

# Preparing for the oral exam

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1. Oral Exam – Part 1 (Discussion)
2. Oral Exam – Part 2 (Reading and translation)
3. Assessment criteria



**EXAM  
MODE  
ACTIVATED**

# 1. Oral Exam – Part 1

Part 1: **discussion** of one or more articles (chosen by the tutor) taken from the textbooks used in class and listed in the detailed course syllabus: summary, comprehension, comments, and opinions.

## List of articles for the first part of the oral exam

### From *English for Management Studies*

- *What is Leadership* (transcript) pp. 112-113

### From *Intelligent Business – Intermediate Coursebook*:

- *A Matter of Choice* p. 9
- *When to terrorise talent* p. 17
- *Nike's Goddess* p. 25
- *The Rewards of Failure* p. 35
- *Money can buy you love* p. 51
- *The New Global Shift* p. 61
- *Job interviews* (transcript, PDF) p. 170

# Oral – Part 1. Summarizing a text: pre-writing

To make an oral or written summary you need to:

1. **Skim-read** the whole text
2. Identify **main ideas** by locating **the topic sentences** in each paragraph -> you can highlight /circle them
3. Look up in the dictionary **essential words** to help you clarify the sense of the text
4. **Write notes on main points** (using a spidergram, two columns, a tree diagram, heading and notes, etc....)

## Oral – Part 1. Summarizing a text: writing

5. **Paraphrase** the topic sentences using **synonyms** -> use your own words to express the ideas or look up for words in any online monolingual dictionary
6. From these **develop** a synthesized version of the original text
7. **Keep specific vocabulary**

## Oral – Part 1. Summarizing a text: post-writing

8. **Double-check** -> read again the original text to make sure you have not missed anything
9. Final step: **check the pronunciation** of the words in your summary by using the «listening» icon in any online dictionary (Word Reference, Cambridge Online Dictionary, etc.)



# Oral – Part 1. Comments and opinions

1. Look at the **reading comprehension exercises** regarding the article in the textbook and on the slides.

2. Also think about questions such as:

What do I think about the topic? Do I agree or not with the author?  
Why?

Have I ever found myself in the situation described?

3. **Prepare and rehearse** possible answers, by checking correct grammar, vocabulary and pronunciation.



**PRACTICE  
TIME!**



# Article 1 «What is Leadership?»

Welcome to the Management School. A key issue, central to all management thinking, is the concept of leadership. And today I want to start you off by exploring this idea of what a leader is.

Does anyone here believe that leadership and management are the same thing? I'm afraid this isn't true: a manager is not always necessarily a leader ... and being a good leader may not necessarily be part of a manager's role.

Another thing that is often discussed is the long-running debate over whether leaders are naturally charismatic people or whether people can be trained to become good leaders. Unfortunately, there is no easy answer to this 'nature versus nurture' controversy, though it might be that both arguments are true.

Main point  
what is leadership

Main point  
leader = manager ?

Main point  
leadership = charisma?

# Article 1 «What is Leadership?»

So what makes a good leader? Good leaders are able to keep their eye on overall goals at all times. Rather than get caught up in the detail, they can see the bigger picture. They are also usually experts in a field and generally quite knowledgeable. Look at Bill Gates, the founder of Microsoft. He began with incredible skills in software and computing. Good leaders can also see change and respond to it. They have natural creativity and a passion for ideas and solutions. Leaders also have good self-image. Their confidence helps give them charisma.

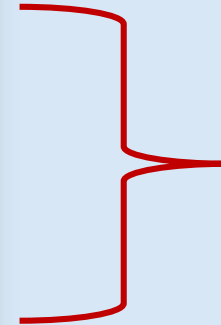
**Main point**  
Characteristics of  
good leaders;  
Bill Gates as an  
example

# Article 1 «What is Leadership?»

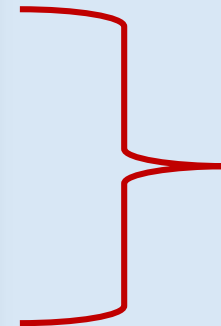
So let me talk a little bit about leadership styles. There are a number of well-known styles.

The first is autocratic leadership. Have you ever come across a manager who sets his ... or her ... own goals, tells people what to do to achieve them, and demands that people obey? In this case, those he ... or she ... leads may become either dissatisfied or perhaps too dependent on him or her. In some cases, like the military, this kind of leadership is useful, but generally in business it is not.

Similar to autocratic leadership is paternalistic leadership. Paternalistic leaders still make all the decisions and expect workers to obey them. But while autocratic leaders don't care much about what their workers think and feel, paternalistic leaders are more interested in their welfare.



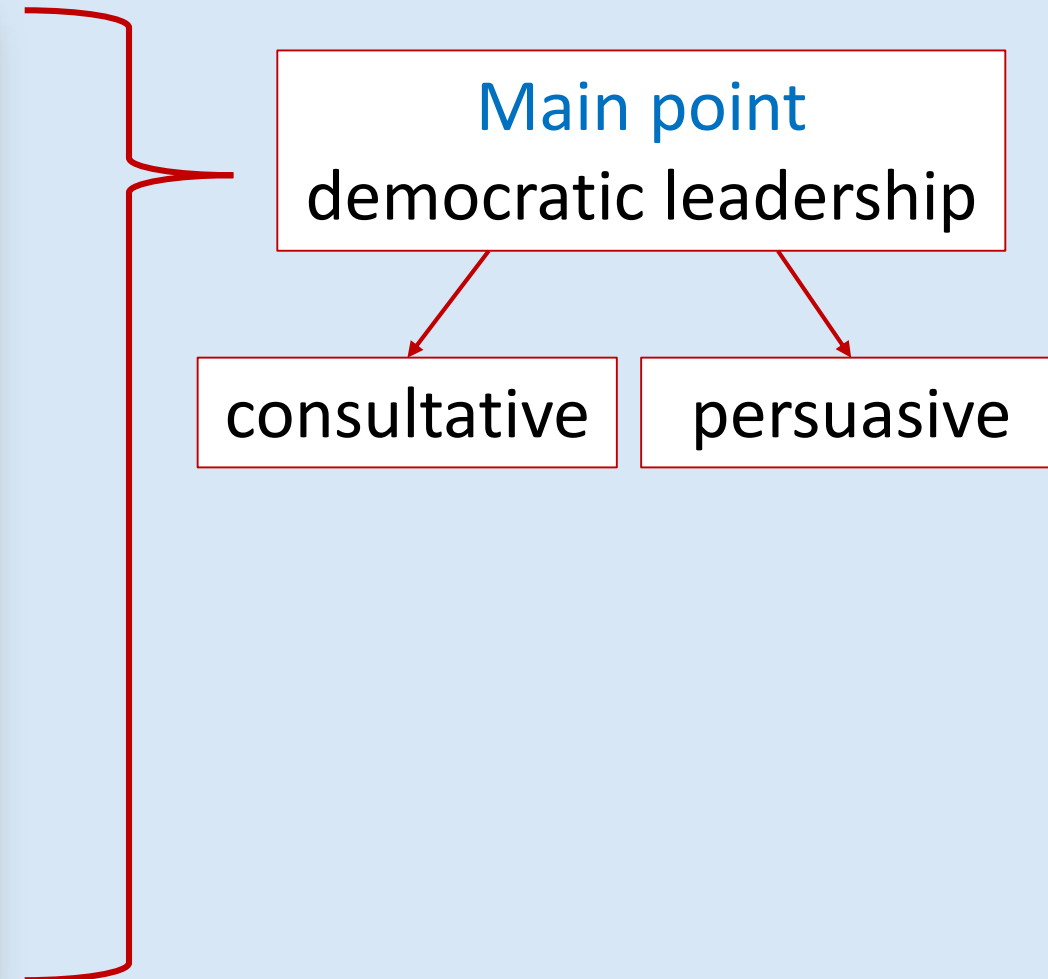
Main point  
autocratic leadership



Main point  
paternalistic leadership

# Article 1 «What is Leadership?»

The third is **democratic leadership**, which can either be consultative – where, for example, a communications campaign leader may consult with her staff on ways forward before making strategy decisions – or it may be persuasive, where the leader decides first and then persuades her staff to follow the decision. While democratic leadership requires communication skills and takes more time than autocratic leadership, most people think it is more effective. It lets more people participate, letting everyone feel they belong and can take ownership of what they do, thereby motivating them and making them more committed. Besides, when staff have high levels of education, it is a good idea to respect people's ideas and draw on their knowledge and experience.



The fourth style of leadership is called laissez-faire. It's spelt l-a-i-s-s-e-z and f-a-i-r-e ... It's French and it means, roughly, *leave to do or happen*. Laissez-faire leaders let their employees work freely and without much control at all. Do you think this is an effective style? I can see some of

you think not. Well, there are certain industries, like new media and other creative industries, which are quite informal and enjoy the freedom and relaxed atmosphere of this style. The danger is low productivity, but it can make for a very innovative workplace.

**Main point**  
Laissez-faire  
leadership

pros and cons



# Questions for discussion

1. After reading the text, what do you think is leadership?
2. If you were a boss/manager, which type of leadership would you adopt? Why?
3. Do you know a good leader in your private life? Can you describe her/him? Which style has she/he adopted? Can you make me some examples of her/his attitude?
4. Do you think that leadership is an important quality in a business career?
5. Do you think that leadership is an innate quality or do you think it can be taught?
6. Can you make an example of a positive/negative effect of a certain type of leader?





## 2. Oral Exam – part 2. Specialised English



Part 2: **reading and translation** of one or more passages taken from specialized articles listed in the detailed course syllabus and downloadable from Teams and from the University website.

## List of articles for the second part of the oral exam

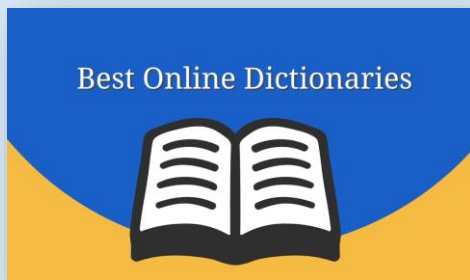
- Peggy Hollinger, “Europe’s companies languish in slow lane as US dominates corporate landscape”, *The Financial Times*, 20<sup>th</sup> February 2022;
- “The management lessons from football”, *The Economist*, 15<sup>th</sup> July 2021;
- Zoe Wood, “Female directors still being paid a small fraction of their male counterparts”, *The Guardian*, 23<sup>rd</sup> August 2021;
- Ruchir Sharma, “The best bet for the 2020s is short tech, long commodities”, *The Financial Times*, 28<sup>th</sup> February 2022;
- “Rise of the robots”, *The Economist*, 26<sup>th</sup> February 2022.

Squint during the final of the European football championships and it was possible to imagine that two corporate executives were at work on the touchline. One was the sharply dressed Roberto Mancini, manager of Italy, who was often shown angrily gesticulating at his team. His rival Gareth Southgate, the England manager, was also dressed in a suit but had a much calmer demeanour, often pausing to consult his colleagues.



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His rival Gareth Southgate, the England manager, was also dressed in a suit but had a much calmer **demeanour**, often pausing to consult his colleagues.



## 2. Oral Exam – part 2: check meaning and pronunciation

Bilingual dictionary

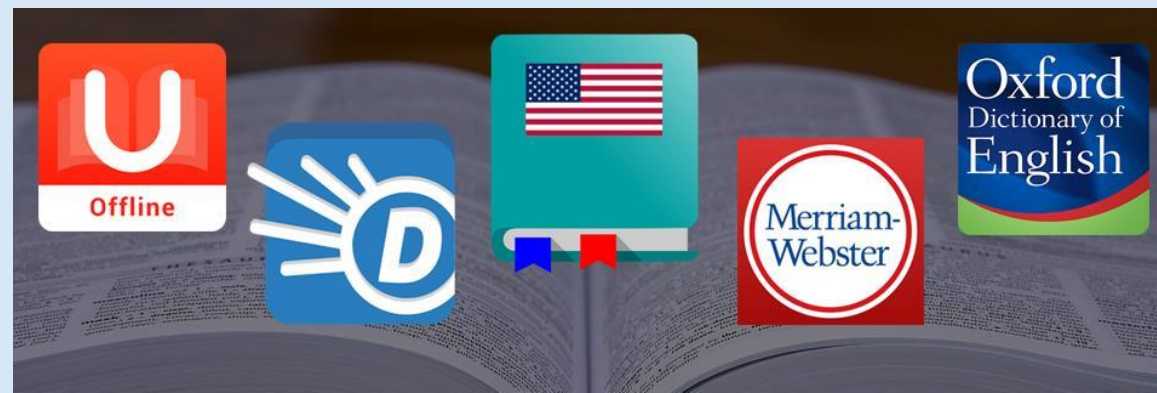
<https://www.wordreference.com/>

Monolingual dictionary

<https://www.merriam-webster.com/>

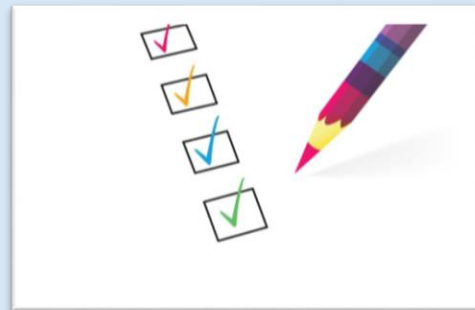
Monolingual (and bilingual) dictionary

<https://dictionary.cambridge.org/>:



### 3. Assessment criteria

Assessment of the oral part of the examination is based on general speaking skills including pronunciation, fluency, the use of appropriate terminology and the ability to express viewpoints and opinions in a clear and convincing manner. The ability to translate specialized texts into Italian will also be assessed.



# Expected learning outcomes

## **Knowledge and understanding:**

Students are expected to demonstrate the knowledge of the main morpho-syntactic structures of English and of some areas of managerial and business English vocabulary. Students should be able to engage in a conversation on both general and specific topics connected to their future professional environment.

## **Applying knowledge and understanding:**

Students are expected to be able to apply the main English morpho-syntactic structures learnt throughout the course and to have improved their understanding of specialized texts pertaining to the topic areas of management and tourism.

# Expected learning outcomes

## **Expressing judgment:**

Students are expected to demonstrate the ability to choose the most appropriate register to be used in a given situational context, and to be aware of the role played by culture in any form of language event.

## **Communication skills:**

Students will demonstrate the ability to communicate in English in a clear and appropriate way in specific professional contexts.

## **Learning skills:**

Students are expected to demonstrate a good capacity of learning independently and using appropriately communicative functions, also practicing with the supplementary materials uploaded on the e-learning platform.



# Evaluation criteria and final marks

The final pass grade is 18. The evaluation criteria and final marks are established on the basis of the following mark breakdown:

- A mark of **less than 18** out of 30 – the level is considered insufficient and the candidate has not fulfilled any of the results listed in the “knowledge and understanding” section.
- A mark ranging from **18-20** out of 30 – in this case the candidate’s performance is considered sufficient and s/he fulfils the results listed in the “knowledge and understanding” section.
- A mark ranging from **21-23** out of 30 – in this case the candidate’s performance is considered to be fully sufficient as s/he fulfils the results listed in both the “knowledge and understanding” section and the “applying knowledge and understanding” section.

- A mark ranging from **24-26** out of 30 – in this case the candidate has reached a good level and has fulfilled the results listed in the “knowledge and understanding” section; the “applying knowledge and understanding” section; and the “expressing judgment” section too.
- A mark ranging from **27-29** out of 30 – in this case the candidate has reached a very good level and has fulfilled the results listed in the “knowledge and understanding” section; the “applying knowledge and understanding” section; the “expressing judgment” section; and the “communication skills” section too.
- A mark ranging from **30-30 cum laude** – in this case the candidate has reached an excellent level and has fulfilled all the results listed in the “knowledge and understanding” section; the “applying knowledge and understanding” section; the “expressing judgment” section; the “communication skills” section; and the “learning skills” section too.



**KEEP  
CALM  
AND**

**GOOD LUCK FOR  
YOUR ORAL EXAM!**