

Министерство образования и науки Российской Федерации

**Орский гуманитарно-технологический институт (филиал)
федерального государственного бюджетного образовательного учреждения
высшего образования «Оренбургский государственный университет»**

М. Ю. Фадеева

**РАЗВИТИЕ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ
СТУДЕНТОВ В СФЕРЕ ИНФОБИЗНЕСА
И ИНФОКОММУНИКАЦИЙ**

Учебно-методическое пособие



Орск 2017

УДК 378
ББК 74.48
Ф15

Печатается по решению редакционно-издательского совета
Орского гуманитарно-технологического института (филиала)
ОГУ

Научный редактор

*Кириякова А. В., доктор педагогических наук, профессор,
заведующий кафедрой общей и профессиональной педагогики
ФГБОУ ВО «Оренбургский государственный университет»*

Рецензенты:

*Белоновская И. Д., доктор педагогических наук, профессор кафедры
технологии машиностроения, металлообрабатывающих станков и
комплексов ФГБОУ ВО «Оренбургский государственный университет»;*

*Боброва Н. В., кандидат филологических наук, доцент кафедры
гуманитарных и социально-экономических наук Новотроицкого
филиала Национального исследовательского технологического
университета «Московский институт стали и сплавов»*

**Ф15 Фадеева, М. Ю. Развитие профессиональной компе-
тентности студентов в сфере инфобизнеса и инфокоммуникации :
учебно-методическое пособие / М. Ю. Фадеева. – Орск : Издательство
Орского гуманитарно-технологического института (филиала) ОГУ,
2017. – 124 с. – ISBN 978-5-8424-0857-3.**

*Учебное пособие выполнено в рамках инновационной программы Оренбургского госу-
дарственного университета и входит в состав учебно-методического комплекса, включаю-
щего описание инфокоммуникций, инфобизнеса, практической части бизнес-коммуникации в
действии и текстов для дополнительного чтения специальной литературы. Оно поможет в
обеспечении эффективного взаимодействия в сфере бизнеса и качества обслуживания ин-
фокоммуникационных систем высокотехнологичных и наукоемких компаний.*

*Пособие рекомендуется для студентов по направлениям подготовки 44.03.01 – «Пе-
дагогическое образование» (по дисциплине «Новейшие технологии»); 38.03.01 – «Экономика»
(по дисциплинам «Деловой иностранный язык» и «Иностранный язык в профессиональной
сфере»), а также предназначено для повышения квалификации специалистов государ-
ственных предприятий и учреждений, владеющих иностранным языком.*

ISBN 978-5-8424-0857-3

© Фадеева М. Ю., 2017

© Орский гуманитарно-
технологический институт (филиал) ОГУ, 2017

© Издательство Орского гуманитарно-
технологического института (филиала) ОГУ, 2017

Содержание

Введение	5
1. Основы управления инфокоммуникациями	8
1.1. Модель взаимодействия открытых систем	8
1.2. Задачи управления инфокоммуникациями	10
2. Инфобизнес	13
3. Презентации и выступления (Introduction)	20
3.1. Интервью с коллегой и представление его аудитории (Interview and introductions)	22
3.2. Выступление с описанием проблемы и ее решения (Problem-Solution Speech)	25
3.3. Презентация с описанием наглядности (Explaining Visuals)	33
3.4. Выступление, содержащее определение (Definition Speech)	45
3.5. Выступление по изучаемой специальности (Speech from Your area of Studies)	49
3.6. Презентация-обобщение (Summary Speech)	54
3.7. Заключительное выступление по основной изучаемой специальности (Final Speech from your Major Area of Study)	58
4. Ситуативно-обусловленные фразы (Phrases used to make conversational moves)	64
5. Телефонные разговоры (Telephone conversation and negotiations)	80
5.1. Подготовка к телефонному разговору (Preparing for a Phone Conversation)	80
5.2. Как ответить на телефонный звонок (Receiving Phone Calls)	81
5.3. Как принять и оставить сообщение (Taking and Leaving Messages)	83
5.4. Как попросить повторить информацию (Asking for Repetition)	85

3.5. Как оставить информацию на автоответчике (Leaving a Message on an Answering Machine)	87
3.6. Выбор стиля в телефонном разговоре (Choice of Style in a Telephone Conversation)	88
3.7. Полезные выражения для разговора по телефону (Helpful Expressions for Telephone Conversations)	91
6. Переговоры (Negotiations)	97
6.1. Естественно-речевые ситуации деловой коммуникации (Real Situations in Business Communication)	97
6.2. Полезные выражения для переговоров (Helpful Expression for Negotiations)	102
Тексты для дополнительного чтения (Texts for additional reading)	108
Тест (Test Your Business English)	121
Библиографический список	124

Введение

Смена исторических эпох определяется сменой коммуникационных технологий...

Герберт Маршалл Маклюэн

В конце XX в. человечество вступило в стадию развития, получившую название *постиндустриальное* или *информационное общество*, а тезис известного исследователя массовых коммуникаций Г. М. Маклюэна, приведенный в качестве эпиграфа, получил новое подтверждение. Информационные и коммуникационные технологии, по сути, расширяют границы таких фундаментальных понятий, как знание и язык.

Представление о важнейшей функции языка – получении и передаче с его помощью знания – сложилось исторически: язык – специфическая система связи, или коммуникации. Помимо языка для поиска и получения знаний, их хранения и передачи человек искал и находил дополнительные средства, которые оказывали значительное, подчас революционное, влияние на жизнь общества. Письменность, печатный станок, телефон, телевидение и, наконец, сеть Internet – вот наиболее впечатляющие вехи эволюции в передаче знаний.

Сегодня для становления учителя и специалиста как личности просто необходимо его приобщение к информативно-коммуникативным возможностям современных технологий, овладение подлинной информационной культурой, которая открывает ему и его ученикам путь к достижению одной из главных целей образования: от диалога людей и культур через выявление и развитие творческого потенциала личности к взаимообогащению и продуктивному взаимодействию человеческих сообществ.

Система образования встраивается в сетевой мир, где уже прочно заняли свое место средства массовой информации, реклама, банковская система, торговля и т. п.

Мировой опыт свидетельствует о том, что решение проблем образования начинается с профессиональной подготовки педагогов. Без качественного роста педагогического профессионализма мы будем обречены оставаться в прошлом. В связи с этим чрезвычайно актуальным становится такое обучение будущих учителей школ и преподавателей вузов, государственных служащих, которое основано не только на фундаментальных знаниях в избранной области (математика, химия, биология, литература, иностранный язык и т. д.), в педагогике и психологии, но и на общей культуре, включающей информационную. То есть необходима основательная подготовка в сфере современных информационных и коммуникационных технологий. Педагоги нового поколения должны уметь квалифицированно выбирать и применять именно те технологии, которые в полной мере соответствуют содержанию и целям изучения конкретной дисциплины, способствуют достижению гармоничного развития учащихся с учетом их индивидуальных особенностей.

Таким образом, содержание педагогического образования, обогащенное применением информационных и коммуникационных технологий, с которыми связывают получение таких ключевых компетенций, как социальная, коммуникативная, информационная, когнитивная и специальная, станет намного глубже и осмысленней при выполнении следующих условий:

- создании реальных условий для подготовки педагогических кадров, способных принять активное участие в реализации федеральных и региональных программ информатизации образования;
- значительном повышении уровня профессионального и общегуманитарного взаимодействия педагогов и обучаемых благодаря

возможности выполнения совместных проектов, в том числе и телекоммуникационных;

- появлении качественно новых условий для реализации творческого потенциала студентов за счет расширения возможностей традиционных библиотек и лабораторий вуза благодаря доступу к электронным библиотекам и виртуальным лабораториям, к научным, учебным и другим культурно и социально значимым ресурсам сети Internet;

- повышении эффективности самостоятельной работы студентов с традиционными и электронными ресурсами благодаря развитым системам для самоконтроля и поддержки обратной связи с преподавателем;

- реализации непрерывного открытого образования, когда студенты смогут принимать самое активное участие в организации процесса обучения, выбирая курсы, доступные в любое время благодаря телекоммуникациям.

Выполнение перечисленных условий будет способствовать достижению основной цели модернизации образования – улучшению качества обучения, увеличению доступности образования, обеспечению потребностей гармоничного развития отдельной личности и информационного общества в целом. Соответствующая подготовка очень важна еще и потому, что именно педагогам отводится решающая роль в проектировании и содержательном наполнении создаваемой на базе технологий Internet информационной образовательной среды России, основное назначение которой – сделать доступным и востребованным национальный научный, культурный и образовательный капитал.

1. ОСНОВЫ УПРАВЛЕНИЯ ИНФОКОММУНИКАЦИЯМИ

Революционное развитие технологий в последние десятилетия сделали современные сети связи важнейшей частью информационного пространства общества. Если услуги первых сетей связи ограничивались возможностью установить соединение и вести разговор, то услуги современных сетей нацелены на обеспечение пользователю доступа и средств для создания и обработки любого вида информации – текстовой, видео, аудио. Ориентация на информационную составляющую обусловила переход от телекоммуникационных сетей, отвечающих только за передачу информации, к инфокоммуникационным, объединяющим транспортную инфраструктуру и информационные процессы, взаимодействующие посредством телекоммуникационной сети.

Важность решения задач управления гетерогенными телекоммуникационными сетями побудила отрасль вынести их рассмотрение за пределы внутренней среды бизнеса и поставить в один ряд с такими вопросами, как совместимость технологий и разработка общеотраслевых стандартов. Сегодня методы управления рассматриваются как комплексная проблема, включающая самые разные аспекты, в том числе автоматизацию управления и разработку систем управления.

1.1. Модель взаимодействия открытых систем

В 1982 г. Международная организация по стандартизации ISO (International Organization for Standardization) в сотрудничестве с сектором стандартизации телекоммуникаций Международного союза электросвязи ITU-T (ITU Telecommunication Standardization Sector) начала новый проект в области сетевых технологий – проект по описанию *взаимодействия открытых систем* (англ. Open Systems Interconnect, OSI). Проект OSI стал первой значимой попыткой создания

сетевых стандартов, способных обеспечить совместимость решений различных поставщиков.

Основным результатом проекта OSI стала семиуровневая эталонная модель взаимодействия открытых систем (рис. 1), позволяющая универсальным образом описать логику информационного обмена между взаимодействующими системами, а также между системой и ее пользователем. Таким образом становилось возможным обеспечить сопряжение оборудования различных производителей.



Рис. 1. Модель взаимодействия открытых систем

Каждый из семи уровней модели отвечает за определенную функциональность:

– *прикладной* (англ. Application) – обеспечивает взаимодействие сети (или программного приложения в сети) и пользователя, организует для него доступ к сетевым службам;

– *представительский* (англ. Presentation) – отвечает за кодирование/ декодирование данных между приложениями и сетью;

- *сеансовый* (англ. Session) – отвечает за поддержку и управление сеансом передачи данных между взаимодействующими сторонами;
- *транспортный* (англ. Transport) – предназначен для обеспечения корректной доставки данных;
- *сетевой* (англ. Network) – отвечает за коммутацию и маршрутизацию данных в сети;
- *канальный* (англ. Data Link) – контролирует взаимодействие сетей на физическом уровне;
- *физический* (англ. Physical) – осуществляет непосредственную передачу потока данных.

Помимо перечисленных функций, каждый уровень предоставляет вышележащему уровню услугу доступа к нижележащему уровню.

В полной мере модель OSI так и не была реализована, что связано с высокой сложностью ее протоколов и оторванностью от практики. Тем не менее она дала основу для создания более пригодной с точки зрения практического использования модели протоколов (например, TCP/IP), а также задавала вектор направления развития программных систем в целом.

1.2. Задачи управления инфокоммуникациями

В рамках модели взаимодействия открытых систем в ISO была разработана модель управления распределенными информационными системами.

Модель предлагает архитектуру управления сетью, построенную на принципе «менеджер-агент», и определяет пять концептуальных областей управления.

Менеджер – это программно-аппаратный комплекс, который выдает команды управления и принимает сообщения об их выполне-

нии. Программно-аппаратный комплекс или установленное на управляемом сетевом элементе программное приложение, которое выполняет команды и посылает сообщения о результатах операций, называется агентом. Команды, которые менеджер может отдавать агенту, а также ответные сообщения определяются посредством протокола управления. Вид архитектуры управления сетью представлен на рисунке 2.

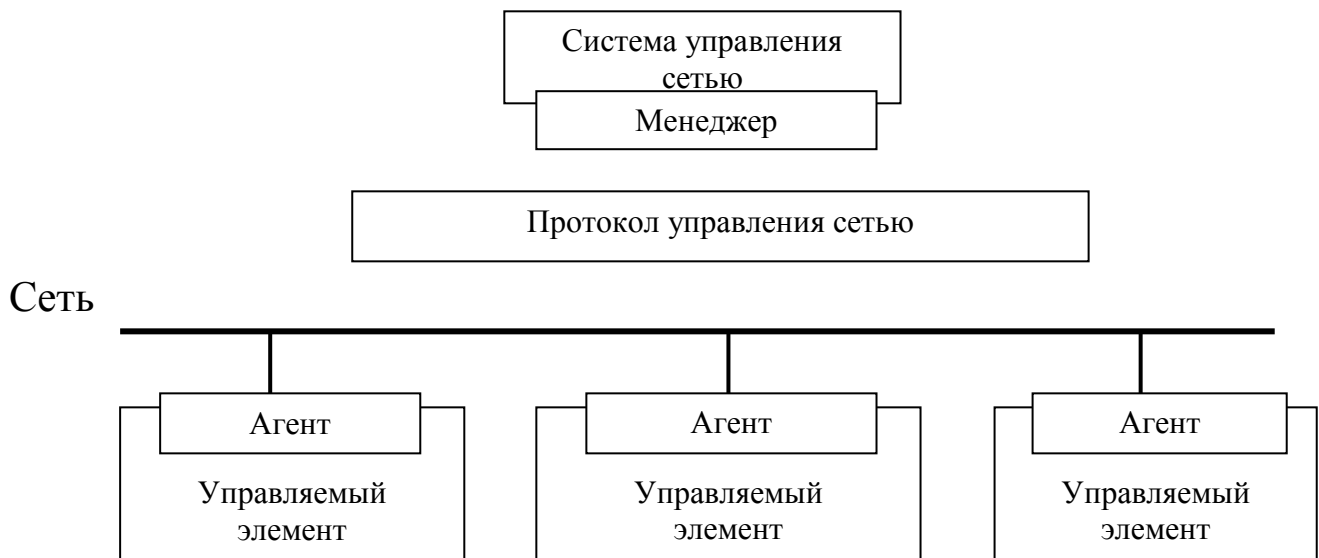


Рис. 2. Архитектура управления сетью

Концептуальные области определяют задачи управления:

- *управление конфигурацией:*
 - планирование и проектирование сетей, управление установкой оборудования, ввод в эксплуатацию,
 - контроль наличия и функционирования оборудования систем и сетей связи,
 - обеспечение запасными частями и резервными комплектами оборудования;
- *управление неисправностями:*
 - сбор и обработка сообщений о неисправностях,
 - локализация неисправности,

- устранение повреждения или неисправности,
- тестирование и повторный ввод в эксплуатацию,
- проведение планово-предупредительных мероприятий;
- *управление расчетами за услуги связи:*
 - сбор сведений об оказанных услугах связи,
 - поддержание и сохранение тарифицированных данных;
- *управление безопасностью:*
 - разграничение и контроль доступа к элементам сети и системе управления,
 - аудит действий операторов,
 - генерация и обработка сообщений о повреждениях (неисправностях) сети и системы управления,
 - восстановление (программное и аппаратное) оборудования сетей и систем связи;
- *управление производительностью:*
 - отслеживание и сбор данных о функционировании сети,
 - повторная маршрутизация трафика, динамическое управление,
 - анализ показателей функционирования сети во времени.

В современных системах управления инфокоммуникациями решаются как перечисленные задачи управления, так и многие другие, обусловленные спецификой бизнеса, необходимостью строить партнерские цепочки, требованиями рынка.

2. ИНФОБИЗНЕС

Основатель инфобизнеса Андрей Парабеллум в 2007 году фактически с нуля начал выстраивать эту отрасль, в дальнейшем ставшей крупнейшим информационным бизнесом в России.

Рассматриваются все основы создания и раскрутки собственного денежного источника в формате пошаговых практических инструкций, причем подробно разбираются как общие стратегии развития, так и конкретные элементы – книга, сайт, рассылка, семинар, вебинар, консалтинг и коучинг, копирайтер и прочее.

Инфобизнес – сфера, занимающаяся коммуникационной деятельностью, связанной с сетью продуктов и сервисов за разную цену.

Структуру инфобизнеса можно представить как табуретку, стоящую на трех ножках – основных элементах (рис. 3).



Рис. 3. Структура инфобизнеса

Инфопродукты – семинары и тренинги, записанные на диски либо доступные для скачивания через интернет, предназначенные для самостоятельного изучения (так называемые коробочные продукты).

Проводя живой семинар, можно поставить видеокамеру, записать все, что происходит на сцене, а затем сделать из этого диск с соответствующей обложкой. После чего можно дополнительно перевести все, что говорили, в текст, сделав брошюру.

Таким образом получаем готовый коробочный продукт («коробку») – диск с видеозаписью семинара и раздаточные материалы в брошюре.

Коучинг и консалтинг – персональная работа с клиентом. Самый прибыльный элемент инфобизнеса.

Коучинг обычно подразумевает под собой работу один на один с клиентом, которому вы помогаете достигать персональных целей, доводя его до результата. *Консалтинг* – консультирование бизнеса, когда вы консультируете не человека, а компанию, и ваша задача – добиться определенных результатов от бизнеса (например, увеличения продаж).

На самом деле, коучинг и консалтинг гораздо более сложные понятия, но в простейшей модели коучинг – это работа с человеком, а консалтинг – с компанией.

Создание полноценного инфобизнеса

Каждый из трех элементов инфобизнеса (семинары/тренинги, инфопродукты, коучинг/консалтинг) очень важен, поскольку стоит убрать какой-то один – и получится табуретка, которая никак не способна устоять на двух ножках. При этом зачастую присутствует только что-то одно. Например, существуют компании, которые проводят только семинары и тренинги.

Есть чисто консалтинговые компании, которые сажают в штат менеджеров по продажам, в задачи которых входит холодный обзвон предприятий сразу с предложением консалтинга.

Многие коучи занимаются только непосредственно коучингом, даже не подозревая о других гранях бизнеса. Любой из этих вариантов – это попытка балансировать на одной ножке табуретки.

Успешный инфобизнес всегда строится на сочетании всех трех элементов. Каждый из них должен быть представлен в бизнесе в полной мере, каждому должно уделять внимание, вкладываться и развивать.

Работа по усеченной модели

Допустим, отсечем инфопродукты и оставим только консалтинг с коучингом и семинары с тренингами. Достаточно практикуемая схема у «звезд» в какой-либо теме – у них есть семинары и персональная работа.

Самый главный минус этой модели состоит в том, что можно просто выдохнуться, потому что на коучинг, консалтинг и семинар вы затрачиваете свое личное время. Кроме того, не делая инфопродукты, вы лишаете себя пассивного дохода, так как «коробки» работают без вашего участия: вам не надо постоянно впрягаться, чтобы их делать. Один раз записали – и все. Это очень важно, так как позволяет вам сразу очень сильно увеличить масштаб своего бизнеса и, фактически, клонировать себя.

Конечно, результаты от коробок хуже, чем от живого обучения. Кроме того, коробочные продукты продаются хуже, чем живые семинары и тренинги, но это пассивный доход, не требующий в своем создании вашего активного участия: он может потребовать участия в продаже, но не в производстве. Большинство коучей-консультантов говорят, что вообще занимаются только консалтингом, полностью отсекая инфопродукты и семинары.

Основной недостаток этой позиции в том, что в таком случае очень сложно находить новых клиентов. Коучинг и консалтинг очень хорошо работают, а продаются именно на семинарах и тренингах.

Полноценный бизнес возникает тогда, когда есть все элементы, которые можно собрать в очень сильные цепочки.

Давайте вернемся к треугольнику инфобизнеса и еще подробнее рассмотрим каждый отдельно взятый угол. Первый угол треугольника инфобизнеса – это семинары, тренинги и любой другой вариант *активного (то есть не самостоятельного) обучения*. Университет, например, это тоже активное обучение.

Второй угол – *пассивное (то есть самостоятельное) обучение*. Здесь располагаются разнообразные инфопродукты: книги, тренинги «в коробке», видео – все, что человек может взять и самостоятельно проработать, обучаясь по какой-то системе.

Третий угол треугольника – это *активная работа тренера*. Например, коучинг и консалтинг.

Такая работа может осуществляться один на один или в мини-группах либо как помощь лично клиенту, либо как работа над бизнесом клиента. Иначе говоря, вы можете либо помочь клиенту что-то понять (коучинг), либо помочь что-то сделать (гибрид коучинга и консалтинга). К этому же углу инфобизнеса относятся и сервисы. Зачастую продаем done-for-you сервисы, где вместо того, чтобы человек делал что-то сам, он говорит: «Слушайте, давайте я вам просто заплачу в три раза больше, но сделайте все за меня».

Когда человек приходит и видит вас в первый раз, ему нужен максимум информации, потому что у него есть проблема, есть некая «боль», которая его мучит, и он, соответственно, хочет от нее избавиться.

Обычно мужская психология подсказывает следующее решение: мы идем в книжный магазин и покупаем килограмма четыре книг на какую-то определенную тему, чтобы разобраться в «боли». Мы отправляемся на тренинги по той же причине и начинаем активно потреблять информацию, пытаюсь понять, что именно нам нужно сделать, чтобы из этого положения выйти.

Как же сделать так, чтобы ваш инфобизнес был вечным? Чтобы люди вам платили всегда? Чтобы они радовались, чтобы это было им интересно, чтобы у вас было очень много денег?

1. Необходимо сделать что-то *выдающееся* или что-то продать. Либо что-то сделать, либо что-то продать. Все равно что. Что-то, что другие люди не делают. И многие из вас уже сделали первый шаг.

2. Вы устраиваете тренинг, на котором рассказываете, как вы что-то сделали.

Логично? То есть вы что-то сделали, это что-то хорошо сработало, теперь можно собрать двадцать человек и рассказать им, как вы это сделали.

3. Устраиваете следующий тренинг еще для двадцати человек, где рассказываете, *как вы только что устроили тренинг, где рассказали, как вы недавно что-то сделали*. То есть это уже второй этап.

4. Потом можно устроить вебинар, на котором рассказать, как вы устраиваете тренинги, на которых рассказываете, как вы что-то сделали.

5. *Потом можно заняться коучингом*, где научить устраивать вебинары, на которых вы рассказываете о том, как вы устраивали тренинги, на которых вы что-то сделали.

Таким образом, на каждом следующем этапе вы рассказываете о том, как вы только что сделали предыдущий. И люди ходят и платят, и им интересно.

Именно это и является формулой вечного инфобизнеса: вы что-то успешно делаете, а затем об этом рассказываете.

Можно рассказывать о том, как вы что-то рассказывали о том, как вы что-то рассказывали о том, как вы что-то рассказывали о том, как вы что-то рассказывали о том, как вы что-то сделали.

Это можно продолжать повторять бесконечно. Такой непрерывный процесс бесконечной рекурсии. И это будет работать!

Простая схема любого инфобизнеса

Существует много примеров инфобизнеса. Любой инфобизнес (особенно тот, который развился САМ, без продвинутых моделей ведения и продвижения в массы) можно уложить в простую схему:

Книга(-и) – Тренинг(-и) – Индивидуалка
(персональное обучение или консалтинг)

В такой модели основные деньги приносят тренинги. Книга (или книги) существуют для того, чтобы раскручивать тренинги. Индивидуалка – чтобы собирать сливки с тренингов, предлагая дорогие услуги.

Поскольку тренинги масштабируемы (могут вести другие тренеры под вашей крышей), то денег там явно больше из-за того, что этот кусок бизнеса можно очень долго и сильно раскручивать без таких проблем, как ограничение в своем времени (за индивидуалку зачастую будут платить только главному тренеру – по крайней мере, первые год-два, то есть передать этот блок кому-то другому весьма проблематично).

Некоторые (еще юные) инфобизнесы могут пропустить одно из звеньев, получив следующую цепочку: книга – консалтинг или книга – тренинги. В таком случае денег в бизнесе окажется на порядок меньше. Такая модель ведения бизнеса привлекательна для многих тем, что ее относительно просто создать и раскрутить, а также тем, что она способна давать стабильную пятизначную сумму долларов дохода в месяц.

Технари и инфобизнес

Информацию очень сложно продавать технарям и профессионалам? (Хотя, казалось бы, именно они и должны быть самыми лучшими ее потребителями.) Так вот, им очень сложно что-либо продать, потому что их система, их ремесло приучает их отключать мозг. Чем меньше у них эмоциональности, тем для них лучше. И чем успешнее они в одном деле, тем меньше шансов у них добиться хороших результатов в другом или, тем более, других. Под технарями мы понимаем не только тех, кто связан с компьютерами или какой-либо техникой, но всех тех, кто считает себя профессионалом своего дела, долго и нудно изучал основы своего ремесла, стратегию и тактику своей деятельности.

Это технари с ранней школы до университета (а потом и второго или даже третьего) образования углубляются в одну тему и разбираются только в ней. Если технарей попытаться научить чему-то другому, им придется потратить огромное количество энергии, пережить невероятный стресс для того, чтобы начать хорошо разбираться в новом деле. Ведь для этого нужно сначала стать новичком, ничего не знающим и не умеющим. А технари этого очень не любят.

Они заостенели в своей «специальности» и не дают себе внутреннего разрешения начать что-то делать до тех пор, пока досконально в этом не разберутся. Это не просто перфекционизм, это поведенческий шаблон, который не дает им заняться чем-то новым до тех пор, пока они не будут уверены, что справятся и их не высмеют.

Казалось бы, вполне закономерный подход. Но маленький ребенок учится ходить, не зная, как и зачем это делается. И скорость обучения у ребенка в первые три года его жизни максимальна.

Ни один взрослый не может даже близко приблизиться к скорости развития ребенка. Потому что ребенок не фильтрует, что ему нужно, а что нет, не осторожничает, не рассуждает. Он действует!

3. ПРЕЗЕНТАЦИИ И ВЫСТУПЛЕНИЯ (INTRODUCTION)

It's a good idea to begin planning early for your presentation. You will have a total of seven speeches in class. Below is a list of speeches you will be assigned and the amount of time you have to present them.

Audience

Begin now to think of topics that you would like to select. Keep in mind who you are talking to: a general audience or a group of people from your area of studies.

Time limit

Keep in mind that there is a time limit on all the speeches you will give. At home you will need to time your speech to make sure that you won't be taking time away from another student.

If you have a good idea for a speech, but you know it will last at least 5 minutes or longer, use it as your mid-term or final speech.

Speeches

Speeches 1. Interview / Introductions, 10-12 sentences maximum. In this speech you will present another student from your group to the class.

Speeches 2. Problem-Solution Speech, 18 sentences maximum. In this speech you will discuss an economic problem that exists in Belarus or a problem, in your field. Then you will offer a solution to the problem and evaluate your solution.

Possible topics: Foreign investment in Belarus' economy; inflation; unemployment; GNP; economic growth; banking system; taxation policies; price formation, etc.

Speeches 3. Explaining a Visual, Graph or Chart, 2 minutes maximum. For this speech you will need one visual to explain to the class. It can be a visual from a text, magazine or newspaper. It has to relate your area of studies, e.g. macroeconomics, international business, marketing, management, etc.

Possible topics: Same as in Speech 2.

Speeches 4. Definition Speech, 10-12 sentences maximum. You will define a term from your area of studies for the class. You will also be expected to give an extended (expanded) definition.

Possible topics: Productivity problem; inflation rate; budget deficit; GNP and GDP; income distribution; demand and supply; exchange rate; foreign trade deficit; multinational production, etc.

Speeches 5. Mid-Term Speech From Your Area of Studies, 5-6 minutes maximum. Keep in mind, however, that it must also be possible for a general audience to follow. You will need 1 or 2 visuals for this speech.

Possible topics: See the above, plus add your own in accordance with your term papers or research you are doing at the moment.

Speeches 6. Summary Speech, 14 sentences maximum. You will be given an article to summarize and then present to the class. The goals of this presentation will be to enhance your ability to summarize clearly and succinctly as well as to work specifically on pronunciation skills.

Possible topics: The World Bank's report on the economic situation in the country; big business; consumption and investment; saving and investment; interaction of supply and demand; price policy in your country as compared to the rest of the world; unemployment problems, or any other topic from your area of studies or research.

Speeches 7. Final Presentation from your Major Area of Studies, 6-8 minutes maximum. Your goal is to incorporate the speech-giving strategies you have learned in your presentation.

Possible topics: See all the above, plus any other that you are currently studying or interested in.

3.1. Интервью с коллегой и представление его аудитории (Interview and introductions)

YOUR FIRST PRESENTATION

It is important to get to know your classmates, since they will be your audience for all your presentations. For your first presentation you will introduce one of your classmates to the class. That student will, in turn, introduce you.

SPECIFIED MAXIMUM LENGTH: 10-12 sentences.

STEPS TO FOLLOW:

1. Select a partner to interview.
2. Interview your partner. At the same time, your partner should interview you. Find out information about your partner's educational background, work experience, interests and hobbies, travel and family that will interest the other students in the class. Keep in mind that you both need to gather enough information for your presentations before the end of the class.
3. For homework think about:
 - a) an introduction to your speech (see below);
 - b) what material you will include or omit;
 - c) how you will organize the material you have collected (see below).
4. Practice your speech. Remember, you cannot read it to the class. You can, however, have a few notes written on a small note-card. At home record your speech 2 times on an audio cassette without reading it.

Listen and evaluate your presentation using the check sheet (see below). Also, count the number of sentences to make sure there are no more than 12 of them.

5. Come to class prepared and confident that you will do a good job.

ORGANIZING YOUR SPEECH

There are several different ways you can organize your introduction speech. The pattern you chose may require you to use certain organization or transition words to link the information together in a coherent way. Here are a few suggestions (see also Section 2 of this chapter to have a larger choice):

1. Organize your speech chronologically from past to present. Or, you can also organize it from present to past, which is more difficult. If you use a chronological order, you may need to use such time transitions as:

- In 1991...
- After he/she finished...
- When he/she was eighteen...

2. Organize your speech by areas such as employment, education, interests, family. If you choose this organization pattern, you may wish to use transition expressions to change from one area to another, like.

- Even though Alex studies, he saves time for one of his special interests, chess.
- Besides her studies, an important aspect of Olga's. life is her family.

3. Organize your speech by listing your partner's achievements. Use simple transition words for listing each achievement, such as:

First ... Second ... Third ... In addition ... Moreover ... Also ...

4. Organize your speech by contrasting your partner's life before his/her entering the University with his/her life now. To show contrast, you need to use transition words like

- however;
- in contrast;
- but.

ASK YOURSELF:

What organization pattern will I use?

What transition words can I use to move smoothly from one part of my speech to the next?

HOW TO BEGIN YOUR SPEECH:

You can begin your speech in a straightforward way by saying something like:

- This is...
- I'd like to introduce you to...

Or, you can begin by asking a question:

- Have you ever met someone who....?

Or, you can tell something interesting about the partner before you introduce him or her:

- Here is a young lady who has travelled to many countries. Now she is studying International Business (Marketing, Management, etc.) at the Belarus State Economic University in Minsk. Her name is...

Which of the above introductions do you think is more effective? Why? How will you begin your speech?

CRITIQUING EACH OTHER'S INTRODUCTORY SPEECH

Before you listen to each other's introductory speeches, study the evaluation form (a check list) designed by Susan M. Reinhart of the English Language Institute at the University of Michigan. You will use it as a guide to give the speaker oral feedback about his or her strengths and weaknesses.

What suggestions do you have for the speaker? Your comments will help the speaker improve his or her speaking skills for the next presentation.

Evaluation form

Name of presenter:.....

	Needs work (give comments)	Good	OK (not bad)
Introduction (got audience attention)			
Organization (clear, easy to follow)			
Transition words (their effective use to connect ideas)			
Hand gestures (expressive, appropriate)			
Eye contact (looked at everyone)			
Information (interesting, appropriate)			
Voice (confident)			
Pronunciation (easy to understand)			
Pace (not too fast or slow)			

3.2. Выступление с описанием проблемы и ее решения (Problem-Solution Speech)

YOUR SECOND PRESENTATION

For your second presentation you will give a problem-solution speech. You may discuss either a theoretical problem from your field of studies or a problem of Belarus' economy.

SPECIFIED MAXIMUM LENGTH: 18 sentences

ORGANIZATION:

You should use a four-part structure for your presentation:

1. Description of the situation.
2. Identification of the problem.
3. Description of a solution.
4. Evaluation of the solution.

During the first part, set the scene or provide background for introducing the problem.

During the second part, clearly present the problem, so that your audience can understand it.

In the third part, tell the audience what your solution to the problem is or what you think would be the best solution. If the problem has already been solved, explain how it was solved.

During the fourth part, evaluate the solution by briefly discussing its strengths and weaknesses.

STEPS TO FOLLOW:

1. Think of a problem in one of the areas mentioned above. If the problem is very complex, limit it or choose a different topic.

2. Make sure that your description of the situation and the problem is clear. If not, your audience will have problems following you.

At various points during your presentation, check to see if your audience is following you (See: Checking for Understanding below).

Keep in mind that you do not want to lose your audience during your presentation. One technique that good speakers use is to ask a question. You may wish to do this for one or more of the following reasons:

- to get the audience's attention;
- to make sure the audience is following you;
- to have a dialogue with the audience;
- to focus the audience's attention on the topic of your presentation by asking a question that you plan to answer during your speech (this is called a rhetorical question).

3. Use appropriate transitions from one section of your speech to another. Here are some examples:

- One of the biggest problems facing me when I entered the Department of International Business of the University was...
- There have been two major criticisms of this solution. The first is...

4. Practice your speech. Record it two times on an audio cassette.

Remember, you cannot read it to the class. You can, however, have a few notes written on a small note card in the form of an outline.

Here is an example of an outline that could be used for a presentation in class:

GNP (Gross National Product)

- 1) Introduction
- 2) Definition (if time allows, distinguish real GNP from nominal GDP)
- 3) How to compute GNP (give the GNP identity and explain each component)
- 4) Historical data (some GNP data of the USA and Belarus or Russia in comparison)

CHECKING FOR UNDERSTANDING

When you give a presentation, it is important to ask if the audience is following you. Some members of the audience may have problems understanding your accent or even key vocabulary words you mispronounce. Therefore, remember to pause at appropriate breaks to check for understanding so that you will not «lose your audience».

You can use one of the following expressions to check for understanding:

- Are you following me?
- Do you have any questions?
- Do you understand so far?
- Is that clear?
- OK so far?

ASKING FOR CLARIFICATION

In a classroom presentation, you as a listener may wish to ask for clarification. It is generally a good idea to raise your hand if you have a question.

Here are some expressions to use when asking for clarification:

- Could you repeat that?
- I'm sorry, I didn't understand that.
- I'm sorry. Could you say the last sentence again?

ORGANIZING YOUR PRESENTATION

The organizational structure you are to use in your speech has already been given to you. As you plan your speech, make sure you have included all the four parts.

Think of transition sentences, which will effectively lead your listeners from one part to the next. (Consult Section 2 of this Chapter.)

Таблица 2

Self-critique of your problem-solution speech

	Good	OK	Needs work	Comments
1	2	3	4	5
1) TOPIC (interesting, relevant, appropriate for audience)				
2) INTRODUCTION (got audience attention and keep it, imaginative)				
3) ORGANISATION (clear, easy to follow, speech had 4 parts)				
4) TRANSITIONS (made clear transitions between the 4 parts of presentation)				
5) EYE CONTACT (looked at everyone, didn't focus on the ceiling, windows or 1-2 people)				
6) VOICE (good volume, enthusiastic, confident)				

1	2	3	4	5
7) PRONUNCIATION (easy to understand, pronounced key words correctly)				
8) PACE (good pace, not too fast or slow)				
9) CLARIFICATION CHECK (checked to see if the audience was following at the appropriate time)				
10) YOUR WEAK AREA	-	-	-	

SAMPLES OF A PROBLEM-SOLUTION SPEECH

1. The Effect of the Chernobyl Accident in Belarus

As a result of the Chernobyl nuclear power station's explosion in 1986, the Republic of Belarus has been faced with a serious ecological problem.

After the Chernobyl accident, almost 23% of the republic's territory is now badly contaminated with Cesium-137. Most of the Homel region has been affected by the radioactive Iodine contamination. This has led to a sharp increase of the number of people suffering from the thyroid gland cancer.

In addition, the air pollution makes the situation more complicated. Various harmful substances once discharged into the atmosphere cause even more mutations than radiation does. For example, only in Minsk 20% of all the infants are born with serious health defects. Unfortunately, the government does not seem to be helpful.

In this situation, people should take care of themselves and not wait for somebody's assistance from aside. First, badly contaminated areas should be closed, and agricultural activities in all the other regions contaminated with radioactive elements should be restricted and controlled.

Second, much higher fines should be imposed on the enterprises polluting the air, water and land. It is also important to instruct and inform the

population, for example, about the use of medications and consumption of food.

The above measures combined with a number of others, in my opinion, might give us a chance for survival.

(Anna F., a 3rd-year student)

2. The Impact of Foreign Financing in Belarus

Foreign financing is a kind of financial activity concerning financial funds or assets transferred through state borders.

Normally, a state tends to attract this kind of financing when its economy is short of internal financial resources. The Republic of Belarus, however, due to unwise policy in the sphere of economic reforms, is experiencing lack of negotiable assets. At the moment, a certain amount of foreign financing is badly required for the country.

There are three main levels of foreign financing. The first of them is the level of international financial organizations, such as the International Monetary Fund or the World Bank. These organizations were established in order to accumulate financial resources of developed countries and distribute them among the less developed ones. The second source of foreign financing is an interstate agreement on credits. And the third level is direct foreign investments. It is obvious that the latter have the biggest potential. At the same time, they are the most difficult to attract.

In Belarus, for the reasons mentioned above, the IMF and the World Bank are very reluctant to deal with the government. As a result, it is almost impossible to attract direct foreign investments any longer. To improve the situation, in my opinion, our republic needs to have a constitution which will not allow to violate law and human rights as well as a realistic economic programme which will enable to overcome the crisis and implement market reforms.

My understanding is that the above solution measures will hardly be taken in the near future. As a result, the level of foreign financing will fall to zero, which is very sad to state.

(Sereev Y., a 3rd-year student)

3. International Business Activities in Belarus

Since the collapse of the Soviet Union, when Belarus was almost closed for foreign businesses, very little has changed in fact. The early 90-ies saw an influx of multinationals starting their operation in the country (for example, Coca-Cola, Wella, Ford Union, etc.). But as the situation has substantially hardened since 1994, with numerous restrictions and regulations imposed, the number of new foreign companies opening in Belarus has dropped almost to zero.

The problems which occur hereby are but evident: since the Belarus' infrastructure and industrial complex are extremely underdeveloped, they require a great deal of investment, which cannot be obtained in the domestic market; the same is true for the research and development activities. Taken as a whole, the problem is that extremely high regulation level of international business prevents the country's economy from receiving a desirable inflow of foreign investment.

The solution to this problem is complex and includes a great variety of options, but there are certain measures that must be taken by all means to provide a basis for successful international business activities in Belarus. First, one needs to liberalize foreign exchange policy. Then, an adoption of more liberal taxation and licensing regulation acts is sure to enhance international business. Next, the government will have to provide serious guarantees for the security of private property and introduce more liberal procedures for foreigners to purchase property, including land. Finally, it is necessary to provide stable and sufficient flow of investment. It is in Belarus' interests to normalize its relations with the World Bank, IMF, and WTO.

The above measures seem quite radical in relation to the current situation in Belarus. So one can hardly expect these steps to be implemented, as long as the government sticks to the policy of utmost administrative control over the economy.

(Yura K., a 3rd-year student)

4. Monetary Policy of Belarus: Problems and Solutions

Economies in transition face a wide range of problems concerning changes in economic structure and infrastructure, introduction of new forms of ownership, stabilization of national currencies, and liberalization of international business relations. In Belarus these problems tend to become more acute due to inconsistent policy of the government.

Monetary policy of Belarus seems to be the most complex sphere of the overall economic policy. It incorporates a set of interconnected problems whose solving is crucial for the development of the economy as a whole in the modern market environment. Constant depreciation of the local currency, the Belarusian Rubel, combined with high rates of inflation and multiplicity exchange rate form a negative background for efficient production and further integration of Belarus into the pattern of economic relations.

The government cannot but search for resolving these problems. Strict control of prices has been established, an official exchange rate was fixed at an overvalued level, plus denomination of the national currency has been announced without any guarantees of its stabilization. As a result, the black market is prospering, the inflation is speeding up, with printing empty money still going on, thereby turning the Belarusian Rubel into useless paper. The national currency is losing its main functions, such as the measure and store of value and means of payment.

Meanwhile, there exist market solutions of the monetary policy problems. Alongside with a complete set of structural reforms, the government should take some urgent measures in order to curb inflation, including imposing tough budget constraints, liberalization of prices, and establishing an independent banking system.

Combined with a secure system of law, the above measures will also contribute to attracting foreign investment and encouraging more efficient production. They will become an excellent foundation for further reforms and growth.

(Anna A., a 3rd-year student)

3.3. Презентация с описанием наглядности (Explaining Visuals)

YOUR THIRD PRESENTATION

Now you will have the opportunity to make a short 2-3 minute presentation. The purpose of the presentation is to explain a visual from your field. It can be a simple graph, a chart or a table from your area of studies. Good places to look for visuals are in your economics text-books, or magazines and newspapers, e.g. «The Financial Times», «The Economist», «Belarusian Market», «Belorusskaya Delovaya Gazeta» «Belorusskaya Gazeta», etc. Remember to cite the source at the bottom.

ORGANIZATION:

In English, common ways to organize information include:

1. *From general to specific.* Tell what the visual as a whole is about. Then begin to explain the specific details.
2. *Linear or spatial order.* Start at one point in the visual and then proceed clockwise or linearly to the next point. This organization is common when describing a process.
3. *Chronological Order.* Some graphs represent years and historical changes. If yours does, start from past and move to present. If your graph tells a history, use chronological order.
4. *Comparison / Contrast.* Some visuals are a comparison between two objects. One way to organize a comparison speech is first to talk about one object and then compare or contrast it with the other. Another way is to compare one aspect of the first object with one aspect of the second object and then compare the second of the aspect of the first object with the second aspect of the second object.
5. *Cause and Effect.* Some visuals show an action (act, event or movement) and the result or effect of this action. Some speakers start by explaining the action and then describe the result or effect. Others may begin with the result (the effect) and then explain what action caused it.

6. *Combination*. Combine organizational types, e.g. do a chronological comparison.

TRANSITION WORDS

What transition words will you use with each of these organizational patterns?

Some categories of phrases from section 2 of this chapter may be particularly useful here.

When you are presenting, use the following Verba! Stratagems from Section 2 of this Chapter:

- Explaining (4);
- Highlighting / Emphasizing issues (8);
- Referencing / Linking (9);
- Supplementing / Linking / Expanding (19).

When you are responding to a question, use:

- Digressing (10);
- Buying time / Hedging (15);
- Self-Correcting (16);
- Acquiescing / Placating (27).

As a listener:

When you are not a presenter, you will be responsible for asking at least one question to one or another presenter. Your question should include a verbal stratagem. It will be useful to review the following categories:

- Opinion giving (2);
- Buffering (17);
- Clarifying / Confirming / Paraphrasing (18);
- Questioning / Information Seeking / Doubting (20);
- Disagreeing / Negating / Countering (24).

CHECK LIST:

Carefully go through all the questions on the check list:

1. Is my visual, graph or chart interesting yet simple enough to explain in 2– 3 minutes maximum?
2. Is my visual too complex for a general audience to understand? (If so, choose another one.)
3. How have I organized my presentation? Have I chosen an organizational plan that fits my topic?
4. How will I make sure my audience is following me? When is a good time to stop and ask them?
5. What questions might the audience ask me about my visual?
6. Is my speech longer than 2-3 minutes? If so, how will I cut it down?
7. Have I practiced my speech twice and put it on tape?

OTHER WORDS THAT COULD BE USED HERE:

Exemplification

for example	namely	that is
an example of this	specifically	a case in point
in other words	in particular	for instance
frequently		to illustrate

Enumeration / Sequence

first, second...	finally	before
moreover	also	another
in addition	next	afterwards
then	after	again
furthermore	later	

Comparison

similarly	not only...but also
also	likewise
just as	in the same way / manner

Contrast

but	however	even though
though	nevertheless	unlike
yet	still	in contrast
on the other hand	in spite of	on the contrary
conversely	whereas	despite
in fact	although	nonetheless

Result

therefore	thus	as a consequence
consequently	as a result	for this reason
hence	for	because
accordingly	so	

Emphasis

even	actually	as a matter of fact
surely	obviously	true
certainly	again	undoubtedly
indeed		

Summary

in summary	in conclusion to conclude
in brief	on the whole to summarize
to sum up	in short

CONTRAST AND COMPARISON

There are a number of words in English used to express contrast. This is especially important to know when explaining visuals, graphs and charts.

The most common of them is but. However is also used quite often, especially in academic speaking. These contrast words can be used to

1) *relate one sentence to another, as in:*

Both processes are simple to perform. However, the first one is less time-consuming.

Inflation results in a rise in price levels. Deflation, in contrast, effects a decline in prices.

2) *relate parts of the same sentence to each other, as in:*

Both processes are simple to perform, but the first one is less time-consuming.

Inflation results in a rise in price levels, whereas deflation effects a decline in prices.

Notice that some words are used to relate two sentences to each other (*however, in contrast*) while others are used to relate two parts of the same sentence to each other (*but, whereas*). Therefore, sometimes one contrast word cannot be simply substituted for another without re-writing the sentence(s).

What other contrast words do you know?

Do you use them 1) to relate two sentences to each other or 2) to relate two parts of the same sentence to each other? Make a list of those words.

- | | |
|---------|-------------|
| (1) but | (2) however |
| whereas | in contrast |
| | |

There is another reason why one contrast word cannot always be substituted for another. The meaning of the two words may be different. For example, you might have thought that *on the contrary* and *in contrast* (or *on the other hand*) have the same meaning, but they don't.

Look at these two examples and see if you can explain the difference, *on the contrary*:

A: All children in the United States have a bright future. B: On the contrary. This year's statistics shows that one fourth of all American children live below the poverty level.

in contrast, on the other hand

Women's salaries in the United States are about 25% lower than men's. In contrast (On the other hand), Swedish women make only 11% less than Swedish men.

On the contrary is used to express disagreement with the previous statement. In contrast and on the other hand are used to show difference or contrast.

Note: On the other hand can be used in a discussion to argue *pros* and *cons* of an issue, but not in contrast.

E.g.: The US government supports the principles of a democratic society. On the other hand, it has also propped up military regimes all over the world.

nevertheless

Nevertheless also has a different meaning from on the other hand and in contrast. Look at these two examples. Can you explain the difference?

These two examples help explain why:

A) U.S. immigration laws impose fines on employers who hire illegal aliens. Nevertheless, millions of illegal aliens are working in the United States.

B) Some European countries only admit small numbers of immigrants each year. The USA, on the other hand (in contrast), accepts over a half a million immigrants annually.

Here, nevertheless has the same meaning as in spite of the fact, even so, or even though this is true. On the other hand simply points to a difference.

even though

Even though and nevertheless have the same meaning. However, they cannot be used interchangeably, i.e. substitute each other. Why not? Look at the following example and compare it with the one above.

Even though U.S. immigration laws impose fines on employers who hire illegal aliens, millions of illegal aliens are working in the United States.

conversely

Another confusing contrast word is conversely. Look at the following example to see if you can understand the meaning. Why is the use of conversely very limited in English?

When the quality of goods goes-up, the demand rises. Conversely, when the quality of goods goes down, the demand falls.

Conversely is only used in English to introduce an opposite or reverse concept of the one already mentioned. It is not used for disagreement or contrast, unless the contrast is an exact opposite.

instead

Instead is also considered a contrast word, but it is used very differently from the contrast words mentioned above. Look at the following example. What is its meaning? How is it used?

The discussion did not focus on macroeconomics. Instead, it concerned microeconomic issues.

How could you rewrite the above example as one sentence instead of two?

however

However is more versatile because it can be used to mean on the other hand, in contrast and nevertheless. It should not be used in place of conversely because it does not specifically express a reverse concept. Nor can it be used to mean on the contrary because it does not express total disagreement with a prior statement. Nor can it be used in place of instead to mean «as a substitute or alternative».

similarly, likewise

Similarly and likewise are used to show comparison or similarity. Read the following example:

Prices depend on demand and supply. Similarly, the exchange rate is determined by demand and supply of the currency.

Keep in mind whether a noun is countable or uncountable when discussing information presented in your visuals

COUNTABLES

<i>many</i>	employees
<i>too many</i>	reports
<i>few</i>	options
<i>afew</i>	units

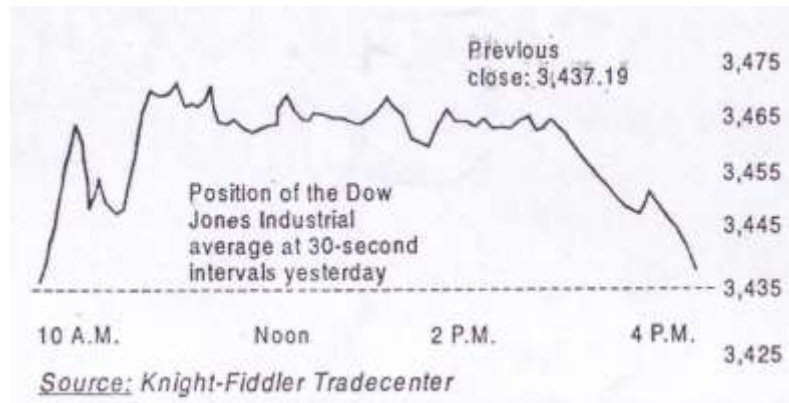
UNCOUNTABLES

<i>a great deal of</i>	time
<i>a large amount of</i>	work
<i>too much</i>	work
<i>little</i>	equipment
<i>a little</i>	money

Fill in the blanks with the necessary words from the above table:

1. ___ employees are leaving work early every day.
2. ___ employees cannot get to work on time when there is a snow-storm.
3. ___ We have ___ money left for new equipment.
4. ___ workers always play basketball at lunch.
5. ___ Since we have ___ work to do we can leave early.
6. ___ people like to work for free.

The graph below shows the position of the Dow Jones Industrial Average from 9:30 AM to 4:00 PM on May 11, 2009, (Source: Wall Street Journal, May 12, 2009)



Describe the graph filling in the spaces in the following sentences. Choose between:

- a. increased sharply (surged dramatically);
- b. prices fell dramatically;
- c. sharp decline;
- d. remained generally steady (fluctuated slightly);
- e. they fell and then rebounded;
- b) overall prices increased slightly;
- c) g) rising sharply and continuing steadily up.

1. The graph shows a.....in prices in the last hour of trading.
2. From 9:30 to 10:00 prices.....
3. Similarly, the hour from 10:00 to 11:00 saw prices
4. From noon until 2:00 PM prices
5. Between 3:00 and 4:00
6. In the last hour of trading
7. In general, on May 11th the DJIA

Making Reference to a Visual

If you use visuals in a text, you must make some references to them"

Here are some ways to do it:

These data are presented in Figure / Table 1.

The table below The figure above The following chart	⇒	Shows Illustrates Reveals
As seen in As can be seen in As shown in As is shown in	⇒	Figure/Table 1 in Chart I

E.g.: *As can be seen from Table 4*, the number of students admitted decreased for several years before rising again.

✓ *NOTICE* that these passive forms are unusual in that they have no subjects. We do not say/write: *As it can be seen in Table 4 ...* because this means something different (a causal relationship is introduced).

Compare:

As [= because] it has been proved, the theory can now be put into practice.

As has been proved, the theory has practical applications.

Now practice AS-clauses with prepositions:

As is shown ____ the following formula, ...

As can be seen ____ Table I, ...

As was stated ____ the beginning ____ this unit, ...

As was mentioned ____ the footnote ____ page 23, ...

As will be demonstrated ____ the next chapter, ...

As is often the case ____ materials ____ this type, ...

As can be seen _____ comparing the two curves _____ the graph, ...

As can be seen _____ comparison the results _____ columns 3 and 4, ...

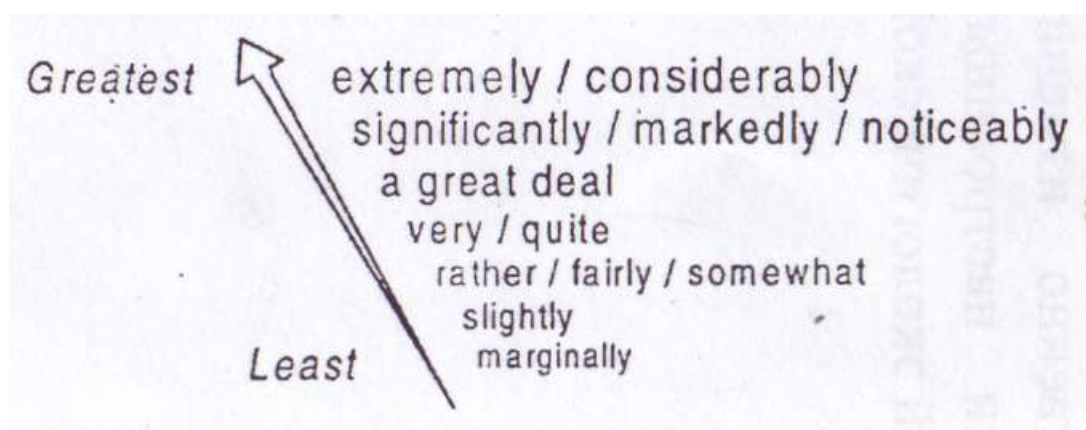
Discussing Visual

Visuals in the texts (presentations) are there to help the reader (audience) understand data more easily and quickly. In discussing your visuals do not merely write (say) what is already obvious. Use the visual to support your point by discussing some interesting features of it drawing some conclusions from it:

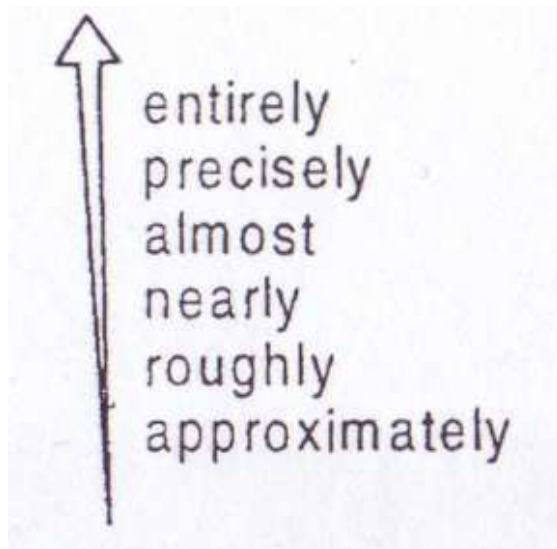
- The trend/pattern revealed by this graph suggests that ...
- If this pattern/trend continues, ...
- From this chart/graph we can predict that ...
- One pattern that becomes clear from this is ...
- Looking at this table, we can conclude that ...
- The column on the right illustrates ...
- The rows show ...

Degree

When discussing charts, graphs, and tables, you may find it useful to modify statements about change, stability, or comparison by using adjectives or adverbs of degree:

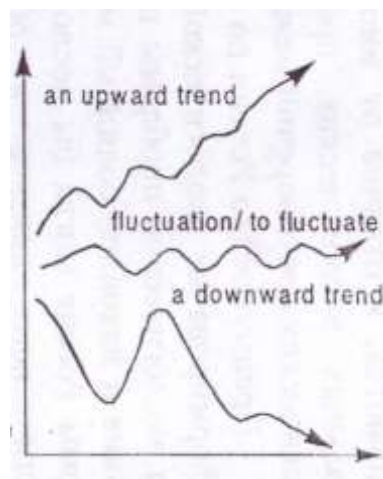
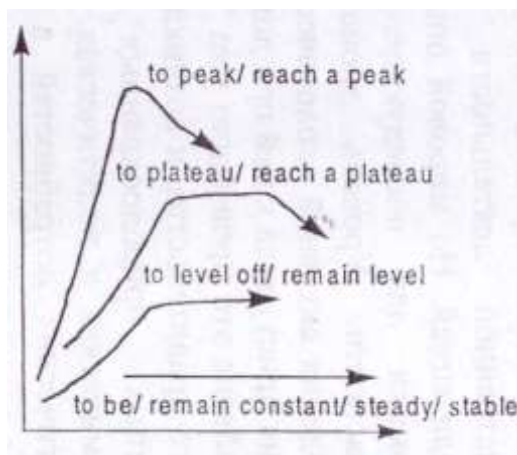
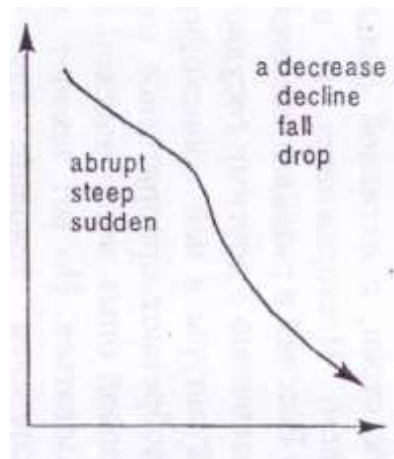
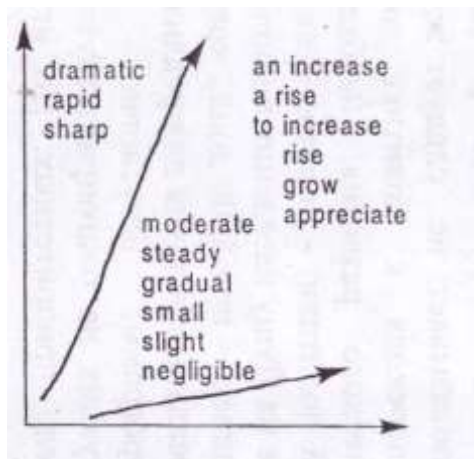


The following adverbs are useful for discussing accuracy:



Describing Graphs, Tables, and Charts

Here are some useful terms for describing visual information:



3.4. Выступление, содержащее определение (Definition Speech)

YOUR FOURTH PRESENTATION

In your field of studies you use many important terms. When you are giving an oral presentation, you may need to define one or more of those terms for different reasons.

One reason is to make it easier for others to follow you.

Another reason is to contrast one term with another.

Or, you might want your audience to know that you are using the term to mean one thing, whereas others may use the same term to mean something else.

INTRODUCTION

Some speakers make their definition speech more interesting by opening their speech with a question or personal experience, such as «Have you ever experienced a strange sensation...?» or «Yesterday I read in the paper that...». This technique helps convey to the average person the meaning of the term by relating it to an everyday occurrence.

ORGANIZING YOUR SPEECH

1) Before you define a term, place it in a setting. A *setting* is a general idea of studies in which the term is used or a general category in which the term is located.

2) After that, give an explanation or definition of the term.

3) Follow the definition with an extended definition. You can expand your definition by using an analogy, giving examples or contrasting the concept you are defining with another concept. If you are defining an object, you can analyze its parts or discuss its applications.

MAXIMUM LENGTH: 10-12 sentences

Remember, keep it short. Think of definition as only part of a longer speech you are giving.

STEPS TO FOLLOW

1. In preparing your speech, first ask yourself if the term you want to define is relevant and interesting to your audience.

2. Think of an introduction that will capture-the audience's attention and at he same time relate the term you will define to the audience's experience.

3. Ask yourself what general setting or category the term you have chosen belongs in.

4. Think about how you can convey the meaning of the term by using one or more of the following: an example, an illustration, an analogy, a personal experience, or a comparison with another term.

5. If you contrast your term with another term, be sure that the audience also understands the meaning of both terms.

6. Record your presentation two times on an audio cassette. If it is more than 12 sentences long, you will have to shorten it by removing repetitive or less information.

7. When you present your speech, remember to check for understanding. Think about when you should do this. Where might the audience have trouble following you? Be prepared to give further examples or explanations when necessary.

8. Prepare an outline of your speech.

EXTENDED DEFINITIONS

So far we have dealt only with sentence definitions. In some cases one sentence may be enough before continuing with your General-Specific passage. however, in others, it may be useful to expand your definition. In this way you can demonstrate your knowledge of a concept more fully. An

extended definition usually begins with a general, one-sentence definition and then becomes more specific as additional details are provided.

There may be a need to display one or more of the following.

- *an analysis of components (if you are defining an object)*

A microscope is an optical instrument with which the apparent size of an object can be enhanced. A simple microscope consists of a double convex lens and a magnifying glass.

A discussion of major and minor components may also be useful.

- *examples*

Pollution is a form of environmental contamination resulting from human activity. Some common forms of pollution are wastes from the burning of fossil fuels and sewage running into rivers.

- *a knowledge of applications*

An acrylic plastic is a polymer which can take a high polish, is clear and transparent and can be shaped while hot. Because of these and other characteristics, acrylic plastic is ideally suited for airplane windshield.

- *future predictions*

A compact disc (CD) is an optical storage medium onto which information has been recorded digitally. In CD recording of sound, sound waves are converted into digital numbers and inscribed on the disc. The digital data on the disc is read by a laser beam, thus eliminating any form of mechanical friction that could distort sound quality. CDs can also be used to store images as well as information. As optical data storage techniques improve, CD technology will become more widespread and may someday entirely replace magnetic storage.

✓ NOTICE in the above definition that the full name of the term – compact disc – is given before introducing and using the acronym CD.

An extended definition may also include information regarding operating principles or causes and effects. A description of operating principles is also known as a process analysis.

CRITIQUE OF DEFINITION SPEECH

Self – Evaluation

1. My introduction captured the audience's attention yes / somewhat / no
2. I gave the general setting for the word yes / somewhat / no
3. I clearly defined the word yes / somewhat / no
4. My expanded explanation of the word
was clear and interesting. I used an illustration,
analogy, personal experience, etc. yes / somewhat / no
5. I used appropriate transition words yes, / somewhat / no
6. I made a short but appropriate conclusion yes / somewhat / no

The weak area(s) I've chosen to work on this week is (are):

I have improved a lot / somewhat /not very much

Explain: _____

Evaluation of other areas

I have improved my eye contact:	a lot/somewhat / not very much
My gestures looked more natural:	yes/somewhat/not very much
My voice was confident:	yes /I need to speak louder
I've improved my pronunciation:	yes / somewhat /not very much
I remembered to check for clarification before the end of my speech:	yes / no
My pace has improved:	yes /somewhat /not very much

3.5. Выступление по изучаемой специальности (Speech from Your area of Studies)

YOUR FIFTH PRESENTATION

Your mid-term speech is going to be based on your area of studies. Below you will find some tips on how to choose a topic.

CRITERIA

Keep in mind that your speech must:

- be in your area of academic studies;
- be an absolute maximum length of 4-5 minutes;
- have a strong, well organized introduction;
- be well organized;
- include 1-2 visuals.

SELF-EVALUATION

In preparing your speech, think about your strengths and weaknesses. Evaluate yourself. What can you do to overcome your weaknesses?

SELF-EVALUATION FORM (STRENGTHS AND WEAKNESSES)

1. interesting topic from your field _____
2. strong, well organized introduction _____
3. good organization throughout _____
4. good use of transition words _____
5. able to get audience participation _____
6. good eye contact _____
7. relaxed, appropriate hand gestures _____
8. sensitive to audience understanding _____
9. clear, informative visuals _____
10. good voice control, confident _____
11. clear pronunciation, especially key words _____
12. good pace (not too fast or slow) _____
13. prepared to answer questions strength ok _____
weakness _____

CHOOSING YOUR TOPIC

Brain storm. Write down 6-7 topics in your area of studies that might be possible speech topics. Look through text-books, magazines, newspapers and your class notes for ideas. Ask yourself if any of these topics are too complex or long. If so, can you simplify or narrow them? If not, toss them out.

Don't be afraid to ask your Business English instructor for help in selecting an appropriate topic. After you have chosen several possible topics, run them by some of your classmates to see what they think.

ORGANIZE YOUR INTRODUCTION

Remember, your introduction is the most important part of your presentation. During your introduction your goals are to interest the audience in your topic and tell them what you plan to talk about.

ORGANIZE THE BODY OF YOUR PRESENTATION

Think about the topic you have chosen and the type of organization, such as chronological order, spatial order, listing, cause and effect, process, and comparison and contrast. What type or types are the most appropriate for the topic you have chosen? What transition words will make your presentation more coherent and flowing?

ORGANIZE YOUR CONCLUSION

If you have a short conclusion, you will probably not need to worry about how to organize it. You will only need to choose an appropriate transition word to signal to the audience that you are concluding. However, if you want to summarize what you have talked about during your speech and draw a conclusion, you will need to organize. Sometimes it is useful to look at the organization you used in the body of your speech before de-

veloping your conclusion. Also, you may need some special transition words to make your final point such as therefore or by now you should...

Mid-Term Speech (Preparation Task)

Please fill in and give to your Business English instructor:

Your name

Topic of your speech.....

Introduction: (Make sure it is well organized)

.....

.....

.....

Outline of your speech:

.....

.....

.....

SAMPLE OF A MID-TERM SPEECH

Financial-Industrial Groups

My presentation is devoted to my project in macroeconomics. It deals with the problem of creation of Financial-Industrial Groups (FIGs) in Russia and Belarus. The project in general discloses the present state and prospects of FIGs in those two countries. It has three chapters. Chapter 1 deals with the theoretical issues of FIGs. Chapter 2 is about the present state of FIGs and the problems of their functioning in .Russia. Chapter 3 focuses on the formation of FIGs in Belarus. I am going to present the main idea of my project here according to this plan.

Let me start with the definition of the Financial-Industrial Group. This can be defined as an informal integration of industrial companies, financial organizations (such as banks, insurance companies, investment funds, etc.), research, trade, construction and other companies which maintain steady

financial economic relations. FIG is a form of economic dependence juridically independent companies (legal entities).

Among FIGs one can find corporations, concerns, holdings. Many FIGs are multinationals (e.g. Panasonic, Daewoo, Volkswagen, etc.) They are widespread in the world now. At present, there are about 40,000 FIGs and multinational. They have about 180,000 subsidiaries in 150 countries.

There are a few ways of creating FIGs depending on the purpose of their formation.

- *Dividing*. (Fiat was divided into 12 companies to allow each of them to get to the market of capital.)

- *Gemmation* (1950. Toyota : Toyota + Toyota Motor Sales)

- *Take-over and Merging*

(1996. Boeing + McDonald Douglas; Volkswagen : Skoda)

The majority of FIGs are created on a voluntary basis. In this case they are more effective. However, for Belarus, with a large share of state property, the command method is important, too.

In addition to the issues that I have already touched upon, it is important to talk about the management of FIGs.

1. Coordination of activities through a holding company that holds the control package of shares belonging to subsidiaries.

2. Coordination via a bank.

3. Trust management.

4. Crossed share holdings.

5. Open joint stock companies.

The advantages of FIGs as compared to other forms of business are as follows:

1. The union of financial, production and trade capital gives a chance to shorten the period of capital circulation to attract investment to viable production projects and increase the profits of all the participants of the FIG.

2. A bank is interested in operating the assets of the FIG, including the investment. By investing in the FIG, the bank reduces the risk of a loss.

3. From the technological point of view, there are 3 types of the FIGs:
- vertically integrated (their advantage is not paying VAT);
 - horizontally integrated (enterprises from the same market increase their share in the market);
 - diversified (enterprises from different markets explore new markets) FIG-may also become the cause of monopolism.

4. FIG provides the labour market with a lot of jobs.

In Russia the first formal FIG did not appear until 1993. The largest of them belong to extractive, machine-building and chemical industry. At present, there exist about 30 formal FIGs in Russia (e.g. Nizhni Novgorod automobiles). It also has about 100 informal ones (e.g. Gasprom, Menatep, LogoVAZ)

In Belarus, the main purpose of creating FIGs was to defend the market from foreign companies and products as well as to reorganize industry, to attract investments and restore the economic ties of the former USSR. One can mention here a joint stock company «Slavneft», a number of state-owned concerns and amalgamations in the tractor and automobile manufacturing industries, telecommunications and others.

[Attached to the paper was a chart presenting the organizational structure of a Financial-Industrial Group.]

To conclude, FIGs are treated in modern economy as a fast growing tendency of its financial and industrial development. They speed up the creation of corporations and concerns. The new independent states of the former Soviet Union are no exception in this-process.

(Dmitri B., a 2nd-year student, upper intermediate level group)

3.6. Презентация-обобщение (Summary Speech)

YOUR SIXTH PRESENTATION

If you are asked to give a presentation, you may to include a summary of information contained in one or more texts.

For your 6th presentation, you will read a text and summaries it. Then you will both present your summary to the class and give your impression of the text.

SPECIFIED MAXIMUM LENGTH:

15 sentences including your impression of the text.

CHOOSING AND ORGANIZING INFORMATION

1. When you summarize, it is necessary to decide what the most important information in the article is and then organize that material so that the audience will understand it.

2. Think about the type of article you have read. How is it arranged? Is it a news article which answers the questions of «who», «what», «where», «when» and «why»? Is it a story that is arranged in a chronological order? Is it a problem-solution text with a standard organizational pattern? Is it a comparison between two entities or people? Or, does it focus on a controversy where several sides are presented?

3. Make an outline of your speech. Will you organize the same way as the write or does it make sense to organize the information in the way that suits you best? Remember, you are to comment on the article after you summaries it.

4. Make a written outline. Follow a standard outline form:

- Introduction
- Body
 - A.
 - B.
 - C.
- Conclusion

PARAPHRASING

Summarize the text in your own words. Do not use the words of the author unless you indicate to the audience that you are quoting. Paraphrasing is an important aspect of academic speaking and writing. Plagiarism, or using someone else's words without citing them, is not allowed in academic work.

GIVING YOUR IMPRESSION OR OPINION OF THE TEXT

After your summary, you will give a short opinion of the text. You may wish to use a standard transition before stating your opinion, such as In my opinion or I agree with the author of the article that... You may wish to state your opinion in-a forceful way, such as I strongly disagree with the author's contention that... or in less harsh tones such as The author makes a good point when s/he says.... However, I think that....

STEPS TO FOLLOW

1. Carefully read over the text. Before beginning to write your summary, make sure you understand what the author has said. Look up the key vocabulary words in your dictionary.
2. Study the organizational pattern of the author and decide whether you will use the same or a different pattern in your summary.
3. Underline the major points the author makes and eliminate any information that not essential to the summary.
4. Make an outline of your summary. Remember to use the organizational pattern you think best fits the information. Choose transition words that best communicate to the audience the organization you have chosen.
5. Paraphrase the ideas of the author of the text. Use your own words in your summary rather than the words of the author. If you wish to quote from the text, indicate to the audience that you are quoting the author's words.

6. Prepare a short statement of your impression or opinion of the text. Remember to use appropriate transition words.

SUMMARY WORDS

Read the following two sentences:

In recent years, the number of students applying to the Ph.D. program has increased steadily, while the number of places available has remained the same. This situation has resulted in greater competition for admission.

What does the word *the situation* refer to? What is the effect of using *this* instead of *the* or *that*!

Situation is a summary word; it refers back to the idea of the previous sentence without repeating it all.

Which summary words would you choose to complete the following?

Early in September each year the population of Ann Arbor suddenly increases by about 25,000 people. This ... changes the character of the town in a number of ways.

a) influx b) growth c) invasion d) rise e) jump

Can you think of any other possibilities?

Summary words are nouns. Many of them refer to statements or mental events of some kinds rather than physical facts. This phenomenon (*summary word!*) is one reason they are so important in academic writing and speaking.

Here is another example:

Nowadays, portable laptop computer are lighter, more powerful and easier to use than they were five years ago. These have led to an increase in the sales of these machines.

a) changes b) developments c) advances d) improvements

Below are pairs of sentences in which a summary word in the 2nd sentence will refer to the idea of the 1st sentence. Choose the appropriate summary word from the list below:

THREAT

ASSURANCE

FORECAST

ADMISSION

REFUSAL

OFFER

OBLIGATION

DENIAL

ESTIMATE

DECISION

1. They said they would give us every support. This ... was very welcome.

2. They say they will cut off supplies very soon. This ... must be taken seriously.

3. He said there must have been 10,000 people present. This ... seems somewhat exaggerated.

4. All men under 40 are required to do military service. This ... is resisted by certain religious groups.

5. They said they had been unable to find the cause of the explosion. This ... aroused a good deal of concern.

6. The weather service says the dry weather will continue. This ... will doubtless be a relief to the farmers.

7. After a long delay they said they would support the project. This ... came as a relief.

8. He said he could supply the equipment at cost. This ... was accepted immediately.

9. It seems they are not willing to help. This ... obviously reduces our chances.

10. He said he could not possibly have known about it. This ... seems reasonable.

Now choose an appropriate summary word for these passages:

1. President Clinton said that he wanted to raise the tax for cigarettes. This ... was greeted with enthusiasm by medical organizations.

2. Ethnic rivalries have existed in this area for centuries. This ... is not likely to change soon.

3. Investors have poured money into stock mutual funds over the past year. This ... is attributed to the low interest rates available from other investments.

4. The companies profits have gone down every year since a new competitor entered the field. This ... may ultimately lead to declare bankruptcy.

5. The CEO's salary continued to increase even as the company lost market share. This ... angered many stockholders.

6. Is globalization a better strategy than localization? That ... continues to be the main subject of discussion at management meetings.

7. Since 1980, when Congress passed the Superfund Act to reduce industrial pollution, only 34 of the 1,245 identified priority sites have been cleaned up. During this time, approximately 40% of the fund's money has been spent on trial litigation and administrative oversight. This ... is the result of provisions for «strict liability» in the law.

8. The advertising agency presented several new ad campaigns to the client. None of the ..., however, was quite what the client wanted.

9. The town's main source of income dried up when a large factory moved its operations to another state. This ... will affect the entire surrounding area for years to come.

10. Consumer spending has increased only negligibly over the past quarter. Economists consider this ... a sign that confidence remains weak.

**3.7. Заключительное выступление
по основной изучаемой специальности
(Final Speech from your Major Area of Study)**

YOUR FINAL PRESENTATION

For your final presentation, you will have the opportunity to present a 5-7 minute speech to the class on an academic topic of your choice. You will follow basically the same procedure as for the mid-term presentation, with exceptions explained below.

The purpose of your final presentation is to incorporate the speaking skills we have focused on this semester into a longer, well-developed presentation.

CRITERIA

The procedure for your final speech will be different from the procedure we used for the mid-term one.

Your speech must:

- be in an area of academic studies;
- be on a topic of interest to students in the class;
- be an absolute length of 5-7 minutes;
- have a strong, well organized introduction that tells the audience what you are planning to do in your speech (see instructions below);
- be well organized;
- include 1-3 visuals, one containing a short outline of your speech that you will use during your introduction (see below);
- be recorded on audio tape at least 2 times.

For help in choosing your topic and organizing your speech and conclusion, look at the mid-term speech.

SELF-EVALUATION

Attached is a final evaluation form. Record your speech two times and listen to it. Then fill in the self-evaluation form. Work on improving your weak areas. Then record your speech one or two times more to evaluate your progress.

YOUR INTRODUCTION

Think of the following advice to those giving an oral presentation:

- *Tell them what you are going to tell them.*
- *Then tell them.*
- *Then tell them what you told them.*

Plan your introduction carefully by doing the following:

Get your audience's attention and introduce your topic. Then tell your audience exactly what you are going to talk about. Use expressions like «First I'll... Then I'm going to ... And last I'll...» At the same time, show a visual that contains a short outline of your speech.

Final Presentation (Preparation Task)

Please fill in and give to your Business English instructor.

Your name

Topic of your speech

Introduction (see the instruction above)

.....

.....

.....

Outline of your speech:

.....

.....

.....

Major Speech Evaluation

Name:

Scale: from 3 (needs work) to 5 (very good)

Content / Topic

knowledgeable about the topic

provoked audience interest

developed the topic well

Introduction

captured audience's attention

dearly stated the topic

well organized

Organization

easy to follow,

good use of transition words
highlighted important words
made a clear conclusion

Language

communicated the meaning effectively,
defined the necessary words
appropriate vocabulary
effective grammar
pace appropriate for audience comprehension
(not too fast or slow)

Gestures / Eye Contact, Audience Engagement

maintained good eye contact
used helpful gestures to support the meaning
body language relaxed
sensitive to audience's understanding
gave appropriate response to questions

Voice Quality, Pronunciation

loud, clear and projected to audience
clear pronunciation, especially of key words
intonation pattern aided
audience understanding

Visuals / Board Work

clear visuals
good blackboard work

Presentation Mark:

Comments:
.....

SAMPLE PRESENTATION EVALUATION

(courtesy of Erica Weaver, CEP visiting lecturer in Belarus)

Student:	Topic:	Date of Presentation:
Kate	Decision-making	February 24, 2001

Format. Excellent. You chose a good length of time. Although it was shorter than 20 minutes, you were wise to judge the quality of what you were doing (making an effective presentation) more important than arbitrary time guidelines.

You spoke in a way that your audience could understand, translated particularly difficult yet important words, and made good eye-contact to keep your audience connected.

Particularly good was that you put your outline on the board. By providing your audience with these well-organized notes, it made it easier for them to follow your presentation. Since the goal of any presentation is communication with your audience, this was very well done.

Content. You presented all of the most relevant features of EU *institutional* decision-making, and you did it in such a way that even complicated mechanisms and processes were clear and easy to understand for someone who hadn't done the reading. Excellent You also included reference to indirect decision-making influences, such as interest-groups and agenda-setting (the Commission), and tied in the key concepts of the Democratic Deficit and the tension between efficiency and representation. For the purposes of *this* class, you successfully included all the important aspects of EU decision-making; you judged your audience well.

Focus and Critical Thinking. I want you to realize that although this was an A+ presentation, this does not mean that there is no room for improvement. There is always room for improvement in life, and in academics it is no different. So, with the understanding that your presentation fulfilled all my expectations of an excellent one for this class, here are some things to consider for the next one you have to give in a similar context. You made

certain statements in your presentation, certain claims, that are not necessarily «fact». They *could* be, but a more informed audience would have challenged your interpretation of them. For instance, you said something like, «the EU institutions are equal to national institutions» in reference to their powers (legislative, executive, judiciary). Some people make this comparison, and supply good reasons for doing so. The reader article by Wallace is one of them, where he supports this comparison by saying (p. 105) that what determines whether or not a community is similar to a national government is «... *the presence or absence of authority and resources at the center which effectively limit the behavior of the member states and which impose obligations on them are generally accepted.*» Since he chooses to use THIS as the determining factor, he can «make a case» for the statement that EU and national institutions are similar. He can logically provide proof that member states are bound by obligations from the «center», and conclude that therefore as an organization the EU's institutions are similar to national ones. When you include claims like this one, you must support it. Otherwise, your presentation should include a *reference* to the issue, like «scholars disagree and debate about whether or not the EU's institutions are similar to national ones.» Then follow such a comment with the arguments for and against such a claim.

Grade: A+

Of course this kind of perspective involves a rather deep knowledge of the issues, of the history of scholarship around a topic. But even with the materials in the reader, it should be clear to a critical reader that *something* is undecided, that an author is trying to convince his/her readers of something. If the author is taking so much trouble to convince you, it means that some question exists about the issue and he/she is expecting you to **NEED** convincing.

Other Comments. I was impressed with your level of preparation and public speaking skills. Overall it was an excellent presentation.

4. СИТУАТИВНО-ОБУСЛОВЛЕННЫЕ ФРАЗЫ (PHRASES USED TO MAKE CONVERSATIONAL MOVES)

Предлагаемая классификация фраз, которые позволяют устному выступлению быть связным, а также используются для интерактивной коммуникации, укладывается в четыре основных вида:

- фразы, начинающие выступление (беседу, диалог);
- фразы, связывающие отдельные высказывания или утверждения друг с другом;
- фразы, употребляемые при реагировании на высказывания собеседника;
- фразы, завершающие выступление или беседу.

Generally, the following verbal stratagems fall into four main categories:

OPENERS – open *the way* for you to say something; to initiate a dialogue or conversation.

CONNECTORS – *tie* your statement *into* what has just been said.

RESPONDERS – *respond* to something that has been said to keep the conversation going.

CLOSURES – bring the discussion or conversation to an end.

1. Attention Getting /Interrupting (привлечение внимания, прерывание выступления)

Pardon / excuse me – *Извините*

Do you have a few minutes? – *У вас есть пара минут?*

Just hold on a minute – *Подождите минутку*

May I interrupt for a minute – *Разрешите вас прервать*

If I may say something here – *Позвольте здесь заметить*

I'd like to comment on that – *Мне бы хотелось отметить в связи с этим*

I'm interested in – *Меня интересует*

Could I just say something about – *Можно мне кое-что сказать о*

2. Opinion Giving (высказывание своего мнения)

As I see it – *Насколько я понимаю это*

From my perspective – *С моей точки зрения*

As far as I can tell – *Насколько я могу судить*

It seems to me that – *Мне представляется, что*

In my opinion – *На мой взгляд*

As I understand it – *Насколько я понимаю*

If you want my opinion – *Если вас интересует мое мнение*

If you ask me – *Если вы спросите меня*

3. Suggesting (высказывание предложений)

May I just suggest – *Разрешите мне предложить*

If you ask me (on this issue) – *Если вы спросите меня (по этому вопросу)*

Perhaps we could / should – *Видимо, мы могли бы (нам стоило бы)*

Would you consider – *Не считаете ли вы*

If I were you, I'd – *Я бы на вашем месте*

Why not try – *Почему бы нам не*

What if – *А что если*

4. Explaining / Elaborating (разъяснение)

What I have in mind is – *Я имею в виду, что*

Here's what I plan – *Вот что я планирую*

For the purpose of simplification – *С целью упрощения*

To illustrate my point – *Для иллюстрации моей идеи*

A classic example of this is – *Классическим примером этого является*

To develop this point a bit further – *Если развить эту мысль далее*
For one thing – *Во-первых*
Let me try to spell it out for you – *Позвольте, я вам разъясню это*

5. Requesting (выражение просьбы)

I could use / do with – *Я бы мог воспользоваться*
Do you happen to have – *Может быть, у вас есть*
You wouldn't happen to have ...? – *У вас не будет ...?*
Any chance of getting – *Есть ли возможность получить*
What's the possibility of – *Какая есть возможность*
What I'd really like – *Мне бы на самом деле хотелось*

6. Information / Reporting (сообщение информации)

The information I got was – *Информация, которой я располагаю*
According to the – *Согласно (чему-либо)*
From what I've been told – *Исходя из того, что мне сообщили*
Strange as it may seem – *Как это ни покажется странным*
According to the latest reports – *Согласно последним отчетами*
Recent studies have shown – *Последние исследования показали*

7. Ordering (изложение по порядку)

First of all – *Прежде всего*
To start / to begin with – *Начнем с того, что*
The first / second / next thing is – *Первое / второе / следующее –*
это
(And) furthermore – *(И) далее*
Subsequently – *Затем*
Another thing is – *Кроме того*
Moving on to – *Переходя к*
Now let's look at / turn to – *Теперь давайте взглянем на (обратимся к)*
Lastly / finally – *Наконец*

As will be shown later – *Как будет показано далее*

This will be covered / discussed later – *Об этом речь пойдет позже*

8. Highlighting / Emphasizing (выделение главной мысли)

Primarily – *В первую очередь*

Essentially – *Главным образом*

The (main) point is – *Главное – это ...*

Getting to the heart of the matter – *Переходя к основному*

The real issue here is – *Главная проблема состоит в том, что*

That's just the point – *Дело именно в этом*

The interesting thing about ... is that – *Интересным в ... является то, что*

The significance is – *Значение (этого) состоит в*

What we have to remember is – *Нам необходимо помнить*

Drawing your attention to – *Привлекая ваше внимание к*

Of primary concern is – *Основным моментом является*

9. Referencing / Linking (ссылка на другие положения высказывания)

As I mentioned previously / earlier – *Как я ранее отметил*

Returning now to a point made earlier – *Возвращаясь к высказанной ранее мысли*

Looking back to what we saw – *Оглядываясь на увиденное*

As with ... that I mentioned earlier – *Что касается ..., о чем я говорил(а) ранее*

As we'll see when we get to – *Как мы увидим, когда будем*

рассматривать As I've already indicated – *Как я уже отмечал*

As opposed to our first statement – *В противовес нашему первому утверждению*

Like / Unlike – *Как и / в отличие от*

10. Digressing (отклонение от темы)

If I may be permitted a brief digression – *Если мне позволено несколько отклониться от темы*

This is something off the point, but – *Это немного не по теме, но*

To jump ahead a bit – *Забегая несколько вперед*

Before I forget – *Чтобы мне не забыть*

Putting that aside for a minute – *Уходя на минуту от данной проблемы*

Before I continue – *Прежде чем я продолжу*

Although not directly related to – *И хотя это прямо не связано с*

By the way – *Между прочим*

Incidentally – *Между прочим*

11. Redirecting (возвращение к теме)

Getting back to the issue at hand – *Возвращаясь к нашей теме*

Now, where were we? – *Так, на чем мы остановились?*

In any case – *Во всяком случае*

To get back on track – *Возвращаясь к теме*

Returning to – *Возвращаясь к*

Let's try to stick to the point – *Давайте будем придерживаться темы*

Let me bring things back into focus – *Разрешите мне вернуться к основной теме*

Going back to – *Возвращаясь к*

Let's not get side-tracked – *Давайте не будем уходить в сторону*

That's beside the point – *Это не по теме*

12. Contemplating (размышления по ходу выступления)

It's worth considering – *Это стоит рассмотреть*

I'm really not sure – *Я что-то не уверен(а)*

In light of – *В свете*

On second thought – *Хотя, если подумать*

Well, on the surface it looks as if – *В общем-то, на первый взгляд это выглядит, как будто бы*

Let's run it up the flagpole – *Давайте пройдемся по основным моментам*

13. Introducing Difficult Issues (затрагивание трудных моментов)

Frankly speaking – *Откровенно говоря*

Realistically – *Если оценивать реально*

The real problem / trouble is – *На самом деле, проблема в том*

To put it bluntly – *Грубо говоря*

Roughly speaking – *Грубо говоря*

I hate to say this, but – *Мне неприятно об этом говорить, но*

There is no other way to say this – *По-другому этого не скажешь*

This is a rather delicate (sensitive) matter – *Это довольно деликатный вопрос*

14. Arguing / Rejecting (спор с собеседником)

You are missing the point – *Вы не понимаете*

That's not what I'm saying – *Я не это хочу сказать*

In a word, no – *Одним словом – нет*

That's a blatant distortion – *Это явное (очевидное) искажение*

There is not a word of truth in that – *В этом нет ни слова правды*

That's just not possible – *Это просто невозможно*

You've just taken it out of context – *Вы это просто выдернули из контекста*

I'd just as soon / rather not – *Я бы, пожалуй*

15. Buying Time / Hedging (оттягивание времени)

I'd like to give that some thought – *Мне бы хотелось обдумать это*

Well, let me think about that – *Дайте мне подумать над этим*

Are you asking if... or if... – *Вы спрашиваете ... или ...*

I'd prefer to comment on that later – *Я, пожалуй, выскажусь позже по этому поводу*

I'd like to have time to consider that – *Мне бы хотелось какое-то время поразмышлять над этим*

The best way I can answer at this time is – *Моим лучшим ответом на сегодня будет*

Well, it's difficult to say exactly, but *Трудно точно сказать, однако*

Could we hold / save that for later? – *Может, мы отложим это на потом?*

What do some of you think? – *А что вы думаете (по этому поводу)?*

16. Self-Correcting (исправление себя по ходу выступления)

Let me try to put it in another way – *Позвольте, я это изложу иначе*

What I'm trying to convey / say is – *Я пытаюсь провести мысль (сказать)*

Perhaps I'm not making myself clear – *Видимо, я не совсем ясно выражаюсь*

What I mean is – *Я имею в виду, что*

In other words – *Другими словами*

Maybe a better way of saying this is – *Может быть, яснее эту мысль можно выразить*

In order to avoid a misunderstanding – *Для избежания недопонимания*

I'd like to go back and start again – *Мне бы хотелось вернуться и начать сначала.*

On reconsideration – *Поразмыслив еще раз*

17. Buffering (сопоставление разных точек зрения)

While I'm aware of that – *В то время как мне известно об этом*

Perhaps it's already been mentioned, but – *Возможно, об этом уже говорилось*

Though some studies show that..., others... – *Хотя в ряде исследований это показано, ... тем не менее, в других*

Correct me if I'm wrong, but – *Поправьте меня, если я не прав(а), но*

I may have missed something here, but – *Возможно, я здесь что-то пропустил(а), но*

I may be out of line here, but – *Может быть, я не совсем по делу (теме), но*

Unless I don't have the whole story – *До тех пор, пока я не услышу все до конца*

From my lay perspective – *Я, как неспециалист, считаю (с моей точки зрения непрофессионала)*

Please hold your objections till I'm done – *Прошу вас воздержаться от возражений, пока я не закончу*

Just suppose for a minute that – *Предположим на минуту, что*

For the sake of argument, let's say that – *Ради дискуссии давайте предположим, что*

Roughly speaking – *Грубо говоря*

Off the record – *Не для протокола (печати)*

18. Clarifying / Confirming / Paraphrasing (уточнение)

Could you go over that one more time? – *Не могли бы вы еще раз остановиться на этом?*

Would you mind repeating that? – *Не могли бы вы повторить это?*

I didn't catch that last part – *Я не совсем уловил(а) последний момент*

What was that again? – *Что вы сказали, простите?*

Now, if I understand / read you correctly – *Если я вас правильно понял(а)*

Do you mean that – *Вы имеете в виду, что*

Are you saying that – *Вы хотите сказать, что*

Let me see if I'm following – *Правильно ли я понимаю*

In other words – *Иными словами*

So, what you're really saying is that – *Так вы на самом деле хотите сказать, что*

To put it another way – *Иначе говоря*

So, according to your statement – *Таким образом, согласно вашему утверждению*

Then would I be correct in assuming – *В таком случае, прав(а) ли я, если делаю предположение*

19. Supplementing / Linking /Expanding (добавление к сказанному)

And besides... – *И кроме того*

Furthermore – *Более того*

Also – *Также (в то же время)*

What's more – *И более того*

Additionally – *В добавление к*

Building on that – *Исходя из этого*

Moreover – *Более того*

Within the same – *В этом же плане*

In keeping with – *Придерживаясь*

Analogously – *Аналогично*

And another thing – *И кроме того*

To elaborate / expand on – *В добавление к этой теме*

Not to mention the fact that – *Не говоря уже о том, что*

20. Questioning: Information seeking / Doubting (вопросы и сомнения)

Do you happen to know – *Вы, случайно, не знаете*

I have a question – *У меня есть вопрос*

Could you explain why / how – *Не могли бы вы объяснить, почему / как*

What if / about – *А что если/как насчет*

What does it mean? – *Что это значит?*

I'm not sure I understand – *Я не совсем уверен, что понимаю*

Isn't it possible that – *Разве нет возможности*

How is that possible? – *Как это может быть?*

I don't understand how / why – *Мне непонятно, как/почему*

Is / isn't it true that – *Разве это правда / неверно, что*

The question still remains as to – *Вопрос насчет (...) по-прежнему открыт*

Yes, but will it work if – *Да, но будет ли это справедливо (сработает ли это) в случае*

Then what happens if / when – *В таком случае что произойдет, если / когда*

21. Hypothesizing / Postulating (высказывание предположений)

Given that....then.... – *Если учесть, что ... тогда*

In theory – *Теоретически*

By all indications – *По всем показателям*

Barring anything unforeseen – *Исключая все непредвиденные обстоятельства*

If that's the case – *Если все будет именно так*

Unless – *Разве что*

In the meantime – *Тем временем (между тем)*

If, and only if – *Только при условии, что*

In that / which case/ situation, we... – *В данном случае мы*

Hypothetically / theoretically speaking – *Если рассуждать гипотетически (теоретически)*

The best / worst case scenario – *В лучшем / худшем случае*

Excluding the unexpected – *Если исключить все неожиданности*

22. Reasoning / Processing (рассуждения в ходе выступления)

As a result – *В результате*

Consequently – *Вследствие чего*

Therefore – *Поэтому*

Owing to – *Благодаря*

As a matter of fact / course – *Собственно говоря*

Thus (So) – *Таким образом*

In view of the fact that – *Учитывая тот факт, что*

As would be expected – *Как ожидалось бы*

It's not surprising that – *Неудивительно, что*

It would be safe to assume that – *Было бы вполне надежно предположить*

Taking into account – *Принимая во внимание (учитывая)*

It should come as no surprise – *Не должно быть удивительно*

It would naturally follow that – *Естественно в таком случае, что*

23. Agreeing (выражение согласия)

I totally agree – *Я полностью согласен*

You have my whole-hearted support – *Я целиком вас поддерживаю*

Yes, without a doubt – *Да, несомненно*

That would seem to be correct – *Пожалуй, это верно*

Absolutely / exactly – *Совершенно верно*

That's got my stamp of approval – *Я целиком и полностью одобряю это*

Sounds good to me – *Мне кажется это вполне подходящим*

No objections here – *Здесь у меня нет возражений*

I don't have a problem with that – *Не вижу здесь никаких проблем*
I couldn't agree with you more – *Полностью с вами согласен*
OK, if that's what you want – *Ладно, если вам именно это нужно*
I'm inclined to agree – *Я склонен с этим согласиться*
It's a «go» – *Пойдет! (Согласен!)*

24. Disagreeing / Negating / Countering (выражение несогласия)

No, I'm afraid not – *Нет, боюсь, что нет*

That's out of the question – *Об этом не может быть и речи*

No way! – *Ни за что!*

Where did you get that idea? – *Как вам пришла в голову эта идея (мысль)?*

I don't see it that way – *Я так не думаю*

I think you've missed the point – *Мне кажется, вы упустили главное*

There are a few holes in that argument – *В этих доводах есть ряд нестыковок*

This may be true, but – *Может, это и так, но*

You are «barking up the wrong tree» – *Вы совсем не о том говорите*

That's only one way of looking at it – *Это лишь односторонний подход к делу*

With all due respect – *Со всем уважением к вам*

Aren't you mixing apples and oranges? – *По-моему, вы путаете боб с горохом*

Yes, but aren't you forgetting – *Да, но не забываете ли вы*

I'm not convinced – *Я не убеждена)*

I can't accept that – *Я не могу этого принять*

That's highly unlikely – *Это маловероятно*

You don't really mean that – *Не думаю, что вы имеете это в виду*

I'd say you're on shaky ground there – *Мне кажется, у вас здесь очень шаткая позиция*

25. Comparing / Contrasting (сравнение и противопоставление)

On the one hand ... on the other hand – *С одной стороны ... с другой стороны*

Contrary to what we would expect – *В отличие от того, что мы могли бы ожидать*

In direct opposition to – *В полной противоположности*

Diametrically opposed – *Совершенно в другой (противоположной) плоскости*

Measured against – *Если это сравнивать с*

Similarly – *Аналогично*

Analogously – *Аналогично*

Yet – *Однако (тем не менее)*

26. Generalizing (обобщение)

As a rule – *Как правило*

For the most part – *В большинстве случаев*

As a matter of course – *Очевидно*

By and large – *В основном, в целом*

Inevitably – *Неизбежно*

As expected – *Как ожидается*

On the whole – *В целом*

Generally speaking – *Вообще-то*

Typically – *Обычно*

27. Acquiescing / Placating (высказывание поддержки или компромиссной точки зрения)

On second thought – *Поразмыслив*

Well, in that case – *Ну, в таком случае*

Since you put it that way – *Раз вы излагаете это таким образом*

Now that I think about it – *Хотя, если подумать об этом*

Sure, why not? – *Конечно, почему бы и нет?*

Well, I guess you could be right – *Пожалуй, вы и .правы*

You've made a very strong case for – *Вы очень убедительно выступили насчет*

That might be worth considering – *Это, видимо, стоит рассмотреть*

Let me think it over – *Позвольте мне обдумать это*

On further reflection – *После дальнейших размышлений*

You've argued that point very well – *Вы эту мысль провели очень удачно*

You've twisted my arm – *У меня не остается другого выхода*

28. Summarizing (обращение к аудитории)

So, in a nutshell – *Итак, одним словом (вкратце)*

The bottom line is – *Подводя черту*

For all intents and purposes – *Если подытожить сказанное*

To sum it all up – *Суммируя все вышесказанное*

In effect – *Фактически (на самом деле)*

To make a long story short – *Короче говоря*

All in all – *В целом*

In brief – *Вкратце*

So you see – *Итак, как вы видите*

To put it all together – *Сводя все сказанное воедино*

So what we've seen is – *Как мы убедились*

By way of summary – *Подводя итоги*

29. Cueing / Signalling (обращение к аудитории)

Having heard my thoughts on the matter – *После того как вы услышали мои соображения по данному вопросу*

How does that sound? – *Как вы находите это?*

Does that answer your question? – *Ответил(а) ли я на ваш вопрос?*

Is that what you were asking? – *Вы это имели в виду, задавая вопрос?*

Did / does that clear it up? – *Я прояснил(а) ваши сомнения?*

Am I missing something here? – *Может, я что-то не понял(а)?*

Does your silence mean you agree? – *Означает ли ваше молчание, что вы согласны?*

I'd be interested to hear your view – *Мне бы было интересно услышать вашу точку зрения*

I'd like to hear your perspective – *Я бы хотел(а) услышать ваше мнение*

How about the rest of you? – *А как остальные думают?*

30. Attending (вежливое поддержание разговора)

Really? – *В самом деле?*

You don't say so – *И не говорите*

Right – *Действительно*

And then – *И к тому же*

I see – *Понятно*

You did (didn't)! – *Вот как! (Неужели?)*

31. Sympathizing (сожаление и сочувствие)

What a shame / pity! – *Как жаль!*

I'm sorry to hear that – *Очень сожалею*

That's too bad – *Очень жаль!*

That must have been awful – *Это, вероятно, было ужасно*

My condolences – *Примите мои соболезнования (сочувствия)*

Is there anything I can do? – *Могу ли я вам чем-то помочь?*

That's terrible! – *Как ужасно!*

Oh, I'm so sorry – *Я так сожалею*

I'm here if you need me – *Если я вам нужен, я здесь*

32. Quoting (цитирование)

In the (immortal) words of – *Цитируя (бессмертные) слова*

And I quote here ... – *И я здесь цитирую ...*

As ... put it – *Как сказал ...*

To borrow / lift a phrase from – *Заимствуя высказывание*

No one has / Few have said it better – *Никто (мало кто) сказал об этом лучше*

As the saying goes – *Как говорится*

According to – *По словам*

As X and Y point out / state – *Как отмечают (утверждают) X и Y*

X claims / proposes that – *X считает / предлагает, что*

33. Complimenting / Encouraging (поддержка и одобрение)

Good job! – *Молодец!*

Keep it up! – *Так держать!*

I knew you could do it – *Я знал, что ты это сможешь!*

Nice try! – *Хорошая (удачная) попытка!*

That's great / wonderful / terrific – *Просто великолепно (замечательно)!*

Exactly! – *Вот именно!*

So far so good! – *Очень хорошо!*

Absolutely right! – *Совершенно верно!*

34. Concluding (завершение выступления)

In conclusion – *В заключение*

Let me close by saying – *Разрешите мне закончить тем, что*

Due to time constraints – *Из-за ограниченного времени*

Wrapping it up – *Закругляясь*

I see my time is up – *Я вижу, что у меня заканчивается время*

Thank you for your attention – *Спасибо за внимание*

I appreciate your interest – *Я признателен вам за проявленный интерес*

Thank you for the opportunity to – *Благодарю вас за возможность*

5. ТЕЛЕФОННЫЕ РАЗГОВОРЫ (TELEPHONE CONVERSATION AND NEGOTIATIONS)

5.1. Подготовка к телефонному разговору (Preparing for a Phone Conversation)

- Think of all the questions you need to ask or things you are going to say;
- prepare all the documents that you will need for your phone call;
- have your diary at hand (for appointments), some paper and a pen;
- make sure you know the situation before you make a call.

Here is a phone conversation between business partners. Pay attention to the useful expression *in italics*. What is Brenda Dyer up to?

Mr. Jackson: Good morning, Sales Department of the L.L Bean company.

Brenda Dyer: Good morning, my name is Brenda Dyer. I'm calling from GMC in Detroit, Michigan. Could I speak to Mr. Jackson, please?

Mr. Jackson: Speaking. Good morning, Miss Dyer. What can I do for you?

Brenda Dyer: My colleague Joan Smith wrote to you recently and we received your sales material. *We're interested in ordering some T-shirts to give away as Christmas gifts to our customers. We understand we can create our own design. Is that right?*

Mr. Jackson: Yes, that's right. You send us a deposit and we produce a proof garment from your design.

Brenda Dyer: *We are a little anxious about the delivery times. You see, we need the goods by mid-November at the latest.*

Mr. Jackson: Yes, I see. Well, if you send your order off now, you should receive our proof garment in two weeks.

Brenda Dyer: Two weeks?

Mr. Jackson: Well, we could make it one week *if you write a note saying it's urgent.*

Brenda Dyer: Good.

Mr. Jackson: Then if you send us the order, we can send you the invoice immediately.

Brenda Dyer: If we fax you a copy of our banker's order, would you accept that or do you wait until the money is credited to your account?

Mr. Jackson: I'm afraid we have to wait until we receive the money. But it usually takes two or three days at the most.

Brenda Dyer: Thank you very much indeed, Mr. Jackson. You've been most helpful.

5.2. Как ответить на телефонный звонок (Receiving Phone Calls)

- If you expect a phone call, think about what they will say or ask;
- check all the relevant documentation regarding the call;
- if you are not ready to answer their questions, ask them to call you back later.

Compare the following two samples of phone conversations.

1

Secretary: Hello.

Mr. Headington: Is this «Bendon & Brothers»?

Secretary: Yes, who's speaking?

Mr. Headington: My name is Alan Headington from «Mennings Constructions». I'd like to find out about the progress of our issue.

Secretary: Oh, Mr. Herrington...

Mr. Headington: No, *Headington*, as in «head».

Secretary: So what was it, Mr. Headington?

Mr. Headington: Well, the contract, of course! I called you the day before yesterday.

Secretary: Ah, the contract... I don't have any info on that from our main office yet. Perhaps they're still working on it.

Mr. Headington: Do you think they'll be ready before this week-end?

Secretary: Maybe, I don't really know. Call us tomorrow. No, better on Friday morning, Okay?

Mr. Headington: I'm not sure my boss will be pleased with this attitude, Mam.

Secretary: Well, I don't think I can help you in that, I'm afraid. Bye-bye...

2

Secretary: Hello, Jason Travels, how can I help you?

Customer: I'm calling to Find out about group air tickets to Minsk, Belarus, for a conference on Chernobyl.

Secretary: Who is calling, may I ask?

Customer: My name is Kent Brown, the order was placed on my name.

Secretary: All right, Mr. Brown. Your order is being processed at the moment, but if you have any questions on the flight itinerary, I'll be happy to provide you with all the information.

Customer: First of all, we're going to be eleven, not ten, as originally planned. Is that any problem for you to make this change in our order?

Secretary: Let me see, Mr. Brown. Now, we can put another person in, but it's going to be at the back of the plane, and we need the passenger's full name please.

Customer: Yes, of course. This is also Brown, my wife Nancy Brown.

Secretary: I got it. How are you going to pay, Mr. Brown?

Customer: I'm going to pay on the credit card.

Secretary: Could you give me the card number and the expiry date please?

Customer: It's 224-0045-8733561, August 3rd, 2002.

Secretary: And what's your phone number please?

Customer: My number is 505-3457-781 I

Secretary: Let me repeat it: 505-3457-7811. I'll call you back this afternoon, Mr. Brown. Will you be available between 4 and 5 p.m.?

Customer: You know, I was going to leave after 4 pm. Can we make it before that if possible? Or I could call you from downtown after 4 p.m.

Secretary: That sounds good. Thank you for calling us, Mr. Brown. Bye-bye for now.

Customer: Good-bye.

5.3. Как принять и оставить сообщение (Taking and Leaving Messages)

When you are taking a message, put it on a message pad:

Telephone Message

For: _____ *Time call:* _____

Caller: _____ *Company* _____

Phone number: _____

Message: _____

Below are two samples of a phone conversation with telephone messages following them.

1

Secretary: Hello, Philips Company. How can I help you?

Sergey Klimov: Good morning. My name is Sergey Klimov from Minsk, Belarus. I'd like to speak to Mr. Scherer please.

Secretary: I'm sorry, Mr. Scherer is not here at the moment. Could I have your name again please?

Sergey Klimov. Yes, my last name is Klimov, K... L... I... M... O... V, and my first name is Sergey, S... E... R... G... E... I.

Secretary: Yes, Mr. Klimov from Minsk, Belarus, right?

Sergey Klimov: That's right. Could you tell him to call me back when he's got a moment? I wanted to check the agenda of our meeting.

Secretary: Yes, I'll ask him to do that. Does he have your number, Mr. Klimov?

Sergey Klimov: I think so. Just in case please put it down: + 375-17-227-6534. Let me repeat it. 375 – this is an area code of Belarus, 17-this is for Minsk, and 227-6534 is the number in the city of Minsk.

Secretary: Correct. All right, thank you for calling, and Mr. Scherer will call you back in the afternoon.

Sergey Klimov: Thank you very much indeed.

Secretary. You're very welcome, Sir.

Telephone Message

For: Mr. Scherer

Time of call: 10:20 am

Caller: Sergey Klimov

Company: didn't say; from Minsk, Belarus

Phone number: 375-17-227-6534

Message:

Please call back in the afternoon re the agenda of the meeting.

2

Assistant: Hello, this is the IMF office in Belarus. Can I help you?

Susan Todd: Hi, this is Susan Todd from the IMF Fiscal Department. Is Mark Horton there?

Assistant: I'm sorry Mr. Horton is in a meeting right now. Shall I ask him to call you later or would you like to leave a message?

Susan Todd: No, it's Okay. I'll fax him.

Assistant: Oh, good. You've got our office fax number, don't you?

Susan Todd: Yes, I'm sure. Bye for now.

Assistant: Bye-bye.

Telephone Message

For: Mark

Time of call: 4pm

Caller: Susan Todd

From: Fiscal Dept.

Phone number: (available in the IMF directory)

Message: none, she will fax.

Now, on the basis of the following phone conversation write down a telephone message.

Reception: Good morning, «Riegling and Co.». Can I help you?

Chris Witt: Hello, I am Chris Witt from «Sadler and Sons Ltd.». Please could I speak to Mr. Jeff Smith?

Reception: I'm sorry, but Mr. Smith is not in at the moment.

Chris Witt: I see. When do you think I could contact him?

Reception: Well, at the moment he's away. He hasn't left his schedule for today. Would you like to leave a message?

Chris Witt: Yes, perhaps you would ask Mr. Smith to call me? My name is Witt, W...1... double T, Chris Witt. And my phone number is 181-166-7851.

Reception: I got it, Mr. Witt.

Chris Witt: Thank you. I look forward to hearing from Mr. Smith.

Reception: It's a pleasure. Thanks for calling. Bye for now.

5.4. Как попросить повторить информацию (Asking for Repetition)

When you are not sure you have understood something, ask for repetition. Any request for repetition or repetition itself must be followed by acknowledgement (confirmation of receiving the information), for example:

- I beg your pardon. I didn't catch that.
- I am calling from Minsk, Belarus (*repetition*).
- Oh, I see (*acknowledgement*).

Read the following phone conversation and pay attention to the phrases of asking and giving repetitions:

Receptionist: Good morning, Johnson and Johnson Inc. How can I help you?

Lilia Korzun: Hello, my name is Lilia Korzun. I recently sent you my resume and wrote about an interview, but I haven't had any reply yet.

Receptionist: I'm sorry, could you repeat your name please?

Lilia Korzun: K... O... R... Z... U... N, Korzun, and my first name is Lilia, L... I... L... I... A.

Receptionist: I see. And who did you write to?

Lilia Korzun: To Mrs. Lynne Wright in Human Resources.

Receptionist: I beg your pardon, I didn't catch that.

Lilia Korzun: To Mrs. Lynne Wright – Human Resources Department.

Receptionist: Oh yes. Was there a date for the interview suggested?

Lilia Korzun: I thought I would be able to come on June 4th, but at this point the best time would be between June 8th and 11th because of my final exams.

Receptionist: Right. I've got that now. Could you hold on please?

Okay, Lilia. Mrs. Wright said she would be able to see you on June 10th at 11:30 AM.

Lilia Korzun: I'm sorry. Could you please repeat that?

Receptionist: On Tuesday, June 10th, eleven thirty.

Lilia Korzun: Oh, thank you very much. You've been very helpful.

Receptionist: No problem at all. Bye-bye.

5.5. Как оставить информацию на автоответчике (Leaving a Message on an Answering Machine)

When there is nobody in the office you are calling, an answering machine is a good device to leave your message. Here are some hints on using an answering machine:

- speak after the tone in the recorded answering machine's voice;
- speak slowly, clearly and use simple language;
- spell your name when introducing yourself; I
- leave your phone number with a full area (country) code;
- make your message short and informative.

Here is a sample of the recorded voice:

You have reached the Telecom office. We are not able to take your call right now. Please leave your message after the tone, and we'll get back to you as soon as we can. Thank you for calling.

Below you'll find a few messages left on the answering machine:

Message 1. Good morning, this is Greg Martin calling, M... A... R... T... 1... N, from Iowa State, Ames. I wanted to check the number of orders we placed with you last week. Could you please call me at 512-349-8712. Thank you.

Message 2. Hello, my name is Nikolai Pashkevich. I'll spell my last name: P... A... S... H... K... E...V... Л... С... Н. I am calling from Minsk, Belarus, regarding the arrival time of our interns to your company next week. I tried to send you a fax, but I never got an «OK» reception. They will arrive at JFK airport next Tuesday at 7:10 pm. Please give me a call to acknowledge this message at +375-17-238-6521. Once again: +375-17-238-6521. Thank you. Hope to hear from you soon.

Message 3. Hello, I'm Steve Banks, B... A... N... K... S from Cooper and Brothers. Please give me a call regarding the delivery time of the stationery you have ordered. I'm available every morning between 9 and 11 at 412-6528. Thanks, bye.

5.6. Выбор стиля в телефонном разговоре (Choice of Style in a Telephone Conversation)

The choice of style (formal or informal vocabulary, grammar and intonation) *depends, in the first place, on the relationships between the participants of the telephone conversation* (formal or neutral for people whose social status is different or those who don't know each other and *informal* for friends, fellow-students or colleagues). Other situational factors, such as *the subject-matter of the conversation, the place of the conversation* and others also influence the choice of style, or, to be more exact, a variation within formal or informal style.

COMPARE THE FOLLOWING TELEPHONE CONVERSATIONS AND CLASSIFY THEM ACCORDING TO THEIR DEGREE OF FORMALITY (FORMAL, NEUTRAL, INFORMAL)

Are the conversations below formal? neutral? informal? Why? Where are the interlocutors – in the office, at home, calling from a public phone...? What is the subject-matter of each conversation? Are they *talking shop*, i.e. discuss business, or *having a small talk*, i.e. speak about everyday matters? Are they using full or elliptical (shortened) sentences? Is their vocabulary formal, neutral or informal?

Phone Conversation 1

- Hello.
- Hello. Is that you, Bob?
- Yes, it's me. Who's calling?

- This is Peter.
- Crocodile Pete himself! How are you?
- Am I disturbing you? Is it a good time to call?
- Sure, I wasn't doing anything special. As a matter of fact, I'm on a train [speaking on a cell phone].
- So am I.
- Going somewhere nice? I hope so.
- Excuse me, that's my other mobile ringing. Hang on a minute.
- Your other mobile? You mean you have two?
- Sure. One's my private number, and one's for work. Now what can I do for you?
- I wanted to ask you for a telephone number.
- Shoot!
- Do you remember that guy at the party last Friday? The one who sells special cards?
- Yeah, Ted Willow.
- That's it. Ted Willow. Do you have his number?
- Not on mc, but I can let you have it after the weekend. I'm going on a course this weekend to improve my business communication skills.
- No! Really? So am I. At a hotel near the Zoo?
- Exactly!
- Hey, we might be on the same train! What can you see out of the window?
- Right now I can see a field with some farmers.
- And a green tractor?
- Yeah, a green Ford tractor. We must indeed be on the same train. See you in the coffee bar.
- Sure, I'll be right there!

Phone Conversation 2

- I'd like to speak to George Robins please.

- Just a moment.
- Good morning, Robins speaking.
- This is Brenda Winter from San Diego, California.
- Oh, hello Brenda.
- Have you heard about the accident?
- Accident? Oh yes, I have. And your desks were damaged.
- What would you like me to do?
- Have you any more available?
- Well, not as many as you ordered. You asked for fifty, we have only thirty available today. But we could produce another twenty by the end of the next week. Let me see, by Friday the eleventh.
 - The end of next week! But we need them now!
 - Right, but we have a lot of orders, you know.
 - Yes, but our goods were damaged. Can't you do anything about it? Can't you help us?
 - I know how you feel, Brenda. Well, let me talk to our production manager, and I'll get back to you later in the day.
 - Thank you, and can you send them by air freight? I mean it'll save us a lot of time, you know.
 - Yes, and I'll send someone to the airport with them.
 - Oh good, but we must have the desks by the seventh.
 - Okay, I'll see what we can do. And I'll be in touch later.
 - Thanks a lot, good-bye.

Phone Conversation 3

- Hello. Western Airlines. Can I help you?
- Yes. Can you check if there are any seats available for a flight to Los Angeles please?
 - Yes, sir. When are you thinking of flying?
 - On the morning of the twelfth. The first available flight.

- Is six fifteen too early?
- No that's fine. Well, maybe it's a little early. Have you got something a bit later? Around ten or eleven perhaps?
- There's a flight at ten twenty that gets in at two thirty.
- That would be great. How much is it?
- Two hundred and ten dollars plus tax.
- Fine.
- What's the name please sir?
- Weyels. Jack Weyels – W... E... Y... E... L... S How would you like to pay? I'll pay on my VISA card.
- Could you give me the card number and expiry date please sir?
- Sure, it's 2235-2500-97664, January 20th , 2003.
- Thank you for calling us. Please make sure you're at the airport forty minutes before the flight.
- Thank you. Bye.

5.7. Полезные выражения для разговора по телефону (Helpful Expressions for Telephone Conversations)

How can I help you?	<i>Чем я могу Вам помочь?</i>
Could I speak to N please?	<i>Могу я поговорить с...?</i>
Who is calling please?	<i>Кто это говорит?</i>
N speaking.	<i>N слушает.</i>
This is NN from...	<i>Это NN из...</i>
I'm calling from...	<i>Я звоню из...</i>
I'm calling about...	<i>Я звоню насчет...</i>
I'm sorry, I didn't catch your name.	<i>Извините, я не расслышал, как Вас зовут.</i>
Sorry, could you repeat your number?	<i>Извините, не могли бы Вы повторить Ваш номер?</i>
I've got that now.	<i>Теперь понятно.</i>
I see, thank you.	<i>Понятно, спасибо.</i>

I'd like to speak to...
Hold on (hold the line) please.
I'm afraid he's not in the office.
I'm sorry, he is not available.
He is in the meeting right now.
Could I speak to someone else?

Could you give her a message?

Do you know when she'll be back?

Can I take a message?
Please tell (ask) him...

I'll make sure Mr. X gets your message.

Shall I get him to call you?

If you give me your phone number, I'll ask him to call you later.

Would you like to leave a message?

I'll get back to you later in the day.

Would you like to speak to his assistant?

Shall I ask him to call you back?

That would be great.

What would you like to know?

How would you like to pay, sir?

*Мне бы хотелось поговорить с
Подождите, пожалуйста.*

Вы знаете, его нет в кабинете.

Извините, но его сейчас нет.

Он сейчас на заседании.

Могу ли я поговорить с кем-нибудь еще?

Не могли бы Вы ей оставить сообщение?

Вы не знаете, когда она вернется?

Что-нибудь передать?

Пожалуйста, скажите ему (попросите его)...

Я обязательно передам Ваше сообщение г-ну X.

Передать ему, чтобы он Вам позвонил?

Если Вы оставите Ваш номер телефона, я попрошу его перезвонить Вам позже.

Вы хотите что-нибудь передать?

Я созвонюсь с Вами сегодня попозже.

Вы бы хотели поговорить с его помощником?

Попросить его, чтобы он перезвонил Вам?

Это было бы замечательно.

Что бы Вы хотели выяснить?

В какой форме Вы собираетесь рассчитываться?

I'll pay on my credit card.

You know, we haven't received...
Unfortunately, there's a problem with...

It's not the first time we've had this problem.

If the problem is not resolved, we'll have to...

I'm very sorry about the problem.

I'm sorry to hear that.

I'm afraid that's not quite so.

Can I ask you a favour?

I have a question for you.

When could I reach him please?

Will you call back later?

I'll see what I can do.

How do you spell your name?

Could you repeat that please?

I'm interested in...

I'm really sorry about this.

Can you give me information about accommodation.

Is there a discount for bigger orders?

I'd like to speak to someone about...

Could we arrange a meeting some time next week?

Я буду рассчитываться по кредитной карточке.

Видите ли, мы не получили...

К сожалению, существует проблема с...

Мы уже не первый раз сталкиваемся с этой проблемой.

Если эта проблема не будет решена, нам придется...

Я очень сожалею по поводу этой проблемы.

Мне очень жаль это слышать.

Это не совсем так.

Можно попросить Вас об одолжении?

У меня к Вам вопрос.

Когда бы я мог с ним связаться?

Вы можете перезвонить позже?

Я посмотрю, что я смогу сделать.

Как пишется Ваша фамилия?

Не могли бы Вы повторить?

Меня интересует...

Я, действительно, сожалею об этом.

Дайте мне, пожалуйста, сведения о размещении.

А на более крупные заказы есть скидка?

Мне бы хотелось поговорить с кем-нибудь насчет...

Не могли бы мы устроить встречу на следующей неделе?

What about next Wednesday?	<i>Как насчет следующей среды?</i>
We have an appointment for next week, but the problem is...	<i>У нас назначена встреча на следующей неделе, но дело в том, что...</i>
I'm afraid I can't come on that day.	<i>Боюсь, я не смогу прийти в этот день.</i>
Could we fix another day?	<i>Может, мы смогли бы назначить другой день?</i>
I think you have the wrong number.	<i>Мне кажется, у Вас неправильный номер телефона.</i>
It was nice talking to you.	<i>Приятно было поговорить с Вами.</i>
Thanks very much for your help.	<i>Спасибо большое за помощь.</i>
You've been very helpful.	<i>Вы мне очень помогли.</i>
Please call if you need anything else.	<i>Пожалуйста, звоните, если Вам нужно будет еще что-нибудь.</i>
We look forward to hearing from you.	<i>Будем ждать от Вас известий.</i>
Bye for now.	<i>Всего доброго.</i>

Practical task

1. Practice leaving messages on the answering machine of your business partners (оставьте сообщения на автоответчике своим партнерам по бизнесу в следующих ситуациях):

- a) you are calling to confirm your arrival time;
- b) you are calling to ask their parking lot location;
- c) you are calling to invite them to a press conference;
- d) you are calling to let them know how many people will be present at the reception;
- e) you are calling to remind them of their promise to bring sample of product for tomorrow's meeting.

2. Add the missing phrases to the following phone conversations (добавьте необходимые по смыслу реплики в следующие телефонные разговоры).

Phone Conversation 1

A: Hello. Procter and Gamble. How

B: My name is Viktor Savin, I'm from Moscow, Russia. I'd like to speak to Mr. Trent please.

A: Oh, I'm sorry. Mr. Trent Could I have your name again please?

B: Yes,

A: Right, Mr. Savin. From Moscow, Russia?

B: Could you ask Mr. Trent to call our office when he's back after the meeting?

A: Does he have your phone number?

B:, but just in case it's +375-17- 284-1600

A:+375-17-284-1600

B:

A: OK, Mr. Savin, thanks for calling..... later today.

B: That's very good.....

Phone Conversation 2

A:..... Good morning. Denver Trade Company, how can I help you?

B: Hello, my name is Ted Treaster. I recently wrote to you about an interview date, but

A: I'm sorry.....?

B: Yes, Ted Treaster. T... R... E... A... S... T... E... R.

A: All right, Mr. Treaster.....?

B: I wrote to the Human Resources Department.

A: I see. And did you suggest the interview date?

B:, because I've got exams after May 15th.

A: So you could come any time between 10th and 15th?

B:, if that's OK with you.

A: Hold on Does Friday May 14th suit you?

B:?

A: I a.m. How about that?

B:

A: Then we'll see you on Friday, Mr. Treaster.

B:

Phone Conversation 3

Ed Butler: Hello, Mr. Green

Tod Green: Very well, thank you. What can I do for you?

Ed Butler:

Tod Green: Yes, Mr. Butler. We received your order yesterday.

Ed Butler: The problem is that we have-to change the number of sweaters from 25 to 40.

Tod Green:

Ed Butler: No, the colour doesn't matter. Please leave the same size.

Tod Green:

Ed Butler: All right, I'll send a fax right away. Thank you, Mr. Green.

Tod Green:

Ed Butler: We're going to place our orders for other items as well.

Tod Green: Feel free to contact us any time.

Ed Butler:

3. Составьте диалоги (телефонные разговоры с партнером по бизнесу), пользуясь помещенным выше списком полезных выражений для телефонных разговоров).

6. ПЕРЕГОВОРЫ (NEGOTIATIONS)

Самая общая схема переговоров состоит из определенного предложения (suggestion), контрпредложения (counter-suggestion), компромисса или соглашения (agreement) и подтверждения этого соглашения (confirmation).

6.1. Естественно-речевые ситуации деловой коммуникации (Real Situations in Business Communication)

Situation 1

A: What are we going to start with?

B: Why don't we invite our colleagues from the Accounting Department to discuss this issue? [*suggestion*]

A: We could do that. But I think we need to know exactly our line and keep to it. [*counter-suggestion*]

B: Right. This is perhaps what we'll discuss now in the first place. [*agreement*]

A: Good. Let's do it right now. [*confirmation*]

Situation 2

A: We would like to have a 10% discount for immediate payment. [*suggestion*]

B: We can give you only 7% if that's OK with you. [*counter-suggestion*]

A: That's all right. [*agreement*]

B: Well, then a 7% discount and immediate payment. [*confirmation*]

Preparing for a negotiation includes the following issues:

1) Prepare your negotiating position – know your aims and objectives.

- 2) Identify your minimum requirements.
- 3) Decide what concessions you could make.
- 4) Know your own strengths and weaknesses.
- 5) Prepare figures, calculations and support materials you may need.
- 6) Know your role as part of a team.
- 7) Prepare your opening statement.

STUDY THE FOLLOWING DIALOGUES RECORDED DURING NEGOTIATIONS AND IDENTIFY ALL THE STEPS THAT NEGOTIATORS TAKE WHEN TALKING.

- Well, we're happy to buy a machine if you can give us a good price.
- I'm sure we can. As you know, our prices are very competitive.
- Even so, I'm sure you can allow us a discount?
- Okay, well a discount could be possible if you agree to pay for the shipping costs.
- That sounds Okay, if the discount is a good one. How about 4 per cent? 6 per cent would be better.
- I'm sorry we can't manage that unless you pay for the installation. Okay, our engineers will take care of that.
- Okay then. So to confirm: a 6 per cent discount but you pay all the shipping and installation costs.
- That sounds all right.
- Well, I'd like to summarise – go over the points we've agreed on. Is that Okay?
- Yes, of course, go ahead.
- Well, the first point is that the property includes all the land presently occupied by the station buildings and also the former car parks to the east of the station, the offices here to the west and the warehouses alongside the tracks. It does not include the present government-owned housing on the

north side of the railway lines. The remaining land will be developed by Gibson Trust and later sold off separately. Is that an accurate summary?

– Yes, that's right. It's fine.

– Okay. So I think that's fine then. Shall we stop there? I think we've gone as far as we can today. We just need to decide on our next meeting. Can we do that now? I mean sort out the next steps...

– Yes, okay.

– Well, as I understand it, in our next meeting we should examine development plans. Finally, we'll draw up contracts-. Then we'd need a little while to consider the contracts. So probably everything should be in place for signing contracts by the end of June. Does that sound reasonable?

– Yes, June, that should be okay. So when can we meet to look at development plans?

– Well, could it be April 10th? Or any time that week?

– April 10th would be okay. Same time 10 a.m.?

– Yes, that's okay. Well, thanks for coming then. And I'm glad we've been able to make progress, to reach agreement, you know. It's been very constructive, and we'll send you a report.

– Very well. We're also pleased to have reached this stage.

MAKE UP DIALOGUES IN WHICH THE OFFERS MADE ARE REJECTED. FOLLOW THE PATTERNS BELOW.

Pattern 1

– Let me make a suggestion. If you agree to buy 100 units every month for the next twelve months, we'll agree to a 10 per cent discount.

– Unfortunately, I can't say how many we'll need in six months and certainly not in twelve. I can't take the risk on such a large order at this stage.

Pattern 2

- The price we're offering excludes installation costs but does include a twelve months' guarantee.
- I'm afraid that's not really acceptable. You know that other suppliers offer free installation and a two-year spare parts and labour warranty?

Pattern 3

- I think that the minimum investment in advertisement must be \$40,000; otherwise we cannot reach enough of our market. It's not much to ask for.
- It's a pity, but it's still more than our budget. I can't go that high.

What you, as a negotiator, need to be aware of can be listed as follows:

- 1) How to build relationships
- 2) How to reach an agreement
- 3) How to exchange information
- 4) How to deal with questions
- 5) How to generate and evaluate options
- 6) How to put forward and react to proposals
- 7) How to bargain and move towards agreement
- 8) How to close the negotiations

Practical task

1. Найдите ответы на вопросы по теме о встречах и переговорах.

QUESTIONS

1. If everyone at a meeting votes the same way, the decision is...

ANSWERS

A. a) *I would like to propose the motion that...*
Or: b) *I would like to move that.*

2. How do you as a chairperson postpone a decision?

B. a) Ladies and gentlemen, I declare the meeting open.

Or: b) Let's get down to business, everyone!

3. How can you interrupt politely?

C. a) Sorry to interrupt, but could I ask for clarification?

Or: b) Could I come in here for a moment?

4. How can you show complete agreement with the last speaker's suggestion.

D. a) If no one objects, I suggest we leave this matter until ...

Or: b) With your approval, I propose we defer this until ...

5. How can you politely avoid answering a question?

E. unanimous

6. How can you show disagreement politely?

F. a) I'm sorry, but I can't agree with that.

Or: b) I can see what you mean, but ...

7. What non-verbal communication shows you are listening?

G. It means that you decide not to vote. This is called an abstention.

8. You are the chairperson. The discussion is getting away from the point. What do you say?

H. a) If no one has anything to add, can we move on to ...?

Or: b) Now I'd like to turn to item number ...

9. You are at formal meeting and would like to speak. What do you say?

I. a) Could we stick to the agenda, please?

Or: b) I think we're getting side-tracked here.

10. You are at a formal meeting and would like to make a proposal. What do you say?

i. a) Well, it's rather difficult to say at the moment.

Or: b) I'm not in a position to comment on that just now.

11. What is the casting vote? *K. a) Mr./Madam Chairman, May I have the floor?
Or: b) With the Chair's permission, I'd like to comment on ...*
12. You are the chairperson and are opening a meeting. What do you say? *L. Nodding occasionally; smiling from time to time; keeping eye-contact with the speaker.*

2. На основе помещенных ниже восьми комплексов полезных выражений для переговоров составьте диалоги, которые относятся к интересующей вас теме переговорного процесса.

6.2. Полезные выражения для переговоров (Helpful Expression for Negotiations)

Complex 1. How to build relationships (как устанавливать отношения)

- Let me introduce (I'd like you to meet) my colleague Alexandr N. *Разрешите мне представить Вам моего коллегу Александра N.*
- This is Nina N., head of the planning division. *Это Нина N., начальник планового отдела.*
- How do you do? *Здравствуйте (ответ тот же).*
- Pleased to meet you. *Приятно познакомиться.*
- Pleased to meet you, too. *Мне тоже приятно с Вами познакомиться.*
- By the way, please call me by my first name (Richard). *Кстати, пожалуйста, зовите меня по имени (Ричард).*
- How are you? *Как поживаете (– Здравствуйте)*
- Very well, thank you. How are you? *Хорошо, спасибо. А Вы?*
- Certainly (Yes, indeed). *Безусловно.*
- I think we should start by (looking at your situation). *Я думаю, нам следует начать с (рассмотрения Вашей ситуации).*

Would you go along with that?
We could then move on to...
Perhaps we could (outline our objectives) tives).

*Вас это устраивает?
Затем мы могли бы ...
Вероятно, мы могли бы (определиться по целям).*

I'd like to check what you hope to achieve.

Мне бы хотелось узнать, какие Вы преследуете цели.

Complex 2. How to Exchange Information (Как обмениваться информацией)

Our company was founded (established, set up) in ...

Наша фирма (компания) была основана в ...

We manufacture (produce)
Currently, we are the largest producer of...
Our exports now account for...

*Мы производим
В настоящее время мы являемся крупнейшим производителем ...
Объем экспорта у нас составляет сейчас ...*

We are interested in ...
Our key interest here is ...

*Нас интересует...
Основной интерес для нас здесь представляет ...*

It's vital for us ...
International cooperation is extremely important to us.
... is of lesser importance to us.
... is a lower priority.
Perhaps I could just recap on your main points.

*Нам жизненно важно ...
Международное сотрудничество для нас чрезвычайно важно.
... менее важно для нас.
... является менее приоритетным.
Разрешите мне суммировать (подытожить) основные положения Вашей позиции.*

I'd just like to go over your main points.

Мне бы хотелось пройтись по основным моментам и Вашей позиции.

Complex 3. Задайте вопросы на английском языке и ответьте на них.

Разрешите задать Вам несколько вопросов о Ваших основных требованиях.

Давайте теперь перейдем к другому вопросу.

Сколько у Вас приблизительно доставок в течение года?

Насколько важна для Вас проблема окружающей среды?

Это наша главная задача.

Это не является для нас важным.

Какое значение Вы придаете ...

Значит ли это, что ...

Когда Вы говорите ..., значит ли это, что ...?

Безусловно, мы не можем оставлять это без внимания.

Нам на самом деле это необходимо принять во внимание

Complex 4. How to Generate and Evaluate Options (как собирать и оценивать варианты действий)

It seems to me that there are a number of ways we could work together.

There seem to be several possibilities for...

Shall I suggest we list the options first and then examine them in more detail one by one?

Should we brainstorm the options before discuss any in detail?

I'd like to start by suggesting...

Мне кажется, существует целый ряд направлений, по которым мы могли бы сотрудничать.

Существует несколько вариантов для ...

Может быть, мы рассмотрим, сначала весь список вариантов, а затем подробно остановимся на каждом из них.

Может, нам сначала следует рассмотреть все идеи, прежде чем обсуждать какую-то в деталях?

Мне бы хотелось начать с предложения ...

I low about trying (using) ...?

Как насчет того, чтобы попытаться (использовать) ... ?

I have you considered the idea of...?

Вы рассматривали идею о ... ?

We could also ...

Мы бы также могли ...

Why don't we go through each of these in more detail.

Давайте рассмотрим каждую из них более подробно.

At this stage I think we should look at each option in turn.

На данном этапе, как мне кажется, стоит поочередно остановиться на каждом варианте.

I think the main weakness of this for us is that...

На мой взгляд, основным слабым звеном в этом для нас является ...

So I'd say that was the least favourable option for us.

Я бы назвал это наименее благоприятным для нас вариантом.

The problem with ... is that...

Вся проблема с ... в том, что ...

Right. I think this fits in with the way we look at the situation, too. I think that's got a lot of potential.

Верно. Я думаю, это совпадает с нашим видением ситуации.

Я полагаю, здесь большие возможности.

The main strength of... , as I see it, is that...

Основным сильным моментом ..., насколько я это представляю, является ...

Yes, we're also interested in ..., but...

Да, мы также заинтересованы в но ...

I feel we should go even further than that.

Мне кажется, мы должны продвинуться здесь еще дальше.

I have some doubts about that option.

У меня есть определенные сомнения насчет этого варианта.

My immediate feeling is that it would be too expensive.

Первое, что мне показалось, — это слишком дорого.

Complex 5. How to Put Forward and React to Proposals (как выдвигать предложения и реагировать на них)

We propose that the new company should be involved in ...

Мы предлагаем, чтобы новая компания участвовала в ...

Our proposal is to create ...

Наше предложение заключается в том, чтобы ...

We propose that we combine ...

Мы предлагаем сочетать ...

Maybe a better solution would be to

Возможно, лучшим решением

...

было бы ...

It could be a good idea to ...

Было бы неплохо ...

So, if I understand you correctly, you feel that...

Итак, если я правильно Вас понимаю, Вы считаете, что ...

I see what you mean. (That's not quite what I mean.)

Я понимаю, что Вы имеете в виду. (Это не совсем то, что я имею в виду.)

Exactly!

Вот именно!

Not necessarily.

Необязательно!

I appreciate that.

Я Вам признателен за это.

I take your point about ..., but...

Мне понятна Ваша точка зрения насчет ..., но ...

That's certainly worth considering.

Это, безусловно, стоит рассмотреть.

I'm not sure how realistic that could be.

Я не уверен, насколько это может быть реально.

Complex 6. How to Bargain and Move Towards an Agreement (как вести торг и продвигаться к достижению соглашения)

We could find some funding if there were additional inputs as

Мы могли бы найти финансирование при условии участия и с Вашей стороны.

If you accepted these terms, we would cover up to half the costs.

We'd have no objection provided that the details were worked out together.

We couldn't possibly guarantee that at the beginning, but we'd be prepared to ...

If you increased that amount to ..., I think we would have a deal.

That would be acceptable.

I think we could go along with that.

We'll agree to this provided that you allow us to ...

We'll be able to deliver ... provided that there is...

If you accept... I may be able to

Если бы Вы приняли эти условия, мы бы оплатили половину расходов.

У нас не было бы возражений при условии, что детали были бы оговорены совместно.

Мы бы не смогли, вероятно, гарантировать этого вначале, но мы были бы готовы ...

Если бы Вы увеличили этот объем до ... , полагаю, что мы смогли бы договориться.

Это было бы приемлемым.

Я думаю, мы бы пошли на это.

Мы согласимся с этим при условии, что Вы позволите нам ...

Мы сможем осуществить поставку ... при условии, что ...

Если Вы примете ..., я, возможно, смогу ...

Complex 7. How to Close the Negotiation (как завершить процесс переговоров)

Perhaps I could just summarize our agreements so far.

Я, возможно, смог бы подвести итог нашим соглашениям на данном этапе.

As we have agreed, we'll take care of (be responsible for)

Как мы договорились, мы позаботимся о (будем отвечать за)

ТЕКСТЫ ДЛЯ ДОПОЛНИТЕЛЬНОГО ЧТЕНИЯ (TEXTS FOR ADDITIONAL READING)

How to Write a Business Contract: The Basics

Get it in writing. Anytime you enter into a business contract, you want written proof of the agreement as well as specific terms by which each party is bound. Oral agreements do occur in the small business context, but they are not advisable because such agreements can lead to enormous problems. Oral agreements are difficult to enforce and people's memories can be faulty and terms easily misremembered or misinterpreted.

Use language you can understand. When writing a business contract, there's no need to be intimidated by a false sense that the document has to be written in «legalese». The best contracts, particularly in the small business context, are written in plain English where both parties know exactly what they're signing and what the provisions mean. Just be sure that the terms you write are specific as to each party's obligations and the specific remedies that you have in the event that the other party violates the agreement.

Be detailed. The rights and obligations of each party should be laid out in specific language that leaves little room for interpretation. If you want delivery on the 15th of each month, use the specific number instead of writing, «mid-month». If you and the other party agree to a new term or decide to change an existing term in the agreement be sure to add a written amendment to the contract rather than relying on an oral agreement. A court may or may not accept the oral agreement as part of the contract.

Include payment details. Directly related to the above is to specify how payments are to be made. If you want to pay half up front and the other half in equal installments during the life of the contract, state that, as well as the terms under which you will release payment.

Consider confidentiality. Often when entering a business contract, the other party will gain access and insight into your business practices and possible trade secrets. If you do not want the other party sharing this in-

formation, you should include a clause that binds the other party from disclosing your business information or initiation included in the contract to other parties.

Include language on how to terminate the contract. Contracts aren't meant to last forever, and if one party continually misses payments or fails to perform their duties, you want to have a mechanism in place so that you can easily terminate the contract under these circumstances, it could be a mutual termination agreement or more likely an agreement that either side can terminate if the other side violates a major term of the contract after giving proper notice of its intent to terminate (e.g., 60 days).

Consider state laws governing the contract. Contracts can stipulate which state's laws will govern in the event there's a dispute. If the other party is located in another state, you should include a clause that states which state laws will govern, if you don't, and there's a dispute, there may be a whole other legal argument about which state's laws should be applied to the contract. Avoid this headache and agree to it at the inception of the contract when both parties are agreeable.

Include remedies and attorneys' fees. Especially if you believe that it's more likely that you'll sue over the contract you might want to include a clause that awards attorneys' fees to the winning party. Without this clause, each party will have to pay for their own attorneys.

Consider a mediation and arbitration clause. In the event of a dispute, it may be advantageous to include a provision that requires the parties enter either mediation or arbitration, or both. Mediation is a voluntary process where both parties try to work out their issues directly, with the help of a neutral third party mediator. Arbitration is a more adversarial process where the arbitrator hears both sides' arguments and makes a decision that both parties must abide by.

Writing a business contract that protects your interests while balancing your business objectives is critical to your business' success. Learning how to write a business contract is the first step on the road to success.

agreement – соглашение

remedies – средства

provisions – положения

proof – доказательство

state laws – государственные законы

proper notice – своевременное уведомление

mediation and arbitration clause – посредничество и арбитражный спор

success – успех

voluntary process – добровольный процесс

What is business ethics?

Business ethics (also **corporate ethics**) is a form of applied ethics or professional ethics that examines ethical principles and moral or ethical problems that arise in a business environment. It applies to all aspects of business conduct and is relevant to the conduct of individuals and entire organizations.

Interest in business ethics accelerated dramatically during the 1980s and 1990s, both within major corporations and within academia. For example, most major corporations today promote their commitment to non-economic values under headings such as ethics codes and social responsibility charters. Governments use laws and regulations to point business behavior in what they perceive to be beneficial directions. Ethics implicitly regulates areas and details of behavior that lie beyond governmental control. The emergence of large corporations with limited relationships and sensitivity to the communities in which they operate accelerated the development of formal ethics regimes. The term «business ethics» came into common use in the United States in the early 1970s. By the mid-1980s at least 500 courses in business ethics reached 40,000 students, using some twenty textbooks and at least ten casebooks along supported by professional societies, centers and journals of business ethics.

Business ethics reflects the philosophy of business, of which one aim is to determine the fundamental purposes of a company. If a company's purpose is to maximize shareholder returns, then sacrificing profits to other concerns is a violation of its fiduciary responsibility. Ethical issues include the rights and duties between a company and its employees, suppliers, customers and neighbors, its fiduciary responsibility to its shareholders. Issues concerning relations between different companies include hostile takeovers and industrial espionage. Related issues include corporate governance; corporate social entrepreneurship; political contributions; legal issues such as the ethical debate over introducing a crime of corporate manslaughter; and the marketing of corporations' ethics policies.

ethics code – кодекс этики

social responsibility charter – хартия социальной ответственности

fiduciary responsibility – общественная ответственность

employee – сотрудник

supplier – поставщик

customer – клиент, покупатель

hostile take-over – враждебное слияние компаний, захват

industrial espionage – промышленный шпионаж

corporate governance – корпоративное управление

corporate social entrepreneurship – корпоративное социальное предпринимательство

political contribution – политический вклад, участие

manslaughter – массовое увольнение

Standard Life

About the group

They are a long-term investment savings business. They endeavour to help people achieve more, live better and have confidence in their own futures.

Who they are

They specialise in asset management and long-term savings. They want to lead the way in helping people save and invest for their future, by offering the types of products and services that they need throughout their lives.

It's Group employs around 6,500 people internationally. Standard Life is listed on the London Stock Exchange with around 1.2 million individual shareholders across over 50 countries. And they are one of the top 500 companies worldwide, by revenue, as listed in the 2015 Fortune Global 500.

What they do

At the core of their business is managing their customers' savings. They are responsible for the administration of £302 billion in assets.

They offer a range of products and services, through Standard Life, Standard Life Investments, Standard Life Wealth and joint venture brands, to help people save for their future.

The Group operates in the UK, Europe, North America, Asia and Australia. They support around 4.5 million customers worldwide, and a further 20 million through their joint ventures in China and India.

How they do it

Helping to build a more prosperous world is at the core of their business. How they do this is by helping to advance ambition, leading industry innovation and improvement, and contributing to society's progress. They listen and respond to their customers and clients, continually examining, evaluating and where possible anticipating their needs.

They lead by example and set benchmarks for their industry by holding themselves and their business partners to the highest standards. Through continually pursuing industry innovation they will drive improvement, for the benefit of all.

They strive to make a positive impact on their society by creating opportunities, providing support and offering their expertise for the benefit

of both individuals and the diverse communities they touch across the world.

It's this responsibility that drives them to be a sustainable business. They are proud to be listed as leaders in sustainability in the Dow Jones Sustainability Indices (DJSI World and DJSI Europe).

Skype

Skype to Skype calls

Skype to Skype calls are always free, whether you're calling home or looking for free international calls. So go ahead, call your best friend to make weekend plans or touch base with a client on the other side of the world and talk for as long as you like.

Group calls

Make free group calls with Skype.-Whether you want to share big news with your family or need to work closely with a team of colleagues, with Skype group calling you can host a group chat or conference for up to 25 people. Adding people who already have Skype is free. To add people who aren't on Skype, call them on their mobile or landline number with Skype Credit or a subscription.

Video calls

You can't put a price on a face to face catch up. That's why we offer free video calling. Share a free video call with anyone who also has Skype and a webcam or compatible smartphone. Get started with Skype and stay closer to family and friends with crystal clear video calling.

Group video calls

We all love getting friends and family in one place for regular catch ups. And because everyone has group video calling for free on mobile, tablet and computer, it's easier than ever. At home or on the move, feel more connected to your loved ones and share the great or little moments as they happen.

Video messaging

Connect face to face, even when you're miles apart. With a video message from Skype, you can share any bit of your day with a friend - and they don't even have to be online or available. So * go ahead.

Instant messaging

No matter where you are, your friends are at your fingertips with instant messaging on Skype. 1M your Saturday night plans with the gang, catch-up with family, or send messages to a colleague - all for free.

Send files

Been anywhere nice? Show off your snaps. Big presentation? Share it with colleagues. You can share files online with multiple contacts during a voice, video, or group call and in an instant message. Whatever suits you.

Screen sharing

Screen sharing is the easy way to collaborate with a friend or colleague. Making big travel plans online? Use our screen share feature and do it together. Or why not give grandma a quick demo of how you use Skype, so she can start using it too.

Skype Translator

Break down language barriers with your friends, family and colleagues. Our online translator can help you communicate in 8 languages for voice calls, and in more than 50 languages while instant messaging. Skype Translator uses machine learning. So the more you use it, the better it gets. We thank you for your patience as the technology graduates from Preview mode.

What is VoIP?

1. Voice Over Internet Protocol (VoIP) is a new technology that uses broadband Internet and network lines to transmit real-time voice information. This technology has the potential for completely changing the way phone calls are made and making phone companies a thing of the past.

2. To make a phone call on the Internet, several things must happen. On the sending side, analog voice signals are digitized, compressed, divided into packets and transmitted over network lines. On the receiving end, the signals are recombined, uncompressed and converted back into audio. Because the voice signals are digital they can be transmitted just any other data packets on a network. VoIP can be relatively inexpensive to implement, although costs rise as the complexity of the system increases.

3. There are currently several problems with this technology. If the computer or network lines fail, then telephone service is interrupted. Though the stability of computer hardware, operating systems and network infrastructure has improved significantly in the last decade, crashes still occur. The «up» time of these systems is still significantly less than with traditional phone systems - which often continue to function even during power outages. Another issue is that tracking the origin of a call is difficult because the signals are transmitted over the Internet This is especially important to emergency complexity of the system increases.

4. Additionally, devices that make calls using phone lines, such as fax machines, cable TV boxes, etc. may not function properly. Law enforcement officials may have difficulty wiretapping phone lines that use VoIP technology. Finally, the quality of VoIP service is lower than that of a traditional phone system. Since the information is transmitted over network lines, VoIP phone calls may break up, hesitate, or cause words to be dropped. All of these issues are being addressed and their significance should be eliminated over time.

Online consumers shop till the moose drops

With four out of five shoppers buying books, music, TV and film products online, there can be little doubt that Internet shopping is present in consumer purchasing. Products as diverse as carpet cleaners to car seats and face cream to furniture can all be purchased at the click of a button.

The reasons for the rise in popularity of Internet buying range from the huge scope of products available online to the convenience of 24-hour shopping. There is also massive consumer acceptance of the Net as a powerful shopping tool, with 68 per cent of users regularly visiting commercial websites to buy and sell products, using top search engines Google (www.google.com) and Yahoo (www.yahoo.com) to find the sites they want.

The most successful commercial website in the world is eBay (www.ebay.com), founded by French-born Pierre Omidyar (who lives in the United States) in 1995. On any given day, there are millions of items listed on eBay across thousands of diverse categories including antiques, toys, books, computers, sports, photography and electronics.

From the start, the site was meant to be a marketplace for the sale of goods and services by individuals and small businesses. With a worldwide customer base of 180 million, eBay now has a global presence in 33 markets.

Other big success stories are US online retailer Amazon.com that trades in the UK as Amazon.co.uk and eToys Inc., the leading US Internet retailer of children's toys that expanded internationally with the launch of its UK website (www.etoys.co.uk) in 1999. The site features UK products chosen for UK consumers.

At the time of the launch, eToys company spokesman James Bidwell (now chief executive at tourism network VisitBritain) said: «eToys was drawn to the UK by the promise of its multi-billion-dollar toy market, paired with a growing penetration of Internet users. Sharing a common language helps, being an American company. And traditionally, the UK has been a strong jumping-off point into Europe for US companies.»

As the e-commerce sector has expanded over the years, so opportunities have developed for international software and web design companies that support the online retail industry to enter the UK market. Among these

are top Australian e-commerce software company Shop Factory (www.shopfactory.com).

The concept has proved hugely successful and the company can count among its customers not just shop owners but also many professional website developers who have come to rely on the ease of use and speed of development provided by Shop Factory solutions. Worldwide there are 150,000 shops in more than 100 countries, in 35 languages, created with Shop Factory solutions.

Another leading e-commerce expert is US company Digital River (www.digitalriver.com) that offers the «technologies and services proven to grow online sales and reduce costs - all in an outsourced solution». Founded in 1994, Digital River builds and manages online businesses for more than 40,000 software publishers, manufacturers, distributors and online retailers. Headquartered in

Minneapolis, the firm also has offices in Germany, Ireland, Luxembourg, Taiwan, Japan and the UK.

Joel Ronning, Digital River's chief executive office, said: «The launch of our European subsidiaries represents an important part of our long-term strategy to extend our global footprint. We intend to leverage our new resources to not only provide expanded support for our growing base of international clients but also accelerate our growth in European markets.»

Mark Collyer, market development director 'at IT services group Xansa, spoke of the importance of maintaining web design standards when he said: «There are many factors that affect the perception of a brand and influence buying decisions across channels. A retailer is judged on all aspects of interaction, so a shoddy, slow or unavailable website is going to cut much deeper than just the lost sale.»

Creative director Keith Williamson said: «The Internet has changed the way business is done. Companies who can deliver information, goods and services electronically will prosper. We can help put your business online, not simply as a static brochure but as a rich source of information for

your clients, with fully integrated ordering, delivery and secure payment systems.»

Top UK fashion designer Paul Smith chose the Other media to build his first online e-commerce site, specifying that he wanted to create high online visibility, a smooth shopping experience and integration with the company's other business processes.

For this, the Other media worked closely with Smith's in-house design team until the look was right. It was decided that the site needed to be about Paul Smith, his ideas and his fashion as well as being an online store. The site has been a great success with many visitors, customers and growing revenue. The Other media is now working with Smith's company to explore tighter supply-chain integration, fresh ways of presenting the collections and new mechanisms for keeping the customers involved.

What is a Businesswoman Nowadays?

«New type of woman arises. She is called a career woman».

Hello! I have decided to write to your newspaper, because I want to receive some really good advice and maybe to present one idea for young people's discussion. As for me, I have always been interested in advantages and disadvantages of being a businesswoman.

Do I want to be a businesswoman?

No doubt, when we hear the word combination «businesswoman», we imagine a beautiful, elegant, well-bread woman in an expensive dress, with car keys and a cell phone in one hand and a laptop in the other. But if we think deeper, this attractive image may be easily broken. Speaking about a "businesswoman" we always speak about a woman over 30 years old. Why?

Let's see:

1. 4 years of university;
2. 2 years of master's programme;
3. 3 years of postgraduate studies;
4. Job experience.

As you see, to start your business, or to find a job in a powerful international company, is possible when you are not less than 28 years old. So, I suppose it is a very long way. We get used to thinking that a businesswoman is a woman who has her personal company or business. It is right, but only to some extent. To my mind a woman who dominates some company and occupies a high and powerful position, has a right to be called a business-lady as well. Do you know why? Let me explain. Firstly, she is very successful. Secondly, she is very self-confident and recognizes her abilities for self-realization and, of course, everybody likes and respects her.

And now, let's imagine a situation. A young lady, 28- years old, who has all the necessary prerequisites for a successful career and promising future, decides to begin her business career. I can guarantee that for 10 more years she will be working hard, and will devote all her free time to her work. And what do we see? Stability, prosperity, money, recognition... all this will be in her remarkable life. Of course, it sounds very attractive; but I think we have reached the most delicate question: her private life.

It is necessary to add that our work leaves an imprint on our character, and reflects our way of life. Business implies mostly men. To my mind, in business, as in the jungle, there are a lot of difficulties, in particular for a woman, because she comes across open confrontation from the side of men. A lot of men question in professional qualities of women, and if she occupies a high position, conflicts can't be avoided. So, a business lady, being in constant struggle, becomes stronger, independent, self-assured and cautious. That often frightens men. On the other hand, no woman can imagine her life without her family and children. To deprive the woman of her private life and family is impossible, because the maternal instinct prevails in every woman and the main mission of every woman on Earth is to be a keeper of a family hearth, and so the creation of a family becomes very necessary at some stage of her life.

Simply, it is very difficult to find time for the family and husband, and when a woman comes back from work she wants to relax; but the family is

not only pleasure, it implies a lot of different household duties. I suppose, maybe thanks to this such a woman makes her business career easier, but her family life may be difficult. First, she hasn't any time for her private life, and after her work she is tired. However, when I was doing my project, I was collecting different people's opinions and most of them said that a real businesswoman is a person who is remarkable in all meanings of the word, because she has all the conditions of a safe life, including a child, and now she knows for the sake of what she lives. So, I think it is understandable why so many girls dream of being involved in business in their future.

Of course, I don't mean that other women are not successful. There are a lot of advantages and disadvantages in every job. I was not going to oppose one category of women to the other. No, but I wanted to stress that the abilities of a woman are unlimited. It goes without saying that it is important to be very wise and spiritual to keep your family, because God created a woman as a keeper of the family hearth. As for me, I think it is possible to be successful both in a family and in a job, but the key thing is to be happy, and a woman is happy with her family.

When I was doing my project, I was collecting different people's opinions, and the age of the people was different.

- People of the older generation (parents), worry first of all about their children's health and about their happiness, and only then they think about the material things.

- Men, practically all of them, have negative reaction, and they see only negative sides in this female work. They are sure that a businesswoman can't be a good wife, because she spends all her time at work.

- For people of my age, and in particular for girls, being a businesswoman is very attractive.

TECT
(TEST YOUR BUSINESS ENGLISH)

GRAMMAR AND VOCABULARY

1. Which abbreviation is not a stock exchange?
A. NYSE B. TSE C. WTC D. CAC

2. Which figure has a mistake?
A. 45, 000 people B. 7.2 million
C. 45 per cent D. \$12,000

3. Which type inflation does not exist?
A. hyperinflation B. galloping
C. moderate D. balanced

4. Which type of expression refers to success?
a. the meeting came to nothing;
b. we have blown our chances;
c. the deal fell through;
d. the deal went through.

5. A market with one producer who fixes an artificial price is called:
A. concentration B. oligopoly
C. monopoly D. conspiracy

6. Which verb means to go down?
A. surge B. rise C. plummet D. soar

7. Most countries support Turkey's bid _____ EU membership.
A. on B. at C. for D. about
8. _____, you did a great job in the presentation.
A. In the way B. By the way
C. On the way D. Out of the way
9. I am concerned _____ the logistics of this Internet shop.
A. with B. at C. for D. about
10. Today's exchange rate of _____ rouble towards _____ Australian dollar is 20.2527 _____ rubles.
A. the, the, - B. -, -, - C. a, a, - D. a, an, -
11. Which of the following is positive news?
A. downturn in demand B. economic slowdown
C. market meltdown D. cash bonanza
12. What you cannot do with a meeting?
A. hold B. withdraw C. chair D. lead
13. Which phrase don't you use to check you have understood?
a. Let me just check what you are saying
b. Run me through it again
c. I am out for lunch
d. I am not with you
14. Which of the figures is a «ballpark figure»?
A. 0.75 B. 3 ml C. 5% D. 20-30 km

15. Which question don't you ask on the phone?

- a. Can you put me through to Mr. Smith?
- b. Can you take a message?
- c. Are you in line?
- d. Can you call back later?

16. During the meeting, Paola, I want your _____ on this.

- A. input
- B. output
- C. throughput
- D. caput

17. Let's summarize what we have said _____.

- A. so far
- B. yet
- C. already
- D. still

18. If I _____ you, I _____ not invest in this project.

- A. were, would
- B. am, to
- C. was, will
- D. would be, would

19. The 'four Ps': product, place, price, promotion are the:

- A. consumer market
- B. marketing mix
- C. market forces
- D. permission marketing

20. Which of the following means sacking someone without good reason?

- A. insurance fraud
- B. criminal negligence
- C. embezzlement
- D. unfair dismissal

Библиографический список

1. Агабекян, И. П. Деловой английский / И. П. Агабекян. – 8-е изд. – Ростов н/Д : Феникс, 2012. – 317 с. – ISBN 978-5-222-195577.
2. Войтенок, В. В. Разговорный английский : пособие по развитию устной речи / В. В. Войтенок, А. Войтенок. – М. : Айрис-Пресс, 2013. – 480 с. : ил. – ISBN 978-5-812-4804-9.
3. Глухов, В. Экономика и менеджмент в инфокоммуникациях : учебное пособие / В. Глухов, Е. Балашова. – СПб. : Питер, 2012. – 272 с. – ISBN 978-5-459-00-967-5.
4. Захарова, И. Г. Информационные технологии в образовании : учеб. пособие для студ. высш. учеб. заведений. – М. : Издат. центр «Академия», 2003. – 192 с. – ISBN 5-7695-1239-3.
5. Иностранные языки : лингвистические и методические аспекты : сборник научн. трудов. – Вып. 31. – Тверь : Твер. гос. ун-т, 2015. – 305 с. – ISBN 2306-2282.
6. Парабеллум, А. Инфобизнес. Зарабатываем на продаже информации / А. Парабеллум, Н. Мрочковский. – СПб. : Питер, 2013. – 256 с. – ISBN 978-5-4461-0072-9.
7. Самуйлов, К. Е. Введение в управление коммуникациями: учебное пособие / К. Е. Самуйлов, Н. В. Серебренникова, А. В. Чукарин, Н. В. Ярыгина. – М. : РУДН, 2008. – 87 с.
8. Фадеева, М. Ю. Методологические аспекты высшего образования при обучении иностранному языку в сфере экономики и менеджмента / М. Ю. Фадеева. – Орск : Изд-во Орского гуманитарно-технологического института (филиала) ОГУ. –
9. Pearson Education Limited 2000. – ISBN 5-82-328411
10. Pearson Education Limited. Edinburgh Gate, Harlow Essex CM20 2/E, England and Associated Companies Throughout [www. longman-elt.com](http://www.longman-elt.com) the World.

Учебное издание

Марина Юрьевна Фадеева

**РАЗВИТИЕ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ
СТУДЕНТОВ В СФЕРЕ ИНФОБИЗНЕСА
И ИНФОКОММУНИКАЦИЙ**

Учебно-методическое пособие

Редактор
Е. В. Кондаева

Редактор 2 категории
Г. А. Чумак

Подписано в печать 24.03.2017 г.
Формат 60×84 1/16. Усл. печ. л. 7,8.
Тираж 300 (1 завод – 50) экз. Заказ 9/1509.

**Издательство Орского гуманитарно-технологического института
(филиала) федерального государственного бюджетного
образовательного учреждения высшего образования
«Оренбургский государственный университет»**

462403, г. Орск Оренбургской обл., пр. Мира, 15А