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**Иностранный язык в профессиональной сфере:  
английский язык**

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Учебное пособие предназначено для изучения дисциплины федерального компонента ГОС «Иностранный язык в профессиональной сфере». Состоит из девяти тематических разделов, объединенных в две части: общие темы (General topics) и специальные темы (Special topics) в соответствии со специализацией.

Адресовано студентам, изучающим английский язык в профессиональной сфере на дневном и заочном отделении.

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## ВВЕДЕНИЕ

Настоящее учебное пособие предназначено для студентов-специалистов, осваивающих учебную дисциплину «Иностранный язык в профессиональной сфере» (форма обучения: очная, очно-заочная, заочная). Пособие подготовлено преподавателями кафедры иностранных языков для профессиональных целей Байкальского государственного университета в соответствии с рабочей программой по дисциплине и ФГОС ВО по направлениям подготовки 45.05.01 «Лингвистическое обеспечение межгосударственных отношений», 38.05.02 «Таможенное дело», 38.05.01 «Экономическая безопасность», 37.05.02 «Психология служебной деятельности», 40.05.01 «Правовое обеспечение национальной безопасности» (квалификация (степень) специалист).

Цель данного пособия – обучить студентов активному владению иностранным языком (английским) в сфере профессиональной деятельности, а также выработать у них способность и готовность к межкультурной коммуникации. Для достижения этой цели необходимо формировать у студентов общекультурные компетенции, а также совершенствовать коммуникативные компетенции (языковую, речевую, социокультурную и учебно-познавательную).

Основной задачей курса «Иностранный язык в профессиональной сфере» является формирование у студентов иноязычной коммуникативной компетенции как основы профессиональной деятельности на иностранном языке, что предполагает решение следующих конкретных задач обучения: освоение обучаемыми языкового материала, в том числе расширение их словарного запаса за счет профессиональной лексики; совершенствование навыков чтения литературы по специальности на английском языке с целью получения профессионально значимой информации; формирование навыков подготовки и ведения презентации в различных сферах профессиональной деятельности; совершенствование навыков говорения и аудирования, ориентированных на коммуникацию в профессионально-деловой сфере деятельности будущих специалистов; развитие навыков ведения дискуссии, навыков работы с профессиональной информацией на иностранном языке, в том числе ее переработки в различные виды документации по профилю будущей профессии, перевода юридической литературы, а также формирование навыков письма, в первую очередь умения вести деловую и личную переписку, составлять заявления, резюме и т. д.

Дисциплина «Иностранный язык в профессиональной сфере» изучается после освоения общеобразовательной дисциплины «Иностранный язык» и является обязательным компонентом профессиональной подготовки специалиста. Данное учебное пособие нацелено на углубление знаний, совершенствование и дальнейшее развитие навыков и умений чтения, говорения, аудирования и письма, полученных студентами-специалистами в рамках общеобразовательной дисциплины «Иностранный язык».

Учебное пособие состоит из девяти разделов (тем). Разделы с первого по четвертый являются общими для всех направлений подготовки специалитета, в то время как каждый из разделов с пятого по девятый ориентирован на студентов конкретного направления. Содержание разделов охватывает основные аспекты деятельности специалистов в сфере их профессиональной коммуникации. Тематика разделов и дидактические единицы учебной деятельности по дисциплине в соответствии с ФГОС ВО унифицированы для всех форм обучения, что обеспечивает единство образовательного пространства.

Каждый раздел включает профессионально направленные аутентичные и адаптированные учебные тексты (для изучающего, ознакомительного, просмотрового и поискового чтения) и лексические упражнения к ним.

Большое внимание уделяется наполнению разделов, содержащих лексические единицы, которые были введены в предыдущих разделах или вводятся в данном разделе, что снимает трудности в активизации новых единиц. Количество упражнений и разнообразие заданий способствуют совершенствованию навыков устной и письменной коммуникации.

При работе с языковым материалом основное внимание уделяется обогащению лексического запаса за счет изучения терминологических и сопутствующих лексических единиц функционального характера, наиболее часто применяемых в сфере профессиональной коммуникации.

# PART 1. GENERAL TOPICS

## UNIT 1. COMPANIES



### LEAD-IN

1. What famous companies do you know?
2. What do these companies do? Do they produce goods or provide services?
3. What company would you like to work for? Why? Share it with your classmates.

### VOCABULARY

*Read the vocabulary list, find the Russian equivalents and learn the words:*

1. company, n.  
firm, n.  
business, n.
2. branch, n.  
subsidiary, n.  
representative office  
*Aeroflot has many representative offices in different countries.*
3. provide, n.  
offer, v.  
provide / offer services  
*AOL provides Internet services in American continent.*
3. service, n.
4. sell, v.  
sale, n.

5. produce, v.  
producer, n.  
manufacture, v.  
manufacturer, n.  
*TOYOTA is one of the biggest Japanese car manufacturers.*  
make, v.
6. be based **in**, v.  
= headquartered **in**  
headquarters, n., pl. = head office
7. employ, v.  
employee, n.  
employer, n.  
(un)employment, n.
8. retail, v.  
retailing, n.  
retail market  
wholesale, v.  
wholesaling, n.
9. specialize **in**
10. goods, n., pl.  
product, n.  
low-price / high-price products
11. compete, v.  
competition, n.  
competitor, n.
12. import, v., importer, n.  
export, v., exporter, n.
13. operate, v.  
operation, n.
14. be responsible **for**
15. customer, n. / consumer / client
16. supply, v., supplier, n.

(Use the vocabulary in Ex. 1–6 pp. 6–7. BR Pre-Int.)

## VOCABULARY PRACTICE

*1. Give the equivalents for the following words:*

*Russian*

*English*

A.

|                     |                           |
|---------------------|---------------------------|
| employ              | работники                 |
| retail              | продажи                   |
| headquarters        | оптовик                   |
| competitor          | специализироваться в / на |
| be headquartered in | действовать, работать     |

|                    |                      |
|--------------------|----------------------|
| employer           | услуги               |
| operation          | покупатель, клиент   |
| provide            | конкуренты           |
| manufacturer       | фирма                |
| be responsible for | предоставлять услуги |

**B.**

|              |                      |
|--------------|----------------------|
| wholesaling  | представительство    |
| sales        | филиал               |
| operate      | розничная торговля   |
| competition  | производить товары   |
| exporter     | производитель        |
| employees    | предоставлять работу |
| head office  | головной офис        |
| unemployment | дочерняя компания    |
| operation    | импортер             |
| produce      | товары               |

**2. Fill in the missing prepositions in the sentences below. Choose from the following:**

|   |
|---|
| of      in      for      in      in      of |
|---|

1. The company Airbus is based ... Toulouse, France.
2. The subsidiary ... EADS produces airplanes for commercial aircraft market.
3. The company has annual sales ... more than 100 bil. euros.
4. The Nestle company specializes ... production and sales of food and beverages.
5. The subsidiary is responsible ... transportation and logistics of goods.
6. China Mobile mainly operates ... China and Asian market.

**3. Complete the sentences with the necessary words from above:**

1. The company Netslē ..... more than 270 000 people around the world.
2. This group of companies is big, it has 10 ..... in different regions of Russia.
3. The main ..... of TOYOTA are such big car manufacturers as Mitsubishi, Honda and others.
4. The ..... of “Irkutskenergo” are in Moscow, but it operates in Siberian energy market.
5. All the 28 ..... of our company are permanent, but we employ 10 people as seasonal staff every summer.
6. Our company ..... in selling clothes for children and teenagers.
7. This company is really global, they have ..... in many countries around the world.
8. The main office is ..... In New York, but we have 19 ..... in different countries.

9. We provide hospitality and accommodation ..... to the visitors of our city.

10. The ..... of our company are very demanded in the market, our annual sales are good.

**4. Render the following into Russian, using the main vocabulary and the Present Simple tense:**

1. Компания Nestle – крупный производитель еды и напитков, которая базируется в Швейцарии.

2. Компания специализируется на производстве и розничной продаже сухих завтраков, кофе, бутилированной воды, мороженого и детского питания.

3. Компания имеет много конкурентов на европейском и мировом рынке, например компании Ferrero, Mars и другие.

**5. Render the following sentences into English, using the phrases from Vocabulary list:**

1. Компания “Marine” специализируется на розничной продаже морепродуктов и рыбы в Восточной Сибири и на Дальнем Востоке.

2. Наша компания – мультинациональная. Она работает в 32 странах мира и имеет предприятия в Европе и Азии.

3. Где располагается ваш главный офис? – Мы базируемся в Новосибирске, где расположена штаб-квартира, но также мы имеем представительства в некоторых сибирских городах.

4. В компании “EuroStar” работает около 2000 постоянных сотрудников, но летом мы нанимаем еще около 300 временных работников.

5. Компания “Easy School” предоставляет образовательные услуги – обучение иностранным языкам разных возрастных групп клиентов (детей, подростков, взрослых).

6. Мы специализируемся на производстве и продаже автомобилей в Азии. Наши основные конкуренты – это такие автомобильные гиганты, как Mitsubishi, KIA, Hyundai и другие автопроизводители Кореи и Японии.

## READING

**Read the text about Airbus and complete its brief profile in the chart after the text.**

### AIRBUS INDUSTRIE

**Airbus Industrie**

European consortium

**Stanley I. Weiss |**

Air France

**Date:** 1970 – present

**Headquarters:** Toulouse

**Areas of Involvement:** aerospace industry aerospace engineering Aircraft



**Airbus Industrie**, European aircraft-manufacturing consortium formed in 1970 to fill a market niche for short- to medium-range, high-capacity jetliners. It is now one of the world's top two commercial aircraft manufacturers, competing directly with the American Boeing Company and frequently dominating the jetliner market in orders, deliveries, or annual revenue. Full members

include the German-French-Spanish-owned European Aeronautic Defence and Space Company (EADS), with an 80 percent interest, and Britain's BAE Systems, with 20 percent. Belgium's Belairbus and Italy's Alenia are risk-sharing associate members in selected programs. *Headquarters* are near Toulouse, France.

Airbus Industrie employs more than 50,000 people. *Employees* work directly on Airbus aircraft in France, Germany, Spain, the United Kingdom, and China, and others are employed in engineering, sales, training, and other occupations around the world. The consortium has more than 1,500 suppliers and holds cooperative agreements with numerous companies in many countries. American companies are responsible for about a third of Airbus components. The partner companies perform much of the subassembly in their own factories; for instance, wings for all Airbus aircraft are made in the United Kingdom, and tail subassemblies are made in Spain. Subassemblies are transported by road, rail, barge, ship, and aircraft (using a fleet of special jets, the Airbus Super Transporter Beluga) to final assembly lines in France, Germany, and China. Airbus A320, A330/A340, A380, and A350 aircraft are completed at a complex near Toulouse, while A318, A319, and A321 aircraft are assembled in Hamburg. In addition, A320 aircraft have been assembled in Tianjin, China, since 2008, and in 2012 Airbus announced that A320s would be assembled in Mobile, Alabama, starting in 2015.

Airbus A300-600ST Super Transporter Beluga cargo aircraft. Developed primarily to move wings and fuselage sections between Airbus Industrie's aircraft-production sites in Europe, the Beluga can accommodate loads with cross sections up to 4.88 metres (16 feet) square. It is also chartered to commercial customers.

The Airbus program began in 1965 when the governments of France and Germany initiated discussions about forming a consortium to build a European high-capacity, short-haul jet transport. The following year French, German, and British officials announced that Sud Aviation (France), Arge Airbus (an informal group of German aerospace companies), and Hawker Siddeley Aviation (Britain) would study the development of a 300-seat airliner for the short-haul sector. Because engines meeting the Airbus requirements did not materialize, the initial design, designated the A300, was scaled to a 250-seat version.

(Britannica. Airbus Industrie  
(<https://www.britannica.com/topic/Airbus-Industrie>))

|  |  |
|--|--|
| Name and origin                        |  |
| Type or status of company              |  |
| Core activities and sector of business |  |
| Number of employees                    |  |
| Main markets                           |  |

## LISTENING

**A. Listen to the podcast about a type of company ownership – public limited company (plc). Before you listen, learn the words that will help you to comprehend the audio.**

|                              |                                    |
|------------------------------|------------------------------------|
| plc (public limited company) | (re)invest <b>to</b>               |
| stock exchange, n.           | lose the amount of money / company |
| trade, v., be traded         | Richard Branson                    |
| portion of the company       | The Virgin Group                   |
| own, v., sth., own a share   | tax, n.                            |
| share, n.,                   | portion of the company             |
| shareholder, n.              | taxpayer, n.                       |
| value <b>of</b> the company  | devide, v., be devided <b>into</b> |
| dividend, n.                 | be lible <b>for</b> sth.           |

**B. Try to answer the following questions based on the information from the podcast:**

1. What is plc? What type of ownership is it?
2. Who owns the company?
3. What is a share?
4. Who are shareholders? What do they do in the company?
5. What is a dividend? Who is supposed to get dividends?
6. Who is liable for all the losses in the company?
7. What did you know about Richard Branson and his company?

### Podcast:

#### The Company

(<https://www.podcastsinenglish.com/pages1/levelbusiness.shtml>)

## COMPANY HISTORY

**A. Study the vocabulary, render them into Russian and remember them:**

1. company history, n.
2. to establish / to found / to form / to start a company
3. to register, v.
4. a founder, n.
5. key dates and events

Companies often include details about their history in their marketing literature and company presentations, in order to show that they are **established**, and have enough experience in their field. This may include information about the **founder**, or person who **started the company**, and **key dates and events** in the **company history**.

***B. Work in pairs and discuss what you know about Ford and its history:***

1. What does the company manufacture?
2. When and where was it founded and registered?
3. Who was the founder?

***Now read the text about the dawn of the company history:***

**FORD**

In the spring of 1896, in Detroit, an American engineer Henry Ford built his first horseless carriage. In 1903, Ford, Backed by 11 local businessmen, formed the Ford Motor Company, which later was the first to introduce modern production line techniques. In 1911, Ford’s first assembly plant outside North America opened at Trafford Park, Manchester. In 1929, Ford started to build the plant in Dagenham, where the first Model AA ruck was launched on October 1, 1931.

***Complete the summary of the company history basing on the text above. Use the Past Simple tense (the first sentence is done as example). Use the Internet to find out more about the company and continue the brief company history.***

|       |  |
|-------|--|
| 1896  | Henry Ford invented his first car.       |
| 1903  | Henry Ford ..... The Ford Motor Company. |
| 1911  | The first assembly plant .....           |
| 1929  | Ford started .....                       |
| 1931  | The first Model AA truck .....           |
| ..... |  |
| ..... |  |
| ..... |  |
| ..... |  |

***C. The text below is about the Danish shoe manufacturer Ecco. Put these words into the correct place in the text.***

|               |             |                   |                |
|---------------|-------------|-------------------|----------------|
| a. experience | b. products | c. household name | d. established |
| e. founder    | f. range    | g. departments    |                |

Ecco’s \_\_\_\_\_ was Kars Toosbuy who \_\_\_\_\_ the firm in 1963. It is still owned by his family and all members of the family have \_\_\_\_\_ of working in different \_\_\_\_\_ in the firm. Ecco manufactures a wide \_\_\_\_\_ of boots and shoes and its \_\_\_\_\_ are a \_\_\_\_\_ in many countries.

**D. Look at these notes about some key dates in the history of Ecco.**

|  |
|--|
| 1963 – Karl Toosbuy sets up Ecco<br>1978 – Ecco signs production deal with firm in India<br>1984 – Ecco opens first overseas factory – in Portugal<br>1993 – Vagn Therkel becomes Managing Director<br>1994 – production begins in Thailand – to sell into Singapore, Hong Kong and Taiwan |
|--|

**Now write the correct past tense questions to ask about the events:**

1 Q \_\_\_\_\_?

A In 1963

2 Q \_\_\_\_\_?

A It signed a production deal with an Indian firm.

3 Q \_\_\_\_\_?

A It was in Portugal.

4 Q \_\_\_\_\_?

A In 1993.

5 Q \_\_\_\_\_?

A In order to sell into Singapore, Hong Kong and Taiwan.

**E. Complete the gaps in the text with a sequencer word from the box.**

|                                     |
|-------------------------------------|
| Then Today Finally Firstly Secondly |
|-------------------------------------|

\_\_\_\_\_, Ecco sold boots and shoes in Denmark. \_\_\_\_\_, the company signed a production deal with an Indian company. \_\_\_\_\_, they opened a factory in Portugal. \_\_\_\_\_, they began production in Thailand. \_\_\_\_\_, they are expanding into the USA.

**F. Put these sentences in the correct order to tell about the history of the car manufacturer Skoda.**

- a. **Afterwards**, Skoda produced quality and famous motor vehicles, including the ‘Hispano-Suiza’.
- b. **Now** Skoda is 70 % owned by Volkswagen.
- c. **First**, Vaclav Laurin and Vaclav Klement produced bicycles and then small motorcycles.
- d. **Then**, after the war, Skoda produced basic and functional vehicles.
- e. **Then**, in 1905, Laurin and Klement’s company started to manufacture motor vehicles.
- f. **Next**, Volkswagen obtained a 30 % share in Skoda and full management control of the company.

**WRITING**

**Study the information below and write a short text to tell about the history of EMI, one of the world’s leading music companies until 2012.**

- 1897 Emile Berliner started the Gramophone Company to manufacture the first sound recordings on discs
- 1931 merged with Columbia Graphophone Company to form Electric and Musical Industries (or EMI records ltd.), registered in London
- 1949 long playing vinyl records (LPs) were launched
- 1952 45 rmp vinyl singles were launched
- 1958 stereo LP recordings were introduced
- 1966 first cassette recordings were launched
- 1983 the company launches its first compact discs
- 1994 EMI invested in VIVA, a music video channel
- 2012 the company broke up

## COMPANY STRUCTURE

### A. Study the vocabulary list below:

1. a company / a corporation / a firm – компания / корпорация / фирма
2. an organization structure – организационная структура
3. an organirgam / an organization chart – организационная схема
4. to be divided **into** ... (departments) – быть разделенным на ... (отделы)
5. Departments:
  - Finance – финансовый
  - Marketing – отдел маркетинга
  - Production / Manufacturing – производственный
  - Human Resources (HR) – отдел кадров
  - Legal (Affairs) – юридический
  - Purchasing – отдел закупок
  - Sales – отдел продаж
  - Promotion and Advertising – отдел продвижения и рекламы
  - Research and Development (R&D) – отдел исследований и разработок
  - Accounting – бухгалтерия
6. assembly – сборка
7. tooling – обработка на станках
8. fabrication – изготовление частей, элементов
9. to consist of / to be made **up of** / to be composed **of** / to contain – состоять из ...
10. to be responsible **for** / to be **in** charge **of** – быть ответственным за ...
11. delivery – доставка
12. goods – товары
13. customers – покупатели, клиенты
14. a factory unit – фабрика
15. quality control – контроль качества
16. to keep records of payments – вести учет платежей
17. training courses – обучение
18. to carry **out** / to do market research – проводить исследования рынка
19. recruitment, employment – наем на работу, трудоустройство
20. selection – отбор (кандидатов)

21. product range – ассортимент продукции
22. supplies – поставки, снабжение
23. a supplier – поставщик
24. an order (**for**) – заказ (на)
25. to deal **with** / to handle sth. – работать с / заниматься чем-либо
26. to keep a file (of an employee) – вести личное дело сотрудника
27. to process invoices – обрабатывать накладные
28. to set a budget – определять бюджет

**1. Read the text.**

**2. Complete the organigram below.**

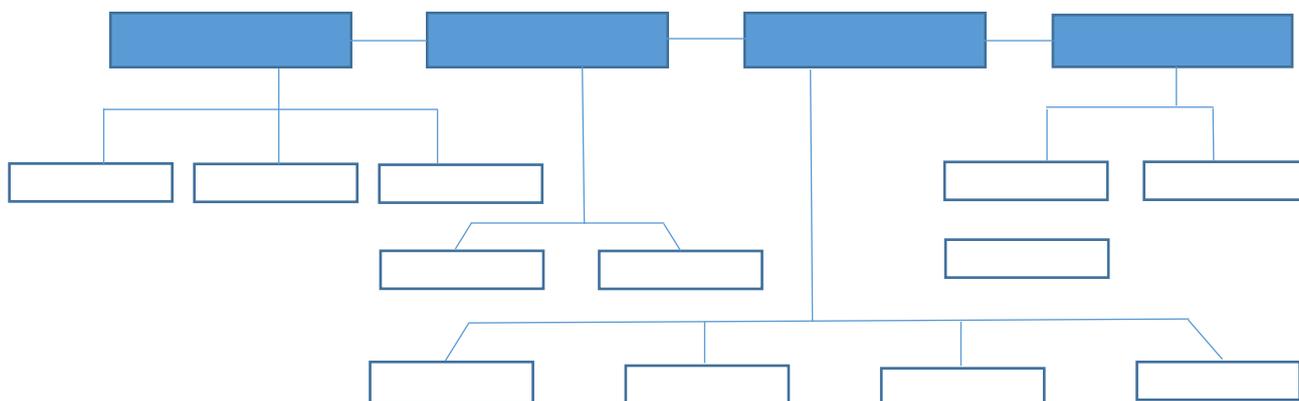
Our manufacturing firm has a typical organization structure. We are divided into Finance, Production, Marketing and Human Resources departments.

The Human Resources (or HR) department is the simplest. It consists of two sections. One is responsible for recruitment and personnel matters, the other is in charge of training.

Marketing department is made up of three sections: Sales, Promotion and Advertising, whose heads report to the Marketing Manager.

Production department consists of five sections. One is Production Control, which is in charge of both scheduling and materials control. Then there are Purchasing, Manufacturing, Quality Control, and Engineering Support. Manufacturing contains three sections: Tooling, Assembly, and Fabrication.

Finance is composed of two sections: Financial Management, which is responsible for capital requirements, fund control and credit, and Accounting.



## VOCABULARY PRACTICE

### COMPANY STRUCTURE AND DEPARTMENTS

**A. Match the departments with their functions (some departments may have more than one function).**

|                                |   |
|--------------------------------|---|
| Sales and marketing            | 1. Arranges delivery of goods to customers                          |
|                                | 2. Creates new products   |
|                                | 3. Works with the factory units                                     |
| Accounting                     | 4. Keeps a record of payments made and received                     |
|                                | 5. Organizes quality control  |
| Human Resources                | 6. Pays wages and salaries  |
|                                | 7. Organizes training courses                                       |
| Purchasing                     | 8. Carries out market research                                      |
|                                | 9. Is responsible for recruitment and selection                     |
| Transport                      | 10. Works to improve the product range                              |
|                                | 11. Is responsible for promoting the company's products or services |
| Administration                 | 12. Provides office services, such as typing and photocopying       |
| Production                     |   |
| Research and Development (R&D) | 13. Orders all the supplies   |

***B. Which department is described? Complete the blanks with the words from the box.***

|            |            |                                |           |                      |
|------------|------------|--------------------------------|-----------|----------------------|
| Accounts   | Finance    | Legal                          | Marketing | Human Resources (HR) |
| Production | Purchasing | Research and Development (R&D) | Sales     |                      |

- ..... department is responsible for manufacturing the products.
- ..... Department decides on where to sell the products, how to advertise them , and the price.
- ..... department handles orders for the company's products.
- The employees in ..... department have to deal with documents connected with law.
- ..... department is in charge of employing new staff and keeping the file on each employee.
- The people in ..... department have to compare prices and discounts from the suppliers and buy materials for production.
- ..... department processes the invoices from purchases and sales.
- ..... department analyses end-of-the-year results, sets budgets and arranges short-term and long-term loans.
- ..... department improves, adapts and changes the products, and works to make technical plans for products for the future.

*C. Give the Russian equivalents to the terms in the list below. Read the text and complete it with the correct prepositions. Translate the text.*

shareholders  
 management  
 workforce  
 company hierarchy  
 Board of Directors  
 Chairperson  
 Managing Director (MD)  
 Chief Executive Officer (CEO)  
 senior managers  
 company officers  
 to head (a department)

Most companies are made ... .. three groups of people: the **shareholders** (who provide the capital), the **management**, and the **workforce**. The **company hierarchy** is composed ... several levels. At the top, there is the **Board of Directors**, headed by the **Chairperson** or **President**. The Board is responsible ... policy decisions and strategy. It will usually appoint a **Managing Director** or **Chief Executive Officer**, who is ... charge ... running the business. The level below consists ... **senior managers**, or **company officers**, who **head** the various departments within the company.

## COMPANY PROFILE

*A. Match the terms with their Russian equivalents.*

|                                  |  |
|----------------------------------|--|
| 1. a subsidiary                  | a. производитель                                 |
| 2. retailing                     | b. сотрудники, работники                         |
| 3. headquarters / a head office  | c. оптовая торговля                              |
| 4. a competitor                  | d. специализироваться в / на                     |
| 5. be based in                   | e. действовать, работать (где-либо)              |
| 6. a representative office       | f. экспортер                                     |
| 7. an operation                  | g. покупатель, клиент                            |
| 8. provide services              | h. конкурент                                     |
| 9. a parent (or holding) company | i. обеспечивать, предоставлять услуги            |
| 10. a manufacturer               | j. производить товары                            |
| 11. wholesaling                  | к. конкуренция                                   |
| 12. specialize in                | l. международная (транснациональная) компания    |
| 13. operate in ...               | м. нанимать, иметь в штате, предоставлять работу |
| 14. competition                  | п. штаб-квартира, головной офис                  |

|                     |                                     |
|---------------------|-------------------------------------|
| 15. a customer      | о. основываться, находиться в       |
| 16. an exporter     | р. производственное предприятие     |
| 17. employees       | q. головная (родительская) компания |
| 18. produce goods   | г. розничная торговля               |
| 19. employ          | с. представительство                |
| 20. an importer     | т. филиал                           |
| 21. a multinational | и. импортер                         |

**B. Read the text and complete it with the words from Exercise A. Translate the text.**

Companies are involved in many activities, such as *r.....*, marketing or *p.....*, in a range of different industries, such as information technology, telecommunications, film, and car manufacture.

Many well-known companies are *m.....*, that is, they operate in a number of countries, where they have *r.....* offices or other divisions.

Multinationals often have a complicated structure. There is usually a *p.....* or *h.....* company. This company owns other companies or parts of other companies, which are called *s.....*.

## SPEAKING

### A. Companies.

**Prepare a short speech using one of the questions below and present it in the class.**

1. What are the companies that you knew about from the unit? Use examples.
2. Make a report or a presentation about one of the world famous or Russian companies.
3. What company would you like to work for in the future? Is it a big or a small company?
4. Describe a typical vertical company structure (hierarchy).
5. What departments does a big company usually consist of? What are their functions?
6. Talk about a world famous company. Where is it based? How big is it? What does it do? Where does it operate? Use the company profile chart below:
  - Name and origin
  - Type or status of company
  - Core activity (business)
  - Number of employees
  - Main markets

### B. Polite requests.

**Learn the communication phrases and try to use them in dialogues.**

Useful phrases:

*Can I speak to ...?*

*Could you call me again ...?*  
*Can you tell me your name and address?*  
*Could you repeat what you said?*  
*Could you help me to ...?*

(See also material and phrases at pp. 9–10 BR Pre-Intermediate)

Using the phrases make up a short dialogue:

- a) with a receptionist in the hotel*
- b) with a partner at a business conference*
- c) with your room mate at a hotel*
- d) with your new customer in the office*

### **ADDITIONAL ACTIVITIES**

1. Use Practice File BR Pre-Intermediate Exercises 1–3 at pp. 102–103 for vocabulary, business communication and grammar practice.

2. Play a game with a partner ‘Make the contact!’ p. 11. Rules are explained File 01 pp. 135.

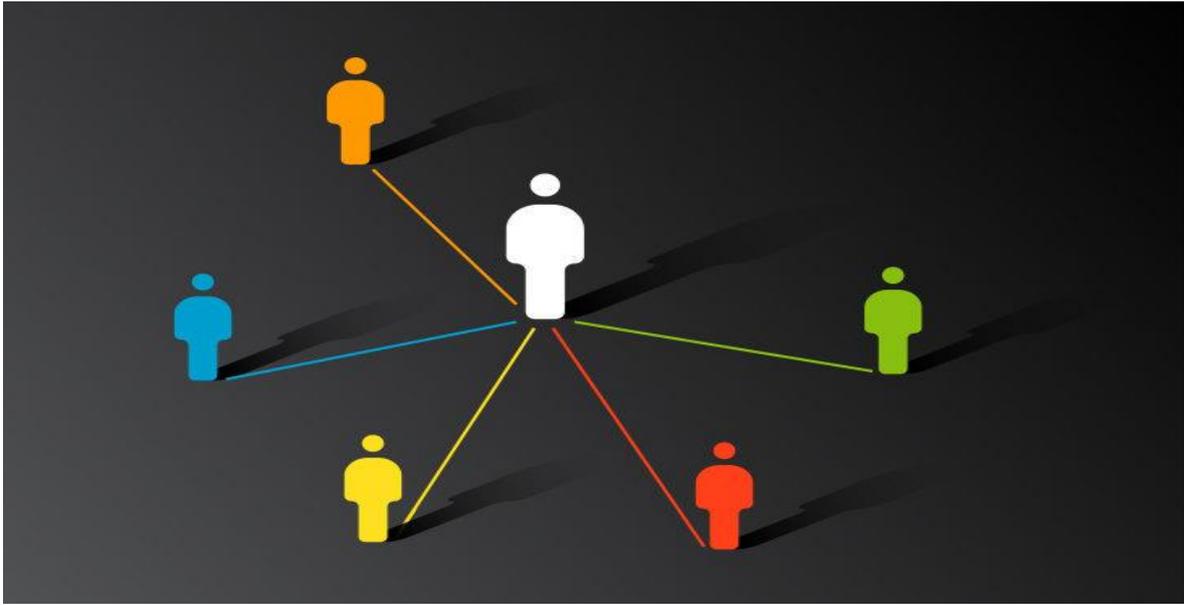
### **Sources**

Britanica. Airbus. URL: <https://www.britannica.com/topic/Airbus-Industrie>.

Business Result Pre-intermediate. Unit 1, pp. 6–11, 102–103, 135.

Podcasts in English. Business Level. The Company. URL: <https://www.podcastsinenglish.com/pages1/levelbusiness.shtml>.

## UNIT 2. CONTACTS



### LEAD-IN

1. What departments are there in a company?
2. What are they responsible for?
3. What positions are the most important for the company?
4. What position would you like to get in the future? Why?

### VOCABULARY

*Read the vocabulary list, find the Russian equivalents and learn the words:*

1. job, n.
2. involve, v.  
be involved **in**
3. retail, v., n.  
retail buyer
4. take part **in**
5. supply, v.  
supplier, n.
6. logistics, n.
7. external, adj.  
internal, adj.
8. consult, v.  
external consultant, n.
9. consist **of** sth. / doing sth.
10. attract, v.  
*They are in charge of attracting new clients.*  
research, v.  
brainstorm, v.

11. senior police officer
12. employ, v.  
employment agency, n.
13. work **for** sb. / work **on** sth. / work **with** sb.
14. deal **with** sb. / sth.  
*She deals with problems of relations between the staff.*  
handle, v. sth.
15. staff, n.
16. customer, n., client, n.
17. subcontractor, n.
18. colleague, n.
19. train, v.  
training organizations
20. be self-employed
21. sales rep, n.
22. develop, v.  
negotiate, v.  
supervise, v.  
monitor, v.  
build relationships **with**  
ensure, v.
- report, v.  
prepare reports **for**  
provide, v.  
collaborate, v.  
focus **on**  
develop, v.
23. be in charge **of**  
be responsible **for** sth. / **to** sb.  
responsibilities / duties, n., pl.
24. technical issues
25. consist **of** sth.
26. include, v.  
*My responsibilities include answering phone calls and receiving visitors.*
27. department, n.

(Use the vocabulary in Ex. 1–8 pp. 12–13. BR Pre-Int.)

## VOCABULARY PRACTICE

### 1. Working with words.

A. Give the equivalents for the following words in each column.

| <i>Russian</i>   | <i>English</i>                     |
|------------------|------------------------------------|
| include          | быть самозанятым, работать на себя |
| subcontractor    | коллега                            |
| be in charge of  | розничная торговля                 |
| responsibilities | агентство по найму                 |
| deal with        | логистика                          |
| consist of       | торговый представитель             |
| customer         | образовательные организации        |

|              |                    |
|--------------|--------------------|
| involve      | поставщик          |
| take part in | клиент, покупатель |
| staff        | внутренний         |

**B. Match the terms with the definitions and use the word combination in your own sentence.**

|                       |  |
|-----------------------|--|
| 1. take part in       | a. sell products to the public   |
| 2. staff, n.          | b. companies that provide other companies with necessary goods and equipment |
| 3. suppliers, n., pl. | c. a person who buys products  |
| 4. customer, n.       | d. a person who works with you   |
| 5. colleague, n.      | e. people who are employed by company  |
| 6. retail, v.         | f. participate in particular activity or event                               |

**C. Match the verbs with their equivalents and use them in your own sentence.**

|                            |                                |
|----------------------------|--------------------------------|
| 1. brainstorm, v.          | a. сотрудничать                |
| 2. develop, v.             | b. вести переговоры            |
| 3. negotiate, v.           | c. вести мозговой штурм        |
| 4. ensure, v.              | d. строить отношения с кем-л.  |
| 5. provide, v.             | e. предоставлять               |
| 6. collaborate, v.         | f. развивать, разрабатывать    |
| 7. build relationship with | g. обеспечивать, гарантировать |

**2. Fill in the missing prepositions in the sentences below. Choose from the following:**

|   |
|---|
| of      in      for      on      of      of |
|---|

1. A receptionist in the company is usually responsible ... answering calls and receiving visitors.
2. Alfred always takes part ... development projects and staff training.
3. Account Manager is usually in charge ... dealing with major customers.
4. Programmers are preparing new versions ... old software products.
5. Her duties consists ... finding new customers and making contracts with them.
6. Now the department is working ... a marketing project for new advertising company.

**3. Render the sentences into English with the necessary words from the vocabulary list:**

1. Мы сейчас разрабатываем новую линейку товара для азиатского рынка.
2. Каждый работник компании участвует в планировании и обсуждении новых идей.

3. Эта должность предполагает много путешествий и поездок по стране и за рубеж.

4. В обязанности торгового представителя входит поиск клиентов, продажа товаров и заключение контрактов.

5. Все работники отдела обязаны предоставлять еженедельные отчеты начальнику отдела.

## READING

**A. Read about the position of Account Manager placed in the site for employers who are looking for specialists. Answer the questions below:**

1. What does the Account Manager focus on?
2. What does AM do in the company?
3. What personal and professional qualities is Account Manager supposed to have?
4. What are the main duties?
5. What should the candidate do in order to succeed in this job?

## ACCOUNT MANAGER

### Account Manager

*How to Write an Account Manager Job Description Sample* An Account Manager, or Account Executive, focuses on meeting the needs of clients and customers across all departments within a company. Their *duties include* serving as a point of contact for clients, building customer and company relationships, and generating revenue for clients and for their organizations.

*What does an Account Manager do?* Account Managers act as the communication connection between a client and a business. They work in a variety of industries, such as marketing, finance, event planning, software, and advertising. They *research* and *brainstorm* new ways to create and manage positive relationships with clients. Account Managers may *handle* all aspects of a customer's experience with the company, such as through contract negotiations with new clients, market research in different industries, and new business opportunities for existing clients.

### Account Manager Job Description Examples

We are searching for a bubbly and communicative candidate who is proactive and passionate about company products and the clients they serve. This is a remote (work from home) position.

The Account Manager will act as a point of contact for their clients. They will *build* long-lasting, mutually beneficial *relationships* with their contacts, always striving to find opportunities to generate more revenue for the client and the company.

To succeed in this position, candidates should have exceptional communication, computer, and problem-solving skills. You should be resourceful, analytical, adaptable, and organized with the ability to build rapport with clients.

After reading the below, and you determine this is a fit, please fill out our job application and submit your resume for further consideration.

## **JOB Duties**

*Account Manager duties and responsibilities.* Account Managers may *handle* accounts for multiple clients at the same time. One of their primary *duties* is to ensure that the work produced satisfies customers. Some common duties and *responsibilities* of an Account Manager include:

- Forecasting and monitoring account metrics for each client.
- Communicating progress of quarterly, monthly, and yearly initiatives to stakeholders.
- Preparing account reports as requested by clients or supervisors.
- Collaborating with other teams and departments to meet client needs and create new opportunities.
- Ensuring timely and accurate delivery to meet customer needs and aims.
- Providing customer service to clients on all accounts.
- Negotiating contracts in the best interests of clients and organizations.
- Developing beneficial working relationships with all relevant stakeholders.

Indeed for Employers. Account Manager

(<https://www.indeed.com/hire/job-description/account-manager>)

## **LISTENING**

### ***1. Watch the video and make sentences about responsibilities:***

Lean English with Rebecca. Responsibilities.

(<https://www.engvid.com/business-english-talking-about-your-responsibilities>)

### ***2. Listen to the interview with Sang Chun speaking about his duties. Retell his story giving as many details as possible:***

(Business Result Pre-In p. 13 Ex. 6–7)

1. What is the name of his position?
2. What does his job involve?
3. What are programmers usually involved in?
4. What are they doing now?

## **SPEAKING**

### **A. Responsibilities**

1. Speak about your home responsibilities.
2. Choose a position in the company and describe the duties of this person.
3. What responsibilities would you like to have in your future job?

### **B. Telephone Communication**

*Learn the material pp. 15–16 how to make polite telephone conversations and use them in your own dialogues.*

*Hello, could I speak to...?*

*Who's calling, please?*  
*I am calling about...?*  
*Can I leave a message for...?*  
*Can I take a message...?*  
*I'll give him / her the message.*  
*Can you ask him to call me back?*

### **C. Role Play.**

***Read the description of the situations and role play them using the vocabulary and communication phrases:***

1. *Student A.* You are a newcomer in a successful retail company. You have just been hired to the position of a *sales manager*, but you don't know what your duties and your responsibilities are. Ask your boss some questions about the responsibilities of a sales manager, your working day and your workplace conditions.

*Student B.* You are the head of the Sales Department and you have a new employee who wants to know the details of his / her working responsibilities. Answer his/her questions and describe the biggest difficulties and main goals.

2. You want to work as *an office manager* for a young service company but you don't know what the duties of the job are. Make a phone call to the office, ask the secretary to connect you to the HR manager. Ask all the questions about the position and try to make the decision.

## **SUPPLEMENTARY MATERIALS**

### **ADDITIONAL READING**

#### **Contacts. Duties. Work Responsibility.**

***1. Read the text about work responsibility, answer the questions and do the tasks.***



## **The Importance of Work Responsibility and How to Achieve More**

Posted by Glassdoor Team

*Career Advice Experts*

Last Updated June 30, 2021

### **Part I.**

#### **Reliability and consistency**

*Employers* hire *individuals* based on their ability to perform the *duties* and *responsibilities* detailed within an official job description. The job description is a written explanation of what each employee *is responsible for* completing and clearly outlines the *qualifications* and expectations the company has. It is important for each *employee* to be aware of the *requirements* set for him or her to maintain a positive and *productive* work environment. Let's learn what work responsibility is, why its important in the *work environment*, and ways for you to achieve more responsibility in the *workplace* and reach your *career goals*.

#### **What is work responsibility?**

Work responsibility is when an employee completes all of their job duties stated within the *job description* and adheres to *company policy* and *procedures* professionally and to the best of their ability. When you are responsible at work, you establish yourself as a *valuable* employee and a dependable *coworker*. Your daily actions at work, your behavior at special *work-related events*, and how you *treat* other employees all play a role in responsibility at work. The type of *job-specific responsibilities* you have and the expectations placed on your behavior at work *depend on* your workplace environment and your specific role.

#### **Why work responsibility is important**

Responsibility is important in the *workplace* because it shows your professionalism, can advance your career, helps build professional bonds with coworkers, and shows company *leadership* that you are a valuable employee. Supervisors value employees who exhibit responsibility because they know they can trust you *to complete tasks* on time and submit *high-caliber work*. Responsible employees are professionals with a consistent *work ethic* who take actions daily toward their *professional goals*.

Responsible employees work to advance company success and strive to perform their *daily duties* well. Responsible employees *are engaged in* their daily activities and *establish* a culture of accountability that advances individual careers and increases *company productivity*. Assuming responsibility at work can *benefit* you in the ways listed below.

##### **1. Reveals your character**

Your responsibility for your workplace duties demonstrates your work ethic. Being a responsible employee shows you take pride in your work and validates your worth. Supervisors will view you as a dependable and *self-reliant employee* and have faith in your abilities.

## 2. Helps secure your position

A responsible employee helps to provide the company with consistency and security. Your strong work ethic and dependable nature are demonstrative of your value and make employers want to retain your talent. By assuming your responsibility at work, you become an asset to the organization and gain job security because employers tend to keep employees who deliver the best work and show constancy in their behavior.

## 3. Show accountability

Having accountability means that you accept the consequences of your actions, whether they be good or bad. Employers *value honesty* in workers who can admit to mistakes and take the actions needed to remedy them. Workers who are accountable learn from their mistakes and become better because of them. Working to *rectify your errors*, and accepting praise for a job well done, *shows confidence* in your skills and knowledge.

## 4. Establishes trust

Honesty when admitting an error and the moral character to cheer others on for their accomplishments helps to develop trust in the workplace. Coworkers will value your *presence, input*, and relationship when they view you as a comrade rather than competition. You can *establish trust with* colleagues by recognizing their contributions, working together to reach a goal, sharing ideas to improve workplace success, and showing a genuine interest in them and their personal lives. Although you don't have to be best friends with everyone at your job, learning about other people shows you value their individuality and respect them. Develop mutual respect with coworkers and supervisors to develop trust, credibility, and *foster* a healthy company culture.

## 5. Positions you for advancement

Responsibility is important in the workplace because a *strong work ethic* and respect for others can impress your employer and *open up opportunities* for career advancement.

**A. Find the Russian equivalents for the words and word combinations in the text given in italics.**

|                             |  |
|-----------------------------|--|
| 1. rectify, v.              |  |
| 2. take pride in            |  |
| 3. accomplishments, n.      |  |
| 4. admit an error           |  |
| 5. establish trust with sb. |  |
| 6. value sb.'s presence     |  |
| 7. input, n.                |  |
| 8. self-reliant, adj.       |  |
| 9. foster, v., sth.         |  |
| 10. consistency, n.         |  |

**B. Make word combinations with the help of the following expressions from the text and the Russian equivalents of them:**

|                 |                  |                                |
|-----------------|------------------|--------------------------------|
| 1. professional | a. work ethic    | профессиональные цели          |
| 2. high-caliber | b. errors        | высококласная работа           |
| 3. show         | c. opportunities | показывать уверенность         |
| 4. strong       | d. goals         | высокая профессиональная этика |
| 5. open up      | e. confidence    | открывать возможности          |
| 6. career       | f. interest      | продвижение в карьере          |
| 7. rectify      | g. work          | исправлять ошибки              |
| 8. genuine      | h. advancement   | искренний интерес              |
| 9. company      | i. duties        | ежедневные обязанности         |
| 10. daily       | j. productivity  | производительность компании    |

**C. Answer the following questions:**

1. What is work responsibility?
2. Why is it important to show work responsibility?'
3. What practical recommendations does the text provide?
4. Based on the text, choose three most important tips that will help you to build work responsibility?
5. Summarize the key propositions of the text and tell the group about them.

**Part II.**

**How to Achieve More Work Responsibility in the Workplace**

Think about ways to exhibit the following traits through your actions to earn the trust of your colleagues and supervisors to gain more responsibilities at work and position yourself for a promotion or raise.

**1. Awareness**

When working to show you are a responsible employee, take the first step by ensuring you are fully aware of your job responsibilities. Review your job description and be knowledgeable of any current project goals. Employers value workers who understand the scope of their job and are focused on completing their duties to the best of their ability. Make sure you try to do your best when executing your job responsibilities before you take on additional tasks or help others.

**2. Integrity**

Integrity is a skill and trait that takes time to develop. Employees with integrity follow a strong moral code and can be trusted to make decisions that are ethical and benefit the company and those around them. This soft skill is a quality necessary for effective leadership and can gain the attention of your supervisor, setting you up for a promotion. Express good and logical judgement and treat others professionally to show your sincere and honest nature.

**3. Resilience**

Resilience, the will to continue when faced with obstacles and the stamina to continue after you have failed, leads to successful employees and a dynamic and growing company culture. Strong employees know that growth only happens after failure and defeat is a great teacher. Learn from your mistakes and use them as inspiration to do better next time.

#### 4. Accountability

Accept the consequences of your actions to take accountability. Although responsibility and accountability are related, they are not the same. Being responsible at work for your duties means taking action, while accountability is the result of those actions. Knowing how to accept praise or recognition for quality work and accepting blame when your actions create problems are both forms of accountability. Being accountable for your actions and showing self-reflection by discussing the consequences will help managers build trust in you.

#### 5. Decisiveness

When you have to make a decision at work, do so with confidence. Being decisive means making informed decisions and having the certainty to see them through.

#### 6. Determination

Your determination and drive to succeed are evidence of your dedication to your job and industry. When you seek opportunities to develop both your hard skills and soft skills, your supervisor will see your fortitude and persistence.

**A. Vocabulary. Match definitions with the following expressions and word combinations:**

|                       |  |
|-----------------------|--|
| 1. determination, n.  | a. the capacity to recover quickly from difficulties; toughness                        |
| 2. decisiveness, n.   | b. the quality of being honest and having strong moral principles                      |
| 3. awareness, n.      | c. the quality of trying to do something even when it is difficult                     |
| 4. integrity, n.      | d. knowledge or understanding of a particular subject or situation                     |
| 5. resilience, n.     | e. the ability to make decisions quickly and effectively                               |
| 6. accountability, n. | f. determination to do something even though it is difficult or other people oppose it |
| 7. persistence, n.    | g. the fact or condition of being accountable; responsibility                          |

**B. Answer the questions based on the details from the text:**

1. What is the main message of the text?
2. What personal qualities and traits are important to achieve success at work?
3. Why is it important to build trust with your colleagues and supervisors?
4. What is integrity? Why is it important for an employee?
5. Why should an employee be decisive and determined?
6. What is accountability? What role does it play for effective and productive work?

### Part III.

#### Tips for Showing Work Responsibility on the Job

While you work to hone your skills and establish your worth as an employee, you can show you have a sense of responsibility at work through consistency in your

daily actions and behavior. Consider the following tips to show work responsibility on the job.

**1. Be punctual**

Arrive on time daily, show up to meetings a few minutes early, and complete tasks by, or before, deadlines to show your respect and appreciation of others' time.

**2. Remain positive**

An optimistic attitude is conducive to a healthy workplace environment and makes overcoming challenges easier. When you are positive, finding solutions is a welcomed task and opportunity to grow. Your optimism can enhance your critical thinking skills and inspire others to want to work with you toward a solution.

**3. Practice active listening**

Work responsibility requires good listening skills. Practice active listening when communicating with others by making good eye contact, eliminating distractions, waiting for your turn to speak, having an open and inviting posture, and asking clarifying questions to fully understand the message. They will appreciate your efforts and your actions will help to build strong bonds among your peers.

**4. Motivate others**

Encourage others to create goals and praise them for quality work. Show you value your colleagues by recognizing their efforts and support in your job. You can give a kind word of praise or send a considerate thank-you note to communicate the sentiment. It is a professional and kind act that will be noticed.

**5. Volunteer**

Volunteering at work for extra duties shows you want to help the company succeed and you are ready for more responsibility. Make sure you complete your regular duties to the best of your ability to ensure you are not over-committing. Volunteering can be an excellent learning experience and may align you with further opportunities for advancement.

**6. Be flexible**

A transferable skill that can benefit you in both your personal and professional life is flexibility. Be able to judge when you have to adjust your efforts or change your perspective in order to reach a goal. This trait can help you be a better team member and a more reliable employee.

It is important to be successful at work and have a sense of purpose in your daily duties. Work responsibility is an important characteristic to establish your value as an employee and maintain a positive company culture. A positive work environment will recognize you for taking responsibility at work and support your career path goals.

***Answer the following questions:***

1. Is it important to be punctual at work? Why?
2. What does it mean to be 'positive' in the workplace?
3. What is 'active listening'? Why is it important for the success at work?
4. How can employees and colleagues be motivated at work?
5. What does it mean to be flexible in the workplace?
6. What is important to be successful at work?

## **Sources**

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## UNIT 3. EMPLOYMENT



### LEAD-IN

1. Describe your dream job. What do you expect from it?
2. Do you have a career plan in mind? Where do you want to be in ten years' time?
3. What is the key to success in career-building?

### VOCABULARY

*Read the vocabulary list, find the Russian equivalents and learn the words:*

1. employ, v.  
employee, n.  
employer, n.  
(un)employment, n.
2. career, n.  
to progress **in** your career
3. be interested **in** sth. / doing sth.
4. networking, n.
5. apply, v.  
to apply **for** a job  
to apply **for** a vacancy
6. qualifications, n., pl.
7. experience, n.
8. to post a job advertisement  
to post a job / a job opening  
to advertise a vacancy
9. benefit, v., n.  
to benefit **from**  
employee benefits

10. depend, v.  
to depend **on** sth. / sb.
11. position, n.
12. salary, n.  
a high / low salary
13. private healthcare
14. paid holiday
15. flexible hours
16. leave, n.  
a maternity leave  
a sick leave
17. waste, v.  
waste time doing sth.  
waste money / paper  
a waste of time / money / paper
18. refer, v.  
referee, n.  
references, n., pl.  
referral, n.
19. apply, v.  
to apply **for** a job  
an application form  
applicant, n. = candidate, n.
20. shortlist, v.  
a short list (of candidates)  
to be shortlisted **for** sth.
21. fill **in** sth.  
fill **in** an application form
22. CV (Curriculum Vitae), n.  
resume, n.  
a cover letter
25. interview, n., v.  
a job interview, n.  
an interviewee, n.  
an interviewer, n.
26. recruit, v., n.  
recruitment, n.

**1. Combine words from Column A with words from Column B to make word partnerships.**

| <b>A</b>    | <b>B</b>   |
|-------------|------------|
| to post     | holiday    |
| to waste    | healthcare |
| employee    | leave      |
| application | interview  |

|              |                     |
|--------------|---------------------|
| paid         | vacancy             |
| maternity    | benefits            |
| private      | hours               |
| job          | a job advertisement |
| flexible     | letter              |
| to apply for | time                |

**2. Complete the sentences below with word partnerships from Exercise 1:**

1. She had a baby and, after her \_\_\_\_\_, she resumed her old job.
2. Our platform is ideal for finding suitable employees: you can post a \_\_\_\_\_ within minutes.
3. I need a job with \_\_\_\_\_ to avoid travelling at rush hour.
4. My employer pays for high quality \_\_\_\_\_ for all the company employees. It is one of the most valuable \_\_\_\_\_.
5. You should not \_\_\_\_\_ on this interview – you'll never get the job: you do not have the necessary qualifications.
6. Please send an \_\_\_\_\_ with your resume.
7. I have an important \_\_\_\_\_ tomorrow and I am so nervous!
8. Look at this! You absolutely must apply for \_\_\_\_\_. Their office is just round the corner!
9. The job is ok, but the \_\_\_\_\_ is only two weeks a year.

**3. Fill in the missing prepositions in the sentences below if necessary:**

1. You can fill ..... the application form online.
2. I want to apply ..... the position of fitness club Administrator.
3. We shortlisted five candidates ..... the interview.
4. Your starting salary will depend ..... your relevant experience.
5. The company's employees will certainly benefit ..... the new pension scheme.
6. I am very interested ..... getting managerial experience.
7. A strong work ethic helped him progress ..... his career quickly.
8. You are wasting your time ..... trying to fix this copier. We really need a new one.

**4. Render the following into Russian using the key vocabulary:**

1. В нашей компании около 200 работников.
2. Я хотел бы (заинтересован) научиться работать с этим новым приложением для дизайнеров.
3. Умение налаживать контакты может помочь вам в поиске работы.
4. На эту должность подали заявления 45 кандидатов.
5. В резюме нужно показать, что у вас есть подходящая квалификация и опыт работы.
6. Компания разместила несколько вакансий на основных платформах по поиску работы.
7. Льготы для работников включают частную медицинскую страховку.

8. Для меня важно, что я работаю по гибкому графику.
9. Я не хочу впустую тратить время на офисную работу.
10. Собеседование проводили три человека.

**5. From the words listed below, select a word to fit each blank space in the sentence. Use each word only once:**

|             |         |           |                |
|-------------|---------|-----------|----------------|
| candidates  | agency  | resumes   | personal       |
| prospective | options | personnel | qualifications |

1. I need to find an assistant, so I'll call an employment \_\_\_\_\_ .
2. Please don't ask my age; that's a very \_\_\_\_\_ question.
3. Three \_\_\_\_\_ are being considered for that position.
4. We want to hire additional \_\_\_\_\_ for that department.
5. After advertising in the paper, he received \_\_\_\_\_ from many prospective candidates.
6. There are several \_\_\_\_\_ he can consider when choosing an employee.
7. \_\_\_\_\_ employees must be interviewed before they can be hired.
8. \_\_\_\_\_ Her for the job include a college degree, good work experience and an energetic personality.

**6. Draw a line from each word on the left to a word on the right to make a word pair. There is one extra word that you don't have to use:**

|                     |                   |
|---------------------|-------------------|
| <i>covering</i>     | <i>agency</i>     |
| <i>employment</i>   | <i>references</i> |
| <i>application</i>  | <i>test</i>       |
| <i>curriculum</i>   | <i>letter</i>     |
| <i>psychometric</i> | <i>form</i>       |
|                     | <i>vitae</i>      |

**7. Choose the proper word to complete each sentence:**

1. Why is it so important to find the right *job / position*?
2. He tried many occupations but finally he chose the *job / career* of a lawyer.
3. Looking for a job / work is a hard *job / work*.
4. What is your current *profession / position* in the company?
5. The construction of the factory in our town has created a lot of *occupations / jobs*.
6. Many students have no practical *qualifications / skills*, which makes it difficult for them to land a good job.
7. The *career / vacancy* of Office Manager is still open.
8. Do you enjoy your *profession / work*?
9. Please, bring a copy of your *CV / application form* when you come for the interview.
10. He left his *post / vacancy* at the company because he was invited to work for another company.

## READING

### *Pre-reading. Answer the questions:*

1. List the most common job search difficulties. Have you faced any of them yourself?
2. What recommendations can you give to a friend who is looking for a job? What strategy would you suggest?

### *Read the text below and do the tasks after the text.*

#### **Best Ways to Find a Job: Six Methods that Really Work**

Whether you are looking for your first job after graduating from college or high school or you're looking to change companies or progress in your career, it is vital to know how to look for a job. Although finding a new job might seem challenging, there are many different methods to find one effectively and efficiently. Here are six different approaches you can take to boost your job search:

##### **1. Ask your network for referrals.**

If you are looking for a job, you should tell all your contacts to help you find career contacts. Networking is an effective way of finding a new job, and employers prefer receiving a referral from a trusted member of their staff. Many jobs are filled internally from referrals before they are even advertised.

##### **2. Contact companies directly.**

If a company you are interested in doesn't have any relevant jobs posted on their website, reach out to them via email or phone to see if they are looking to employ someone with your qualifications and experience. The recruitment process costs a considerable amount of money, so if an employer hears from a suitable candidate directly before posting a job, they might favor employing you rather than spending time and money searching for other candidates. Think carefully what you want to say to each company, and consider writing a formal cover letter to explain why you would be an ideal employee.

##### **3. Use job search platforms.**

If you want to apply for a large number of jobs quickly and efficiently, use job search platforms to power your search. Most top job search engines will allow you to search jobs by location, wage and keywords. Also, if possible, upload a resume and cover letter that you can adapt to each application.

##### **4. Go to job fairs.**

A job or career fair is a special event that aims to get companies and potential employees together to network and share information. These events are frequented by big companies that are looking to recruit large numbers of employees as well as fresh graduates for training programs.

Since you will be meeting with potential new employers for the first time, aim to make a great first impression and wear appropriate, professional clothing. It is also a good idea to make a list of questions that you want to ask the recruiters. You will make a memorable impression if you appear genuinely interested in a company.

## **5. Leverage social media.**

You can search for company pages on sites like Facebook and Instagram and follow them. By keeping up to date with a company's social media pages, you can gain valuable insights into their tone, interests and working style. You may even hear about job openings they have through these channels.

If you are using social media for professional purposes, it's important to make your own profiles suitable. They should convey a good image of you, even though you are using the platforms for personal rather than professional purposes. Use your real name and only publish appropriate pictures and posts.

## **6. Inquire at staffing agencies.**

Most towns have several staffing agencies that you can register with. Some are industry-specific and others deal with many different industries. Some agencies may only deal with short-term and temporary contracts at first. This may not be exactly what you were hoping for but if you gain temporary employment with a company and impress them with your work, it could lead to a permanent job. A short-term contract can also provide you with further experience to find out if you are actually suited to the role. This is useful if you are not entirely certain what sort of job you want to do.

(Adapted from: Best Ways To Find a Job:  
Six Methods That Really Work | Indeed.com)

### ***1. Text comprehension. Answer the following questions:***

1. Rank the six tips from the most to the least useful.
2. Which of the recommendations given in the text do you find most useful, and why?
3. Which tips, in your opinion, will not work?

### ***2. Text comprehension. Decide if the sentences below are true (T) or false (F):***

1. It is not a good idea to tell as many of your contacts as possible that you are looking for a job.
2. If you contact the company directly, they may get interested in employing you because it will save them money.
3. Job search engines help you filter the vacancies by different parameters.
4. Job fairs are only useful for fresh graduates.
5. When using social media for professional purposes, make sure your own profiles do not contain inappropriate information.
6. Agencies who are looking for short-term and temporary staff are useless for you.

### ***3. Text comprehension. Complete the phrases using the text:***

1. it is ... to know how to look for a job
2. a ... from a trusted member of their staff
3. Many jobs are filled ...
4. reach out to them ... email or phone
5. <...> costs a ... amount of money
6. consider writing a formal ... ..
7. use job search platforms to ... your search

8. These events are ... by big companies
9. aim to make a great first ... and wear ..., professional clothing
10. keeping ... .. date with a company's social media pages

## SPEAKING I

**1. Match 1–10 to a – j to give the names of ten job benefits (Business Result Pre-Intermediate, Unit 5, ex. 2–4, pp. 31).**

|                  |                   |               |              |
|------------------|-------------------|---------------|--------------|
| 1. maternity ... | 6. company ...    | a. car        | f. hours     |
| 2. flexible ...  | 7. mobile ...     | b. healthcare | g. bonus     |
| 3. paid ...      | 8. annual ...     | c. membership | h. scheme    |
| 4. private ...   | 9. subsidized ... | d. holiday    | i. childcare |
| 5. gym ...       | 10. pension ...   | e. leave      | j. phone     |

**2. Listen to three people describing their job benefits (Business Result Pre-Intermediate, Track 23). Which benefits are useful or not useful for Anna, Mark, and Valerie?**

**3. Which benefits would be important for you in your future job? Discuss it with your partner and present your dialogue to the group.**

## LISTENING

**Watch a Youtube video “Resume Writing 101” from Kennesaw State University (<https://youtu.be/w0GsNFDFtUo>) and answer the questions.**

1. What is a resume?
2. What is included in the recommended list of resume sections?
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
3. Is there a strict order in which the sections should follow each other? Why?
4. What does the author recommend putting at the top of the page?
5. What is the purpose of the “Summary of skills / Objective Statement”?
6. What should come first – “Education” or “Experience”?
7. What chronological order should you use?
8. What recommendations are given for describing your experience?
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

9. What other sections may add value to your resume?  
 10. What is the final and, perhaps, most important advice?

## WRITING

1. Here are the details from Nigel Dolman's CV. Use the layout below to put it together.

e. g. 1 = e

|   |  |   |   |   |        |
|---|--|---|---|---|--------|
| a | 222 443 2136 (home)<br>222 933 4236 Ext. 2085 (business)   | o | 1206 West 5th Street,<br>Los Angeles,<br>CA 90017<br>U.S.A. | p | single |
| b | participant in New York marathon   |   |   |   |        |
| c | Operations Researcher, University of Harvard (worked on numerical analysis and statistics)                     |   |   |   |        |
| d | Systems Engineer and Manager of Advanced Training at West Educational Center, Los Angeles                      |   |   |   |        |
| e | Nigel Sebastian Dolman   |   |   |   |        |
| f | fluent Mandarin  |   |   |   |        |
| g | B.A. in Management Studies, University of Cambridge  |   |   |   |        |
| h | Master of Business Administration, University of Cambridge   |   |   |   |        |
| i | holder of black belt in judo   |   |   |   |        |
| j | Mr C. Slazovitch, Director,<br>West Educational Center,<br>109002 Wilshire Boulevard,<br>Los Angeles, CA 90024 |   |   |   |        |
| k | 20th April, 1964   |   |   |   |        |
| l | member of Project Management Institute, U.S.A., for three years  |   |   |   |        |
| m | educated in Hong Kong until the age of 16  |   |   |   |        |
| n | British  |   |   |   |        |

|    |                                   |
|----|-----------------------------------|
| 1  | name                              |
| 2  | address                           |
| 3  | telephone                         |
| 4  | date of birth                     |
| 5  | nationality                       |
| 6  | marital status                    |
| 7  | education                         |
| 8  | present position                  |
| 9  | previous employment               |
| 10 | membership of professional bodies |
| 11 | other skills + interests          |
| 12 | referees                          |

**2. Resume writing. Use the information from the video “Resume Writing 101” and the sample layout below to write your own resume.**

**1. FIRST AND LAST NAME**

**Email:** youremail@gmail.com | **Phone:** 895 555 555 | **Address:** 4397 Aaron Smith Drive Harrisburg, PA 17101 | **Linkedin:** linkedin.com/in/yourprofile

**2. Resume Introduction**

A first-year student looking to gain experience in [industry]

**3. Work or Relevant Experience**

**Job**

**Title**

*Employer Name / Location / Start Date – End Date*

- List relevant accomplishments or responsibilities from an earlier job
- If you no longer hold this job, use past tense verbs to describe your achievements

**4. Education**

**Degree**

**Name**

/

**Major**

*University, Location / Start Date – End Date*

**5. Skills and Certifications**

- List your relevant professional skills
- Include a range of hard skills and soft skills
- Be as specific as possible and mention the names of software or tools you can use

**6. Additional Resume Section**

- This section could be for any of the following: publications, languages, volunteer experience, or even hobbies

(Adapted from: [8+ Best Resume Layout Examples for 2021 | Resume Genius](#))

**SPEAKING II**

***Practice asking each other questions as if at a job interview. Change roles.***

***You may use all or some of the questions below:***

- a) Tell me about yourself, please.
- b) Why do you want this job?
- c) What is your major achievement?
- d) What do you consider yourself good at?
- e) Why should we hire you?
- f) What sort of person are you?
- g) What are your strong points?
- h) What are your weaknesses?
- i) What do you know about our organization (company)?

## SUPPLEMENTARY MATERIALS

### READING AND SPEAKING

*Pre-reading. Find Russian equivalents for the following words and phrases:*

1. perks
2. employee benefits
3. incentives
4. dedication
5. employee turnover
6. employee engagement
7. loyalty
8. life-work balance
9. work agreement
10. time off
11. required by law
12. Social Security
13. burnout
14. to prevent
15. interns
16. healthcare coverage
17. wellness allowance
18. tuition reimbursement

*Read the text below and answer the questions after the text.*

#### What are great employee benefits?

Job benefits are any extra perks or incentives offered by a company over and above your salary. When employers provide their employees with great job benefits it increases employee dedication and loyalty. This can also mean less employee turnover.

But encouraging company loyalty is more challenging than simply offering a nice salary and a few days off. In today's world, employees want to work for businesses that value work-life balance. They also want flexible work agreements, paid time off, and special job perks.

Some employee benefits are required by law. An example is making payments on employees' behalf for Social Security or unemployment. But the best employee benefits offer more than government requirements — they support employees' mental, physical, emotional, and financial health.

Great employee benefits are also important because they:



- improve employee satisfaction;
- help keep employees happy;
- prevent burnout;
- prevent absences;
- increase company loyalty;
- improve employee engagement.

The best employee benefits and job perks include financial benefits, educational and career benefits, wellness benefits, employee recognition benefits, and family care benefits.

Some companies with the best benefits:

1. Facebook. Facebook interns have reported earning more than \$7,000 a month on top of free housing and healthcare coverage.

As a parent and the founder of Facebook, Mark Zuckerberg is passionate about supporting parents. He offers four months of paid parental leave and a \$4,000 bonus to employees who just had a newborn.

Facebook also offers an arcade full of video games, a wellness allowance, and an onsite barbershop, among other perks.

2. Google. Google provides a long list of impressive perks. The company offers:

- Free food on campus;
- Cooking classes;
- A gym with free classes;
- Celebrity talks;
- Massage therapists.

3. Starbucks. Starbucks offers unique benefits to its employees, like free dry cleaning and Spotify subscriptions. It also offers more serious benefits, such as:

- ‘Family expansion’ reimbursement;
- Extensive healthcare;
- Tuition reimbursement.

Starbucks also gifts employees a free pound of coffee or box of tea every week.

(Adapted from: 20 best job benefits and the companies that offer them (betterup.com))

**1. Text comprehension. Answer the following questions:**

1. What are job benefits?
2. Why do some employers provide employees with great job benefits?
3. What benefits are required by law?
4. Why are these benefits, or perks, important?
5. What categories of benefits are mentioned in the text?
6. What benefits are provided by Facebook, Google, and Starbucks?

**2. Speaking. Make a short report on a Russian company that offers good job benefits to its employees.**

## VOCABULARY

**1. Word building.** Use the words in bold at the end of each of the following sentences to form a word which fits in the blank space (see example):

|    |   |                  |
|----|---|------------------|
|    | e.g. We have received several letters of <u>application</u> for the post of receptionist. | <b>apply</b>     |
| 1  | There's a total of 27 ..... working in this department.                                   | <b>employ</b>    |
| 2  | I think we should place an ..... on the local site to find a new secretary.               | <b>advertise</b> |
| 3  | I contacted this company to ask for a job this morning but they haven't got any .....     | <b>vacate</b>    |
| 4  | She's leaving the company. She handed in her ..... this morning.                          | <b>resign</b>    |
| 5  | Are there any chances of ..... within the company?  | <b>promote</b>   |
| 6  | Have you got any ..... in programming?  | <b>quality</b>   |
| 7  | My boss said she was sorry I was leaving and offered to give me a good .....              | <b>refer</b>     |
| 8  | They're looking for a new senior secretary to replace the lady who is taking early .....  | <b>retire</b>    |
| 9  | We've made an ..... for you to see the personnel manager.                                 | <b>appoint</b>   |
| 10 | All your duties and responsibilities in this job are clearly defined in the job .....     | <b>describe</b>  |
| 11 | We have regular job ..... where you can also ask questions.                               | <b>appraise</b>  |
| 12 | We will ask the selected candidate to confirm his ..... of the post as soon as possible.  | <b>accept</b>    |

**2. Job advertisements.** What do the abbreviations in the following advertisement mean? Write the full word in the spaces below (see example).

### DESIGN Co.

**Recep/Sec c. £18,500 p.a.**

Famous design company located in the heart of die city require a bright, outgoing Recep/Sec for their busy reception area. Your day will be very varied, as well as reception duties you will provide admin, support to a lively and successful team. You must have a min. of 50 wpm, a knowledge of wp software and min. 2yrs exp. in reception. For application form email Susanne Appleby and quote ref. no. 96/G41. **Email** susanneappleby@careers.com **Tel: 01789 300 20200**

Co.            *company*

1. Recep. ....
2. Sec .....
3. c. ....
4. p.a. ....

7. wpm .....
8. wp .....
9. esp. ....
10. yrs .....

5. admin. ....  
6. min. ....

11. exp. ....  
12. ref. no. ....

**3. Choose words from the list to complete the newspaper advertisement:**

|             |           |           |              |
|-------------|-----------|-----------|--------------|
| competitive | ambitious | benefits  | maximum      |
| bonus       | record    | knowledge | communicator |

**Leading Manufacturer  
Seeks European  
Sales Manager**

- Must be an (1)\_\_\_\_\_ self-starter with a proven track (2)\_\_\_\_\_.
- Must have the ability to use time to (3)\_\_\_\_\_ effect.
- This is a demanding role for a gifted (4)\_\_\_\_\_ with a sound (5)\_\_\_\_\_ of German and Spanish.
- We offer a (8)\_\_\_\_\_ salary plus (7)\_\_\_\_\_ scheme and substantial (8)\_\_\_\_\_ package.

**4. Below you will see four extracts from job advertisements. Fill in each blank with a word or phrase from the following list. Use each item once only:**

|            |            |             |                      |
|------------|------------|-------------|----------------------|
| attractive | initiative | suit        | kitchen staff        |
| ability    | outgoing   | team        | pension scheme       |
| clear      | preference | willing     | potential customers  |
| contact    | required   | busy office | successful candidate |
| experience | skills     | hard work   | thorough training    |

1. Our new 200-seat restaurant is opening in May and we are looking for waiters, waitresses and 1 .....

If you are a friendly and 2 ..... person who is not afraid of 3 ....., we have the job and hours to 4 ..... you.

For more information, 5 ..... Helen on 443621.

2. Typist / Receptionist 6 ..... for a 7 .....

..... Typing and shorthand between 80 and 120 wpm. We will-give 8 ..... to applicants who have experience of using word processors and computers.

**3. TELEPHONE SALES EXECUTIVE**

We want a positive person who is 9 ..... to work hard and can use their own 10 ..... . You must be lively and have a good sense of humour and a 11 ..... speaking voice.

You will receive 12 ..... to enable you to inform 13 ..... of the benefits of advertising with us.

Send CV to:

**4. ACCOUNTS CLERK**

The 14 ..... will have had 15 ..... of book-keeping and banking procedures.

The position calls for VDU and secretarial 16 ..... plus the 17 ..... to work as part of a 18 .....

An 19 ..... salary is offered as well as a company 20 .....

**5. Find a word related to each clue. Some of the letters are given.**

1. Certificates from school and university.
2. Where you've worked and what you've achieved.
3. Hire a good person who is working for another company.
4. People you can contact to find out about an applicant.
5. A process of finding the right person for a job.
6. An applicant who has a good chance of getting the job.

|   |   |   |   |   |   |   |   |  |   |   |  |  |   |
|---|---|---|---|---|---|---|---|--|---|---|--|--|---|
| q |   |   |   |   | f |   |   |  | t |   |  |  | s |
| e | x |   |   |   |   |   |   |  |   |   |  |  |   |
| h |   |   |   | h | u |   |   |  |   |   |  |  |   |
| r |   | f |   |   |   | n | t |  |   |   |  |  |   |
| s | e |   |   | c | t |   |   |  |   | n |  |  |   |
| c |   |   | d |   | d |   |   |  |   |   |  |  |   |

**6. Fill in the crosswords puzzle. Each answer is to do with employment.**

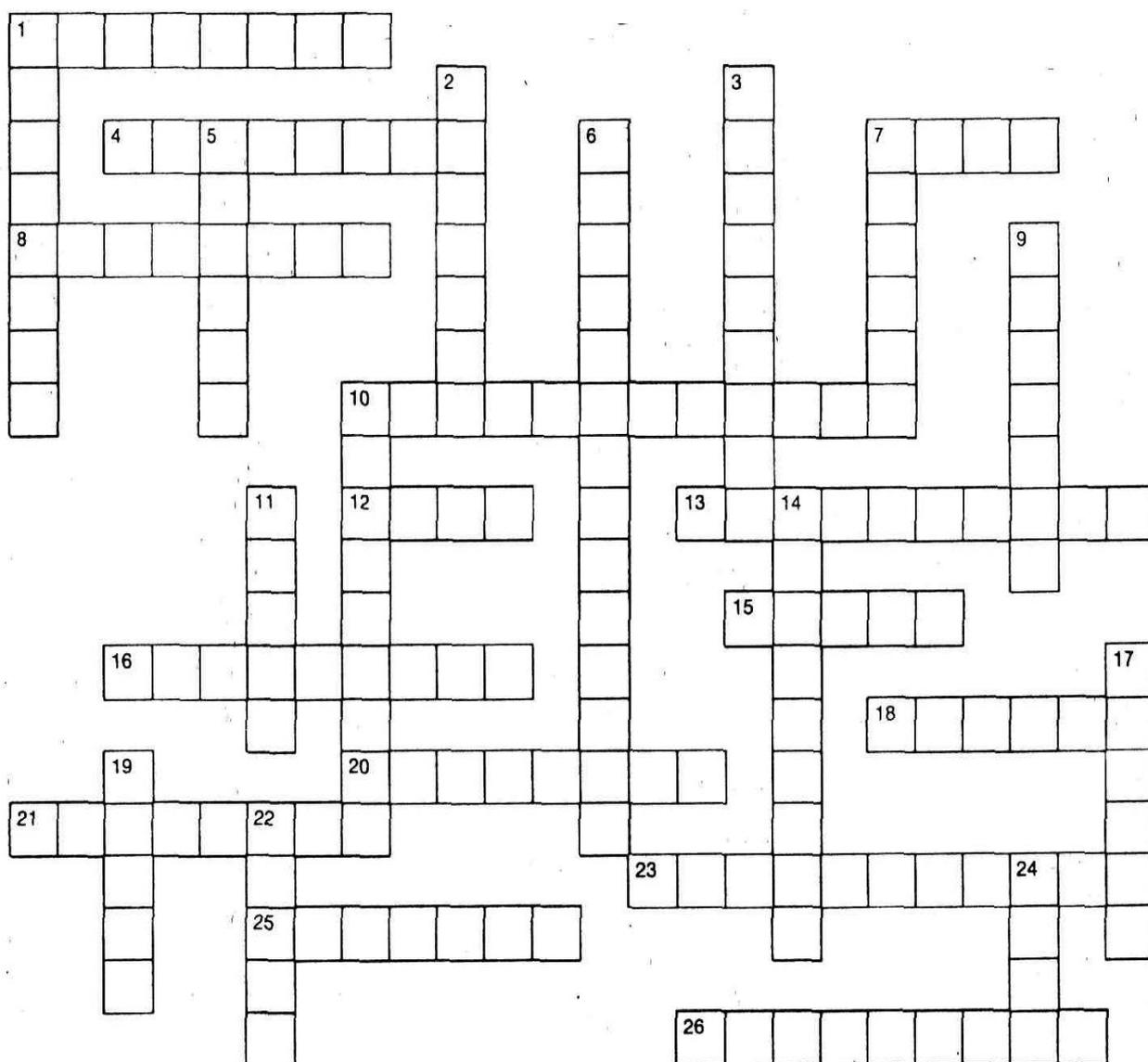
Across

1. A person who is in employment.
4. This type of job is only for a few hours a week. (4, 4)
7. The extra money left by guests.
8. If you work extra hours you get paid this.
10. People who are happy at work have job .....
12. The manager appointed him to the ..... of head waiter.
13. The more jobs you do and the longer you work, the more of this you get.
15. The extra money that workers get from the management as a special thank you.
16. The meeting when you discuss a possible new job.
18. If you decide to leave the job, you have to .....
20. A hotel which is very busy in the summer will need ..... workers.
21. To get the best results from workers, the personnel manager must ..... them.
23. Before you go to discuss a new job you make an .....
25. This money is paid to people who have reached the official age to stop working.
26. Someone who has written to ask for a job.

Down

1. The person or company who employs you.
2. To find suitable people and employ them is to .....
3. This is a percentage of what you can earn which you pay to the State. (6, 3)
5. When people reach the official age to stop working they .....

6. People have these if they have studied and passed professional exams.
7. Another way of saying 'to employ'. (4, 2)
9. When the manager has found a new chef, he will ..... him to the position.
10. The housekeeper has to ..... the work of the cleaning staff.
11. People who are paid weekly are paid .....
14. When you move up to a more senior position, you get .....
17. The time that you start work is the time you come ..... (2, 4)
19. A word for all the people who work in the hotel or restaurant.
22. Write a letter and ..... for the job if you are interested.
24. When you work, you ..... money.



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## UNIT 4. PRESENTATIONS



### LEAD-IN

1. What are some of the best/worst presentations you have ever seen?
2. What makes a great presentation?
3. Do you have any experience of preparing and delivering a presentation?

### VOCABULARY

*Read the vocabulary list, find the Russian equivalents and learn the words:*

1. present, v.  
present examples / evidence  
presentation, n., adj.  
presenter / speaker
2. deliver, v.  
to deliver a presentation  
to deliver the message **to** the audience
3. audience, n.
4. visual aids  
visuals, n.
5. supporting evidence
6. confuse, v.  
confusing, adj.  
confused, adj.
7. frustrate, v.  
frustrating, adj.  
frustrated, adj.

8. disappoint, v.  
disappointing, adj.  
disappointed, adj.
9. engage, v.  
to engage the interest of the audience  
engaging, adj.  
engaged, adj.
10. structure, v., n.  
a well- / poorly-structured talk
11. structuring, n.
12. to start / finish **with** sth.  
to start a talk with a famous quote
13. to be linked  
to fit **together**
14. to build rapport **with** the audience
15. to win the audience's attention  
to capture the audience's attention
16. a road map
17. outline, v., n.  
to provide an outline
18. signpost, n.
19. highlight, v., n.  
emphasize, v.
20. background, n., adj.
21. to present examples and evidence
22. supporting evidence
23. chronological  
chronological order
24. theme
25. to draw sb.'s attention **to**...
26. cover, v.  
to cover some information  
to cover the main points
27. to provide clear links
28. to introduce new information
29. conclude, v.  
conclusion, n.
30. restate, v.  
to restate the main points  
to restate the purpose of the talk

## VOCABULARY PRACTICE

*1. Match the following Russian words and phrases with their English equivalents:*

| <i>Russian</i>                                  | <i>English</i>                     |
|---|------------------------------------|
| 1. достигнуть взаимопонимания с аудиторией      | a. visual aids                     |
| 2. наглядные материалы                          | b. deliver a presentation          |
| 3. маркер, указатель                            | c. confusing                       |
| 4. доказательство, подкрепляющая информация     | d. frustrated                      |
| 5. запутывающий, непонятный                     | e. highlight                       |
| 6. аудитория, слушатели                         | f. build rapport with the audience |
| 7. представлять презентацию                     | g. presenter, speaker              |
| 8. разочарованный                               | h. signpost                        |
| 9. подчеркивать, заострять внимание на чем-либо | i. audience                        |
| 10. выступающий, докладчик                      | j. supporting evidence             |

**2. Match the halves of the expressions:**

| <i>A</i>          | <i>B</i>            |
|-------------------|---------------------|
| to build rapport  | with a famous quote |
| to draw           | the main points     |
| to deliver        | audience            |
| to cover          | order               |
| to start          | aids                |
| disappointed      | a presentation      |
| chronological     | talk                |
| supporting        | attention to sth.   |
| a well-structured | with the audience   |
| visual            | evidence            |

**3. Complete the sentences below with the correct form of expressions from Exercise 2:**

1. The speaker presented a lot of ..... to prove his point, including statistics and survey results. He was really persuasive.

2. I think you need to use more ..... to capture the audience's attention. Nice pictures always help!

3. In conclusion, the speaker ..... again and made some conclusions.

4. I always thought that ..... is key to success. It is like a good road map.

5. She has a real talent for ..... . People like her the moment they see her.

6. You are going to talk about the history of the company. Surely, your presentation should be organized by ..... .

7. The key speaker could not come due to flight delays. The ..... demanded their money back!

8. You really need to ..... to the environmental side of the project, and to how much it will improve the quality of life for local people.

9. I decided to ..... by Winston Churchill: "Success consists in going from failure to failure without loss of enthusiasm".

10. My boss asked me to ..... about the company to the students who are our potential new employees.

**4. Render the following into English using the key vocabulary:**

1. У презентации должна быть четкая и ясная структура.
2. Хороший докладчик умеет устанавливать контакт с аудиторией.
3. Выступающий представил много конкретных примеров.
4. Наглядные материалы помогают донести главную идею до слушателей.
5. В презентации было слишком много слайдов, это запутало слушателей.
6. Выступающий подчеркивал важную информацию с помощью интонации.
7. В заключении необходимо еще раз упомянуть основные пункты презентации.
8. Материал был организован в хронологическом порядке.
9. Выступающий привел пример из личного опыта для того, чтобы привлечь внимание аудитории.
10. Разные части презентации не сочетались друг с другом, и было трудно следить за тем, что докладчик хотел сказать.

## **READING**

***Pre-reading. Answer the questions:***

1. What factors do you need to consider when preparing a presentation?
2. What parts should a presentation consist of?
3. What can help you to win the audience's attention?

***Read the text below and do the tasks after the text.***

### **Planning and Structuring a Presentation**

You need to plan the structure of your presentation very carefully. Consider:

- the time limit;
- the amount of information available, then determine how much of it you will cover;
- how much detail you can include.

Structuring your presentation. Have a clear, organized structure for your presentation. Structuring a presentation is no different from writing an essay or a report; it requires an introduction, body and conclusion. These sections of your talk need to fit together, and be linked clearly. A poorly structured talk will confuse and frustrate an audience. Presentations should have the following structure:

Introduction. An introduction is like a road map that tells your audience the direction your presentation will take. State your topic and tell the audience what your presentation will cover. A good introduction will capture an audience's attention.

Start your talk by greeting the audience and introducing yourself. State your topic clearly. For example:

- ‘*I’m going to talk about...*’
- ‘*Today I’d like to discuss...*’

Provide an outline of the main points. Provide any necessary background or definition of terms.

**Body.** The body of your presentation is where you develop the main points and present examples and evidence. The information in the body needs to be well-structured. Decide on an organising principle. It could be by chronological order, theme or order of importance. Make sure you provide clear links between main points, explanations and examples. Use visual aids to engage the interest of your audience and ‘show’ instead of just ‘tell’. Emphasise important information. Tell your audience when information is particularly important or interesting. Tell them why. Use verbal ‘signposts’ to guide your audience through the presentation, highlight key points and indicate the different sections of your presentation:

- ‘*Another point is...*’
- ‘*A contrary view to consider is...*’
- ‘*In conclusion...*’

Move from one point to the next by using phrases (such as ‘*Firstly ... secondly ... finally*’). Introduce supporting evidence:

- ‘*For example ...*’
- ‘*[Author name] states that ...*’

**Conclusion.** The conclusion is usually a summary of the main points made in the body of the talk, where you restate the main points. Don’t introduce any new information in the conclusion. Take the opportunity to show that you have covered all the points you made in your introduction. Work out how you will finish your talk. You can signal your conclusion with the phrase ‘*In conclusion ...*’. Restate the purpose of your talk, and say that you have achieved your aim: ‘*I think it’s now clear that ...*’. Thank the audience, and invite questions/comments.

(Adapted from: Planning and structure | UNSW Current Students)

**1. Text comprehension. Answer the following questions based on the text:**

1. What should you consider when planning a presentation?
2. What are the three usual parts of a presentation?
3. Why is good structuring necessary?
4. What is the introduction compared to, and why?
5. What should be included in a good introduction?
6. What can be the organizing principle of your presentation?
7. How can a presenter emphasize important information?
8. What is the purpose of visual aids?
9. What should be included in the conclusion?
10. How should you finish your presentation?

2. Which of these statements do you agree with? Which do you disagree with? Why?

1. Visual aids distract the audience. It is better to minimize their use.
2. There is no place for improvising during a presentation.
3. Humor is the best instrument for establishing rapport with the audience.
4. What you say is not as important as how you say it.

## LISTENING

1. Carbon Reductions is a company which works with other companies to help reduce carbon emissions. Listen to one of their representatives giving a talk, then complete the notes (Business Result Pre-intermediate, track 49).

Advantages of adopting green policies:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

2. Match 1–8 to a – h to make complete sentences from the listening. Then listen again and check your answers.

|                                     |  |
|-------------------------------------|--|
| 1. I'm here today to tell ...       | a. ... about our reputation as an employer                   |
| 2. I'll talk about ...              | b. ... for listening.  |
| 3. First of all, we're going to ... | c. ... you'll make bigger profits if you start saving energy |
| 4. Let's move on to ...             | d. ... to the end of my talk                                 |
| 5. My next point is ...             | e. ... the new regulations later                             |
| 6. As I said before, ...            | f. ... you about the advantages of going green               |
| 7. That brings me ...               | g. ... the question of you company image                     |
| 8. Thanks very much ...             | h. ... look at the benefits of a clear green policy          |

3. Watch the video "Good Presentation vs. Bad Presentation" (<https://youtu.be/V8eLdbKXGzk>) and answer the following questions:

1. What mistakes does Ranjit make in his first presentation?
2. What is the reaction of the audience?
3. What ideas on improving it do his classmates have? Do you agree?
4. Would you like to add any advice of your own?
5. What suggestion does the teacher make?
6. What does Ranjit do differently when he makes his presentation the next week?
7. Do you find this presentation engaging? Do you agree with the strategy for dealing with stress that Ranjit describes?
8. What is the reaction of the audience to the second presentation?

## **SPEAKING**

### ***1. Study the following structure and vocabulary for delivering presentations.***

#### Greeting, name, position

Good morning. My name is ... I'm a first-year student of Baikal State University.

Welcome to Baikal State University. My name is ...

#### Title/Subject

I'd like to talk (to you) today about ...

The subject of my talk is ...

The topic of my presentation is ...

#### Outline/Main parts

I've divided my presentation into (1 / 2 / 3) sections. They are ...

Firstly / first of all ...

Secondly / next ...

Finally/lastly/last of all ...

#### Questions

I'd be glad to answer any questions at the end of my talk.

If you have any questions, please feel free to interrupt.

#### Linking ideas

##### Sequencing/Ordering

Firstly ... secondly ... thirdly ...

Let's start with ...

Let's move/go on to ...

Let's get back to ...

##### Giving reasons/causes

So, ...

As a result, ...

##### Contrasting

... but ...

In fact, ...

Actually, ...

#### Concluding

To sum up, ...

In conclusion, ...

### Closing

Thank you for your attention.

Thank you for listening.

### Inviting questions

I'd be glad to try and answer any questions.

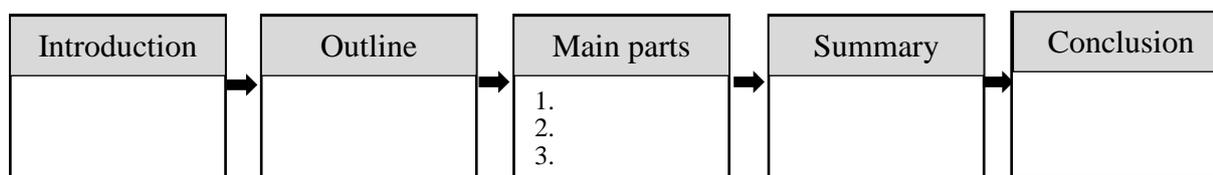
So, let's throw it open to questions.

Any questions?

(Adapted from: Comfort J. Effective Presentations  
Oxford University Press, 2004)

**2. Use the structure and vocabulary from the exercise above to prepare and deliver a presentation on the topic “The World’s Most Famous Companies”.**

**Organize your information according to the ‘classic’ presentation structure below.**



**3. Listen to the presentations of your groupmates and provide feedback using the Presentation Evaluation Sheet.**

| Categories  | Range | Grades |
|---|-------|--------|
| <b>1. Structure</b>   |       |        |
| Introduction and aim  | 0–1   |        |
| Outline   | 0–1   |        |
| Main body   | 0–1   |        |
| Summary and conclusion  | 0–1   |        |
| <b>2. Special words and expressions</b>   |       |        |
| Beginning the presentation (hello... name... purpose...)                                  | 0–1   |        |
| Outline (first... second... next... finally...)   | 0–1   |        |
| Introducing new info / changing to a new section (here are... moving on... what about...) | 0–1   |        |
| Ending the presentation (thank you... questions...)                                       | 0–1   |        |
| <b>3. Questions</b>   | 0–1   |        |
| <b>4. Delivery</b>  | 0–2   |        |
| <b>5. Grammatical accuracy</b>  | 0–2   |        |
| <b>6. Slides</b>  | 0–2   |        |
| <b>TOTAL</b>  |       |        |

## SUPPLEMENTARY MATERIALS

### VOCABULARY

#### NUMBERS IN ENGLISH

| Number    | Cardinal   | Ordinal                        |
|-----------|--|--------------------------------|
| 1         | one  | first                          |
| 2         | two  | second                         |
| 3         | three  | third                          |
| 4         | four   | fourth                         |
| 20        | twenty   | twentieth                      |
| 21        | twenty-one                                       | twenty-first                   |
| 22        | twenty-two                                       | twenty-second                  |
| 23        | twenty-three                                     | twenty-third                   |
| 100       | one hundred                                      | hundredth                      |
| 500       | five hundred                                     | five hundredth                 |
| 1,000     | one thousand                                     | thousandth                     |
| 1,500     | one thousand five hundred,<br>or fifteen hundred | one thousand five<br>hundredth |
| 100,000   | one hundred thousand                             | hundred thousandth             |
| 1,000,000 | one million                                      | millionth                      |

#### READING DECIMALS

Read decimals aloud in English by pronouncing the decimal point as “point”, then read each digit individually. Money is not read this way.

| Written | Said                    |
|---------|-------------------------|
| 0.5     | point five              |
| 0.25    | point two five          |
| 0.73    | point seven three       |
| 0.05    | point zero five         |
| 0.6529  | point six five two nine |
| 2.95    | two point nine five     |

#### READING FRACTIONS

Read fractions using the cardinal number for the numerator and the ordinal number for the denominator, making the ordinal number plural if the numerator is larger than 1. this applies to all numbers except for the number 2, which is read “half” when it is the denominator, and “halves” if there is more than one.

| Written | Said          |
|---------|---------------|
| $1/3$   | one third     |
| $3/4$   | three fourths |
| $5/6$   | five sixths   |

| Written | Said         |
|---------|--------------|
| 1/2     | one half     |
| 3/2     | three halves |

## PRONOUNCING PERCENTAGES

| Written | Pronounced                        |
|---------|-----------------------------------|
| 5 %     | five <b>percent</b>               |
| 36.25 % | thirty-six point two five percent |
| 100 %   | one hundred percent               |
| 400 %   | four hundred percent              |

## READING SUMS OF MONEY

To read a sum of money, first read the whole number, then add the currency name. If there is a decimal, follow with the decimal pronounced as a whole number, and if coinage has a name in the currency, add that word at the end. Note that normal decimals are not read in this way. These rules only apply to currency.

| Written | Spoken  |
|---------|---|
| 25\$    | twenty-five dollars   |
| 52€     | fifty-two Euros   |
| 140£    | one hundred and forty pounds  |
| \$43.25 | forty-three dollars and twenty-five cents (shortened to "forty-three twenty-five" in everyday speech) |
| €12.66  | twelve Euros sixty-six  |
| £10.50  | ten pounds fifty  |

## LISTENING

**1. Say these numbers. Listen and check after each group (Market Leader Pre-Intermediate, recording 2.6):**

- |   |         |            |             |            |              |
|---|---------|------------|-------------|------------|--------------|
| 1 | a) 362  | b) 1,841   | c) 36,503   | d) 684,321 | e) 4,537,295 |
| 2 | a) 3.5  | b) 2.89    | c) 9.875    |            |              |
| 3 | a) 3/4  | b) 1/8     | c) 6/7      | d) 1/2     | e) 2/3       |
| 4 | a) 15 % | b) 50 %    | c) 97 %     | d) 100 %   |              |
| 5 | a) £80  | b) \$5,800 | c) €150,000 | d) €20,000 |              |

**2. Listen to four extracts from a radio business-news program. Underline the numbers you hear (Market Leader Pre-Intermediate, recordings 2.7–2.10):**

- Inflation rate: 2.0 % / 1.2 %
  - Unemployment: 1,258,000 / 1,800,000
- Profits increase: \$1.8 billion / \$1.8 million
  - Sales increase: 80 % / 18 %

- 3 a) Job tosses: 1/3 / 1/4  
b) Workforce reduction: 15,000 / 5,000
- 4 a) Interest rate reduction: 0,5 % / 1.5 %  
b) Economic growth: 2.8 % / 1.8 %

## VOCABULARY. DESCRIBING TRENDS

*Read the vocabulary list, find the Russian equivalents and learn the words:*

1. increase / rise / go up / rocket / grow / improve / soar / escalate, v.
2. decrease / fall / go down / plummet / shrink, v.
3. increase (or decrease) **from... to...**
4. increase **by...**  
increase 5 %
5. stand, v.  
stand **at...**
6. fluctuate, v.  
fluctuate **between**
7. remain stable  
remain constant
8. reach a peak
9. hit the bottom
10. rise / increase, n.  
a rise / increase **in** sth.  
a rise / increase **of** 10 %
11. fall / decrease, n.  
a fall / decrease **in** sth.  
a fall / decrease **of** 10 %
12. dramatic, adj.  
dramatically, adv.  
a dramatic increase vs. to increase dramatically
13. radical, adj.  
radically, adv.
14. slight, adj.  
slightly, adv.
15. rapid, adj.  
rapidly, adv.

## VOCABULARY PRACTICE

*1. Match the following words and phrases with their Russian equivalents:*

| <i>Russian</i>       | <i>English</i>        |
|----------------------|-----------------------|
| снизиться на 5 %     | increase dramatically |
| сократиться, сжаться | a slight rise         |

|                          |                 |
|--------------------------|-----------------|
| значительное падение     | rocket          |
| снизиться до 5 %         | hit the bottom  |
| взлететь                 | a dramatic drop |
| значительно вырасти      | decrease by 5 % |
| достигнуть низшей точки  | decrease to 5 % |
| оставаться на уровне 5 % | remain stable   |
| небольшой рост           | stand at 5 %    |
| оставаться стабильным    | shrink          |

**2. Prepositions of change. Fill in the missing prepositions in the sentences below. Choose from the following:**

|    |    |    |      |    |    |
|----|----|----|------|----|----|
| at | in | by | from | of | to |
|----|----|----|------|----|----|

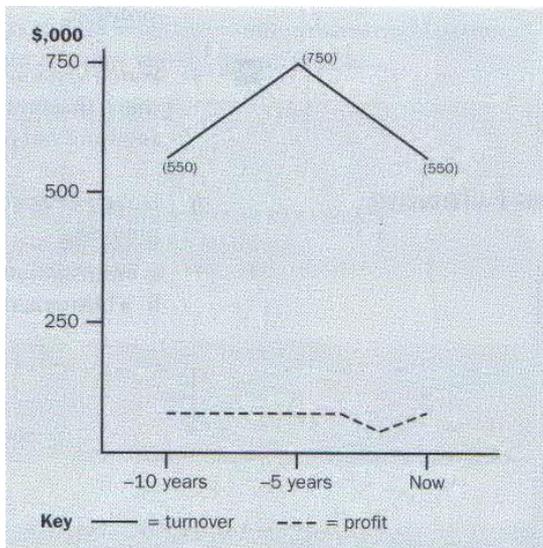
1. There was a dramatic fall ... sales to the US.
2. The growth in sales has led to a rise ... 30 % in profits.
3. A 10 % drop in sales has reduced the profit ... 40 %.
4. Capital investment for the year stands ... £6,000.
5. Profits reached a peak ... \$5m two years ago but have been lower since.
6. Our market share dropped ... 15 % ... 12 % this year because of increased competition.
7. Labour costs have fallen ... 22 % of total production costs ... 14 % in the last ten years. That's 8 %!
8. The company is currently selling 20,000 units ... £23 each.
9. During 2015/2016 we increased retail floor space ... 5 % ... a total ... 48,000 m<sup>2</sup>.
10. They expect to create 1,450 jobs world-wide ... the end of next year, at the latest.
11. Pre-tax profits reached a peak ... \$5m two years ago but have been lower since.
12. Weekly sales have levelled off ... £34,000.
13. Increased efficiency has resulted in a lowering of the break-even point from 2,770 ... 2,500 units.
14. The rise in raw material prices is expected to be ... 3.5 % and 4.5 % this year.
15. In winter, the sales reached a low point ... 2,500 units

**3. Complete the information from the graph below.**

I'd like to draw your attention \_\_\_\_\_ some key figures. On this graph, I have shown both profitability and turnover. As you can see, ten years ago our turnover \_\_\_\_\_ at \$ 550 000. Over the next five years it \_\_\_\_\_ steadily. It reached a \_\_\_\_\_ of \$ 750 000 five years ago and, unfortunately, since then it has \_\_\_\_\_. It now stands back \_\_\_\_\_ \$ 550 000.

Let's look \_\_\_\_\_ the profit figures for a minute. During the same period, profits \_\_\_\_\_. There was a slight \_\_\_\_\_ two years ago, but on the whole our profitability has remained \_\_\_\_\_.

(Adapted from: Comfort J. Effective Presentations. Oxford University Press, 2004)



**4. Render the following into Russian using the key vocabulary:**

1. Доходы компании значительно сократились после скандала.
2. Число клиентов оставалось стабильным.
3. Цена выросла с 50\$ до 70\$ всего за три месяца.
4. Интерес к новой компьютерной игре стремительно растет.
5. Продажи сократились незначительно, на 1,5 %.
6. Прибыль достигла минимума в июле, а затем постепенно росла с августа по ноябрь.
7. Цена колебалась между 50–55 долларами все лето.
8. После выхода новой модели автомобиля доходы компании выросли на 10 %.
9. Экспорт никеля оставался на одном уровне последние 6 месяцев.
10. Обороты компании быстро росли в прошлом году.

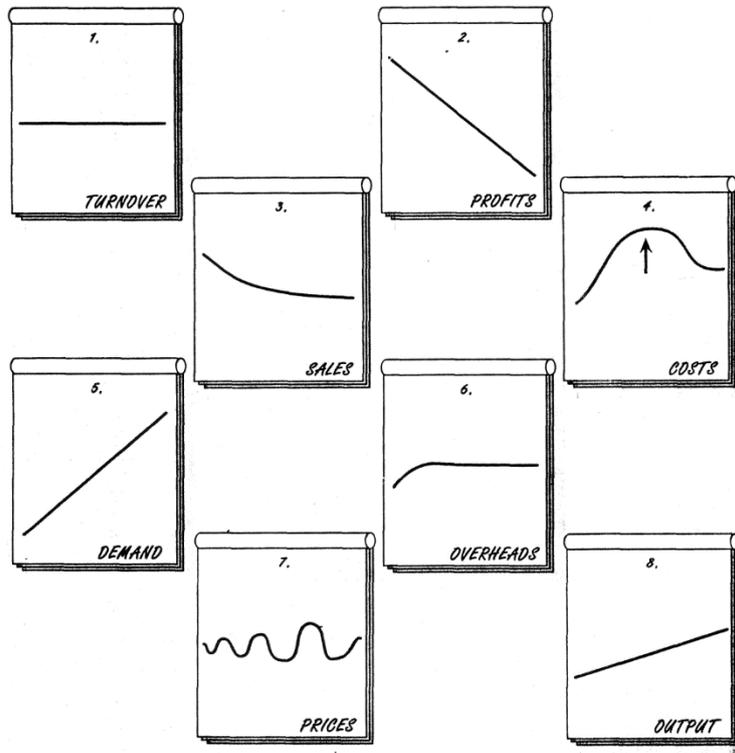
**5. Here are thirty verbs / verb phrases which are used to express changes.**

**Which direction do they show? Write the phrases into three groups:**

|             |                    |          |          |           |
|-------------|--------------------|----------|----------|-----------|
| be stable   | decline            | decrease | deepen   | descend   |
| deteriorate | diminish           | double   | drop     | dwindle   |
| escalate    | expand             | fall     | grow     | hold firm |
| improve     | increase           | jump     | maintain | recover   |
| reduce      | remain<br>constant | retain   | same     | rise      |
| shrink      | slow down          | slump    | soar     | rocket    |
|             |                    |          |          | suffer    |

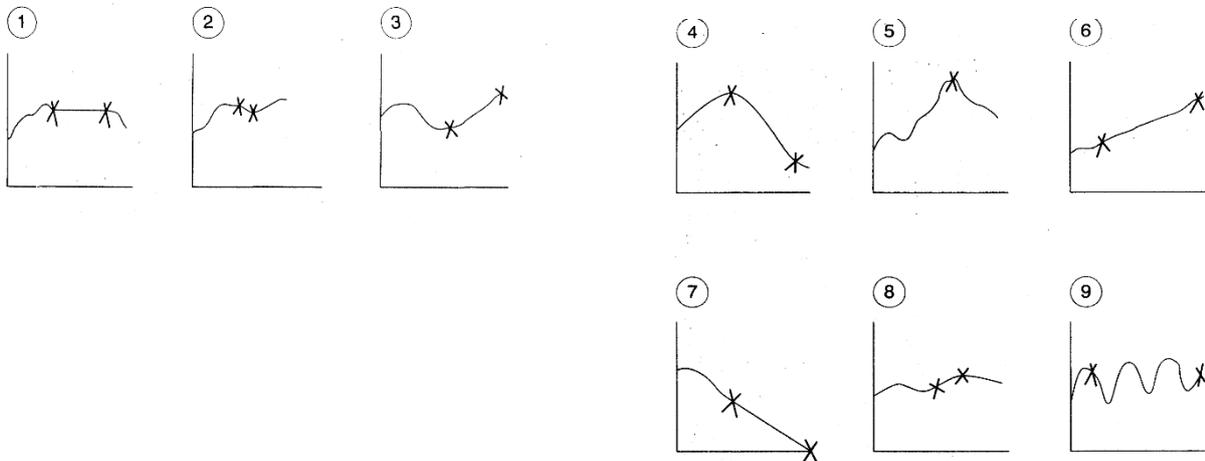
6. Graphs give a clear picture of trading performance and other statistical information. Briefly describe each of these graphs as in the example:

e.g. 1. turnover remained constant



7. Match each word or phrase in the box to one of the graphs (1–9) below. Look at the line between the two crosses.

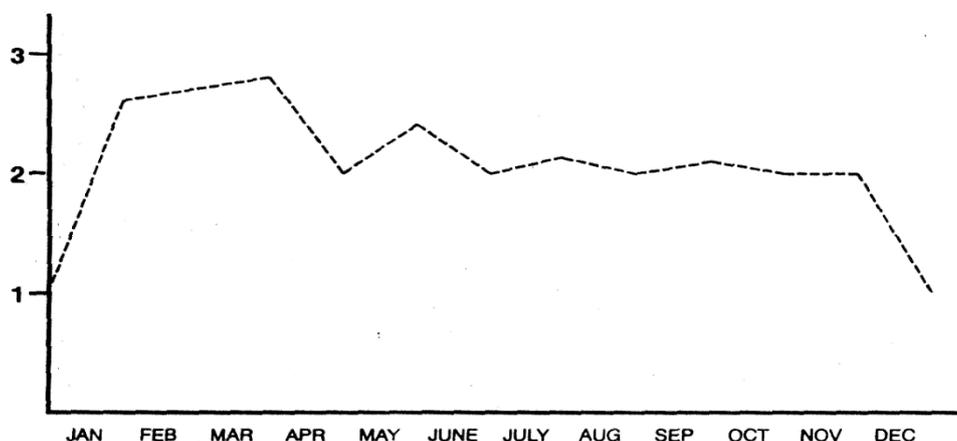
|                    |           |               |
|--------------------|-----------|---------------|
| decline to nothing | collapse  | stay the same |
| reach a peak       | edge down | recover       |
| increase steadily  | fluctuate | rise slightly |



### 8. Changing trends.

Fill in the missing words in the text below. Choose from the following (see example):

|          |             |      |            |           |          |
|----------|-------------|------|------------|-----------|----------|
| dramatic | fall        | fell | fluctuated | gradually | improved |
| increase | leveled off | low  | rapidly    | rise      | slightly |



Sales figures 2021

The graph above shows the sales figures for last year. As you can see, the figures varied from one month to the next. At the beginning of the year, sales started very (1) *low* at 1,000 pieces. However, in January there was a (2) ... increase. In February and March, the (3) ... continued but more (4) ... than in January. April was a bad month with a sharp (5) ... to 2,000 pieces. In May, things (6) ... and there was a steady (7) ..., but in June, sales once again (8) ... . From the beginning of July to the end of October, sales figures (9) ... (10) ... and then (11) ... in November. We then saw sales falling (12) ... in December, ending at 1,000 pieces once again.

#### Sources

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## PART II. TOPICS FOR PROFESSIONAL PURPOSES

### UNIT 5. CULTURES



#### LEAD-IN

1. What are your associations with the concept of “culture”?
2. What components / aspects of culture can you name?

*Read the following quotes about culture and offer your thoughts and comments on them:*

1. “No culture can live if it attempts to be exclusive.” (Mahatma Ghandi)
2. “A people without the knowledge of their past history, origin and culture is like a tree without roots.” (Marcus Garvey)
3. “All tradition is merely the past.” (Jiddu Krishnamurti)
4. “Just learning to think in another language allows you to see your own culture in a better viewpoint.” (Gates McFadden)

#### VOCABULARY

*Read the vocabulary list, find the Russian equivalents and learn the words:*

1. culture, n.  
cultural, adj.  
cultured, adj. vs. uncultured
2. culture shock  
to overcome culture shock  
reverse culture shock
3. native country  
host country
4. communicate, v.  
to communicate **with** sb.

5. mode, n.  
a mode of address  
a mode of behaviour
6. counterpart, n.
7. to crack a joke
8. vital, adj.
9. hidden rules
10. “put your foot **in** it”  
“put your foot **in** your mouth”
11. to cause offence
12. to be highly regarded
13. to be aware **of** sth.
14. edible, adj. *vs.* **inedible**
15. small talk
16. to build relationships  
relationship building
17. to go **down to** business
18. to accept differences
19. to be aware **of** sth.  
to be aware **of** differences
20. stereotype, n.  
stereotyped, adj.  
stereotyped views **of** sth.
21. tolerant, adj. *vs.* **intolerant of** sth.  
tolerance, n. *vs.* **intolerance**
22. to make predictions **about** sth.
23. to fit **into** a pattern
24. flexible, adj. *vs.* **inflexible**
25. background, n.  
family background  
personal background

*1. Combine words from Column A with words from Column B to make word partnerships:*

| <i>A</i> | <i>B</i>      |
|----------|---------------|
| family   | relationships |
| cause    | talk          |
| native   | rules         |
| build    | differences   |
| crack    | background    |
| small    | predictions   |
| make     | a joke        |
| hidden   | country       |
| accept   | offence       |

**2. Find the English equivalents for the following expressions:**

| <i>Russian</i>                                    | <i>English</i> |
|---|----------------|
| негибкий  |                |
| высоко цениться                                   |                |
| укладываться в шаблон                             |                |
| жизненно важный                                   |                |
| переходить к делу                                 |                |
| стереотипные взгляды                              |                |
| съедобный   |                |
| человек, занимающий положение,<br>сходное с вашим |                |
| форма обращения                                   |                |
| преодолевать культурный шок                       |                |

**3. Fill in the missing prepositions in the sentences below:**

1. At this stage we are not ready to make predictions ... the success of the project.
2. Speaking English will help you communicate ... people from all over the world.
3. He really put his foot ... it when he mentioned the party to her. She hadn't been invited.
4. The sooner we get ... business, the better.
5. You should not believe that all behavior that does not fit ... a pattern is definitely wrong.
6. Business people who go to work abroad should be aware ... cultural differences.
7. What mode ... address is preferred in Russia?
8. Why is she so intolerant ... other people's opinions?

**4. Prepare a short talk about a situation when you really put your foot in it, and present it in class.**

**READING**

***Pre-reading. Answer the questions.***

1. What are the possible problems caused by cultural differences?
2. What is the key to successful cross-cultural communication?
3. What are the sources of cultural competence?

***Read the text and do the tasks below.***

## **Cultural Differences**

Is the sun red or yellow? Should you crack a joke in a business presentation? Are such questions important? Is it only language you need to learn?

International business people often invest time and money in improving their knowledge of foreign languages in order to be able to communicate with colleagues from around the world. Language, of course, is vital, but it is only half the problem.

There are hidden rules for playing the game of doing business with people of other cultures. It is all too easy to “put your foot in it” by making mistakes which can upset your foreign counterparts.

An American, greeting a mid-European businessman by saying “Hi Dieter, great to meet you!” may not be welcome a country where more formal modes of address are usual.

In the West, business cards are given a cursory glance and pocketed. In Japan, they are highly regarded, looked at closely and left on the table during a business meeting.

In Britain, most business presentations would include a joke. In many other countries, this would be unheard of.

Will you cause offence if you refuse to eat something generally regarded as inedible in your country? Your counterpart may be watching your reaction when he offers you this local delicacy.

Small talk and relationship building are considered highly important in some parts of the world; talking about the weather, the wine and the local area come before business. In other places, people get down to business immediately.

It is important to know the way things are usually dealt with in your host country. Problems arise because we see things differently. It helps to be aware of how other nationalities perceive certain things.

The Japanese see the sun as red. It is an important national symbol which appears on their flag. When Japanese children paint pictures, they paint a red sun. European and American children paint the sun yellow. When children travel and see the sun painted in a different colour, they are surprised and find it very strange.

Adults find these differences harder to accept. Both sides may feel uneasy because they are unsure of the rules of the game in the opposite culture.

It is, however, very dangerous to have stereotyped views of what the other culture is like. Such views are often narrow and can cause criticism and intolerance. “A little knowledge is a dangerous thing” and can encourage you to make predictions about what will happen in your business transactions. If your ideas are too narrow, you may be surprised at all the people you meet who do not fit into your pattern and who behave differently from the way you predicted they would.

Our ideas then have to be flexible and constructed from thorough research and observation. We should also recognise that it is not only people's national background that influences their behaviour and personality, but also their particular regional background, their personal background and their company culture.

(Source: Английский язык: межкультурная коммуникация.  
Версия 1.0: практикум)

**1. Text comprehension. Decide if the sentences below are true (T) or false (F):**

1. Learning a foreign language is not important for international business people.
2. It is easy to do something embarrassing when communicating with people from other countries because a lot of our behavior is regulated by hidden rules.
3. It is a good idea to handle business cards very carefully in Japan.
4. Jokes are a vital part of business presentations in all cultures.
5. Some food you are offered in other countries may be viewed as inedible in your country.
6. In some cultures, small talk must come before getting down to business.
7. In the Japanese tradition, the sun is painted yellow.
8. Stereotyped views of other countries help communication.
9. Two sources of cultural awareness recommended by the author are research and observation.
10. National background is not the only factor influencing a person's behaviour.

**2. Use the text to help you render the following sentences into English:**

1. Какая форма обращения принята в вашей фирме?
2. Еда выглядела совершенно несъедобной.
3. Особенно важно понять, какие неписанные правила определяют поведение людей в той стране, в которую вы приехали.
4. Построение отношений требует длительного времени.
5. Стереотипные взгляды на людей иной культуры мешают строить отношения с ними.
6. Несоблюдение личной дистанции может быть воспринято как оскорбление.
7. Терпимые и гибкие люди легче преодолевают культурный шок.
8. Я сморозила глупость, когда сказала, что она похожа на свою мать. Это была ее сестра.
9. Общение с людьми из других стран помогает принять различия между нашими культурами.
10. Умение вести «неделовую беседу» полезно для при общении с малознакомыми людьми.

## LISTENING

**Watch the video on Cultural Adjustment by USAC (<https://youtu.be/t8AtfFcQisQ>) and do the tasks below.**

- a. What symptoms of culture shock are given by different speakers at the beginning of the video?
- b. Is culture shock a common phenomenon?
- c. What are the stages of culture shock? How can they be characterized?

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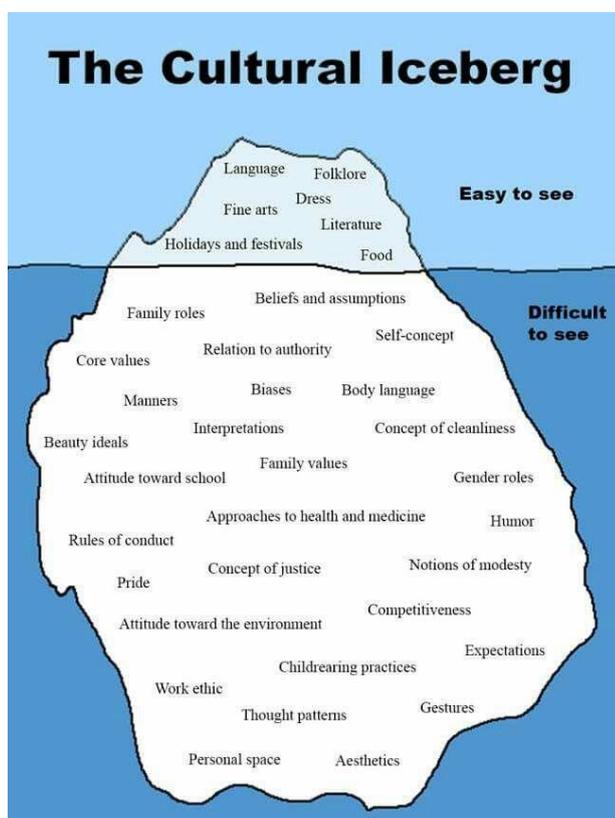
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- d. What specific situation connected with culture shock does Menyae Christopher describe?
- e. What recommendations for cultural adjustment are given in the video?
- f. What stories do Gabriel Rojas and Amanda Simmons tell as examples of acceptance?
- g. What tips for maintaining physical health are given in the video?

## SPEAKING

**1. Look at the picture of “The Cultural Iceberg”. What understanding of culture does it reflect? How can the concept of the “cultural iceberg” be used to explain difficulties in cross-cultural communication?**



**2. Choose one of the concepts that are “difficult to see” and prepare a presentation about this aspect of Russian culture. Use recommendations and phrases from Unit 4 “Presentations” to deliver a well-structured presentation.**

## SUPPLEMENTARY MATERIALS

### READING AND SPEAKING

**Pre-reading. Find Russian equivalents for the following words and phrases:**

1. Switzerland, Swiss, the Swiss
2. the Philippines, Filipino, the Filipinos
3. approximately

4. collaboration
5. staff
6. logistics, logistical
7. efficient
8. “as quickly as possible”
9. nervous
10. to make progress

***Read the following case and do the tasks after the text:  
“Yes” is not the Answer***

---

### **Analysis of misunderstandings in the case of a collaboration between Swiss and Filipinos:**



“... Some years ago, I went to the Philippines to organize an international meeting. The people responsible for the organization were four Europeans (from Italy and Switzerland). We worked together with some people coming from Manila. At the international meeting approximately 300 people arrived from all the continents. We had a meeting with the local members of the staff.

We looked together at the program of the meeting, and discussed some logistical aspects. The staff from the Philippines had something to prepare for the following day. During the session, they were very kind and always answered “yes” to all our questions (they smiled all the time).

The following day, we waited for the Filipino staff and their work. They came but they had not prepared their part of work. We could not understand, so we repeated to them, another time, all the details, and we asked them to bring us the work (what they had to do) in the afternoon. Unfortunately, in the afternoon the Filipinos came but, another time, they had not done anything. It was strange, and some of us became nervous. What happened to this people? They look very kind but they did “nothing” at all? They answered “yes” but they brought us nothing!

The next day we had a meeting with them. We said very kindly that it was impossible to work and to make progress without their local help! The meeting, 300 hundred people, needed these Filipino staff to be efficient! But they were not! We brought them some examples: when we needed a computer and we asked for it “as quickly as possible”, they answered “yes”, but the day after we were always waiting for the same computer!”

---

### ***1. Answer the questions:***

1. What situation is discussed in the case? People from what cultures are involved?
2. What problems did the Europeans face? How did they react to the problems?
3. What, in your opinion, are the causes of the problems?

### ***2. Small group work:***

Break into small groups and discuss what should be done to solve the problems. Decide on an action plan. Present your ideas to other groups.

### ***3. Read the interpretation of the incident and do the tasks:***

- ***Make a list of the steps the Europeans took to manage the problem***
- ***How different is it from your understanding of the problem and your action plan?***

### ***Pre-reading. Find Russian equivalents for the following words and phrases:***

1. tension
2. to find sb. (to be) unprofessional / nervous
3. to take time
4. to be on time
5. appointment
6. a break
7. to adjust sth.
8. to solve a problem; solution
9. innovative
10. logical vs. illogical

### **Interpretation of the incident by the European manager:**

“... During this meeting, there was a typical tension between the Italian-Swiss organizer (we) and these people (they). We found “strange” this answer and they found strange our being nervous. It was logical for us to receive what we had requested. It was not logical for them. We found these Filipino staff very unprofessional people, they found us very nervous people.

We discussed all these problems. It was very interesting to understand that their “yes” was a certain type of a kind answer (as for “ok”), but it did not mean “ok, I will do it” or “I’ll do it now”, or even “I have it”.

Another problem that we discussed was about “time”. The Filipinos took their time and were never on time; they did all things without stress. We understood that this was their style of life, not ours, so we had to change the timing and reduce the number of appointments (fewer meetings during the day). We had to change the breaks (make them longer than before). Working together and adjusting our ideas, day after day, we discovered that the Filipinos were very creative people, but they needed more time.

Taking a long break sometimes was enough to solve a problem, to discuss an idea, to find a solution. It was a different way of managing meetings from what we were used to.

The tension between *us* and *them* was managed by our boss. The result was an innovative style of managing meetings. Each day we had problems but at the same time, we learned to understand each other not as “logical” vs. “illogical” people, but as people with two different ways or styles of life, trying to work together. The tension was positively managed.”

(Adapted from: Yes is not the Answer – CS EN | USI Master of Advanced Studies MIC)

## LISTENING

Watch the video “Culture Shock Explained” ([https://youtu.be/z5EEz\\_R\\_RiE](https://youtu.be/z5EEz_R_RiE)) and complete the table.

| Name                                   | Christy | Val | Stephanie | Arya | Emmanuel |
|--|---------|-----|-----------|------|----------|
| native country                         |         |     |           |      |          |
| host country                           |         |     |           |      |          |
| what they liked about the host country |         |     |           |      |          |
| symptoms of culture shock              |         |     |           |      |          |
| what irritated them most               |         |     |           |      |          |
| what helped them adjust to new life    |         |     |           |      |          |

## READING I

Read about the situations when companies failed to pay attention to cultural differences. Match the problems in A (1–10) with their causes in B.

### Sometimes products don’t sell well in a new market

|   | A  |   | B  |
|---|--|---|--|
| 1 | Western companies had problems selling refrigerators in Japan until they changed the design to make them quieter.  | – | a) In Japanese the word for ‘four’ sounds like the word for death. Things don’t sell well packed in fours. |
| 2 | In Saudi Arabia, newspaper advertisements showed an attractive hostess serving champagne to happy passengers. A lot of passengers cancelled their flight reservations. | – | b) People thought the commercial was too sexist and reinforced old male/female stereotypes.                |

|   | A   |   | B   |
|---|---|---|---|
| 3 | An airline company called itself Emu, after the Australian bird. But Australians didn't want to use the airline.  | – | c) Japanese homes were small and sometimes walls were made of paper. It was important for refrigerators to be quiet.                |
| 4 | A T.V. commercial for a cleaning product showed a little girl cleaning up the mess her brother made. The commercial caused problems in Canada.                                    | – | d) Unveiled women don't mix with men in Saudi Arabia and alcohol is illegal.  |
| 5 | Several European and American firms couldn't sell their products in Dubai when they ran their advertising campaign in Arabic.   | – | e) 90 % of the population come from Pakistan, India, Iran and elsewhere, so Arabic was the wrong language.                          |
| 6 | A soap powder advertisement had a picture of dirty clothes on the left, a box of soap in the middle and clean clothes on the right. The soap didn't sell well in the Middle East. | – | f) It seems Italian men prefer ladies' legs unshaven.   |
| 7 | A company had problems when it tried to introduce instant coffee to the French market.  | – | g) The advertisers forgot that in that part of the world people usually read from right to left.                                    |
| 8 | A toothpaste manufacturer couldn't sell its product in parts of South East Asia.  | – | h) The people in that area don't want white teeth. They thought darkly stained teeth were beautiful and they tried to blacken them. |
| 9 | An American golf ball manufacturer launched its product in Japan packed in boxes of four. It had to change its pack size.   | – | i) Making 'real' coffee was an important part of the French way of life. Instant coffee was too casual.                             |
| 1 | A ladies' electric shaver sold well throughout Europe, but not in Italy   | – | j) The emu can't fly.   |

## READING II

*Read the text and do the tasks after it.*

### **Cultural behaviour in business**

Much of today's business is conducted across international borders, and the nuances and expectations of business communication might differ greatly from culture to culture. A lack of understanding of the cultural norms and practices of our business acquaintances can result in unfair judgements, misunderstandings and breakdowns in communication. Here are three basic areas of differences in the

business etiquette around the world that could help you when you next find yourself working with someone from a different culture.

#### Addressing someone.

When discussing this topic in a training course, a German trainee and a British trainee got into a hot debate about whether it was appropriate for someone with a doctorate to use the corresponding title on their business card. The British trainee maintained that anyone who wasn't a medical doctor expecting to be addressed as 'Dr' was disgustingly pompous and full of themselves. The German trainee, however, argued that the hard work and years of education put into earning that PhD should give them full rights to expect to be addressed as 'Dr'.

While many Continental Europeans and Latin Americans prefer to be addressed with a title, for example Mr or Ms and their surname when meeting someone in a business context for the first time, Americans, and increasingly the British, now tend to prefer using their first names. The best thing to do is to listen and observe how your conversation partner addresses you and, if you are still unsure, do not be afraid to ask them how they would like to be addressed.

#### Smiling.

A famous Russian proverb states that 'a smile without reason is a sign of idiocy' and a so-called 'smile of respect' is seen as insincere and often regarded with suspicion in Russia. Yet in countries like the United States, Australia and Britain, smiling is often interpreted as a sign of openness, friendship and respect, and is frequently used to break the ice. In a piece of research done on smiles across cultures, the researchers found that smiling individuals were considered more intelligent than non-smiling people in countries such as Germany, Switzerland, China and Malaysia. However, in countries like Russia, Japan, South Korea and Iran, pictures of smiling faces were rated as less intelligent than the non-smiling ones. Meanwhile, in countries like India, Argentina and the Maldives, smiling was associated with dishonesty.

#### Eye contact.

An American or British person might be looking their client in the eye to show that they are paying full attention to what is being said, but if that client is from Japan or Korea, they might find the direct eye contact awkward or even disrespectful. In parts of South America and Africa, prolonged eye contact could also be seen as challenging authority. In the Middle East, eye contact across genders is considered inappropriate, although eye contact within a gender could signify honesty and truthfulness.

Having an increased awareness of the possible differences in expectations and behaviour can help us avoid cases of miscommunication, but it is vital that we also remember that cultural stereotypes can be detrimental to building good business relationships. The knowledge of the potential differences should therefore be something we keep at the back of our minds, rather than something that we use to pigeonhole the individuals of an entire nation.

(Adapted from: [www.britishcouncil.org](http://www.britishcouncil.org))

### *Are the sentences true or false?*

1. When doing business internationally, there is a possibility that we might misinterpret what each other is saying even though we are speaking the same language.

2. To the German trainee, having a PhD is equivalent to being a medical doctor.

3. Sometimes, the smallest things can trigger a huge emotional response in us, especially when they are things we are not used to.

4. In the research done to the perceptions of smiles, people from different countries were asked to rate photos of smiling faces and non-smiling faces.

5. Making eye contact can be interpreted in different ways in different cultures but is almost always a positive thing.

6. The writer recommends keeping possible cultural differences in the forefront of our minds when doing business with people with different cultures.

### **Sources**

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## UNIT 6. NATIONAL SECURITY AND LAW ENFORCEMENT



### NATIONAL SECURITY IN THE RUSSIAN FEDERATION

#### **National security concept of the Russian Federation**

National Security Concept of the Russian Federation is a system of views on how to secure the individual, society and the state against external and internal threats in every sphere of national life. It articulates the major thrusts of the Russian Federation's foreign policy. By Russian Federation national security is meant the security of its multinational people as the bearer of sovereignty and as the only source of power in the Russian Federation.

#### **LEAD-IN**

1. When do people feel themselves in safety?
2. Give examples of external and internal threats for the society.
3. What can government do to secure public interests?

#### **VOCABULARY**

national security  
the Government  
the Federal Assembly  
the Security Council  
The Russian Federation Constitution  
The Supreme Commander in Chief  
The Armed Forces  
federal laws  
decrees and orders  
resolutions  
legislative acts  
individual provisions  
national security agencies  
national security policy  
national security actions  
national security priorities  
domestic and foreign policy

authority  
 remit  
 aimed at  
 in accordance with  
 carry out  
 direct  
 authorize  
 abolish  
 ensure  
 executive bodies  
 constituent parts  
 identify threats  
 prevention  
 comply with  
 operate under

## VOCABULARY PRACTICE

### 1. Match the words to make phrases:

|               |             |
|---------------|-------------|
| federal       | security    |
| national      | policy      |
| legislative   | authority   |
| government    | laws        |
| security      | bodies      |
| scope of      | policy      |
| individual    | threats     |
| assessment of | acts        |
| foreign       | resolutions |
| executive     | provisions  |

### 2. Match words to make verb phrases:

|            |            |
|------------|------------|
| carry out  | activities |
| coordinate | work       |
| authorize  | proposals  |
| ensure     | programs   |
| conduct    | actions    |
| implement  | policy     |
| identify   | guidelines |
| work out   | measures   |
| determine  | security   |
| define     | threats    |

**3. Fill in the missing prepositions in the passages below. Choose from the following:**

A.

to of (3) on for (2) by (2) into with

The world situation is characterized ..... a system ..... international relations undergoing dynamic transformation. The formation ..... international relations is accompanied ..... Competition ..... States ..... increase their influence ..... global politics. There are prospects ..... the Russian Federation's broader integration ..... the world economy and ..... expanded cooperation ..... international economic and financial institutions.

B.

by of (3) in (2) with under

Russia's national interests are a totality ..... balanced interests ..... the individual, society and the state ..... economic, domestic political, social, international, informational, military, border, environmental and other fields. The national interests are secured ..... institutions ..... state authority that perform their functions ..... concern ..... public organizations operating ..... the Russian Federation Constitution and laws.

C.

with (3) within of (2) upon out in on

Based ..... international agreements, it is necessary to effectively cooperate ..... foreign states, their law-enforcement bodies and special services and ..... International organizations tasked ..... combating terrorism. Federal bodies ..... the state authority must prosecute ..... the country persons involved ..... terrorist activities regardless ..... where the terrorist action inflicting harm ..... the Russian Federation were planned or carried .....

**4. Fill in the missing words from the box:**

A.

potential traditions global history location international

Russia is one of the world's major countries, with a centuries-old ..... and rich cultural ..... . Despite the complicated ..... situation and difficulties of a domestic nature, Russia objectively continues to play an important role in ..... processes by virtue of its great economic, science-technological and military ..... and its unique strategic ..... on the Eurasian continent.

B.

tasks threats security measures national integrity

Ensuring the Russian Federation's ..... security involves such principal ..... as forecasting and identifying external and internal ..... to national security; implementing operational and long-term ..... for preventing and neutralizing internal and domestic threats; ensuring the sovereignty and territorial ..... of the Russian Federation and the ..... of its border space.

C.

|  |
|--|
| law citizen anti-crime authority rights punishment obligations crime |
|--|

Anti-crime decisions and measures taken by bodies of state ..... must be concrete and understandable for each ..... ensure equality before the ..... for all and the inevitability of ..... and rely upon the support of society. In order to prevent and combat ....., it is first necessary to develop the legal base as the foundation of reliable protection of the ..... and lawful interests of citizens and to observe the international legal ..... of the Russian Federation in the field of ..... action and human rights observance.

## READING

*Before you read the part of the official document, talk about these questions:*

1. What do you think the national security system is based on?
2. What are the governmental agencies that put into effect national security policy?
3. What are the powers of Russian national security agencies based on?

### **The national security system of the Russian Federation<sup>1</sup>**

The national security system of the Russian Federation is created and developed in accordance with the Constitution, federal laws, Presidential decrees and orders, Government resolutions and orders, and federal programs in this field.

At the heart of the national security system of the Russian Federation are the agencies, manpower and resources involved in national security arrangements that carry out measures of a political, legal, organizational, economic, military and other nature, aimed at ensuring the security of the individual, society and the state.

The powers of Russian national security agencies and forces, their composition, and principles and rules of action are defined by appropriate legislative acts of the Russian Federation.

Those taking part in shaping and pursuing the national security policy of the Russian Federation are:

- the President of the Russian Federation, who directs within his Constitutional remit the national security agencies and forces of the Russian Federation; authorizes national security actions; in accordance with Russian Federation legislation forms, reorganizes and abolishes national security agencies and

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<sup>1</sup> National Security Concept of the Russian Federation // Официальный сайт органов государственной власти РФ. URL: [http://www.scrf.gov.ru/security/information/DIB\\_engl](http://www.scrf.gov.ru/security/information/DIB_engl).

forces subordinate to him; issues messages, appeals and directives on national security issues; in his annual addresses to the Federal Assembly specifies individual provisions of the National Security Concept of the Russian Federation, and determines guidelines for current domestic and foreign policy of the country;

- the Federal Assembly of the Russian Federation – based on the Russian Federation Constitution and upon submission from the President or Government, it forms a legislative base in the field of ensuring the national security of the Russian Federation;

- the Government of the Russian Federation – within its scope of authority and with regard for the national security priorities articulated in the President's annual addresses to the Federal Assembly, it coordinates the activities of federal executive bodies and those of the constituent parts of the Russian Federation, and shapes in a prescribed manner the federal budget items for implementing concrete goal-oriented programs in this field;

- the Security Council of the Russian Federation: conducts work on the preemptive identification and assessment of threats to the national security of the Russian Federation, operationally prepares for the President draft decisions on their prevention, works out proposals for national security arrangements, and proposals to specify individual National Security Concept provisions, coordinates the activities of national security forces and agencies, and oversees implementation by federal executive bodies and those of the constituent parts of the Russian Federation of the decisions made in this field;

- the federal executive bodies: see to it that Russian Federation legislation and the decisions by the President and Government of the Russian Federation with respect to national security are complied with; within their remit, develop normative legal acts in this field and submit them to the President and Government of the Russian Federation;

- the executive bodies of the constituent parts of the Russian Federation: interact with federal executive bodies on the issues of compliance with the legislation of the Russian Federation and with the decisions of the Russian Federation President and Government relating to national security, as well as with federal programs, plans and directives issued by the Supreme Commander in Chief of the Armed Forces with respect to the Federation's military security; carry out measures in conjunction with bodies of local self-government to engage citizens, public associations and organizations in helping solve national security problems according to Russian Federation legislation; and submit to federal executive bodies their proposals for streamlining the national security system of the Russian Federation.

***Answer the questions on the text:***

1. What is the legal base for creation and development of the national security system of the Russian Federation?
2. What are the main parts that shape and implement national security police?
3. Who has the authority to reorganize and abolish national security agencies?
4. What is Federal Assembly legally based on?

5. What is the main function that the Federal Assembly is authorized to perform?

6. What agency identifies and assesses the threats to the national security of the Russian Federation?

## **SPEAKING**

*Summarize the text according to the following plan:*

1. The national security concept of the Russian Federation
2. Legal base of national security system of the Russian Federation
3. Parts involved in shaping and implementing national security policy of the Russian Federation
4. Functions of those taking part in putting into national security policy of the Russian Federation.

## **BRITISH NATIONAL SECURITY**



## **LEAD-IN**

1. Why are there intelligence agencies in all countries of the world?
2. Can we do without intelligence agencies? Why?
3. Intelligence agencies of what countries are the most efficient and dominant nowadays?

## **VOCABULARY**

1. Intelligence – разведка, разведывательные данные, материал, добываемый разведкой
2. intelligence agency – разведывательное управление; разведывательный орган, спецслужба, разведывательная служба
3. The Security Service – служба безопасности
4. The Secret Intelligence Service – разведывательная служба Великобритании
5. Government Communications Headquarters – а) штаб правительственных служб связи; б) (воен., брит.) правительственный центр связи (орган радио- и радиотехнической разведки)
6. Proliferation of weapons – распространение оружия

7. The Joint Intelligence Committee (JIC) – Объединенный комитет разведывательных служб

8. Sophisticated (adj.) – сложный

## READING

*Read the text and do some activities.*

### **The intelligence agencies of the United Kingdom**

Today, the UK faces a combination of threats including terrorism, regional instability, proliferation of weapons of mass destruction and narcotics smuggling. The UK intelligence agencies include:

the Security Service (MI 5),

the Secret Intelligence Service (SIS or MI 6) and

the Government Communications Headquarters (GCHQ).

They exist to counter these threats and to promote British interests. To meet their objectives these agencies collect, assess, investigate and analyze intelligence, manage operations, run agents, provide technological solutions and use languages.



The three agencies have different but related functions, and the range of mutual assistance is wide. The Security Service (MI 5) safeguards the UK national security through countering the threat from terrorism, espionage and proliferation of weapons of mass destruction. We also provide security advice to businesses and organizations.



The Secret Intelligence Service (SIS or MI 6) collects secret foreign intelligence to protect the UK's security and economic well-being. GCHQ uses sophisticated technology to provide intelligence that helps inform national security, military operations and law enforcement activities, whilst protecting the Government's communication and information systems.

MI 5 is one of the many departments that task SIS and GCHQ through the Joint Intelligence Committee (JIC) to collect certain categories of intelligence. This is intelligence relevant to our functions and supplements our own collection efforts. We are a major customer for intelligence produced by SIS and GCHQ.

Collectively the intelligence community prides itself on an approach based on honesty, integrity, teamwork, professionalism, resilience, objectivity and respect. This is a collaborative working environment where people work together to create effective solutions.

*Answer the following questions:*

1. What is the main mission of the intelligence agencies?
2. Which services are the divisions of the UK Intelligence agencies?
3. Do these services have the same functions?
4. Which service deals with secret information?
5. Do the services work separately or collaborate with each other?

## VOCABULARY PRACTICE

### 1. Translate into Russian.

To meet objectives; to provide security advice; to counter threats; to safeguard national security; to collect secret foreign intelligence; law enforcement activities; a collaborative working environment.

### 2. Translate into English.

Столкнуться с угрозами; противостоять угрозам; руководить агентами; оружие массового поражения; контрабанда наркотиков; достигать цели; связанные между собой функции; применять сложную технологию; защищать правительственную связь.

### 3. Match the words to make up the word-combinations as they're used in the text:

|                    |                 |
|--------------------|-----------------|
| 1) foreign         | a) well-being   |
| 2) military        | b) security     |
| 3) mutual          | c) technology   |
| 4) law enforcement | d) advice       |
| 5) economic        | e) intelligence |
| 6) mass            | f) assistance   |
| 7) national        | g) operations   |
| 8) intelligence    | h) community    |
| 9) sophisticated   | i) destruction  |
| 10) security       | j) activities   |

### 4. Complete the sentences using the text:

MI 5 counters the threat from 1) ..., 2) ... and proliferation of weapons of 3) ... ..  
The Intelligence of the United Kingdom consists of the three agencies: 4) ..., 5) ... and 6) ... .  
SIS or 7) ..., collects secret foreign 8) ... to protect the UK's 9) ... and economic 10) ... .  
The main objectives of the UK intelligence agencies are to 11) ... threats and to 12) ... British interests.  
MI 5, MI 6 and GCHQ are members of 13) ... and have different but 14) ... functions.  
The Government Communications Headquarters uses 15) ... ... to protect 16) ... .. systems of the UK Government.

## LISTENING

*Watch the video "Working for MI 5" and do some activities. Before you watch, learn the words that will help you to comprehend the video.*

**Vocabulary notes:**

to employ (to recruit) – нанимать на работу, взять на службу

to offer a job – предлагать работу

diverse – разнообразный

to investigate – расследовать

vehicle – транспортное средство, автомобиль

forensic – судебный

an accountant – бухгалтер

a caterer – поставщик продовольствия

threat – угроза

economic well-being – экономическое благосостояние, благополучие

proliferation of weapons – распространение оружия

espionage – шпионаж

Good Friday Peace Agreement – Соглашение Страстной пятницы  
(Белфастское соглашение)

violent – насильственный, агрессивный

**A. While watching fill in the missing words or word combinations.**

Have you thought about working for MI5? Do you know what kind of people we employ? What kind of jobs do we offer?

We're always looking to 1) ..... with a diverse range of skills and backgrounds. We have nearly 2) ..... based around the UK. The people who work for us reflects the 3) ..... we serve.

We offer a wide range of jobs – a lot of more diverse than people might imagine. There are core 4) ..... and ..... roles.

**B. Match the roles in English with their Russian equivalents.**

|                          |                                       |
|--------------------------|---------------------------------------|
| Intelligence Officer     | Сотрудник по анализу информации       |
| Surveillance Officer     | Офицер разведки                       |
| Foreign Language Analyst | Технический специалист по электронике |
| Intelligence Analyst     | Сотрудник по наблюдению (слежка)      |
| Computer Forensic Expert | Бухгалтер                             |
| Electronic Technician    | Сотрудник по лингвистическому анализу |
| Vehicle Technician       | Сотрудник компьютерной базы данных    |
| Accountant               | Руководитель проекта                  |
| Business Analyst         | Сотрудник службы безопасности         |
| Project Manager          | Поставщик продовольствия              |
| Security Guard           | Автомеханик                           |
| Caterer                  | Бизнес-аналитик                       |

**C. Replace Russian words in the sentences with their English equivalents.**

MI5 is ответственным for countering covertly organized threats to Britain's безопасность and economic well-being. Threats that come from terrorism, шпионажа and the proliferation of weapons of mass destruction. By far the greatest

threat comes from терроризм. Even though the Good Friday Peace Agreement in Northern Ireland led to a more мирной phase in its history there is still an active terrorist threat which MI5 and the Служба полиции of Northern Ireland work against. There's an even greater угроза from Al Qaida and all those who support its устрашающую ideology.

***D. Answer the questions on the video:***

1. What are the core roles of intelligence agents?
2. What are the skills the potential candidate for intelligence agent's position should possess?

3. What are the main threats the modern world faces?

Video "Working for MI5" (<https://www.youtube.com/watch?v=cSeDTwYzVpQ>).

## **SPEAKING**

Use the Internet or other information resources to prepare a short report about intelligence agencies of any country.

Use the following guidelines:

1. Official name
2. Date of foundation
3. Structure
4. Location of Headquarters
5. Name of current Head
6. Specific features
7. Interesting facts

## **ADDITIONAL ACTIVITIES**

1. Watch the video on US national security. Make a word list while watching, take notes about the main functions of US national security agents, summarize the information given in the video.

Internet resource: <https://www.youtube.com/watch?v=RgNDEnZqQ6w>.

2. Use the student's book John Taylor, Jeff Zeter Career Paths: Command and Control (Units 1–10), and do all exercises from the units.

3. Make a presentation on one of the professional topics. Follow the requirements of making the presentation.

Topics for presentations:

1. The concept of national security of a state
2. Secret service of any country
3. Law enforcement of national security
4. Weaponry (history, types, modern and future weapons)
5. Special services
6. Military intelligence
7. Special Forces
8. Public Affairs
9. Crowd Control

## US NATIONAL SECURITY



The United States Department of Homeland Security (DHS) is the US federal executive department responsible for public security. The Department's work includes customs, border, and immigration enforcement, emergency response to natural and manmade disasters, antiterrorism work, and cybersecurity.

### LEAD-IN

1. Do you know any federal agencies in the USA that are responsible for national security?
2. Is FBI higher than DHS?
3. What is the difference (if any) between terms “security” and “safety”? (Consult with the dictionary).

### VOCABULARY

public security  
interior / home ministry  
mission  
border security  
Customs  
cyber security  
disaster prevention  
Coast Guard  
safeguard  
ensure  
supersede  
domestic security  
Customs Service  
Border Patrol  
Federal Emergency Management Agency  
United Department of Justice  
The Central Intelligence Agency  
hijacking  
detection officers  
federal air marshals

### VOCABULARY PRACTICE

*1. Match the names of the agencies with their translation.*

|                                 |                          |
|---------------------------------|--------------------------|
| The Central Intelligence Agency | Министерство юстиции США |
| US Department of Justice        | Пограничная служба       |

|                                     |  |
|-------------------------------------|--|
| Federal Emergency Management Agency | Береговая охрана                           |
| Border Patrol                       | Центральное разведывательное управление    |
| Customs Service                     | Федеральное агенство чрезвычайных ситуаций |
| Coast Guard                         | Таможенная служба                          |

**2. Make sure in the correct translation of the phrases, use them to complete the sentences:**

1. to safeguard from
2. to look for
3. to deal with
4. to operate under
5. to report to
6. responsible for
7. jurisdiction over

1. Most migrants come from neighbouring countries ..... work.
2. Intelligence agencies ..... gathering, processing and using information in the interest of their countries.
3. The Mission retains its international character and continues ..... the command and control of the United Nations.
4. Those ..... crimes against civilians must be called to account.
5. The State has also adopted a series of legislative measures to ..... the legal rights of detainees.
6. In 2007 the United States established military ..... some businessmen operating abroad.
7. The secretariat introduced a draft ..... the Committee on Environmental Policy.

## **READING**

***Read the text and do some tasks.***

### **United States Department of Homeland Security**

United States Department of Homeland Security, executive division of the US federal government responsible for safeguarding the country against terrorist attacks and ensuring preparedness for natural disasters and other emergencies.

After the September 11 attacks the Office of Homeland Security was created by President George W. Bush to coordinate counterterrorism efforts by federal, state, and local agencies; and the the Homeland Security Council to advise the president on homeland security matters. Both offices were superseded in 2003 when the Department of Homeland Security was created to control several agencies responsible for domestic security and emergency preparedness, including the

Customs Service and Border Patrol (now US Customs and Border Protection), the Federal Emergency Management Agency (FEMA), the Transportation Security Administration (TSA), the Secret Service, and the Coast Guard.

**1. Answer the questions:**

1. What is the mission for the US DNS?
2. Does the DNS deal only with political problems?
3. What are the agencies under the DNS control?

**2. Match the names of agencies (A – D) with the specificity of their work (1–4).**

- A. Coast Guard**
- B. The Federal Bureau of Investigation**
- C. US Secret Service**
- D. Transportation Security Administration**

1. \_\_\_ US agency created to ensure airport security and prevent aircraft hijacking. Uniformed officers examine passengers and luggage, looking for any prohibited materials. Other work includes reviewing passenger lists and comparing them with lists of individuals deemed to be a security threat or at risk for being a security threat. The agency employs such specialists as detection officers, federal air marshals, explosive specialists and others.

2. \_\_\_ is a force, usually naval, that enforces a country’s maritime laws and assists vessels wrecked or in distress on or near its coast. Originally, the force was founded as a restraint on smuggling. Also, the agency is responsible for maintenance of lighthouses, buoys and other navigation aids and for administering emergency aid to merchant seamen and to victims of natural disasters, such as floods and hurricanes.

3. \_\_\_ federal law-enforcement agency within the United States Department of Homeland Security deals with the criminal investigation of counterfeiting, other financial crimes and cybercrimes. The agency also protects national leaders, their families and visiting dignitaries.

4. \_\_\_ is the domestic intelligence and security service of the the United States and its principal federal law enforcement agency. Operating under jurisdiction of the United State Department of Justice, FBI is also a member of the US Intelligence Community and reports to both the Attorney General and the Director of National Intelligence. A leading US counter-terrorism, counterintelligence, and criminal investigative organization, the Agency has jurisdiction over violations of more than 200 categories of federal crimes.

**3. Match the agencies with their functions.**

|                                    |   |
|------------------------------------|---|
| US Department of Homeland Security | enforces the law and defend the interests of the United States according to the law               |
| US Department of Justice           | prevents terrorist acts against United States citizens and investigates violations of federal law |

|  |  |
|--|--|
| FBI                                    | improves airport security procedure and centralize air travel security under a single federal agency   |
| Coast Guard                            | works to improve the security of the country   |
| US Secret Service                      | collects, evaluates and disseminates vital information on economic, military, political, scientific and other developments abroad to safeguard national security |
| Transportation Security Administration | unifies the direction of cyberspace operations, strengthens cyberspace capabilities, integrates and bolster cyber expertise                                      |
| The Central Intelligence Agency        | protects US political leaders, their families, and visiting heads of state or government   |
| United States Cyber Command            | protects borders and economic and security interests abroad, defends country's sovereignty by safeguarding sea lines   |

**4. Fill in the blanks with the most appropriate words from the list:**

*intelligence (2), protection, internal, challenges, security, threats*

Public ..... is the function of the governments which ensures the ..... of citizens, persons in their territory, organizations, and institutions against ..... to their well-being – and to the prosperity of their communities. To meet the increasing ..... in the public security area, responsible public institutions and organisations can tap into their own ..... to successfully address possible threats in advance. They optimize their ..... internal structures, use synergies, and carefully balance costs and benefits of their measures.

*function, gathering, human, information, domestic, intelligence*

The Central Intelligence Agency (CIA) is a civilian foreign ..... service of the federal government of the United States, officially tasked with ....., processing, and analyzing national security ..... from around the world, primarily through the use of ..... intelligence (HUMINT) and performing covert actions. As a principal member of the United States Intelligence Community (IC), the CIA reports to the Director of National Intelligence and is primarily focused on providing intelligence for the President and Cabinet of the United States. Unlike the Federal Bureau of Investigation (FBI), which is a ..... security service, the CIA has no law enforcement ..... function and is officially mainly focused on overseas ..... gathering, with only limited domestic intelligence collection.

*headquarters, security, defense, strengthens, cyber*

United States Cyber Command (USCYBERCOM) is one of the eleven unified combatant command of the United States Department of ..... (DoD). It unifies the

direction of cyberspace operations, ..... DoD cyberspace capabilities, and integrates and bolsters DoD's ..... expertise. USCYBERCOM was created in mid-2009 at the National ..... Agency (NSA) ..... in Fort George G. Meade, Maryland. It cooperates with NSA networks and has been concurrently headed by the director of the National Security Agency since its inception.

**5. Match the words to make the phrases used in the text.**

|                     |                 |
|---------------------|-----------------|
| 1. to safeguard     | a. attacks      |
| 2. domestic         | b. division     |
| 3. counterterrorism | c. preparedness |
| 4. executive        | d. government   |
| 5. terrorist        | e. council      |
| 6. natural          | f. security     |
| 7. federal          | g. against      |
| 8. ensure           | h. agencies     |
| 9. security         | i. efforts      |
| 10. to control      | j. disasters    |

**6. Replace Russian equivalents with the English ones.**

National Security Agency (NSA) is US *спецслужба* within the Department of обороны that is *ответственным* for cryptographic and communication intelligence and security. Its *штабквартира* is in Fort Meade, Maryland. The *миссия* of the *министерство обороны* is to provide, through its *военную* strength, a solid foundation for the *национальную политику* of the United States.

*Центральное разведывательное управление* (CIA), principal foreign *разведывательное* counterintelligence agency of the US government. The CIA is headed by a director and a deputy director, only one of whom may be a *военный* officer. Until 2004 the director of central intelligence (DCI) was *ответственным* for managing all U.S. *сбор данных (информации)* activities.

ЦРУ is organized into four major directorates. The Intelligence Directorate analyzes *секретные* данные gathered by overt means from *источников* such as the news media and by covert means from *агентов* in the field, satellite photography and the *перехват* of telephone, mobile phone, and other forms of communication.

The Directorate of Operations is *ответственен* for *шпионаж* and special covert and often *незаконные* operations, including subversion.

The Directorate of Science and Technology is responsible for keeping the agency abreast of scientific and technological advances, for carrying out technical operations (e.g., coordinating *разведку* from reconnaissance *спутники*), and for supervising the monitoring of foreign media.

The Directorate of Administration is responsible for the CIA's finances and personnel matters. It also contains the Office of *безопасности*, which is responsible for the security of personnel, facilities, and information as well as for uncovering *шпионы* within the ЦРУ.

## LISTENING

*Listen while watching the video about the CIA “Discover CIA” and be ready to do the tasks (<https://www.youtube.com/watch?v=GUBRJOEdqqQ>).*

### *1. Before watching.*

*Read and translate the words and word combinations:*

intelligence, leverage of power, wide range of expertise, to ensure, to rely on, to protect values, to conduct covert actions, policymakers, to make a decision, Intelligence Community, Department of Defense, law enforcement agencies, complex issues, counter intelligence, counter terrorism, to accomplish, Central Intelligence Agency.

### *2. While watching.*

*Listen to the text and fill in the blanks.*

Our mission is to keep our nation ..... . Our problem cannot be ..... by alone person. Our officers have a wide range of ..... . We rely on diverse ideas, ..... , and skills. We are ..... , Graphic Designers, ..... , Engineers, Computer Scientists, ..... , Doctors and ..... .

Working together ..... the values we cherish as Americans. We collect, analyze foreign ..... , conduct ..... , and develop innovative technology. We do work with our partners in the ..... , ..... , and ..... on many complex issues.

### *3. After watching.*

*Summarize the principal work of the Central Intelligence Agency of the USA.*



## SPEAKING

1. Make a short report about any agency that protects national security of the country.
2. What are the national security agencies of 1) Russia, 2) the USA, 3) the Great Britain?

## SUPPLEMENTARY MATERIALS

*Read the texts and do the tasks.*

### A. Military intelligence

The motto of the Military intelligence (MI) Corps states that the branch is “always at silent war, while ready for a shooting war”. While few civilians are aware of the responsibilities of a military intelligence soldier, these duties are no less important both in times of war and time of peace.

There are several sub-branches within MI. Human Intelligence (HUMINT) is concerned with intelligence related to human activity. HUMINT collects and exploits information about the enemy. Much of this information is open source intelligence, or information that is available publicly. HUMINT activities can also include interrogation of detainees, liaison for other countries, or debriefing of civilians. Signals intelligence (or SIGINT) gathers both electronic intelligence and communication intelligence. For instance, a SIGINT officer works to intercept and analyze enemy voice or data transmission. These transmissions can be anything from radio conversation to complex radar data. Military intelligence also handles the integrated logistics support for an army. Duties within ILS include the planning of maintenance, the management of supplies, the proper operation of military facilities, and the development of technical manuals. Long-range surveillance is also sometimes necessary and is performed in a variety of ways. In many cases, soldiers are deployed behind enemy lines in order to conduct surveillance without being detected. UAVs can also be used to provide aerial observation of areas, taking photographs of enemy positions. Satellites can also take photographs for use in imagery intelligence.

(From Career Paths: Command and Control)

#### 1. Decide if the statements are true (T) or false (F):

1. The SIGINT sub-branch is responsible for collecting information about detainees.
2. One of the tasks of the ILS is to oversee the operation of buildings used by the military.
3. Long-range surveillance is conducted from enemy territory.

#### 1. Match the abbreviation with the correct words and definitions.

|        |                              |   |
|--------|------------------------------|---|
| MI     | Human intelligence           | Sub-branch that uses satellite photography            |
| HUMINT | Signals intelligence         | Military branch that collects intelligence            |
| SIGINT | Military intelligence        | Sub-branch that monitors human activities             |
| ILS    | Imagery intelligence         | Military branch that collects electronic intelligence |
| IMINT  | Integrated logistics support | Military service involved in planning and management  |

**2. Choose the best words to fit each given definition**

1. Asking a person questions to get information

- a. liaison
- b. interrogation
- c. detainee
- d. radar

2. Intelligence-gathering that involves travelling into hostile territory and observing the enemy

- a. behind enemy lines
- b. long-range surveillance
- c. open source intelligence
- d. debriefing

**B. Special forces**

Sometimes a successful mission requires an army. Other times, it requires only five well-trained men. Modeled after the British Special Air Service (SAS), special forces troops are masters of unconventional warfare. They receive extensive training in the disciplines of stealth, speed, teamwork and precision.

These elite soldiers take on a wide variety of missions, but they are known for a few primary mission types. Counterterrorism is an increasingly frequent operation for SF members. This often involves thwarting terrorist threats and preventing terrorist cells from forming. Soldiers must also work closely with foreign governments to identify and combat terrorists, as well as training local police and military in counterterrorism measures.

A direct action mission is a swift strike used when immediated action is needed. During these mission, SF soldiers go in quietly and leave undetected. The objective of most missions is to recover sensitive information, capture high-value targets or rescue friendly prisoners of war. Other missions include raids of enemy camps and positions with the intent of destroying weapons or other strategic targets.

Surprisingly, the main role of many special forces soldiers today is teaching. Many members of special forces work closely with foreign governments to instruct them in military skills. A country suffering from an increase in drug trafficking may employ another country's special forces in order to learn how to best thwart traffickers. During time of war, special forces units can be deployed to assist in resolving human rights violations peacefully. Of course, they are always prepared to take action if necessary.

(From Career Paths: Command and Control)

**1. Choose the best option to answer the question:**

1. What can be inferred about the SAS?

- a. They consist of five-man teams.
- b. They undergo specialized training.
- c. They were created after the Special Forces.
- d. They focus on destroying terrorist cells.

2. Which of the following is NOT a possible objective for SF troops on a direct action mission?

- a. to eliminate the enemy weapons
- b. to capture a senior person in the enemy army
- c. to gather intelligence about the enemy
- d. to train foreign militaries

**2. Match the word / phrases to the blanks:**

1. terrorist cell / raid

A. The troops learned about ..... that was operating out of the centre of the city.

B. They succeeded in destroying the enemy's supplies during the ..... .

2. drug trafficking/counterterrorism

A. The troops were specially trained in number of ..... Measures.

B. The foreign government wanted to reduce ..... within its borders.

3. prisoners of war/high-value targets

A. A ..... was captured and interrogated for information about the enemy.

B. The raid's objective was to release the ..... being held at the enemy camp.

**C. Crowd control (I)**

After the fall of Bagdad to coalition forces in 2003, there was a general state of lawlessness in parts of the city. The looting of the National Museum of Iraq was especially severe, taking place over a span of three days. Over 3,000 pieces from the galleries and storage rooms were stolen, and many still have not been recovered. Was this situation worse than it needed to be? The case is that some simple crowd control methods could have prevented these thefts altogether.

Crowd control also known as confrontation management, is employed in situations involving large, hostile mobs. It is intended to maintain the peace in hostile situations, ensure the safety of civilians and military personnel, and preserve property.

When a crowd forms that has the potential to become hostile, commanders must move quickly to prevent a dangerous situation. Many techniques exist to achieve this goal. In some cases, violence can be discouraged simply through passive observation by a control force team. Such teams can gather valuable information on a crowd, such as its size and growth rate, mood and activities. Crowd control commanders may also choose to open communication channels with the crowd. This will allow both sides to communicate their intent. If all else fails, non-lethal force can be used as a last resort.

(From Career Paths: Command and Control)

**1. Mark each statement as true (T) or false (F):**

1. The use of crowd control methods likely would have prevented the looting in Baghdad.

2. The primary goal of crowd control methods is to protect historical facilities.
3. Crowd control commanders try to use non-lethal force before other methods.

**2. Complete the word or phrase that is similar in meaning to the underlined part:**

1. The control force team was called in after a large group of angry people formed outside the office.

---

2. The team found that watching a group without interacting with them helped discourage violence after the election.

p- - - - e - - - - r - - t - - n

3. After other control methods proved unsuccessful, the team used physical power designed to subdue but not kill.

n - - - e - - - - - - - - - e

**3. Match the words (1–4) with definitions (A – D):**

- |                          |                  |
|--------------------------|------------------|
| 1. communication channel | 3. crowd control |
| 2. loot                  | 4. last resort   |

1. an action that people avoid using unless other methods fail
2. a way of exchanging information between two or more groups
3. methods for maintaining peace among large group of people
4. to take something by force, especially during time of war

## **D. Crowd control (II)**

### **The psychology of a riot**

When a crowd begins behaving violently in a public space, it becomes a riot. This is a dangerous situation for all involved, as members of the crowd take on a mob mentality, meaning that they take actions that they would not as individuals. Riots tend to develop in places where the population's living conditions are unstable or otherwise difficult. Such conditions may be a result of a nation's political or economic troubles.

In any case, these conditions are sometimes referred to as fuel for a riot. All riots begin with a spark: an event that angers people to the point of taking violent action. They escalate from there and, with no one in charge, are very hard to control.

**1. Circle the correct answer:**

1. Which of the following is NOT true of riots?
  - A. People behave in ways they wouldn't as individuals.
  - B. People involved in them are hard to control.
  - C. They are sparked because people form crowds.
  - D. They can be fueled by political instability.

2. According to the passage, riots start when...

- A. a spark develops over time
- B. a crowd is left with no one in charge
- C. people react to a situation violently and publicly
- D. people stop acting as individuals

**2. Circle the best word or phrase to fit each given definition:**

1. a state in which people are influenced by others to act in ways they wouldn't normally

- A. riot
- B. fuel
- C. spark
- D. mob mentality

2. a military team that is tasked with crowd control

- A. mob
- B. control force team
- C. spark
- D. non-lethal force

3. the bad conditions that become worse over time and often lead to riots

- A. last resort
- B. mob mentality
- C. fuel
- D. crowd control

**E. Peacekeeping Missions**

From 1991 to 2002, civil war raged in the African country of Sierra Leone, claiming tens of thousands of lives and displacing more than two million people. A ceasefire was agreed to with the Lome Peace Accord and the United Nations (UN) sent a peacekeeping force to oversee the transition. The operation was called UNAMSIL (United Nations Mission in Sierra Leone) and was deemed a success in 2005. The country at least enjoyed peace, thanks to the combined efforts of many countries.

Peacekeeping missions must follow mandates. These sets of strict instructions govern what peacekeepers can and cannot do. Many missions like UNAMSIL are tasked with helping governments disarm, demobilize, and begin reconstruction. In crises like the one in Sierra Leone, it is also their job to provide humanitarian help.

Some peacekeeping missions have been going on for more than fifty years. Some may never end. There are many conflicts that don't end in peace. These can split into regions with a buffer zone between them. Demilitarized zones (DMZs), like the one that separates North and South Korea, are created when both sides agree to keep military actions out of the buffer zone. For some peacekeepers, this is as close to success as they will get.

**1. Choose the correct answer:**

1. What was the goal of the peacekeeping operation in Sierra Leone?
  - A. to finish reconstruction projects
  - B. to create a buffer zone
  - C. to oversee a peace agreement
  - D. to disarm the country
  
2. What is NOT mentioned as an objective of peacekeeping missions?
  - A. to provide aid to citizens of a country
  - B. to rebuilt cities affected by war
  - C. to remove weapons from a country's army
  - D. to create mandates for a country
  
3. What does the passage say about North and South Korea?
  - A. They participated in the UNAMSIL operation.
  - B. They split into two countries 50 years ago.
  - C. They both employ peacekeeping force.
  - D. They are separated by a DMZ.

**2. Choose the word or phrase in each pair that is most appropriate for the blank:**

*1. dsarm/ demobilize*

The peacekeeping forces began to \_\_\_\_\_ the country by shutting down weapon manufacturing plants.

*2. ceasefire / peace accord*

The two countries signed a \_\_\_\_\_ to temporarily stop combat operations in the war.

**3. Complete the words which mean the same as the underlined part:**

1. to assist in the implementation of *an agreement between both sides to stop all combat operations*

a - - - s - f - - e

2. to provide *assistance intended to improve the well-being of people affected by a crises*

- - m - - - t - - - - n

3. to aid in *the recreation and restoration of a damaged structures in a war zone*

- e - - - s - - - - - o - -

4. to observe the *process of two military forces ending their fighting*

- - s - - - a - - - - n - -

**E. Public Affairs**

In military public affairs (PA), a key principle states that you should always “go ugly ealry”. In essence, this means that it is better to release bad news early than

to wait until later, when the information cannot be controlled. Controlling information, then is the task of public affairs personnel.

The duties of a public affairs specialist are quite varied, yet they are all related to keeping the public informed. Public affairs personnel research and write articles about many aspects of the military, such as weapons developments or training exercises. Some of this information goes directly to military commanders and is referred to as command information. This information is usually used to remind soldiers of their role in a war and the importance of their work. Furthermore, PAs often write speeches given by military commanders during press conferences.

Controlling what information is available is also very important, and public affairs must decide what information will be classified and unclassified. Potentially sensitive information must be kept away from the enemy. At the same time, the public has a right to receive accurate information about the operations of the military. Balancing what is released to the public and what is not is a key activity in preserving a positive public opinion.

Military public affairs personnel also work closely with civilian media. Each public affairs specialist receives typical military training, and he or she often acts as an escort for war correspondents. In many cases, this means that the PA is tasked with protecting journalists in combat zones.

**1. Circle the correct answer:**

1. Which of the following is NOT true about public affairs specialists?

- A. They go to dangerous areas.
- B. They influence public opinions.
- C. They give press conferences.
- D. They work with non-military journalists.

2. What is the purpose of command information?

- A. to remind commanders of their roles
- B. to raise the morale of soldiers
- C. to inform the public about military exercises
- D. to give troops instructions for operation

**2. Match the words (1–10) with the definitions (A – J):**

- |                        |                              |
|------------------------|------------------------------|
| 1. escort              | 6. unclassified              |
| 2. classified          | 7. civilian media            |
| 3. press conference    | 8. public affairs specialist |
| 4. command information | 9. public opinion            |
| 5. Public Affairs      | 10. war correspondent        |

- A. articles and research that go directly to military commanders
- B. an official announcement to members of the media
- C. the attitude of the general population towards something
- D. a journalist who researches and writes stories in war zones

- E. information not available to the public for security reasons
- F. an office of the military that deals with controlling information
- G. a person who accompanies someone else in order to keep them safe
- H. information that is available to the public
- I. media that is not associated with the military

### **Sources**

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## UNIT 7. PSYCHOLOGY OF PROFESSIONAL ACTIVITY



### LEAD-IN

1. Is it a common practice for people to consult with a psychologist?
2. Have you ever had a consultaion with a psychologist? What was the reason?
3. Do you think it is necessary to have psychological testing for choosing the best candidate for the position?

### VOCABULARY

collect data

issue

treat sb.

mental problems

reduce stress

behaviour

victim

assistance service

benefit package

keep up with

recover from

law enforcement

public health officials

assess abilities

### VOCABULARY PRACTICE

#### *1. Match words to make phrases.*

|         |             |
|---------|-------------|
| treat   | challenge   |
| collect | behaviour   |
| mental  | individuals |



Many businesses use psychological testing to help determine which job candidates would be the best fit and many others offer employee assistance services as part of their benefits packages.

Once on the job, the interaction in the workplace likely has been shaped by someone with a psychology degree. People working in industrial and organizational psychology, for instance, use their expertise to increase productivity, test products and to identify employees who are the best fit for particular jobs and tasks within an organization.

School psychologists consult with teachers on the learning and behavior needs of students and develop educational environments to meet those needs. They also often work to support effective partnerships between parents and educators or other caretakers. People without doctorates may serve as administrators and guidance counselors, depending on the requirements of a school district.

For those interested in public safety careers, forensic and public service psychology is an excellent choice. While criminal profiling is the best-known application of this skill set, there are numerous other roles. Some forensic and public service psychologists work in child safety and custody, insurance, trial competence and more. They can work directly with law enforcement, trial witnesses, crime victims and criminal offenders of all ages with a wide range of needs.

**2. Answer the questions according to the text:**

1. The work of psychologists is based only on observance and description, isn't it?
2. What are the aspects of psychologist's job?
3. How can psychologist help businesspeople?
4. What is the main function of school psychologists?
5. How can the professional psychologists be involved in public safety career?

**LISTENING**

*Listen the audio "A talk about motivation" (<https://learnenglish.britishcouncil.org/sites/podcasts/files/LearnEnglish-Listening-B2-A-talk-about-motivation.pdf>).*

**1. Match the definitions (a – f) with the vocabulary (1–6).**

|                          |  |
|--------------------------|--|
| 1. an incentive          | a. having many related parts; difficult to understand or solve                   |
| 2. to motivate           | b. done by a machine or computer   |
| 3. promotion             | c. something that encourages a person to do something                            |
| 4. complex               | d. someone who studies how people behave in social situations                    |
| 5. automated             | e. to make someone want to do something  |
| 6. a social psychologist | f. the act of giving someone a job which is higher status than their current job |

**2. Decide if the statements are true or false:**

1. We try to motivate workers in the same way that we try to motivate our children.

2. In the Glucksberg experiment, the people who were offered a reward finished faster than people who were not offered one.

3. The people who were offered smaller rewards in Ariely's experiment performed better than those offered bigger rewards.

4. In Ariely's experiment, people were more creative when they were concentrating on achieving a goal.

5. In the future, jobs will require workers to be more creative.

6. People always work better when they start the day later and work into the night.

### 3. Match the two parts of the sentences.

| First part   | Second part                               |
|--|---|
| 1. .... Glucksberg's experiment shows that people solve a problem faster when    | a. the experiment is repeated             |
| 2. .... Ariely's experiment shows that people are less creative when             | b. they are not given an incentive        |
| 3. .... The same results as Glucksberg's experiment have been found when         | c. they can make choices about their work |
| 4. .... An incentive works for people when                                       | d. they are doing a simple task           |
| 5. .... Incentives will no longer work for motivating people at work when        | e. they are doing the jobs of the future  |
| 6. .... The example of the big tech companies shows that people work better when | f. they are offered a bigger reward       |

## SPEAKING

Talk about things that motivate you in your job or studies.



## Psychology

### The nature of Science

## VOCABULARY

add, v. – прибавить, добавить

addition, n. – добавление, дополнение

in addition to – помимо  
adjust, v. – приспособиться к чему-либо  
adjustment, n. – приспособление  
apply, v. – 1) обращаться в просьбой, просить; 2) использовать, употреблять  
application, n. – применение, использование  
approach, n. – 1) приход, приближение, наступление; 2) подход (к рассмотрению чего-то)  
approach, v. – подходить, приближаться  
behave, v. – вести себя  
behavior, n. – поведение  
condition, n. – 1) состояние, положение; 2) pl. обстоятельства, условия  
conscious, adj. – 1) сознающий, осозанный, сознательный; 2) оощающий  
consciousness, n. – 1) сознание; 2) осознание, понимание; 3) сознательность  
contribute, v. – вносить вклад, способствовать, содействовать  
contribution, n. – вклад  
deal, v. (with) – иметь дело с чем-л., рассматривать что-л.  
depend, v. (on, upon) – зависеть от  
dependence, n. – зависимость  
dependent, adj. – зависимый  
environment, n. – окружающая обстановка, окружение, среда  
experience, n. – (жизненный) опыт  
experience, v. – 1) испытать, узнать по опыту; 2) испытывать, переживать  
experienced, adj. – опытный, квалифицированный  
instead of, prep. – вместо, взамен  
phenomenon, n. (pl. phenomena) – явление, феномен  
procedure, n. – процедура  
random, adj. – случайный  
non-random, adj. – неслучайный  
survive, v. – уцелеть, остаться в живых  
survival, n. – выживание  
survivor, n. – оставшийся в живых, уцелевший

## VOCABULARY PRACTICE

### *1. Translate the following words into Russian:*

Behavior, structure, individual, function, selection, identify, systematic, collection, test, universal, application, objective, subjective, reaction, principle, concept, special, characteristic, basis, extremely, speculation, accumulation, status, doctrine, discipline.

*2. Choose the right word from the box and insert it into one of the sentences given below:*

1. These findings can be ... in industry.
2. Individuals try to adapt to the conditions of their social ...
3. Subjects used an extraordinary different ... to the problem.
4. Several countries now have one or more research organizations which ... with the problem of human ageing.
5. It is difficult to translate laboratory and clinical findings directly into practical ... .

## **READING**

### ***Read the text and do some tasks.***

A science is an organized body of reliable information. Such a body of knowledge does not grow as a result of speculation alone < not does it develop from random observations. Its accumulation depends on the use of special procedures which constitute scientific method. In the early stages of a science, moreover, the importance of the procedure used far outweighs that of the information obtained.

Psychology, like every other science, acquired scientific status when (1) its observations became systematic rather than aimless; (2) its observations became impersonal – that is to say, when psychologists honestly sought information instead of attempting to prove their own ideas by a prejudiced selection of facts, and (3) it became possible for any qualified investigator to repeat the observations of another, under essentially the same conditions, and to verify the results.

The requirements of science are most closely fulfilled when investigators use experimental methods, when instead of observing what occurs spontaneously, they change aspect of nature and note the effect of these changes on phenomena which come within the range of their inquiry. Psychology achieved scientific status when it became experimental. As we shall see, experimental procedure in psychology was first applied to analyses of conscious experience.

### **Analysis of Consciousness**

The formal launching of psychology as a separate science occurred in 1879 when Wilhelm Wundt opened his Psychological Institute at the University of Leipzig. Wundt was a physiologist and philosopher who had made contributions to both of these fields. In addition to his experiments in psychology, he was to continue making important contributions to philosophy.

The new movement was not so much a revolt against mental philosophy as an attempt to get psychology out of an impasse, by utilizing the experimental method of physiology and physics.

No science is, in an absolute sense, independent of philosophy. Psychology has never completely broken away from philosophy and the two disciplines will always have much in common, since scientific endeavours psychological or otherwise, are

preceded and followed by speculation. Today there is a flourishing branch of philosophy, the philosophy of science, which critically examines the aims, methods and conclusions of all sciences.

Scientific psychology at first took over the same apparatus and methods with which physiologists and physicists had been investigating behavior and experience. Very soon, however, psychologists were finding new problems and devising apparatus and procedures of their own.

Most of the early psychological experiments dealt with experience. There was only incident in a scientific study of behavior as such: that is, in what persons said and did. Individual observers were trained to attend to and describe their experience while the experimenter made various changes in light, sound and other external conditions. He also made experimental changes in physiological conditions (fatigue, hunger, thirst). The method of attending to and describing experiences under known external and internal conditions was called experimental introspection.

The chief aim of Wundt and his students was to discover the ingredients of conscious experience. It was claimed, that it could be analyzed into its elements (sensations and so on). Especially there was an effort to discover the relations between stimuli, physiological structures, and particular types of experience. Because of emphasis upon conscious experience, psychology was at that time designated the science of consciousness.

### **The Functions of Consciousness**

While some psychologists were trying to discover what consciousness is by analyzing experiences and relating them to environmental and organic factors, other investigators of consciousness were more interested in what consciousness does, that is, in its functions. Perhaps of the most important impetus for such "functional" approach to the study of consciousness came from the Darwinian doctrine of evolution. Darwin, in discussing the struggle for existence, had pointed out that organisms which have the most adequate means of adjusting to their environment are those most likely to survive. How consciousness might aid survival of organism appeared, therefore, worthy of scientific study. Introspection revealed that learning a motor skill makes one vividly conscious at first of one's activities. As the habit approaches perfection, however, consciousness gradually recedes. The perfected habit then is carried out automatically, without necessary participation of consciousness. Thus it appeared that consciousness contributes to the survival of organisms by aiding them to learn.

This approach to the study of consciousness failed to advance an understanding of what consciousness is, or even, to any appreciable extent, what consciousness does. Nevertheless, it proved very important in shaping the further development of psychology. Seeking to discover the functions of consciousness in adjustment, psychologists were led to investigate the learning process itself. They eventually paid attention less to consciousness and more to the environmental and organic conditions which produce efficient learning. Such a change of emphasis made psychology what had previously been regarded as a science of the functions of consciousness, a science of behavior.

**3. Translate the following from Russian into English using active vocabulary:**

1. Во время осмотра больной вел себя спокойно.
2. Мы изучали поведение животных в разных условиях.
3. Ученый провел этот эксперимент в очень трудных условиях.
4. Психологи также имеют дело с субъективным человеческим опытом.
5. Трудно иметь с ним дело.
6. Лучше иметь дело с объективными факторами.
7. Ученый применил новый метод к своему исследованию.
8. Применение нового метода дало хорошие результаты.
9. Применяйте ваши знания на практике.
10. Я могу это сделать при одном условии.
11. Проблема «Человек и окружающая среда» очень важна.
12. Поведение зависит от окружающей среды.
13. Ученые получили новые свидетельства зависимости животных от окружающей среды.
14. Такой подход к проблеме очень интересен.
15. Новый подход к проблеме дал очень важные результаты.
16. Наши выводы будут зависеть от результатов этого эксперимента.
17. Есть ли здесь какая-нибудь зависимость?
18. Мы пытались выяснить зависимость между поведением животного и окружающей средой.
19. Опыт помогает нам приспособиться к условиям окружающей среды.
20. Эта дискуссия содействовала решению многих теоретических проблем.
21. Вклад Павлова в развитие физиологии хорошо известен.
22. Участие многих выдающихся ученых содействовало успешной работе конгресса.
23. Постепенно случайное поведение стало целенаправленным.
24. Случайный отбор оказался удачным.
25. Инженеры называют случайную интерференцию «шумом».
26. Казалось, больной не сознавал, где находится.
27. Она сознавала, что ошиблась, но было уже поздно что-либо изменить.
28. Для нас было полной неожиданностью, что животные выжили в этих условиях.
29. Их единственной мыслью было выжить несмотря ни на что.
30. Способность приспосабливаться к окружающей среде находится в тесной зависимости от возраста.
31. Мне трудно приспосабливаться к его взглядам.

**4. Read the following text without a dictionary and be ready to define the subject-matter of psychology.**

**Psychology Defined**

Literally, the word psychology means the “science of the mind”, but psychologists have never been satisfied with this definition. Most contemporary

psychologists would define psychology as the science of the behavior of organisms. By “behavior” they mean, first of all, activities or processes that can be observed objectively – both the isolated reactions of muscles, glands and other parts of the organism and the organized, goal-directed patterns of reaction that characterize the organism as a whole. Psychologists also interpret “behavior” to include internal processes – which one person cannot observe directly in another but which can be inferred from observation of external behavior.

Although psychology has been concerned with the behavior of human individuals and groups, it had also deal with the study of animal behavior of human individuals and groups, it has also dealt with the study of animal behavior. Animals have long held an important place in psychological laboratories as experimental subjects.

Since life span of most laboratory animals is shorter than that of people, it is possible to control genetic factors more easily than with people. Another advantage of studying animals is that animal behavior is simpler than human behavior and so it can be more easily investigated. Although great care is always necessary in interpreting human behavior in the light of findings from animal experiments, animal psychology has greatly contributed to our study of human beings.

**5. Answer the following questions based on the text:**

1. What is a science?
2. What does the accumulation of scientific knowledge depend on?
3. When did psychology acquire scientific status?
4. What is the main method of psychological investigations?
5. What contribution did Wundt make to the development of psychology?
6. What does psychology have in common with philosophy?
7. What did the early psychological experiments deal with?
8. Why may psychology at the beginning of this century be called the science of consciousness?
9. Whose doctrine contributed to the study of consciousness?
10. What does the Darwinian theory say about survival in the struggle of organisms for existence?
11. Does consciousness aid survival of organisms?
12. In what way does consciousness contribute to the survival of organisms?
13. What did the attempt to discover the functions of consciousness in adjustment lead psychologists to?

**6. Translate the following text from Russian into English:**

1. Методы психологического исследования зависят от задач исследования.
2. Диалектический и генетический подход к изучению человека и животных является основой всей российской психологии.
3. Два главных метода применяются в процессе изучения человека и животных. Это экспериментальный метод и метод наблюдения.

4. Эксперимент проводится в лаборатории при тщательно контролируемых условиях. Поведение испытуемых в этих условиях дает сведения о поведении в естественных условиях. Но лабораторные условия эксперимента могут исказить поведение испытуемых. Поэтому психологи широко используют метод наблюдения.

## **SPEAKING**

*Make a presentation on one of the following topics:*

1. The nature of science.
2. Wilhelm Wundt and his contribution to the development of psychology.
3. Close ties of psychology with philosophy.
4. The “functional” approach to the study of consciousness
5. The subject-matter of psychology
6. Branches of psychology

## **LISTENING**

*Listen while watching the video “Psychological testing and assessment” (<https://www.youtube.com/watch?v=77Ivk34pxd4>).*

1. Make a word-list of psychological terms.
2. Give the definitions of the terms “psychological testing” and “assessment”.

## **SUPPLEMENTARY MATERIALS**

*Read the article and summarize it in 5–7 sentences.*

### **Over half of business owners feeling increasingly stressed**

More than half the leaders of privately held businesses globally feel their stress levels have increased over the last year. The research from the Grant Thornton International Business Report (IBR) 2010 covers the opinions of over 7,400 business owners across 36 economies.

Mainland China tops the league for the most stressed leaders, with 76 % of business owners saying their stress levels have increased over the last year.

Other economies that were high in the stress league table were Mexico (74 %), Turkey (72 %), Vietnam (72 %) and Greece (68 %). At the opposite end of the scale business owners in Sweden (23 %), Denmark (25 %), Finland (33 %) and Australia (25 %) have the lowest stress levels in the world.

There appears to be a link between stress levels and GDP. Business owners in mainland China, Vietnam, Mexico, India and Turkey are all high on the stress league table and are working in environments where high growth is expected. But it's not just in countries expecting high growth that stress levels are high, at the opposite end of the growth scale, Ireland, Spain and Greece are all high on the league table. Said Alex MacBeath, Global Leader – Markets at Grant Thornton International. “We have businesses at both ends of the GDP growth scale experiencing high stress for very

different reasons. In mainland China the pressure is on to keep up with the speed of expansion, while in Ireland. For examexamplee economy is shrinking, and business owners are worried about how will they keep their business alive.”

Business owners were asked about the major causes of workplace stress. Not surprisingly, the most common cause during 2009 was the economic climate, with 38 % of respondents globally saying this was one of their major causes of stress. This was followed by pressure on cashflow (26 %), competitor activities (21 %) and heavy workload (19 %). Alex MacBeath comments, “The causes of workplace stress can be put into three distinct groups – economic, business and personnel. An employee may place more importance on personal elements such as their work-life balance. The business owner has additional pressures to consider.”

The survey also found a link between stress levels and the number of days taken off by an individual in a year. Countries at the top of the stress league are those where business owners, on average, take fewer holidays each year.

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## UNIT 8. ECONOMIC SECURITY



**Economic security** or financial security is the condition of having stable income or other resources to support a standard of living now and in the foreseeable future.

The term covers such concepts as

- I. *Individual economic security*
- II. *Economic security of the company*
- III. *Economic security of the country*

### LEAD-IN

1. What makes an individual's well-being and prosperity?
2. What economic characteristics can you name to describe the economic state of the company? Of a country?
3. What makes: 1) an individual stable financially? 2) the economy healthy?

### INDIVIDUAL ECONOMIC SECURITY

#### People qualified as Economists

**1. Read the profiles of people talking about their jobs in finance. Match the profiles a – h with the jobs 1–8.**

**The world of global finance**

**a** 'I buy and sell shares on the stock market in New York.'  
Louise Plotkin, New York

**b** 'I advise companies about mergers, finance, and raising money from investors.'  
Raoul Lopez, São Paulo

**c** 'I have to investigate company accounts to check if they are true and accurate.'  
Jose Matos de Selva, Barcelona

**d** 'I manage the daily cash flow of the company.'  
Natalia Welter, Munich

**e** 'In my job I serve customers who come into the branch to withdraw cash or open accounts.'  
Laurent Rousselet, Ivory Coast

**f** 'I analyse companies and sectors and I forecast trends in the economy.'  
Olga Zubkov, Moscow

**g** 'I help companies to prepare accounts and advise on tax.'  
Hussein Ali Habib, Oman

**h** 'I advise customer the best place to insurance for the car or flat.'  
Hironori Osawa, Osaka

1. an equity trader *a*
2. a customer advisor in a bank
3. an insurance broker

4. an accountant
5. an investment banker
6. an auditor
7. a company treasurer
8. an analyst

**2. Work in pairs. Which of the jobs in task 1:**

- appeals to you the most?
- requires the longest training?
- is the most stressful?
- is the best paid?

**3. What are you looking for in a job? Which four of these features are most important to you? Rank the features 1–4 (1 = most important).**

|  |  |
|--|--|
| to work in a local company near my home            |  |
| to work in a large international company           |  |
| to work long hours, but get a big salary           |  |
| to have evenings and weekends free                 |  |
| to work directly with customers and the public     |  |
| to work with statistics and tables                 |  |
| to work with companies' financial accounts         |  |
| to work on the financial markets                   |  |
| to have a lot of responsibility early in my career |  |

**Work in groups of three or four. Explain your choices to your partners and decide together which of the jobs in task 1 would suit each of you the best.**

### VOCABULARY PRACTICE

**1. Complete the sentences about the jobs in finance with the best verb and guess the job.**

|                               |
|-------------------------------|
| advise      answer      serve |
|-------------------------------|

1. I \_\_\_\_\_ customers on their choice of financial products.
2. I \_\_\_\_\_ customers who need cash or to make payments.
3. I \_\_\_\_\_ telephone enquiries.

|                                |
|--------------------------------|
| analyse      forecast      set |
|--------------------------------|

4. I \_\_\_\_\_ what will happen to consumer demand for the next twelve months.
5. I \_\_\_\_\_ the financial results for last year.
6. I \_\_\_\_\_ a budget for spending in each department.

borrow    issue    lend    raise

7. I \_\_\_\_\_ shares or bonds.
8. I \_\_\_\_\_ capital by issuing shares on the financial market.
9. I \_\_\_\_\_ money to customers.
10. I \_\_\_\_\_ money from the banks in short term loan.

investigate    manage    prepare

11. I \_\_\_\_\_ the accounts at the end of each quarter.
12. I \_\_\_\_\_ the accounts to check for accuracy.
13. I \_\_\_\_\_ the cash in our current accounts.

**2. Using the verbs in the boxes below complete the two job adverts from an Internet website for financial recruitment.**

advise    answer    borrow    investigate    lend    manage    prepare    serve

**An exciting opportunity has arisen at one of the UK's largest banks within a lively call centre environment on the inbound / outbound customer service department.**

As a customer relationship trainee, you will have to \_\_\_\_\_<sup>1</sup> customers who want to carry out transactions, \_\_\_\_\_<sup>2</sup> questions, and \_\_\_\_\_<sup>3</sup> them on the right products to suit their needs. The work involves making quick decisions about customers who want to \_\_\_\_\_<sup>4</sup> money on their credit cards and deciding who to \_\_\_\_\_<sup>5</sup> money to by using our credit check systems. **NO COLD CALLING INVOLVED!!**

Supporting our marketing division, you will have to \_\_\_\_\_<sup>6</sup> reports on internal errors and \_\_\_\_\_<sup>7</sup> customer complaints plus \_\_\_\_\_<sup>8</sup> a database of customer usage.

Previous call centre / sales experience is preferred, but not essential, as full training is provided.

If you are interested in the above role, please call immediately on 0234 326 7635.

advise    manage    raise    set

International opportunities for young graduate accountants to train in a multinational accountancy team. Working in São Paulo, Brazil, you will be responsible for advising international companies on their operations in the country. Key tasks include presenting solutions to clients on

how to \_\_\_\_\_<sup>9</sup> cash flow more efficiently

how to \_\_\_\_\_<sup>10</sup> capital from the banks

how to \_\_\_\_\_<sup>11</sup> budgets and implement control systems

how to \_\_\_\_\_<sup>12</sup> clients on better tax planning.

## SPEAKING

*Reasons for going into finance.*

*1. Listen to three people talk about why they chose to go into finance. Match the people with their jobs 1–3 and their main motivations a – c (Finance 1 st.b., track 4).*



**Toshi**



**Daniella**



**Abdullah**

Person

Toshi

Daniella

Abdullah

Job

1 investment banker

2 accountant

3 bank manager

Motivation

a to help their country

b to work mainly on figures

c to be independent

*2. Listen again and write T (true) or F (false)*

### Toshi

1. became an accountant after he left university

2. didn't like his first job
3. is motivated by the reaction of his clients
4. works from home rather than going to the office

**Daniella**

5. came to UK because she spoke good English
6. had one interview that lasted twenty minutes
7. works long hours so she doesn't like the training
8. is no longer stressed by giving presentations

**Abdullah**

9. was a hard-working student at university
10. was influenced to study finance by his friends
11. was frightened of going to the UK to study
12. wants to make money by starting a business

**Personal finance**



**1. Look at the pictures. Match the services 1–7 with the photos a – g**

1. a cash machine
2. a high street bank
3. an online account
4. an insurance policy
5. a credit I debit card

- 6. a rental contract
- 7. a mortgage

**2. How many ways can you**

- a. borrow money]
- b. save money?
- c. pay for something in a store?
- d. pay your telephone bill?
- e. protect the things you own?

**VOCABULARY PRACTICE**

*What can you do with these services?*

**1. Make sentences from the three columns.**

|                            |                |                                       |
|----------------------------|----------------|---------------------------------------|
| a. a cash machine          | 1. to borrow   | A. things in a store                  |
| b. a credit card           | 2. to save     | B. all your accounts at home          |
| c. a home insurance policy | 3. to buy      | C. money from your account            |
| d. direct debit            | 4. to manage   | D. your bills automatically           |
| e. a bank loan             | 5. to pay      | E. money and earn interests on it     |
| f. an online account       | 6. to protect  | F. more than you have in your account |
| g. an overdraft facility   | 7. to spend    | G. money to buy a car                 |
| h. a deposit account       | 8. to take out | H. your house against accidents       |

**READING**

**1. Discuss these comments in pairs. Which of them do you think are true?**

- 1. Women are more careful about managing money and bank accounts.
- 2. Men usually have more debt than women.
- 3. Women use store cards more than men because they love buying new clothes.
- 4. Young women have more financial responsibilities for children than men.
- 5. Women save more money than men.

**2. Now read the article about a survey of debt among young people and find out if the author thinks the statements in 1 are true or false. Write T (true) or F (false) next to each statement.**

**Who's more in debt: men or women?**

A recent study by the Debt Foundation shows that it is young men who have the biggest debt on their credit cards, but it is young women who have the biggest problems with paying that debt. Why the difference?

### *Stereotypes!*

Many people still think that women are just bad at managing money. They cannot stop buying new shoes, handbags, or clothes when they see them, and so they borrow money on store cards that you can get from big shops. But the results of the survey show this is simply not true. Young men, it seems, use store cards just as much as women. Sometimes, they are worse. Also, they save less money than women from their salaries. They open fewer savings accounts than women and take bigger risks with their finance, investing in things like shares. Young men are also less likely to have insurance on their homes and possessions.

### *What about equality?*

No, the real reasons women can't pay is that women usually have debt on basic things for the home like rent and services simply because they are poorer and often have to support children or older parents on low incomes. The study shows that today at the age of 24 most women earn 15 % less than men and have more responsibilities with family and children. These are the real causes of debt problems. So much for equality!

But the worst news from the survey is that, because of their poverty, women often cannot go to big banks to borrow money. They have to use other service companies that charge the highest rates of interest. So, they suffer more and pay more in interest because their family needs are more desperate. The result is that there are more women who have their gas or electricity turned off for nonpayment.

### **3. Read the article again and answer the questions.**

1. Who borrows more on their credit cards: men or women?
2. Why do women have more problems with paying debts on their credit cards?

Find two reasons.

3. Why don't women use banks to borrow money?
4. Which of these comments best summarizes the writer's purpose in the article?
  - a. to show that young women earn less than men
  - b. to show that men are better at managing money
  - c. to show that our popular opinions about women and money are wrong
  - d. to show that men and women are not equal
5. Do the facts in the survey match your own experience with managing money? Why/Why not?

## **ECONOMIC SECURITY OF A COMPANY**

### **Company financial services**

1. Some of the biggest companies in the world today are supermarkets. Think about all things they do: buying and transporting goods, making payments, managing stores and staff. What kind of financial services do you think they need to support their activities?

2. Look at the financial service providers a – f used by one of the biggest supermarket groups in the UK. Which of these companies:



1. provides protection against risks?
  2. manages the cash accounts and payments?
  3. checks the company accounts for the shareholders?
  4. gives advice on raising money from the capital markets?
  5. manages the pension funds?
  6. advises on tax and investment planning?
- a. Tax advisor: KPMG  
b. Investment bank: Goldman Sachs

- c. Commercial bank: RES  
d. Insurer: AXA commercia I insurance  
e. Pension fund manager: Merrill Lynch  
f. Company auditor: PricewaterhouseCoopers

## VOCABULARY PRACTICE

### 1. Match the words in the box to the definitions 1–6 from the box:

Equity stake, recession, shares, debt, stock market, forecast

1. Equal part into which the capital or ownership of a company is divided
2. A period of time when business activity decreases because the economy is doing badly
3. Money risked when a business owns part of another company
4. A place where company shares are bought and sold
5. A description of what is likely to happen in the future
6. Money owed by one person or organisation to another person or organisation

### 2. Match the sentences halves.

|                        |   |
|------------------------|---|
| 1. profit margin is    | a. a part of a compzny's profits paid to the owners of shares   |
| 2. investment is       | b. the difference between the price of a product or service and the cost of producing it                |
| 3. bankruptcy is       | c. money which people or organisations put into a business to make a profit                             |
| 4. a dividend is       | d. the amount of money which a business obtains (in a year) from customers by selling goods or services |
| 5. pre-tax profits are | e. when a person or organisation is unable to pay their debts   |
| 6. annual turnover is  | f. the money a business makes before payment to the government  |

### 3. Complete this news report with the terms from ex. 1, 2.

And now the business news ...

There was a further downturn in the economy this month as the 1)\_\_\_\_\_ in the United States and Asia\_pacific region continues. Yesterday was another day of heavy trading on the 2)\_\_\_\_\_ with big losses in share values. The 3)\_\_\_\_\_ for the near future is not good as market confidence remains low.

Paradise Lane, the struggling luxury hotel group, is seeking new 4)\_\_\_\_\_ to try and avoid 5)\_\_\_\_\_, following the announcement of disastrous interim results. It currently has a 6)\_\_\_\_\_ of nearly \$ 5 billion. There are rumours of rivals GHN taking a large 7)\_\_\_\_\_ in the troubled hotel group.

Phoenix Media announced a 15 % increase in 8)\_\_\_\_\_ on an 9)\_\_\_\_\_ of \$ 4.5 million. Added to the strong performance in the last quarter, this is likely to result in an increased 10)\_\_\_\_\_ of over 14 cents a per share, well up on last year, which will certainly please shareholders. Following a rise in sales in the emerging markets of ...

## LISTENING

### A finance department and its service providers

Dave Carter, the finance director, is talking to a journalist who is preparing a profile of the company. Dave is explaining financial services the company uses. (Finance 1, st.b., p. 23, Listening, task 1, track 11.)

#### 1. Listen and complete the table.

| Financial services used | Provider of the service | Company / department name |
|-------------------------|-------------------------|---------------------------|
| a. Cash management      | Commercial bank         | 1)_____                   |
| b. 2)_____              | 3)_____                 | Goldman Sachs             |
| c. controlling budgets  | In-house department     | 4)_____                   |
| d. insurance            | Commercial insurers     | 5)_____                   |
| e. 6)_____              | auditors                | 7)_____                   |

#### 2. Listen again and answer the questions.

1. What is the main advantage of the RBS pooled account?
2. Why does he go to the investment bank for special advice on funding?
3. What three ways can the company raise money?
4. What does the master budget contain?
5. What kind of protection does business continuity insurance provide?

## ECONOMIC SECURITY OF A COUNTRY

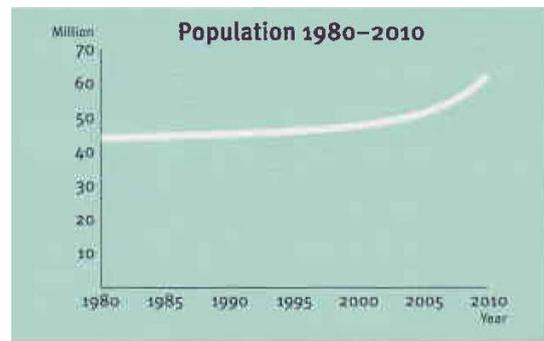
1. What facts do you know about the economy in your country? Work in pairs and make notes of your answers.

1. How many people live in your country?
2. What is happening to prices in the shops?
3. How many people have no job?
4. What is the exchange rate of your country's currency to the US dollar?
5. Is your country's economy growing or declining?
6. How much interest do you pay on bank loans?

### Vocabulary focus

When we talk about these facts, we are talking about economic indicators. The pictures below represent key economic indicators. How many of them can you name?

| CURRENCY              |        | BELI   | JUAL    |
|-----------------------|--------|--------|---------|
|                       |        | BUYING | SELLING |
| UNITED STATES (BEGAN) | USDB   | 96.15  | 96.45   |
| UNITED STATES (KED)   | USDK   | 7365   | 7360    |
| UNITED STATES (\$)    | USD\$1 | 90.75  | 95.75   |
| USD TRAVEL CHECK      | USDTC  | 9400   |         |
| EURO                  | EUR    | 136.75 | 1309    |
| AUSTRALIAN DOLLAR     | AUD    | 6.55   | 7001    |
| SINGAPORE DOLLAR      | SGD    | 6.80   | 6585    |
| JAPANESE YEN          | JPY    | 9350   | 9450    |
| HONGKONG DOLLAR       | HKD    | 1235   | 1240    |



### Interpreting data

1. What can you learn about an economy from its economic indicators.
2. Look at the table for these two developing economies: Turkey and Poland. Match the indicators a – b with the definitions 1–8.

1. the movement of prices in the economy
2. the cost of borrowing money from a bank
3. the relation between imports and exports
4. the value of a country's money compared with other currencies, such as the US dollar
5. the number of people who live in the country

6. the number of people with no job
7. the total size of an economy
8. the rate of expansion in the economy

| Economic indicators      | Turkey                                   | Poland       |
|--------------------------|--|--------------|
| a Population             | 76.8m                                    |              |
| b Gross domestic product |  | US\$ 686.2bn |
| c Growth rate            | -5.8%                                    |              |
| d Interest rates         |  | 5.0%         |
| e Unemployment rate      | 14.6%                                    |              |
| f Inflation              |  | 3.4%         |
| g Exchange rate          | US\$ 1 = YTL* 1.55<br>* Turkish New Lira |              |
| h Balance of trade       |  | US\$ -3.585  |

**Work in pairs. Find the missing statistics in the table.**

**3. What can you learn from this data about two countries?**

1. What is the biggest economy?
2. Which country has the higher growth rate?
3. Which has the better interest rates for borrowers?
4. Do you see any dangers for the economy in any of the indicators?

**Describing trends**

**1. Look at the new stories. Underline the verbs that tell you how the indicators moved: up or down. Mark them with an arrow (up) ↑ (down) ↓**

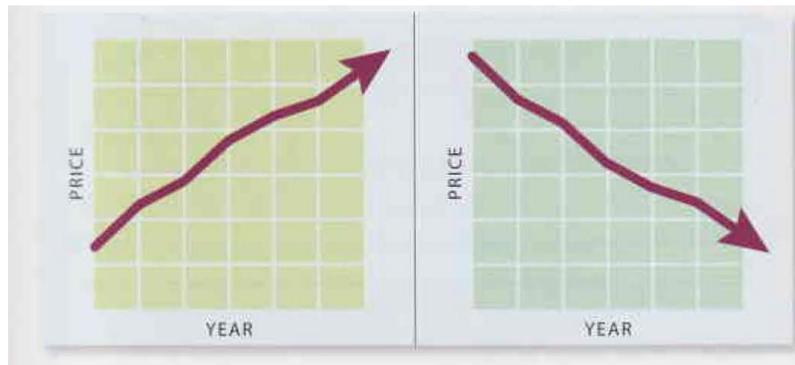
**a** German unemployment rate falls slightly as the economy continues to create new jobs. Exports, especially of machinery, rise dramatically as world demand remains strong.

**b** Bank of England warns as inflation increases sharply to 3.4%. House owners suffer more pain as mortgage rates go up by 0.5% from 4.5% to 5%.

**c** **Oil prices decrease as demand from China goes down sharply.**

**d** US house prices continue to fall steadily as the number of new homes constructed drops steeply and firms lay off workers.

2. Now complete the table with the verbs you underlined.



| to increase | to decrease |
|-------------|-------------|
|             |             |
|             |             |
|             |             |

## WRITING

1. Read a short passage about some peculiarities of economic security of the American citizens.

In the United States, children's economic security is indicated by the income level and employment security of their families or organizations. Economic security of people over 50 years old is based on Social Security benefits, pensions and savings, earnings and employment, and health insurance coverage.

2. What are (if any) similarities / or differences of economic security of the Russian people (compare with any country).

**3. Write a personal letter. Choose any option you like.**

1. You are planning to buy a house and ask your closest friend about his / her experience.

2. You are going to a business trip abroad and ask your colleague for some tips concerning money (using card, paying in cash, withdrawing money in ATM and changing currency).

3. You are a full-time student and you are going to start working. You ask a friend about his / her experience.

**4. Translate the text “Company financial services” (p. 116–117) into Russian in writing.**



**Sources**

Baker D. Oxford English for Careers. Finance 1 / David Baker, Richard Clark. Oxford University Press, 2011. 146 pp.

URL: <https://www.britannica.com>.

## UNIT 9. WORKING FOR CUSTOMS



### LEAD-IN

1. What do you know about customs service and its functions?
2. What do people do there?
3. Would you like to work for Customs? Why? Share it with you classmates.

### VOCABULARY

*A. Read the vocabulary list, find the Russian equivalents and learn the words:*

1. Customs (n.), customs control (n.), customs officer (n.), customs affairs (n.), customs service, (n.)
2. work in shifts  
work overtime  
work indoors / outdoors
3. be multi-skilled (adj.)
4. wear unifor, (v.)
5. apply customs laws and regulations
6. examine (v.) passengers and their baggage
7. clear cargo (v.) and transport
8. check-points (n.)
9. warehouse (n.)

10. sea-ports (n.)
11. process (v.) documents
12. duties (n.)  
collect duties
13. detect (v.)  
interdict (v.)
14. smuggling (n.)
15. traffic (n.)  
traffic of smuggling
16. tools and technology (n.)  
metal detectors (n.)  
X-ray machine (n.)  
scanner (n.)
17. detect (v.) narcotics / explosives / currency
18. canine enforcement teams
19. pass through  
question (v.)  
search (v.)  
charge (v.)  
punish (v.)
20. train (v.)  
be trained (v.)
21. penalties (n.)
22. break (v.) laws
23. act (v.) with courtesy and diplomacy
24. law enforcement (n.)
25. career prospects (n.)
26. the Police,  
Border guards  
Tax Police  
Federal Security Bureau (FSB)
27. staff (n.)

***B. Read the following words, remember the stress and the pronunciation:***

|           |            |
|-----------|------------|
| control   | technology |
| examine   | police     |
| penalties | diplomacy  |
| interdict | customers  |
| detect    | security   |
| canine    | customs    |
| prospects | baggage    |

## **READING**

***A. Read the text and translate it into Russian.***

## CUSTOMS SERVICE

Customs officers are multi-skilled and can move through different work areas. Some work areas involve working in shifts or overtime, indoors or outdoors. Most officers wear uniform and work closely with public. Customs officers must be competent and correctly apply customs laws and regulations when they:

- examine passengers and their baggage at airports and sea ports;
- clear cargo and transport at check-points and warehouses;
- process documents and collect duties;
- interdict the traffic of smuggling;

Customs officers use a wide range of tools and technology, such as computers, metal detectors, X-ray machines and scanners. There are also canine enforcement teams where dogs are trained to detect narcotics, explosives and currency.

Thousands of passengers pass through international airports every day. Many of them are questioned, some are searched and some are charged or punished with penalties if they break laws. This work requires attention and concentration and sometimes intuition. Travelers are often tired or upset and they can be difficult to deal with. To act with courtesy and diplomacy at all times and stay calm however provoked is an important part of the job.

The Customs Service involves law enforcement, and staff must display the highest personal and professional conduct in fulfilling their duties. Team work is essential to successful operation of all departments of the Customs, therefore Customs officers cooperate with other law enforcement agencies such as the Police, Border guards, Tax Police, Federal Security Bureau (FSB), etc.

There are career prospects within the Customs where staff can work at different areas of the organization to learn more and to move to another level.

### ***B. Answer the questions based on the information from the text:***

1. Where do customs officers work?
2. Do customs officers work indoors or outdoors?
3. Do customs officers work in shifts or overtime?
4. Do they wear uniform?
5. What do they deal with?
6. What tools and technologies do they use?
7. What are customs officers' responsibilities?
8. Do they have to meet a lot of people? What people?
9. Does the job require any special skills or traits of character?
10. Does the Customs cooperate with any other state bodies?

## VOCABULARY PRACTICE

### ***A. Give the equivalents of the following expressions:***

| <i>Russian</i> | <i>English</i>  |
|----------------|-----------------|
| таможенник     | the Police      |
| форма          | customs service |

|                                 |                      |
|---------------------------------|----------------------|
| законы и правила                | examine passengers   |
| пошлины                         | interdict            |
| контрабанда                     | collect duties       |
| технические средства            | Tax Police           |
| валюта                          | cooperate with       |
| штраф                           | break laws           |
| правоохранительная деятельность | traffic of smuggling |
| перспектива карьерного роста    | X-ray machines       |
| таможенный пост                 | process documents    |
| персонал                        | metal detector       |
| кинологическое подразделение    | act with courtesy    |

***B. Match the words to make word combinations:***

- |                |                         |
|----------------|-------------------------|
| 1. examine     | a. traffic of smuggling |
| 2. wear        | b. penalties            |
| 3. fulfill     | c. narcotics            |
| 4. detect      | d. uniform              |
| 5. wear        | e. public               |
| 6. break, v.   | f. their duties         |
| 7. punish with | g. the baggage          |
| 8. work with   | h. laws                 |

***C. Match the correct preposition and words to make many possible word combinations. Make up sentences with the expressions:***

|              |                |                        |
|--------------|----------------|------------------------|
| to deal      | <b>through</b> | shifts                 |
| to work      | <b>at</b>      | Customs                |
| to punish    | <b>for</b>     | different areas        |
| to act       | <b>at</b>      | public                 |
| to cooperate | <b>with</b>    | penalties              |
| to work      | <b>in</b>      | courtesy and diplomacy |
| to pass      | <b>with</b>    | international airports |
| to move      | <b>for</b>     | difficulties           |

**CUSTOMS PROCEDURES. INTERNATIONAL PRACTICE**

***D. Read the two texts and render them into Russian. Pay attention to the following details and answer the questions:***

1. Find out where and when the cases occurred.
2. Describe the similarities and differences in the two cases.
3. What actions did the customs officers conduct?
4. Did it help to seize the traffic of smuggling?

### Text 1.

#### CBP Officers Find Marijuana in Fuel Tank

US CBP officers seized 66,5 kg of marijuana. CBP officers made the seizure after a 1988 Chevrolet pickup truck arrived at the port of entry from Mexico. During the search, CBP officers used a fiber optic scope to peer into fuel tank and noticed anomalies in its appearance. CBP drug sniffing dog “Dollar” searched the vehicle and alerted his handler to the presence of narcotics. CBP officers continued their examination by removing fuel tank.



They dismantled the tank and discovered 5 sealed metal boxes inside. The boxes were opened and revealed 66.5 kg of marijuana. The driver, a 55-year-old US resident was arrested and now he faces federal prosecution on drug charges.

#### *Learn the expression from the text:*

port of entry, n.  
seize, v.  
fiber optic scope, n.  
peer into sth., v.  
sniffing dog, n.  
search, v.  
vehicle, n.  
alert, v.  
resident, n.  
remove fuel tank  
dismantle, v.  
sealed metal boxes, n.  
prosecution on drug charges  
reveal, v., sth.

### Text 2.

#### CBP Officers Find Marijuana in Gas Tank, Armpits

##### Release Date:

May 18, 2016

**TUCSON, Ariz.** – Customs and Border Protection officers arrested two Arizona men in separate incidents May 16 for attempting to smuggle a combined 117 pounds of marijuana through the Raul Hector Castro Port of Entry in Douglas, Arizona.

*More than \$57,000 worth of marijuana was located by CBP officers at the Port of Douglas.*

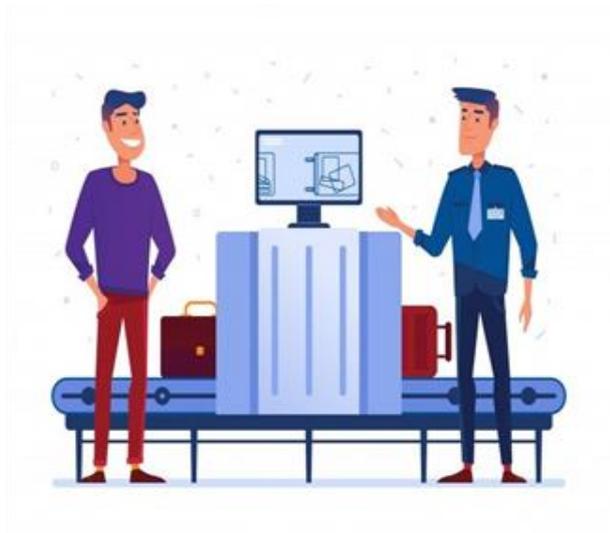
The first arrested was a 32-year-old Phoenix man with more than 114 pounds of marijuana,

Later, officers at the pedestrian crossing caught a 65-year-old Douglas man with a marijuana package taped underneath each armpit. Officers estimate the marijuana, weighing more than 3 pounds, is worth approximately \$1,600.

CBP officers seized all drugs and vehicle, and turned both subjects over to U.S.

worth roughly \$57.000, within the quarter panels and fuel tank of his Acura Coupe.

Immigration and Customs Enforcement's Homeland Security Investigations.



***Learn the expressions from the text:***

smuggle, v.

fuel tank, n.

pedestrian, n.

marijuana package, n.

underneath armpit, n.

weigh, v.

seize, v.

be worth approximately roughly, adv.

vehicle, n.

(CBP) Customs and Border Protection

## **SPEAKING**

### ***A. Answer the questions:***

1. What are the main difficulties and challenges does a customs officer face at work?
2. In what area of customs service would you like to work? Why?
3. Make a list (or find out) the main requirements of the customs officer position.
4. What professional skills and personal qualities should a customs officer have?

### ***B. Render the following into English:***

1. Тысячи пассажиров проходят ежедневно через международные аэропорты.
2. Офицеры таможенной службы часто работают допоздна и задерживаются на работе.
3. Работники таможенной службы должны учтиво и дипломатично выполнять свои обязанности.
4. Таможенные работники проверяют пассажиров и их багаж.
5. Они предотвращают трафик наркотиков и провоз контрабанды.
6. Работники таможенной службы используют широкий спектр инструментов и технологий, например компьютеры, металлодетекторы, рентген-аппараты и сканеры.
7. Кинологические подразделения помогают выявить наркотики и взрывчатые вещества.

## LISTENING

### *A. Listen to the recording and answer the questions.*

Listening 1. Immigration and Customs (C:/Users/User/Desktop/olimpiad%20tasks/Immigration%20and%20Customs%20-%20Randall's%20ESL%20Cyber%20Listening%20Lab.html)

#### **1. What is the purpose of the woman's visit?**

- a. pleasure
- b. business and pleasure
- c. business

#### **2. Where will the woman stay during her trip?**

- a. at a friend's home
- b. at a hotel
- c. at a university dormitory

#### **3. About how long will the woman be in the country?**

- a. more than four days
- b. three or four days
- c. one or two days

#### **4. What things are in the woman's luggage?**

- a. books, gifts and computer
- b. CD player, clothing, and books
- c. clothing, computer, and books

#### **5. What other piece of information do we learn about the woman?**

- a. She was born in that country.
- b. She enjoys traveling to different countries
- c. She is travelling alone

## WRITING

### **Customs Declaration**

#### *A. Read about Customs Declaration.*

##### **1. What is the customs declaration form?**

A *Customs declaration* is a form that lists the details of goods that are being imported or exported when a citizen or visitor enters a customs territory (country's borders).

In legal terms, a *customs declaration* is the act whereby a person indicates the wish to place goods under a given customs procedure.

##### **2. Why do countries require customs declaration?**

Most countries require travellers to complete a customs declaration form when bringing notified goods (alcoholic drinks, tobacco products, animals, fresh food, plant

material, seeds, soils, meats, and animal products) across international borders. Posting items via international mail also requires the sending party to complete a customs declaration form.

The declaration form helps the customs to control the goods that entered the country, which can affect the country's economy, security or environment. A levy duty may be applied.

Travellers have to declare everything they acquired abroad and possibly pay customs duty tax on goods. Some countries offer a duty-free allowance of certain products which may not need to be declared explicitly.

***B. Complete the form for yourself and sum up the information you gave in the declaration form:***

**CUSTOMS DECLARATION**

\* To be filled in by persons over 16.  
 \* To answer mark a cross in the appropriate box below   
 \* Keep for the whole duration of your temporary stay abroad/in the country and submit to the Customs on your way back. Not renewable in case of loss.

entry                       exit                       transit

**1. Information on traveller:**

|  |                    |   |
|--|--------------------|---|
| <i>family name (last name)</i>             | <i>first name</i>  | <i>second name</i>                          |
| <i>country of permanent residence</i>      | <i>nationality</i> | <i>passport*</i>                            |
| <i>arrived from (country of departure)</i> |                    | <i>leaving for (country of destination)</i> |

With me I have children under age  Yes  No      Number \_\_\_\_\_

**2. Information on luggage:**

2.1. Accompanied luggage, including hand luggage       Yes  No      \_\_\_\_\_ pieces

2.2. Unaccompanied luggage (a/s accompanying documents)       Yes  No      \_\_\_\_\_ pieces.

**3. Information on merchandise:**

With me and in my luggage I have items which are due to be declared and transportation of which across borders must be documentarily permitted by authorities:

3.1. National and other currency in cash, currency valuables, articles made of precious stones in any form or condition.       Yes  No

| Description of currency, valuables or items | Total sum/Quantity |          |
|---|--------------------|----------|
|   | In figures         | In words |
|   |                    |          |
|   |                    |          |
|   |                    |          |
|   |                    |          |
|   |                    |          |
|   |                    |          |

|  |  |
|--|--|
| <p>3.2. Weapons of all descriptions, ammunition, explosives      <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>3.3. Drugs and psychotropic substances      <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>3.4. Antiques and objects of art      <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>3.5. Printed editions and information media      <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>3.6. Poisonous and powerful medicines and substances      <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>3.7. Radioactive materials      <input type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>3.8. Wildlife objects, parts and products thereof      <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>3.9. High-frequency radio-electronic devices and means of communication      <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>3.10. Goods subject to customs duties      <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>3.11. Temporarily admitted (exported) goods      <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>3.12. Transportation unit      <input type="checkbox"/> Yes <input type="checkbox"/> No</p> |
|--|--|

\* For the purposes of Customs control goods as in 3.2-3.12., in any, must be described in detail on the back side of the Customs Declaration in 4.

## SKILLS

**A. Read the phrases and expressions used by the customs officers at the airport:**

*Next! Your passport, please!*

*Open your suitcase, please.*

*What is the purpose of your visit?*

*How long are you planning to stay in ...?*

*Where you will be staying?*

*What do you have in your luggage?*

*Is this your luggage / bag / case ?*

*Everything is OK.*

*Enjoy your stay.*

**B. Translate the sentences into Russian.**

**Mark them (CO), (P) whether it is Customs Officer or Passenger. Learn the phrases and try to use them in the dialogues:**

|  |  |
|--|--|
| 1. Have you got a permission for duty-free importation of these goods? |  |
| 2. Did you buy this watch in Russia or abroad?                         |  |
| 3. Will you be X-raying my camera as well?                             |  |
| 4. Is this all your baggage?   |  |
| 5. Now, what am I to do?   |  |
| 6. Have you declared all your currency?                                |  |
| 7. Are you traveling on business?                                      |  |
| 8. Have you seen the List of Prohibited Articles?                      |  |
| 9. Is it the real value of this ring?                                  |  |
| 10. Have you packed your baggage yourself?                             |  |

**C. Make up a dialogue between:**

A. A customs officer and an airline passenger (at the airport).

B. Two customs officers (at the customs check point).

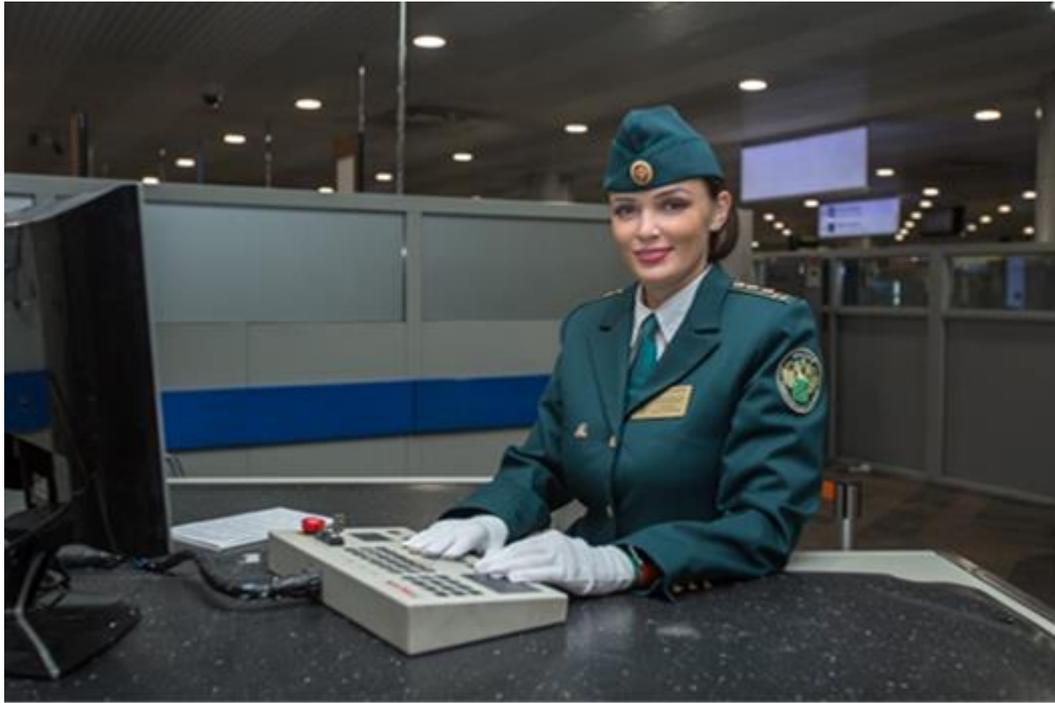
C. Make up short dialogues between a customs officer and a passenger discussing the following points:

1) the formalities through which incoming / outgoing passengers must pass;

2) the main points of the declaration;

3) the way the declaration should be filled in;

4) dutiable, prohibited and restricted articles.



## SUPPLEMENTARY MATERIALS

### ADDITIONAL READING

#### Text 1



**A. Read the text about the tariff system and render it into Russian, paying attention to the special terms.**

#### **Tariff Systems**

All over the world tariff systems can be classified into four main types. The first type is represented by a single column tariff, which consists of one list of duties with *a single duty rate* for each *article*, applicable equally to imports from all countries. *Duty reductions* arranged by countries exercising such a system are usually universal for all the other countries. Germany, Japan, the Scandinavian countries are amongst those practicing the single column tariff.

The second type used in customs practice is a maximum-minimum tariff. This involves the setting-up of two columns of duties in the tariff. The lower rate is applicable to countries enjoying most-favored-nation treatment whereas the higher to other countries. Sometimes maximum-minimum tariffs include only one column (usually called the *minimum tariff*) and the rates of the maximum tariff are calculated by applying a percentage increase or *multiplier* to the minimum rates. France and Spain are among the countries using such a system.

The countries where a general-conversational tariff is used start with a single column of duties and proceed to establish a second column of conventional duties in negotiations with other countries. Thus second column contains only the items on which conventional rates have been settled and does not, therefore, cover all tariff items, to which the general tariff is applied. The conventional rates are correspondingly common mostly with the countries of the *most-favoured-nation treatment*.

And the fourth type of customs tariff is *preferential tariff*. This one represents an important duty at a specially low rate on goods from a country that is being favoured. Usually preferential tariff is applied to the countries of the same group. Thus, within the European Union preferential rates are exchanged exclusively between the countries developing the respective spheres and are not extended to outside countries.

**B. Match the terms with the corresponding Russian equivalents:**

|                                   |   |
|-----------------------------------|---|
| 1. single duty rate               | a. конвенциональная пошлина, коэффициент  |
| 2. duty reductions                | b. таможенный режим                       |
| 3. most-favoured-nation treatment | c. преференциальные ставки                |
| 4. conventional duty              | d. единая тарифная (налоговая) ставка     |
| 5. preferential tariffs           | e. скидки таможенных пошлин               |
| 6. minimum rate                   | f. режим наибольшего благоприятствования  |
| 7. multiplier                     | g. минимальная ставка                     |
| 8. tariff treatment               | h. преференциальный режим налогообложения |
| 9. minimum tariff                 | i. пункт, изделие                         |
| 10. article                       | j. минимальный тариф                      |

**C. Answer the questions based on the text:**

1. What is the simplest form of tariff?
2. What does tariff treatments mean?
3. Who usually pays taxes, customs duties and other charges for commodities on the territory of the seller?
4. What is the most common form of an extra charge regarding import duties?
5. In what way are the internal taxes on imports collected?
6. What internal taxed do you know?

7. What is the difference between a sales tax and a turnover tax?
8. What countries exercise preferential tariffs?
9. What is the difference between a single column tariff and a maximum-minimum tariff?
10. What do conventional rates mean?

## **SPEAKING**

1. Make a report about the system of internal taxes in the RF.
2. Make a report about different types of tariffs.
3. Make a report about preferential tariffs.
4. Discuss advantages and disadvantages of different tariffs with your partner and with the group.

## **Text 2**



### **Dispatch of Goods: Packing and Marking**

Nothing is more infuriating to a buyer than to find his goods damaged or partly lost on arrival. The buyer has a right to expect his goods to reach him in a perfect condition and the seller has to organize the dispatch of goods in such a way that the problems which might occur during the transit should be as less serious as possible. The important assets of export distribution are packing and marking. Packing is intended to protect goods from all types of different hazards. Cargo in transit may be threatened by natural phenomena or by man-made problems which include pilferage. The damage to a consignment of goods may also be caused by its proximity to another shipment. So the general aim in all packing is not only to make the goods secure during the journey, but at the same time to make the package as small and light as possible. Transport costs on land usually depend on the weight but on the sea the size of the package is also significant.

To handle the problems that face export despatches, in many large export firms special departments for export packing have been established and the whole problem

is under regular control. They also may employ a forwarding agent to do packing for them.

**A. Make the word combinations from the text complete by matching their halves and using their Russian equivalent.**

|                                  |               |                                     |
|----------------------------------|---------------|-------------------------------------|
| 1. packing and .....             | a. phenomena  | экспедитор                          |
| 2. natural and man-made .....    | b. dispatches | поврежденные или частично утерянные |
| 3. be damaged or partially ..... | c. control    | естественные и техногенные явления  |
| 4. be under regular .....        | d. secure     | партии товара                       |
| 5. consignment of .....          | e. agent      | быть под постоянным контролем       |
| 6. export .....                  | f. marking    | упаковка и маркировка               |
| 7. make the goods .....          | g. lost       | обеспечить сохранность товара       |
| 8. a forwarding .....            | h. goods      | отправка экспорта                   |

**B. Match the word and the definition, render into Russian and remember:**

- |                      |  |
|----------------------|--|
| 1. pilferage, n.     | a. large or important enough to have an effect or to be noticed  |
| 2. infuriating, adj. | b. to seem likely to happen or cause something unpleasant  |
| 3. occur, v.         | c. the act of stealing things of little value or in small quantities, especially from the place where you work |
| 4. shipment, n.      | d. something that can be dangerous or cause damage   |
| 5. threaten, v.      | e. the process of sending goods from one place to another  |
| 6. significant, adj. | f. to happen, take place   |
| 7. hazard, n.        | g. making you extremely angry  |

**C. Text comprehension questions. Answer the questions based on the details from the text:**

1. What problems is a buyer afraid of while expecting the goods to arrive?
2. What are the most important assets of modern export distribution?
3. What is packing? What is the role of packing ?
4. What unpleasant things can happen to cargo during the transit?

5. What is the main aim of packing?
6. Why is the size of packaging also significant?
7. What do export firms do in order to handle the problems that export dispatches face?
8. What is the main function of a forwarding agent?

## **SPEAKING**

*Speak on the text making focus on the following aspects:*

- a. main reasons of damaging condignments of goods during the transit;
- b. what can be done in order to avoid problems in shipment;
- c. how the transport cost can be reduced.

### **Text 3**



### **Customs Tariffs in Russia**

In every country import-export rates are supposed to fulfill four functions:

- to protect home producers from from foreign competition in order to increase their own competitiveness in the domestic market;
- to limit exporting products in which there is a shortage in this country and to regulate foreign trade transactions for political interests;
- to supply local consumers, both legal entities and individuals, with products which are not produced in this country or produced insufficiently;
- to provide the state budget with additional financial resiources.

In order to put these issues into practice, the Russian government changed its import rates in 1994. The change of import duties mostly affect the status of foodstuff imports. Inflation and the subsequent price increases for energy, equipment and other materials make storage, processing the products and their packaging very expensive. Foreign suppliers have the opportunity to sell products at lower prices, though sometimes their products are lower quality. Food intervention of imported goods has led to the reduction in the production of some agricultural products inside Russia. So the change of customs tariifs is based on an objective necessity to protect local commodity produces and does not conflict with the General Agreement on Tariff

and Trade. Customs duties are levied only on those types of products which are produced in sufficient quantities.

The level of imposition by import rates was increased at an average of five to seven percent. Formerly, the import rates were calculated as a percentage of the customs value of the imported goods. At the present time there is a universal order for introducing rates as an absolute sum for the imported unit (kilogram, liter, piece) value. For some types of agricultural products, mainly fruits and vegetables, seasonal duties with limited duration are in force.

Apart from the duties on foodstuffs the duties on some types of industrial products have also been increased. This step of the government is related to the fact that during the last several years Russian industry has experienced difficulties connected with the success of sale of imported cars, electronics, and some other types of industrial import. Duty rates have been increased on different transport vehicles, on completing articles for assembling electronics and computers, on consumer electronics and on metal-cutting machines. The minimum duty sums per one item for cars depend now on the engine volume and the year of production.

The regulations for granting a delay in payment for import duties have also been changed. Previously, the delay was permitted for a period of no more than thirty days. This delay was granted to the importer with no additional fees or expenses. Under the new regulations, this period is prolonged up to sixty days, but a certain interest is collected throughout the whole duration of the delay.

Export duties in Russia were set up in 1992. At that time world prices were much higher than internal ones and export was highly profitable, though it seriously hurt to the level of domestic consumption. Nowadays, in relation to the increase in domestic prices, the existence of export duties negatively affects the ability for long-term export deals. So export duties are supposed to be cancelled in future.

***A. Text comprehension. Read the text about Customs tariffs in the Russian Federation. Decide whether these statements are true or false:***

1. Import-export rates in each country are supposed to fulfill five main functions.

2. The rates must protect home producers from internal competitors.

3. One of the functions of the rates is to limit the products in which there is a shortage in the country.

4. Russia changed its import rates at the end of the 90-s.

5. The change of import duties mostly affect the status of consumer electronics.

6. The import rates used to be calculated as a percentage of the customs value of the imported goods.

7. Today import rates are introduced as an absolute sum for the imported unit value.

8. Duty rates on different transport vehicles, metal-cutting machines and consumer electronics have grown.

9. According to the new regulations, the period for granting a delay in payment for import duties is prolonged up to 2 months.

10. The existence of export duties has a positive impact on the ability for long-term export deals in Russia.

**B. Learn the vocabulary from the text. Match the expressions with the Russian equivalent.**

|                                   |                                   |
|-----------------------------------|-----------------------------------|
| 1. legal entities and individuals | a. применять на практике          |
| 2. to put sth. into practice      | b. бытовая электроника            |
| 3. import duties                  | c. комплектующие                  |
| 4. the imposition by import rates | d. взимать проценты               |
| 5. domestic consumption           | e. долгосрочные экспортные сделки |
| 6. long-term export deals         | f. потребление внутри страны      |
| 7. completing articles            | g. юридические лица               |
| 8. consumer electronics           | h. достаточное количество         |
| 9. to collect the interest        | i. ввозная таможенная пошлина     |
| 10. sufficient quantities         | j. налогообложение на импорт      |

**C. Insert the right prepositions (in, on, under, of, from), conjunctions (and, or, but) or articles (a / an, the) into the sentences taken from the text:**

1. Inflation ..... the subsequent price increases ..... energy, equipment ..... other materials make storage, processing ..... the products and their packaging very expensive.

2. Apart ..... the duties ..... foodstuffs the duties ..... some types of industrial products have also been increased.

3. The level ..... imposition ..... import rates was increased ..... an average of five ..... seven percent.

4. The minimum duty sums ..... one item for cars depend now ..... the engine volume ..... the year ..... production.

5. This delay was granted ..... the importer with no additional fees ..... expenses.

6. .... the new regulations, this period is prolonged up ..... sixty days, but ..... certain interest is collected ..... the whole duration ..... the delay.

7. .... that time world process were much higher ..... internal ones ..... export was highly profitable, though it seriously hurt to ..... level ..... domestic consumption.

8. Nowadays, ..... relation to ..... increase ..... domestic prices, the existence of export duties negatively affects the ability ..... long-term export deals.

9. So export duties are supposed to be cancelled ..... future.

10. In order to put these issues ..... practice, the Russian government changed its import rates ..... 1994.

## **SPEAKING**

**Speak on the following topics taking details from the text:**

1. Main functions of import-export rates in the countries.
2. Recent changes in the tariff system of the Russian Federation.
3. The factors which make positive and negative effect on the long-term export and import delays.

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