Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Новосибирский государственный технический университет»
Кафедра иностранных языков технических факультетов

Паспорт зачета

по дисциплине «Иностранный язык», 2 семестр

1. Методика оценки

Зачет проводится в два этапа:

1. компьютерное тестирование – лексико-грамматический тест;
2. письменный и устный ответ по билету.

Билет включает три вопроса:

- Первый вопрос (письменный перевод) формируется из текстов, представленных в списке для чтения, перевода и передачи содержания на зачете.
- Второй вопрос (чтение и передача на английском языке содержания текста) формируется из диапазона текстов, представленных в списке для чтения, перевода и передачи содержания на зачете.
- Третий вопрос (устное сообщение и беседа по изученной тематике) формируется из списка тем, изученных в семестре.

Компьютерное тестирование представляет собой лексико-грамматический тест в электронной информационно-образовательной среде НГТУ (DiSpace 3.0) с автоматизированной проверкой результатов.

Первый вопрос включает полный письменный перевод со словарем с английского на русский язык оригинального текста общепрофессиональной тематики объемом 1,0 – 1,5 тысяч печатных знаков. Время на выполнение – 30 минут.

Второй вопрос включает устную передачу содержания текста на английском языке объемом 1,5 – 2 тыс. печатных знаков. Время подготовки – 30 минут. Форма проверки – чтение текста на иностранном языке вслух (выборочно) и устная передача содержания текста на английском языке. Рекомендации по подготовке пересказа см. Приложение 1.

Третий вопрос – устное сообщение, беседа по изученной тематике. Список тем дается заранее. Время презентации: 3 – 5 минут. После презентации проводится беседа по всей изученной тематике Форма проверки – вопрос преподавателя, аргументированный ответ студента. При оценке выступления используется оценочный лист (Приложение 2).

Таким образом проверяются результаты обучения по дисциплине, соотнесенные с установленными в программе индикаторами достижения компетенций.

В ходе зачета преподаватель вправе задавать студенту дополнительные вопросы из общего перечня (п. 6).

Форма билета для зачета

НОВОСИБИРСКИЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ
Факультет бизнеса

Билет № _____
к зачету по дисциплине «Иностранный язык»

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1. Лексико-грамматический тест.
2. Выполните полный письменный перевод данного отрывка. Текст прилагается. Время на выполнение – 30 минут. При выполнении задания можно пользоваться словарем.
3. Прочитайте текст и передайте его основное содержание на английском языке. Время на подготовку – 30 минут. При выполнении задания можно пользоваться словарем.
4. Раскройте тему _____ (время выступления: 3 – 5 минут).

Утверждаю: зав. кафедрой ИЯ ТФ _____ А. И. Бочкарев

Ответственный за дисциплину _____

Дата _____

2. Критерии оценки результатов обучения, соотнесенных с уровнями освоения индикаторов достижения компетенций

Ответ на билет считается **неудовлетворительным**, если:

– В тесте дано менее 50 % правильных ответов.

– Устный перевод выполнен для менее 50% текста, в переводе допущены ошибки, влияющие на искажение основного содержания текста.

– При передаче содержания текста на английском языке студент не демонстрирует понимания общей идеи текста, более половины содержательных моментов пропущены, либо освещены недостаточно, не показывает умения устанавливать причинно-следственные связи в тексте, не делает вывод по прочитанному, объем высказывания ограничен (менее 10 предложений), при передаче содержания использует зрительную опору (материалы текста), допускает значительное количество фонетических, лексических и грамматических ошибок, препятствующих пониманию речи. Контакт со слушателями отсутствует.

– В **беседе** с экзаменатором студент демонстрирует непонимание сути вопроса, не раскрывает содержательной части вопроса или раскрывает поверхностно, использует ограниченный выбор лексических и грамматических средств. Грубо нарушает фонетические, лексические и грамматические нормы, что затрудняет восприятие высказывания на слух. Темп речи замедленный, высказывание сопровождается длительными паузами, контакт с собеседником отсутствует. На наводящие вопросы не отвечает.

Оценка на **неудовлетворительном** уровне составляет 0 – 9 баллов.

Ответ на билет засчитывается на **пороговом** уровне, если:

В **тесте** дано более 50%, но менее 75% правильных ответов.

Письменный перевод выполнен для более 75% текста, либо в переводе допущены ошибки, влияющие на искажение основного содержания текста.

При **передаче содержания текста** студент демонстрирует частичное понимание общей идеи текста, затрудняется в установлении причинно-следственных связей в тексте, средства логической связи использует в недостаточном количестве, не делает вывод по прочитанному, при передаче содержания использует зрительную опору (материалы текста), объем высказывания ограничен (10-12 предложений), использует ограниченный набор лексических и грамматических средств, имеется определенные затруднения в их подборе, допускает лексические и грамматические ошибки, затрудняющие понимание высказывания. Темп речи замедленный, высказывание сопровождается паузами, нарушены нормы произношения, что затрудняет восприятие речи.

В **беседе** с экзаменатором студент в основном раскрывает содержательную часть вопроса, использует ограниченный выбор лексических и грамматических средств, возможно нарушение лексических норм, высказывание содержит значительное количество грамматических ошибок, что приводит к нарушению смысла отдельных высказываний. Контакт с собеседником затруднен, на наводящие вопросы отвечает с трудом.

Оценка на **пороговом** уровне составляет 10 – 13 баллов.

Ответ на билет засчитывается на **базовом** уровне, если:

В **тесте** дано более 75%, но менее 91% правильных ответов.

Выполнен **письменный** п**еревод** 100% текста; в переводе есть 2-3 ошибки в грамматических конструкциях, лексических единицах, фразах или выражениях, не влияющих на адекватность передачи основного содержания текста.

При ***передаче содержания текста*** студент раскрывает все главные содержательные моменты вопроса, грамотно использует лексические и грамматические средства, допуская некоторое количество неточностей и отступлений в последовательности изложения мыслей, испытывает затруднения в выборе лексических средств для выражения

собственного мнения. Наличие отдельных грамматических ошибок не ведет к искажению смысла высказывания. Контакт с преподавателем хороший, демонстрирует способность связно вести беседу, поддерживает ее с соблюдением очередности при обмене репликами, темп речи нормальный, нарушение норм произношения не затрудняет восприятия высказывания.

В **беседе** с экзаменатором студент раскрывает все главные содержательные моменты вопроса, грамотно использует лексические и грамматические средства, допуская некоторое количество неточностей и отступлений в последовательности изложения мыслей, испытывает затруднения в выборе лексических средств для выражения собственного мнения, наличие отдельных грамматических ошибок не ведет к искажению смысла высказывания. Контакт с преподавателем хороший, демонстрирует способность связно вести беседу, поддерживает ее с соблюдением очередности при обмене репликами, темп речи нормальный, нарушение норм произношения не затрудняет восприятия высказывания.

Оценка на **базовом** уровне составляет 14 – 17 баллов.

Ответ на билет засчитывается на **продвинутом** уровне, если:

В **тесте** дано более 91% правильных ответов.

Выполнен **письменный перевод** 100% текста без искажения общего содержания теста и его отдельных частей. Отступления от оригинала обусловлены лексическими, грамматическими и стилистическими нормами русского языка.

При ***передаче содержания текста*** обучающийся раскрывает полностью содержательные аспекты, грамотно использует лексические и грамматические средства, логично и последовательно излагает мысль, приводит аргументы, высказывает собственное мнение и дает содержательные комментарии. Наличие языковых ошибок не ведет к искажению его смысла, количество ошибок не превышает 1 –2, при наводящих вопросах обучающийся самостоятельно их исправляет. Контакт с преподавателем хороший, участник демонстрирует способность логично и связно вести беседу, начинает, при необходимости, и поддерживает ее с соблюдением очередности при обмене репликами; восстанавливает беседу в случае сбоя, речь ритмична, правильно интонирована, темп речи достаточно беглый, произношение слов за редким исключением корректно.

В **беседе** с экзаменатором обучающийся раскрывает полностью содержательные аспекты вопроса, грамотно использует лексические и грамматические средства, практически не допуская неточностей в последовательности изложения мыслей, мысли аргументированы, высказывание логично, наличие языковых ошибок не ведет к искажению смысла высказывания, количество ошибок не превышает 1 –2, при наводящих вопросах обучающийся самостоятельно их исправляет. Контакт с преподавателем хороший, участник демонстрирует способность логично и связно вести беседу, начинает, при необходимости, и поддерживает ее с соблюдением очередности при обмене репликами; восстанавливает беседу в случае сбоя, речь ритмична, правильно интонирована, темп речи достаточно беглый, произношение слов за редким исключением корректно.

Оценка на **продвинутом** уровне составляет 18 – 20 баллов.

Подробно аспекты и критерии оценки устного выступления – см. Приложение 1.

3. Шкала оценки на зачете

Вид деятельности	**Уровень в баллах**														
	ниже порогового		пороговый					базовый				продвинутый			
	FX	**F**	**E**	**D-**	**D**	**D+**	**C-**	**C**	**C+**	**B-**	**B**	**B+**	**A-**	**A**	**A+**
Лексико-грамматический тест	0 – 14		15 – 30												
	незачет		зачтено												
1. Полный письменный перевод с английского на русский язык со словарем отрывка оригинального текста общепрофессиональной тематики 1,0-1,5 тысяч печатных знаков. 2. Устная передача содержания текста на английском языке. 3. Презентация (3 – 5 минут) и беседа по изученной тематике.															
	0-9		**10 — 13**					**14 – 17**				**18 – 20**			

Зачет считается сданным, если сумма баллов по всем заданиям билета составляет от 10 до 20 баллов включительно. Сумма менее 10 баллов признается неудовлетворительным результатом промежуточной аттестации по дисциплине.

В общей оценке по дисциплине экзаменационные баллы учитываются в соответствии с правилами балльно-рейтинговой системы, приведенными в рабочей программе дисциплины.

4. Вопросы к зачету по дисциплине «Иностранный язык»

Вопрос 1

ЛЕКСИКО-ГРАММАТИЧЕСКИЙ ТЕСТ

https://dispace.nstu.ru/tests/1127

1. Выберите грамматически правильное предложение:

(правильные ответы маркированы знаком ☑; в вопросах на соответствие показаны правильные пары)

Выберите один или несколько вариантов ответа

- My father and I are going to start our own business in Brazil soon. ☑
- My father and me will start our own business in Brazil soon.
- My father and I, we soon are going to start our own business in Brazil.
- Soon in Brazil myself and my father are starting our own business.
- We with my father soon are going to start own business in Brazil.

2. Отметьте все примеры, где 'have' и его формы являются вспомогательными глаголами.

Выберите один или несколько вариантов ответа

- You **have** read the company guidelines about tardiness. You know that being on time is important here! ☑
- That is what I **have** always been trying to do! ☑
- She **has** been here three years longer than Drew! ☑
- This problem is not fixing itself and sooner or later I'm going to **have** to do something.
- I just **had** some trouble this morning but I took care of it, so everything is good.
- Do you agree that you will stop **having** unauthorized breaks during your shift? – I will try.

3. Прочитайте телефонное сообщение и выберите ответ на вопрос:

Telephone message
Bill Ryan caught 9:30 flight – due here 11:30 now, not 12:30.
When does Bill Ryan expect to arrive?

Выберите один или несколько вариантов ответа

- 11:30 ☑
- 9:30
- 12:30

4. Прочитайте объявление и выберите ответ на вопрос:

Office staff required
· Experience essential
· Full training given (leading to recognized qualifications)
Applicants must have:

Выберите один или несколько вариантов ответа

- Previous experience ☑
- Relevant qualifications
- Recognized training

5. Do you agree that you will stop taking unauthorized breaks during your shift?

Выберите один или несколько вариантов ответа

- OK, I agree. ☑
- No, I not agree.
- Yes, I disagree.
- Yes, I am agree.

Yes, agreement

6. Выберите правильную последовательность артиклей:

When you come out the lift, you'll see two doors, _____ red one and _____ blue one. My door is _____ red one.

Выберите один или несколько вариантов ответа

- a / a / the ☑
- the / the / a
- a / a / a
- the / the / the

7. Выберите подходящее слово:

You should always speak to customers _____.

Выберите один или несколько вариантов ответа

- politely ☑
- slow down
- carefully
- kind

8. Выберите подходящий предлог:

Their success is dependent _____ their awareness of cultural variety and the fact that each market has its own set of goals, tastes, and expectations.

Выберите один или несколько вариантов ответа

- on ☑
- at
- about
- of

9. Выберите слово, в котором ударение падает на второй слог:

Выберите один или несколько вариантов ответа

- development ☑
- education
- nature
- economics

10. Какое предложение говорит о том, что ключ до сих пор не найден?

Выберите один или несколько вариантов ответа

- I have lost my key. ☑
- I lost my key.
- I was looking for my key.
- I can’t open the door with my key!
- I’m always losing the key!

11 Установите соответствия между действиями по поиску работы и их описаниями.

Carefully read the job description	Your first step in applying for a job is to find out what the job entails. Give the job description a thorough read. Focus on what qualifications are required and what the job duties are.
Highlight keywords.	Pay attention to what the job description emphasizes. For example, if it is a job in marketing, you might see terms such as “digital marketing”, “SEO”, and “Google Analytics”. Make sure that you mention those terms in both your resume and your cover letter.
Look over your materials	Many job search engines and company websites will ask for you to submit your materials online. Before you hit “submit,” take time to proofread everything you have written. This includes your resume and cover letter. You should also look over the fields that ask for your personal information and make sure all of your information is entered correctly.
Attend the interview	Hopefully, all of your hard work results in an interview. If you get asked to come in, take time to prepare. Make sure to have examples ready to explain your past accomplishments and how you can help the company. For example, you could say, “I know you’re looking for a fresh take on how to increase sales. I’d love to tell you about my ideas for a direct marketing campaign.
Follow up	If you’ve had an interview, it is proper business etiquette to write a brief thank you note. Typically, this is done by email. You can write, “Thank you for taking the time to meet with me today. I enjoyed learning more about your organization and am excited about the idea of working as part of your team.”

12. *Positive Discipline*

Imagine you have a discipline problem with an employee. You have tried looking the other way. You have tried gentle reminders. Maybe you have even tried getting mad. Nothing changed. So now what do you do? How do you handle the situation in the best possible way for the employee and for your organization?

Employee discipline is never easy. Instead of disruption and anxiety, positive discipline can make working with employees to help them improve their job performance a rewarding part of any manager's or supervisor's job.

This process is not intended as punishment. Instead, these measures help employees satisfy expectations – and possibly save their jobs. But if they do not have a commitment to improve, the manager will know that s/he has given them a fair and legal opportunity.

Выберите один или несколько вариантов ответа

- Positive discipline can make a manager’s job more rewarding. ☑
- Positive discipline is expected to provide a fair opportunity for the employees to improve their work. ☑
- Managers use positive disciplinary measures when they cannot cope with their disruption and anxiety. ☑
- Gentle reminders are an example of positive discipline measures.
- According to the positive motivation approach, managers should reward their employees for not quitting their jobs.

13. Установите соответствия.

Functional structure	groups employees into different departments by work specialization. Each department has a designated leader highly experienced in the job functions of each employee within his\her span of control.
Divisional structure	divides the company into different business units that have complete control of their budget, resources, and strategy – essentially acting as an independent company. Each division can have its own dedicated marketing, sales, product, and IT teams.
Matrix structure	team members report to several managers at once; is common in organizations like project-based companies, consulting firms, or companies involved in complex projects requiring cross-functional collaboration.
Team-based structure	creates small teams of specialists to work on a specific goal, or to solve a particular problem; the teams can solve problems and make decisions without bringing in third parties. It is common with companies prioritizing flexibility, innovation, and quick response to market changes, like tech startups or creative agencies.
Network structure	goes far beyond your internal company structure and aims to join the efforts of two or more organizations to deliver one product or service. Typically, it outsources independent contractors or vendors to complete the work.

14. Какой из предложенных ниже ответов на данный вопрос показывает наиболее низкий уровень кросс-культурной компетентности?

"How would you feel in a country where you had to be very conscious of your clothing, gestures, etc.?"

Выберите один или несколько вариантов ответа

- I would feel anxious. I'd only change how I dress and behave if I was forced to. ☑
- I would feel a little uncomfortable, but I could tolerate it, especially if it was only for a short period.
- I might not feel like myself in the beginning, but I'd be aware that showing respect would help me become integrated into my host culture.
- I understand the importance of being respectful and culturally sensitive about my appearance and gestures. I'd learn how to recognize my host country's cultural cues as quickly as I could and enjoy adapting to them as necessary.

15. Прочитайте письмо и выберите одну формулировку темы письма, которая точно НЕ соответствует его содержанию:

MEMORANDUM
To: Derek Allot
From: Don Black
Subject: _____ Date: July 5 2023
I am dismayed to hear this. A few years ago, Ms. Freeman was considered to be one of our 'high fliers' and was, I understand, sent to Montreal to broaden her experience. It is disturbing that we could now lose the services of this problem promising executive.
From what Ms. Freeman told me, it appears that she has had a difficult working relationship with the heard of her department, Harry Coates.
Would you please put me in the picture concerning this member of staff and explain what the problem is. Perhaps you'd also like to tell me what we might do to remedy this situation.

Выберите один или несколько вариантов ответа

- Getting a job ☑
- Employee motivation
- Cross-cultural misunderstanding between colleagues
- Workplace conflict

16. Выберите грамматически правильные предложения.

Выберите один или несколько вариантов ответа

- What is the most challenging management task you have ever completed? ☑
- You wanted to work for an innovative company, didn't you? ☑
- Who has read your report? ☑
- Does he work with computers? – Yes, he works.
- They are from Korea or Japan?
- Why she checking the report?
- What about are you thinking?

17 Соотнесите функции модальных глаголов и иллюстрирующие их примеры.

Ability (You know how to do something)	She can do paper work pretty well, but she can't speak to the public.
Possibility (This is possible /impossible to happen)	This applicant might get the job, but his chances look pretty slim.
Permission (Asking for and giving permission)	Can I use your phone for a moment?
Giving advice (I recommend that you...)	I think you should do a lot of homework before you apply for this job.
Obligation (This is compulsory)	We have to wear uniforms at work; it's not our choice.
Prohibition (This is not allowed)	You mustn't steal!
Suggestions (I suggest that/ How about…?)	Shall I ask someone to proofread this paper?

18. Выберите подходящую грамматическую форму глагола:

In the first step, ideas _____. Following that, costs are calculated. Then a sketch is drawn.

Выберите один или несколько вариантов ответа

- are brainstormed ☑
- be brainstormed
- brainstormed
- brainstorm
- have been brainstormed

19. Выберите правильную грамматическую форму глагола:

I'm really excited at the car design process at Local Motors. Did you know they are working on a new design, and ideas _____ from the online community?

Выберите один или несколько вариантов ответа

- are being collected ☑
- were collected
- collected
- are collecting
- collection

20. Отметьте все примеры условных предложений (Conditionals).

Выберите один или несколько вариантов ответа

- If we see improvement, then everything is fine. ☑
- If your performance does not improve, the next step will be a short suspension. ☑
- She shows up late every other day, takes breaks whenever she feels like it.
- I just had some trouble this morning but I took care of it, so everything is good.
- Do you agree that you will stop taking unauthorized breaks during your shift?
- In the coming weeks, we will monitor you pretty closely.

21. Совместите высказывание и краткое описание ситуации. Кто и при каких обстоятельствах мог произнести следующее:

If I get this job, I will deliver significant results within the first three months.	An applicant during the job interview.
If I got promoted, I would deliver significant results within the first three months.	A worker to another worker in the recreation room.
If I had gotten this job, I would have achieved significant results in the first three months.	An applicant after he failed to get the job.

22. Выберите правильный вариант перевода прямой речи в косвенную.

I've been working here for as long as two months.

Выберите один или несколько вариантов ответа

- He said that he had been working there for two months. ☑
- He said that he has been working here for two months.
- He told that he had been working here for two months.
- He said that had been working there for two months.
- He had been working there for two months.

23. Выберите правильный вариант перевода прямой речи в косвенную.

Can you get this task completed by Friday?

Выберите один или несколько вариантов ответа

- She asked the manager to complete the task by Friday. ☑
- She asked that the manager complete the task by Friday.
- She said if the manager could have the task completed by Friday.
- She gets this task completed by Friday.
- She asked Friday to complete the task.

24. Отметьте пример использования Past Tense.

Выберите один или несколько вариантов ответа

- I just had some trouble this morning but I took care of it. ☑
- You have read the company guidelines about tardiness.
- Do you agree that you will stop talking unauthorized breaks during your shift?
- I am asking you to make a real commitment!
- That is what I have always been trying to do!
- I have been here three years longer than Drew!

25. Отметьте все примеры использования The Present Continuous Tense.

Выберите один или несколько вариантов ответа

- I am asking you to make a real commitment! ☑
- I am just reminding you not to participate in it while you are on the clock! ☑
- This problem is not fixing itself and sooner or later I'm going to have to do something. ☑
- She shows up late every other day, takes breaks whenever she feels like it.
- You know that being on time is important here!
- That is what I have always been trying to do!

Вопрос 2. Письменный перевод

Вопрос 3. Чтение и передача содержания текста

Список текстов
для чтения и перевода с английского на русский оригинального текста общепрофессиональной тематики на зачете по дисциплине «Иностранный язык»

Преподаватель имеет право самостоятельно подбирать тексты для зачета в соответствии с тематическим планом дисциплины (см. рабочую программу) и в рамках установленного объема.

Why crowdfunding open-source projects isn't as easy as you think
http://www.itworld.com/article/2863440/why-crowdfunding-open-source-projects-isnt-as-easy-as-you-think.html#

Open source gets its own crowd-funding site, with bounties included
http://www.networkworld.com/article/2225131/opensource-subnet/open-source-gets-its-own-crowd-funding-site--with-bounties-included.html

Ten Steps to Successful Open Source Crowdfunding
https://medium.com/open-collective/ten-steps-to-successful-open-source-crowdfunding-fa2b43e82687

4 things you didn't know about civic crowdfunding
https://opensource.com/government/14/8/four-things-learned-civic-crowdfunding

The Effect of Culture on Business Relationships
https://www.neumann.edu/academics/divisions/business/journal/review_08/bowie.pdf

Negotiating: The Top Ten Ways that Culture Can Affect Your Negotiation
http://iveybusinessjournal.com/publication/the-top-ten-ways-that-culture-can-affect-internationalnegotiations/

The Four Intrinsic Rewards that Drive Employee Engagement
http://iveybusinessjournal.com/publication/the-four-intrinsic-rewards-that-drive-employeeengagement/

Profiting from the Rise of the Machines
http://iveybusinessjournal.com/profiting-from-the-rise-of-the-machines/

Disruptive Technology
http://www.investopedia.com/terms/d/disruptive-technology.asp

Disruptive technologies: Advances that will transform life, business, and the global economy
http://www.mckinsey.com/business-functions/digital-mckinsey/our-insights/disruptive-technologies

The impact of disruptive technology: A conversation with Eric Schmidt
http://www.mckinsey.com/industries/high-tech/our-insights/the-impact-of-disruptive-technology-a-conversation-with-eric-schmidt
Using Technology to Maximize Efficiency
http://www.businessdictionary.com/article/493/using-technology-to-maximize-efficiency/
What about Russia?
https://geert-hofstede.com/russia.html
The Seven Dimensions of Culture: Understanding and Managing Cultural Differences
https://www.mindtools.com/pages/article/seven-dimensions.htm

ВОПРОС 4. УСТНАЯ ПРЕЗЕНТАЦИЯ И БЕСЕДА ПО ИЗУЧЕННОЙ ТЕМАТИКЕ

Примерный список вопросов

Personality and career choice

1. **Why personality matters more than skills for some jobs**
   (Use: extravert / introvert, sales paradigm, mutual trust, professional behavior)
2. **Three questions to find your authentic career (based on Ashley Stahl's talk)**
   (Use: values, skills, fear-based thoughts, social pressure, talent)
3. **Top 10 soft skills employers look for**
   (Use: hardworking, self-motivated, team-oriented, flexible, works well under pressure)
4. **How to set SMART goals for your studies and future career**
   (Use: goals, priorities, academic integrity, professional ethics, time management)
5. **What employers expect from university graduates today**
   (Use: soft skills, hard skills, teamwork, communication, responsibility)

Motivation

6. **Maslow's Hierarchy of Needs at work**
   (Use: physiological needs, safety, social, esteem, self-actualization)
7. **Herzberg's Hygiene Theory: what really motivates employees**
   (Use: hygiene factors vs. motivators, recognition, working conditions)
8. **Theory X vs. Theory Y: how managers see people**
   (Use: supervision, self-direction, responsibility, assumptions about workers)
9. **Financial vs. non-financial incentives: what works better?**
   (Use: bonuses, profit shares, flexible work arrangements, recognition programs)
10. **Why recognition at work matters more than money**
    (Use: employee recognition, verbal appreciation, retention, loyalty)
11. **Positive discipline: how to help underperformers improve**
    (Use: coaching, action plan, monitor performance, commitment)

Organizational structure

12. **Functional vs. divisional organizational structure**
    (Use: departments, specialization, top-down, decentralized, market focus)
13. **Matrix structure: reporting to two bosses**
    (Use: project manager, functional manager, authority confusion, collaboration)

14. **Flat vs. tall organization: pros and cons**
    (Use: chain of command, span of control, middle management, decision-making)
15. **What is "managing up" and why is it useful?**
    (Use: pro-active, keep informed, follow-up, accountability, sign-off)

Reinventing organizational structure

16. **Why traditional hierarchical structures are changing**
    (Use: silo mentality, cross-departmental projects, decentralization, agility)
17. **Self-managing teams: can a company work without bosses?**
    (Use: autonomy, self-organization, hierarchy, task forces, transparency)

National cultures

18. **Why cross-cultural communication breaks down in global teams**
    (Use: egalitarian vs. hierarchical, low-context vs. high-context, face-saving)
19. **How to give feedback across cultures**
    (Use: direct vs. indirect, public vs. private, task-oriented vs. relationship-oriented)
20. **Stereotypes vs. generalizations in business**
    (Use: cultural lens, suspend judgment, bias, flexible vs. rigid view)
21. **Trompenaars' 7 dimensions of culture: an introduction**
    (Use: universalism vs. particularism, individualism vs. communitarianism, neutral vs. emotional)
22. **Guanxi in Chinese business culture**
    (Use: relationships, trust, mutual benefit, implicit communication)
23. **Why cultural misunderstandings happen in business: three common situations**
    (Use: egalitarian vs. hierarchical, low-context vs. high-context, face-saving – based on "Sit Where You Like", "It's fine")
24. **The "Indian Yes": how high-context and low-context communication differ**
    (Use: indirect speech, implied meaning, miscommunication, cultural cues)

Organizational culture

25. **What company culture really is (and what it is not)**
    (Use: shared values, beliefs, behavior, perks vs. genuine culture)
26. **How corporate legends shape company culture**
    (Use: values, artifacts, role models, storytelling – based on Zappos, Shopify examples)

Culture styles model

27. **Eight culture styles: caring, purpose, learning, enjoyment, results, authority, safety, order**
    (Use: people interactions, response to change, interdependence vs. independence)

Cultural diversity

28. **Culture fit vs. culture add: what do companies really need?**
    (Use: diversity, innovation, hiring, matching vs. adding value)
29. **Corporate legends: how stories shape company culture**
    (Use: values, artifacts, role models – examples: Zappos, Shopify, Whole Foods)
30. **Why culture eats strategy for breakfast: explaining Peter Drucker's famous quote**
    (Use: competitive advantage, employee behavior, strategy, culture strength)

5. Пример заданий на зачете

Вопрос 1

ЛЕКСИКО-ГРАММАТИЧЕСКИЙ ТЕСТ – см. п.4

Вопрос 2.

ПИСЬМЕННЫЙ ПЕРЕВОД

Translate the following text into Russian:

THE EFFECT OF CULTURE ON BUSINESS RELATIONSHIPS

With the tremendous increase in global trade, learning more about doing international business has become especially significant. It is vital to learn about the different cultures around the world before doing business in other countries, in order to reduce the risk of failure. Becoming knowledgeable about different countries' communication styles, body language, meeting and negotiation tactics, dress, greetings, and social events are all keys to having good business relationships with individuals in other countries. China, Mexico, France and the United States are nations that do business with each other regularly. While they do share similarities, there are many differences between these cultures.

It is John's first trip overseas to meet a potential client in China for his company, Toys Inc. Upon arrival he greets the first man he sees with a loud, boisterous hello and a firm hug. After being formally introduced, he calls his potential client by his first name, and shoves the business card he was given carelessly into his pocket. Later in the day he joins his new team for a business lunch where he arrives five minutes late. There John takes the initiative to begin eating, using a fork, and takes the last of the food on the table. During the meal he is loud, and makes an attempt to tell a joke when there is silence at the table.

John's outgoing, friendly personality makes him a great employee of Toys Inc. in the United States; however, his behavior with the Chinese clients could cost Toys Inc. their business. Communication and business practices vary greatly from country to country. It is important for American business men and women to study the way business is conducted in other countries as there are very different norms for behavior across borders. This not only includes the way meetings and negotiations are run, but how greetings are done, whether gifts are appropriate, what types of verbal and non-verbal communication are used, as well as cultural attitudes. It is also imperative to learn how to behave in a social setting, because in many countries a personal relationship precedes that of a business relationship.

Thomas Jaffee once said that first impressions - looking good and having a friendly greeting for someone - will go a long way. In business, this is much harder than it sounds because looking good and being friendly must be catered specifically to each culture. On a first encounter, eye contact, distance, introduction styles, dress, gifts, and language are all things that should be studied before a meeting takes place. In this research, four countries will be explored in detail including China, Mexico, France and the United States of America.

Вопрос 3.

ЧТЕНИЕ И ПЕРЕДАЧА СОДЕРЖАНИЯ ТЕКСТА

Read the following text. Tell how culture can affect international negotiations

TEAM ORGANIZATION: ONE LEADER OR GROUP CONSENSUS?

In any negotiation, it is important to know how the other side is organized, who has the authority to make commitments, and how decisions are made. Culture is one important factor that affects how executives organize themselves to negotiate a deal. Some cultures emphasize the individual while others stress the group. These values may influence the organization of each side in a negotiation. One extreme is the negotiating team with a supreme leader who has complete authority to decide all matters. Many American teams tend to follow this approach. Other cultures, notably the Japanese and the Chinese, stress team negotiation and consensus decision making. When you negotiate with such a team, it may not be apparent who the leader is and who has the authority to commit the side. In the first type, the negotiating team is usually small; in the second, it is often large. For example, in negotiations in China on a major deal, it would not be uncommon for the Americans to arrive at the table with three people and for the Chinese to show up with ten. Similarly, the one-leader team is usually prepared to make commitments more quickly than a negotiating team organized on the basis of consensus. As a result, the consensus type of organization usually takes more time to negotiate a deal.

Among all respondents in my survey, 59 percent tended to prefer one leader while 41 percent preferred a more consensual form of organization. On the other hand, the various cultural groups showed a wide variety of preferences on the question of team organization. The group with the strongest preference for consensus organization was the French. Many studies have noted French individualism. (Edward T. Hall and M. Reed Hall, Understanding Cultural Difference, Yarmouth, Maine: Intercultural Press, 1990.)

Perhaps a consensual arrangement in the individual French person's eyes is the best way to protect that individualism. Despite the Japanese reputation for consensus arrangements, only 45 percent of the Japanese respondents claimed to prefer a negotiating team based on consensus. The Brazilians, the Chinese, and the Mexicans to a far greater degree than any other groups preferred one-person leadership, a reflection perhaps of the political traditions of those countries.

Вариант ответа студента (устный пересказ)

Main idea: Culture changes how a negotiation team works: some cultures prefer one strong leader; others prefer group decisions.
Key points from the text:

1. Two main types of team organization:
    - One leader – this person makes all decisions alone.
    - Group consensus – everyone discusses, and the team decides together.
2. How they are different:
    - One-leader teams are usually small and make deals quickly.
    - Consensus teams are often large and need more time to negotiate.
3. Examples from the text:
    - Many Americans use the one-leader approach.
    - Chinese and Japanese are known for consensus, but the text says only 45% of Japanese prefer it.
    - French people surprisingly prefer consensus (maybe to protect their individualism).
    - Brazilians, Chinese, Mexicans prefer one leader more than others.

4. Statistics (optional but good to show you read carefully):
    - 59% of all respondents preferred one leader, 41% preferred consensus.

Conclusion:
If you negotiate internationally, you must understand how the other side makes decisions. Don't expect the same style – one culture's "leader" is another culture's "team."

Вопрос 4.

УСТНАЯ ПРЕЗЕНТАЦИЯ И БЕСЕДА ПО ИЗУЧЕННОЙ ТЕМАТИКЕ

Примерный текст выступления и слайды на тему:

EIGHT CULTURE STYLES: HOW TO DESCRIBE ANY COMPANY CULTURE

Slide 1: Title

Title:
Eight Culture Styles: A Framework to Understand Any Organization

Subtitle:
Based on the Integrated Culture Framework (Groysberg et al., HBR)

Student's name, group, date

Slide 2: Why culture matters (1 min)

"Good morning, everyone. Today I will talk about a very useful framework for understanding company culture.
Why is this important?
According to our textbook, 82% of employees believe that culture is a competitive advantage.
However, less than 12% really understand their own company culture.
So, if we want to choose the right job or manage people well, we need a clear way to describe and compare cultures."

Professional vocabulary:

- competitive advantage
- shared assumptions, values, beliefs
- organizational performance

Slide visual suggestion:
A simple iceberg picture or a quote: *"Culture eats strategy for breakfast" – Peter Drucker*

Slide 3: Two main dimensions (1 min)

"The framework is based on two main dimensions.
First, how people interact – from independent to interdependent.
Independent cultures value autonomy, individual action and competition.
Interdependent cultures emphasize collaboration, managing relationships and group success.
Second, how people respond to change – from flexibility to stability.
Flexible cultures prioritize innovation, openness and long-term thinking.
Stable cultures follow rules, use hierarchy and strive for efficiency."

Professional vocabulary:

- independent vs. interdependent
- autonomy
- flexibility vs. stability
- hierarchy
- efficiency

Slide visual suggestion:
A simple 2×2 matrix with arrows:
X-axis: independence ←————→ interdependence
Y-axis: flexibility ←————→ stability

Slide 4: The eight styles – overview (0.5 min)

"When we combine these two dimensions, we get eight distinct culture styles.
Let me briefly name them: Caring, Purpose, Learning, Enjoyment, Results, Authority, Safety, and Order.
I will now explain four of them in more detail."

Slide visual suggestion:
The full 8-style circle/matrix from your textbook (page 159 or 160)

Slide 5: Style 1 – Caring (0.5 min)

"Caring culture focuses on relationships and trust.
Work environments are warm, collaborative and welcoming.
Employees are united by loyalty.
Leaders emphasize sincerity, teamwork and positive relationships.
Example: a small family-like company where people help each other."

Professional vocabulary:

- mutual trust
- loyalty
- sincerity
- teamwork

Slide 6: Style 2 – Results (0.5 min)

"Results culture is about achievement and winning.
Work environments are outcome-oriented and merit-based.
Employees are united by a drive for success.
Leaders emphasize goal accomplishment.
Example: a sales company where everyone knows their monthly targets."

Professional vocabulary:

- achievement
- merit-based
- goal accomplishment
- performance

Slide 7: Style 3 – Safety (0.5 min)

"Safety culture focuses on planning, caution and preparedness.
Work environments are predictable. People are risk-conscious.
Employees are united by a desire to feel protected.
Leaders emphasize being realistic and planning ahead.
Example: a bank or an insurance company."

Professional vocabulary:

- predictability
- risk-conscious
- preparedness
- planning

Slide 8: Style 4 – Learning (0.5 min)

"Learning culture is about exploration and creativity.
Work environments are inventive and open-minded.
Employees are united by curiosity.
Leaders emphasize innovation and knowledge.
Example: a tech startup or a research lab."

Professional vocabulary:

- exploration
- creativity
- innovation
- curiosity

Slide 9: Trade-offs and convergence (0.5 min)

"The framework shows trade-offs. For example, Safety and Learning are far apart. It is difficult to be both highly cautious and highly creative at the same time.
Also, high convergence means all employees agree on the culture. This is good for engagement but bad if you want to change.
Low convergence means people see the same company differently – which can cause conflict."

Professional vocabulary:

- trade-offs
- convergence
- engagement
- conflict

Slide visual suggestion:
A diagram showing proximate vs. distant styles

Slide 10: Conclusion (0.5 min)

"In conclusion, the eight culture styles framework helps us understand:

1. Two dimensions – people interactions and response to change.
2. Eight distinct styles – from Caring to Authority.
3. That no style is universally best – it depends on strategy, industry and region.
   Understanding culture styles helps us choose the right employer and become better managers.
   Thank you for your attention. I am ready for questions."

Professional vocabulary:

- strategy
- industry
- region
- cultural fit

Приложение 1

Рекомендации по подготовке пересказа текста

How to Retell Texts on an Exam

1. First, find one main idea (the topic of the text)

Ask yourself: *What does the author want to say in one sentence?*

2. Divide the text into meaning blocks (usually 3–4)

3. Use short, simple sentences

- ❌ "The proclivity towards a particular mode of negotiative configuration is contingent upon cultural underpinnings."
- ✅ "Culture changes how a team works."

4. Use linking words to show logic:
   - First / Second
   - For example
   - The text says that…
   - On the other hand
   - In conclusion

5. If you forget a word — say it simply or paraphrase
   - "Supreme leader" → "one main boss"
   - "Consensus decision making" → "everyone agrees together"
   - "Respondents" → "people in the survey"

6. Skip details
On an exam, the main thing is that you understood the key point. You don't need to remember all the percentages and author names. But if a number is very noticeable (like 59% / 41%) — it's good to mention it.

7. A plan for preparing a retell (2–3 minutes):
   1. Read the text once from beginning to end.
   2. Underline one main sentence (often in the first or last paragraph).
   3. Write down key words: *culture, negotiations, one leader, consensus, time, examples (USA, China, Japan…)*
   4. Say the retell out loud to yourself — this helps you see where you get stuck.

8. What to do if the teacher asks questions?
Be honest: *"I don't remember exactly, but the text says that…"* — then retell what you remember. Saying something simple is better than saying nothing.

Приложение 2

Критерии оценки устного выступления (презентации)

Feedback form

Presenter _____
Title of the presentation _____
Date _____

Criteria	Rating	Comments
Overall impression, purpose achievement	5 4 3 2 1	
Attention-getting opener	5 4 3 2 1	
Outline	5 4 3 2 1	
Structure, organization, transitions	5 4 3 2 1	
Examples, explanations	5 4 3 2 1	
Visual aids	5 4 3 2 1	
Summary	5 4 3 2 1	
Concluding remarks	5 4 3 2 1	
Eye contact	5 4 3 2 1	
Gestures	5 4 3 2 1	
Volume of voice	5 4 3 2 1	
Pace	5 4 3 2 1	
Enthusiasm	5 4 3 2 1	
Interaction with the audience	5 4 3 2 1	
Q&A	5 4 3 2 1	
Time	5 4 3 2 1	
Other aspects (specify)	5 4 3 2 1	
Rating key **l= poor 2=fair 3=acceptable** 4= good 5= excellent		