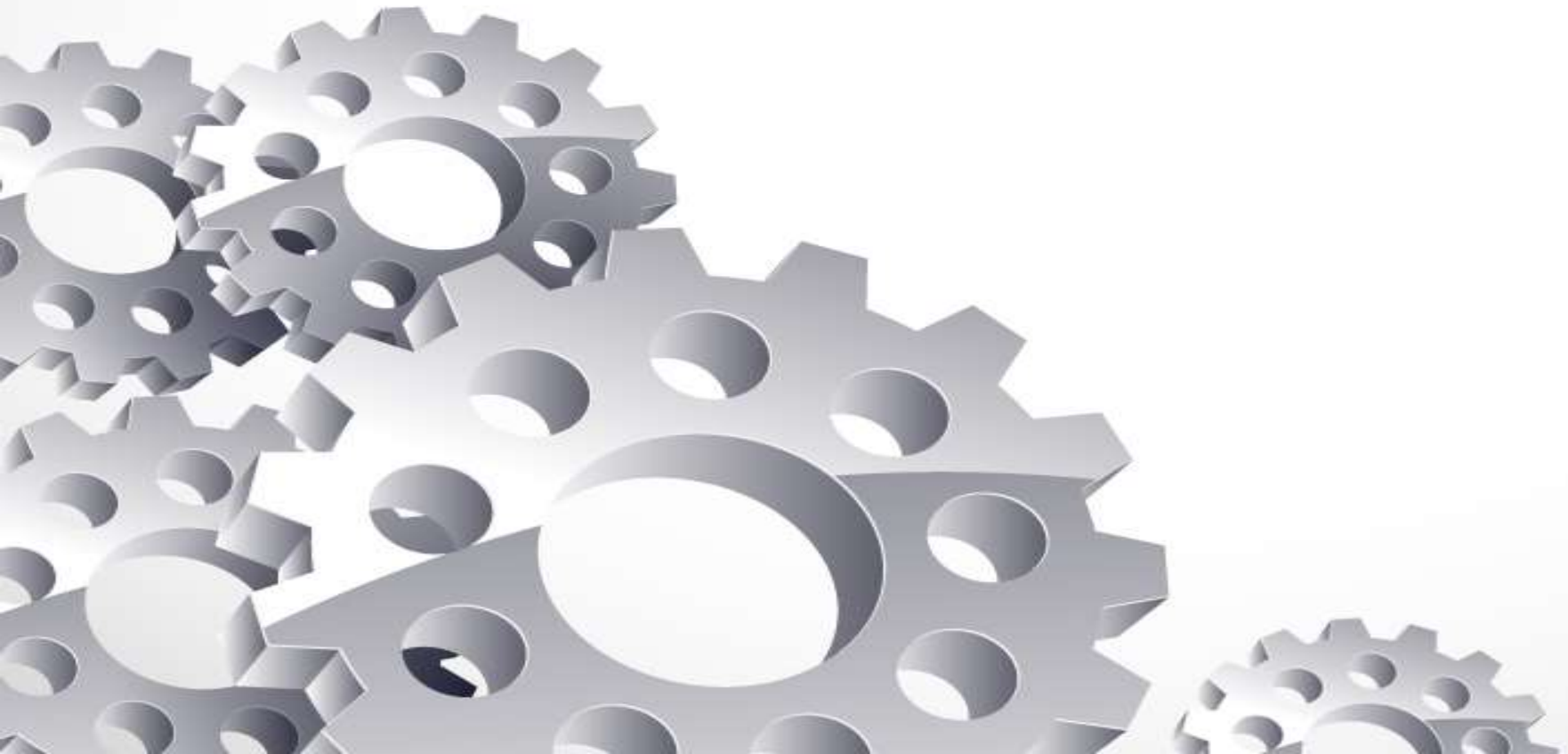


Globalization and Principles of Management

Verb + -ing or to ... 2 (try, need, help)



Objectives:

- to learn new vocabulary;
- to practice grammar structures;
- to enable st's to talk and write on the topic;
- to instil the idea that learning languages is necessary and essential;
- to encourage st's to go on learning English at the next level;
- to lay the foundations for future study in terms to basic structures, lexis, language functions and basic study



Plan:



1. Vocabulary activity.
 2. Discussing of the topic Globalization and Principles of Management Verb + -ing or to ... 2 (try, need, help) Grammar revision
 3. Listening, reading, writing, speaking.
 4. Grammar activity.
 5. Communicative activities :
 - Task 1. Give the English equivalents the following words and word combinations.
 - Task 2. Answer the questions to the text.
 - Task 3. Fill in the blanks with the necessary words from the active vocabulary.
 - Task 4. Complete the following sentences.
 - Task 5. Put in the right order. The underlined word is the beginning of the sentence.
 - Task 6. Translate the following sentences into English.
- Home task: Reading an additional text on the topic

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Хід заняття (Procedure)

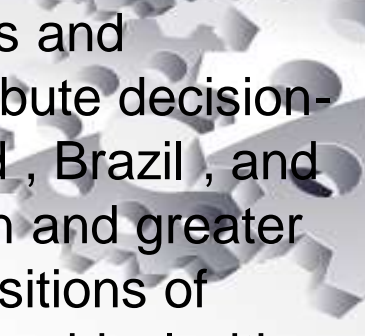


- 1) Read the text and translate into Ukrainian in the written form.
- 2) Learn the new words and word combinations.
- 3) Make summery of the text in English.
- 4) Make some questions on the text.



Communicating and working with people from different countries can be a challenge—not just because of language issues but also because of different cultural norms . For example , in the United States , we tend to be direct in our communication . If you ask a U.S. manager a question , you'll tend to get a direct answer . In other cultures , particularly in southern Europe and Japan , the answer to a question begins with background and context—not the bottom line—so that the listener will understand how the person arrived at the conclusion . Life often brings unpredictable events , and with them anxiety. Uncertainty avoidance¹³ reflects the extent to which members of a society attempt to cope with anxiety by minimizing uncertainty . Should you establish rules , procedures , and social norms to help your employees deal with uncertainty ? In countries where uncertainty avoidance is high , like Brazil and Switzerland , the answer is yes . People in such societies want strict rules , laws , and policies to eliminate or control the unexpected . Employees in these countries tend to seek order , consistency , and structure . Countries with low uncertainty avoidance , in contrast , are less rule oriented . They tolerate a variety of opinions and are open to change and taking risks .

How assertive , confrontational , or aggressive should you be in relationships with others? In highly assertive countries like the United States and Austria, competition between individuals and groups is encouraged . Managers may set up incentives that reward the best idea , even if it's contrary to established practices . People in less assertive countries , like Sweden and New Zealand , prefer harmony in relationships and emphasize loyalty and solidarity .



Power distance¹⁴ reflects the extent to which the less powerful members of institutions and organizations expect and accept that power is distributed unequally . Should you distribute decision-making power equally among the group In high-power-distance countries like Thailand , Brazil , and France , the answer is no . People in these societies expect unequal power distribution and greater stratification , whether that stratification is economic , social , or political . People in positions of authority in these countries expect (and receive) obedience . Decision making is hierarchical with limited participation and communication . Australia , in contrast , has a power distance rating that is much lower than the world average . The Australian view reinforces cooperative interaction across power levels and stresses equality and opportunity for everyone .

Institutional collectivism¹⁵ refers to the extent to which people act predominantly as a member of a lifelong group or organization . Should you reward groups rather than individuals ? In countries with high institutional collectivism such as Sweden , the answer is yes . Countries with low institutional collectivism , such as in the United States , emphasize individual achievement and rewards. Should you reward people for being fair , altruistic , generous , and kind to others ? In countries such as Malaysia , this practice is more prevalent and encouraged than in low-humane orientation countries such as Germany .

Future orientation¹⁶ is defined as one's expectations and the degree to which one is thoughtful about the future . It is a multifaceted concept that includes planning , realism , and a sense of control . Companies in countries with high future orientation , such as China and Singapore , will have a longer-term planning horizon , and they will be more systematic about planning . Corporations in countries that are the least future-oriented, such as Argentina and Russia, will be more opportunistic and less systematic. At the same time, they'll be less risk averse.



5) Put the verb into the correct form.

1 I was very tired. I tried to keep my eyes open, but I couldn't. (keep)

2 I tried _____ the shelf, but I wasn't tall enough. (reach)

3 I rang the doorbell, but there was no answer. Then I tried _____ on the window, **but there was still no answer.** (knock)

4 We tried _____ the fire out, but without success. We had to call the fire **brigade.** (put)

5 Please leave me alone. I'm trying _____. (concentrate)

6 Sue needed to borrow some money. She tried _____ Carl, but he didn't have **any.** (ask)

7 Mr Bennett isn't here right now. Please try _____ **later.** (call)

8 The woman's face was familiar. I tried _____ where I'd seen her before. **(remember)**

9 If you have a problem with the computer, try _____ it. (restart)

6) For each picture, write a sentence with **need(s)** + one of the following verbs:

clean cut empty paint tighten



- 1 This room isn't very nice. It needs painting.
- 2 The grass is very long. It
- 3 The windows are dirty. They
- 4 The screws are loose.
- 5 The bin is full.

7) Which is right?

- 1 We spend too much time sitting down. We need getting / to get more exercise. (to get is correct)
- 2 These clothes are dirty. They all need washing / to wash.
- 3 My grandmother isn't able to look after herself any more. She needs looking / to look after.
- 4 I can't make a decision right now. I need thinking / to think about it.
- 5 Your hair is getting very long. It will need cutting / to cut soon.
- 6 I need a change. I need going / to go away for a while.
- 7 That shirt looks fine. You don't need ironing / to iron it.
- 8 That shirt looks fine. It doesn't need ironing / to iron.



8) Put the verb into the correct form.

- 1 I don't like him, but I can't help feeling sorry for him. (feel)
- 2 I've lost my phone. Can you help me _____ for it? (look)
- 3 They were talking very loudly. We couldn't help _____ what they said. (overhear)
- 4 He looks so funny. Whenever I see him, I can't help _____. (smile)
- 5 The fine weather helped _____ it a really nice holiday. (make)
- 6 Did you help _____ the meeting? (organise)
- 7 I think about what happened all the time. I can't help _____ about it. (think)
- 8 I can't help you _____ a job. You have to find one yourself. (get)

Thanks for attention

