

Министерство образования и науки Российской Федерации

Федеральное государственное бюджетное образовательное учреждение
высшего профессионального образования
«Комсомольский-на-Амуре государственный технический университет»

Ж. В. Петрунина, О. В. Чибисова

**БИЗНЕС-КОММУНИКАЦИЯ СО СТРАНАМИ
СЕВЕРО-ВОСТОЧНОЙ АЗИИ**

Рекомендовано Учебно-методическим объединением по образованию
в области лингвистики Министерства образования и науки
Российской Федерации в качестве учебного пособия
для студентов-магистрантов неязыковых направлений подготовки,
изучающих английский язык

Комсомольск-на-Амуре
2015

УДК 811.111(07)
ББК 81.2Англ-9
ПЗ12

Рецензенты:

Кафедра религиоведения и истории
ФГБОУ ВПО «Амурский государственный университет», зав. кафедрой
кандидат исторических наук, доцент ***Н. А. Журавель***;
Н. В. Киреева, доктор филологических наук, профессор
кафедры русского языка и литературы ФГБОУ ВПО
«Благовещенский государственный педагогический университет»

Петрунина, Ж. В.

ПЗ12 Бизнес-коммуникация со странами Северо-Восточной Азии : учеб.
пособие / Ж. В. Петрунина, О. В. Чибисова. – Комсомольск-на-
Амуре : ФГБОУ ВПО «КНАГТУ», 2015. – 99 с.
ISBN 978-5-7765-1164-6

Учебное пособие содержит аутентичный материал по актуальным проблемам ведения деловой коммуникации с представителями стран Северо-Восточной Азии. Задания имеют коммуникативную направленность, ориентированы на развитие таких видов речевой деятельности, как чтение, говорение и письмо. Авторы старались максимально учесть теоретический и практический опыт российских и зарубежных специалистов в области межкультурной коммуникации.

Предназначено для проведения занятий со студентами основной образовательной программы подготовки магистров всех направлений, изучающих дисциплины «Деловой иностранный язык» и «Профессиональный иностранный язык». Пособие может быть интересным для преподавателей английского языка, российских бизнесменов и туристов, а также широкому кругу лиц, занимающихся проблемами межкультурной коммуникации.

УДК 811.111(07)
ББК 81.2Англ-9

ISBN 978-5-7765-1164-6

© ФГБОУ ВПО «Комсомольский-
на-Амуре государственный
технический университет»,
2015

CONTENTS

PREFACE.....	4
LESSON 1. BUSINESS TRAVELLING.....	6
LESSON 2. EATING OUT.....	11
LESSON 3. SMALL TALK.....	16
LESSON 4. SENSITIVE ISSUES.....	20
LESSON 5. TELEPHONING.....	24
LESSON 6. COMMUNICATING IN WRITING.....	30
LESSON 7. SPEAKING ABOUT BUSINESSES.....	37
LESSON 8. INTERACTING IN THE CLASSROOM.....	43
LESSON 9. LEARNING FROM HISTORY.....	49
LESSON 10. PRESENTATIONS: TYPES AND STRUCTURE.....	54
LESSON 11. NON-VERBAL ASPECT OF PRESENTATIONS.....	59
LESSON 12. TAKING PART IN A MEETING.....	63
LESSON 13. AGREEING OR DISAGREEING IN A MEETING.....	68
LESSON 14. GOLDEN RULES OF NEGOTIATING.....	73
LESSON 15. NEGOTIATING IN NORTHEAST ASIA.....	77
ADDITIONAL READING.....	81
CONCLUSION.....	96
USEFUL REFERENCES.....	98

PREFACE

For many centuries Asia-Pacific Region has attracted the attention of politicians, economists, scientists, explorers, artists and ordinary citizens of many countries. Economic, political and cultural interaction of Asia-Pacific countries and the European states began in the XIX century, when England, France, and later Russia began to expand their colonial possessions. It was in that period when the question about the specifics of communication between European culture and Asian culture became very urgent.

Active economic development of the countries of Northeast Asia at the turn of XX – XXI centuries, their participation in the world's political and socio-cultural processes are updating the problems of establishing, strengthening and enhancing the dialogue between the peoples of Northeast Asia and Russia, which seeks to strengthen its prestige on the international arena to pursue a policy of openness and cooperation. At the same time every people of the region has its own cultural, religious, ideological and historical traditions, which affect its specific behavior during international political and economic, scientific and cultural contacts.

In business communication with different cultures, speaking different languages and using different writing systems NEA countries resort to English as intermediary language. Being the global language because of its functioning breadth, the English language also promotes intercultural communication mediated through processing information materials on the history, culture, politics and economy of the East. It should be borne in mind that the main barriers to interpersonal communication are not so much linguistic lapses as an inaccurate interpretation of the non-verbal signs, different perceptions of time and space, prejudices and stereotypes.

Based on this, the authors have included in their job tasks which reflect the characteristics of dialogue with the inhabitants of China, Japan and South Korea. Such a choice of countries is not random, because it is the economy of these countries that are crucial for the development of the region. Such a presentation of the material will not only help to train language skills, but also to get an idea about the peculiarities of NEA peoples' culture at the present stage.

The book consists of 15 lessons and material for further reading for each lesson, it is intended for students of the basic educational program of Master of all directions who study the subject "Business Foreign Language" and "Professional Foreign Language." It might be interesting for teachers of English, Russian businessmen and tourists, as well as a wide range of people dealing with intercultural communication.

Азиатско-Тихоокеанский регион (АТР) на протяжении нового и новейшего времени привлекает к себе внимание политиков, экономистов, ученых, путешественников, деятелей культуры и простых граждан многих государств мира. Экономическое, политическое, культурное взаимодействие стран АТР и европейских государств началось еще в XIX в., когда Англия, Франция, а позднее Россия стали расширять свои колониальные владения. Именно в тот период остро встал вопрос о специфике общения европейской культуры с культурой азиатской.

Активное экономическое развитие стран Северо-Восточной Азии (СВА) на рубеже XX – XXI вв., участие государств СВА в мировых политических и социокультурных процессах актуализирует вопросы установления, укрепления и расширения диалога между народами стран Северо-Восточной Азии и Россией, которая стремится укрепить свой престиж на международной арене, проводить политику открытости и сотрудничества. При этом каждый народ рассматриваемого региона имеет свои культурные, религиозные, идеологические и исторические традиции, накладывающие отпечаток на специфику поведения при международных политико-экономических и научно-культурных контактах.

В бизнес-коммуникации с представителями различных культур, говорящих на разных языках и пользующихся разными письменными системами, страны СВА прибегают к английскому языку как языку-посреднику. Являясь глобальным языком благодаря своей широте функционирования, английский язык также способствует опосредованной межкультурной коммуникации через обработку информационных материалов по истории, культуре, политике и экономике стран Востока. При этом следует учитывать, что основными барьерами являются не столько языковые ошибки, сколько неточное истолкование невербальных знаков, различное восприятие времени и пространства, предрассудки и стереотипы.

Исходя из этого авторы включили в свое пособие задания, отражающие особенности ведения диалога с жителями Китая, Японии и Южной Кореи. Такой выбор не является случайным, поскольку экономики именно этих стран являются определяющими для развития региона. Подобное изложение материала позволит не только отработать лингвистические навыки, но и получить представление об особенностях культуры народов СВА на современном этапе.

Пособие состоит из 15 занятий и материала для дополнительного чтения к каждому занятию, предназначено для студентов основной образовательной программы подготовки магистров всех направлений, изучающих дисциплины «Деловой иностранный язык» и «Профессиональный иностранный язык». Оно может быть интересным для преподавателей английского языка, российских бизнесменов и туристов, а также широкому кругу лиц, занимающихся проблемами межкультурной коммуникации.

LESSON 1. BUSINESS TRAVELLING

I. Listen and repeat.

1. I'd like an aisle seat, please. 2. I'd like to sit next to my colleague.
3. I only have one bag to check in. 4. I'd like to book a hire car for three days.
5. Do I need an international driving license? 6. How would you like to pay?
7. Do you take credit cards? 8. A single to Munich, please. 9. Do I need to reserve a seat?
10. Is the seat reservation included in the price of the ticket? 11. Do you have a double room for two nights?
12. A non-smoking room please, with a bath and a balcony. 13. We need your credit card number to hold the reservation.
14. I'm calling from room 21. The TV doesn't work. The bed hasn't been made. I'd like to change my room.
15. I don't have any cash on me. – That's OK. You can pay by credit card.

II. Read and translate the following dialogs.

Hiring a car

Speaker 1: Hello, I'd like to book a hire car for three days from March 14th – 17th, please. Do I need an international driving license to drive here?

Speaker 2: No, but there is a charge for an extra driver.

Speaker 1: So how much will it cost in total?

Speaker 2: \$300. How would you like to pay?

Speaker 1: By credit card, please.

Taking the train

Speaker 1: A single to Munich, please.

Speaker 2: First or second class?

Speaker 1: First class, please.

Speaker 2: OK. That will be 65 euros. Please sign here.

Speaker 1: Do I need to reserve a seat?

Speaker 2: No, the seat reservation is included in the price.

A tight connection

Speaker 1: Excuse me. I have a connection to Chicago at 5:00. Am I going to make it?

Speaker 2: Yes, there will be a minibus waiting at the gate to take you to terminal B. There shouldn't be a problem.

Speaker 1: What about my luggage? I'm worried that my bags won't make the connection even if I do.

Speaker 2: Don't worry, the minibus will take you and your luggage. There are some other passengers who also have tight connections.

Speaker 1: Thanks for your help. I'll keep my fingers crossed.

A hotel mix-up

Speaker 1: Hello, Reception.

Speaker 2: Hello, it's Amanda Lin from Room 205. I asked for a non-smoking room but someone has been smoking in this room. Oh yes, and the TV doesn't work. Also there are no drinks in the minibar and the bed hasn't been made. I'd like to change rooms.

Speaker 1: I'm very sorry, madam. I'll organize a different room for you and send someone up immediately to help you with your luggage.

III. Match the statements and questions with the responses.

1	Can I have your name, please?	A	A single or a double?
2	I'd like to book a room for Tuesday night.	B	When's the next flight?
3	I hope you catch the flight.	C	I'll send someone to look at it.
4	I've missed my connection.	D	Yes, of course.
5	Can I pay by credit card?	E	It's Ahmed Salem.
6	The TV in my room doesn't work.	F	Can I see your passport, please?
7	What kind of identification do you need?	G	Here, please.
8	Where do I need to sign?	H	Thanks. Wish me luck!

IV. Look at the plan of an airport terminal and do the following tasks:

a) Ask the way saying: **Could you tell me where the shops are, please?**

Or: **Could you tell me where the exchange is, please?**

b) Starting at the numbered place, follow the directions and say where you are.

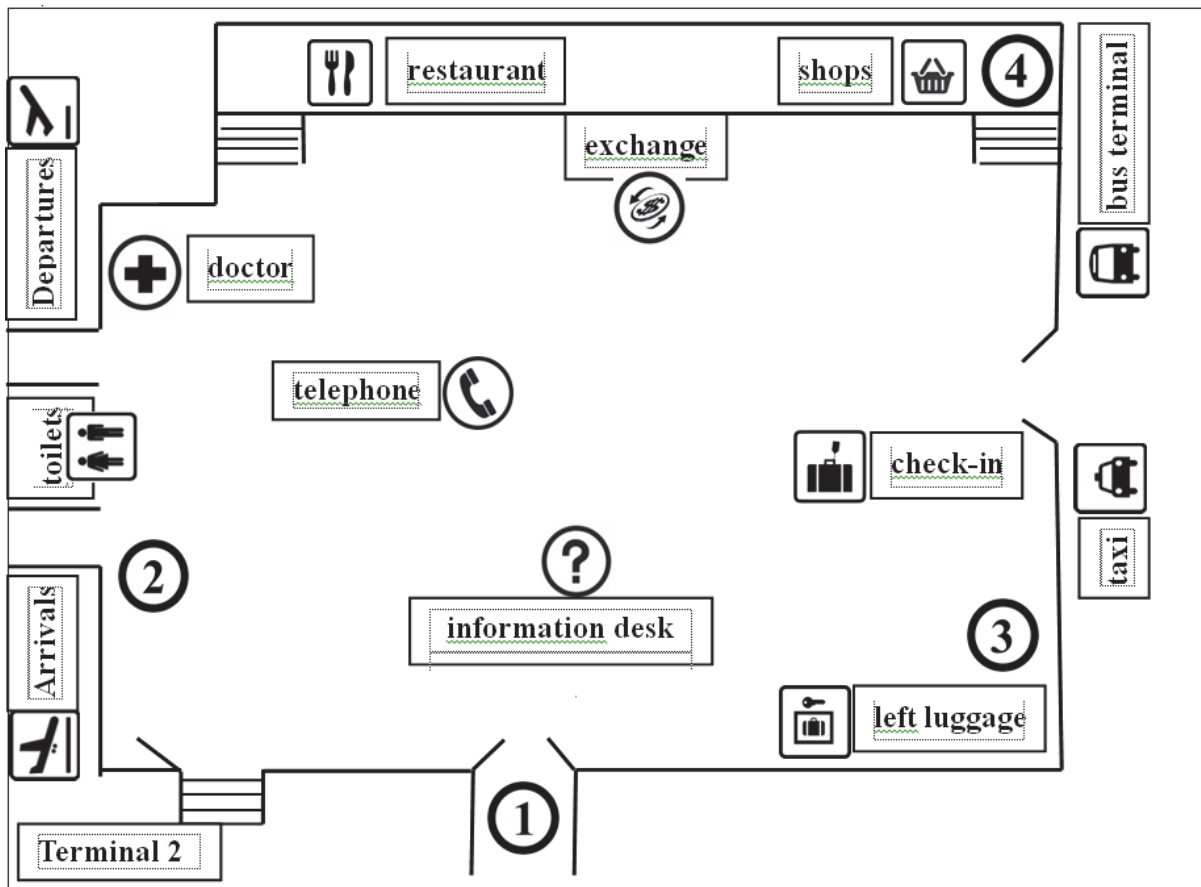
1. You'll find it at the other end of the terminal. Turn right as soon as you can; go between the left luggage and the information desk. Near the check-in turn to the left and go straight until you see a «toilets» sign. Turn right again.

2. Go straight past the information desk, and then turn left. You'll see the check-in desk on your right. Go round it; then through the door. When you go out, turn to the right.

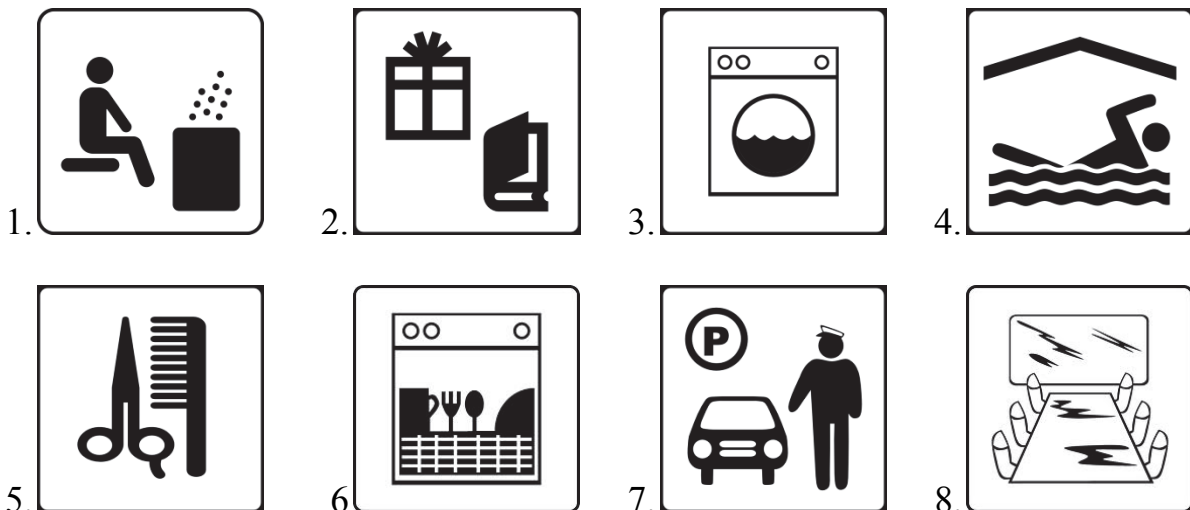
3. Turn to the left and go straight past the information desk. Then turn to the right. When you reach the telephone booth, go round it. You'll see a «doctor» sign on your left and the steps behind it. Go up the steps and you are there.

4. Go down the steps: turn to the right and then go straight until you reach the doctor. Turn to the left; go past the telephone booth. Turn to the left after the toilets sign. You'll see a passage in front of you.

c) Practice your own dialogs by asking the way and giving the directions.



V. There is a standard set of symbols to represent the availability of hotel facilities. Can you guess the meaning of the following symbols?



Check if you are right:

1. Sauna 2. Gift Shop 3. Laundry 4. Indoor Pool 5. Hair Salon 6. Dish-washer 7. Parking Attendant 8. Meeting Room

VI. When you choose a hotel you can ask **Is there a ... in this hotel?** In room amenities may include:



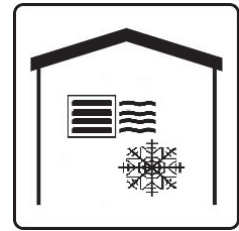
Colour TV



Telephone



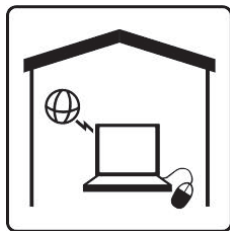
Shower



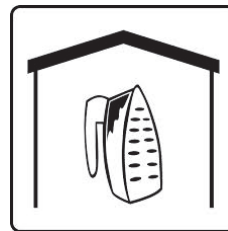
Air conditioning



Coffeemaker



Internet



Iron



Secure Storage

VII. When you check in you can say: **I would like a room with ...** Think of other facilities and in room amenities which may be necessary or preferable for people. Fill in the following table using the words from the box:

- | | | |
|------------------------------------|----------------------------|-------------------------|
| a) organized games and activities; | b) push-chairs; | c) ramps at all stairs; |
| d) lifts to all floors; | e) a resident nurse; | f) butler attention; |
| g) Jacuzzi; | h) hypoallergenic pillows; | i) a recreation room; |
| j) wake-up service; | k) 32 LCD Television; | l) private balcony; |
| m) full service bar; | n) a banquet room; | o) automatic drapery; |
| p) refrigerator | | |

	hotel facilities	in room amenities
a principal of business house		
a handicapped photocopier salesman	e)...	
a very rich vocalist		
a human recourse manager with a child		b)...

VIII. People can pay for these facilities and in room amenities in various ways: a) in cash; b) with a credit card; c) by writing out a cheque; d) by forwarding a voucher.

Make up and act out your own dialogues by choosing a relevant word from the given in bold or any other you have learnt.

Checking into a hotel

Visitor: Good evening.

Clerk: Good evening, **sir / madam**. I'm at your service.

Visitor: Do you have any vacancies starting tonight?

Clerk: Yes, **sir / madam**, we do.

Visitor: I'd like a **single room / twin room / suite**.

Clerk: Would you like a smoking or non-smoking room?

Visitor: A **non-smoking room**, please, **with a jacuzzi / a balcony** if possible.

Clerk: We have a non-smoking room with a **balcony** on the **10th** floor.

Visitor: Is there a **laundry / wake-up service** in your hotel?

Clerk: We have ... but unfortunately there is no ... in our hotel.

Visitor: And what about **an indoor pool / a sauna**?

Clerk: Yes, sure. This is a list of all the hotel amenities, like **the gym and indoor pool**. How many nights do you want the room for?

Visitor: It's for **three nights / a week**.

Clerk: Could you fill in this form, please?

Visitor: How much do I pay?

Clerk: **Ninety dollars** a day plus tax. How will you pay?

Visitor: Can I pay **with a credit card**?

Clerk: Certainly, **sir / madam**. This is your room key. You're very welcome. Enjoy your stay with us.

IX. There is an elderly weak-sighted woman at the front desk. Write down the questions you need to ask in order to fill in this card for her.

Guest name : (Capitals)	
Designation :	
Organization :	
Address :	
Birth Day :	Anniversary :
Arrived From :	Proceeding To :
Arrived Date : / /	Time : :
Departure Date : / /	Time : :
Purpose of Visit: Tourist / Holiday Conference Group Business	
Mode of Payment : Cash Company Voucher Credit Card	
Credit Card No. :	Expiry Date :
Terms and Condition :	
GUEST'S SIGNATURE	

LESSON 2. EATING OUT

I. Listen and repeat.

1. Would you like tea or coffee? 2. How do you like your coffee? 3. Can I have a soft drink? 4. Could you translate the menu for me, please? 5. Do you have an English menu? 6. We're ready to order. 7. That was delicious. 8. Can I have the bill please? 9. I must compliment you on your cooking. 10. Can I take your order? 11. Would you like anything else? 12. How much do they normally tip? 13. I wonder if I should leave a tip? 14. Let me pay for this. 15. It's my treat. 16. How about a drink at the hotel this evening? 17. Thank you, I'd love to.

II. Read the texts and choose the title which you think fits best. There are two extra titles which you do not need to use.

- | | | |
|--------------------------|---------------------|---------------------|
| 1. Translating the menu. | 2. Paying the bill. | 3. It's my treat. |
| 4. No objections! | 5. Coffee or tea? | 6. Ordering a meal. |

A: *Visitor 1:* I hope you like Russian food. Let me translate the menu for you. I recommend the set menu which is 'borsch' – that's beetroot soup, followed by 'buglama', which is a kind of lamb stew cooked in spices – it comes with mashed potato and salad.

Visitor 2: Sounds good. What about dessert?

Visitor 1: There's a choice of ice cream.

Visitor 2: I'm happy with that. Let's order.

B: *Visitor 1:* We're ready to order. To start, I'd like chicken soup and my colleague would like the grilled sardines.

Waiter: Thank you. And for your main course?

Visitor 2: I'd like fried chicken and French fries and, was it roast duck and boiled rice?

Visitor 1: That's right. With a green side salad, please.

Waiter: Thank you. And to drink?

Visitor 2: We'd like a bottle of sparkling water, please.

C: *Visitor:* That was very good. Can we have the bill, please?

Waiter: Here you are, sir.

Visitor: Excuse me, but could you tell me what this is for?

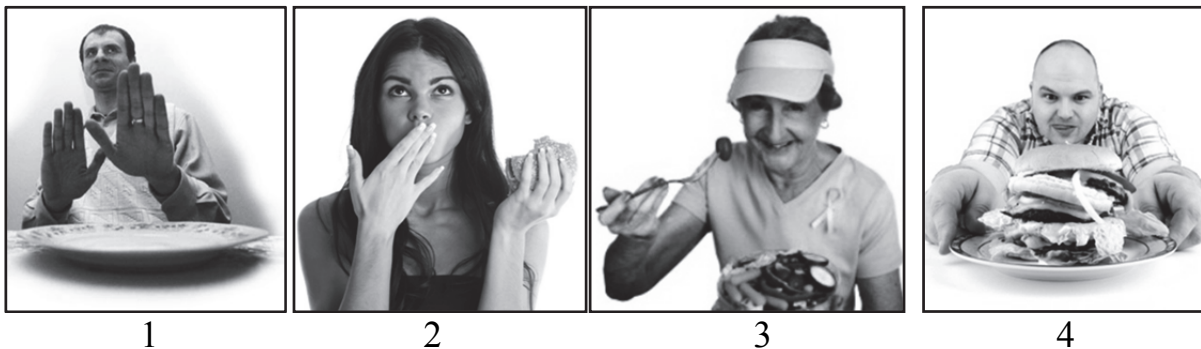
Waiter: It's for the bread.

Visitor: Oh yes, I see. Do you take credit cards?

Waiter: I'm sorry, we don't. If you need some cash, there's a cash machine just across the road.

D: *Waiter:* Would you like some coffee?
Visitor 1: Do you have any tea?
Waiter: Yes, we do. Do you take milk and sugar?
Visitor 1: No thanks.
Visitor 2: Can I have a soft drink, please?
Waiter: Yes, of course. We have some orange juice and some still water.
Visitor 2: I'll have an orange juice, please.

III. Look at the people eating and then study the phrases below. What each person may be saying?



1. I must compliment you on your cooking. 2. Thank you, I'd love to.
 3. Oh, no thanks, I couldn't eat another thing. 4. Would you like some more vegetables?
 5. That was delicious. 6. It's a speciality of this region. 7. No, just the bill, please.
 8. I really want a good starter.

IV. Try to match up phrases to make two-line exchanges.

- | | | |
|--|--|---|
| <ol style="list-style-type: none"> 1. How are you? 2. What can I get you? 3. Do you mind if I smoke? 4. Could you tell me what this is? 5. Are you having a starter? 6. Are you ready to order? 7. Do you take credit cards? 8. Can we have the bill please? 9. Have a good evening. 10. How would you like to pay, sir? 11. Would you like a coffee? 12. Thanks for all your help. 13. Would you like to go for a meal later? 14. I wonder if I should leave a tip? 15. Did you like your dessert? | | <p>Actually, I'd rather you didn't.
 Yes, you too!
 Thank you. I'd love one.
 Yes please. I'd like the steak.
 Not too bad, thanks.
 You're very welcome.
 No thanks. I'm in a hurry.
 With a Visa credit card.
 It's a speciality of this region.
 A gin and tonic, please.
 Here you are, sir.
 Maybe just a small one.
 That was delicious.
 Thank you. I'd love to.
 I'm sorry, we don't.</p> |
|--|--|---|

V. Identify the odd word out in these groups. Look up unknown words if any.

1. pork, beef, veal, chicken *chicken*.....
2. shrimp, crab, beef, tuna
3. potato, tomato, cucumber, rice
4. duck, chicken, squid, turkey
5. brandy, juice, coffee, tea
6. starter, main course, dessert, tip
7. grilled, boiled, appetizer, mashed
8. cabbage, broccoli, radish, mushrooms

VI. Look at the dishes that might appear on the menu at a Japanese restaurant. Invent and write down on a piece of paper the name of your own starter, main dish or dessert which you can call “my speciality”. Explain your dish to your partner, with the partner in role as a visitor.

Sashimi [sæ'ʃi:mɪ] is a Japanese dish of bite-sized pieces of raw fish eaten with soy sauce and wasabi¹ paste.

A gratin ['grætæn] is a dish containing vegetables or sometimes meat or fish. It is covered with cheese or cheese sauce and baked in the oven.

Miso ['misəu] is a paste made from fermented soya beans and rice malt², used in Japanese cookery.

VII. When you want to order something in a restaurant, you say: **I'd like ...** If you order a combination of dishes, say: **I'd like ... with ... and ... to follow.** Practice ordering different combinations of dishes.

VIII. You are the waiter. Ask the visitors what they would like to order and fill in the form.

Starters: _____

Main courses: _____

Dessert: _____

Drinks: _____

¹ wasabi – [wə'sɑ:bi] – японский хрен

² malt – [mɔ:lt] – солод

IX. Look at this dialogue. Write in the missing words.

You: Let me ... for this.
 Colleague: No, I'll pay for it.
 You: No, no I
 Colleague: Well, thanks very much.
 You: Waiter! Could I have the ..., please?
 Waiter: Certainly sir, here you are.
 You: Thank you. Is ... included?
 Waiter: Yes sir, there is a 10 % on the bill.
 You: I see.
 Waiter: How would you like to pay sir: in ..., by ... or with a ...?
 You: Do you take ...?
 Waiter: Certainly, sir. That will do nicely!
 You: I wonder if I should leave a ...?
 Colleague: Maybe just a small one.

X. Work in groups of three. Brainstorm as many examples as you can of the language indicated below.

Group one: recommending what to eat, expressing preference, and ordering.

Group two: commenting on the food, asking for the bill, offering to pay.

Group three: insisting on paying, inviting, thanking.

XI. Divide into fresh groups of three and together in your new groups share all the examples you have of different ways of saying the nine functions above. Complete the grid below with possible phrases:

recommending what to eat	expressing preference	ordering
commenting on the food	asking for the bill	offering to pay
insisting on paying	inviting	thanking

XII. Imagine you and your Japanese business colleague are in a restaurant of Lodge Fujimien. Fujimien is a hotel located in the highlands of Hakone, Japan, not far from Mount Fuji. Look at the menu; discuss it, make your choices, and call the waiter to give the order.

aperitif	[ə,perə'ti:f]	аперитив
hors-d'oeuvre	[,ɔ:'dʒ:v(rə)]	нечто необычное
ginkgo	['gɪŋkəʊ]	гинкго
bran	[bræn]	отруби
citron	['sɪtr(ə)n]	цитрон, сладкий лимон
mackerel	['mækr(ə)l]	скумбрия

saury	['sɔ:ri]	макрелешука
burdock	['bɜ:dɔk]	лопух
chrysanthemum	[krə'sænθiməm]	хризантема
rice ear	['raisiə]	колос риса
bream	['bri:m]	лещ
yam	[jæm]	батат, сладкий картофель
tofu	['təufu:]	тофу (соевый творог)
leek	[li:k]	лукпорей
pickles	['pɪklz]	соленья, маринады, пикули

Menu

October 2013

Fujimien

Aperitif

Plum wine home made

Appetizer

Vegetables with White Sesame

Worm Dish

Chicken, Ginkgo and Bran

Hors' d'oeuvre

Squid and Citron

Sushi (Mackerel with Vinegar)

Leaf of potato (Zuiki)

Lotus root

Clear Water Shrimp

Potato

Saury and Burdock

Leaf and flower of Chrysanthemum

Rice Ear

Sashimi

Red Sea bream, Tuna

Tsuma (Yam and Radish.)

Grilled dish

Gratin of Mushroom and Salmon

Mushroom (Maitake, Eringi, Shimeji, Enoki) and Parmesan Cheese

Hot Plate dish (Touba-Kaki)

Wild duck, Kon-nyaku Potato, Tofu and Fruit of Buckwheat with Miso

Miso Soup

Mushroom (Nametake), Tofu and Leek.

Rice

Pickles

Dessert

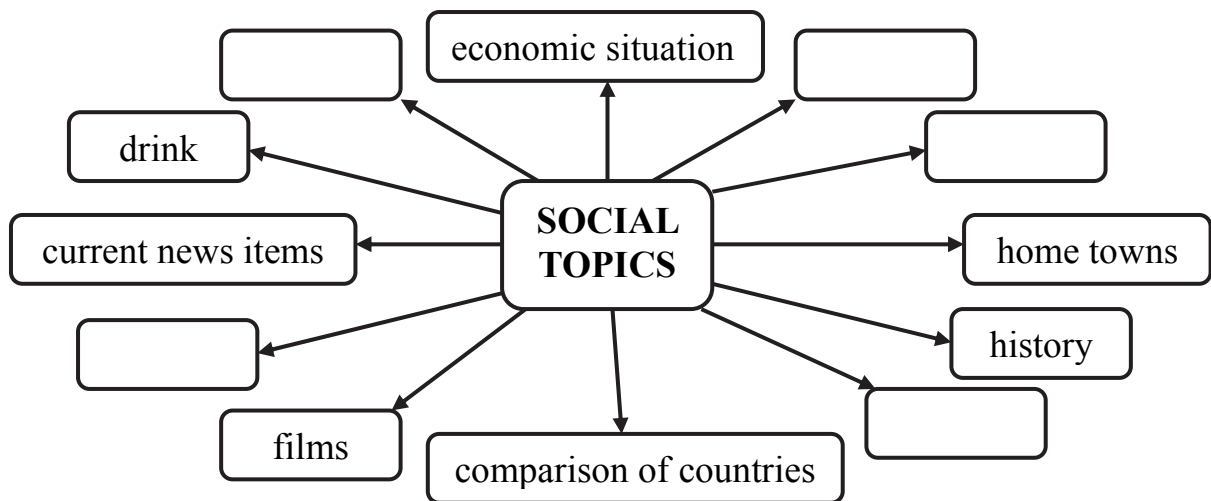


LESSON 3. SMALL TALK

I. Look at the pictures. In groups, decide what you think the people are talking about. Say what you think they are definitely not talking about.



II. Suggest various topics for a small talk. Fill in the word-web.



III. Put the dialogue in the right order. To what social topic does the conversation belong? Read the dialogue paying attention to the pronunciation of the geographic names:

Korea [kə'ri:ə] Silla ['sɪlə] Seoul [səʊl]
 Cheomseongdae [tʃhəmsɔn'de] Bunhwangsa ['bʌnhwʌŋsə]
 Seorabeol [səʊrʌbeɪəl] Kyongju ['kjə:ŋdʒu]

1. Of course. The city has been declared as a world heritage site by UNESCO.
2. To South Korea. We're staying in a small hotel in Kyongju.

- 3. What are you going to do while you're there?
- 4. Maybe some day.
- 5. Sure, Seoul is considered a leading and rapidly rising global city, resulting from an economic boom and growth known as the Miracle on the Han River.
- 6. You must go there too.
- 7. I see. Then it must have hundreds of ancient historical remains such as temples, stone pagodas, imperial mausoleums, mounds, and so on.
- 8. Where are you going for your holiday this year?
- 9. My husband wants to see Cheomseongdae Observatory, the oldest Observatory in Asia. It is 5.17 meters in diameter and 9.4 meters in height, and consists of 362 stones.
- 10. First of all, we're planning to visit Bunhwangsa Temple which was founded in 634 CE by a Buddhist monk. It remains in use to this day.
- 11. I agree with you, but in some way Kyongju is a capital too. It was the capital of the Silla kingdom from 57 BC till 935 CE and its ancient name was Seorabeol, which means "Capital."
- 12. Why Kyongju? Not Seoul?
- 13. It sounds very attractive.
- 14. And then?
- 15. Do you think one should visit the capital of South Korea?

IV. Another topic of small talk may be the comparison of countries. The text below contains the information about some of them. Six fragments have been removed from it. Choose from fragments A – G the one which fits each gap (1 – 6). There is one extra fragment which you do not need to use.

China and Japan are alike because Japanese culture has been greatly influenced by the Chinese culture. Yet they are almost as different from each other as any two neighboring countries can be.

Both of them are typical Asian cultures, surviving since a few millennia. That's why a lot of their traditions are connected with the family structure and social hierarchy. The countries followed a patriarchal system of inheritance, and ...1.... Extended families were common, and the social order dictated respect for elders and teachers.

Confucianism, along with Buddhism, is one of the common links that bind the two cultures. Unlike China, Japanese people are far more religious, and follow both Buddhism and Shinto beliefs. However, ...2... for religion, and his actual religious practices may be very different from his ancestors.

There are numerous similarities in language and vocabulary. The Japanese written language is derived from the Chinese language. Anyone who can read either the Chinese or Japanese language ...3... and interpret the text. However, the Japanese spoken language is entirely different from Chinese.

The Chinese food does not have much in common with its Japanese counterparts. While the Chinese food is spicy and involves a lot of frying, the Japanese one is far less spicy, and certain types of Japanese dishes tend to be raw. Though both cultures share rice and tofu as a common food staple, ...4... in China.

The popularity of martial arts among the people is a common feature, though there are differences in styles. The techniques in the Chinese martial arts are fluid and circular; and those in Japan arts are solid and structured. In Japan ...5..., which is not the case with China.

Japanese culture places a lot of emphasis upon harmony in society. Even in conversation with each other, the Japanese follow a very polite approach. In Japan, it would not be easy to come across quarrels in public, ...6..., or other signs of social stress. While in China the lower level of politeness is more common. Both cultures also share a strong work ethic, frequently working six-day weeks.

A: can see the likeness between the characters.

B: people yelling at each other.

C: modern Japanese has practically very little time to spare.

D: religious manifestations are not allowed.

E: professional fighters are regarded as celebrities.

F: the head of the family used to be the eldest male.

G: Japanese Sashimi and Sushi are exotic.

V. Telling anecdotes and stories is an important part of conversation. Read about an incident that has happened to a famous person. Do you like it? Think of an anecdote of your own and tell it before the class.

President William Howard Taft once found himself stranded at a small country railway station. Informed that the express train would stop only for a large group, Taft wired the conductor: "Stop at Hicksville. Large party waiting to catch train." When the train stopped, Taft boarded and turned to the confused conductor. "You can go ahead," he declared. "I am the large party."

You can start with something like:

That reminds me!

Funny you should say that. Did I ever tell you about...

Hearing your story reminds me of when...

Something similar happened to me....

VI. Mr. Dong Fang from China is visiting a manufacturer in Russia. He is talking to the marketing director of an aircraft works in Komsomolsk. Read an extract of their conversation and answer the question: What is wrong with what the marketing director says?

Marketing director: Is this your first visit here?

Mr. Dong Fang: No, in fact the first time I came was in 1998 when we signed an association agreement in the field of aviation.

Marketing director: Shall we have a look round the plant before lunch?

VII. The answer is, of course, that it breaks a rule of conversation. Generally, if you ask a question you should comment on the answer or ask a supplementary question. Suggest a better version of the same conversation.

VIII. Provide a suitable sentence in the spaces in the following dialogue.

Marketing director: Have you been to Komsomolsk before?

Mr. Kitagawa: No, it's my first visit.

Marketing director: ...1....

Mr. Kitagawa: I'm sure I will.

Marketing director: And ... er, is the hotel all right?

Marketing director: Yes, it's very comfortable.

Marketing director: ...2.... So, do you have much time here in Russia?

Mr. Kitagawa: No. I have to go back tomorrow afternoon.

Marketing director: You'll have to come back again!

Mr. Kitagawa: ...3....

Marketing director: So what time's your flight tomorrow?

Mr. Kitagawa: Early evening, 18.35.

Marketing director: Well, I can book you a taxi if you like, to get you there in good time.

Mr. Kitagawa: ...4....

Marketing director: No problem at all.

IX. Work in pairs. Student A is to start a conversation by asking B a question about one of the topics, and B will reply. Student A will continue to ask questions, based on B's replies. When A can no longer think of another question, they should make a statement about themselves using a different topic. Student B then starts asking the follow-up questions.

A: How do you relax when you're not working?

B: I go to the theatre – I really like live performances.

A: What sort of plays do you like? B:

A: What was the last performance you saw?

A: How often do you go to the theatre? B:

A: Actually, I'm more interested in sport. B:

B: Really, what kind of sport?

LESSON 4. SENSITIVE ISSUES

I. It is not hard to imagine a lot of insults and arguments, which may be caused by the communicants' lack of knowledge of each other's culture. Think about the cultural issues that may affect the relationship and put a tick ✓ in the boxes.

- | | | | |
|--------------------------------------|--|--|----------------------------------|
| <input type="checkbox"/> religion | <input type="checkbox"/> leisure interests | <input type="checkbox"/> incomings | <input type="checkbox"/> gifts |
| <input type="checkbox"/> stereotypes | <input type="checkbox"/> body language | <input type="checkbox"/> local weather | <input type="checkbox"/> clothes |

II. Read the text below. Identify the basic message implied by the text.

Eye contact

In many Western societies, including the United States, a person who does not maintain 'good eye contact' is regarded as being slightly suspicious, or a 'shifty' character. Americans unconsciously associate people who avoid eye contact as unfriendly, insecure, untrustworthy, inattentive and impersonal. However, in contrast, Japanese children are taught in school to direct their gaze at the region of their teacher's Adam's apple or tie knot and, as adults, Japanese lower their eyes when speaking to a superior, a gesture of respect. Latin American cultures, as well as some African cultures, such as Nigeria, have longer looking time, but prolonged eye contact from an individual of lower status is considered disrespectful. In the US, it is considered rude to stare – regardless of who is looking at whom. In contrast, the polite Englishman is taught to pay strict attention to a speaker, to listen carefully, and to blink his eyes to let the speaker know he or she has been understood as well as heard. Americans signal interest and comprehension by bobbing their heads or grunting. A widening of the eyes can also be interpreted differently, depending on circumstances and culture. Take, for instance, the case of an American and a Chinese discussing the terms of a proposed contract. Regardless of the language in which the proposed contract is carried out, the US negotiator may interpret a Chinese person's widened eyes as an expression of astonishment instead of as a danger signal (its true meaning) of politely expressed anger.

III. If necessary, read the text again. Then comment on the following:

1. observations about many people from the United States;
2. observations about the English;
3. an observation about Japanese children;
4. the meaning of lowering one's eyes in Japan;
5. the meaning of widened eyes in Chinese culture.

IV. Here are some other areas of potential cultural misunderstanding:

Distance: when talking to people: what is comfortable?

Gesture: do people make lots of facial gestures? How much do they move their arms and hands?

Greetings/goodbyes: do people shake hands every time? Are there fixed phrases to say?

Humour: is this a good way of relaxing people? Or is it out of place in some contexts?

Physical contact: how much do people touch each other?

Presents: when should you give them? When should you open them? What should you say when you receive one?

Rules of conversation and the role of silence: how long can people be silent before they feel uncomfortable? Is it acceptable to interrupt when others are speaking?

V. Which points in IV are referred to in this story?

Sally, a student, is working for a company abroad for work experience. The company has employees from all over the world. The head of the company, Henrik, invites Sally to a barbecue for his employees at his home, at 3 pm on Saturday. She is the first to arrive, at exactly 3 o'clock. When the others arrive, some shake hands with each other. Some kiss on one cheek, others on both cheeks. Others arrive and say hello without kissing or shaking hands. Some bring wine or flowers, which the host does not open and puts to one side. Others bring nothing. In conversations, some people move their arms around a lot and seem to make signs with their hands, others keep their hands by their sides. Some people do not let others finish what they are saying, and others say almost nothing; the people with them seem upset and move away when they can. Some people look directly at the person they are talking to. Others look away more. Some touch the arm of the other person whenever they are speaking to them. She notices that some people seem to be slowly moving backwards across the garden as the conversation goes on, while the person with them is moving forward. Later, somebody makes a joke but nobody laughs. Everyone goes quiet. People start saying goodbye and leaving.

VI. Superstition is a prejudice, representing a belief in some otherworldly forces. Superstitions have deep historical roots and are part of the national communicative culture, so their ignorance may affect negatively the course of communication between representatives of different cultures. Read the sentences and choose the correct answer A, B, C or D.

1. If you want to treat your Chinese friend, what fruit you shouldn't suggest?

A oranges **B** pears **C** peaches

2. What amount of money you should avoid giving to him?

A 168 **B** 250 **C** 130

3. When invited to the Chinese wedding, you can present a bridegroom with

A a watch **B** a green hat **C** envelop with money

4. A bunch of how many flowers do you consider the most suitable for a girl?

A 11 **B** 1 **C** 14

5. Eating rice in China you can put the chopsticks ...

A upright in the rice **B** on an empty bowl **C** near the bowl

VII. Read about some of the superstitions and find out in how many cases your behaviour might be considered offensive.



1. The word for "four" sounds like "death".

2. Peach symbolizes immortality, orange happiness and pear prosperity.

3. Two hundred and fifty sounds like "a fool".

4. Giving a clock can be seen as a curse.

5. A man with a green hat means "a cuckold".

6. The figure "fourteen" means "certain death".

7. A homonym of number "one" is "honor", "prize".

8. Eleven flowers mean "I love you with all my heart".

9. The chopsticks are put into rice only at funerals.

10. Chopsticks on an empty bowl could bring death.

VIII. Read the letter of a North American girl published in <http://answers.yahoo.com/question/index?qid> and answer her question.

I work on a company owned by Koreans and of course I had Korean colleagues. I do became at ease with them and stuff. But one day a co-worker of mine (a Korean) called my attention and greeted me. I was happy and instantly I waved my hand towards him to say "hi!" but after that... he didn't talk to me again nor greeted me.

Was there something offensive in my actions?

IX. There were some explanations of the incident. Read them and say which advice is the best from your point of view.

1. Koreans think that first impression is lasting. So, when a Korean greets you, talks to you, or anything, that's the point where he/she is giving a good first impression. Therefore, you should not be shocked or offended if that same person won't do the same thing again to you.

2. I think you have to bow your head and smile whenever a person greets you in Korea, not wave your hand.

3. When it comes to waving people the American way of doing it is supposedly very rude, because it is the way that Korean people call over their dogs. If you're going to call over a Korean, make sure your palm is facing down, not up, and wave him towards you as if you're swimming with one hand.

X. Unscramble the tips for making a great first impression on the Japanese.

Removing Your Shoes in Japan

1. The number one rule / or sitting area: / to remember / remove your shoes / when entering a home. 2. A wooden threshold / where you should remove / or change in the flooring / will indicate / – along with a pile of provided slippers – / your outside shoes. 3. Place your shoes / or off to the side / on the provided rack. 4. Going in only socks / are rarely acceptable / is acceptable in informal situations; / however, bare feet. 5. If you wear sandals, / so that your bare feet / bring a small pair of white socks / do not touch the provided slippers / with you for wearing. 6. Any visible holes in your socks / if conducting business, / make sure that you don't have. 7. Do not wear / should be waiting by the entrance / a different set of "toilet" slippers / your hosts' slippers / into the toilet. 8. When walking or sitting / even the slippers / on the tatami mats / are removed. 9. If unsure when / simply follow your hosts' lead / to remove your shoes, / and do as they do!

XI. Decide whether these pieces of advice about the Asian business world are true or false. Divide them into two columns.

Cultural advice

True	False
------	-------

1. Avoid pointing out someone's mistakes openly in front of their peers or strangers. 2. When receiving business cards, be sure to carefully read them before putting them away. 3. The typical response to the compliment should be one of modesty. 4. Keep your hands out of your pockets while speaking to someone. 5. Being invited to someone's home is a great honor. If one of your hosts extends an invitation, accept wholeheartedly. 6. Tipping is not customary, and is sometimes considered rude. 7. Certain customs regarding good and bad luck are important to many Asian people. 8. Touching the head, shoulders or back of an older person is considered respectful if the intent is to indicate affection.

LESSON 5. TELEPHONING

I. Try to match up phrases to make two-line exchanges.

<ol style="list-style-type: none"> 1. Can I speak to Mrs. Martinez, please? 2. When do you expect him back? 3. Do you know how I can contact Jane Giotto? 4. Hi. Is that you, Jack? Are you free to talk? 5. Hello, is Mr. Kim there? 6. Could you possibly call back in about an hour? 7. Can I take a message for him? 8. Who is calling, please? 		<p>Please ask him to call me as soon as possible.</p> <p>Yes, of course. No problem.</p> <p>No, I'm afraid he's out with some customers.</p> <p>I'm sorry; Mr. Gerbil will be away until Tuesday.</p> <p>She's out of the office today.</p> <p>I'm sorry, but I'm in a meeting at the moment.</p> <p>I am Oleg Petrov, of Vasta Systems.</p> <p>You need extension 205.</p>
---	--	---

II. Change these dialogs so that they are correct and more polite.

A: I want to speak to Mr. Takahashi.

B: That's me but I'm busy.

A: Peter Ivanov talking. I need some information about my order.

B: Call me back later.

A: But it's urgent ...

A: Are you Suzuki Haruto?

B: No. Who are you?

A: Ivanov. Can I speak to Suzuki Haruto?

B: He can't speak to you. He's away. Leave him a message.

A: He must call me as soon as possible.

III. You are trying to phone Zhang Wei who works in a large company in China. Match the situation on the left with your possible reactions on the right.

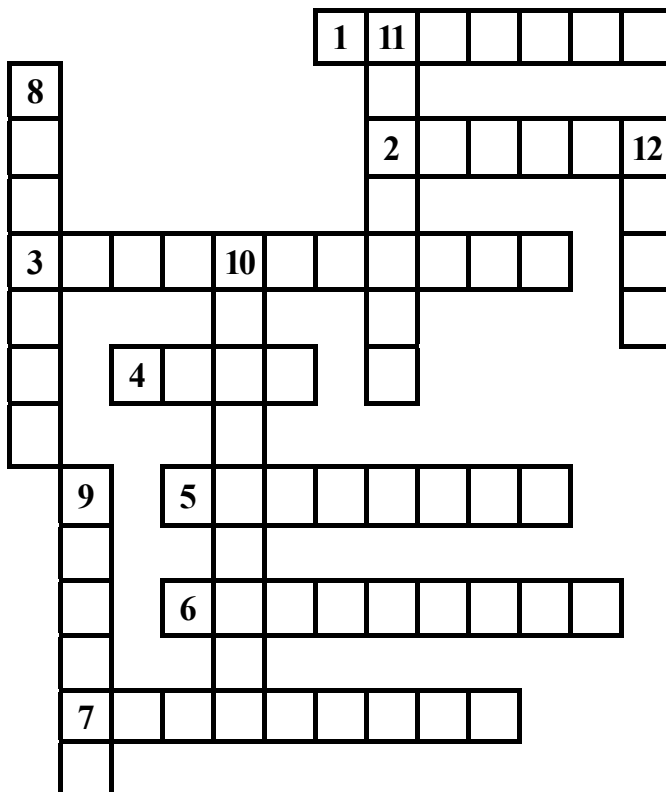
	Situation		Reaction
1	The telephone is ringing but no one answers.	A	That's strange. I'm positive I dialed the number correctly.
2	Each time you call you hear the engaged tone.	B	Where on earth might he be the whole day?
3	You get through, but to the wrong number.	C	Not that again, I can't stand it!
4	You are cut off in the course of conversation.	D	Mr. Zhang, this is Could you call me back?

5	You hear “The subscriber unit is out of the network”.	E	Half a million employees and no one to answer the phone!
6	You cannot hear well as the line is bad.	F	Zhang Wei seems to spend all workday on the phone!
7	Your call is answered by Zhang Wei’s voicemail.	G	Oh well, I'd better write a message!

IV. Imagine that you're being given information over the phone, but that it's a bad line. Write down the questions you'd ask to find out the missing information.

1. You don't need to dial his number – just press the ... button. – Sorry, what button ...?
2. We usually keep in touch with him by ... – I'm sorry, how ...?
3. Would you like to speak to his ...? – I didn't catch that, who ...?
4. Could you send the message again? I ... it by mistake. – Pardon? What ...?
5. She's working in ... at present. – Excuse me, where ...?
6. Our computer prints out the sales figures once – I beg your pardon. How often ...?
7. ... I am attending a training session on quality control. – Sorry, when ...?

V. Add the missing words to the puzzle.



Across: 1. Their phone was ... from 8.30 am till 12.30 am. 2. Please hold on. I will put ... to the Sales Department. 3. If you don't know the person's number, dial the number of the company's ... 4. Could you give me a ... tomorrow morning? 5. Hello. This is Ann Fisher ... Can I help you? 6. Could you leave a message for me on my ...? 7. I am sorry you are through to the wrong

Down: 8. Can I leave a ... for Catherine White, please? 9. Put a receptionist in the front office to ... the phones. 10. I'll be out of the office all day but you can contact me on my 11. The subscriber unit is out of the 12. Could you ... the line for a moment, please?

VI. Divide the following phrases into five groups.

Suggesting	Agreeing	Rejecting	Confirming	Offering help

1. Could you confirm that by fax? 2. Shall I give you his cellphone number? 3. Would Monday at 5 o'clock suit you? 4. Sorry, I'm too busy next week. 5. That would be fine. 6. Would you like to speak to his assistant? 7. Okay, 6 pm is fine. 8. I beg your pardon; I can't tell you. 9. When would be a good time? 10. Can I check that? You said ... 11. No, sorry, I can't make it then. 12. What about June 22nd? 13. Can I take a message for her? 14. Sounds good. 15. To confirm that ... 16. Could we meet sometime next month?

VII. The problem under discussion is to compare the Japanese, Korean and Russian cellphone etiquette. To have a basis, you are going to read the statements from the forums where different people express their ideas on the problem.

Сотовые телефоны, этикет и поезда

Япония научила меня одной вещи: жить с сотовым телефоном, который всегда работает в беззвучном режиме – слишком много общественных мест, где шум от входящих звонков не приветствуется. Правило с сотовыми телефонами интересно для меня даже больше с филологической точки зрения. В российских и западных телефонах мы имеем беззвучный режим silent mode, который в Японии называют manner mode. То есть японцы рассматривают беззвучный режим, прежде всего, как жест этикета. В поездах всегда просят включить телефон в manner mode и воздержаться от разговоров. Изредка находятся люди, которые громко говорят по телефону в поезде с выражением лица «плевать-я-хотел-на-ваш-этикет-смотрите-какой-я-крутой». Изредка кто-то может ответить и сказать: «Извини, я в поезде. Позже перезвоню». Чаще всего люди вообще не отвечают, а просто перезванивают позже и говорят, что были в поезде или автобусе. И никто не обижается за то, что их звонки пропускают. Кстати, обычно в первом и последнем вагоне поезда положено полностью выключать телефон. Подразумевается, что люди с заболеваниями, критичными к излучаемым телефонами волнам, будут ездить в этих вагонах.

Cell Phone Office Etiquette

dmhr25: My KT and I share an office. She sits about three feet from me. She has extended, long conversations on her cell phone daily. I'm from the United States, specifically the Midwest. I consider this very rude behavior. Is this just the norm here? Or is she being rude? I would appreciate any cultural context.

oskinny1: I am not sure how talking on one's phone is considered rude, but to answer your question, there is absolutely zero phone etiquette in Korea. You'll have people loudly talking away while in movie theaters, at funerals, weddings and any other place that you think would be off limits. It seems that every call is a life or death situation.

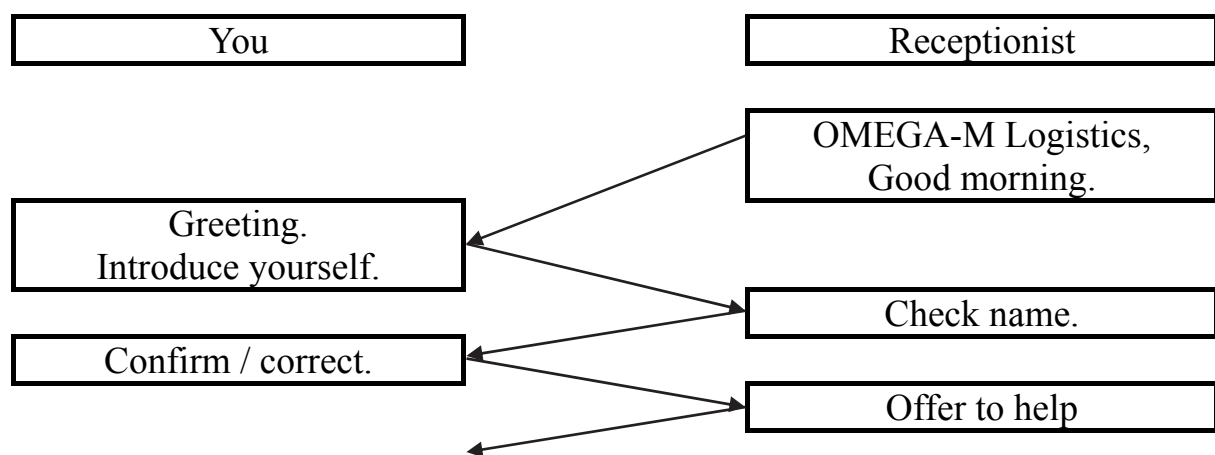
kerrym: I've seen teachers take calls in the middle of class, I've seen them run off the court in the middle of a volleyball game to take a call, I've seen them take a call in the middle of teacher's meetings, and I've seen teachers walk into a wall while taking a call. The worst I ever saw outside of school was a mother talking on her phone while taking her screaming child with a broken arm into the x-ray room.

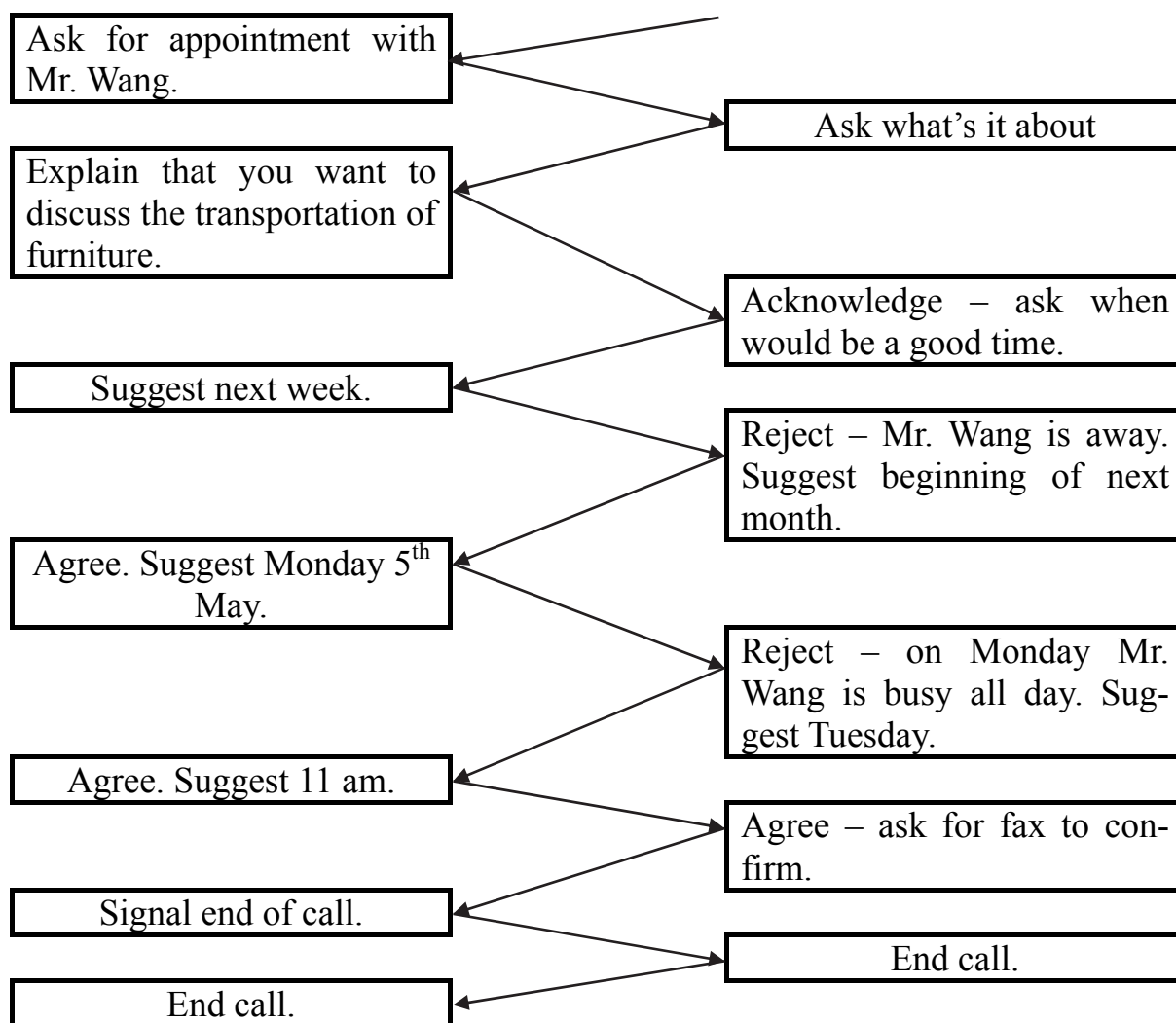
dmhr25: Thanks for the insight, everyone! I will no longer take it personally... As this seems to be the norm for office etiquette here, I will accept it. When in Rome!

VIII. If necessary read the two texts again and answer the questions:

1. What did the foreigners find unusual in the Japanese and Korean communities?
2. Is there any relationship between telephone conversational practice and cultural settings? Confirm your answer by the facts from the texts.
3. How did the writers account for the difference in the cellphone etiquettes?
4. What was the impact of new knowledge on them?
5. How are people expected to handle their telephone conversations in Russia?

IX. In the following conversation, you are a Russian importer who is planning to send furniture from Guangzhou to Khabarovsk. You want to have a meeting with a Chinese transport company, OMEGA-M Logistics. Suggest suitable phrases for each step in the dialog.





X. Sit back-to-back with your partner and practice the dialog.

XI. It is important to send a fax after a telephone communication to check that was no misunderstanding. Read the faxes and say what details are confirmed in them. Format them properly using as an example the template in exercise XII.

1. To: Business Space. Further to our telephone conversation last week we write to confirm meeting. Subject: Renting Office Space. Date of meeting: 4 December 9 am. Requirements: two offices of 10 m², one of 15 m²; must be on same floor; 19 parking spaces. Please confirm if this office space is vacant in Central Tower. Kindest regards. Reinhardt Max, Renner Estates.

2. We confirm that we have reserved in the name of Mrs. Dionis: Arrival: 17 April; Departure: 21 April; Quantity: 1 double room; 2 persons (1 adult and 1 child of 5 years old); Total price – € 1560. Room is fully prepared. Regards. Sheraton Palace Hotel.

XII. Use the template below to write a fax confirming the arrangements made in your conversation with OMEGA-M Logistics.

	OLIVIA FURNITURE STORE	
Volochaevskaya, 15 Khabarovsk 681007 Telephone: ++4212 93-71-69 Fax: ++4212 93-71-69		
Fax to: Mr. Wang (OMEGA-M Logistics)		Page 1 of 1
Fax Number:		Date:
From:	<hr/>	
Message		

XIII. Decide whether these pieces of advice about telephoning are true or false. Write T (true) or F (false) in the boxes provided. Correct the false sentences so that they are true.

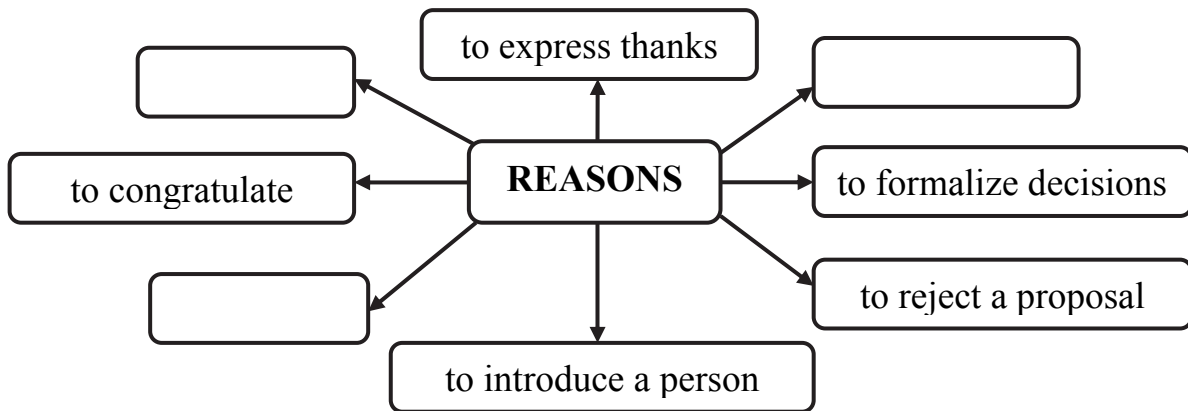
1. Fax ahead to let the other person prepare for the call.
2. Make sure you sound polite and agreeable.
3. The other person can't see your reactions, so there is no need to smile.
4. The other person hasn't got all day, so try to speak as fluently as you can.
5. Always confirm that you have understood each point that's been made.
6. Try to be funny – nobody likes boring and abstruse people.
7. Prepare the desk – paper, pen, any relevant documentation – before the call.
8. Don't rely on your memory: make notes during a call.
9. Have your diary on hand, so you can fix appointments.
10. Don't think about the impression you produce – you are only taking a message.
11. To make your call brief, interrupt the other person when he speaks too long.
12. If you are not ready when they call, ask them to call back later.

LESSON 6. COMMUNICATING IN WRITING

I. Work in pairs. What are the relative advantages of talking to someone face-to-face and writing to them? Add more points to this chart. Then join another pair and compare your notes.

Face-to-face communication	Advantages and pleasures		Written communication
	1. You can see their reactions.	1. You can take your time.	
	2.	2.	
	Disadvantages and challenges		
	1. You must think and reply quickly.	1.	
	2.	2.	

II. Suggest various reasons why you may need to write business letters or other correspondence. Fill in the word-web.



III. Read the text “Golden Rules for Business Correspondence”. Highlight the ideas in this text that you think are most useful.

1. Remember to date the letter; otherwise it will have no evidential value.
2. Mention your name at the top of the letter to tell people how to address you.
3. Give your letter a heading to make your purpose easier to be understood.
4. Decide what you are going to say before you start to write or dictate a letter.
5. Use short sentences to improve readability.
6. Put each idea in a separate paragraph; indicate the relationships between them.
7. Use short words that everyone can understand.
8. Be careful not to overuse any one word or phrase.
9. Only use abbreviations if there is no alternative.
10. Let someone else proofread your work.
11. Try to fit your letter onto one sheet of paper.
12. Let your most pleasant personality shine through in your writing.

IV. Work in groups. Compare the points you've highlighted. Then discuss this question: Which of the ideas do you disagree with? Why?

V. When writing you should think about “seven C”. Match the reason on the left with the conclusions on the right.

	Your reader		Your writing should be
1	should be able to see exactly what you mean.	A	COURTEOUS.
2	is a busy person with no time to waste.	B	COMPLETE.
3	should be written in a sincere, polite tone.	C	CONCISE.
4	should not be distracted by mistakes in grammar, punctuation or spelling.	D	CLEAR.
5	should be given all the necessary information.	E	CORRECT.
6	should not be confused by ill-assorted numbers, hyphens, bullets.	F	CONVERSATIONAL.
7	should not be bewildered by overly formal prose.	G	CONSISTENT.

VI. If you receive a business letter, what impression do you get from these features?

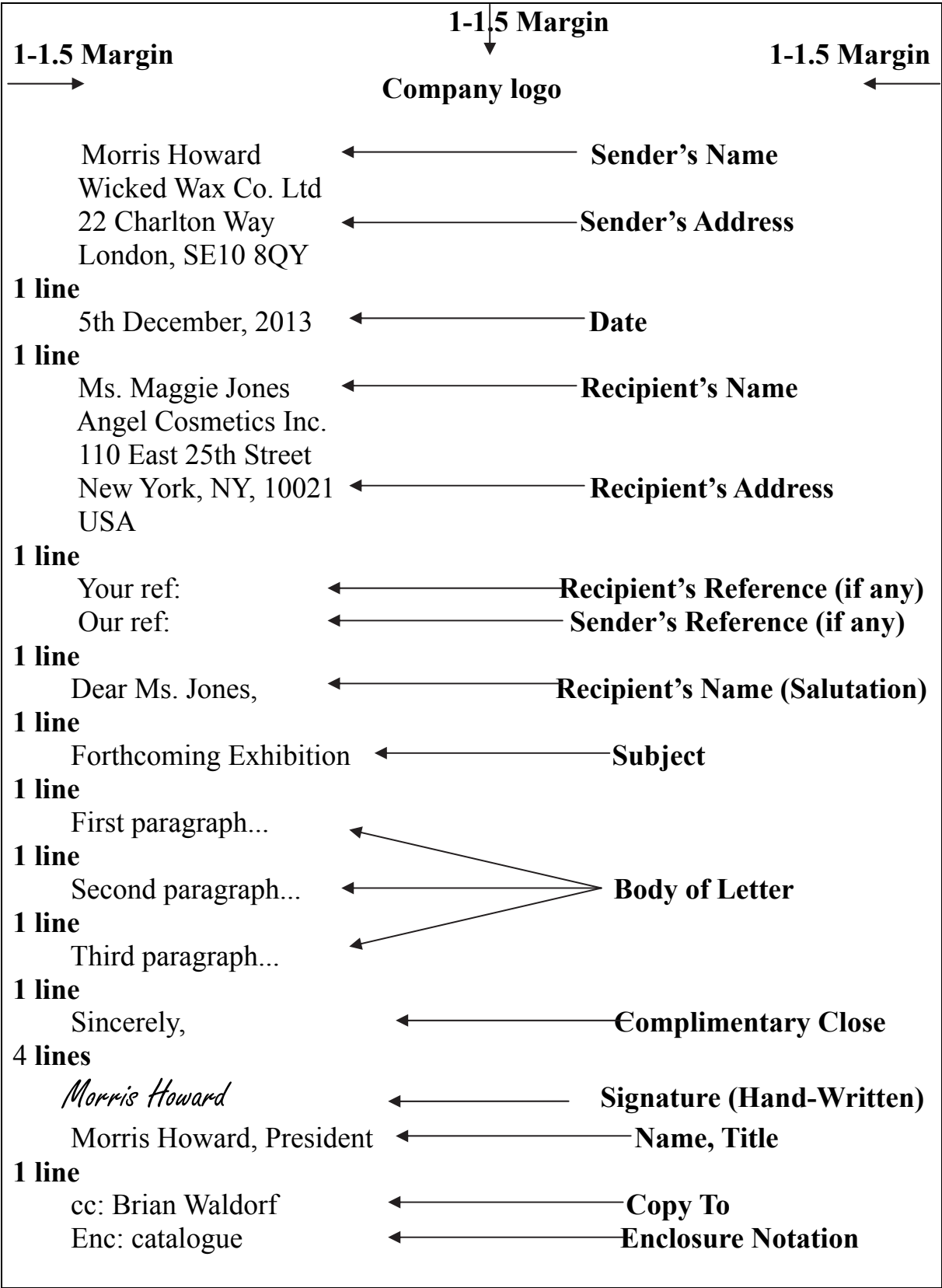
1. A letter which is handwritten.
2. A letter printed on a typewriter.
3. **A LETTER IN LARGE PRINT.**
4. **A letter printed in a decorative or unusual print.**
5. ***A letter with very long paragraphs without any white space between them.***
6. A letter with numbered paragraphs.
7. A letter printed on recycled paper.
8. The design of the company's letterhead and the logo.

VII. Here are two extracts from letters that break some rules. Decide what is wrong with each one and underline any mistakes or faults. Rewrite each extract in your own words.

A: I noticed your advertisement in the Daily Planet and I would be grateful if you could send me further information about your products. My company is considering subcontracting some of its office services and I believe that you may be able to supply us with a suitable service. Looking forward to hearing from you. Yours faithfully.

B: Thank you very much for your letter of 15 January, which we received today. In answer to your enquiry we have pleasure in enclosing an information pack, giving full details of our services. If you would like any further information, do please contact me by phone or in writing and I will be pleased to help. I hope that our services will be of interest to you and I look forward to hearing from you.

VIII. A dull or confusing layout makes a letter difficult to read. Block format is the most common format used in business today. With this format, nothing is centred, like this:

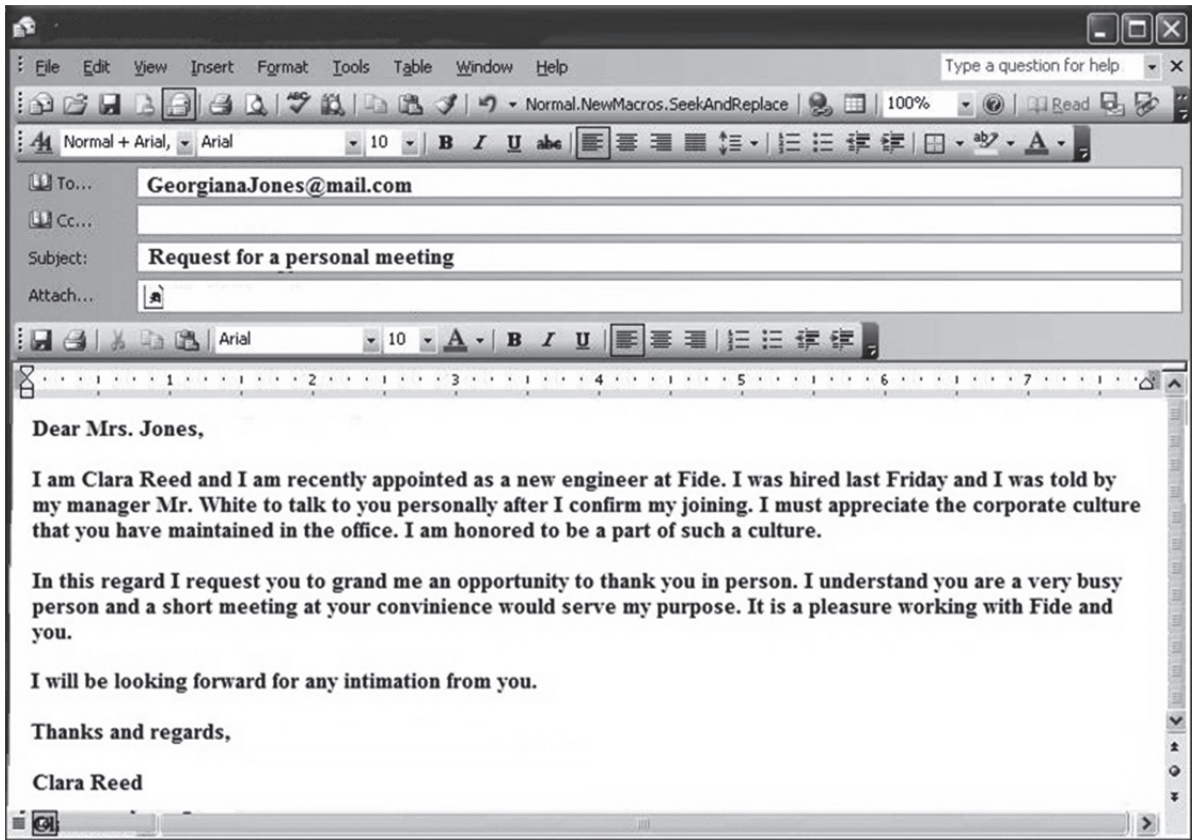


IX. Increase the readability of the letter by properly formatting it.

Ms. Minerva Davidson 7227 Mulberry
Lakewood Drive, IL 61479 February 23, 2013

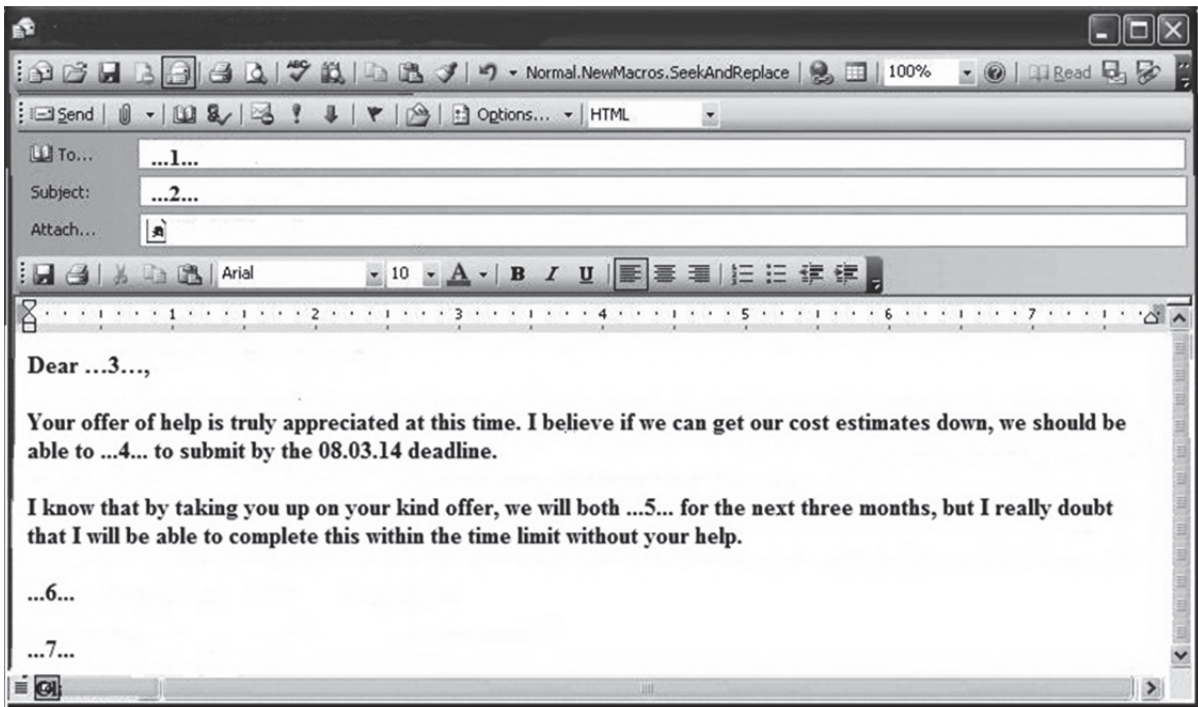
Dear Minerva. I am sorry I have missed the meeting for the official good-bye to you as a government employee. I personally want to say how much I admire you as an experienced and trusted adviser. Nobody can use their knowledge more efficiently to make a difference at the community level! I've also appreciated your ability to interact with different people and persuade them to advocate our attempts. Now that you enter a new stage of your career, I am sure you will find new interesting areas of activity to employ your talents. Sincerely. Alicia Harvey Executive Director

X. Look at the email and find out what rules for standard formatting in letters are applied in it. What are the differences?



XI. Fill in the gaps with the following phrases.

James K. Brooks	be burning the midnight oil	Thank you very much
Reply To Offer Of Help	have this proposal ready	Julian C. Sutton
	James_K_Brooks@yandex.com	



XII. Memos are short internal business letters, sent to other staff within the same company. A memo is intended to inform a group of people about a specific issue and encourage them to take action. The accepted standard of the memos is the following:

<p>Company logo</p> <p>MEMORANDUM</p> <p>TO: All Staff FROM: Genevieve Cortese, Executive Assistant to the President DATE: July 15, 2012 SUBJECT: Dishes in the Sink</p> <p>It has got our attention that there is a pile of food-stained dishes in the sink by the end of each day. For that reason, we are setting a policy that orders that employees wash their dishes immediately after application.</p> <p>Thank you for your compliance! Please be off with all unwashed dishes by 6 pm today.</p> <p>Best,</p> <p>Genevieve Cortese</p>

XIII. Think of an appropriate subject line for the following memos.

1. You need to ask head of agency where you work for sanction to take three personal days to be present at your brother's wedding in another town.

2. A Human Resource Manager is informing the staff about the decision to make William Paulson as project manager for the team in client service department.

3. The marketing coordinator is asking her manager's staff members to give their March expense accounts by April 25 because she will be away on business from April 28 to May 7.

4. You are a customer services manager asking the members of your department to be present at a seminar on a new strategy of dealing with complains from customers.

5. A worker in the engineering department needs to get feedback from coworker in his department on progress report he has written about a project.

6. General Manager wants to get feedback from the employees on how to make "All Employee Annual General Meeting" held by the company more successful.

XIV. It would be wrong if you follow the English business letter format carefully in correspondence with Asian people. Choose from fragments A – G the one which fits each gap (1 – 6). There is one extra fragment which you do not need to use.

Business letters, in line with Northeast Asia people's preference for building relationships ...**1**..., should reflect this by beginning the letter with compliments and wishes for success. In the USA, they like to start with "Dear ...," when they are writing professional letters. To start, for example, a Chinese business letter, it's better to use the honorific expressions such as "Respected ...," "Esteemed ...," "Honored" Letters in Japan tend to begin with deference, humility ...**2**...: "The season for cherry blossoms is here with us and everybody is beginning to feel refreshed. We congratulate you on becoming more prosperous in your business". Unlike the American business letters, the Chinese, Korean and Japanese business letters ...**3**... and informal. Their standard pattern is "tentative": optional introductory buffer, discussion of relevant information, identification of problem, request for action, and ...**4**... For example, a Chinese sales letter might say, "I hope you will take a moment to complete and mail the enclosed application". With the use of the verb "hope", a direct request is avoided. At the end of the letter in English, it is always something like "Have a great day, Thanks, and I look forward ...**5**...", etc. A closing to a typical Northeast Asia letter includes wishing good health and showing respect to maintain harmony and to promote good relations. In Chinese, there is a pattern that works every time. "I will end my words full of my respect" is the phrase you should use ...**6**... For a signature, they can say "... turn it in with fully respect".

A: are not straightforward
C: and references to nature
E: to hearing from you
G: optional closing buffer

B: for building relations
D: to close a formal letter
F: before doing business

XV. Read the two letters taken from <http://infohost.nmt.edu/~cpc/internationalethos.html>. Which ideas from XIV are referred to in them? Decide which letter will be more effective in communication with Northeast Asia businesspeople.

Dear Sir:

Your name and address were referred to me by the Illinois Department of Agriculture – Far East Office. They stated that you had expressed an interest in our products and requested further information.

I am therefore enclosing a brochure which itemizes our products and services. Please let me know your exact requirements. I will be happy to provide you with further details. Thank you for your participation at the Illinois Slide and Catalog Show. I look forward to your reply.

Sincerely, Peter Jones
Director of Sales Agri-Equipment Division

Dear Mr. Yen Zen-jiu:

I hope that you have had a safe journey home and that you have found your family in good health. The Midwestern part of our country where you graciously visited continues to have wet weather, but I am thankful for the rain after our two years of drought.

Ag-World wishes to thank you for your participation at the state Agricultural Convention and for stopping by our booth.

Our firm is situated in Bloomington, Illinois, the heart of grain and cattle country. It has a history of 10 years' experience in selling livestock and livestock equipment. It has trade relations with more than 45 countries in the world. Our firm is well known for its excellent service and good quality products.

In 1987 we sold 168 hogs to China. We wish to establish relations with China on a regular basis. We would like to know whether our breeding livestock and livestock equipment, such as Pork-Preg, Pork-alert, and Beef-o-meter, could benefit you in any way. I will be very happy to provide you with further information.

I am also enclosing two price lists of our equipment; one is the regular price, the other one is the pricing for demonstrators.

May your seasons be fruitful and plentiful.

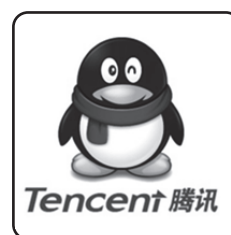
Sincerely,
Tan Wen-lan

XVI. Make up a similar letter of your own.

LESSON 7. SPEAKING ABOUT BUSINESSES

I. Work with a partner. Look at the logos of some multinational companies. Discuss these questions:

1. What does each company produce or sell?
2. Are these brand names well-known in your country?
3. Have you ever bought or used any of their products?



II. Read the following text and do the task after it.

Mazda-Sollers Joint Creations

Japanese company “Mazda” and Russian company “Sollers” started to assemble cars together in Vladivostok, Russia. Mazda is the first Japanese brand to establish a plant in the Russian Far East. The joint venture is based on the terms of parity; initial investments stand at \$350 million.

The serial production of Mazda cars in Vladivostok began with the CX-5 model in October 2012. In spring 2013 they started serial production of a business-sedan Mazda6. For now the facility has a production capacity of 50,000 vehicles a year, though Mazda aims to increase it to 100,000 units annually. Russia's President Vladimir Putin said that this project is particularly important for the region, whose residents are accustomed to Japanese hardware; the only difference is that these vehicles are new.



Brainstorm for the names of other multinational companies in the Far East of Russia. Then talk about where they operate and say whether their presence has made a positive contribution to the development of the region.

III. In your town or city, which business would be likely to succeed? Discuss and rank them in groups. Discuss why, why not, and where.

1. A little Japanese restaurant with a real Japanese chef. 2. A tourist agency that offers guided tours to China, Korea and Japan. 3. A telephone repair office: privately fixing telephones and phone lines. 4. A hairdresser's parlor where hair is cut and styled in oriental manner. 5. A sales business that operates on online Japanese used auto auction sites. 6. China Imports: a store selling various inexpensive goods from China. 7. A guest house offering accommodations to paying guests from Northeast Asia. 8. A freelance writer who create content for websites about Korea. 9. A small-scale manufacture of Russian souvenirs for tourists.

IV. Read the description of businesses and name their forms:

A: corporation

B: proprietorship

C: partnership

1. The person is self-employed and fully responsible for his business. 2. The profits are distributed to the members as dividends. 3. Companies can sell their shares to the general public. 4. It is an association of people for the purpose of running a business. 5. The owners are personally liable for all of the company's debts. 6. The management is carried out by a board of directors. 7. The responsibility of shareholders is limited to the contributed money. 8. The company's income is the owner's personal income. 9. Limited partners usually have no management authority.

*V. Read the sentences to understand the phrasal verbs in **bold**. Then match each of the phrasal verbs with a word or expression from the box.*

become • join • sell well • increase quickly • employ
stop working • start • go out of business

1. Before you **set up** a business, you need to think carefully about your product. 2. Market research can tell you if the product will **catch on** or not. 3. Often, as your business becomes successful, other businesses offer to **team up with** you. 4. The advantage of such an arrangement is that your business may **turn into** a big, powerful company. 5. The bigger your company is, the more workers you will have to **take on**. 6. Managing workers is not easy, especially if they favor strike action as opposed to negotiation and simply **walk out** in protest at some aspect of their working conditions. 7. If you succeed in establishing a

good relationship with your workers, your business is likely to prosper, and your stock market value will **shoot up**. 8. Patience and good planning usually prevent a business from losing money and eventually having to **close down**.

VI. Identify the one word or phrase that should be corrected or rewritten.

1. I SURELY (1) appreciate HIM (2) WARNING (3) me about the delay in TRANSPORTING (4) the materials. 2. The PRICE (1) of electricity used to be A GREAT (2) deal LOWER (3), WASN'T IT (4)? 3. He used to think (1) of ONESELF (2) AS THE ONLY (3) president OF THE COMPANY (4). 4. In a corporation the APPROVAL (1) of shareholders is REQUIRED (2) before MAIN (3) decisions are DONE (4). 5. The chief refused TO CONSIDER (1) EITHER (2) of the five PLANS (3) PUT FORWARD BY (4) the employees. 6. THE SALES (1) agent sold TO THE MANAGER (2) an ANSWERING (3) machine FOR (4) \$50. 7. The teller AT THE BANK (1) INFORMED (2) her customer THAT (3) THERE WAS (4) several different kinds of deposits. 8. MUCH (1) of the international problems we are NOW (2) facing ARE (3) the result of MISUNDERSTANDINGS (4). 9. THE (1) manufacturers often sacrifice quality FOR (2) A LARGER (3) PROFIT (4) margin. 10. Our rival company IS GOING (1) TO HAVE TO (2) START MANUFACTURE (3) of a new product, and SO DO we.

VII. Make a coherent report on a business by circling the correct expression.

Efficient management has resulted in a marked **increase / decrease** in our profits this year. The fact that we formulated **mad / realistic** sales plans has also assisted to it. We **kept within / overspent on** our budget too. As opposed to us, the Riverside Shoe Factory has made a **huge profit / huge loss**. They started manufacture of a **vast selection / limited number** of new sandals, which simply perplexed potential customers. In the end, their shareholders are extremely **pleased / angry**.

VIII. Read the sentences and define what the speaker means.

- | | |
|------------------------------|---------------------------------------|
| 1. I know it to my cost. | a) Знаю, что придется платить. |
| | b) Знаю это по своему горькому опыту. |
| | c) Я оплатил эту информацию. |
| 2. It is cheap as yachts go. | a) Для яхты это недорого. |
| | b) Ничего себе дешево! |
| | c) Яхты идут неважно. |

3. He did the job in spades. a) Он сделал все вручную.
b) Он отлынивал от работы.
c) Он отлично справлялся с работой.
4. It is a going concern. a) Эта проблема усугубляется.
b) Это очень актуальная тема.
c) Это действующее предприятие.
5. A good job you made of it! a) Из тебя все же вышел человек!
b) Хорошеньких дел вы натворили!
c) Вы славно поработали!
6. Good wine need no bush. a) От добра добра не ищут.
b) Хороший товар сам себя хвалит.
c) Доброму вору все в пору.
7. He was pressed for money. a) Ему до зарезу нужны были деньги.
b) Из него выбивали деньги.
c) Денег у него было не допроситься.

IX. Read the fragment of the article “Crossing cultural lines for business: Russia and Japan” published by The Moscow News. Put the extracts in the logical sequence.

1

Valery Kistanov, director of the Center for Japanese Research at the Russian Academy of Sciences' Institute for Far East Studies, said that a key difference between Russian and Japanese cultures is that Japanese tend to be more oriented to working in groups, whereas Russians tend to be more individualistic.

2

For Nadezha Yavdolyuk, executive director of the Silver Archer prize for public relations, the difference is reflected in the Japanese tradition of spending a whole career at one company. “A lifelong service at one company in Japan was considered a model of a career. In Russia there is no such criterion of success. Personal qualities are more important.”

3

Japanese companies also tend to make decisions more slowly and deliberately, reacting less to revolutions in industry – as Russian companies can. “In Russian companies, there is a rapid turn in events,” Yavdolyuk said. “In Japanese companies, there is no ‘turn in events,’ life simply flows. All decisions are prepared carefully, are weighed, are checked.”

4

The desire for greater economic interaction can be complicated by the different perspectives each party brings to negotiations. When cross-cultural dialogue is involved, sealing agreements requires understanding the other party's background, in addition to what it is seeking to achieve.

5

“The Japanese style of communication is more ‘high-context’ and the Russian style is relatively ‘low-context,’ which means more direct expression is required,” he said. “This difference is not unique to Japanese-Russian communication, but it's a matter of multicultural communication.”

6

“The Japanese have an island psychology, and we have a continental psychology,” he told The Moscow News. “If you take collectives, then maybe Japanese collectives work more effectively, but if you talk about an individual plan, then I think a Russian by his very character is willing to take initiative, pays less attention to all kinds of rules and limits.”

7

Masato Nakamura, a vice president at Panasonic in Moscow, said that he had not noticed much in terms of differences in behavior between Russians and Japanese at business meetings, but agreed that there is a greater directness in Russian communication.

8

One similarity between the two countries lies in their histories as agricultural states, Kistanov said, a status that lasted into the 20th century. “Russia and Japan were at one time farming societies, with a farming population, and thus a community spirit is characteristic of Russia and Japan to this day”.

X. If necessary read the text again and then say whose idea it is. Write “V” for Valery Kistanov; “N” for Nadezha Yavdolyuk and “M” for Masato Nakamura.

1. The psychology of people depends on the geographical location of their country. 2. The Russians prefer working on their own to team working. 3. Japanese pick their words carefully due to their ‘high-context’ interaction style. 4. The indicator of successful life is working in the same company for a long time. 5. The special quality of a business relationship is a different sense of time. 6. Russia and Japan are similar in their community spirit. 7. Russians are more open and say more directly what they think and want.

XI. There are four basic types of management styles: autocratic, democratic, participative, and hands-off. Match the style on the left with its description on the right.

	Management Style		Description
1	Autocratic	A	Manager delegates authority to subordinates in the decision making process.
2	Hands-off	B	Manager is completely responsible for making the decisions with no participation by subordinates.
3	Democratic	C	Manager allows subordinates and staff to get involved in the decision making process.
4	Participative	D	Similar to democratic style, but there is less communication between the manager and staff.

XII. Read the texts and say in what ways the management style in the four countries is different. What intercultural conflicts may arise from these differences?

In South Korea managers expect that their instructions will be fulfilled as Confucianism stresses obedience, respect and loyalty. Although leadership is hierarchical, it also requires the harmony between people. The Koreans also employ a process of consensus decision-making in certain situations. But the manager still maintains an influence over the outcome. Managers are expected to take an interest in their subordinates' personal life.

In Russia the boss is expected to issue direct instructions for subordinates to follow. Little consultation will be expected from people lower down the company hierarchy. Middle managers have little power over strategy or input in significant strategic decisions. There is little point in wasting time debating with middle managers who do not have an easy access to the top.

In China relationships are unequal and ethical behavior demands that these inequalities are respected. Older person should automatically receive respect from the younger, the senior from the subordinate. Management is directive, with the senior manager giving instructions to their direct reports. Subordinates do not question the decisions of superiors – that would be to show disrespect and be the direct cause of loss of face for all concerned.

Japan management style needs the information flow from the bottom of the company to the top. Policy is often originated at the middle-levels of a company before being passed upwards for ratification. The key task for a Japanese manager is to provide the environment in which the group can flourish. Manager is seen as a type of father figure who receives loyalty and obedience from colleagues.

LESSON 8. INTERACTING IN THE CLASSROOM

I. Many students hope to continue their education beyond their own borders. Read the text about UMAP and answer the question that follow.

University Mobility in Asia and the Pacific (UMAP) is a voluntary regional association in the higher education sector. It was established in 1993 to enlarge exchange of people and expertise. UMAP enables students to gain a better understanding of the cultural, economic and social systems of the region. Besides it enhances cooperation among universities for the improvement of higher education in the 21st century.



Do you know any other professional education associations? If yes, what are their primary goals, activities? If no, what do you think can be the primary goals, activities of an ideal education association?

II. Can you think of any special needs for people to continue their education abroad? Complete the chart.

to perfect their professional skills	to experience different cultures		to increase their income
to promote their career			to live and study in a foreign environment
to obtain useful connections		to widen employment prospects	

III. Look through the list of advantages of studying in a multicultural classroom. Provide more examples. Would you like to study in a multicultural group? Why?

1. Diversity in higher education helps students to successfully compete in an increasingly global marketplace.
2. Diversity education helps develop important skills such as flexibility, critical thinking and the ability to work in teams.
3. Students who learn in diverse classrooms are more likely to feel comfortable interacting with people different from themselves in other aspects of their lives.

4. Students who interact in the classroom with students different from themselves are more aware of racial issues and more likely to promote racial understanding.

IV. Do you believe there are any negative points in studying in a non-native country? Knowing the challenges helps to reduce the stress of moving to a new country. Divide the text below into 6 logical parts and state the kinds of barriers.

Most mobile students suffer from lots of barriers both in their lives and academic activities, which put them at a disadvantage and often hinder their academic performance. Once the students arrive at the new country, they may experience culture shock. At first they are happy and interested in new experiences. Then they start to feel that everything is strange and become confused and sad. After that students begin to accept the differences between the native and the host country. In the end, they enjoy being in the new culture. The common challenge for mobile students is a language barrier. It is hard for them to accurately say what they want and to understand the expressions of native speakers. When they deal with such issues as opening a bank account, they take a risk by signing abstruse papers. In the classroom, these students may sit through lectures that they can't comprehend. Mobile students may experience academic stress. For instance, students from Japan are taught that to state their opinions directly in discussions is disrespectful. They have more practice in memorizing information than asking questions. The pressure to partake in group projects can cause them a lot of self-doubt. The psychological barriers relate to the aspects such as homesickness, disorientation, and feelings of isolation and loneliness. Mobile students have problems with making new friends and creating a new system of social support. Without friends, a person feels shy and prefers to sit alone at lunch or in class, which only worsens the situation. Most mobile students are self-financing with their parents sacrificing their lifetime's savings for the sake of their education. So, students feel that their only aim is to perform well in assessments. Everything else takes a back seat. They do not usually partake in social events, as they feel guilty that they waste their time and their parents' hard-earned money.

V. According to the information from the text, which of the following statements are true and which are false? Write T (true) or F (false) in the boxes provided. Correct the false sentences so that they are true.

1. Challenges in the life of mobile students provide them with additional energy for academic performance.
2. As most mobile students are self-financing, they felt that their performance in assessments is their own business.

- 3. Being in the new culture can bring a student to a state of homesickness and disorientation.
- 4. Friends from the new country may distract mobile students from participation in social activities.
- 5. Language barrier is not a problem for those who have completed preliminary language courses.
- 6. A group project is an undesirable teaching method as it can cause mobile students a lot of self-doubt.
- 7. Culture shock can't be avoided as it is a process of adjusting to new surroundings.

VI. To avoid difficulties, students should prepare themselves for the changes in life before leaving their countries. Answer the questions to find out if you may meet these barriers.

- 1. Do people often ask you to repeat your speech?
- 2. Do you stay silent while others wait for your answers to questions?
- 3. Do you pretend to understand when you don't?
- 4. Do you try hard to accept everything in the new culture?
- 5. Do you feel irritable or insecure in the new environment?
- 6. Do you have problems solving even simple issues?
- 7. Do you feel you need to speak with somebody and can't find anyone?
- 8. Do you sit alone during social activities while others are in groups?

If you answered "yes" to questions:

1, 2 or 3, you may be facing a language barrier;

4, 5 or 6 – you may be facing a cultural barrier;

7 or 8 – you may be having difficulty in establishing friendships.

VII. Below are the strategies for overcoming their difficulties. Divide them into three groups.

Language barrier	Culture barrier	Social barrier
1.	1.	1.

1. Be patient acquiring a foreign language as it is a lengthy process. 2. Enjoy acquiring new experience and avoid complaining or comparing. 3. Be sociable and allow others to know more about you. 4. Be as curious about and respectful to another culture as possible. 5. Don't be afraid to start a conversation. Be a good listener. 6. Watch TV and movies, view websites and listen to the radio in the target language. 7. Remind native speakers that you will be grateful for being corrected. 8. Look for a volunteer job to build relationships with others. 9. Don't force yourself or others to do things that do not feel natural.

10. Build a support network with other mobile students. 11. Give yourself enough time to adjust to new surroundings. 12. When you don't understand something, ask for interpretation.

VIII. Try to understand what the Chinese mean when they say the following. Choose the correct variant.

- | | |
|---|---|
| 1. To cook a crane. | a) Upset somebody's mood.
b) Try to do the impossible. |
| 2. Phoenix feather and unicorn horn. | a) An item bringing luck.
b) A remarkable person. |
| 3. To play the harp before the bull. | a) To squander talent for nothing.
b) To cast pearls before swine. |
| 4. How the cow licks its calf. | a) To be crazy about one's own child.
b) To fuss over someone like an old hen. |
| 5. The fox uses the power of the tiger. | a) To slyly exploit someone powerful.
b) To frighten someone by the strong. |

IX. Cheating is a name used for breaking rules during some test or competition. Read the following information about the attitudes to cheating in some countries. What can you say about Russia?

The USA: Cheating is not allowed and consequences are serious. Cheater can be suspended for a year or two even without the right for reinstatement.

China: Students openly admit cheating as a way of life. Its value is in saving face, maintaining group harmony. "Intellectual property" is a foreign concept.

Japan: Cheating is called an unfair activity. It is considered to be a kind of business obstruction, which is a crime under the Penal Code.

South Korea: Cheating is widespread because University plays too big a part in societal ambitions nowadays.

X. Read the letter written by an international student experiencing the problems of cheating in her host culture. Answer the questions:

1. What country do you think the girl may be from?
2. What is her attitude towards this cultural difference?
3. Can you think of any reasonable explanation of her reactions?
4. If you observed the same situation, what would you feel?
5. Can you think of any way to prevent cheating?

Dear International Student Advisor,

I've been in this country as an exchange student for a few weeks so far, and three days ago I had my first serious test in social studies. I had prepared for it really hard and I knew pretty much everything that was on the test. We were taking it in a big classroom, as there are many students in this class. Everyone took their own desk and we started working. But what really surprised me that a lot of students seemed to be cheating!!! They used some sheets of paper with written answers on them.

Moreover, some students asked their classmates for help. I was even more shocked when a friend of mine sent me a note asking to help him answer a few questions on the test. I refused to do that and I guess he got offended, as we haven't spoken to each other since then.

I'm really confused about this situation. I just don't understand. Have I done anything wrong?

Sincerely,

Confused

XI. Analyze the following situation and state the cause of misunderstanding.

Chinese students who were studying in Russia made the acquaintance of Russian young people. They decided to go to the movies together. The Russians offered to meet near the movie theater at “about 19 o'clock.” Having waited for the Russians for more than half an hour, the Chinese students began to behave aloof. Thus their friendship was over before it even got off the ground.

XII. Now check if you have guessed correctly.

Although a time unit is universal, in different cultures there are definite differences in the perception of time intervals. For most Russians a phrase “about 19 o'clock” denotes a period from 18.30 to 19.00 or even 19.30. For the Chinese it means a period from 18.55 to 19.05. It is likely that the Chinese students came at 18.55 and waited for their Russian acquaintances up to 19.30. It certainly made a negative impression on them.

XIII. In 2013, teachers in China have the highest levels of public respect, according to an international study comparing their status in 21 countries. Insert the missing words.

afraid • teachings • ethics • quiet • knowledge • debate
parents • obedient • unconfident • non-academic • bow
listening • harmony • relationships

1. Respecting teachers is part of the traditional ... practiced by the Chinese people. 2. Teachers, who impart morality, ..., and values, teach people the proper ways to interact with each other. 3. Chinese students are taught to be ... to their teachers who are role models. 4. Students must hold respect in their hearts and follow the ... imparted to them. 5. When students hand papers to teachers, they use two hands; avoid looking them in the eye, and.... 6. Chinese students are often depicted as being ... and passive in the classroom. 7. Chinese students rarely ... with teachers as they regard them as all-knowing. 8. Chinese students learn by...; they want to fully understand what is being taught. 9. Chinese students are ... in face of their teachers. 10. They are ... of losing “face”, in case they are mocked for asking a “stupid” question. 11. They try to preserve ... in the classroom, so that everything runs smoothly. 12. In the Chinese tradition, university teachers may have life-long ... with their students. 13. The students expect their lecturers to be substitute ... and to solve problems for them. 14. Chinese teachers are seen as elders to whom students can turn for ... advice and assistance.

*XIV. Read the following text. What does the writer mean by the **bolded** phrases in the text? Give reasons. Can you explain the cause of the conflict?*

During language practice in one of the Chinese universities Russian students were confused by the attitude of Chinese teacher. Though they knew each other for less than a month, the teacher invited them to spend a weekend with his family, trying to **impose his participation in organization** of their free time. His manner of doing it **revealed his patronizing attitude**. Students got confused and started reference to their previous plans. Nevertheless, the teacher kept insisting, having no idea about their embarrassment and the reasons of their refuse. **The situation resolved in students having to be defensive** and a kind of rough. That resulted in intense atmosphere during the lesson, with students **being reluctant to interact** with the teacher.

Retell the story above in the first person from the point of view of a) the Chinese teacher; b) one of the Russian students; c) a specialist in intercultural communication.

LESSON 9. LEARNING FROM HISTORY

I. Look at the pictures. In groups, decide what country is depicted there. Say what has helped you to guess.



II. These are the frames from the film “The last Samurai” you are going to watch. Before doing it, think what information about 19th Century Japan you would like to inquire. Work with a partner and write 5 questions.

III. As “The Last Samurai” is a war film, there are a number of military terms. Make sure that you know them. If necessary, consult a dictionary.

volley • defeat • sword • warrior • hostile • rifle • armor
enemy • put somebody to flight • skirmisher • captive • force
• regiment • bayonet • howitzer • give no quarter

IV. Fill in the gaps using the words from exercise III. Change their forms if necessary. Translate the sentences into Russian.

1. This operation was conducted to release _____. 2. In the beginning the government was unwilling to accept the _____. 3. The _____ would strike our troops at dawn. 4. Samurai used _____ instead of firearms. 5. Continuous _____ put the squad to _____. 6. Brave _____ defended the country in ancient times. 7. A battery of _____ was set on the opposite side of the battle field so the enemy was fired fiercely. 8. There were a lot of _____ ships in that bay. 9. Knight’s _____ was very heavy but it saved a lot of lives. 10. Those people showed _____ and burnt the village. 11. Soldiers fixed _____ on their _____ before starting shooting. 12. The first _____ could not defeat the city so the captain sent two more. 13. _____ started to shoot and the battle began. 14. They had superior firepower and a larger _____.

V. Watch the film. Pay attention to the names of the characters. Be ready to answer the following questions:

1. Which of the questions you wrote were answered in the film? 2. What overall impression of Japanese culture do you get in the whole? 3. What facts strike you most of all? 4. Why does Captain Algren have nightmares about the war with American Indians? 5. Who is the last Samurai? 6. How did the captivity and living among the Samurais affect Captain Algren? 7. What attitude do Samurai have towards death? 8. How has the Emperor changed? What has influenced him? 9. Did Katsumoto support or oppose the Emperor? Why did he manage the battle? 10. What does Simon Graham think of the Japanese? 11. What role does Mr. Omura play in the life of Japan?

VI. Match a character with his / her status.

	Character		Status
1	Nathan Algren	A	Katsumoto's son
2	Omura	B	An interpreter
3	Simon Graham	C	Algren's employer
4	Katsumoto	D	the Silent Samurai
5	Hasegawa	E	The general of Japanese army
6	Nobutada	F	An American expert in using weapons
7	Udjiro	G	The red armor warrior's wife
8	Bob	H	The Samurai who fought with Algren
9	Taka	I	The leader of the samurai rebellion

VII. Who do these words belong to? Write "A" for Captain Algren; "K" for Katsumoto; "O" for Omura; "M" for Emperor Meiji.

1. We cannot govern our country in which we cannot travel freely. He must be stopped now. My railroad is a priority for this country.

2. Many of our customs seem strange to you. The same is true of yours. For example, not to introduce yourself is considered extremely rude, even among enemies.

3. Then you will not mind when I seize your family's assets and present them as my gift to the people.

4. The perfect blossom is a rare thing. You could spend your life looking for one and it would not be a wasted life.

5. We must resist the Western powers by becoming powerful ourselves. Our army and our economy must be strong.

6. They are intriguing people from the moment they awake they devote themselves to the perfection to whatever they pursue.

7. And now we have railroads and cannon, Western clothes. But we cannot forget who we are or where we come from.

8. What does it mean to be Samurai? To devote yourself utterly to a set of moral principles. To seek a stillness of your mind. And to master the way of the sword.

VIII. Put the events in a correct order.

A. Battle for the railroad.	B. The Ninja attack.	C. Katsumoto's escape.
D. Hiring the captain.	E. The Emperor's decision.	F. Back in Tokyo.
G. The stay in the village.	H. The final fight.	I. Algren's recovery.

IX. According to the information from the abstract 00:15:58 – 00:19:04 which of the following statements are true and which are false? Write T (true) or F (false) in the boxes provided. Correct the false sentences so that they are true.

1. General Hasegawa knows nothing about Katsumoto.
2. Samurai regard using firearms as dishonor.
3. Katsumoto and Hasegawa fought against the Emperor.
4. Hasegawa is a Samurai.
5. A Samurai's sword is his soul.
6. Samurai are reserved people.
7. Algren speaks American Indians language.
8. Algren refused to speak about scalping.
9. Graham will translate some books for Algren.
10. Algren is interested in enemies' life.

X. Put the dialogue between Katsumoto and Nathan Algren in the correct order. Why can't the two soldiers understand each other?

1. **Katsumoto:** And who was your general?
2. **Nathan Algren:** Two hundred and eleven.
3. **Katsumoto:** I like this General Custer.
4. **Nathan Algren:** No. He wasn't a good general. And he got massacred because he took a single battalion against two thousand angry Indians.
5. **Katsumoto:** I think this is a very good death.
6. **Nathan Algren:** Don't you have a rebellion to lead?
7. **Katsumoto:** Two thousand Indians? How many men for Custer?
8. **Nathan Algren:** He was a murderer who fell in love with his own leg-end. And his troopers died for it.

9. **Katsumoto:** People in your country do not like conversation?
10. **Nathan Algren:** Oh, yes. Many warriors.
11. **Katsumoto:** I know this name. He killed many warriors.
12. **Nathan Algren:** He was a lieutenant colonel. His name was Custer.
13. **Katsumoto:** So he was a good general.
14. **Nathan Algren:** Well, maybe you can have one just like it someday.

XI. Identify the one word or phrase that should be corrected or rewritten.

1. The Last Samurai is A (1) 2003 American epic war film WHICH (2) directed and CO-PRODUCED (3) BY (4) Edward Zwick. 2. THE (1) filming took place IN (2) New Zealand WITH (3) Japanese cast members and an American PRODUCTION CREW (4). 3. This location WAS CHOSEN (1) because there ARE (2) a lot of FOREST AND FARMLAND (3) in THE TARANAKI REGION (4). 4. The film achieved HIGH (1) box office RECEIPTS (2) in Japan THAN (3) in THE (4) United States. 5. MANY OF (1) the cast members DID (2) expressed the desire for AUDIENCES (3) to learn and respect the important values OF (4) the samurai. 6. The FILM'S (1) plot was INSPIRING (2) by THE (3) 1877 Satsuma Rebellion LED (4) by Saigo Takamori. 7. AS (1) in the movie, Saigo ended up WITH (2) committing suicide IN SEPTEMBER 1877 (3) after defeat IN BATTLE (4). 8. A statue OF (1) Saigo IS (2) erected SHORTLY (3) after his death, and can TODAY (4) be seen in Ueno, in northeast Tokyo. 9. The Last Samurai was WELL RECEIVED (1) upon ITS (2) release, with a WORLDWIDE (3) box office total TO (4) \$456 million.

XII. In most of the lines in the following text there is an unnecessary word. For questions 1 – 19 find the unnecessary words and write them on the lines provided. If you think a line contains no unnecessary word, put a tick (✓) next to it.

Interesting Facts About The Samurai	0	✓
The samurai were being an entire social class. Originally,	0	being
“samurai” was meant “those who serve in close attendance to the nobility.” At the peak of their own power, up to 10 percent of Japan’s	1	.....
population was samurai. Every single Japanese person who living	2	.....
today is said to have at the least some samurai blood in them.	3	.....
	4	.....
The majority of samurai were very much well-educated. The	5	.....
level of samurai literacy was high. They were also too skilled in	6	.....
mathematics. Bushido dictated that a samurai strives to make better	7	.....
himself in a multitude of ways. Poetry, rock gardens, ink paintings,	8	.....
and the tea ceremony were both common aspects of samurai culture.	9	.....
Japan's first white skin samurai was actually an Englishman	10	.....
named William Adams. He was born up in 1564 in Kent, UK. He	11	.....
was a sailor man and fought the Spanish Armada. Then he left for	12	.....

the Far East in where he was taken by Samurai. He built ships and 13
 was given two swords, which was the trade mark of a samurai. 14
 The traditional role model of a Japanese woman was more of 15
 a homemaker. However, recent research does indicates that Japanese 16
 women participated in battles. The scientists made DNA-tests of the 17
 remains from behind the site of the Battle of Senbon Matsubaru in 18
 1580. 35 out of 105 bodies proved themselves to be female. 19

XIII. Read the following abstract from the movie script. Why was Taka surprised? What did Algren mean by saying that he was not Japanese?

Taka is carrying in a huge pot of rice. Algren goes to help her.

Taka: No, please.

Algren (insistent): Hai.

He carries the rice for her into the pantry area.

Taka: Japanese men do not help with this.

Algren: I know.

She looks at him, a little surprised.

Algren: I am not Japanese.

XIV. What other peculiarities of Japanese culture have you noticed in the film? You can resort to episodes 00:12:00 – 00:15:07 and 00:41:55 – 00:44:20. Compare extracted information with Russian customs. Are there any resembling ones? Add some more peculiarities of Japanese culture if you can.

XV. Read the fragment of the article “Stereotypes about Japan and the Japanese” published by the journal Social Sciences. Answer the questions:

1. Why is the stereotypic image so common?
2. What part does Japan play in forming stereotypes about itself?
3. Does your image of Japan coincide with any of the mentioned below?
4. Has anything in this lesson made you change your idea of Japan?

The Russian respondents were asked a question: What 3 words do you associate with Japan? According to the opinion of the majority, the image of Japan is connected with “sushi”, “cherry tree”, “anime”, “Fukushima”, “kimono”, “geisha”, “sake”, “samurai”, “cars”, “machinery” and “robots”.

The comment of a Japanese boy was: “Yea, people think that samurai are still running around and in every bush there’s a ninja hiding. What can I say? I can’t blame them for that. They just watch our movies and come to a conclusion, that’s what all normal people do. We just love our country and respect traditions; that’s why almost all our movies are about that. It makes sense, you know...”

LESSON 10. PRESENTATIONS: TYPES AND STRUCTURE

I. Listen and repeat.

1. Translated into real terms ... 2. Let's begin by ... 3. I'm going to talk to you today about ... 4. A good example of this is ... 5. The key point here is ... 6. As you can see from the graph ... 7. Moving on to the next point ... 8. So, to sum up ... 9. Finally I'd like to remind you that we ... 10. On this next slide you can see ... 11. I hope you have found my comments useful and ... 12. This brings me to the next point... 13. I'll discuss each point briefly ... 14. Before I start my talk I'd just like to thank ... 15. This chart gives a comparison of ... 16. If you have any questions I'll be happy ... 17. I'd like to expand on ... 18. My talk is concerned with ... 19. To illustrate this point... 20. Finally, let me remind you of

II. Read the texts about different types of presentations and choose the name of each type.

- | | | |
|----------------------|--------------------|--------------|
| 1. Press conference. | 2. Briefing. | 3. Talk. |
| 4. Demonstration. | 5. Product launch. | 6. Workshop. |

A: two chief executives tell journalists why their companies have merged.

B: the head of research and development tells non-technical colleagues about a new machine.

C: a yoga expert tells people how to improve their breathing techniques and gets them to practice.

D: a senior officer gives information to other officers about a police operation they are about to undertake.

E: a member of a stamp-collecting club tells other members about 19th century British stamps.

F: a car company announces a new model.

III. Match the presentation types from exercise II to the things (A – H) that people say in them.

A: As you see, this prototype is far in advance of all we've done before.

B: Here are some typical patterns for supply in the widget industry.

C: I'm going to give each group a series of problems faced by an imaginary company, and I want you to suggest solutions.

D: Now is the time to get out of company shares and invest in property.

E: The combined resources of our two organizations will allow us to achieve great things.

F: The first postage stamp in the world was the Penny Black in f 840.

G: The parachutists will come in at 08:30 and land in two waves.

H: The X300 has the most advanced features of any car in its class.

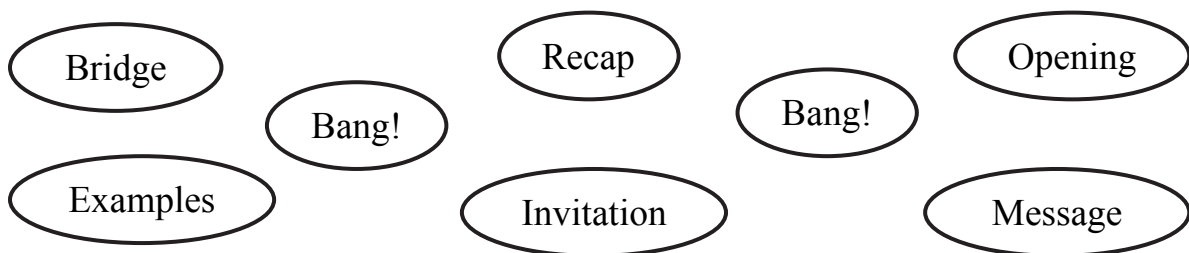
IV. Have you ever given a presentation? What type was it? In your experience, what makes a good/bad presentation?

V. Choose an everyday object in the classroom, something with a few features or things to talk about, such as size, colour, packaging, quality. 'Sell' the object, i.e. persuade the others that it is the best one on the market, much better than all the competitors. You have 30 seconds to give your presentation.

VI. Some people like to keep a loose structure to the presentation. Other people like to have a very clear structure with a more formal style. What are the advantages and disadvantages of each? Here are some ideas for you to start.

1. It will help you adjust the content of your talk so that it is suitable.
2. It could sound boring if you speak from a prepared text.
3. It will help your audience follow the logic of what you're going to say.
4. It will make you feel more at ease, because you may be nervous.
5. It is very important to help you stay on track.
6. It will help you to keep control, and avoid people interrupting.
7. It enables people to come to their own conclusions.
8. It can create mystery and thus hold audience's attention.

VII. The words below denote different parts of a presentation. What do you think they mean in this context? In what order should they go?



VIII. Read the explanation and check how close to the correct answer you are.

When you open your presentation, you thank the organisers for inviting you; say a few words about yourself, and tell the audience the topic and overall structure of your presentation. Bridge is an explanation of how your message connects to the needs of the audience. Then you bring to the notice the main points of your presentation, or its message. You use examples to make your

points clear. Bang is something that you say or do that has a lot of impact and gets the attention of the audience, e.g. a surprising fact, a reference to ‘here and now’, a story or joke, audience participation, a visual aid. Recap is short for re-capitulation; it is a summary of your main points. At the end you invite the audience put questions.

IX. Look at these expressions. In which part of a presentation would you expect them to be used?

introduction	main body	conclusion	inviting questions

1. Finally I'd like to remind you that we ...
2. If you have any questions I'll be happy to answer them ...
3. On this next slide you can see how our results have improved ...
4. Before I start my talk I'd just like to thank ...
5. This brings me to the next point ...
6. I'll discuss each point briefly and then ...
7. I hope you have found my comments useful and ...
8. This chart gives a comparison of ...
9. I'd like to expand on ...
10. My talk is concerned with ...
11. To illustrate this point ...
12. Finally, let me remind you of ...

X. In any presentation the beginning is crucial. Certainly some things are essential in an introduction and others are useful. There is a list of what can be included in an introduction. Mark them according how necessary they are using the following scale:

essential		useful		not necessary	
1	2	3	4	5	
Subject / title of talk.....					<input type="checkbox"/>
Introduction to oneself, job title, etc.....					<input type="checkbox"/>
Reference to questions and / or discussion.....					<input type="checkbox"/>
Reference to the programme for the day.....					<input type="checkbox"/>
Reference to how long you are going to speak for.....					<input type="checkbox"/>
Reference to the visual aids you plan to use.....					<input type="checkbox"/>
The scope of your talk: what is and is not included.....					<input type="checkbox"/>
An outline of the structure of your talk.....					<input type="checkbox"/>
A summary of the conclusions.....					<input type="checkbox"/>

XI. Read the extracts from the 2012 SAMSUNG ELECTRONICS ANNUAL REPORT on <http://www.samsung.com>. Complete the sentence by choosing the correct words and writing them into the empty spaces.



1. that in 2012 the company achieved steady growth thanks to your continued trust and dedication.

Let's / illustrate / stating / move / begin / by / at

2. that Samsung Electronics works to satisfy differing consumer needs in diverse cultures around the world.

The key / point / here / thing / factor / is / reason

3. that the technical excellence of our premium T9000 refrigerator made it a worldwide hit with consumers.

A good / factor / example / is / they / can / of this

4. As you, we achieved remarkable results in our mobile business, ranking No. 1 in both sales and market share.

watch / know / can / from / at / the graph / see

5., Samsung Electronics has earned No. 1 global market share across all TV categories every year from 2006 through 2012.

Moving / slide / on to / illustrate / the next / return / point

6., we realized sales revenue of KRW 201 trillion and net income of KRW 24 trillion, double the previous year.

Translated / into / Starting / real / points / terms / for

7., despite the global economic recession in 2012, Samsung Electronics recorded historic sales and profit.

So, / finally / to / first / sum / up / of all

XII. Here are some phrases which can be useful when answering questions:

A: That's a fair point. I know that some consultants don't have a very good image. But Gem Consultants have helped companies reduce costs enormously.

B: That's confidential. I'm afraid I'm not at liberty to tell you.

C: That's not really my field. But I can put you in touch with someone in my organization who is working on Internet applications.

D: The questioner would like to know what sort of background the people we recruit usually have. Is that right?

E: Well, I think that goes beyond the scope of today's presentation. Today I wanted to concentrate only on consultants' skills.

F: I'm afraid we've run out of time. But if you'd like to come and discuss that with me now, I'll try and give you an answer.

XIII. Match these questions from the audience (1 – 6) to the answers (A – F) given in exercise XII.

1. Sorry, I didn't catch the end of the question - could you repeat what the questioner said?

2. In what ways do you think the internet is going to change the way management consultants work in the future?

3. Some companies refuse to use management consultants. What do you say to people who say that consultants are a waste of time and money?

4. What's the average salary for your consultants?

5. I don't know if you have time to answer this, but can you tell me how I can apply to work for Gem?

6. You say that Gem have enormously increased profits for some companies. Can you give one or two examples of this?

XIV. Read the opinions of different people about some aspects of presentation. Based on them write down your tips for "How To Make A Good Presentation".

How To Make A Good Presentation

1. Make sure you are talking to the right audience.

Speaker 1: I think the aims and the structure need to be clear.

Speaker 2: I like to wait until the end of the presentation before people ask questions on what I've just said.

Speaker 3: You need to make sure you're entertaining, make sure you're engaging, and make sure you're interesting.

Speaker 4: Don't make it too long, otherwise people fall asleep! Be short, precise and to the point, definitely.

Speaker 5: You should concentrate on getting your introduction right.

Speaker 6: It is very important to be sure you're relevant.

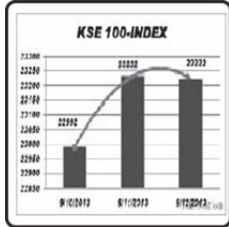
Speaker 7: You need to remain polite when dealing with difficult questions.

XV. Write what you would say in these presentation situations.

1. Greet your audience. 2. Introduce yourself. 3. Give the title of your talk. 4. Describe the structure of your talk. 5. Explain that the audience can interrupt if they want. 6. Say something about the length of your talk. 7. Explain what you are going to talk about. 8. Invite questions from the audience. 9. Refer to some details on a graph or chart. 10. Finish the talk. Thank the audience.

LESSON 11. NON-VERBAL ASPECT OF PRESENTATIONS

I. If you use visual aids you are twice as likely to achieve your objectives. The most common include computer slideshows, chalkboard, flip charts and handouts. However, presenters may also use video clips, charts and even objects. Look at the pictures below. Label the tools used to present information.



.....

.....

.....

.....



Year	2007	2008	2009	2010
Population	8.1	8.1	8.1	8.1
GDP	27.5	25.5	24.8	24.8
Unemployment	4.4	4.4	4.4	4.4
Life expectancy	71	72	72	72
Healthcare	8.8	8.8	8.8	8.8
Infrastructure	18.2	18.2	18.2	18.2
Education	12.1	12.1	12.1	12.1
Environment	6.3	6.3	6.3	6.3
Energy	15.6	15.6	15.6	15.6
Transportation	4.4	4.4	4.4	4.4
Telecommunications	10.7	10.7	10.7	10.7
Science and Technology	1.2	1.2	1.2	1.2



.....

.....

.....

.....

II. In most of the lines in the following text there is an unnecessary word. For questions 1 – 19 find the unnecessary words and write them on the lines provided. If you think a line contains no unnecessary word, put a tick (✓) next to it.

Tips for Presenting Visual Aids

Although the some choice of visual aids is important, how those aids are being used is even more important. After all, a speaker can have very phenomenal visual aids, but if they are not displayed over properly, discussed clearly and effectively, and integrated smoothly into the presentation, they will be have of little or no any value.

In order to get caught the maximum impact with visual aids:

Talk to the audience, if not to the PowerPoint slideshow, the flipchart, or the whiteboard.

Avoid from passing objects, photographs, handouts, etc., around among audience members during the presentation.

When displaying an object, don't place it where everyone can see it; and display it only when discussing it about.

Clearly and concisely you explain the information contained

- 0 ✓
- 0 some
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13

on any visual aid. Don't assume what the audience will make the connection between the visual aid and to your presentation.	14
Practice using of visual aids in advance of the actual presentation. In the fact, speakers should rehearse the entire presentation, from start to finish, so they will be able to integrate every visual aids smoothly, easily, and professionally.	15
	16
	17
	18
	19

III. Some cultures place a lot of importance on events starting and finishing on time. Others believe things should take as long as they need and are flexible with schedules. Is starting and finishing presentation on time important in your culture?

IV. Divide the following statements into two groups according to the norms of timing the presentation in your country.

Example: The presenter should assume that your audience is busy (because they are). The presenter shouldn't overestimate how much material he/she can adequately cover within a given time.

1. ... assume that your audience is busy (because they are). 2. ... overestimate how much material he/she can adequately cover within a given time. 3. ... labour a particular point (spend too long on something). 4. ... be always aware of how long he/she has to speak. 5. ... strive to "share everything" and "leave nothing back". 6. ... allow time for audience questions. 7. ... cut material if he/she goes over time while rehearsing. 8. ... wait for latecomers. 9. ... digress (talk about things that have nothing to do with the subject). 10. ... make rehearsal as close to the real performance as possible. 11. ... plan how long he/she is going to spend on each point. 12. ... rehearse while sitting in front of the computer.

*V. Read the sentences and decide whether or not to put **don't** in the provided spaces to counsel properly.*

Voice

1. ... project your voice to the back of the room, but ... shout.
2. ... ask if people at the back can hear.
3. ... check the volume (loudness) of your voice beforehand.
4. ... use a microphone if you need one.
5. ... hold a microphone too close to your mouth.
6. Whether using a microphone or not, ... speak in a natural tone of voice.
7. ... speak in a monotone (on the same level all the time).
8. ... vary the pitch (level) of your voice.

VI. What works in Russian culture doesn't always work in Asian cultures. The following tips are taken from the article "How to Create and Deliver Business Presentations for an Asian Audience" written by Angela DeFinis. Read them and answer the questions.

Japan

Avoid using large hand gestures and any dramatic movements. The Japanese do not talk with their hands. Pointing is not acceptable.

Avoid the "OK" sign; in Japan it means money. Use caution with your facial expressions. They can be easily misunderstood. A smile can express either joy or displeasure.

Since the Japanese strive for harmony and are group dependent, they rely on facial expression, tone of voice and posture to tell them what someone feels. They trust non-verbal messages more than the spoken word, as words can have several meanings.

Most Japanese maintain an impassive expression when speaking. Some Japanese close their eyes when they want to listen intently. It is considered disrespectful to stare into another person's eyes, particularly those of a person who is senior to you because of age or status. The Japanese are non-confrontational. They have a difficult time saying "no," so you must be vigilant at observing their non-verbal communication.

The Japanese are comfortable with silence and often remain silent for long periods of time. Be patient and try to understand if your Japanese colleagues have understood what was said. Never lose your temper or raise your voice during presentations, meetings, or negotiations.

1. How is it common to show concentration and attentiveness in Japan?
2. What is said in the text about the amount of time the Japanese typically spend on processing information?
3. Rather than make direct eye contact with individual audience members, speakers should sweep their gaze across the audience. Why?
4. What is important to remember about the body language in Japan?
5. In some parts of Latin America, if you wave goodbye when you've finished your presentation, people will stay put. Can you find in the text another example of a different response to the sign?
6. Most Asian cultures are concerned about "losing face." In what way is this concept connected with the two tips given above?
7. Why should the speaker be careful with his/her facial expressions?
8. In Japan, audiences find too many sweeping, rapid gestures distracting, if not downright disconcerting, don't they?
9. Do you have other tips or suggestions for giving effective presentations to Japanese listeners?



VII. Scan the text to identify five examples of bad technique and five characteristics of good technique.

Speaker 1 put up transparencies on overhead projector, with comment: “You won’t be able to read it”.

Speaker 2 faced the audience at all times even though the screen to which he was speaking was behind him.

Speaker 3 paused for five to ten seconds after showing a visual aid.

Speaker 4 used first five of allocated fifteen minutes to tell the anecdote relevant to talk.

Speaker 5 spoke very fast but on the other hand he “shared everything” and “left nothing back”.

Speaker 6 made appropriate use of pictures as he was sure “that a picture is worth a thousand words”.

Speaker 7 was waving his cards around when gesturing.

Speaker 8 mumbled so monotonically that he defeated even the halter microphone he was asked to wear because the audience couldn’t hear him.

Speaker 9 was going to show detailed graphs with lots of figures, so he distributed handouts among the audience before the presentation.

Speaker 10 used the question and answer session as an opportunity to give extra information on his subject.

VIII. Read the comments from the audience. What caused the problem in each case?

1. Why is he yelling like that? The room's not that big!
2. What on earth is he talking about? – I’ve no idea.
3. He's already said that three times.
4. Read that! I can’t read that! I’d need a pair of binoculars!
5. There are people who want to ask questions, and there won't be time.
6. Summarize four main points? I only noticed one! Have I been asleep?
7. Get on with it! If people turn up late, that's their problem.
8. Speak up! I can’t hear a thing!
9. He's really droning on: there's no life in his voice and everyone's asleep.
10. The sound of his breath in the microphone is really annoying.
11. Hey, Sarah! Wake up! He’s finished!
12. I don't see what this has got to do with what he's trying to say.

LESSON 12. TAKING PART IN A MEETING

I. A meeting is a gathering of two or more people for the purpose of achieving a common goal through verbal interaction, such as sharing information or reaching agreement. Decide whether these gatherings of people are meetings or not. Divide them into two columns.

Is it a meeting?

Yes

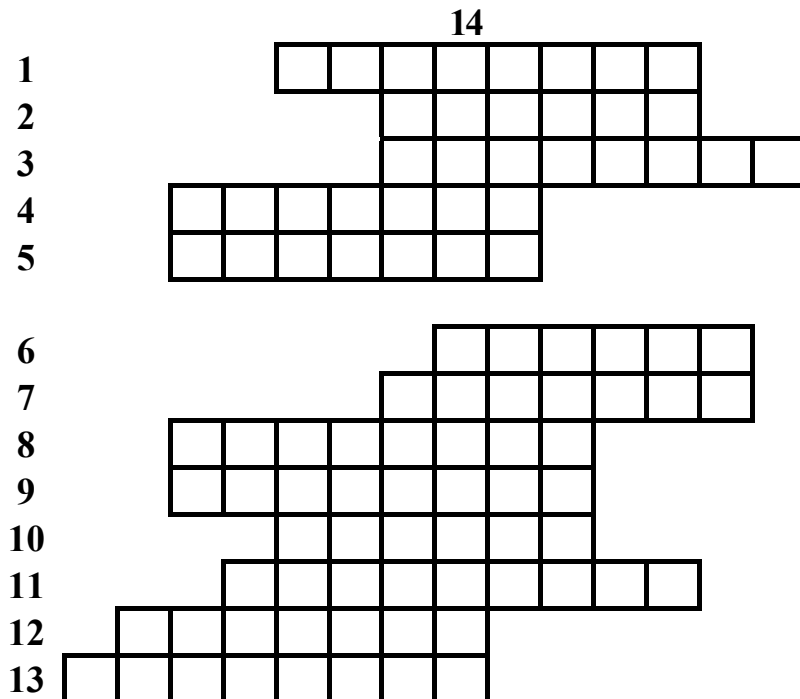
No

1. A **party** is a gathering of people who have been invited by a host for the purposes of socializing, conversation, or recreation. 2. A **banquet** is a formal celebration organized by a company to acknowledge achievements within it. 3. A **conference** is a gathering designed to meet a specific objective. 4. A **conclave** is a gathering at which the discussions are kept secret. 5. A **concert** is a musical performance given in public. 6. A **colloquium** is a gathering of experts who informally present and exchange new ideas. 7. A **demonstration** is a public meeting protesting against something or expressing views on a political issue. 8. A **congress** is a large group of individuals who meet on a regularly scheduled basis, often to make decisions through a debate and voting process. 9. A **symposium** is a gathering of experts who meet to discuss issues or make recommendations for a certain course of action. 10. A **summit** is a meeting at which the leaders of two or more countries discuss important matters.

II. Why do we have meetings? What opinions do you share and what opinions do you disagree with? Write T (true) or F (false) in the boxes provided.

1. Meetings lead to better decisions, because of the exchange of ideas.
2. It's more efficient for the chief to make a managerial decision.
3. The most important piece of paper at a meeting is the agenda.
4. The aim of a meeting is to settle when the next one is to take place.
5. It's better to talk to all concerned individually than collectively.
6. Most meetings are only a way of making people feel important.
7. A meeting is a group of people who decide that nothing can be done.
8. It's easier to send each person a memo about a new procedure.
9. A meeting is just a chance for a team to see each other face-to-face.
10. Meetings help everyone feel personally involved in decision-making.
11. People gather together to review their joint activities.
12. The purpose of meetings is to coordinate a particular action.

III. Add the missing words to the puzzle. Put the sentences in the correct order.



1. A ... voted in favour of introducing flexible working hours. 2. How many people are going to ... the meeting? 3. A meeting needs a ... to lead the discussion. 4. The secretary keeps the 5. At 11.30 we decided to ... for lunch. 6. Mrs. White will address the meeting on my 7. Let me know what the ... of the meeting is. 8. I have a ... to make. 9. A ... voted against introducing flexible working hours. 10. Every meeting needs an 11. Mr. Grey has ... that we take a break for coffee. 12. There are a few more ... items to discuss. 13. Thank you very much, everyone. I think that 14. But before we close the meeting: is there any ...?

IV. As sharing information is the main aim of a meeting, it is very important for the communicants to ask proper questions. Read different types of questions and choose the name of each type.

- | | | | |
|------------------|--|--------------|----------|
| 1. Open. | 2. Closed. | 3. Negative. | 4. Tags. |
| 5. Hypothetical. | 6. Statements with questioning intonation. | | |

A: APEC was established to leverage the growing interdependence of Asia-Pacific economies, wasn't it?

B: APEC operates on the basis of open dialogue and respect for the views of all participants?

C: Is decision-making reached by consensus in APEC? Are there no binding commitments?

D: How does the forum allow members to deal with important new challenges to the region's economic well-being?

E: If creating greater prosperity for the people of the region were no object, what would the aim of APEC be?

F: Hasn't APEC grown to become one of the world's most important regional groupings?

V. Now, match the question types from exercise III to the purposes (A – H) that people use them for.

A: These questions are useful when you want to make an opinion seem less direct and to check a fact that you're not sure of. They can be used to turn an obvious statement into a discussion.

B: These are the easiest questions to make, but they are very effective in encouraging the other person to expand something he/she said earlier.

C: Questions with why or how, where or when are good for "opening a conversation up", because there are many possible answers.

D: These turn a statement into a question. They are often used to invite the other person to respond to your opinion.

E: These questions can 'close down the conversation', as they allow a one-word answer: yes or no.

F: These questions typically include the word 'would', they're very useful for keeping a conversation going when you have run out of other ideas.

VI. Be very careful about answering tag questions. In Russian, an opposite system of answering is used, and you can answer in the wrong way. You should answer a tag question according to the truth of the situation.

Example: Asian people don't like rice, do they? – **Yes, they do!**
Asian people like rice, don't they? – **Yes, they do!**

Read the text. Put the missing words into the gaps. Then answer the tag questions after it.

located • current • depend • distribution • external • cooperation developing • achieved • weapons

Asia Pacific is becoming a foreign policy priority for Russia. This is logical, as it is the most rapidly ...1... geopolitical region. Not only is the global economic and political center of gravity shifting to the region, the direction and forms of humanity's future development largely ...2... on it. Rapid economic growth has already turned East Asia into the world's third largest production, ...3... and consumption center alongside the United States and the European

Union, as well as the biggest holder of international reserves and a global investor. However, the ...4... situation in Asia Pacific is not trouble-free. Globalization has aggravated the struggle for leadership and for spheres of influence in the region, and regional countries are building up their militaries. Seven of the world's ten largest armies are ...5... in the region, while six countries have nuclear ...6... and three others can acquire them whenever necessary. Security challenges in Asia Pacific directly affect Russia, as internal and ...7... interests are more closely intertwined in this region than anywhere else in the world. Russia's future as a great power depends on the economic, technological and social development of Siberia and the Far East, which can only be ...8... by maintaining good relations with its neighbors. Russia also needs huge funds to develop its eastern regions, which is why it should promote international ...9... based on Russian laws and on mutual benefit.

1. Asia Pacific has become a very important region for Russia, hasn't it?
2. It is the most undeveloped geopolitical region in the world, isn't it?
3. The global economic center is not shifting to the region, is it?
4. The future of mankind will be affected by Asia Pacific, won't it?
5. The EU and the US are the world's largest producers, aren't they?
6. Economic growth made East Asia the biggest global investor, didn't it?
7. There aren't any large armies in the region, are there?
8. Nine countries of Asia Pacific can use nuclear weapons, can't they?
9. Security challenges in Asia Pacific indirectly affect Russia, don't they?
10. Internal and external interests are twisted in this region, aren't they?
11. Russia shouldn't maintain good relations with its neighbors, should it?
12. Russia doesn't need huge funds to develop its eastern regions, does it?

VII. Read the text "Games people play at meetings", divide it into 5 logical parts, and then answer the questions after it.

There is a widely-held but mistaken belief that meetings are for "solving problems" and "making decisions", but it seems that meetings serve some other purpose. All meetings have one thing in common: role-playing. The most formal role is that of chairman. He sets the agenda and tries to keep the meeting running on time and to the point. Sadly, the other, informal, role-players are often able to gain the upper hand. Chief is the "constant talker", who just loves to hear his or her own voice. Then there are the "can't do" types who want to maintain the status quo. Another whole sub-set of characters are people who love meetings and want them to continue until 5.30 pm or beyond. Irrelevant issues are their speciality. Then there are the "counter-dependents", those who usually disagree with everything that is said, particularly if it comes from the chairman or through consensus from the group. Meetings can also provide attenders with a sense of identification of their status and power. In this case, managers arrange meetings as a means of communicating to others the boundaries of their exclusive club

who is “in”, and who is not. Because so many meetings end in confusion and without a decision, another more communal game is played at the end of meetings, called reaching a false consensus. Since it is important for the chairman to appear successful in problem-solving and making a decision, the group reaches a false consensus. Everyone is happy, having spent their time productively. The reality is that the decision is so ambiguous that it is never acted upon, or, if it is, there is continuing conflict, for which another meeting is necessary. In the end, meetings provide the opportunity for social intercourse, to engage in battle in front of our bosses, to avoid unpleasant or unsatisfying work, to highlight our social status and identity. Perhaps it is our civilised way of moderating, if not preventing, change.

1. What is an official aim of having a meeting? 2. If the purpose of meetings weren't to solve problems and make decisions, what would it be? 3. Why can we say that all meetings are similar? 4. Does the writer mention eight roles that people play at meetings? 5. Isn't the most formal role that of chairman? 6. Chairman doesn't try to keep the meeting running to the point, does he? 7. Doesn't any chief love to hear his / her own voice? 8. Why is a “can't do” type in favour of tradition and against new ideas. 9. Would you like meetings to continue until 5.30 pm or beyond? 10. How are people, who usually disagree with everything, called in the text? 11. Meetings can't provide attenders with a sense of identification of their status, can they? 12. Why does the writer believe that meetings are a waste of time?

VIII. Read the following text to obtain its information. Then, in English make six different questions to it. Ask your partner to answer them.

Страны Северо-Восточной Азии являются активными участниками АТЭС, хотя существующие двусторонние отношения между этими странами не всегда имеют мирный характер. Сегодня АТЭС представляет собой значимую экономическую площадку, на которой получают разрешение многие вопросы регионального и мирового уровня. Участники форума, в числе которых и Россия, стремятся найти стабильные и долгосрочные пути динамичного экономического развития АТР. В качестве ключевых целей участия стран в АТЭС следует выделить содействие долгосрочному и быстрому развитию экономики в Азиатско-Тихоокеанском регионе. Кроме того, в нем необходимо обеспечить улучшение жизни народов, достижение ими социальной гармонии и стабильности. Сотрудничество в рамках АТЭС направлено на создание политических условий, благоприятных для торговли и инвестиций. Также важно обмениваться опытом и укреплять способности к упорядочению процесса сотрудничества. Подобное взаимодействие будет способствовать развитию дружеских отношений между странами-членами АТЭС.

LESSON 13. AGREEING OR DISAGREEING IN A MEETING

I. Many people are afraid to express their point of view because they don't want to hurt, annoy or anger their audience. Still, there are many ways you can express an opinion without provoking someone. Find an unnecessary word in most of the lines.

How to express your opinion	0	√
If you are worried about expressing your opinion in openly,	0	in
try to get some reactions before you go to public. One way is to	1	.....
try expressing yourself an anonymous opinion in a forum. This	2	.....
will give you an indicator of what the reaction will be.	3	.....
How you say something, positively do impacts how people	4	.....
will receive it. Sometimes we are so very passionate about a sub-	5	.....
ject and may to become heated or antagonistic. Remember,	6	.....
someone may be just as passionate about the opposite side.	7	.....
A tactful way for to keep yourself out of the picture but let	8	.....
the audience to hear an opinion is by expressing your thoughts	9	.....
indirectly. This gets you off from the hook and while your opinion	10	.....
might still hurt somebody there is no any need to be insensitive.	11	.....
Facts are important, especially when a topic is being controver-	12	.....
sial or belief based. They will not only add a some credential to your	13	.....
discussion but it will educate the audience. Statistics can be manipu-	14	.....
lated, but that doesn't mean what they won't support your argument.	15	.....
In the end, it's about the relationship you keep on while you	16	.....
express all it. If you maintain respect and keep an open mind, your	17	.....
opinion can be a catalyst either to change attitudes or limiting be-	18	.....
liefs. It's a way to improve the existing environments and cultures.	19	.....

II. Read the following extracts. How do you think it will influence the industrial development of the region? To express your opinion you can use the phrases after the extracts and the notes to them.

1. Rosneft, Gazprombank and Korean shipbuilding company Daewoo Shipbuilding & Marine Engineering Co. are going to establish a Russian-Korean engineering center for shipbuilding and marine equipment for offshore projects in the southern part of Primorskiy Krai in the Russian Far East in 2016.

2. Over the past two decades, Russia has developed considerable oil and gas resources on Sakhalin Island to respond to the growing energy demands of its neighbors in Northeast Asia. It has completed the construction of a major oil export pipeline across Siberia to the Pacific coast that also links to China. It agreed to export 365 million tons of oil to China over the next 25 years.

3. Russian President Vladimir Putin has invited Asia-Pacific leaders to invest in the projects to complete the construction of the Trans-Baikal Railway and Trans-Siberian Railway, and to upgrade the Northern Sea Route. In exchange Moscow is offering preferences to potential investors.

4. Relations with Japan remain strained. During a recent massive Russian military exercise in the Russian Far East, Japan and the US were the putative invading enemy forces. Moscow and Tokyo have still not signed a formal peace treaty under World War II, and their territorial dispute over the Southern Kuriles (known as the Northern Territories in Japan) seems as intractable as ever.

In my opinion ...	The expressions <i>I think / I feel / I reckon / I guess / in my view</i> suggest that the speaker is just giving his/her opinion with which the hearer may or may not agree.
Speaking for myself...	
I'd just like to say ...	<i>Apparently</i> can be used to introduce a piece of information the speaker got from somebody else. It also suggests that the speaker cannot guarantee the authenticity of the information.
I'd say ...	
I'm pretty sure that ...	The expressions ' <i>so to speak</i> ', ' <i>kind of / sort of</i> ' and ' <i>more or less</i> ' can be used to give the impression that you are not speaking exactly.
The way I see it ...	The expressions ' <i>that is to say</i> ' and ' <i>at least</i> ' can be used to say something less definite after you have made a strong or definite statement.
What I mean is...	The expressions <i>I'm afraid / I'm sorry</i> at the beginning of the sentence can be used to introduce a polite disagreement or bad news.
Without a doubt, ...	
Know what I think?	

III. Discussions about hot button issues can be tricky. Unscramble the tips for having lively debates without letting them get personal.

How to Become a Better Debater

1. In an argument / attitude of mind / or debate, / keep a friendly.
2. Though some issues / understand that everyone / may be incredibly / has the right to / important to you, / their own opinion.
3. If everyone believed / life would get boring / the same thing.
4. Agree to disagree / to intelligently converse with you / who is able / about tough subjects / with someone.
5. Keep your cool / get ugly / with this person / instead of letting it / and simply swap ideas.
6. People will tend / and plead that there is / when they have / to throw up their hands / clearly lost / no winning or losing the argument.
7. This tends to happen / not fully researched or / on the subject / thought out their opinion / to those who have.
8. If you find yourself / with the other person / in a situation like this,

/ you have to do / some research / simply be honest / and let them know / before continuing. 9. In a debate, / that you should just / if the person states / accept it – even if / you think / agree to disagree, / they are saying so / friendly or otherwise, / to avoid admitting defeat. 10. Understand that / want to change / that does not / you can't change a mind. 11. Some people / as though their lives / to new ways of thinking, / steadfast in their beliefs / and others are / and cling to them / will be open / depended on it.

IV. When taking part in a meeting in English, it is good to know a range of phrases for agreeing and disagreeing. If you disagree with someone, you should always aim to be polite and not offend the other party. Study the following chart.

<i>How to Agree Strongly</i>	<i>How to Half Agree</i>
<ol style="list-style-type: none"> 1. I couldn't agree more! 2. That's absolutely true! 3. That's exactly my opinion. 4. I agree with your point. 5. I share your opinion. 6. I'm with you on that point. 7. That's exactly what I think. 8. You're definitely right there. 	<ol style="list-style-type: none"> 1. Yes, perhaps, however ... 2. I guess your idea could be right, but ... 3. Yes, in a way, however ... 4. Hmm, possibly, but ... 5. Yes, I agree up to a point, however ... 6. Well, you have a point there, but ... 7. That's worth thinking about, but ... 8. That sounds fair enough, although ...
<i>How to Disagree Politely</i>	<i>How to Disagree Strongly</i>
<ol style="list-style-type: none"> 1. I am not so sure about that. 2. Oh, do you think so? 3. Well, it depends. 4. Well, that's your opinion. 5. Well, I don't know. 6. Oh, I wouldn't say so. 7. I'm sorry, I don't think so. 8. I see things quite differently. 	<ol style="list-style-type: none"> 1. I wouldn't go along with your idea there. 2. You can't be serious about that point. 3. I'm afraid I don't agree with your idea. 4. I'm afraid your idea is wrong. 5. You might be mistaken about that. 6. I couldn't accept that idea for a minute. 7. You can't actually mean that. 8. Nothing of the kind.

V. Read the following opinions on the topic “Countries should produce the food that their population eat, and import as little as possible”. Think whether the people are agreeing or disagreeing, and if it is very direct or polite.

Speaker 1: You're definitely right there. All countries should be able to produce food for their own people instead of importing them.

Speaker 2: Well, you have a point there, but not many countries have the right weathers to grow certain fruits.

Speaker 3: Nothing of the kind. It can lead to significant pressures on the agriculture industry of a country if it decides to reduce imported food.

Speaker 4: Oh, do you think so? If imported food has to be reduced, the prices of these products will go up drastically.

Speaker 5: That's worth thinking about, but many countries have very limited farming land which cannot supply sufficient amounts of food products for the whole country.

Speaker 6: I couldn't accept that idea for a minute. Importing the right products can create job opportunities for locals.

Speaker 7: Hmm, possibly, although consumers can have a wider range of options when going shopping if there are both local foods and imported ones.

VI. Use the following statements to make two-line exchanges: giving an opinion → agreeing or disagreeing.

Example: *If you ask me, one should never judge a person by external appearances. → Well, it depends.*

1. People are never satisfied with what they have; they always want something more or something different. 2. There is nothing that young people can teach older people. 3. Only people who earn a lot of money are successful. 4. Children should be required to help with household tasks as soon as they are able to do so. 5. Playing a game is fun only when you win. 6. High schools should allow students to study the courses that students want to study. 7. The decisions that people make quickly are always wrong. 8. People behave differently when they wear different clothes. 9. Learning about the past has no value for those of us living in the present. 10. When people succeed, it is because of hard work. Luck has nothing to do with success. 11. People should sometimes do things that they do not enjoy doing. 12. Businesses should hire employees for their entire lives.

VII. It is always a good idea to justify your opinions. Don't just say "I agree / disagree", but say "I agree / disagree because... (explain your reason)."

1. Face-to-face communication is better than other types of communication, such as letters, email, or telephone calls. 2. The most important aspect of a job is the money a person earns. 3. A person should never make an important decision alone. 4. Most experiences in our lives that seemed difficult at the time become valuable lessons for the future. 5. The best way to travel is in a group led by a tour guide. 6. Children should begin learning a foreign language as soon as they start school. 7. Technology has made the world a better place to live. 8. Advertising can tell you a lot about a country. 9. Telephones and email have made communication between people less personal. 10. It is better to be a member of a group than to be the leader of a group. 11. It is sometimes said that borrowing money from a friend can harm or damage the friendship. 12. The expres-

sion “Never, never give up” means to keep trying and never stop working for your goals.

VIII. Read the text about the pollution of the Amur in the Far East of Russia. Discuss the following issues with a partner. Don't forget to use the phrases from the previous exercises.

The possible consequences for the river inhabitants.

The effect on people living in the cities on the Amur.

The influence on the nature of the Russian Far East.

The possible solutions.



The developing economies of Russia and China – industrial giants of continental northeast Asia during the 20th century – were little concerned with the pollution problems. On the south bank of the Amur-Heilong River, economic growth in China surpassed that of Russia and the problem of overpopulation made coping with pollution even more difficult than in Russia. The Russian Federation has failed to press China to improve water quality by enforcing its pollution prevention and control regulations. While wastewater discharge from Russia probably makes nearly one cubic kilometer per year, Chinese discharge of polluted water can be estimated from four to five cubic kilometers per year, this does not account for farmland runoff, a serious threat in itself. However, overgrazing, placer mining and other activities contribute unknown volumes of non-point source pollution. Since the 2005 Songhua (the largest tributary of the Amur) spill the basin of the Amur is most famous for its water pollution issues.

LESSON 14. GOLDEN RULES OF NEGOTIATING

I. If people negotiate, they talk in order to reach an agreement which is good for them both or to decide arguments. Read and translate the following word combinations.

- | | |
|---------------------------|------------------------|
| – business negotiations | – regional disputes |
| – merger negotiations | – industrial disputes |
| – wage negotiations | – commercial disputes |
| – trade negotiations | – territorial disputes |
| – membership negotiations | – contract disputes |

II. Relate these headlines to the kinds of negotiations/ disputes mentioned above.

III. When we think of negotiations, we tend to focus on the hard negotiating skills connected with bargaining. In fact, many professional negotiators will confirm that the most important skill is effective relationship building. If there is trust and understanding between the two parties, the negotiation will be much more successful. Match the techniques for building relationships on the left with the explanations on the right.

1	Finding things in common	A	If you give something to another person, they almost always feel obliged to return the favour ... or even a much bigger favour.
2	Showing an interest	B	There's no doubt that we like people who are like us. If we understand them as people, not just business machines, we're likely to want to do business with them.
3	Flattery	C	Show that you're treating the other person as someone special. That means remembering their name, and organising something based on the likes and dislikes.

4	Generosity	D	Say nice things about the other person or their organisation. But whatever you do, sound convincing – there’s nothing worse than false enthusiasm!
5	Gratitude	E	When the other person is talking about himself/herself, we need to listen carefully. Remember what they are telling you, so you can bring it up next time you meet.
6	Personal touches	F	Whenever the other person is kind to you, always make sure you say thank-you. Tell them how kind they’ve been and how much you appreciate it.

IV. Lack of preparation in a negotiation almost always sets a person up for failure. Here are some preparatory questions to ask yourself before beginning talks with the other party. Unscramble them.

1. What / target /my main / point /is? 2. What / the other / I can / of / points / think / are? 3. Why / met / deserve / I / to have / my target / do? 4. What / consist of / my opponent's / will / counter proposal/ likely? 5. How / to / respond / can / I / it? 6. How / I / like / have / would / the deadlock / to / broken? 7. What / my / is / result? 8. What / should / to / I / support / my interest / conduct / research? 9. What / bargaining / compared / power / is / to / my opponent's / my? 10. What / about / know / do / I / of negotiating / the principles?

V. The key to successful negotiation is finding out exactly not only what you want from the negotiation, but also why you want it.


reservation • interests • deadlock • difference • delivery negotiation • giveaways • target • points • opening variable • positions

Positions and interests

If you don’t fully understand your own needs and wants from the ...1..., there’s no point in trying to read the other person’s mind! The mistake most inexperienced negotiators make is that they focus too much on positions and not enough on interests. ...2... are incompatible: I want to pay £500 for your printer, but you want to receive £1000. We can’t both get what we want. Even if we split the ...3... on price, neither of us will be happy. That’s why it’s so important to be aware of our ...4..., the reasons behind our positions. Let’s look again at the ...5... in our example. I can’t pay £1000 because I’ve got a cash flow crisis. You won’t accept £500 because the printer will cost you £600 from your supplier. Revealing your interests can be a great way of breaking a ...6..., but there’s no need to reveal too much. That’s why, it’s essential to plan three ...7.... Start by working out your ...8... point. If you’re the seller, this might be the price you

need simply to cover your costs. You can then decide on the figure that would make you feel satisfied. This is your ...9... point. Then plan your ...10... point some way beyond that target point. Finally, professional negotiators always plan a few ...11...: things that cost them nothing, but which they can exchange for something of value from the other side. For example, the supplier has the goods in stock, but he asks for a four-week ...12... period. The customer accepts a higher price in exchange for quicker delivery.

VI. Combine two parts of the sentences and you will read Golden rules to successful negotiations.

- | | | |
|--|---|---|
| <ol style="list-style-type: none"> 1. Admit what the counterpart says because everyone likes ... 2. Remain calm and pleasant even if the other party ... 3. Listen to the other side as listening is one of ... 4. Seek a win-win situation when both parties ... 5. Maintain good relationships you can build ... 6. Offer the other party to speak first especially ... 7. Keeping quiet is good to sway a bargain in your favor ... 8. Negotiate for at least 15 minutes otherwise either party ... |  | <p>... feel good about the negotiation process.</p> <p>...if you are the one making a request.</p> <p>... to know that their ideas are important.</p> <p>... won't have enough time to consider the other.</p> <p>... is displaying frustration or anger.</p> <p>... because people hate awkward silence.</p> <p>... on once the negotiation is over.</p> <p>... the most essential aspects of negotiating.</p> |
|--|---|---|

VII. It's never easy to talk about your salary, but it might sometimes be necessary! How is it possible to do this without sounding rude or too desperate? Imagine that you have been working for your company for three years, but you haven't yet received a pay rise or a significant bonus. You have decided to raise this issue with your manager. What words and phrases might be useful in your conversation with him or her?

VIII. Insert the phrases you've thought of in the following dialog. There are some other word combinations you can make use of.

You: Hi, are you free for a quick chat?

Your manager: Sure, come in, sit down. What can I do for you?

You: Well, _____, but ... I really feel _____ that I had a pay rise.

Your manager: Okay and why do you feel like that?

You: Well, _____, I have been here now for five years. In that time I have _____. Besides I've _____. I just think that _____.

Your manager: Right. So you feel that you're on a low salary for your responsibilities, do you?

You: I do believe that I've _____ over recent months.

Your manager: Okay, well, what kind of rise would you be looking for?

You: _____, 3% on top of the usual annual rise with inflation _____.

Your manager: Three per cent... Hmm. Right, well, as you know, I can't just give you a pay rise immediately, just like that. But you might be pleased to hear that we are having a pay review meeting very soon and I'll make sure we discuss your request then.

You: Fine. Should _____ as well? So we all have a record of this discussion?

Your manager: Yes, that'd be a good idea. And copy it to human resources too.

it's a bit difficult
that it's about time
the way I see it
as a matter of fact
isn't too much to ask

contributed much to the department
taken on a lot more responsibility
my efforts should be rewarded
I put this request in writing
made good progress

IX. Write a letter requesting a pay rise using the letter below as a model.

Dear Sir,

With all due respect, I would like to be considered for a salary increment.

I am working as a Senior Planning Specialist in the Research Department and I have successfully implemented for the last 3 years cost-effective solutions for the interest and growth of our company. I am confident that I have put in my best efforts in all my years of service. I have always been a committed and reliable employee and will continue to do so.

My last salary review was August 2004. Today, I am receiving a salary grade of \$1,500 per month. I believe that an increase in my salary is now warranted.

I hope you will take a favorable view in recognizing my earnest contributions to the company.

I look forward to hearing from you very soon.

Best Regards,
Senior Employee

LESSON 15. NEGOTIATING IN NORTHEAST ASIA

I. When you're negotiating with people from other cultures, it's important to think about what they consider as 'normal' behaviour. You'll need to think about the following:

body language
physical contact

conversational rules
relationship building

hierarchy
attitudes to time

II. Find which text answers the appropriate question.

1. How does one introduce oneself to business partners?
2. Is there a dress code for business negotiations?
3. What distance do people need to feel comfortable in a talk?
4. How can a person refuse without offending the others?
5. Why should people get to know each other better?

A. Japanese businessmen value “face” pretty much. They do not like to have conflicts in a public place; so they communicate with people in an indirect and tactful manner. Some replies which sound affirmative may be negative in reality. Such indirect communications may mislead their rivals. For example, the phrase “it’s a little difficult” is an equivalent to the word “no” in English.

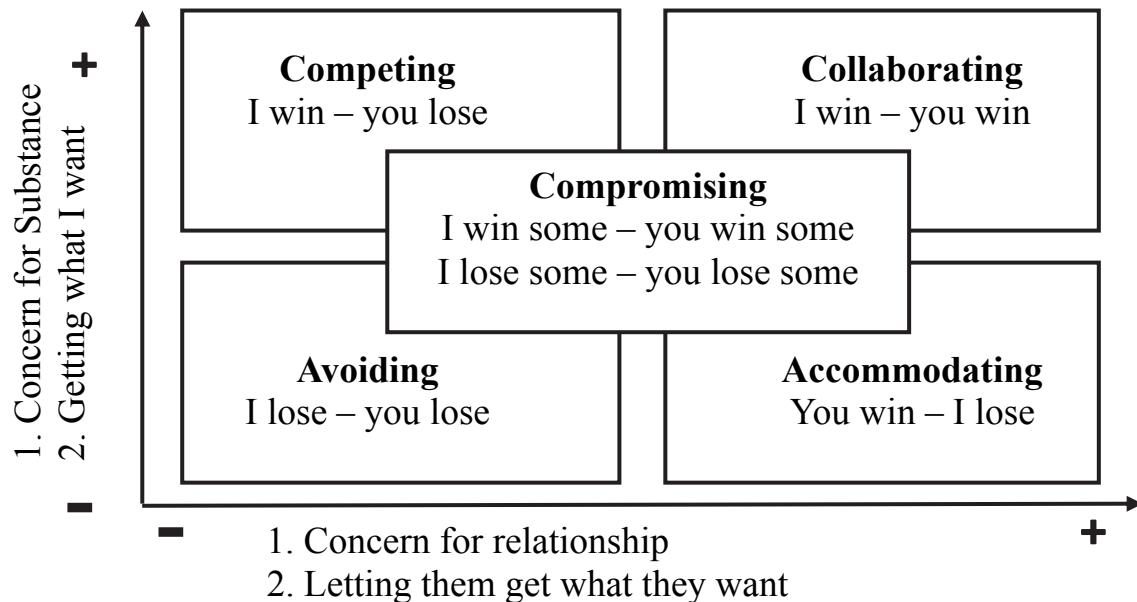
B. The Koreans give and receive business cards with either both hands or with one hand supporting the other hand about the wrist. Having been received, the card is closely examined so that you can address people according to their title and status. All cards received are placed on the table in a vertical line. After the meeting, they are put in the breast pocket.

C. The Japanese believe that good human relationships help facilitate business interactions. The degree of trust determines the establishment of business relationships with them. Business partners should take the time to get acquainted in a relaxed and informal context. For exploring the information about their rivals, Japanese businessmen often invite them to a hotel or other places.

D. The Chinese are not keen on physical contact, especially when doing business. The only circumstance in which it may take place is when a host is guiding a guest. Even then contact will only be made by holding a cuff or sleeve. Be sure not to pat or put your arm around someone's shoulders. Be sure not to be overly vigorous when shaking hands.

E. Subdued, conservative colors are considered the most appropriate choices for business settings. Standard attire for men includes a suit, a white shirt, and a conservative tie. Women typically wear conservative business suits or dresses. Since many people sit on the floor in some restaurants, tight skirts are best avoided. Sleeveless tops and miniskirts are considered unprofessional.

III. The most popular way to divide the typical negotiation styles are: *Competing, Collaborating, Avoiding, Compromising, Accommodating*. Most negotiators have one or two preferred negotiation styles. Study the following chart, read the texts and define the preferable style of the Asian people.



Negotiation in Korea	Negotiation in China
<p>The Koreans are clever, strong negotiators. They will take all they can get. They expect partners to bargain hard and giving in fast is seen as a weakness. Any sign of impatience from the foreign side will be exploited too. They are masters at wearing opponents down. Like the Japanese, they negotiate in groups. Things happen quickly in Korea and preferably straight away. The Koreans are impatient and make emotional and unplanned decisions. Business deals are concluded based on mutual confidence and trust more than on the written word. Because of the personal, emotional nature of business relationships in Korea, how one negotiates is just as important as what is being negotiated. Koreans will not come to an agreement until they feel comfortable with the people involved.</p>	<p>The Chinese are renowned for being tough negotiators. The Chinese plan carefully and will their partners and their business inside out. Chinese negotiators begin by showing humility and respect to present themselves as vulnerable and weak. The other, the stronger, side must help them through concessions. Once the Chinese see that the opponent is uncomfortable they will exploit the weakness although they view conflict and confrontation as undesirable. The Chinese generally negotiate in an unhurried manner. Decisions take a long time. To the Chinese, a contract is a commercial agreement, not a legal document and should be based on friendship and goodwill. A team of negotiators is welcomed but the Chinese will look for the leader with authority to make decisions.</p>

IV. If necessary. Read the texts again. Compare the Chinese and Korean negotiation styles; write out the similarities and differences.

Example: **Both the Chinese and the Koreans** think that good human relationships make the process of negotiations easier. **Unlike the Chinese, the Koreans** often make emotional and unplanned decisions

V. During the negotiations you should pay attention to your own and your counterpart's body language. Do you know what these postures mean?



1



2



3



4



5



6



7



8



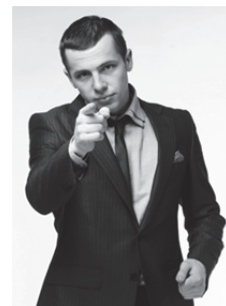
9



10



11



12

VI. Below is the Russian negotiation style from the point of view of the Lighthouse Group, the company which helps the foreigners to run a business in Russia. Read the statements and say how far you agree with them.

1. Russians may go from one item to another without logical order. They have a more holistic approach than most Westerners, who would work down the agenda point by point. 2. Russians are less forthcoming with information than

Westerners. 3. The Russian negotiation style may range from extremely direct to extremely evasive. 4. Range from confrontational to formal to friendly (during one meeting). 5. Psychology and emotions play a big role. 6. Establishing a personal relationship is crucial as Russians want to do business with people they know and like. 7. In Russia's culture it is important to belong and conform to a group.

VII. The following text contains a few tips about behavior during negotiation in Russia. Read the text and replace the underlined phrases with more formal given below. Are there any points conflicting or agreeing with those in exercise VI?

Proper Russian business etiquette is very important to get on with new partners and clients in Russia's business community. When foreigners travel to Russia to gain new partners and clients in this exotic eastern European country, you better demonstrate the appropriate Russian business etiquette. The most important part is being confident in your actions when participating in modern Russian business transactions. Make the people you're working with incredibly amazed by finding out what they value and enhance your network to the Russian market through your culturally suitable gestures.

Shake hands firmly and maintain eye contact when doing so. Russians will greet a stranger with a hand shake and will state their first name. Just follow their lead. Unless invited to do so, never use first names, as it is important to respect the authority and formality.

VIII. Are the following statements True or False? Write T (true) or F (false) in the boxes provided.

1. During negotiations, one should treat an opponent with respect and consideration at all times.
2. It may be possible to detect that a counterpart is lying by observing body language.
3. One should never admit to agreeing with an opponent during the course of negotiations.
4. For the Japanese the primary aim in negotiations is 'concessions'.
5. Don't negotiate more than 15 minutes with the Chinese otherwise they will become bored with the process.
6. Keeping quiet is good to sway a bargain in your favor while dealing with the Koreans.
7. During the negotiations all cards received are placed on the table in a vertical line so that you address people (especially in Korean language) according to their title and status.

ADDITIONAL READING

Lesson 1. Business Travelling

Mandarin Oriental Hotel Group is the award winning owner and operator of some of the most luxurious hotels, resorts and residences located in prime destinations around the world. Increasingly recognized for creating some of the world's most sought-after properties, the Group provides 21st century luxury with oriental charm. Above all, Mandarin Oriental is renowned for creating unique hotels through distinctive design and a strong sense of place, luxury hotels right for their time and place.



MANDARIN ORIENTAL
THE HOTEL GROUP

The Group began with the opening of its flagship property, The Mandarin, in Hong Kong in 1963, which soon built up an enviable reputation for luxurious service. Since then the Group has expanded globally and now operates, or has under development, 45 hotels representing over 11,000 rooms in 26 countries, with 20 hotels in Asia, 11 in The Americas and 14 in Europe, Middle East and North Africa. In addition, the Group operates, or has under development, 13 Residences at Mandarin Oriental connected to its properties.

When Mandarin Oriental Hotel Group publicly launched the company on the Hong Kong Stock Exchange in the mid 1980s, there was a desire to create a symbol that embodied the hotel group's luxurious and elegant image yet was still reflective of each hotel's local charm. A profoundly meaningful symbol of our oriental culture would strike a delicate balance – one that had a certain Oriental essence without being overly ethnic. After much consultation with the internationally recognized design house, Pentagram, and research into symbols that embodied luxury, elegance and comfort, the Group's well-recognized fan logo was born. Classically simple, visually elegant and indisputably a part of the Orient, the eleven-bladed fan ties together each hotel into the single identity of the luxury hotel group. The logo is a registered trademark internationally and is respected within the tourism industry as one of the worlds' most highly recognized logos. In addition to the registered trademark logo for the Group, all Mandarin Oriental hotels are encouraged to find their own unique fan to reflect the individuality of their property. Each hotel's fan is sensitively linked to the environment in which it resides, taking into account the exclusive attributes of the culture in each location. Colours, designs and prints are carefully chosen in collaboration with local artists, historians and graphics experts. Originality also plays a key role in determining the desired fan for each hotel.

Lesson 2. Eating out

How to Eat at a Chinese Table



Eating is never a private thing in China. No matter whether you're dining out or having meals at home, Chinese people are used to sitting together with a bunch of friends, relatives or even business partners while they chow down. So how to behave becomes really important. Though there's not much tradition of setting the table in any special way, Chinese people pay a lot of attention to how people sit around the table. If the number of people dining out is over four, people usually sit at round table. And there are special seats for elder people or bosses, and seats for people who pay the bill. The seat of honor is the one that is farthest from the entrance, the seat for paying the bill is with one's back to the door, and it is from here waitress serve dishes. Never pick up food that is on a far-away plate. Since every table has a "lazy-Susan", rotate the plate so that it's in front of you and then take food from it into your own plate. Some restaurants have prepared public chopsticks or spoons, so you can use them to pick up food and put it on your plate, then use your own chopsticks to put food into your mouth. Whether the meal is for business, for any ceremony or even just for friends being together, no one can escape drinking with others. It is said to be a custom that when somebody drinks a toast to you, you need to drink back. When others are persuading you to drink with them, it will be embarrassing if you refuse or if you just take one sip because how much you drink is considered a reflection of your relationship: "if there is deep feeling [between us], drink deeply; if the emotion [between us] is shallow, just take a sip". So you need to be fully prepared to drink when you go to a big meal. Also, Chinese people like to touch glasses before drinking, but if the table is too big for the glasses to be clinked, just knock the lazy-Susan with your glass. If you do clink glasses, make sure the lip of your glass is lower than anyone whose status is higher than yours.

Lesson 3. Small Talk

Some Interesting Facts about Japan

1. Japan has about two hundred volcanoes and many earthquakes. In fact, Japan has about three minor earthquakes every day of the year. Japan does have severe earthquakes too, such as the Great Kanto Earthquake that shook the country in 1923. This historic disaster demolished the cities of Tokyo and Yokohama and more than one hundred and twenty thousand lives were lost at that time.

2. It was customary in ancient Japan for women to blacken their teeth with dye as white teeth were considered ugly. This practice persisted until the late 1800's. The American style smile (big, wide, and white) would have been seen as “exposing too much bone”. In addition to a “boneless smile”, small eyes, a round puffy face, and plump body were considered attractive features, especially during the Heian period (794 to 1185).

3. A Japanese man is considered to be entering into the phase of old age by the time he reaches sixty years of age. This is commemorated with a special ceremony. The man wears a special red kimono. The red kimono means that he no longer has the responsibilities of being a mature adult.

4. Sumo is a competitive full-contact wrestling sport where a wrestler attempts to force another wrestler out of a circular ring or to touch the ground with anything other than the soles of the feet. Many ancient traditions have been preserved in sumo, and even today the sport includes many ritual elements, such as the use of salt purification. Life as a wrestler is highly regimented, with rules laid down by the Sumo Association. Most sumo wrestlers are required to live in communal “sumo training stables” where all aspects of their daily lives – from meals to their manner of dress – are dictated by strict tradition.



5. Not only is it good manners to show someone respect, but their material possessions are respected and shown the same consideration in Japan. For example, your coat, shoes, etc., will be carefully hung up or set aside and probably even be brushed off by the time that you retrieve them.

6. When eating in this Asian country, forget what your mother taught you about having good manners and not slurping. It is Japanese custom to slurp while you eat foods such as soup. If you do not slurp, then your host will think that you do not like your food and will take offense.

7. Not only it is considered rude to blow your nose in public, but it is also considered rude to openly express your emotions in public. It is also unheard of to show any signs of affection in public.

Lesson 4. Sensitive Issues

South Korea's Traditions and Superstitions

Romantic Holidays. Valentine's Day is popular across the world, but in South Korea, it has a little twist. Unlike most countries where guys have to worry about flowers, candies, and cards, Valentine's in Korea is all about the men. This is a day where women show their love by giving chocolates and gifts to their husbands or boyfriends. In fact, the 14th day of every month is a romantically themed holiday. March 14 is known as White Day, this is the holiday where men buy gifts for the girls, but there's a catch. A guy is supposed to spend three times the amount of the gift he received on Valentine's. And, as you might have guessed, the gifts are often in the color white. The 14th of June is Kiss Day; the 14th of December is Hug Day; the 14th of September is Photo Day. On the 14th of May (Yellow /Rose Day), lovers dress in yellow and give each other yellow roses. The saddest day of all is April 14, depressingly known as Black Day. This is when singles mourn their lack of love by eating sticky, black noodles, hoping to meet someone special before the next romantic holiday rolls around.



Male Makeup. South Korean men are obsessed with cosmetics. It turns out that South Korean men are spending close to \$900 million a year on makeup. There are even TV shows dedicated to the subject of the manly makeover. Up to 20 percent of the male population use makeup regularly, but it's not so much about fashion as it is business. These guys want to make good impressions in their job interviews by hiding their blemishes and looking like celebrities. It looks like in Korea, makeup really does make the man.

South Korean Superstitions. 1. South Koreans believe that people should hide their shoes on the first night of the New Year. Otherwise, a ghost may take them and the owner of those shoes will have bad luck all year. 2. Traditionally, red is the color used to write the names of the dead in Korea. To write the names of the living in red is therefore considered very unlucky, and to some is akin to the kiss of death. 3. South Koreans also believe that leaving an electric fan on overnight would kill the person sleeping directly below it. 4. If you shake your legs while sitting down, your good luck will run away. 5. If you touch your eyes after touching a butterfly or moth, you'll become blind. 6. If you break a mirror in the morning, you will have bad luck. 7. If you make a baby on a stormy day, your baby will have big problems.

Lesson 5. Telephoning

Videotelephony

The history of videotelephony covers the historical development of several technologies which enable the use of live video in addition to voice telecommunications. The concept of videotelephony was first popularized in the late 1870s in both the United States and Europe. This was first embodied in the device which came to be known as the video telephone, or videophone, and it evolved from intensive research and experimentation in several telecommunication fields. A number of organizations believed that videotelephony would be superior to plain voice communications. Videotelephony developed in parallel with conventional voice telephone systems from the mid-to-late 20th century.



With the rapid improvements and popularity of the Internet, videotelephony has become widespread through the deployment of video-enabled mobile phones, plus videoconferencing and computer webcams which utilize Internet telephony. Video conferencing can be used to conduct business meetings and strategic discussions, thereby doing away with the need for frequent travel on the part of executives. With the availability of state-of-the-art and easily operable video-conferencing facilities, employee-training sessions can be conducted across many company locations simultaneously. This does away with the need to rent space in hotels or conference centers for training large groups of employees. Used judiciously and strategically, video conferencing can enable critical information to be shared, speed up decision making and boost organizational productivity. Via video conferencing, employees in dispersed or remote locations can interact with headquarters, air grievances and discuss other issues with human resources personnel. Video conferencing helps businesses shave travel costs and save time from HR personnel having to plan travel itineraries.

In a business video conference, people can talk to each other while looking at each other over screens. They use webcams or other cameras to broadcast the picture and sound to someone, and it can be done across the world. You do not even need a business training course to be able to do it.

The best business videos are informative and help businesses in some way. They must be clear and of top quality, and be able to be seen by any number of people across the world. A lot of companies use business meeting videos from time to time as well, especially when they add new employees or add a business onto another business.

Lesson 6. Communicating in Writing

Writing a Cover Letter to a Korean Company

Even though many people do not believe it, Korea is not that different from the rest of the world. Things still need to be handled in a certain way and that speaks directly to employment and the Korea cover letter. Employment seeking in Korea is serious business and the people who will taking care of the hiring are always serious when it comes to these matters. They seek only those who are of top quality and who maintain an air of respect for the culture and tradition of the great country. This means that a person applying for a position in Korea needs to be on top of their game when it comes to following all of the various rules that are in force for a specific job title.



Most firms in Korea have a standard application form that must be filled out properly. You will need to make sure that you check the language that is listed in their specifications. If you are not a native Korean speaker then you will need to find someone who can read and write the language and who will fill out the form for you should it ask for Korean only. Most firms will accept English as a language but you will need to make sure before you fill it out. Any mistakes will be costly to you and you may not get the job.

The Korea cover letter is probably the most important part of the application process. This piece of paper will give the person reading it a general overview of yourself as a person and will be the very first impression that they will get. It is important to note that a first impression is usually the one that will last the longest and it is hard to change that. You will need to make sure that you make a proper first impression on the person with your Korea cover letter. It should be above all else professional and not conversational in the slightest. The more professional the Korea cover letter, the better chance you have of getting the position. Make sure that you are completely honest in all that you say for the Korea cover letter. The Korea cover letter should be no more than one page long. This is only a way to give them the basics of what you are all about and what your intentions are. Ensure the quality of your Korea cover letter by having someone else read it for you then allow for that person to offer suggestions on changes that need to be made. Ensure that there are no spelling mistakes or grammar errors anywhere in the Korea cover letter as this will cause you to be overlooked as a candidate for the position.

Lesson 7. Speaking about Businesses

Russian and Korean Shipbuilders in Joint Venture

Russian shipbuilders Rosneft, Gazprombank and Sovcomflot have signed a memorandum of understanding with Korean shipbuilding company Daewoo Shipbuilding and Marine Engineering to establish a shipbuilding and industrial cluster in the southern part of Primorskiy Krai in Russia's Far East. The parties agreed to jointly complete the construction of a new shipyard by 2016. Named Zvezda, the yard is intended to be a Russian-Korean engineering center for shipbuilding and marine equipment for offshore projects. This yard will be specialized in construction of heavy-tonnage civil vessels and ice-proof tankers. While mobilization, the shipyard is capable to build 1 rank warships including aircraft carriers. It is also planned to establish overhaul/upgrade zone for surface ships and submarines at Zvezda shipyard. The purpose is satisfaction of Pacific Fleet's (PF) needs in all types of complicated interim overhaul and ship modernization. The companies also agreed on key terms for technology exchange, localisation of production and distribution of contracts.

The agreements are aimed at developing cooperation for Zvezda's participation in the construction programme for up to 13 highly sophisticated Ice-Class LNG vessels, for delivery between 2017–2021 for the future needs of the Gazprom Group. It is intended that “Zvezda” will be involved in this programme on every vessel, producing basic



blocks, mega blocks and LNG tank containment systems in partnership with one of the South Korean yards. Once the whole infrastructure at “Zvezda” has been developed and finalized, full LNG vessels can be built from 2020.

Nikolai Grigoriev, Director of Global Shipping & Logistics of GM&T, commenting on this significant signing, said: “We are proud to witness a very important milestone reached today by GM&T and our partners in our strategic drive to maximise Russian content in the LNG shipping activities of the Gazprom Group.

Today's event has confirmed that the course we set back in 2010 was correct. We will continue moving towards our dream that Russian LNG is delivered to the Gazprom's customers around the world on vessels built in Russia and operated by Russian seafarers.”

Lesson 8. Interacting in the Classroom

Confucius Institute as Intercultural Mediator



Confucius Institute is a non-profit public institution aimed to promote Chinese language and culture and facilitate cultural exchanges. It operates within existing universities and colleges all over the world, providing financing, teachers and instructional materials. “To be fond of knowledge is better than merely to acquire it; to take delight in it is still better than merely to be fond of it,” these are the words told by Confucius to his disciples more than 2,000 years ago. Had he had lived long enough, he would have been glad to see that his words are right today. The desire to learn Chinese is especially noticeable in the Far East of Russia. The two countries have a long land common boundary, and the two nations were molding a special relationship. According to the logic of Russia’s foreign policy in the Asia Pacific, the establishment of an advanced environment of international relations is of crucial importance. The Russian Far East completed two production sharing projects: Sakhalin-I and Sakhalin-II and is now exporting processed petroleum to markets including Japan, China and South Korea. We resumed power supplies to China, and a high-voltage transmission line is under construction now. In its turn, the local economy of the RFE is increasingly reliant on Chinese goods, services, and labor. China and Russia concurred to stop devastating flooding on the Amur River, which hit Russia and China in the summer of 2013. There will be cooperation on astronautics, high technology, nuclear energy, infrastructure construction and agriculture. All these large-scale projects need a great number of specialists who can speak fluent Chinese. Confucius Institute organizes courses in Chinese language, culture, society and history; facilitates business contacts between universities; and conducts research in teaching methods and intercultural communication. Other enterprises are Chinese modern art exhibitions, concerts by common singers, television packages, translations of Chinese literature. Confucius Institute also has non-academic goals, one of which is to enhance mutual understanding and friendship. There are opinions that the spread of Confucius Institutes is attempts of the Chinese government to build up its global image. For many young people in the Russian Far East, Confucius Institute is opening a door to a new world.

Lesson 9. Learning from History

Galanty show

Chinese theatre of shadows (galanty show) is a type of the puppet art, which is an ancestor of Chinese dramatic art. The theatre of shadows accounts 2000 years history and it is one of the popular folk genre. Nowadays a lot of people are interested in the fact “how do the actors make all this play”. It's necessary to notice that all actions are made with the help of special dolls. They are ruled by actors. First a doll is cut out from paper. This paper is very thin that's why the doll is very fragile. The second step is a making the doll tougher. For this reason, another doll is cut out from asinine skin, sheep skin or horse skin. This figure is a copy of the doll. After that two dolls are fastened together. Since the dolls are made from the asinine skin, people often call galanty show “the theatre of puppet from asinine skin”.

The technology of making figures is borrowed from the art of folk paper cutting. Figures seem almost alive. Doll's height is about 30 centimeters, but sometimes we may find dolls whose height is more than 70 centimeters. Figures are mobile; they consist of several connected details. Puppeteer who is behind the screen controls the doll with a help of several special steel rods.



The audience sees the shadows of puppets projected on brightly lit screen. Thrilling plot, queer movements of puppet characters, the accompaniment of traditional music and actor's singing, plunge the audience into the world of wonderful fantasy.

In the theatre of shadows the main plotlines for performances are usually taken from popular novels, sagas, legends, musical tales and fairy-tales, which are interesting and clear for Chinese ordinary audience, especially for peasants. Nowadays with the advent of new kinds of entertainment, the theatres of shadows as well as many other kinds of traditional folk art are threaded with disappearance. It is spoken in China about the necessity to submit a request that the theatre of shadows should be included in the Register of world heritage objects of UNESCO for the avoidance of disappearance of this kind of oriental art. But until now in China there is an impressive group of Chinese folk artists who every year plant new flowers of art on the stage of the theatre of shadows, to advance and preserve this splendid ancient Chinese art, which doesn't stop to be modern and young, for their descendants.

Lesson 10. Presentations: Types and Structure

How to Organise a Press Briefing

1. Stop and think. Define your aims for the event and how they fit into broader strategic goals. A press briefing can be a cost-effective way to launch a new product, introduce a new personality or explain a shift in policy.

2. Who are you targeting? Forget the press for a moment and think about who you really want to hear your message – prospective customers.

3. Go vertical. With these people in mind, compile a “wish list” of journalists you want to attend.

4. Select your spokes people. It’s vital that speakers are well briefed on the aims and purpose of the event and are trained in how to deal with the media.

5. Get your timing right. Choose your date with care. Check it doesn’t clash with the press day of key publications or with any other major industry event.

6. Choosing your location. Select somewhere that has the right pull factor to persuade busy journalists to leave their desks. But it also needs to be central and with good transport links to ensure they can reach it easily and quickly.

7. Content creation. You need to lure the press with a strong news hook and plenty of supporting information. These days, journalists only attend events if they think it will help them to fill column inches with a good solid copy.

8. Preparation, preparation, preparation. Attention to detail is all. Go over the housekeeping such as provision of food and drinks. Plan ahead so that all presentations are finished and practiced in advance.

9. On the day. Expect the unexpected and ensure you have enough staff available to run, fetch, phone or do whatever is needed. Be prepared for tube strikes, illness or anything you can think of and beyond.

10. It’s over. Almost. Tie up loose ends by following up with journalists and checking that they have all the information promised. And, importantly, return to your original criteria for success and report back on what you have achieved.



Lesson 11. Non-verbal aspect of presentations

Spatial Distance

One of the terms used in non-verbal language is proxemics. It studies how closely one person stands to another. Edward T. Hall coined this term in the 1950's and 1960's for interrelated observations and theories of man's use of space as a specialized elaboration of culture.

Four Main categories of distance:

a) intimate distance ranging from direct contact to about 45 cm., which applies to the closest relationships such as husband and wife;

b) personal distance, 45 to 80 cm., usually maintained for conversations between friends and relatives;

c) social distance 1.30 to 2 metres,

which covers people working together or meeting at social gatherings;

d) public distance, beyond social distance, such as that kept between a lecturer and his audience.



Americans trying to keep the normal distance between themselves and their partners might seem “stand-offish”; while the Arabs tending to keep a much closer distance might seem a bit “pushy”. Personal space is influenced by gender. Two women will naturally stand closer than two men or a man and a woman. Personal space is influenced by status. A person of high status is normally instinctively granted more space. This distinction will be more pronounced in cultures that have a greater consciousness of status and social class, such as Asian cultures. Personal space is influenced by the degree of intimacy in a relationship. Good friends stand closer than two people whose relationship is strictly businesslike. A romantically involved couple stands closer yet. Many Latin American place heavy emphasis on personal relationships in their business dealings, which will shrink the personal space bubble down from “business size” to “personal size.” Personal space is influenced by the space available. Colleagues may be comfortable standing right next to each other in a crowded elevator, but not in an empty room. Most people will cope with this collapsing of personal space by facing outward, rather than toward the other person, and avoiding eye contact. The standard personal space of a culture is also strongly influenced by available space. People from crowded places, such as China, will be accustomed to a smaller circle of personal space. People from empty places such as Mongolia will generally have a much larger personal space bubble.

Lesson 12. Taking Part in a Meeting

Business Meetings in South Korea

For the international business person, doing business in foreign countries brings with it cross cultural challenges. An understanding of a country's business culture, attitudes and etiquette is a useful way of establishing good interpersonal relationships which ease the business process.

Prior to doing business in South Korea ensure you book any meetings well in advance. The most convenient times for doing business are between 10:00 a.m. to 12:00 p.m. and 2:00 p.m. to 4:00 p.m. Times of the year to avoid include holidays like the Lunar New Year (around January/February) and the Moon Festival (around September/October).

Punctuality is important as it is a sign of respect. If you realize that you may be a little late, it is best to call ahead to say so. That said; don't be surprised if top Korean executives arrive a few minutes late for appointments due to their extremely busy and pressured schedule. It is also not unusual for Korean executives to cancel appointments with little or no notice. The cancellation may be due to an unexpected and unavoidable situation. However, if it's happened before, it may be a signal that they don't really want to do business or need to delay the process for some reason, and you were expected to have realized that.

Before doing business in South Korea understand that personal relationships generally take precedence over business. A first meeting is a "get to know" affair rather than focusing on business matters. It could take many business trips to South Korea to reach an agreement or close a deal.



Gift-giving is a common practice when doing business in Korea. The gifts given at the first meeting are intended to acquire favours and to build relationships. Wait until your host has presented his gift and use both hands to accept it. The gifts exchanged should be of similar value, with that of greatest value going to the most senior person. If offered a gift, it is good etiquette to offer some initial resistance. However, after the giver insists for the second time feel free to accept. Gifts are usually not opened in front of the giver, although it may be a good idea to ask if they would like you to do so.

To enhance communication and reduce the possibility of misunderstanding due to language, you may find it helpful to send written materials – brochures, marketing materials, proposals, etc. – in writing to your Korean counterpart some time prior to the meeting.

Lesson 13. Agreeing and Disagreeing in a Meeting

Northeast Asia: intercultural communication problems

In today's globalized world, all states are getting more closely interconnected on the economic basis. Therefore, communications between them are crucial in their impact on the economic development of any country. The shift of the world economic development center to the Asia-Pacific region gives an air of importance to mutually beneficial cooperation of NEA countries and Russia. But dynamic development of economic cooperation is impossible without trust between partners, which, in its turn, is determined by their ability to communicate regardless of the cultural barriers. In today's communication space when dealing with another culture carrier, one must consider all factors and follow the rules and norms of behavior. However, the process of self-identification makes some nations aspire for cultural self-assertion, which manifests itself both as a passive rejection of the values of other cultures and as an active opposition of their manifestation.

A striking example of such cross-cultural conflict between NEA countries was the visit of Yasukuni war shrine by Japanese Prime Minister Abe, December 26, 2013. According to Japanese legend, it rests the souls of Japanese military killed in the fighting. The shrine keeps more than 2.4 million



names of all Japanese that died in the fields of military battles from the middle of the XIX century. Among them there are the names of those who were found guilty of war crimes by a Tokyo military tribunal in 1945. So, a 30-minute visit to a controversial shrine ignited a predictable firestorm of criticism and condemnation from China South Korea. These countries suffered under Japan's military aggression in World War II. The Chinese foreign ministry issued a statement that Beijing expresses strongest anger for this heavily offending act. To honor the shrine is to embellish and falsely beautify Japan's military incursion and colonization. South Korean Minister of Culture, Sports and Tourism said that he deplors and expresses indignation. He also urged Japan to stop embellishing its invasion. Though Abe explained he only wanted to pray for the souls of the war dead, not honor war criminals, trampling on the neighbors' sensitivities about their shared past will exacerbate tensions in Northeast Asia.

Lesson 14. Golden Rules of Negotiating

Negotiating in South Korea

Aggressive or adversarial negotiations do not work in Korea. Your opposite negotiators may appear on the surface to agree just to keep discussions harmonious. You must give the average Korean time to reach agreement or the deal will never happen. They can appear to be rigid, stubborn and unyielding. You need to be clear about your position. It is best for you as the foreigner never to raise your voice or become visibly frustrated, unless absolutely necessary in the final stages of the negotiation. Remember that in making a decision the Korean businessperson will consider personal relationships and character as well as business. To be successful you must develop a trusting personal relationship with your business partner. As part of developing this relationship Koreans spend time on business socializing. It is important to accept social invitations and to reciprocate. It may appear at first that business is not a major part of the agenda but of course, it certainly is.

Written contracts should be used in all transactions. Koreans view of contracts is different from the Western view. Koreans see contracts more loosely, believing they allow room for flexibility. Often the rules will change as the situation changes, it is important to be specific about responsibilities. This different view of contracts can be problematic and it is therefore advisable to consider and discuss future situations.



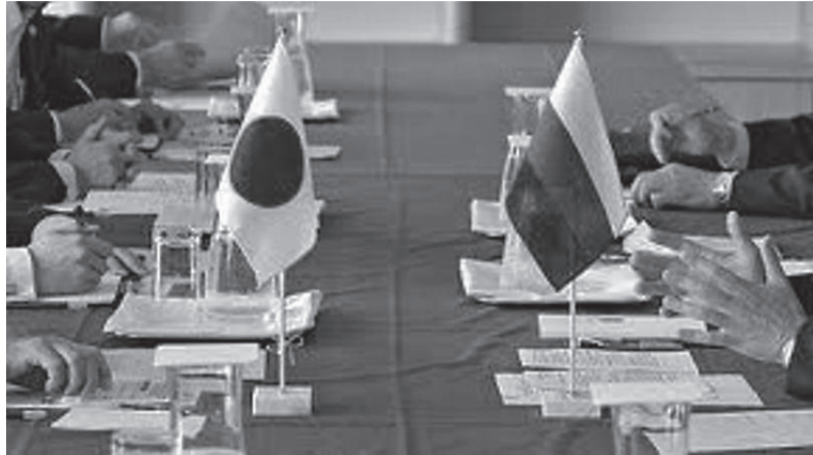
Public perception and image matter a great deal to Koreans. Representatives of large companies are usually better received initially than those of smaller less well-known companies. Try to obtain a formal introduction to make a business contact with Koreans. Korea is a relatively small country and relationships are instrumental in many parts of Korean life. Koreans value introductions and referrals from people they know. Use acquaintances, suppliers, accountants, lawyers or consultants to gain these introductions.

When seeking an introduction to a large Korean firm, see if it has a subsidiary where your company also has an office. If your subsidiary has dealt with the other firm or managers in the two firms know each other, this can serve as the means to introduce you to your target customer. It is best to assign one person to represent your firm on a permanent basis. This allows personal relationships to develop which are critical for business success. This person can verify that work is getting completed.

Lesson 15. Negotiating in Northeast Asia

Russian-Japanese Dialog: New Areas of Discussion

The relations between Russia and Japan are characterized by a mutual interest in bilateral and international cooperation. Though Japan is mostly interested in Russia as an energy supply source, this partnership extends other areas as well. Among them



one can name trade, information technology; transportation; space exploration, research and environmental protection. Economic cooperation is one of the key areas of Russian-Japan collaboration. In 2012 the trade volume reached 33.5 billion U.S. dollars. In the external trade turnover of Russia Japan's share accounts for 3.6%, Russia's share in that of Japan is about 2%. Main Russian exports to Japan are crude oil and oil products; black coal; unprocessed palladium, aluminum and platinum; and ferrous alloy. Principal imports from Japan are construction equipment; automobiles; printing, radio and television equipment; and lift-and-carry machinery. Japanese and Russian scientists are working together on such international projects as the International Thermonuclear Experimental Reactor; the International Space Station; and the Large Hadron Collider. Japan and Russia are engaged in cultural exchange programs with one another; they include annual culture and film festivals, art exhibitions. There continues to develop vigorously educational exchange between Russia and Japan; and ties between members of the public are deepening as well. The image of Japan for Russian youth is becoming more personalized. Speaking at the Sino-Russian forum in April 2013, Japanese Prime Minister Shinzo Abe outlined three new areas in which Tokyo would be willing to share their experiences with Russia: improving urban infrastructure, medicine, foodstuffs. Towns in Russia are rapidly growing. It is necessary to ensure quality housing for people to solve problems with transport and waste. He also noted that Japan is ready to advance a low-calorie seafood on the Russian market. He added, he wished Russia could use Japanese technology in the field of prevention, diagnosis and treatment of diseases such as cancer. Prime Minister of Japan attaches great importance to Russia-Japanese relations. Under conditions of serious changes in the strategic environment in the Asia-Pacific region, trust relationship and mutually beneficial cooperation between our countries are becoming increasingly important.

CONCLUSION

The implementation of any educational Master's program of technical trends, according to the standards of the third generation, is impossible without the implementation of its humanitarian component in general and a language one in particular. General cultural competences constitute a significant portion of the total amount competencies, for example: 39 % in Trade business, 38 % in Technological machines and equipment, 30 % in Economics, 25 % in Applied Informatics. We should add that many professional competencies of masters, especially in the sections "organizational and management activity" and "research activity" are also based on the idea of the sociocultural education. Among them there are such competencies as the ability to work in a multicultural environment; the ability to organize the performance of staff, the ability to develop strategies of the behavior of economic agents in various markets, the ability to organize and conduct negotiations with the customer and to carry out consultations in companies and organizations; the ability to use information resources and international standards in the informatization of enterprises and organizations. This is due to the fact that in the present period of the globalizing world economy it is necessary for a modern specialist to combine professional skills in a particular field of activity with a comprehensive education and personal development. In order to operate successfully in a multicultural space, a person must not only be deeply aware of his/her native culture, but also understand and accept other cultures.

In this case, the competence of a specialist is considered as the level of his/her general culture, attached to their professional activities. That is, the formation of the competence of Masters is inextricably linked with the assimilation of certain socio-cultural experience.

This explains why a new standard of higher education equates the level of foreign language knowledge to that of native language. It also makes clear that it is not enough to possess a certain amount of linguistic, cultural and socio-cultural knowledge. Highschool graduates must have formed abilities and skills to adequately express themselves in situations of intercultural business communication.

But effective business communication as a dialogue on equal footing is based on the understanding how the geopolitical position of the country affects its economy and traditional ties, the knowledge of its main historical stages of development, religious beliefs, traditions and values, that is, the social competence of communicants. It should be noted that the formation of social competence should not mean the formation of a global view of the world alone. In the elaboration of the basic education programs there have been taken into account the state and development prospects of foreign economic relations of both Russia as a whole and its regions, in our case, the Far East.

Реализация любой образовательной программы подготовки магистров технических направлений, согласно стандартам третьего поколения, невозможна без реализации ее гуманитарной составляющей в целом и языковой в частности. Общекультурные компетенции составляют значительную часть от общего количества формируемых компетенций, например: 39 % – Торговое дело, 38 % – Технологические машины и оборудование; 30 % – Экономика, 25 % – Прикладная информатика. Следует добавить, что в основе многих профессиональных компетенций магистров, особенно в разделах «организационно-управленческая деятельность» и «научно-исследовательская деятельность», также лежит социокультурная составляющая. Среди них можно назвать такие компетенции, как «способность к работе в многонациональных коллективах»; «владение приемами и методами работы с персоналом»; «способность принимать исполнительские решения в условиях спектра мнений»; «способность организовывать и проводить переговоры с представителями заказчика и профессиональные консультации на предприятиях и в организациях»; «способность использовать международные информационные ресурсы и стандарты в информатизации предприятий и организаций». Это связано с тем, что в настоящий период глобализирующейся мировой экономики современному специалисту необходимо сочетать профессиональное мастерство в определенной сфере деятельности с всесторонней образованностью и личностным развитием. Для того чтобы успешно функционировать в мультикультурном пространстве, человеку необходимо не только глубоко осознавать родную культуру, но и понимать и принимать культуру других народов.

То есть формирование компетентности магистров технических направлений неразрывно связано с усвоением ими определенного социокультурного опыта. В новых стандартах высшего образования уровень знания иностранного языка приравнен к уровню знания родного языка. В них также четко обозначено, что обладания определенным объемом языковых, культурологических и социокультурных знаний недостаточно. Необходимо иметь сформированные умения и навыки, позволяющие выпускнику технического вуза адекватно проявлять себя в ситуациях межкультурного делового общения.

Но эффективное деловое общение как диалог на равных основывается на понимании того, как геополитическое положение страны влияет на ее экономику и традиционные связи, на знаниях ее основных исторических этапов развития, религиозных верований, традиций и ценностей, то есть на социокультурных компетенциях коммуникантов. При этом следует заметить, что формирование социокультурной компетенции не должно означать формирование одних только глобальных представлений о мире. При разработке основных образовательных программ учитываются состояние и перспективы развития внешнеэкономических связей как всей России, так и ее отдельных регионов, в нашем случае – Дальнего Востока.

USEFUL REFERENCES

1. Краснолуцкая Ю.Е., Чибисова О.В. Эффективность межкультурной коммуникации // Международный журнал экспериментального образования. 2011. № 8. С. 120.
2. Мирошниченко М.Г., Чибисова О.В. Стереотипы о Японии и японцах // Общественные науки. 2012. № 2. С. 192-199.
3. Петрунина Ж.В. Китайско-Северокорейское сотрудничество на рубеже XX – XXI вв/ // Ученые записки Комсомольского-на-Амуре государственного технического университета. 2012. Т. 2. № 9. С. 19-23.
4. Петрунина Ж.В. Перспективы инвестиционного взаимодействия Южной Кореи с Российским Дальним Востоком // Научное мнение. 2013. № 9. С. 142-145.
5. Петрунина Ж.В. Порты Ванино и Советская Гавань: есть ли перспективы участия в системе региональных международных перевозок? // Ученые записки Комсомольского-на-Амуре государственного технического университета. 2013. Т. 2. № 2 (14). С. 4-7.
6. Петрунина Ж.В. Современная система международных отношений в Восточной Азии: учебное пособие для студентов высших учебных заведений, обучающихся по направлению 050100.62 «Педагогическое образование» / Ж. В. Петрунина, А. А. Киреев, А. Ю. Кузьмин ; М-во образования и науки Российской Федерации, Федеральное гос. бюджетное образовательное учреждение высш. проф. образования «Комсомольский-на-Амуре гос. техн. ун-т». Комсомольск-на-Амуре, 2012.
7. Петрунина Ж.В. Современные ключевые направления интеграции Дальнего Востока России в АТР // Теория и практика общественного развития. 2012. № 10. С. 165-168.
8. Чибисова О.В., Каминская И.В. Концепт «время» в русской и китайской лингвокультурах // Вестник Рязанского государственного университета им. С.А. Есенина. 2012. № 35. С. 93-103.
9. Чибисова О. В., Товбаз А. А. Удача как ценность: Россия versus Китай // Лингвокультурология. 2013. № 7. С. 168-220.
10. Шушман Е.А., Чибисова О.В. Суеверия в межкультурной коммуникации // Успехи современного естествознания. 2013. № 8. С. 94.

Учебное издание

**Петрунина Жанна Валерьяновна
Чибисова Ольга Владимировна**

**БИЗНЕС-КОММУНИКАЦИЯ СО СТРАНАМИ
СЕВЕРО-ВОСТОЧНОЙ АЗИИ**

Учебное пособие

Научный редактор – доктор исторических наук,
профессор Е. А. Канаев

Редактор Е. В. Назаренко

Подписано в печать 11.09.2015.

Формат 60 × 84 1/16. Бумага 80 г/м². Ризограф EZ570E.
Усл. печ. л. 6,04. Уч.-изд. л. 5,75. Тираж 50 экз. Заказ 27320.

Редакционно-издательский отдел
Федерального государственного бюджетного образовательного
учреждения высшего профессионального образования
«Комсомольский-на-Амуре государственный технический университет»
681013, г. Комсомольск-на-Амуре, пр. Ленина, 27.

Полиграфическая лаборатория
Федерального государственного бюджетного образовательного
учреждения высшего профессионального образования
«Комсомольский-на-Амуре государственный технический университет»
681013, г. Комсомольск-на-Амуре, пр. Ленина, 27.