

**FINANCIAL UNIVERSITY UNDER THE GOVERNMENT OF THE
RUSSIAN FEDERATION**

Department of Language Training

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INTERCULTURAL BUSINESS COMMUNICATION (IN ENGLISH)

Level of Study: Bachelor's Degree

1. Name of a subject

"Intercultural business communication" (in English)

2. Mapping of learning outcomes (list of competences), with the relevant indicators described and subject learning outcomes indicated

Competence code	Competence	Competence development indicators	Learning outcomes (skills, and knowledge) and indicators that show competence development
Field of study – 38.03.01 «Economics», 38.03.02 «Management», 38.03.03 «HR Management»			
IC-6	The ability to apply knowledge of a foreign language at a level sufficient for interpersonal and intercultural communication and educational activities		<p>To know:</p> <ul style="list-style-type: none"> - meanings of the studied lexical units used in the situations of interpersonal and intercultural communication in the spheres of “Economics” and “Management”, “HR Management”; - grammatical phenomena and structures used in oral and written communication; - basic norms of social behavior and speech etiquette accepted in the English-speaking countries <p>To be able to:</p> <ul style="list-style-type: none"> - use a foreign language in interpersonal and intercultural communication in educational and professional activities; - communicate information on the basis of the text read in the form of a prepared monologic statement; - implement communicative intentions (establish and maintain contacts,

			<p>request and report information);</p> <ul style="list-style-type: none"> - understand the information when reading educational and reference literature in accordance with a specific purpose; - implement communicative intentions in written form (instruction, offer, inquiry, request, agreement/disagreement, refusal, apology, gratitude); - record in a written form the information obtained during reading, listening, watching a video; <p>To have:</p> <ul style="list-style-type: none"> - public speaking skills in a foreign language; - basic skills of business communication and speech etiquette of a foreign language; - skills to correctly and effectively use foreign-language sources of information; - skills of producing written speech works in accordance with a communicative task.
<p>Field of study – 43.03.02 «Tourism»</p>			
<p>UC-3</p>	<p>Ability to communicate in oral and written forms in Russian and foreign languages for solving problems of interpersonal and intercultural interaction.</p>		<p>To know:</p> <ul style="list-style-type: none"> - vocabulary: the basic meanings of the lexical units used in the situation of foreign language communication in the fields of study - grammar: the main grammatical phenomena and structures used in oral and written personal and professional

			<p>communication;</p> <ul style="list-style-type: none">- the culture of the English-speaking countries: intercultural differences, cultural traditions and realities reflected in professional communication;- rules of speech etiquette and basic norms of professional behavior accepted in the countries; <p>To be able to:</p> <ul style="list-style-type: none">- use a foreign language in professional communication;- understand the information when reading reference, scientific / cultural literature in accordance with a specific purpose (skimming, scanning, intensive reading);- communicate information on the basis of the text read in the form of a prepared monologic statement (presentation on the proposed topic);- express communicative intentions in relation to the content of the text / proposed situation;- understand monological statements and various types of dialogue, both in direct communication, and in audio/video recording;- to observe speech
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			<p>etiquette in situations of professional communication (establish and maintain contacts, end a conversation, request and report information, make a request, agree / disagree with an opinion of the interlocutor);</p> <p>- record in written form information received from the reading or listening text;</p> <p>- implement communicative intentions in a written form (request, informing, offer, making a request, agreement/disagreement, refusal, apology, gratitude)</p> <p>To have:</p> <p>- the basic skills of professional communication and speech etiquette of a foreign language</p> <p>- public speaking skills and business correspondence;</p> <p>- skills of effective use of information sources (reference books, Internet sources);</p> <p>- skills of efficient use of information sources (reference books, Internet resources);</p> <p>- skills of self-study(organization of work on the solution of educational problems).</p>
Fields of study 01.03.02 «Applied Mathematics and Information Technology», 38.03.04 «Public			

Administration and Municipal Management», 38.03.05 «Business Informatics», 09.03.03 «Applied Computer Science», «Sociology», 41.03.04 «Political Science», 42.03.01 «Advertising and Public Relations», 40.03.01 «Law»

<p>UC-5</p>	<p>Ability to communicate in oral and written forms in Russian and foreign languages for solving problems of interpersonal and intercultural interaction</p>		<p>To know:</p> <ul style="list-style-type: none"> - basic meanings of the studied lexical units used in the situation of foreign language communication in the fields of study; - basic grammatical phenomena and structures used in oral and written communication; - culture of the English-speaking country, intercultural differences, cultural traditions and realities, the cultural heritage of one's country and the English-speaking country; - rules of speech etiquette and the basic norms of social behavior accepted in the country; - basic norms of social behavior and speech etiquette accepted in the English-speaking country. <p>To be able to:</p> <ul style="list-style-type: none"> - understand the information when reading educational, reference, scientific / cultural literature in accordance with a specific purpose (skimming, scanning, intensive reading);
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		<ul style="list-style-type: none">- provide adequate (oral and written) translation of texts within the framework of the topics covered in accordance with the literary norms of the native and foreign languages;- communicate information on the basis of the text read in the form of a prepared / unprepared oral monologue (presentation on a proposed topic);- express communicative intentions in relation to the content of the text / in the proposed situation;- understand monologue and various types of a dialogue, both in direct communication and in audio / video recordings;- observe speech etiquette in situations of business communication (establish and maintain contacts, end a conversation, request and report information, express agreement/ disagreement with an opinion of the interlocutor, request);- record in written form the information obtained when reading a text, listening to the audio recording, watching a video;- implement communicative intentions in written form (request, informing, offer, expressing a request,
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			<p>agreement/disagreement, refusal, apology, gratitude).</p> <p>To have:</p> <ul style="list-style-type: none">- public speaking skills, methods of annotating, summary, translation of the literature within the field of study;- skills sufficient for communication in the everyday and educational activities;- skills to correctly and efficiently use sources of information (reference books, Internet sources);- self-study skills (a critical assessment of the quality of one's knowledge, skills and achievements; organization of work for solving an educational problem; correction of the results of solving a simulating educational problem).- skills to express one's thoughts and opinions in interpersonal and intercultural communication in a foreign language;- skills to extract the necessary information from the original text in a foreign language on the problems of the field of study;- skills and etiquette / netiket of oral and written communication within the framework of intercultural
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			<p>communication;</p> <ul style="list-style-type: none"> - various forms, types of oral and written communication in everyday and educational activities; - technologies for self-preparation of texts of various genres and styles
Field of study 10.03.01 «Information Security»			
UC-7	<p>Ability to communicate in oral and written forms in Russian and foreign languages for solving problems of interpersonal and intercultural interaction, including the field of professional activity</p>		<p>To know:</p> <ul style="list-style-type: none"> - main meanings of the studied lexical units used in the situation of foreign language communication in the fields of study; - main grammatical phenomena and structures used in oral and written communication; - culture of the English-speaking country, intercultural differences, cultural traditions and realities, the cultural heritage of one`s country and English-speaking country; - rules of speech etiquette and basic norms of social behavior accepted in the country; - basic norms of social behavior and speech etiquette accepted in the country. <p>To be able to:</p>

			<ul style="list-style-type: none">- understand the information when reading educational, reference, scientific / cultural literature in accordance with a specific purpose;- to provide adequate (oral and written) translation of texts within the framework of the topics covered in accordance with the literary norms of the native and foreign languages;- communicate information on the basis of the text read in the form of a prepared / unprepared oral monologue (presentation on a proposed topic);- express communicative intentions in relation to the content of the text / in the proposed situation;- understand monologue and various types of dialogue, both in direct communication and in audio / video recordings;- comply with speech etiquette in situations of business communication (establish and maintain contacts, end a conversation, request and report information, express agreement/ disagreement with an opinion of the interlocutor, request);- record in written form the information obtained
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			<p>when reading a text, listening to the audio recording, watching a video;</p> <ul style="list-style-type: none"> - implement communicative intentions in written form (request, informing, offer, making a request, agreement/disagreement, refusal, apology, gratitude). <p>To have:</p> <ul style="list-style-type: none"> - public speaking skills, methods of annotating, summary, translation of the literature within the fields of study; - skills sufficient for communication in everyday and educational activities; - skills to correctly and efficiently use sources of information (reference books, Internet sources); - self-study skills (a critical assessment of the quality of one's knowledge, skills and achievements; organization of work to solve an educational problem; correction of the results of solving a simulating educational problem). - skills to express one's thoughts and opinions in interpersonal and intercultural communication in a foreign language; - skills to extract the necessary information from the original text in
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			<p>a foreign language on the problems of the fields of study;</p> <ul style="list-style-type: none"> - skills and etiquette / netiket of oral and written communication within the framework of intercultural communication; - various forms, types of oral and written communication in everyday and educational activities; - technologies for self-preparation of texts of various genres and styles.
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3. Place of the subject in the curriculum

The subject "Intercultural business communication" (in English) is an optional subject for all fields of study.

4. Workload in credits and academic hours, with class work (lectures and seminars) and self-study indicated

Workload of the subject – 3 credits.

Type of work	Total (in credits and hours)	Semester 3/4/5 (in hours)
Overall workload	3 credits, 108 hours	108
Class work	36	36
Lectures	18	18
Seminars, practicals	18	18
Self study	72	72
Formative assessment		
Summative assessment	Pass/fail exam	Pass/fail exam

5. Subject content (with the thematic components indicated).

Themes

1. Culture is the key to competitiveness. Work in international companies. Communication with foreign partners. European and Asian communication styles.
2. Understanding cultural models. International Business. Collaboration with European companies. Work with Chinese partners. Doing business in India. The importance of understanding specific features of a local culture.
3. The interaction of cultural spheres. International company mergers. Positive and negative experience in international company mergers.
4. Culture and organization. Foreign business trips. Responsibility, difficulties and prospects of work abroad.
5. Implementation of best practices. Work in an international team. International virtual business and its specific characteristics. Participation in international projects and programs. Studying abroad. Knowledge and skills required for the head of an international company.

6. List of teaching and methodological materials needed for the students self-study

6.1. List of questions for student self-study and types of out-of-class activities

Itemized subject content	Questions the students should answer within the self-study process	Types of out-of-class activities
1. Intercultural Business Communication. Work in international companies. Communication with foreign partners. European and Asian communication styles. Negotiations, meetings, teleconferences	Rules for the written project assignments Written translation of texts on financial and economic topics.	1. Mandatory self-study under the supervision of a teacher: <ul style="list-style-type: none"> • doing tests in training manuals in BEC format; • doing tests in print and electronic forms; • watching news and television reports in global television channels of financial and economic information (Euronews, Bloomberg, etc.)
2. Understanding cultural models. International Business. Collaboration with European companies. Work with Chinese partners. Doing business in	Writing business letters, drawing up business documents	

<p>India. The importance of understanding specific features of a local culture.</p>	<p>“Invitation”, “Congratulation”, “Apology letter”, “CV”</p>	<ul style="list-style-type: none"> • preparation of presentations, discussions, case studies.
<p>3. The interaction of cultural spheres. International company mergers. Positive and negative experience in international company mergers.</p>	<p>The use of grammatical structures Doing tests in the international exams format</p>	<p>2. Self-study of students under the supervision of a teacher:</p> <ul style="list-style-type: none"> • work using authentic sources (reviews of articles on media materials, preparation of annotations, abstracts, presentations in PowerPoint;
<p>4. Culture and organization. Foreign business trips. Responsibility, difficulties and prospects of work abroad. International virtual business and its specific characteristics. Participation in international projects and programs.</p>	<p>Case structure in Harvard format. Studying topics “Participation in international projects and programs. Studying abroad. Skills required for the head of an international company”.</p>	<ul style="list-style-type: none"> • work with multimedia tools; • summary of authentic articles • writing essays on covered topics • writing business letters, drawing up business documents “Invitation”, “Congratulation”, “Apology letter”, “CV” <p>3. extracurricular self-study:</p> <ul style="list-style-type: none"> • preparation for participation in business conversations, conferences, discussions; • preparation and participation in role-plays;

6.2. List of questions/assignments/topics for students’ preparation to formative assessment

Example of lexical and grammatical test with some tasks in the BEC format

LISTENING PART 3

Questions 1-10

- You will hear an interview with Steve Marriott, an internal business consultant with Carserve, a vehicle breakdown service.

- For each question (1-10), mark one letter (A, B or C) for the correct answer.
- After you have listened once, replay the recording.

1 Phone operators employed by Carserve. They're sometimes called 'remote workers'. Carserve is a vehicle breakdown company whose phone operators are all based at home.

According to Steve Marriott, what problem do some of Carserve's remote workers have?

- A** work for another vehicle breakdown company.
- B** work in the office.
- C** work from home.

2 According to Steve Marriott, what problem do some of Carserve's remote workers have?

- A** They think that they do not receive enough company information.
- B** They want a greater amount of informal contact with colleagues.
- C** They feel uncomfortable without a separate office base.

3 According to Steve, some staff believe that

- A** they need to prove that they are working hard.
- B** their breaks should be taken at intervals.
- C** the support they receive from management is inadequate.

4 In Steve's opinion, what was the underlying management problem when he joined Carserve?

- A** There was confusion about who gave orders.
- B** Objectives were not made clear to staff.
- C** Long-term planning was not carried out.

5 Steve improved the situation at Carserve by

- A** introducing regular work meetings.
- B** encouraging managers to trust staff.
- C** modifying the system of supervision.

6 Why have Carserve's teams become more effective?

A Distance has forced them to become more organised.

B They are expected to make decisions quickly.

C Their meetings have become more frequent.

7 What does Steve Marriott say about staff contacting managers?

A Managers sometimes fail to respond promptly.

B Managers don't want to be disturbed in their work.

C Staff may be uncertain about when it is appropriate to do so.

8 How have managers been affected by the change to remote working?

A They now have to deal with employees' personal problems.

B They now have to assess staff more regularly.

C They now spend more time travelling than talking to staff.

9 They want to find out

A what technology would staff use.

B what technology would benefit staff.

C what would most benefit employees

10 To help managers, Carserve is planning training on the subject of

A making the best use of technology.

B organising remote teams.

C reducing managerial control

Read the article and choose the best sentences given below the text to fill each of the gaps. For each gap (1-10) mark one letter (A-K). Do not use any letter more than once.

China - innovation nation

“The Master said, ‘I transmit rather than innovate. I trust in and love the ancient ways’.” 1. _____. Many Chinese companies seem to be copycats, unable or unwilling to come up with world-beating ideas, products and services of their own. The Chinese legal system also looks rigged against foreign inventors. A cultural

deference to authority and an educational system that emphasises rote-learning complete the stereotype.

Until recently, China was considered an innovation absorber, simply copying ideas from elsewhere to roll out to local and foreign markets. The gloss has recently come off China's miracle economy, yet there are plenty of reasons to be hopeful as well. Today, Chinese firms are recognized as innovators on the world stage. **2.**

China has a long history of invention. **3.**_____. The harder-working ones may also be aware of cast iron, the ploughshare, the stirrup and the clockwork mechanism. But historic Chinese innovation did little to improve the lives of ordinary people. The emperor and his officials sometimes confiscated inventions and prevented their spread. David Ahlstrom of the Chinese University of Hong Kong points out that inventive entrepreneurs not only lacked protection for their intellectual property but also had little social status in a society that put bureaucrats on a pedestal.

Now Chinese leaders have started to praise innovation. Reluctantly, they are beginning to accept that their top-down approach may not be up to the challenges ahead. One of the biggest of those is that, largely thanks to the one-child policy first adopted in 1980, China has begun to age before becoming comfortably rich. **4.**_____. So China will have to squeeze more output from fewer people.

McKinsey calculates that if the country is to maintain GDP growth of 5.5-6.5% a year to 2025, a third to half of that growth must come from improvements in total factor productivity. SOEs have grown inefficient and indebted, so most of that productivity growth will come from the private sector. Inventors are now encouraged to commercialise new technologies, and protection for intellectual-property rights is being strengthened.

China's leaders need to stop coddling bloated state enterprises and let them be managed by professionals in competitive markets. **5.**_____. In their book, "Can China Lead?", William Kirby of Harvard University and his co-authors observe that Chinese entrepreneurs enjoyed freer markets for most goods than any nation in Europe as late as the early 19th century; and the private-sector boom in the early 20th century in Shanghai, as well as in other parts of China, set the foundations of modern capitalism. It lay dormant in the years of war and upheaval that followed but is now reviving. The spectacular rise of China's private sector can be seen as a renaissance.

This report will argue that private firms have been responsible for the vast bulk of modern China's economic advance. **6.**_____. They are delivering not only ever better-manufactured goods but also increasingly sophisticated high-tech-based services. More and more of them are venturing abroad to increase their reach and improve their offerings. As long as the government does not interfere too much, there is every reason to think that they can help deliver the required growth and turn the Middle Kingdom into the world's largest and most dynamic economy.

The most successful Chinese entrepreneurs have adopted a global outlook. They have bolstered their innovative capabilities by collaborating with and acquiring international firms. **7.** _____. Likewise, Western companies are doing R&D in China, not just to tap into the country's manufacturing capabilities but also to innovate inside China and bring the results to the rest of the world.

Could the Chinese market really become the world's innovation hotbed? **8.** _____. They show how technological disruptions, business-model innovations and the world's most eager customers are coming together in this market to produce agile and inventive firms.

Though their arguments are stretched thin at times, the authors are persuasive when arguing that the Chinese market accelerates innovation. Consumers are quick to adopt new trends and are digital sophisticates. Unlike those in established markets, they are quite forgiving of mistakes, which lets firms experiment, fail and learn quickly. **9.** _____. And the huge diversity of the continental-scale country forces firms to adapt nimbly. Messrs Yip and McKern call it "the world's biggest Petri dish for breeding world-class competitors".

Fine, but what about the thorny problem of intellectual property (IP)? The authors insist the government is getting serious about protecting it, pointing to special IP courts in big cities with technically trained judges and staff. Apple is appealing against the iPhone decision by Beijing's patent office, and continues to sell its phones in China. Surprisingly, Shanghai's government has just ordered Han City, a multi-storey mall overflowing with counterfeits on the city's main shopping promenade, to be shut down. **10.** _____. If it does so, surely even the Master would approve.

A China's leadership also vows to "strive to build an IP power, an innovative country, and a well-off society".

B The domestic market, with both a super-rich elite and a big bottom of the pyramid, is a useful bellwether of global trends.

C Those words from Confucius seem to offer a cultural explanation for why China is an innovation laggard.

D Alibaba, Tencent and DJI are at the top of the corporate tree and making headlines along with Apple, Google and Uber.

E All diligent schoolboys know about gunpowder, papermaking, printing, the compass and the waterwheel.

F They are agents of change, risk-takers and, these days, true innovators that take full advantage of the potential of new technology.

G They must also ease their grip on academia and the internet so that China's bright sparks can benefit from the free flow of ideas needed to sustain world-class

innovation.

H The country's labour force is expected to peak this year and shrink by 16% by 2050, and the ranks of pensioners are swelling.

I That bold thesis is put forward by George Yip and Bruce McKern, academics affiliated with the China Europe International Business School in Shanghai, in their new book "China's Next Strategic Advantage: From Imitation to Innovation".

J Many of China's leading innovators are placing their research and development facilities in talent and innovation hubs like Silicon Valley.

K He argues that the best ones are only partly Chinese, with hybrid structures that allow access to capital and talent from outside the mainland.

Read the text and complete the gaps with the words from the list.

- foreign investment
- accounting system
- provisions
- keeping tabs
- These standards
- The records
- Shenzhen and Shanghai stockmarkets
- voluntarily

Since the 1990s China has begun scrubbing up its 1.... At the beginning of this year it made its biggest move yet when the Ministry of Finance required the 1,200 companies listed on the 2 ... to adopt, with important exceptions, norms similar to International Financial Reporting Standards (IFRS). 3 ... may sound like instruments of accounting torture, but countries all over the world are embracing them. China has given all its other firms the option of complying with them 4"..."- a word with many shades of meaning. If the changes are more than just cynical window-dressing designed to attract 5..., they will mark a profound shift in what China wants people to know not only about its companies, but also about its economy and its government.

A new accounting system would certainly help China. Most companies are good at 6... on their operations, but the book-keeping is complicated by use of a thick manual that makes bewildering distinctions between different kinds of 7.... The result is a mess. "8... are complete, the question is how do you make sense of them," says T.J. Wong, a professor of accounting at the Chinese University of Hong Kong.

Read the article and complete the gaps with the words from the list.

capital

local startups

international investors

regulators

financial discipline

global sophistication

foreign-invested

technological development

raise money

venture capitalists

Douglas Fuller, an academic at Zhejiang University, believes that “ethnic Chinese, -----1----- firms...are the hidden dragons driving China’s -----2-----.” He argues that the best ones are only partly Chinese, with hybrid structures that allow access to -----3----- and talent from outside the mainland. -----4----- --- often lack the privileged access to financing enjoyed by established Chinese firms, and so are forced to -----5----- from foreign -----6----- . Because -----7----- and -----8----- demand -----9----- and good governance, these firms have no choice but to compete at the level of top global companies. Such firms also boast talent from Hong Kong or Taiwan, who blend knowledge of Chinese culture with -----10-----.

Read the journal article about Chinese centres promoting its culture abroad.

- **In most of the lines (1-11), there is one extra word. It either grammatically incorrect or does not fit in with the sense of the text. Some lines, however, are correct.**
- **If a line is correct, write CORRECT on the Answer Sheet below the text.**
- **If there is an extra word in the line, write the extra word in CAPITAL LETTER CORRECT on the Answer Sheet below the text.**
- **The exercise begins with two examples (0 and 00).**

<i>Examples:</i>	<i>0 CORRECT</i>
	<i>00 THE</i>

Soft power

0 “Harmony is the most valuable of all things,” said the Chinese thephilosopher
00 Confucius two and a half millennia ago. There is little of it in evidence in the frosty
1 relationship between the woman who was being the founding director of the
2 Confucius Institute at the University of Oregon, Bryna Goodman, and for her fellow
3 historian, Glenn May. Their offices are separated by a ten-second walk, but the
4 scholars do not exchange visits. Their palpable ill feeling can reflects growing
5 discord among Western scholars about a decade-old push by China to open
6 government-funded cultural centres in either schools and universities abroad.
7 Intended to boost China’s “soft power”, the centres take the name of the peace-
8 espousing sage. They tap into growing global demand for Chinese-language teaching.
9 But they are also fuelling of anxiety about academic freedom.

10 In America the Confucius programme has been widely welcomed by
11 universities and school districts, which often do not have enough money to provide

Topics for reports and presentations

1. Cultural Diversity
2. How to negotiate contracts with big companies
3. Ease of doing business press conferences

4. Cultural spheres of influence
5. Doing Business in Asia. Intercultural aspect
6. Doing Business in European countries. Intercultural aspect
7. Mergers and Acquisitions. Key to success
8. The cultural roots of strategy
9. Culture and human resource management
10. Making HRM meaningful across cultures

Topics for essays

1. How to unlock any culture in the world
2. How to understand values and attitudes
3. Scheduled, flexible and listening cultures
4. How to increase your cultural sensitivity
5. Taking culture into account
6. Leadership and decision-making
7. Gift giving and hospitality
8. Doing business in different countries

Cases

1. Cross-cultural communication concepts
2. Classifying cultures and understanding cultural norms.
3. Challenges and implications of cross-cultural communication
globalization is primarily a cultural rather than an economic issue
4. Ethnicity and race are the true cultural treasures of society.

Examples of topics for discussion

1. Discuss these questions

1. What is main reason for India's viability as a destination for foreign investment?
2. Why is it important to adjust the business model when entering the Indian market?

You are offered a job in the Korean company. Think about corporate culture in South Korea. Discuss with your partner whether Korea's work culture is still based on the tradition of Confucianism and has yet to remove remaining vestiges of authoritarianism that prevailed during the military dictatorship until the late 1980s.

7. Mandatory and optional reading list

Mandatory reading list

1. Klimova I.I. Case Studies and Assignments: Cours book for students majoring in finance and economics; Klimova I.I., Vasbieva D.G., Kalugina O.A.; Financial University, "Foreign languages-4." —Electronic text data (1 file: 0.77 Mb) .- Financial University, 2015.— 1 CD + 10 copies. - Only electronic resource; - Access from the local network of the Financial University: http://elib.fa.ru/rbook/Engl_Klimova_Vasbieva_Kalugina.pdf

2. Vasbieva D.G. Exercise book for students` self-study in the field of study 38.03.01 "Economics", study program "International Finance" (Electronic resource) / Vasbieva D.G., Kalugina O.A.: Financial University, Department of Language Training, 2017. Access Mode: <http://portal.fa.ru>
3. Brook-Hart, G. Business Benchmark. Upper Intermediate BULATS and Business Vantage: Personal Study Book / G. Brook-Hart.— 2nd ed. .— Cambridge: Cambridge University Press, 2013 .— 80 p.
4. MacKenzie, I. English for the Financial Sector: Student's book / I. MacKenzie .- 5th printing. - Cambridge: Cambridge University Press, 2008,2012 .- 159 p.

Optional reading list

1. Pilbeam A. Market Leader. Working Across Cultures / A. Pilbeam - Edinburgh Gate: Pearson, 2010 - 97 p.
2. Tomalin B. The World's Business Cultures and How to Unlock Them / B. Tomalin, M. Nicks - London: Thorogood, 2008, 2010 - 342 p.

8. List of IT resources, incl. the list of software, information and reference systems (as appropriate).

8. 1. Software:

1. Windows, Microsoft Office software;
2. ESET Endpoint Security antivirus software.

8. 2. Databases and information and reference systems

1. <http://elib.fa.ru/http://www.book.ru>
2. <http://www.book.ru>
3. <http://www.euronews.com>
4. <http://www.economist.com/>
5. <http://www.bbc.co.uk/news>
6. <http://edition.cnn.com/> <http://>
7. www.thesundaytimes.co.uk
8. <http://www.guardian.co.uk>
9. www.macmillandictionary.com
10. www.pearsonlongman.com

11. www.tellmemorecampus.com

12. <https://www.commisceo-global.com/blog/cultural-sensitivity-in-business-1>

13. <https://www.hofstede-insights.com/country-comparison/the-usa/>