensive, this model is also too big.

To increase sales we need a new strategy **plus** more people.

Exercise 11. Prepare the main part of a presentation using before mentioned phrases.

Checklist for the main part of a presentation

1. Briefly state your topic again
2. Explain your objective(s).
3. Signal the beginning of each part.
4. Talk about your topic.
5. Signal the end of each part.
6. Highlight the main points.
7. Outline the main ideas in bullet-point form.
8. Tell listeners you've reached the end of the main part.

Exercise 12. Match the two parts to make sentences used to refer to media.

1. On the next page
2. My next slide shows
3. As you can see
4. Let me just show you some
5. To illustrate this
6. Let's now have a closer look
7. Here we can see how many
8. I have a slide
 - a) from this picture, the design is absolutely new.
 - b) customers have complained about the service.
 - c) how much the market has changed.
 - d) I'll show you our latest poster.
 - e) at the figures on the next page.
 - f) which shows the market development in 2005.
 - g) interesting details.
 - h) you will see a photo of the new model.

Exercise 13. Look at the sentences and put them in the correct category in the table.

1. I'll just through the three different options...
2. We'd suggest...
3. Now I'll be happy to answer any questions you may have.
4. We'd therefore recommend that we....
5. Before I stop, let me go through my main points again.
6. Well, this brings me to the end of my presentations.

Conclusion of a presentation

Signaling the end of the presentation
Summarizing the main points
Recommending or suggesting something

Inviting questions

Now add these phrases to the table above.

- a) Thank you all for listening.
- b) In my opinion, we should...
- c) We just have time for a few questions.
- d) To sum up then, we...
- e) Ok, I think that's everything I wanted to say...
- f) Are there any questions?
- g) I'd like to run through my main points again...
- h) As a final point, I'd like to...
- i) I'm now nearing the end of my talk..
- j) Just to summarize the main points of my talk....
- k) What I'd like to suggest is....

Exercise 14. Using the phrases from above prepare a presentation on an actual for you problem.

Culture Clip BEING DIRECT

In direct cultures instructions are very short. This can be seen as impolite and aggressive by people from indirect cultures, where instructions are usually polite requests. Can you think of examples of each country? How might this difference cause misunderstanding in multicultural teams?

Список литературы

Основная литература:

1. Основы перевода, аннотирования и реферирования научно-технического текста Электронный ресурс / Чигирин Е. А., Чигирина Т. Ю., Ковалевская Я. А., Козыренко Е. В. - Воронеж : ВГУИТ, 2019. - 154 с. - Утверждено редакционно-издательским советом университета в качестве учебного пособия. - ISBN 978-5-00032-437-0, экземпляров неограничено

2. Попов, Е.Б. Профессиональный иностранный язык: английский язык : учебное пособие / Е.Б. Попов. - 2-е изд., стер. - Москва ; Берлин : Директ-Медиа, 2018. - 151 с. : ил. - Библиогр. в кн. - ISBN 978-5-4475-2797-6 ; То же [Электронный ресурс]. – ЭБС URL: <http://biblioclub.ru/index.php?page=book&id=494797>

Дополнительная литература :

1. Основы реферирования и аннотирования научной английской литературы: учебно-методическое пособие / Министерство спорта Российской Федерации, Сибирский государственный университет физической культуры и спорта; сост. К.Ю. Симонова. - 2-е

- изд., испр. и доп. - Омск: Издательство СибГУФК, 2015. - 142 с.: табл. - Библиогр. в кн.; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=459424>
2. Винникова, О.А. Английский язык: учебное пособие по развитию навыков письменной речи на факультете магистерской подготовки / О.А. Винникова, М.И. Середина, Е.С. Смактин; Финансовый университет при Правительстве РФ. – М.: Прометей, 2018. - 163 с. - ISBN 978-5-907003-68-2; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=494939> ЭБС
3. Галаганова, Л.Е. Английский язык для магистрантов: учебное пособие / Л.Е. Галаганова, Т.А. Логунов ; Министерство образования и науки РФ, Кемеровский государственный университет. - Кемерово: Кемеровский государственный университет, 2017. - 288 с. - Библиогр. в кн. - ISBN 978-5-8353-2114-8 ; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=481516>

Методическая литература:

1. Цыбулевская А.В. Методические указания по выполнению практических работ по дисциплине «Иностранный язык в сфере профессиональной коммуникации (английский язык)»- СКФУ, 2024. (электронная версия).
 2. Цыбулевская А.В. Методические указания для обучающихся по организации и проведению самостоятельной работы по дисциплине «Иностранный язык в сфере профессиональной коммуникации (английский язык)»- СКФУ, 2024. (электронная версия).
- Интернет-ресурсы:
1. <http://www.bbc.co.uk/home/today/index.shtml> - ресурсы и материалы BBC
 2. http://www.native_english.ru – Материалы для изучающих английский язык: статьи, тесты, игры, идиомы, пословицы, программы, аудиокниги, фильмы.
 3. <http://www.english.language.ru/index.html> – Тестирование онлайн. Бесплатные интерактивные уроки английского языка.
 4. <http://www.englishonline.co.uk> - English Online – ресурсы для изучения английского языка
 5. <http://www.multilex.ru/online.htm> – «Мультилекс» – англо-русский и русско-английский электронный словарь.

Практическое занятие

Тема: management

Цель: овладение студентами коммуникативной компетенцией, которая в дальнейшем позволит пользоваться иностранным языком в различных областях профессиональной деятельности, в научной и практической работе, в общении с зарубежными партнерами, для самообразования и других целей.

Актуальность обусловлена все возрастающей востребованностью специалистов, владеющих иностранным языком как средством делового общения в условиях интеграции в мировую промышленность, экономику и право. Основные трудности связаны, главным образом, с недостатком фоновых знаний в области экономики и бизнеса и незнанием английских эквивалентов общепринятых терминов и понятий.

Формируемые компетенции: УК-4

Теоретическая часть

What is management?

In the Dictionary of Business Terms there are following definitions of the term management: 1. combined fields of policy and administration and the people who provide the decisions and supervision necessary to implement the owners'

business objectives and achieve stability and growth. The formulation of policy requires analysis of all factors having an effect on short- and long-term profits.

2. key people in an organization. Those who make the most important decisions are called top management (Dictionary of Business Terms 2000, p. 403).

The Practices of Successful Managers

As a manager, you have the opportunity to lead, supervise, mentor and motivate others – and your ability to do so effectively makes a huge difference to your company's overall success. But, statistics show that 50% or more of middle managers fail to achieve the expectations of those who promote them. Find out why and what you can do about it.

First, the good news: As a manager, you have the opportunity to lead, supervise, mentor and motivate others - and your ability to do so effectively makes a huge difference to your company's overall success. In fact, the success of your company has as much if not more to do with your performance as it does with the performance of the CEO and his or her senior team.

Now, the bad news: 50-80% of all middle managers fail to achieve the expectations of those who promote them. With over 5 million managers in this group in the U.S. and Canada, that's a lot of missed expectations. Why is this so, and what can you do about it?

Managing is about bringing out the best in people, not overwhelming subordinates with technical information. Learning to be a more effective manager is complex, not simple, and one technique definitely does not fit all managers.

Managers find themselves between the proverbial rock and a hard place. You are expected to increase or maintain success, however your company defines it, by getting the best performance possible out of your people – yet you have to operate within often difficult and demoralizing policies, procedures and guidelines established by senior management.

Research shows that you are more likely to be successful as a manager not by fixing your weaknesses, but by understanding and working around them. Here is the list of the management habits of thousands of successful middle managers:

Be Yourself

A common mistake of newly appointed managers is to assume that they are expected to act differently now that they manage others. While there is some truth to this notion in terms of behavior, successful middle managers find it is important to continue to be the same person they were before the promotion. Develop a management style that fits with who you are as a person; don't try and behave like someone else. If your natural approach is fun-loving and less serious, find ways to manage that way. If you are more serious and impersonal in the ways you interact with others, don't assume you have to change personalities to be successful.

Listen

Listen to what your employees are telling you. Listen to your customers. Listen to what your superiors are telling you. And listen for what is not being talked about. Check the accuracy of your listening when you're not sure what you are hearing by feeding it back to the people who are talking to you.

Be a Role Model

Assume you are always being watched, even when you would prefer not to be, by the people who report to you. Humans learn first by imitation; your reports will pick up on and follow your behavior. If you want people to admit to mistakes, show them how to do that by admitting to your own. If the honesty and integrity of your employees is important to you, work to make sure your actions line up with your words. Conversely, don't assume that everything you do will be copied. Being a role model alone isn't enough, but successful managers remain aware of the example they set for their employees.

Rely on Your Ability to Support, Not on Your Ability to Do

Successful managers need to make a shift from being "Doers" to being "Supporters". Many managers are promoted because of their excellent grasp of a function or job, but as managers, they are expected to help others develop their skills, not to do the job for them. For many, this is the most difficult management practice to develop. Teaching others how to perform a job better or differently requires a totally different skill set than simply doing the job yourself. Learning to follow through on delegated tasks is a form of support that employees need in order to ensure success. Delegating, including following up with every delegated task, is a critical management practice.

Give Up the Illusion of Changing Anyone Except Yourself

Humans change of their own accord, not because someone else wants them to. This is an unassailable truth about human nature and the sooner a newly appointed manager accepts it, the better. Managing or leading people doesn't mean changing them to suit the needs of the leader; it requires leaders to change themselves to suit the needs of the people they manage. Leaders influence change in people by building on their strengths and candidly discussing what they perceive as their weaknesses, but no one changes anyone else, ever. If you want someone to behave or act differently, change the way you approach them or work with them.

Focus on Your Team's Strengths

Research into what makes groups of people successful shows conclusively that managers and leaders get further by accentuating the positive attributes of team members than by working on their weaknesses. If you understand that people only change when they decide to change, this concept should make sense. Successful managers don't work too hard at changing the bad habits or behaviors of their employees; they find ways to build on their employees' innate skills. Focusing on strengths does not mean you need to turn your back on all of the unproductive or negative behaviors of your employees, but you do need to distinguish between those traits that can be changed from those that cannot be changed. Invoke the Serenity Prayer from Alcoholics Anonymous: "God give me the serenity to accept the things I cannot change, courage to change the things I can, and wisdom to know the difference." Limit your focus on "fixing" to those things that are completely unacceptable, and have the courage to put your energy into finding and bringing forth employees' strengths.

Take Charge of Your Own Growth

It is not your employer's responsibility to make you a better manager, it's yours. If you wait for someone else to show you how to improve, you might be waiting a long time. And, as we've said, the only person who can change or improve you is you. If you want your manager to manage you better, show them how to do so. If you want more feedback on your performance, go ask for it. If you need more guidance or mentoring, go find a mentor. Employers can send you to training or hire a coach for you, but how much you grow or improve is totally up to you.

Be Patient

Change takes time. When people work towards changing their own performance, it is not uncommon for Herculean internal effort to show-up as incremental visible improvement. Telling people they aren't changing fast enough in hopes of accelerating their development usually has the opposite effect. Be patient, particularly with yourself. Experience is a great teacher, but it often takes a lot of it before people understand how to apply it. There are ways to accelerate this process, but pushing people is rarely the answer.

Tell the Truth

Overwhelmingly, research shows that the single most important attribute a leader can demonstrate to those they lead is the ability and willingness to tell the truth. Whether the truth is good or bad, pleasant or hard-to-hear, hearing it usually helps people find their way through chaos and uncertainty. Furthermore, the most important kind of truth to tell is the truth about oneself.

Don't Manage, Lead

The old familiar notion of "management" as oversight of work processes is outdated. Increasingly, people are both able and required to manage themselves. The pace of the typical work-a-day world and the volume of work to be done make traditional management impossible. However, it is possible for managers to give their employees what they most want and need -- leadership. Under leadership, we include creating and communicating a plan for achieving group goals; unwavering commitment towards those goals; dedication to the work and the people performing the work; and the ability to prioritize tasks and follow through on assignments of each team member.

Learning to lead can be pleasant and painful, frightening and invigorating, rewarding and frustrating - all at the same time. The only certainty is that how you lead will be remembered. For better or worse, your leadership becomes part of the legacy you leave behind in your job, your community and your life. Every action you take contributes to that legacy, every day. Have fun, give it your best and enjoy the space between a rock and a hard place. It's where diamonds are made!

Take-aways

1. Management is combined fields of policy and administration and the people who provide the decisions and supervision necessary to implement the owners' business objectives and achieve stability and growth.
2. Some of the valuable tips of being a successful manager are:
 - a) Be yourself

- b) Listen
- c) Tell the truth
- d) Be patient
- e) Focus on your team's strengths
- f) Be a role model
- g) Rely on your ability to support, not on your ability to do
- h) Give up the illusion of changing anyone except yourself
- i) Take charge of your own growth
- j) Don't manage, lead

Writing reports

1. Keys to successful management.
2. Leadership vs. Management.
3. Business etiquette of a manager.
4. Peculiarities of business management in Western Europe.
5. Peculiarities of business management in Asian countries.

Вопросы и задания

Exercise 1. Discuss the following quotation

“Good management is the art of making problems so interesting and their solutions so constructive that everyone wants to get to work and deal with them.”

— Paul Hawken, an environmentalist, entrepreneur, and author.

Exercise 2. Read the following text. Discuss the main issues and ideas.

The Bolt that Holds the Ikea Empire Together

Ingvar Kamprad is no ordinary multi-billionaire. The founder of the Ikea furniture empire travels economy class, drives a 10-year old Volvo and buys his fruit and vegetables in the afternoon, when prices are often cheaper. Ask him about luxury in his life and he answers: “From time to time, I like to buy a nice shirt and cravat and eat Swedish caviar.

Mr. Kamprad is one of the greatest post-war entrepreneurs. What began as a mail-order business in 1943 has grown into an international retailing phenomenon across 31 countries, with 70 000 employees.

Sales have risen every single year. The Ikea catalogue is the world’s biggest annual print run – an incredible 110 m copies a year. And Mr. Kamprad has grown extraordinarily rich. He is worth £8,7bn and is the 17th richest person in the world according to the Forbes, US magazine.

The concept behind Ikea’s amazing success is unbelievably simple: make affordable, well-designed furniture available to the masses. And then there is Mr. Kamprad himself – charismatic, humble, private. It is his ideas and values that are at the core of Ikea’s philosophy.

Best known for his extremely modest lifestyle, he washes plastic cups to recycle them. He has just left his long-standing Swedish barber, because he found one in Switzerland, where he lives, who charges only £6 for a cut. “That’s a reasonable amount”, he chuckles.

All Ikea executives are aware of the value of cost-consciousness. They are strongly discouraged from travelling first or business class. “There is no better form of leadership than setting a good example. I could never accept that I should travel first class while my colleagues sit in tourist class”, Mr. Kamprad says.

As he walks around the group’s stores he expresses the feeling of “togetherness” physically, clasping and hugging his employees. This is very uncharacteristic of Sweden. “Call me Ingvar”, he says to staff. The informality and lack of hierarchy are emphasized by his dress style, with an open-necked shirt preferred to a tie.

Mr. Kamprad has had both personal and business battles. He has fought against dyslexia and illness.

One of Mr. Kamprad’s characteristics is that his obsessive attention to details. When he visits his stores, he talks not only to the managers but also to floor staff and customers. A recent visit to six of the group’s Swedish stores has produced ‘100 details to discuss’, he says.

By his own reckoning, his greatest strength is choosing the right people to run his businesses.

He is determined that the group will not go public, because short-term share-holder demands conflict with long-term planning. “I hate short-termist decisions. If you want to take long-lasting decisions, it’s very difficult to be on the stock exchange. When entering the Russian market, we had to decide to lose money for 10 years”.

Mr. Kamprad has been slowly withdrawing from the business since 1986 when he stepped down as group president. He maintains that he is still “too much involved and in too many details”, although he admits to a distinct reluctance to withdraw altogether.

The questions is: Can there be an eternal Ikea without Mr. Kamprad? Does the group depend too much on its founder? Will the empire continue as control of Ikea gradually moves to Mr. Kamprad’s three sons?

Exercise 3. Discuss the following questions.

1. What, in your opinion, are the strengths and weaknesses of Ingvar Kamrad?
2. Would you like to work on him?
3. When is the correct time for a leader or founder to leave his or her company?

Active Business Vocabulary

Here are some definitions and examples of vocabulary relating to people and places.

an assistant - someone who supports someone above them, such as a Technical Assistant who assists the Technical Director

a colleague - someone you work with; a co-worker

an employee - someone who works for someone else (who is their employer)

an employer - a person, company or organization who employs someone

Head of Sales - the person in charge of sales

a manager - a person who is responsible for a department, team or project
to report to - to have a manager or someone above you in the hierarchy to whom you are responsible

a subordinate - a worker who reports to someone above them in the hierarchy

a team leader - a person who is in charge of a team; a manager of a team

Exercise 4. Read the text and study the words and expressions in bold.

All the directors together are **the board**. They meet in **the boardroom**.

Non-executive directors are not managers of the company; they are outsiders, often directors of other companies who have particular knowledge of the industry or of particular areas.

The marketing director is the head of **marketing**, **the IT director** is the head of **IT**, etc. These people **head** or **head up their departments**. Informally, the head of an activity, a department or an organization is its **boss**.

An executive or, informally, **an exec**, is usually a manager at quite a high level (for example, a senior executive).

Exercise 5. Answer the following questions using the active vocabulary of the unit.

1. Who are the most famous bosses in your country?
2. Which companies do they head?
3. Why are they successful?

Professional Communication Skills

Meetings and Conferences

Here are some definitions and examples of vocabulary relating to meetings and conferences

an appointment - an arranged meeting with someone, e.g. bank manager, customer

to arrange a meeting - to organize a meeting, such as inviting participants and booking the venue

to attend a meeting - to take part in a meeting

an attendee - a person who attends a meeting

to book a room - to reserve a room (e.g. to use for a meeting)

to cancel a venue - to withdraw a booking when the room or location of a meeting or conference is no longer needed

to collect in forms - to take back forms, such as feedback forms or questionnaires, from participants of a conference

to disagree - to not have the same opinion as someone else

a graph - a diagram which may have lines or bars representing figures, such as sales over time

to hold a meeting - to have a meeting

to make a suggestion - to make a proposal; to put an idea forward

to miss a meeting - to fail to attend a meeting, even though you intended to, perhaps because you are held up in traffic or an earlier meeting runs on longer than you expected

the minutes - the report or summary from a meeting, often showing action points and when they are to be done and by whom

to negotiate - to try and reach agreement with a partner who may have different objectives to your own, often involving the need to compromise

to organize a conference - to arrange a conference

to pass round handouts — to give papers (possibly photocopies) to participants of a meeting or conference

a participant - a person who attends or takes part in a meeting or conference

to participate in - to take part in; to attend; to be present at

to postpone - to push the date of a meeting or conference back to a later date

a projector - a piece of equipment that shows the computer screen on the wall or bigger screen so that a large number of people can see it

to reach an agreement - to finally have the same opinion; to agree in the end after a discussion or negotiation

a videoconference - a conference with audio and visual input held at a distance via the Internet

a visual - something like a graph, chart, diagram or photograph, used perhaps to support a point being made in a presentation

to voice an opinion - to say what you think

Exercise 6. Match these words (1-4) with their synonyms (a-d).

- | | |
|--------------------------------|------------------------|
| 1. to participate in a meeting | a) a graph |
| 2. to organize | b) to arrange |
| 3. an attendee | c) to attend a meeting |
| 4. a visual | d) a participant |

Exercise 7. Match these words (1-6) with their antonyms (opposites) (a - f) .

- | | |
|---------------------------|------------------------------------|
| 1. to hold a meeting | a) to disagree |
| 2. to pass round handouts | b) to cancel the venue |
| 3. to reach an agreement | c) to cancel a meeting |
| 4. to book the room | d) a failure |
| 5. a successful event | e) to collect in (completed) forms |
| 6. to attend a conference | f) to miss an event |

Exercise 8. Study the following useful phrases arrange a suitable time to meet with your partner.

Asking for a meeting

Could we schedule a time to meet next week?

I'd like to schedule a meeting as soon as possible.

Can we meet and go over this together?

Perhaps we could meet and go over the details in person?

Suggesting a meeting time

How about Monday at nine?

Could we meet next week?

Would half past five suit you?

Saying that you aren't able to attend

Sorry, I can't make it then.

I'm afraid I have another appointment then.

I'm a bit tied up then. How about another time?

Saying that you can attend

Sounds good.

Yes, that works for me.

Confirming the day and time

See you on Monday at seven.

So, I look forward to seeing you on Tuesday at four.

Exercise 9. Work in groups of four to practise the beginning of a meeting using the useful phrases

Welcoming participants

It's nice to see everyone.

Thanks for being here today.

Stating objectives

We'll be discussing..

Joaquin will be examining.. .

Asking participants to introduce themselves

Why don't you introduce yourself to everyone.

Tell us a bit about yourself.

Exercise 10. Work in groups of four to practise giving opinions, making interruptions and asking for clarification. Use the following phrases

Giving your opinion

I think ...

We should ...

I'm convinced that we should. ..

I tend to think that it's ...

It seems to me that ...

Interrupting

Sorry but ...

Sorry to interrupt but I feel that ...

Could I come in here?

I'd like to make a point here if I could.

Can I just say something about that?

Asking for clarification

I'm not sure I understand what you're saying.

Do you mean that ...?

Are you saying that ...?
If I understand you correctly, you think that ...
Dealing with interruptions
Hold on, please.
We'll come back to you in a moment.
Just a second, please. I promise we'll come right back to you.

Exercise 11. Study the following expressions and role-play a meeting.

Ending a meeting

Let's finish here.

I think that's everything.

I think that brings us to an end.

Confirming decisions and actions

So, to sum up what we've decided.. .

We've decided to ...

Thanking someone for a meeting

Thank you all for coming in today.

Thank you very much for your time.

Thank you for your hard work. I think we've come up with a lot of good ideas.

Saying goodbye

I look forward to seeing you again soon.

I hope you have a safe journey.

Have a safe trip home.

Culture Clip

ATTITUDES TO TIMING

Some cultures place a lot of importance on events starting and finishing on time. Others believe things should take as long as they need and are flexible with itineraries and schedules. What effect could this have on meetings, presentations and appointments? What is normal in your country?

Список литературы

Основная литература:

1. Основы перевода, аннотирования и реферирования научно-технического текста
Электронный ресурс / Чигирин Е. А., Чигирина Т. Ю., Ковалевская Я. А., Козыренко Е. В. -
Воронеж : ВГУИТ, 2019. - 154 с. - Утверждено редакционно-издательским советом университета в
качестве учебного пособия. - ISBN 978-5-00032-437-0, экземпляров неограничено
2. Попов, Е.Б. Профессиональный иностранный язык: английский язык : учебное пособие /
Е.Б. Попов. - 2-е изд., стер. - Москва ; Берлин : Директ-Медиа, 2018. - 151 с. : ил. - Библиогр. в кн.
- ISBN 978-5-4475-2797-6 ; То же [Электронный ресурс]. – ЭБС URL:
<http://biblioclub.ru/index.php?page=book&id=494797>

Дополнительная литература :

1. Основы реферирования и аннотирования научной английской литературы: учебно-методическое пособие / Министерство спорта Российской Федерации, Сибирский государственный университет физической культуры и спорта; сост. К.Ю. Симонова. - 2-е изд., испр. и доп. - Омск: Издательство СибГУФК, 2015. - 142 с.: табл. - Библиогр. в кн.; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=459424>
2. Винникова, О.А. Английский язык: учебное пособие по развитию навыков письменной речи на факультете магистерской подготовки / О.А. Винникова, М.И. Середина, Е.С. Смахтин; Финансовый университет при Правительстве РФ. – М.: Прометей, 2018. - 163 с. - ISBN 978-5-907003-68-2; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=494939> ЭБС
3. Галаганова, Л.Е. Английский язык для магистрантов: учебное пособие / Л.Е. Галаганова, Т.А. Логунов ; Министерство образования и науки РФ, Кемеровский государственный университет. - Кемерово: Кемеровский государственный университет, 2017. - 288 с. - Библиогр. в кн. - ISBN 978-5-8353-2114-8 ; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=481516>

Методическая литература:

1. Цыбулевская А.В. Методические указания по выполнению практических работ по дисциплине «Иностранный язык в сфере профессиональной коммуникации (английский язык)»- СКФУ, 2025. (электронная версия).
2. Цыбулевская А.В. Методические указания для обучающихся по организации и проведению самостоятельной работы по дисциплине «Иностранный язык в сфере профессиональной коммуникации (английский язык)»- СКФУ, 2025. (электронная версия).

Интернет-ресурсы:

1. <http://www.bbc.co.uk/home/today/index.shtml> - ресурсы и материалы BBC
2. http://www.native_english.ru – Материалы для изучающих английский язык: статьи, тесты, игры, идиомы, пословицы, программы, аудиокниги, фильмы.
3. <http://www.english.language.ru/index.html> – Тестирование онлайн. Бесплатные интерактивные уроки английского языка.
4. <http://www.englishonline.co.uk> - English Online – ресурсы для изучения английского языка
5. <http://www.multilex.ru/online.htm> – «Мультилекс» – англо-русский и русско-английский электронный словарь.

Практическое занятие 4.

Тема: Business Planning

Цель: овладение студентами коммуникативной компетенцией, которая в дальнейшем позволит пользоваться иностранным языком в различных областях профессиональной деятельности, в научной и практической работе, в общении с зарубежными партнерами, для самообразования и других целей.

Актуальность обусловлена все возрастающей востребованностью специалистов, владеющих иностранным языком как средством делового общения в условиях интеграции в мировую промышленность, экономику и право. Основные трудности связаны, главным образом, с недостатком фоновых знаний в области экономики и бизнеса и незнанием английских эквивалентов общепринятых терминов и понятий.

Формируемые компетенции: УК-4

Теоретическая часть

What is Business Planning?

Business planning is a process that involves the creation of a mission or goal for a company, as well as defining the strategies that will be used to meet those goals or mission. The process of business planning can be very broad, encompassing each aspect of the operation, or be focused on particular functions within the overall corporate structure. Often, business planning involves the utilization of resources within the company as well as engaging the services of consultants to assist in designing and implementing the plan.

There are several points in the life of a business when the process of business planning is an essential task. Starting up a new company involves performing at least rudimentary business planning in order to address such factors as defining the goals of the company, obtaining operating licenses, incorporating the business if appropriate, and defining the basic structure for the new business. Along with these factors, business planning will also address the issue of what goods and services to offer and how to go about producing those core products.

A second stage when business planning comes into play is when an existing company wishes to expand operations. The business planning will determine what is needed in order to manage the expansion process, especially in regards to financing new facilities, expanding sales and marketing efforts, or designing a new communications infrastructure to meet the needs of the expansion. It is not unusual for consultants to be called during this type of business planning, as the process often involves a drastic overhaul of the company's operations.

Business planning may also be advantageous in the event of acquisitions. For example, Company A decides to buy Company B and integrate their operations into the overall company structure. This will often mean developing a business plan that addresses issues such as negotiating new service contracts with vendors to include the acquired company, combining some functions or physical locations in order to maximize efficiency, and rearranging departmental functions and the personnel who will staff those departments.

In general, any type of business plan requires investigation, careful evaluation of all known factors, and projecting potential results of different options that are open to the company. This open-ended process can take on a number of forms, some of them relatively simplistic, while others are extremely detailed and complicated. However, the basic task of business planning is necessary for the entrepreneur starting a new business, as well as the established company that wishes to expand through the launch of new products or by acquisition of competitors.

Types of Planning in Business

Suchi Moorthy, a business consultant defined the main types of business plans:

Start-Up Plans

This plan is the defining step for any new business. It has an executive summary in the beginning and the projections for the first year. It also lists the company's aspirations and strategies in terms of product or service to be produced, the market in which it is going to operate, implementation milestones and the team that is going to implement them.

Feasibility Plans

This plan ascertains whether a business must be set up. This is an extension of a start-up plan. It has an executive summary, mission statement, goals, analysis of the market, costs, pricing and likely expenditure.

Internal Plans

These plans, as the name suggests, are internal to the organization. The organization's planned working style is briefly listed here. Each functional department has an internal plan for its functioning and operations. These usually include implementation milestones, time frames and the responsibilities of the people who would execute the work.

Strategic Plans

This planning is for the overall picture. With a strategic plan the organization chalks out all the alternatives available and the trade-offs in choosing any one over the others. Also, the priorities are underlined and the ends and means toward achieving targets are spelled out clearly.

Growth Plans

This plan chalks out the organization's path toward expansion. This almost always includes views on investments, operations, finances, time and personnel resources. Also, if the company is planning to introduce a new product, this planning comes in handy (by Suchi Moorthy, eHow Contributor).

Five Essential Elements of a Good Business Plan

When developing your business plan ensure that you have kept the following in mind. Stop and ask yourself the following? If the answer to your question is "yes", continue, but if it is "no", stop and revise what you have written until you are satisfied that you can answer "yes" to each question.

Is my business plan simple?

Make sure your business plan is easy to understand and to implement. Is it a practical document and will anyone who picks it up get a clear picture of what you're wanting to achieve?

Is my business plan specific?

You need to ensure that your goals are specific and measurable. Does your action plan include deadlines, budgets and who's going to get the job done.

Is my business plan realistic?

Don't set yourself up for failure. Ensure that when you set your goals that you've actually looked at what it'll take to implement. Make sure that your sales goals are achievable.

Is my business plan complete?

Make sure that you have included all the relevant aspects of your business. While the purpose of some business plans differ there are specific business plan basics in every document. Make sure you're thorough and rather include too much detail rather than too little.

Are My Goals SMART?

Make sure that you have adopted the principle of SMART goals:

specific	realistic
measurable	timely
achievable	

A well written business plan will allow you to take a very broad, holistic and quite objective look at your business idea. Through a business plan you are able to truly assess if the type of online store you want to open, the niche you want to operate in or even the technology you want to use is feasible and can actually make you profit.

Take-aways

1. A business plan is a formal statement of a set of business goals, the reasons they are believed attainable, and the plan for reaching those goals. It may also contain background information about the organization or team attempting to reach those goals.
2. Types of Planning in Business: Start-Up Plans, Feasibility Plans, Internal Plans, Strategic Plans, Growth Plans.
3. It is also important to understand that when developing your business plan there are specific business plan basics that need to be included in your plan. There are five essential elements of a business plan that are critical if its to be of any value at all.

Writing Reports

1. Tactical planning in business
2. Open business plans
3. Succession planning: how to do it right

Вопросы и задания

Exercise 1: Is car industry highly developed in your country? What car you are dreaming on?

Exercise 2: Read the text.

16 NEW LAND ROVERS REVEALED

Land Rover's line-up is set to expand to 16 models by 2020 - and we've got the details of them all, including a 4m baby three-door, and BMW X5 rival and a five-car Defender family

Land Rover has embarked on a massive new model blitz that could more than double its annual sales by 2020. It is almost certainly the biggest investment that the UK car industry has ever seen. Land Rover's future model line-up will fully cover the three main areas of the booming global SUV market – luxury, leisure and utility.

According to Land Rover's design director Gerry McGovern, the brand is set to expand all three of its model families. The plans include additional models for the Range Rover line-up, a new Defender family and a radical expansion of the Freelander range that will create four new 'leisure' SUVs during the next seven years.

Land Rover sources refuse to estimate the potential size of the car-maker once the seven-year plan has been introduced. However, market data suggests the global SUV market will reach 22 million units by 2020. If, by radically expanding its line-up, Land Rover captured around three per cent of that market, it would be close to producing 600,000 vehicles annually.

Hilton Holloway: What is Land Rover chasing?

According to what McGovern describes as a "holistic approach" to its future range, Land Rover plans to extend the Range Rover line-up to six models, including an 'Evoque XL', which slots into the hole that currently exists between the Evoque and the new Range Rover Sport and a convertible Evoque. A baby three-door Range Rover just 4m long is also being considered.

The new Land-Rover-badged 'leisure' line-up will have at least five new models, kicking off with an entry-level Freelander similar in size to today's Evoque. The Freelander itself will be reinvented in five-seat and seven-seat forms. The range will be topped by a new Discovery, which could switch to an aluminium platform, and be offered as a flagship to rival the successful BMW X5.

In the 'dual purpose' or 'utility' segment, Land Rover's plan indicates that a production version of the Evoque-based DC100 is heading for the showroom, as well as the long-discussed replacement for the Defender.

McGovern's plan shows outline drawings for five-seat and seven-seat new Defenders as well as a crew-cab pick-up.

This dramatic expansion will put a huge strain on the investment and engineering capabilities of Jaguar Land Rover. JLR boss Ralf Speth has already spoken about 40 new JLR product launches in the next five years. He has pledged £2bn a year to underpin this, with the £10bn investment funding at least one new platform, plus increased capacity in the UK.

However, not all of this investment is expected to be focused on the UK. JLR is wisely spreading its production footprint around the world to take advantage of booming global markets.

Reports from China in early October said that the JLR joint venture with Chinese car maker Chery gained approval in record time from the Chinese National Development and Reform Commission.

About £1.8 billion will be invested in a new Chinese plant that will, in the first stages, have the capacity to build 130,000 vehicles per year, about 60 per cent of which will be Land Rover models.

Reports say that Land Rover sales in China hit 47,975 units in the first eight months of the year, 85 per cent up on the same period in 2011. Its 96 Chinese dealer outlets will also soon be expanded by a further 47 showrooms.

China is now JLR's second biggest market, just behind the UK, and Chinese tastes are increasingly turning away from conventional luxury saloon cars towards SUVs. Buyers of premium vehicles in China and Russia are also pushing for the opportunity to buy more limited-edition vehicles and customised styling packs, an opportunity JLR's design teams are eager to capitalise on.

Back in the UK, JLR has put the finishing touches to its new aluminium press shop at Solihull and has just completed a new quality inspection building for the new Range Rover and its future sister vehicles.

Work is also underway on the new JLR engine factory to be built in the West Midlands/Staffordshire area, while much of the research work into a new generation of super-frugal four-cylinder 'Hotfire' engines is being carried out by UK universities, including Warwick and Loughborough (by Hilton Holloway).

Exercise 3: Put a suitable word in the gaps according to the text.

1. The brand is set to _____ all three of its model families.
2. Market data suggests the global SUV market will _____ 22 million units by 2020.
3. What is Land Rover _____?
4. Land Rover plans to _____ the Range Rover line-up to six models
5. This dramatic expansion will put a huge strain on the _____ and engineering capabilities of Jaguar Land Rover.
6. However, not all of this investment is _____ to be focused on the UK.
7. Reports from China in early October said that the JLR _____ with Chinese car maker Chery gained approval in record time from the Chinese National Development and Reform Commission.
8. Its 96 Chinese _____ will also soon be expanded by a further 47 showrooms.
9. Tastes are increasingly _____ from conventional luxury saloon cars towards SUVs.

Active Business Vocabulary

Here are some definitions and examples of vocabulary relating to planning.

- achievable** - something that is realistic and possible, such as a goal
- to analyze** - to look into something in detail, such as why sales have not risen as much as hoped
- to base a decision on** - to make a decision depending on information available at the time
- to be cautious** - to be careful; to not want to take big risks
- a concern** - a worry, something you're not very confident or happy about
- to conduct an assessment** - to analyze; to carry out research, perhaps to feed into the decision-making process
- the current situation** - what things are like now, at the present time
- to diversify** - to move into new or different areas of work
- to downsize** - to become smaller
- to draw up a plan** - to put a plan together
- to enable** - to make something possible; to make something happen
- to evaluate** - to assess a situation; to look at pros and cons
- to expand** - to get bigger; to move into more markets
- a failure** - something that didn't go well, wasn't a success
- to focus on** - to concentrate on; to have as the main thing to work on
- a forecast** - a prediction; how you think things might turn out in the future
- a goal** - an objective; what is to be aimed at (and hopefully achieved) in the future
- to look into** - to get more information about; to consider
- to make the most of** - to get as many benefits out of a situation as possible
- an outlook** - a probable or expected outcome
- to pan out** - to work out; to turn out
- the planning process** - the stages to go through when planning
- to predict** - to say how things might turn out in the future
- a priority** - an action that needs to be done before another
- a proposal** — a suggestion; an idea; a possible way forward
- to raise a concern** - to express a worry
- a risk** - something you cannot control, but which could have a negative effect
- to set targets** - to agree what is achievable and what should be done
- to share a vision** - to have the same idea about what should be done and achieved in the future
- a strategy** - an agreed way forward; a plan for success
- a success** - something that goes well, as planned
- unforeseen** - something that was not expected
- unrealistic** - something that is not particularly achievable

Exercise 4: Complete the crossword

		1					2				3 3
--	--	---	--	--	--	--	---	--	--	--	--------

					4				5		
6		7									
8											
				9							
10											

Down

1. when you think about the future and decide what to do.
2. When companies move into new or different areas of business, they_____.
3. to forecast the future, to say what you think will happen.
4. something that may have a negative impact on your future success.
5. When you think you can do something, you feel_____to do it.
6. specific goals you set for the future.

Across

1. targets or goals that are realistic and can be achieved.
2. a plan or target
3. the way you see things to be in the future, the whole picture.
4. a plan for success, the way forward

Exercise 5: Complete the sentences with these words: *forecast, the planning process, to conduct an assessment, evaluate, set targets.*

1. If Healthy Foods has a cost of capital in nominal terms of 10% and the expected inflation rate is 2%, _____ whether Healthy Foods' existing investments are value creating or destroying.

2. The bottom line is that we reiterate our year-end _____ for RUR/USD at 29.5 with the ruble hovering within a RUR 28.7-30 range in 2013.

3. That initiative, in combination with the introduction of workforce analysis tools, helps managers to plan, _____ and monitor progress.

4. As a basis for planning, it is necessary _____ an objective _____ of radioecological conditions for residence and to draft the appropriate standard-setting legislation.

5. _____ can provide an objective and open framework for evaluating the trade-offs between various goals.

Grammar Skills

We use different verb forms to talk about our plans for the future – depending on what kind of plan it is.

will

We use **will** to talk about plans decided at the moment of speaking.

I forgot to phone my mum. I'll do it after dinner. He decides to phone his mum when she is speaking – she didn't have a plan.

going to

We use **going to** to talk about plans decided before the moment of speaking.

I'm going to phone my mum after dinner. I told her I'd call at 8 o'clock. He decided to phone his mum before he speaks – he already had a plan.

present continuous

We can also use **the present continuous** to talk about future plans. We usually use it when the plan is an 'arrangement' – more than one person is involved and we know the time and place.

I'm meeting Jane at 8 o'clock on Saturday.

Exercise 6: Choose the correct options.

1. We *'re going to* / *'re going* make a profit this year.
2. Why *he won't* / *won't he* come for lunch?
3. *Who's going* / *Who going* to lead the meeting today?
4. Wait for me. *I* / *I'll* just fetch my coat.
5. *Are you going* / *You going* to work late today?
6. *Shall* / *Will* I give you a hand?
7. I expect *I'll be* / *I be* in Barcelona tomorrow.
8. What *are we going to do* / *we do* about all this?

Professional Communication Skills

MAKING PREDICTIONS

People in business often have to make predictions about the future: for example, to say if they think a product or idea will be successful or not. The following phrases are useful for predicting the future. Mark each phrase certain (✓), probably (✓?) or impossible (-?).

It's impossible that...

I don't think it will...

I expect it will...

I'm sure it will...

I think it's unlikely...

It will probably...

This will probably....

This will definitely....

It may/It might/It could

Exercise 7: Write a short memo to colleagues in your company saying that you want to invest in venture in a technological field and explain why you think it will be a success

Culture Clip

PAST OR FUTURE?

Is the future more important than the past? If someone asks you what is best about your company or your country, do you talk mainly about past success, or more about future developments? Some cultures believe that past history is important because it makes us what we are today. Other cultures believe that it is better to forget the past and look forward to the future.

Список литературы

Основная литература:

1. Основы перевода, аннотирования и реферирования научно-технического текста Электронный ресурс / Чигирин Е. А., Чигирин Т. Ю., Ковалевская Я. А., Козыренко Е. В. - Воронеж : ВГУИТ, 2019. - 154 с. - Утверждено редакционно-издательским советом университета в качестве учебного пособия. - ISBN 978-5-00032-437-0, экземпляров неограничено
2. Попов, Е.Б. Профессиональный иностранный язык: английский язык : учебное пособие / Е.Б. Попов. - 2-е изд., стер. - Москва ; Берлин : Директ-Медиа, 2018. - 151 с. : ил. - Библиогр. в кн. - ISBN 978-5-4475-2797-6 ; То же [Электронный ресурс]. - ЭБС URL: <http://biblioclub.ru/index.php?page=book&id=494797>

Дополнительная литература :

1. Основы реферирования и аннотирования научной английской литературы: учебно-методическое пособие / Министерство спорта Российской Федерации, Сибирский государственный университет

физической культуры и спорта; сост. К.Ю. Симонова. - 2-е изд., испр. и доп. - Омск: Издательство СибГУФК, 2015. - 142 с.: табл. - Библиогр. в кн.; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=459424>

2. Винникова, О.А. Английский язык: учебное пособие по развитию навыков письменной речи на факультете магистерской подготовки / О.А. Винникова, М.И. Середина, Е.С. Смахтин; Финансовый университет при Правительстве РФ. – М.: Прометей, 2018. - 163 с. - ISBN 978-5-907003-68-2; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=494939> ЭБС

3. Галаганова, Л.Е. Английский язык для магистрантов: учебное пособие / Л.Е. Галаганова, Т.А. Логунов ; Министерство образования и науки РФ, Кемеровский государственный университет. - Кемерово: Кемеровский государственный университет, 2017. - 288 с. - Библиогр. в кн. - ISBN 978-5-8353-2114-8 ; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=481516>

Методическая литература:

1. Цыбулевская А.В. Методические указания по выполнению практических работ по дисциплине «Иностранный язык в сфере профессиональной коммуникации (английский язык)»- СКФУ, 2024. (электронная версия).

2. Цыбулевская А.В. Методические указания для обучающихся по организации и проведению самостоятельной работы по дисциплине «Иностранный язык в сфере профессиональной коммуникации (английский язык)»- СКФУ, 2024. (электронная версия).

Интернет-ресурсы:

1. <http://www.bbc.co.uk/home/today/index.shtml> - ресурсы и материалы BBC

2. http://www.native_english.ru – Материалы для изучающих английский язык: статьи, тесты, игры, идиомы, пословицы, программы, аудиокниги, фильмы.

3. <http://www.english.language.ru/index.html> – Тестирование онлайн. Бесплатные интерактивные уроки английского языка.

4. <http://www.englishonline.co.uk> - English Online – ресурсы для изучения английского языка

5. <http://www.multilex.ru/online.htm> – «Мультилекс» – англо-русский и русско-английский электронный словарь.

Практическое занятие

Тема: teamwork

Цель: овладение студентами коммуникативной компетенцией, которая в дальнейшем позволит пользоваться иностранным языком в различных областях профессиональной деятельности, в научной и практической работе, в общении с зарубежными партнерами, для самообразования и других целей.

Актуальность обусловлена все возрастающей востребованностью специалистов, владеющих иностранным языком как средством делового общения в условиях интеграции в мировую промышленность, экономику и право. Основные трудности связаны, главным образом, с недостатком фоновых знаний в области экономики и бизнеса и незнанием английских эквивалентов общепринятых терминов и понятий.

Формируемые компетенции: УК-4

Теоретическая часть

What is a teamwork?

Teamwork has become an important part of the working culture and many businesses now look at teamwork skills when evaluating a person for employment. Most companies realize that teamwork is important because either the product is sufficiently complex that it requires a team with multiple skills to produce, and/or a better product will result when a team approach is taken.

Teamwork is defined in Webster's New World Dictionary as 'a work done by several associates with each doing a part but all subordinating personal prominence to the efficiency of the whole' (Merriam-Webster Dictionary online)

How to build a teamwork

In any organization, having a cohesive team can make the workplace function more efficiently and also can improve employee morale. Even if a team has just two people, having set goals and set roles to play within a team can help make employees feel necessary and that they are working for a common good. This, in turn, helps the company function at a higher level and increases productivity.

Organization and Roles

Each employee is a unique individual and the strengths and weaknesses of each must be taken into account when forming a team. Assign specific roles to those who are the most capable of handling them, and make sure that each role and what is expected of each individual team player is made clear. Monitor a team's progress to ensure that each member is comfortable in his position and is carrying out his tasks promptly and efficiently. Every team should have a manager or leader who reports to superiors and is responsible for the team and its progress.

The Right Personalities

A person referred to as a "team slayer" is an individual who undermines the entire team. This person may not have the right personality for the job or may lack the drive necessary to succeed. It is important to make sure that a team is created with compatible personalities to ensure that its members will all be able to function together properly. If necessary, simple personality tests can be administered to help

better determine employees' working style and assets to the team. Weed out employees that hamper a team's progress.

Setting Team Goals

All teams function more efficiently when they know they have a set goal and a clear path to achieving that goal. Human beings, by nature, are results-driven. If a team is not given a clear purpose, its motivation may not be there to keep working at a high level of productivity. Set team goals and provide employees with incentives if they reach a goal in less time than required or if they display exceptional performance.

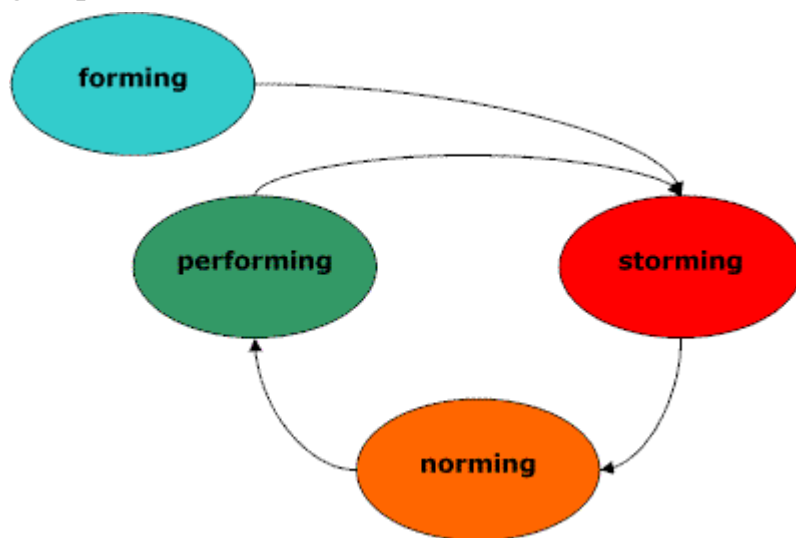
Team Communication

To have effective teamwork, communication is the highest priority. Whether it's setting daily progress meetings or simply utilizing a whiteboard and inter-team communication memos, a clear way to communicate with each other is vital to a team's success. To keep your employees engaged, team meetings should be brief, fruitful and interesting. These meetings also can be used to determine current morale and spotlight any issues that may keep a team from reaching its goals before it is too late to make changes.

Tuckman's Model of Team Development

In order to create the conditions where you have effective teams in the workplace, you need to be aware of the life cycle of a team. For example, the goal of a soccer team might be to win the championship. Having a clear end goal really motivates - but that doesn't mean that everyone will perform at a high level in the first match of the season.

Bruce Tuckman's contribution to teamwork theory recognised four stages in team development. This has proved very popular in the understanding of what is teamwork. Below we have represented Tuckman's initial model in a way that follows the same phases but allows for issues recurring at different points in a group's life.



Here is one example of how you might interpret his theory:

1. Forming

John was a new striker in the soccer squad who came from a bigger club at a high price. The existing players were polite and watched him from a distance. John also

observed his new teammates, looking to see who he might get along with as they prepared for their first match. He was keen to make a good impression, yet some of his new teammates were wary - in case he made them look inferior on the pitch. There was a sense of unease in the dressing room as they got ready for their first match. Many were pre-occupied with their own agendas as they waited to hear instructions from their manager.

2. Storming

The first game did not go well. Jim accused John of not passing the ball enough. John argued that he wasn't getting enough back up from others in midfield. They all complained about the bad decisions made by the referee. Conflict ensued both within the team and with the ground staff. The team felt despondent and disillusioned.

Their manager patiently listened and challenged, making sure that their opinions were aired. It took a while, but they all expressed their views before leaving for home - either verbally or through their body language.

3. Norming

A few tense games followed, but with direction from the manager the team started to perform better together and results improved. John got to know his teammates and learned how to play alongside them, and they admired his footwork and his sharp wit. They listened to his suggestions about match tactics and respect for him as a team-member grew.

The atmosphere in the dressing room became more relaxed and constructive, with lots of suggestions about how to improve performance.

4. Performing

As the team reach the closing stages of the championship, the team knew what they had to do to get results. They played with a growing level of skill and anticipated each other's moves on the pitch (Bruce W. Tuckman).

Their focus was on winning each game and maintaining a high level of fitness. They respected their manager, who anticipated and dealt with any conflict that arose during preparations for games. Over time, they had got to know each other well and many strong friendships were formed. As they went out for the final match of the season they felt fit, confident, and most importantly, part of a strong team.

Project Communication

Most people respond positively to being kept informed, while old fashioned management wisdom might say 'managers manage' and others 'do'. If this happens, it can result in communication vacuums, which is the opposite of best project management practice.

Communication is the lifeblood of projects. Open communication must be encouraged and managed. To avoid information overload, there are practices that can be employed, aligned to effective team based organisation, that encourage effective communication.

Good personal communication skills are also vital if teams are to make effective and efficient progress. There are many forms of communication, but the most

important, and sometimes the least practiced, is listening . Lack of care and attention to communication skills and processes can cause major risks and issues on projects the results of which are often measured in delays and additional work.

Take-aways

1. Teamwork is a joint action by a group of people, in which each person subordinates his or her individual interests and opinions to the unity and efficiency of the group.
2. Organizing effective teamwork the following aspects should be taken into consideration:
 - 1) Organization and Roles
 - 2) The Right Personalities
 - 3) Setting Team Goals
 - 4) Team Communication
3. Tuckman's Model of Team Development includes four dimensions: forming, storming, norming, performing and would come to be commonly used to describe developing groups

Writing Reports

1. Team Building Strategies
2. Team Building Techniques
3. How do you create a healthy project environment?
4. Benefits Effective Teamworking

Вопросы и задания

Exercise 1: Read the comments. Use specific reasons and examples to support your answer.

1. Define teamwork: what do you value and what do you do?
2. What next – words are not enough?

Exercise 2: Read the text. When you first read the text, don't worry about the numbers in brackets. You will fill in the gaps in the following Exercise.

THERE'S NO "I" IN COMPANY: THE IMPORTANCE OF TEAMWORK IN THE COMPANY

Have you ever wondered why a business plan should include a section on the (1)_____ team? What about why the leadership team is mentioned in a public company's annual report? The answer is simple. People make the company.

No matter how brilliant a business idea, people must carry it out, and the wrong people will fail, disappointing investors. The leadership team sets the tone at the top. If they are capable team players, then they spread the message that teamwork

is vital to the company's success, and the company's employees will strive to work together.

Have you ever worked on a team where everyone got along well, did their part, and felt free to share ideas? Did this experience not produce better results than when you worked on a team where everyone argued, some lazy people did nothing, and a loud few dominated the (2)_____? Teamwork, or lack thereof, distinguishes these two experiences.

If you had a choice of working in a company where teamwork is a vital part of the (3)_____ culture versus a company where teamwork doesn't exist, where would you want to work? I would choose the company with teamwork because working for it would be less stressful. I am an intelligent, capable worker, but I don't want to have so much work that it takes over my life. Such a situation would lead to burnout, which could inspire me to quit my job. Companies don't like having high employee turnover if it can be avoided because it can raise their recruitment, training, and compensation costs.

Being able to split jobs up into smaller tasks which are assigned to multiple people, management can increase productivity by better utilizing its employees. Instead of having one person complete a whole process, start to finish, the company can give that person the tasks in the process that best align with his skill set, thereby cutting down on that employee's frustration level resulting from doing what he isn't good at. Constant repetition of specific types of tasks will make that employee more (4)_____ at them, decreasing production time. This can mean less overtime, which saves the company money (for hourly employees). From the employees' point of view, doing things faster and working less overtime means going home earlier, creating a better work-life balance.

Now a process is as slow as its slowest step. If the slower steps are sped up, then the whole process can be completed much faster. Identification of better ways to perform a process requires help from the people performing the process. How helpful do you think these employees will be if they feel that their jobs are threatened? An environment where teamwork is emphasized can change how these people think about their jobs, making them more likely to cooperate in process redesign. They should be more willing to answer questions about how the process currently works. In addition, team players should be more likely to voice their ideas for improving things because they're used to thinking that people listen to their input and take it into (5)_____.

In a teamwork environment, the team takes responsibility for the process they are performing, and the employees are (6)_____. That means if one person spots something wrong that doesn't relate to his task, he is more likely to mention the problem to the relevant person, so it can be fixed. Thus, the process's output should be of higher quality. This can result in higher revenue because customers appreciate high quality.

(7)_____ can result in happier employees, and happier employees will be more interested in doing what's good for the company, instead of sabotaging the

company's efforts. Like I said before, people make the company (by Samuilovna, Yahoo Contributor Network).

Exercise 3: Fill in the gaps according to the text.

gap 1	consideration
gap 2	teamwork
gap 3	empowered
gap 4	leadership
gap 5	brainstorming
gap 6	efficient
gap 7	corporate

Active Business Vocabulary

Here are some definitions and examples of vocabulary relating to projects and teams:

to brief someone - to explain to someone (often a contractor or a member of a team) what he/she needs to do

a consignment - a number of items delivered at the same time

a contractor - a person who is not an employee but who may work on a project on a temporary basis, perhaps because of his/her specific skills

a deadline - a date by which work on a project needs to be done

a delay - when production is slower than scheduled

to deliver - to transport goods to the customer

to estimate costs - to say what you think the costs of a project will be

modifications - changes made to a design or product

progress - work done on a project that moves it forward

a project manager - a person in charge of a project, who ensures that work is carried out in time, to budget and of the quality required

to reorganize - to organize something again (e.g. to change the date of a scheduled meeting)

a schedule - a time plan within which work on a project needs to be done

to see a project through - to ensure a project is finished; to take a project to the end

skills - knowledge and abilities in a particular area (e.g. in computing or in administration)

specifications - requirements for the project, specifying what needs to be done

to support - to work with and help other people (e.g. other team members)

to sign a contract - to put your name to a contract signalling that you agree with it

a team member - a person who is part of a team

to underestimate costs - to say that costs will be lower than they really are

Exercise 4: Choose the best option (a or b) to replace the words in italics.

1. Rupert is good at keeping projects on track, so he's been appointed as

project manager.

a project leader

b project control

2. Although Hugo retires at the end of the month, he wants to *take the project to the end*, which is in three months' time.

a conclude the project

b see the project through

3. Before the project starts, we need to clarify the customer's *requirements*.

a specifications

b necessities

4. I'm afraid the contractor has *quoted too low a price*. The actual costs will be higher.

a underestimated

b quoted below

5. The project manager provided the team with the *timeframe* for the work they were about to start.

a schedule

b calendar

6. Sasha was brought into the team because of her excellent IT *knowledge*.

a talent

b skills

Exercise 5: Complete the missing words.

1. How much time have we got? What's the s _____ ul e ?

2. Can you explain to Pete what he needs to do? I haven't got time to b _____ f him.

3. Now our lorry is repaired, we can deliver the c_ _s i _____ nt.

4. What? Work can't start yet? Why have we got to p _ _ _ p _ _ _ the project?
5. Our customer's not happy with the design - we need to make some m _ d _ f _ c _ _ _ n s.
6. Tommy is going to be off sick for a few weeks, so we need to reor _ _ _ ze the team.

Collocations

Here are different verbs and nouns that can be used with some key vocabulary (in **bold**) relating to projects and teams.

to delay / postpone / push back **the start date**

to agree / sign / discuss / negotiate **a contract**

to agree / confirm / negotiate / extend **a deadline**

to draw up a schedule / contract / specifications

to (re)organize a meeting / schedule

Exercise 6: Rewrite these nouns and noun phrases using a verb or verb phrase.

1. project proposal *to propose a project*
2. project leader
3. reorganization of the team
4. confirmation of a deadline
5. schedule
6. modification
7. specification
8. estimation of costs
9. delay

Professional Communication Skills

MAKING POSITIVE SUGGESTIONS

One way to stop arguments is to make positive suggestions that might solve the problem. There are number of phrases we can use to do this:

I suggest that we/they ask for another meeting with the supplier.

Let's ask her to start work a week earlier than planned.

English-speakers often put suggestions in the form of questions:

Why don't we contact a few alternative suppliers?

Couldn't we come to the office at the weekend?

What about if you wrote her a letter explaining our position?

This ensures that the suggestion does not sound like a command or an order and may make it easier for other people to agree to it. To agree, say: *That's a good idea.*

Exercise 7: Talk to a partner about a project or job you're working on in the team at the moment. How's it going? Pay attention to Professional Communication Skills and Useful Language below.

USEFUL LANGUAGE

We can complete the job on schedule and on budget

We're ahead of schedule and under budget.

We're having trouble/problems with one of the installations.

We're behind schedule. We're running two weeks late.

Costs are higher than planned. We're \$ 25,000 over budget

Culture Clip

FIXED PROCEDURES OR FLEXIBILITY?

When you are a part of an organization or a team, do you think it is best to have a fixed way of doing things that is made clear to everyone? Or is it better to be flexible? In some cultures, people like to have specific rules and procedures to follow. In other cultures, people prefer to have flexible ways of working. They prefer to deal with each situation separately in the way they think.

Список литературы

Основная литература:

1. Основы перевода, аннотирования и реферирования научно-технического текста Электронный ресурс / Чигирин Е. А., Чигирин Т. Ю., Ковалевская Я. А., Козыренко Е. В. - Воронеж : ВГУИТ, 2019. - 154 с. - Утверждено редакционно-издательским советом университета в качестве учебного пособия. - ISBN 978-5-00032-437-0, экземпляров неограничено

2. Попов, Е.Б. Профессиональный иностранный язык: английский язык : учебное пособие / Е.Б. Попов. - 2-е изд., стер. - Москва ; Берлин : Директ-Медиа, 2018. - 151 с. : ил. - Библиогр. в кн. - ISBN 978-5-4475-2797-6 ; То же [Электронный ресурс]. - ЭБС URL: <http://biblioclub.ru/index.php?page=book&id=494797>

Дополнительная литература :

1. Основы реферирования и аннотирования научной английской литературы: учебно-методическое пособие / Министерство спорта Российской Федерации, Сибирский государственный университет физической культуры и спорта; сост. К.Ю. Симонова. - 2-е изд., испр. и доп. - Омск: Издательство СибГУФК, 2015. - 142 с.: табл. - Библиогр. в кн.; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=459424>

2. Винникова, О.А. Английский язык: учебное пособие по развитию навыков письменной речи на факультете магистерской подготовки / О.А. Винникова, М.И. Середина, Е.С. Смахтин; Финансовый университет при Правительстве РФ. – М.: Прометей, 2018. - 163 с. - ISBN 978-5-907003-68-2; То же

[Электронный ресурс]. - URL:
<http://biblioclub.ru/index.php?page=book&id=494939> ЭБС

3. Галаганова, Л.Е. Английский язык для магистрантов: учебное пособие / Л.Е. Галаганова, Т.А. Логунов ; Министерство образования и науки РФ, Кемеровский государственный университет. - Кемерово: Кемеровский государственный университет, 2017. - 288 с. - Библиогр. в кн. - ISBN 978-5-8353-2114-8 ; То же [Электронный ресурс]. - URL:
<http://biblioclub.ru/index.php?page=book&id=481516>

Методическая литература:

1. Цыбулевская А.В. Методические указания по выполнению практических работ по дисциплине «Иностранный язык в сфере профессиональной коммуникации (английский язык)»- СКФУ, 2022. (электронная версия).

2. Цыбулевская А.В. Методические указания для обучающихся по организации и проведению самостоятельной работы по дисциплине «Иностранный язык в сфере профессиональной коммуникации (английский язык)»- СКФУ, 2022. (электронная версия).

Интернет-ресурсы:

1. <http://www.bbc.co.uk/home/today/index.shtml> - ресурсы и материалы BBC

2. http://www.native_english.ru – Материалы для изучающих английский язык: статьи, тесты, игры, идиомы, пословицы, программы, аудиокниги, фильмы.

3. <http://www.english.language.ru/index.html> – Тестирование онлайн. Бесплатные интерактивные уроки английского языка.

4. <http://www.englishonline.co.uk> - English Online – ресурсы для изучения английского языка

5. <http://www.multilex.ru/online.htm> – «Мультилекс» – англо-русский и русско-английский электронный словарь.

Практическое занятие 6.

Тема: Press conferences.

Цель: овладение студентами коммуникативной компетенцией, которая в дальнейшем позволит пользоваться иностранным языком в различных областях профессиональной деятельности, в научной и практической работе, в общении с зарубежными партнерами, для самообразования и других целей.

Актуальность обусловлена все возрастающей востребованностью специалистов, владеющих иностранным языком как средством делового общения в условиях интеграции в мировую промышленность, экономику и право. Основные трудности связаны, главным образом, с недостатком фоновых знаний в области экономики и бизнеса и незнанием английских эквивалентов общепринятых терминов и понятий.

Формируемые компетенции: УК-4

Теоретическая часть

What is a Business Trip?

Business travel is one of the most stable working and highly profitable part of world tourism, and one of the youngest, too. Business travel or MICE (abbreviation from Meetings / Incentive / Conferences / Exhibitions) became a separate branch of tourism business in 1970s. First, business travel was considered by businessmen only as opportunities to have a good rest at the expense of the government or the company you work for. The situation changed greatly after 1998 when the number of entertaining trips has lowered and at the same time the number of corporate events has grown. MICE development in Russia is highly dynamic as well as in the rest of the world, and according to the prospects the profitability of this branch of tourism will grow up to \$2 billion a year by 2020.

The demand structure of MICE today is: 75 % is individual business travel, intensive trips, conferences and exhibitions are 10—13 % each. The figures are approximate, of course; exhibitions and conferences are usually combined together in one event, and intensive programs usually supplement other types of business travel.

Meetings

Most travel agencies offer businessmen going to a conference, exhibition or negotiations only standard package of visa support, air tickets, accommodation and transfers. As a result, those businessmen, who want their trips to be efficient, prefer dealing with specialized travel agencies working in the sphere of MICE tourism. Such travel agencies deal with corporate clients. Agencies can provide the corporate client with full package of business and travel services including dozens of meetings, visits to enterprises and professional exhibitions.

The biggest American travel agencies working in the sphere of MICE tourism are American Express Travel Services, Carlson Wagonlit Travel, BTI.

The demand on business travel is growing rapidly. Numerous workshops, professional exhibitions, journals and websites devoted to MICE support this growth.

Incentive

Incentive tourism means travels financed by the company to give an incentive to employees as the appraisal of their work, to facilitate the teamwork and to stimulate work motivation. World annual turnover of incentive tourism exceeds \$8 million, 80 % of which is spent on transport, accommodation and foods services, and only 15 % is spent on sightseeing and entertainment programs. Throughout the world 70 % of all incentive tours are to Europe, 10 % are to the USA though 60 % of all incentive tourists are Americans, and 15 % of the tours are to the South East Asia. The average duration of an incentive tour is from 3 to 7 days.

Incentive tours are becoming more diverse, both in the choice of the countries and in the tour programs. Some intensive tours are aimed at business activities or interests of the tourists, i.e. historical or wine tours; there are also separate "mass" tours for ordinary employees and VIP programs for senior management. The latter prefer adventure tourism or even extreme tourism such as auto rallies or balloon flying.

Recently senior management of many companies prefers investing money not into traditional entertainment incentive tours but in team-building tours. In this matter travel agencies work together with business consulting companies, professional psychologists, etc. The example can be so called "rope-courses". They last for 3-4 days and are comprised of different activities including sport, adventure and extreme. The emphasis of the courses is placed not on sport abilities of the participants, but on effective teamwork, problem solution, leadership skills development and behaviour adjustment to different situations and sudden changes. Some travel agencies called incentive houses specialize at incentive tours only.

Useful Travel Tips for the Busy Commuter

Learning everything you can about travel is a great way for beginners to get started. Keep reading to learn how you can plan your trips wisely, maximizing your enjoyment. You must plan ahead and allocate time for fun; that is why it's to your advantage to learn things from these tips.

Plan ahead if you want to travel by air. If an airport is in a major city, it can be quite difficult to get to, especially during rush hour when traffic is at its heaviest. Always have your suitcase packed the night before your flight. Ensure that everything is planned out and packed before your trip. Missing your flight can be a very devastating experience.

Before packing, make a list. Some time before your trip, write down everything you need to bring with you. If you get in a rush and have to pack right before you leave, this list will ensure that you have everything that you need, and that you do not forget something.

Be aware of certain food allergies when going to a foreign country in order to avoid bad liaisons. If your food allergy is particularly bad, make sure to express this in their language. This will give you the ability to alert your waiter or waitress of the foods that you have an allergy to so that they can be kept out of your meals. When you are going to some type of attraction, print online tickets in advance. You will generally pay a nominal fee for this service, but you won't have to wait in ticket lines when you arrive. Some places have time blocks that you can enter. This is another good way to avoid lines.

Keep your most important information and items close to you at all times. If you are carrying a purse, be sure to have it tucked neatly under your arm. Do not purchase bags that have easy open zippers and compartments. The easier the bag is to open, the more likely someone can slip away with something while you are distracted. Keep these things in mind when you choose a bag for your trip.

Give your bellhop and maid a tip. Tipping the bellhop around \$1 per bag and the housekeeping staff around \$2 to \$5 per day is certainly not excessive. This will increase the quality of service in your hotel and make your stay more enjoyable.

Travel can be a great educational tool for you. Even developing countries can be perfectly safe if you plan carefully for safety, and it's an awesome learning

experience for your children. The best way to foster tolerance for other cultures in your children is to spend time in other countries with them.

Take-aways

1. Business travel is one of the most stable working and highly profitable part of world tourism, and one of the youngest, too.
2. There are four main types of business travel:
 - meetings,
 - incentive,
 - conferences,
 - exhibitions.

Writing reports

1. Technology travel tips for business travelers.
2. Tips for business travel abroad.
3. Peculiarities of travelling to different countries.

Вопросы и задания

Exercise 1. Discuss the following quotation.

The World is a book, and those who do not travel read only a page.

~*St. Augustine*

Exercise 2. Answer the questions individually. Then compare your answers with a partner.

1. How often do you travel by air, rail, road or sea?
2. What do you enjoy about travelling? What don't you enjoy?
3. Put the following in order of importance to you when you travel.
 - a) Comfort
 - b) Safety
 - c) Price
 - d) Reliability
 - e) Speed
4. Does the order change for different types of travel?

Exercise 3. Read the following text

ROAD RAGERS IN THE SKY

Airlines and their long-suffering customers are reporting a steep climb in air rage incidents. Some incidents are apparently caused by problems which are familiar to many regular travellers. One case reported from America stemmed from an interminable delay in takeoff, when passengers were cooped up in their aircraft on the tarmac for four hours, without food, drink or information. Mass unrest is less common than individual misbehaviour, as in the case of the convict who recently went crazy on a flight, attacked the crew and tried to open the door in mid-flight.

The psychology of air rage is a new area of study, and there are almost as many explanations as examples. Most analysts of the phenomenon blame alcohol, but many people now think that the airlines are at fault. To cut costs, they are cramming ever more passengers into their aircraft, while reducing cabin crew, training, and quality of service, all of which increase passenger frustration. In addition, there is increasing concern in the US about another cost-cutting exercise, which could seriously harm passengers' health: cabin ventilation.

Modern aircraft are equipped with sophisticated air conditioning devices – but running them at optimum capacity burns up valuable aviation fuel. Many airlines routinely instruct their flight crews to run the systems on minimum settings. Campaigners for improved air quality claim that this can lead to irritability and disorientation.

In the US, the soaring number of passenger complaints across a wide range of issues is reflected in a number of new internet sites which criticize the airline and demand better service. One of the sites is demanding an air passengers' Bill of Rights.

Cabin and flight crews, who are in the front line of the battle against disruptive and dangerous in-flight behaviour, have called for stiffer penalties against the offenders. Management have also called for legislation – while denying that its cost-cutting practices have contributed to the problem. But there are some signs, in the US at least, that the airlines are at last attempting to respond to customer dissatisfaction. Some major lines have announced concessions to the most frequent complaint for all, and are removing seats to make more room for their customers.

Exercise 4. Which of these statements are true and which are false?

1. People in groups are more likely to behave badly on planes.
2. Alcohols is often the reason of problems on the board.
3. Airlines do little to improve air quality.
4. Travellers have started to use new technology to express discontent with airlines.
5. Airlines have taken no action to address travelers concerns.

Exercise 5. Choose the most irritating things for people when flying. Add some others irritating factors.

1. not enough legroom
2. lost or delayed luggage
3. long queues at check in
4. poor quality food and drink
5. no baggage trolleys available.
6. overbooking of seats
7. flight delays and cancellations
8. jet-lag

Exercise 6. Discuss in pairs the advantages and disadvantages of travelling by bus, car, train, plane using the following expressions:

To my mind, ...

I suppose, ...

In my opinion,

On the one hand, on the other hand ...

In my view, ...

In my reckoning, ...

I definitely think that ...

Well, if you ask me, ...

Well, I think ...

I believe

I strongly believe

I have a reason to believe

I'm sure that...

I'm pretty sure that...

Active Business Vocabulary

Exercise 7. Read the following dialogue between two colleagues (Joan from Paris and Philip from Madrid) before a meeting about Joan's journey to the meeting. Focus on the words/phrases in bold and think about their meaning.

Philip:

'So Joan, how was your flight? It takes about 2 hours to travel by plane from Paris to Madrid?'

Joan:

'Normally, the journey is about that. This morning the **flight** was ok. The plane **was scheduled** to leave at 7.30am, but it didn't **take off** until 7.50am. So the flight **was delayed** from leaving the airport by 20 minutes, which isn't really bad.'

Philip:

'Last week I had to fly to Rome for the day. Unfortunately, the **return flight** back was **cancelled**.'

Joan:

'Was it because there was **fog** at the airport. Planes don't leave or arrive if the pilots can't see because there are clouds on the ground.'

Philip:

'No, it wasn't because of the weather conditions. The pilots and aircrew had decided to suddenly go **on strike** because they weren't happy with the pay increase they had received. So I had to **book** a new flight for the next day with a different airline. So, I had to **stay overnight** in Rome, in a hotel close to the airport.'

Joan:

'My god.'

Philip:

'Were there many people on the flight this morning?'

Joan:

'Yes, there were. The plane **was packed** this morning. There were no free seats. It was strange because when I normally fly early in the morning, the flights are **half-empty**, so you have a seat to leave your things on. There was also a **long queue** to go through the security check. It normally takes 10 minutes to go through the security check, but this morning it took 30 minutes. So, by the time I arrived at the gate, the flight was already **boarding**. I was one of the last to get onto the plane. And as I said, the plane was full and there was no space left in the **overhead locker** to put my bag in. So I had to put it under my seat.'

Philip:

'Wasn't there an international tourism conference in Paris that finished yesterday?'

Joan:

'That explains why there were a lot of people.'

Exercise 8. Complete the gaps with the words in bold from the ex. 7.

1. A different way to say 'reserve' a seat on a plane/flight, is _____.
2. Another way to say 'get on' a plane, is _____.
3. A verb that is used to mean the 'planned' or 'arranged' time a plane leaves or arrives, is _____.
4. Another way to say 'full' of people, is _____.
5. A weather condition where clouds are on the ground/land, is called _____.
6. A journey by plane/air is normally called a _____.
7. A line of people waiting to do something, is called a _____.
8. When a plane leaves/arrives later than it is arranged/scheduled to do, it is _____.
9. Another way to say 'half-full', is _____.
10. A phrasal verb that means that a plane 'leaves' an airport, is _____.
11. When a group of workers refuse to work because they are not happy with something, is a _____.
12. When on a trip, a person sleeps in a hotel or house for one night, they _____.
13. A different way to say that a flight/plane is 'not going to fly', is _____.
14. The place above the seats on a plane where you put your bags, is called an _____.

Professional Communication Skills

E-mailing and Telephoning

Here are some definitions and examples of vocabulary relating to telephoning and e-mailing.

an addressee - a person to whom an e-mail or letter is addressed

an answerphone - a device connected to a phone (usually a landline) to record messages

to answer the (tele)phone - to take a call when the phone rings

an attachment - when you send a file or picture with an e-mail

a caller - a person who calls on the telephone

to call someone back - to phone someone who has left a message asking you to call them

a complaint - what you make when you are not satisfied with a service or product

confidential - describing information that is only for certain people

an enquiry - what someone makes when he/she asks for information

to forward - to pass an e-mail on to someone else

to get cut off- when the telephone connection is broken during a conversation

to get through - to be connected to the person you are calling on the phone

to give notification of (something) - to inform someone about something

good reception / a good signal - when the phone connection is very clear

to leave a message - to tell someone some information that needs to be passed on when you can't speak directly to the person you want

a landline - a telephone line that is connected to a particular building or department; not a mobile phone

to make a call - to telephone someone

to make an appointment - to arrange to meet someone

a mobile (phone) - a telephone that can be used on the move, in the street, etc.

to open an e-mail - to click on an e-mail to read it

a receiver - a handset of a phone

a recipient - a person who receives an e-mail or telephone call

to request information - to ask for information

to respond to an e-mail - to reply to an e-mail

a sender - a person who sends an e-mail

to take a message - to note down and (usually) pass on a message to the person the phone call was intended for

to text - to send an SMS message

voicemail - a built-in mechanism for recording messages on a phone

Exercise 9. Complete the definitions.

1. When you make a phone call and you manage to speak to the person, you g_th_____.
2. When you make a phone call but don't manage to speak to the person, you may l_____ a m_____ on their a_____ or on their v_____.
3. Sometimes when using a mobile phone, you might get c_____ o_if reception isn't very good.
4. If you have a document to send to your business associate, you can send it in an e-mail a_____.
5. If an e-mail would be useful for someone else to see, you can f_____ it on to that person.
6. However, if the content of the e-mail is c_____, then you need to think carefully about who you send it to.
7. I need to see the Sales Manager. Can you call her to make an a_____, please?

8. I'm sorry you've had so many problems. Please put your c_____in writing, we will look into it.

Important Points about E-mailing to Remember

1. Email is much less formal than a written letter. Emails are usually short and concise.
2. If you are writing to someone you don't know, a simple "Hello" is adequate. Using a salutation such as "Dear Mr Smith," is too formal.
3. When writing to someone you know well, feel free to write as if you are speaking to the person.
4. Use abbreviated verb forms (He's, We're, He'd, etc.)
5. Include a telephone number to the signature of the email. This will give the recipient the chance to telephone if necessary.
6. It is not necessary to include your email address as the recipient can just reply to the email.
7. When replying eliminate all the information that is not necessary. Only leave the sections of text that are related to your reply. This will save your reader time when reading your email.

Business emails written to colleagues are generally direct and ask for specific actions to be taken. It's important to keep your business emails short, as the easier it is to reply to an email the more likely it is that a business contact will reply quickly. Here are both formal and informal email examples, as well as important points to remember when writing business emails in English.

Exercise 10. Study the following examples of formal and informal e-mails and find out the differences between them.

Example 1: Formal

Hello,

I read on your web site that you offer Music CD copying for large quantities of CDs. I'd like to inquire about the procedures involved in these services. Are the files transferred online, or are the titles sent by CD to you by standard mail? How long does it usually take to produce approximately 500 copies? Are there any discounts on such a large quantity?

Thank you for taking the time to answer my questions. I look forward to your response.

Jack Finley

Sales Manager, Young Talent Inc.

(709) 567 - 3498

Example 2: Informal

At 16.22 01/07/2002 +0000, you wrote:

> I hear you're working on the Smith account. If you need any information don't hesitate to get in > contact with me.

Hi Tom,

Listen, we've been working on the Smith account and I was wondering if you could give me a hand? I need some inside information on recent developments over there. Do you think you could pass on any information you might have?

Thanks

Peter

Peter Thompsen

Account Manager, Tri-State Accounting

(698) 345 - 7843

Culture Clip

FIXED OBJECTIVES OR FLEXIBILITY?

Objectives-focused cultures clearly define objectives and detail roles and tasks in writing. Flexible cultures build relationships first and let goals develop with the relationship. What is common in your culture? How might this difference cause misunderstanding in multicultural teams?

Список литературы

Основная литература:

1. Основы перевода, аннотирования и реферирования научно-технического текста Электронный ресурс / Чигирин Е. А., Чигирина Т. Ю., Ковалевская Я. А., Козыренко Е. В. - Воронеж : ВГУИТ, 2019. - 154 с. - Утверждено редакционно-издательским советом университета в качестве учебного пособия. - ISBN 978-5-00032-437-0, экземпляров неограничено

2. Попов, Е.Б. Профессиональный иностранный язык: английский язык : учебное пособие / Е.Б. Попов. - 2-е изд., стер. - Москва ; Берлин : Директ-Медиа, 2018. - 151 с. : ил. - Библиогр. в кн. - ISBN 978-5-4475-2797-6 ;То же [Электронный ресурс]. - ЭБС URL: <http://biblioclub.ru/index.php?page=book&id=494797>

Дополнительная литература :

1. Основы реферирования и аннотирования научной английской литературы: учебно-методическое пособие / Министерство спорта Российской Федерации, Сибирский государственный университет физической культуры и спорта; сост. К.Ю. Симонова. - 2-е изд., испр. и доп. - Омск: Издательство СибГУФК, 2015. - 142 с.: табл. - Библиогр. в кн.; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=459424>

2. Винникова, О.А. Английский язык: учебное пособие по развитию навыков письменной речи на факультете магистерской подготовки / О.А. Винникова, М.И. Середина, Е.С. Смахтин; Финансовый университет при Правительстве РФ. – М.: Прометей, 2018. - 163 с. - ISBN 978-5-907003-68-2;

То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=494939> ЭБС

3. Галаганова, Л.Е. Английский язык для магистрантов: учебное пособие / Л.Е. Галаганова, Т.А. Логунов ; Министерство образования и науки РФ, Кемеровский государственный университет. - Кемерово: Кемеровский государственный университет, 2017. - 288 с. - Библиогр. в кн. - ISBN 978-5-8353-2114-8 ; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=481516>

Методическая литература:

1. Цыбулевская А.В. Методические указания по выполнению практических работ по дисциплине «Иностранный язык в сфере профессиональной коммуникации (английский язык)»- СКФУ, 2024. (электронная версия).

2. Цыбулевская А.В. Методические указания для обучающихся по организации и проведению самостоятельной работы по дисциплине «Иностранный язык в сфере профессиональной коммуникации (английский язык)»- СКФУ, 2024. (электронная версия).

Интернет-ресурсы:

1. <http://www.bbc.co.uk/home/today/index.shtml> - ресурсы и материалы BBC

2. http://www.native_english.ru – Материалы для изучающих английский язык: статьи, тесты, игры, идиомы, пословицы, программы, аудиокниги, фильмы.

3. <http://www.english.language.ru/index.html> – Тестирование онлайн. Бесплатные интерактивные уроки английского языка.

4. <http://www.englishonline.co.uk> - English Online – ресурсы для изучения английского языка

5. <http://www.multilex.ru/online.htm> – «Мультилекс» – англо-русский и русско-английский электронный словарь.

10. Список рекомендуемой литературы

Основная литература:

1. Основы перевода, аннотирования и реферирования научно-технического текста Электронный ресурс / Чигирин Е. А., Чигирин Т. Ю., Ковалевская Я. А., Козыренко Е. В. - Воронеж : ВГУИТ, 2019. - 154 с. - Утверждено редакционно-издательским советом университета в качестве учебного пособия. - ISBN 978-5-00032-437-0, экземпляров неограничено

2. Попов, Е.Б. Профессиональный иностранный язык: английский язык :

учебное пособие / Е.Б. Попов. - 2-е изд., стер. - Москва ; Берлин : Директ-Медиа, 2018. - 151 с. : ил. - Библиогр. в кн. - ISBN 978-5-4475-2797-6 ; То же [Электронный ресурс]. – ЭБС URL: <http://biblioclub.ru/index.php?page=book&id=494797>

Дополнительная литература :

1. Основы реферирования и аннотирования научной английской литературы: учебно-методическое пособие / Министерство спорта Российской Федерации, Сибирский государственный университет физической культуры и спорта; сост. К.Ю. Симонова. - 2-е изд., испр. и доп. - Омск: Издательство СибГУФК, 2015. - 142 с.: табл. - Библиогр. в кн.; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=459424>

2. Винникова, О.А. Английский язык: учебное пособие по развитию навыков письменной речи на факультете магистерской подготовки / О.А. Винникова, М.И. Середина, Е.С. Смахтин; Финансовый университет при Правительстве РФ. – М.: Прометей, 2018. - 163 с. - ISBN 978-5-907003-68-2; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=494939> ЭБС

3. Галаганова, Л.Е. Английский язык для магистрантов: учебное пособие / Л.Е. Галаганова, Т.А. Логунов ; Министерство образования и науки РФ, Кемеровский государственный университет. - Кемерово: Кемеровский государственный университет, 2017. - 288 с. - Библиогр. в кн. - ISBN 978-5-8353-2114-8 ; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=481516>

Методическая литература:

1. Цыбулевская А.В. Методические указания по выполнению практических работ по дисциплине «Иностранный язык в сфере профессиональной коммуникации (английский язык)»- СКФУ, 2026. (электронная версия).

2. Цыбулевская А.В. Методические указания для обучающихся по организации и проведению самостоятельной работы по дисциплине

«Иностранный язык в сфере профессиональной коммуникации (английский язык)»- СКФУ, 2026. (электронная версия).

Интернет-ресурсы:

1. <http://www.bbc.co.uk/home/today/index.shtml> - ресурсы и материалы BBC
2. http://www.native_english.ru – Материалы для изучающих английский язык: статьи, тесты, игры, идиомы, пословицы, программы, аудиокниги, фильмы.
3. <http://www.english.language.ru/index.html> – Тестирование онлайн. Бесплатные интерактивные уроки английского языка.
4. <http://www.englishonline.co.uk> - English Online – ресурсы для изучения английского языка
5. <http://www.multilex.ru/online.htm> – «Мультилекс» – англо-русский и русско-английский электронный словарь.

**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ
ФЕДЕРАЦИИ**
**Федеральное государственное автономное образовательное учреждение
высшего образования**
«СЕВЕРО-КАВКАЗСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»

**МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ДЛЯ СТУДЕНТОВ ПО
ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ПО ДИСЦИПЛИНЕ**
«Иностранный язык в сфере профессиональной коммуникации»

Направление подготовки	46.04.01-История
Направленность (профиль)	История
Год начала обучения	2026
Форма обучения	очная
Реализуется в	1 семестре

Ставрополь, 2026

Содержание

1. Введение
2. Общая характеристика самостоятельной работы студента при изучении дисциплины
3. План-график выполнения самостоятельной работы
4. Контрольные точки и виды отчетности по ним
5. Методические рекомендации по изучению теоретического материала
6. Методические указания (по видам работ, предусмотренных рабочей программой дисциплины)
7. Методические указания по подготовке к зачету с оценкой
8. Список литературы, использованной при составлении методических рекомендаций

1. Введение

Методические рекомендации к самостоятельной работе студентов по дисциплине «Иностранный язык в сфере профессиональной коммуникации» разработаны в соответствии с рабочей программой дисциплины по направлению 46.04.01-История профиль «История».

Основной формой работы студента является не только работа во время практических занятий, но и большая самостоятельная учебная работа, которая позволит глубоко проникнуть в суть рассматриваемой проблемы и подготовить почву для успешной профессиональной и академической деятельности. Для успешной учебной деятельности, ее интенсификации необходимо учитывать следующие субъективные факторы:

1. Знание программного материала, наличие прочной системы знаний, необходимой для усвоения основных дисциплин, предусмотренных программой, общая совокупность которых обуславливает уровень овладения грамматическим компонентом иноязычной речи.

2. Наличие выработанных умений, навыков умственного труда:

а) умение делать глубокий, обстоятельный анализ при работе с книгой, Интернет-источниками;

б) владение логическими операциями: сравнение, анализ, обобщение, определение понятий, правила систематизации и классификации.

3. Специфика познавательных психических процессов: внимание, память, речь, наблюдательность, интеллект и мышление.

4. Хорошая работоспособность, которая обеспечивается нормальным физическим состоянием.

5. Соответствие избранной деятельности, профессии индивидуальным способностям. Необходимо выработать умение саморегулировать свое эмоциональное состояние и устранять обстоятельства, нарушающие деловой настрой, мешающие намеченной работе.

6. Овладение оптимальным стилем работы, обеспечивающим успех в деятельности.

7. Уровень требований к себе, определяемый сложившейся самооценкой.

Адекватная оценка знаний, достоинств, недостатков – важная составляющая самоорганизации человека, без нее невозможна успешная работа по управлению своим поведением, деятельностью.

По наблюдениям исследователей педагогов, одна из основных особенностей обучения заключается в том, что постоянный внешний контроль заменяется самоконтролем, активная роль в обучении принадлежит уже не столько преподавателю, сколько студенту.

2. Общая характеристика самостоятельной работы студента при изучении дисциплины

Самостоятельная работа студента в рамках дисциплины «Иностранный

язык в сфере профессиональной коммуникации» понимается как планируемая учебная работа, выполняемая во внеаудиторное время по заданию и при методическом руководстве преподавателя, но без его непосредственного участия.

Самостоятельная работа направлена на формирование следующих компетенций:

Индекс	Формулировка:
УК-4	Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия

Цель самостоятельной работы студентов в процессе изучения дисциплины «Иностранный язык в сфере профессиональной коммуникации» – научить студента осмысленно и самостоятельно работать: 1) с учебным материалом по дисциплине, 2) с научной информацией, актуальными исследованиями в области деловой коммуникации, 3) с эмпирическими данными, получаемыми в ходе экспериментальных исследований, 4) с методологическими подходами современных исследований; 5) с конкретными лингвистическими методами и методиками.

Задачи самостоятельной работы:

- систематизировать и закрепить полученные теоретические знания и практические умения студентов;
- развить познавательные способности и активность студентов: творческую инициативу, самостоятельность, ответственность и организованность;
- сформировать и развить навыки ведения самостоятельной работы и овладения методикой исследования при решении разрабатываемых в учебной деятельности проблем и вопросов;
- повысить уровень подготовленности к самостоятельной работе в соответствии с выбранным научным направлением в условиях современного состояния науки и культуры.

Таким образом, самостоятельная работа приобщает научному и исследовательскому творчеству, поиску и анализу актуальных проблем современной психолингвистической науки.

3. План-график выполнения самостоятельной работы

Код оцениваемой компетенции, индикатора (ов)	Этап Формирования компетенции (№ темы) (в соответствии с рабочей программой)	Средства и технологии оценки	Вид контроля, аттестация (текущий /промежуточный)	Тип контроля (устный, письменный или с использованием технических средств)	Наименование оценочного средства
ИД-1 УК-4 ИД-2 УК-4 ИД-3 УК-4 ИД-4 УК-4 ИД-5 УК-4 ИД-6 УК-4	Темы: 1,7,8	Собеседование	Текущий	Устный.	Перечень дискуссионных тем круглого стола
ИД-1 УК-4 ИД-2 УК-4 ИД-3 УК-4 ИД-4 УК-4 ИД-5 УК-4 ИД-6 УК-4	Темы 2,3,4,10	Собеседование	Текущий	Устный.	Перечень тем индивидуальных творческих проектов
ИД-1 УК-4 ИД-2 УК-4 ИД-3 УК-4 ИД-4 УК-4 ИД-5 УК-4 ИД-6 УК-4	Темы: 5,6,9,11	Собеседование	Текущий	Устный.	Перечень тем творческих заданий

Для выполнения самостоятельной работы необходимо пользоваться литературой, которая предложена в списке рекомендуемой литературы, Интернет-ресурсами или другими источниками по усмотрению студента.

Самостоятельная работа рассчитана на разные уровни мыслительной деятельности. Выполненная работа позволит приобрести не только знания, но и умения, навыки, а также выработать свою методику подготовки, что очень важно в дальнейшем процессе научной деятельности.

При изучении дисциплины предусматриваются следующие формы самостоятельной работы студента:

- самостоятельное изучение основной и дополнительной литературы по дисциплине с конспектированием по разделам;
- работа с электронными ресурсами в сети Интернет;
- конспектирование и реферирование первоисточника и научно-исследовательской литературы;

- подготовка к семинару-круглому столу;
- подготовка презентации.

4. Контрольные точки и виды отчетности по ним

Контроль самостоятельной работы проводится преподавателем в аудитории.

Предусмотрены следующие виды контроля: собеседование, оценка участия в круглом столе.

Подробные критерии оценивания компетенций приведены в Фонде оценочных средств для проведения текущей и промежуточной аттестации.

5. Методические рекомендации по изучению теоретического материала

Чтение основной и дополнительной литературы по курсу с конспектированием по разделам.

Самостоятельная работа при чтении учебной литературы начинается с изучения конспекта материала, полученного при слушании лекций преподавателя. Полученную информацию необходимо осмыслить. При необходимости, в конспект лекций могут быть внесены схемы, другая дополнительная информация. При изучении нового материала составляется конспект. Сжато излагается самое существенное в данном материале.

Работа с электронными ресурсами в сети Интернет.

Для повышения эффективности самостоятельной работы студент должен уметь работать в поисковой системе сети Интернет и использовать найденную информацию при подготовке к занятиям. Поиск информации можно вести по автору, заглавию, виду издания, году издания или издательству. Также в сети Интернет доступна услуга по скачиванию методических указаний и учебных пособий, подбору необходимой научной литературы.

Конспектирование и реферирование первоисточника и научно-исследовательской литературы.

Конспект представляет собой дословные выписки из текста источника. При этом необходимо понимать, что конспект – это не полное переписывание чужого текста. Необходимо знать, что при написании конспекта сначала прочитывается текст – источник, в нём выделяются основные положения, подбираются примеры, идёт перекомпоновка материала, а уже затем оформляется текст конспекта. Конспект может быть полным, когда работа идёт со всем текстом источника или неполным, когда интерес представляет какой-либо один или несколько вопросов, затронутых в источнике.

Реферирование – это сложный творческий процесс, в основе которого лежит умение выделить главную информацию из текста первоисточника. Реферирование – процесс аналитически-синтетического обработки

информации, которая заключается в анализе первичного документа, нахождении значимых в смысловом отношении данных (основных положений, фактов, доведите день, результатов, выводов). Реферирование имеет целью сократить физический объем первичного документа при сохранении его основного смыслового содержания, используется в научной, издательской, информационной и библиографической деятельности.

6. Методические указания (по видам работ, предусмотренных рабочей программой дисциплины)

Подготовка к круглому столу

Подготовка к семинару-круглому столу начинается с распределение форм участия и функции студентов в семинаре-круглом столе. Студентами осуществляется определение круга проблем и вопросов, подлежащих обсуждению; подбор основной и дополнительной литературы к теме семинара - круглого стола, а также дальнейшее изучение литературы.

Структура выступления

Вступление помогает обеспечить успех выступления по любой тематике. Вступление должно содержать: название, сообщение основной идеи, современную оценку предмета изложения, краткое перечисление рассматриваемых вопросов, живую интересную форму изложения, акцентирование внимания на важных моментах, оригинальность подхода.

Основная часть, в которой выступающий должен глубоко раскрыть суть затронутой темы, обычно строится по принципу отчета. Задача основной части – представить достаточно данных для того, чтобы слушатели заинтересовались темой и захотели ознакомиться с материалами. При этом логическая структура теоретического блока не должны даваться без наглядных пособий, аудиовизуальных и визуальных материалов.

Заключение – ясное, четкое обобщение и краткие выводы, которых всегда ждут слушатели

7. Методические указания

При подготовке к устному ответу студенту разрешается пользоваться толковыми словарями.

При проверке письменного задания оцениваются:

- глубина содержания созданного письменного текста и его соответствие заданной тематике;
- умение композиционно грамотно строить высказывание, используя адекватные способы выражения семантической, коммуникативной и структурной преемственности внутри текста;
- лексико-грамматическая, синтаксическая, стилистическая и орфографическая грамотность изложения.

При проверке устных заданий оцениваются:

- степень понимания статьи (текста), умение фонетически, лексически и грамматически грамотно излагать содержание текста и комментировать его, выбирая языковые средства, способствующие выделению релевантной информации (*Задания 2, 3*);

- корректность, глубина и полнота лингвостилистического анализа (*Задание 2*);

- содержательность, полнота, беглость и языковая грамотность монологического высказывания (*Задание 3*);

- адекватное использование пройденного в течение семестра тематического и лексико-грамматического материала (*Задание 4*).

8. Список литературы, использованной при составлении методических рекомендаций

Основная литература:

1. Основы перевода, аннотирования и реферирования научно-технического текста Электронный ресурс / Чигирин Е. А., Чигирина Т. Ю., Ковалевская Я. А., Козыренко Е. В. - Воронеж : ВГУИТ, 2019. - 154 с. - Утверждено редакционно-издательским советом университета в качестве учебного пособия. - ISBN 978-5-00032-437-0, экземпляров неограничено

2. Попов, Е.Б. Профессиональный иностранный язык: английский язык : учебное пособие / Е.Б. Попов. - 2-е изд., стер. - Москва ; Берлин : Директ-Медиа, 2018. - 151 с. : ил. - Библиогр. в кн.

- ISBN 978-5-4475-2797-6 ; То же [Электронный ресурс]. – ЭБС URL:

<http://biblioclub.ru/index.php?page=book&id=494797>

Дополнительная литература :

1. Основы реферирования и аннотирования научной английской литературы: учебно- методическое пособие / Министерство спорта Российской Федерации, Сибирский государственный университет физической культуры и спорта; сост. К.Ю. Симонова. - 2-е изд., испр. и доп. - Омск: Издательство СибГУФК, 2015. - 142 с.: табл. - Библиогр. в кн.; То же [Электронный ресурс]. - URL:

<http://biblioclub.ru/index.php?page=book&id=459424>

2. Винникова, О.А. Английский язык: учебное пособие по развитию навыков письменной речи на факультете магистерской подготовки / О.А. Винникова, М.И. Середина, Е.С. Смахтин; Финансовый университет при Правительстве РФ. – М.: Прометей, 2018. - 163 с. - ISBN 978-5- 907003-68-2; То же

[Электронный ресурс]. - URL:
<http://biblioclub.ru/index.php?page=book&id=494939> ЭБС

3. Галаганова, Л.Е. Английский язык для магистрантов: учебное пособие / Л.Е. Галаганова, Т.А. Логунов ; Министерство образования и науки РФ, Кемеровский государственный университет. - Кемерово: Кемеровский государственный университет, 2017. - 288 с. - Библиогр. в кн. - ISBN 978- 5-8353-2114-8 ; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=481516>

Методическая литература:

1. Цыбулевская А.В. Методические указания по выполнению практических работ по дисциплине «Иностранный язык в сфере профессиональной коммуникации (английский язык)»- СКФУ, 2026.(электронная версия).
2. Цыбулевская А.В. Методические указания для обучающихся по организации и проведению самостоятельной работы по дисциплине «Иностранный язык в сфере профессиональной коммуникации (английский язык)»- СКФУ, 2026. (электронная версия).

Интернет-ресурсы:

1. <http://www.bbc.co.uk/home/today/index.shtml> - ресурсы и материалы BBC
2. http://www.native_english.ru – Материалы для изучающих английский язык: статьи, тесты, игры, идиомы, пословицы, программы, аудиокниги, фильмы.
3. <http://www.english.language.ru/index.html> – Тестирование онлайн. Бесплатные интерактивные уроки английского языка.
4. <http://www.englishonline.co.uk> - English Online – ресурсы для изучения английского языка
5. <http://www.multilex.ru/online.htm> – «Мультилекс» – англо-русский и русско-английский электронный словарь.