МИНОБРНАУКИ РОССИИ
ФГБОУ ВО «Юго-Западный государственный университет»

УТВЕРЖДАЮ:
Заведующий кафедрой
международных отношений и
государственного управления

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ОЦЕНОЧНЫЕ СРЕДСТВА
для текущего контроля успеваемости
и промежуточной аттестации обучающихся
по дисциплине

Иностранный язык в профессиональной сфере
(наименование дисциплины)

38.03.04 Государственное и муниципальное управление
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1 ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ УСПЕВАЕМОСТИ

1.1 ВОПРОСЫ ДЛЯ СОБЕСЕДОВАНИЯ

Темы 1-2 - «Presenting oneself; Plurals of nouns, countable and uncountable nouns, forming plurals of compound nouns»

What to Include in a Curriculum Vitae

A curriculum vitae, commonly referred to as a “CV,” is a longer (two or more pages), more detailed synopsis than a resume. Your CV should be lear, concise, complete, and up-to-date with current employment and educational information.

The following are examples of information that can be included in your curriculum vitae. The elements that you include will depend on what you are applying for, so be sure to incorporate the most relevant information to support your candidacy in your CV.

Personal details and contact information. Most CVs start with contact information and personal data but take care to avoid superfluous details, such as religious affiliation, children's names, and so on.

Education and qualifications. Be sure to include the names of institutions and dates attended in reverse order: Ph.D., Masters, Undergraduate.

Work experience/employment history. The most widely accepted style of employment record is the chronological curriculum vitae. Your career history is presented in reverse date order starting with the most recent appointment. More emphasis/information should be placed on your most recent jobs.

Skills. Include computer skills, foreign language skills, and any other recent training that is relevant to the role applied for.

Training / Graduate Fieldwork / Study Abroad

Dissertations / Theses

Research experience

Teaching experience

Publications
Presentations, lectures, and exhibitions
Grants, scholarships, fellowships, and assistantships
Awards and honors
Technical, computer, and language skills
Professional licenses, certifications, and memberships
1. Read and translate the example of a CV.
Answer the following questions:

- what kind of job does the applicant want to get?
- does he have the appropriate education?

High School Teacher Template

(123) 123-1234
teacher.resume.example@resume.com
500 Education Street

2005/09 -
City High School
City, State

History Teacher

- Supported a diverse range of students as a history teacher for over 13 years
- Distinguished by the City School District with the "Teacher of the Year Award" in 2008, 2010, and 2015 for spearheading extracurricular literacy programs for at-risk teens in the community

Professional Skills

- ✓ Teaching
- ✓ Reading remediation
- ✓ Reading instruction
- ✓ Blackboard
- ✓ MS Office

Education

M.S. Reading Teacher

Graduated - 2007/05 • State University
City, State

- Masters degree concentration on practical teaching methods
- Focus on supporting reading instruction and remediation for youth students

BA Education

Graduated - 2004 • State University
City, State

- Specialization in Social Studies and History (North American)
- Published paper in the Education Department's Quarterly Report VII 2002
- Received teaching licensure to practice in the State

Languages

English **Spanish**

Usually a CV is accompanied by a cover letter.

Here are the main rules and tips of writing cover letters.

What are cover letter keywords?

Cover letter keywords are the words that employers look for when screening the applicant pool for viable job candidates. Applicant tracking systems often screen cover letters and resumes by searching for specified words and phrases set by the employer. An applicant who does not use the appropriate keywords will be overlooked by the applicant tracking system and lose the opportunity to interview with the employer.

Employers grant a different level of importance to specific keywords depending on the industry, company and role, so it is highly suggested that you research all three when writing a cover letter for a particular job to ensure that you are targeting the appropriate words and phrases in your cover letter and resume.

Popular types of keywords

Here are the most common types of keywords:

Skill keywords

To decide on the correct skill keywords to include in your cover letter, pay attention to the job description and take note of the skills the employer is specifically seeking. These are skills that will help your cover letter stand out. Relate each skill word to a specific task or role in which you used the skill to achieve success.

Examples of skill keywords:

Analyzed

Achieved

Built

Created

Designed

Developed

Generated

Improved

Launched

Trained

Examples of statements using skill keywords:

Created a calendaring system that streamlined the scheduling of conference room reservations, resulting in a one-hundred percent reduction in scheduling overlaps

Generated an additional sixty thousand-plus impressions on the company's online advertising by redesigning the digital campaign materials

Launched a company-wide initiative to encourage more than one hundred employees to volunteer at least one day per month with Habitat for Humanity

Results-oriented keywords

Results-oriented keywords show employers how you will add value and generate positive results for their business. Your cover letter is where you can stand out by highlighting your accomplishments and accentuating them with your skills. Results-oriented keywords have the most impact when you include numbers to quantify your achievements.

Examples of results-oriented keywords:

Generated

Implemented

Increased

Initiated

Produced

Redesigned

Reduced

Reformulated

Upgraded

Verified

Examples of quantified results statements:

Generated national interest in the company's newest software project, resulting in new contracts worth two million dollars in the next two years

Implemented an employee retraining program that reduced time waste by thirty percent by increasing efficiency in assembly processes

Increased product visibility by 70% by implementing six new planograms (sales floor layouts)

Recognition keywords

Recognition keywords help hiring managers to envision you in the role by painting the picture of how you performed in your last role. Using these words solidify the idea that your previous employers have recognized and appreciated your valuable contributions, especially when you pair them with the title of the person or people who granted the occurrences of recognition.

Examples of recognition related keywords:

Awarded

Chosen

Credited

Honored

Lauded

Promoted

Received

Recognized

Selected

Examples of effective recognition statements:

Received a $50,000 research grant in recognition of my innovative theories and advancement ideas

Promoted to general manager due to the increase in revenue I generated with my staff retraining initiative

Chosen to represent the company at an international conference in Tokyo three years in a row

How to use keywords in a cover letter

Follow these steps to use keywords in a cover letter:

1. First, use the right keywords in your cover letter

Use the keywords that reflect the skills required for the role you are pursuing. Since many employers use automated applicant tracking systems to rank candidates, using the best keywords can help ensure that your application reaches the hiring manager. Once your cover letter is in front of the appropriate person, the keywords you chose can convince them to invite you—not your competition—for an interview.

2. Then, add in action words

When incorporating occupation-specific keywords in your cover letter, be sure to include action words that reinforce what you accomplished in your previous positions by having the skills or qualities you're listing.

Examples of experience described using action words:

Published an in-depth 500-word article about fishing conservation in Anna Maria Magazine

Improved assembly process by streamlining the steps involved, saving approximately 30 seconds of assembly time per part

Managed a team of 13 sales associates and four administrative employees

3. Lastly, keep your cover letter brief

When writing a cover letter, it's important to get your message across by being concise. Since hiring managers are typically pressed for time and tasked with choosing a small number of many applicants to interview, they must take your cover letter at face value.

4. Read and translate he example of a cover letter.

The following cover letter example incorporates effective keywords related to skills, achievements and recognition and is likely to stand out to employers:

Dear Ms. Cecelia Dawson,

During the course of my eight-year career as a paralegal, I have built and sharpened my legal research and writing skills. The attorneys I have worked with, including firm partners, have commended me on my excellent grasp of case law and litigation support. Casey, Ingram and Woods, P.A.'s three-generation record of professionalism, dedication and courtroom wins demonstrates the firm's strong values and exceptional skills, which is why I would like to join the Casey, Ingram and Woods, P.A. team.

I currently serve as a paralegal for Copeland, Copeland and Copeland, Attorneys at Law, where I work closely with the firm's partners and associates on many high-profile and high-priority cases. During my time with the firm, I have created and implemented an improved calendaring system to ensure on-time filing of case documents with the courts. This system has prevented missed deadlines and improved the coordination of staff and client meetings.

My further qualifications include a bachelor's degree from Stanford University, a post-baccalaureate paralegal certificate from Nova University and advanced training in LexisNexis and Westlaw.

I would love the opportunity to discuss the contributions I can offer to your legal team. Thank you in advance for your consideration.

Sincerely,

Joanna Payge

joannapayge@email.com

(555) 555-5555

5. Here is a cover letter template that you can use to craft your own:

[Name]

[Address]

[Phone number]

[Email address]

Dear [Dr./Mr./Ms last name],

I am writing to apply for the position of [open job] that I heard about from [contact associated with the company or found on job site]. I have [number] years of experience as a [job title] and I believe I would be ideally suited for the position.

I have extensive experience with [list qualifications that align with the open position]. As a [job title] with [company], I was responsible for [key responsibility]. During my time there, I [name specific accomplishments you achieved while in the role].

With my passion for [industry], I believe I could offer [company] a fresh perspective and innovative ideas. Please review my enclosed resume.

I would love the opportunity to discuss the value I can bring to your team. Thank you in advance for your consideration.

Sincerely,

[Name]

Темы 3-4 - «Telephoning; Degrees of Comparison of Adjectives»

Why Learn How to Talk on the Phone Professionally

Talking on the phone may be an essential part of your job, or you may only have to make or answer phone calls in English from time to time. You may need to speak on the phone in English every day or even as part of an exam or job interview. Sometimes your job may even depend on a phone call!

Skyping (or video calling) in English involves the same skills as traditional telephoning, but with a webcam so will be seen by the other person.

You will discover that improving your telephone skills will also help with your speaking skills in general. What's more, it will help you gain self-confidence and even improve your self-esteem—both when speaking English and your native language.

Tips for Learning Business English Telephone Phrases

The great thing about learning these telephone phrases is that you will actually get to use them in real life. Here are some tips for learning these new phrases:

Don't be afraid of making mistakes

The first time you use some new phrases, you will probably make some mistakes. Everybody does when they learn something new; it's completely normal.

Hopefully the people you talk to will be patient and understanding. However, some people who have never learned a second language don't understand how difficult it can be. Don't let them discourage you! Remind yourself: When you make mistakes, you are making progress.

Learn from your mistakes

Another great thing about mistakes is that you can learn from them. Every time you finish a phone conversation, write down the mistakes you think you made or the phrases you are not sure about.

You may even want to record your phone conversations if that's possible and allowed where you work. Then you can listen later—by yourself or with a tutor—to look closely for new phrases you used correctly and where you need more practice.

Use three new phrases in your phone conversations every day

Once you read the phrases below, choose three every day to use in your phone conversations or whenever appropriate. If you don't use the new words, they will no longer be fresh in your mind. They will be part of your passive vocabulary, which means you will probably recognize them when you hear them, but you won't be able to use them yourself on the spot.

If you can't find a way to include them in your real telephone conversations, try writing down imaginary phone conversations so you can use the new phrases. Remember: By using new words, you learn new words!

Practice new grammar concepts in phone calls

You can use the previous learning strategy with grammar as well, not just with new vocabulary. Every time you see a new grammar structure, write it down, make your own examples with it and then use it at work!

Leaving a Message

Sometimes, there may not be anyone to answer the telephone and you will need to leave a message. Follow this outline to make sure that the person who should receive your message has all the information he/she needs.

Introduction: Hello, this is Ken. OR Hello, My name is Ken Beare.

State the time of day and your reason for calling: It's ten in the morning. I'm phoning (calling, ringing) to find out if ... / to see if ... / to let you know that ... / to tell you that ...

Make a request: Could you call (ring, telephone) me back? / Would you mind ... ?

Leave your telephone number: My number is... / You can reach me at .... / Call me at ...

Finish: Thanks a lot, bye. / I'll talk to you later, bye.

1. Make up a dialogue using the following phrases.

- I'll talk to you later, bye.
- You can reach me at 367-8925 until five this afternoon.
- Hello Tom, this is Ken.
- Could you call me back?
- It's about noon and I'm calling to see if you would like to go to the Mets game on Friday..
- Telephone: (Ring... Ring... Ring...) Hello, this is Tom.
- I'm afraid I'm not in at the moment.
- Please leave a message after the beep... (beep)

2. Make up a dialogue using the following phrases.

- My number is 451-908-0756.
- It's about two pm right now.
- Talk to you soon.
- Telephone: (beep ... beep ... beep).
- I'm calling to see if you'd like to have dinner sometime this week.. I hope you're available.
- I'll get back to you as soon as possible. (beep)
- Hello Peter. This is Jennifer Anders calling.
- Hello, you've reached Peter Frampton.
- Thank you for calling. Please leave your name and number and reason for calling.

3. Leave a message. Make sure that you have stated all the most important information:

Your Name

The Time

The Reason for Calling

Your Telephone Number

Recording a Message for Callers

It's also important to record a message for callers when you are not available. Many people like to leave an informal message, but that doesn't necessarily leave a good impression if someone is calling for business.

4. Read and translate some suggestions for messages that both friends and business partners can appreciate. Discuss the main differences.

Introduction: Hello, This is Ken. OR Hello, you've reached Kenneth Beare.

State that you aren't available: I'm afraid I'm not available at the moment.

Ask for information: Please leave your name and number and I'll get back to you as soon as possible.

Finish: Thank you./Thank you for calling.

Message for Business

If you're recording a message for a business, you'll want to strike a more professional tone. Here are some suggestions for messages for business to be played when you are not open.

Introduce your business: Hello, you've reached Acme Inc.

Provide opening information: Our operating hours are Monday through Friday 10 am to 7 pm.

Ask your customers to leave a message (optional): Please feel free to leave your name and number.

Provide options: For information concerning Acme Inc., visit our website at acmecompany dot com

Finish: Thank you for calling. / Thank you for your interest in Acme Inc.

Темы 5-6 - «E-mailing; Numerals»

These are basics of modern email etiquette

1. Include a clear, direct subject line.

Examples of a good subject line include "Meeting date changed," "Quick question about your presentation," or "Suggestions for the proposal."

"People often decide whether to open an email based on the subject line," Pachter says. "Choose one that lets readers know you are addressing their concerns or business issues."

2. Use a professional email address.

If you work for a company, you should use your company email address. But if you use a personal email account-whether you are self-employed or just like using it occasionally for work-related correspondences - you should be careful when choosing that address, Pachter says.

You should always have an email address that conveys your name so that the recipient knows exactly who is sending the email. Never use email addresses (perhaps remnants of your grade-school days) that are not appropriate for use in the workplace, such as "babygirl@..." or "beerlover@..." -; no matter how much you love a cold brew.

3. Think twice before hitting 'reply all.'

No one wants to read emails from 20 people that have nothing to do with them. Ignoring the emails can be difficult, with many people getting notifications of new messages on their smartphones or distracting pop-up messages on their computer screens. Refrain from hitting "reply all" unless you really think everyone on the list needs to receive the email, Pachter says.

4. Include a signature block.

Provide your reader with some information about you, Pachter suggests. "Generally, this would state your full name, title, the company name, and your contact information, including a phone number. You also can add a little publicity for yourself, but don’t go overboard with any sayings or artwork."

Use the same font, type size, and color as the rest of the email, she says.

5. Use professional salutations.

Don't use laid-back, colloquial expressions like, "Hey you guys," "Yo," or "Hi folks."

"The relaxed nature of our writings should not affect the salutation in an email," she says. "Hey is a very informal salutation and generally it should not be used in the workplace. And Yo is not okay either. Use Hi or Hello instead."

She also advises against shortening anyone's name. Say "Hi Michael," unless you're certain he prefers to be called "Mike."

6. Use exclamation points sparingly.

If you choose to use an exclamation point, use only one to convey excitement, Pachter says.

"People sometimes get carried away and put a number of exclamation points at the end of their sentences. The result can appear too emotional or immature," she writes. "Exclamation points should be used sparingly in writing."

7. Be cautious with humor.

Humor can easily get lost in translation without the right tone or facial expressions. In a professional exchange, it's better to leave humor out of emails unless you know the recipient well. Also, something that you think is funny might not be funny to someone else.

Pachter says: "Something perceived as funny when spoken may come across very differently when written. When in doubt, leave it out."

8. Know that people from different cultures speak and write differently.

Miscommunication can easily occur because of cultural differences, especially in the writing form when we can't see one another's body language. Tailor your message to the receiver's cultural background or how well you know them.

A good rule to keep in mind, Pachter says, is that high-context cultures (Japanese, Arab, or Chinese) want to get to know you before doing business with you. Therefore, it may be common for business associates from these countries to be more personal in their writings. On the other hand, people from low-context cultures (German, American, or Scandinavian) prefer to get to the point very quickly.

9. Reply to your emails-even if the email wasn't intended for you.

It's difficult to reply to every email message ever sent to you, but you should try to, Pachter says. This includes when the email was accidentally sent to you, especially if the sender is expecting a reply. A reply isn't necessary but serves as good email etiquette, especially if this person works in the same company or industry as you.

Here's an example reply: "I know you're very busy, but I don't think you meant to send this email to me. And I wanted to let you know so you can send it to the correct person."

10. Proofread every message.

Your mistakes won't go unnoticed by the recipients of your email. "And, depending upon the recipient, you may be judged for making them," Pachter says.

Don't rely on spell-checkers. Read and re-read your email a few times, preferably aloud, before sending it off.

"One supervisor intended to write 'Sorry for the inconvenience,'" Pachter says. "But he relied on his spell-check and ended up writing 'Sorry for the incontinence.'"

11. Add the email address last.

"You don't want to send an email accidentally before you have finished writing and proofing the message," Pachter says. "Even when you are replying to a message, it's a good precaution to delete the recipient's address and insert it only when you are sure the message is ready to be sent."

12. Double-check that you've selected the correct recipient.

Pachter says to pay careful attention when typing a name from your address book on the email's "To" line. "It's easy to select the wrong name, which can be embarrassing to you and to the person who receives the email by mistake."

13. Keep your fonts classic.

Purple Comic Sans has a time and a place (maybe?), but for business correspondence, keep your fonts, colors, and sizes classic.

The cardinal rule: Your emails should be easy for other people to read.

"Generally, it is best to use 10- or 12- point type and an easy-to-read font such as Arial, Calibri, or Times New Roman," Pachter advises. As for color, black is the safest choice.

14. Keep tabs on your tone.

Just as jokes get lost in translation, tone is easy to misconstrue without the context you'd get from vocal cues and facial expressions. Accordingly, it's easy to come off as more abrupt that you might have intended --you meant "straightforward," they read "angry and curt."

To avoid misunderstandings, Pachter recommends you read your message out loud before hitting send. "If it sounds harsh to you, it will sound harsh to the reader," she says.

For best results, avoid using unequivocally negative words ("failure," "wrong," or "neglected"), and always say "please" and "thank you."

15. Nothing is confidential-so write accordingly.

Always remember what former CIA chief General David Petraeus apparently forgot, warns Pachter: Every electronic message leaves a trail.

Темы 7-9 - «Mailing; Verb “to be”; Giving Presentations»

Traditional Letters

Print traditional letters on letterhead using a heavier or textured stock. The letterhead should include the name, address, phone number and email address of the sender. If letterhead is not available or the letter is personal, the proper title for the person or persons sending the letter should appear at the top left corner. For example, if you and your spouse are sending a letter of complaint to a business, include the following:

Mr. and Mrs. John A. Doe 123 Main St. Anywhere, USA 555-555-5555 thedoes@email.com

Next, list the recipient of your correspondence and the address at the left margin. The name and address should be formal, including his titles and designations.

The date comes next in the spelled format, for example: June 23, 2010. Under the date, include a line referencing the subject matter of the letter, using the form "RE: (reference)."

The greeting is next and should reflect your relationship with the party. If you are on a first-name basis, greet her with "Dear" and include her first name. If the letter is going to a department or an unknown recipient, use "Dear Sirs" or "Dear Sir or Madam:" or even "To Whom It May Concern."

All business letters should close formally. The best choice for a professional ending is simply "Sincerely" or "Best Regards." Avoid frilly endings.

Handwritten notes

A handwritten note is appropriate in many business situations, such as thank-yous, congratulations for achievements such graduations, family births, promotions and condolences.

The envelope should include the formal name and address of the recipient. Your return address should appear on the back of the envelope, although it can go in the upper left corner of the front.

The card should include a familiar greeting based on your relationship. If you are on a first-name basis, use the first name. If not, choose a respectful greeting that fits the sentiment.

Keep the body of the note short and write or print neatly in blue or black ink. If you do not have decent handwriting, find someone who does.

Get to the point. If you are saying thank you, choose a phrase or two that reminds the recipient what you are thanking her for, but don't get too detailed. If you are congratulating someone, include what for and, if appropriate, how you received the information. If a client's engagement was in the newspaper, for example, clip the announcement and include it with the card or reference it in your note.

End the note with "Sincerely." Sign the letter with your formal name and title if you are less familiar with the recipient. If you are more familiar, your first name is appropriate.

<u>Complaining</u>

A complaint letter is written to voice one's problem and get it fixed at the earliest. The complaint letter is a semi-official means of communication as compared to verbal means. The complainant pens a problem and requests the concerned authorities to intervene and sort out the grievance and also suggests remedies if possible. Many of us have complaints and we always want them to be solved as early as possible.

A complaint can be made over the phone or by writing a letter. A letter of complaint imprints your situation in a better way and in a legal manner. A complaint letter should be precise and the exact problem should be mentioned. Such letter should be concise, brief and written in a polite yet stern tone to imprint one's situation. It can be written to a business firm or to the management.

Tips To Write A Complaint Letter

- Start by mentioning the items requisitioned for delivery for an oncoming event and specify its date if possible.
- Mention the estimated date of delivery of sample/ finished goods.
- State reasons quoted by the service provider for the delay and the inconvenience it is causing to you.
- End by requesting concerned authority to intervene urgently and do the needful to fulfill your commitment.

1. Write a complaint letter of your own using this example.

From,

____

____

____

Date: _____ (Date on Which Letter is Written)
To,

____

____

____

Subject: Complaint Letter

Dear _____Sir/Madam,

In view of ……………..(mention oncoming event) on ………………..(specify date), an order for ….(mention items requisitioned for delivery) was placed. Sample pieces due for trials on ………………….(mention estimated date of delivery) have not been delivered till date.………………..(specify reasons quoted by service provider for delay and the problem it is posing to you).

Repeated attempts to your office by my staff have gone unanswered. I request you to intervene urgently and do the needful or make alternate arrangements to complete the task ………………………(mention if any advance of payment has been made).

Thanking You,
Yours Sincerely,
______(Name and Signature)

Credit Letter

What is the Credit Letter?

The credit letters are used as the financial tool in many situations. Do you think that the letter of credit verifies your creditworthiness? This is not the case completely but such a letter is a document that is issued by the third party in order to provide a guarantee for payment of goods and services. This happens when the seller provides all the required documents.

Such a letter is generally, issued by the financial institutions and banks. Under few circumstances, such a letter is issued by the financial institution like insurance companies or mutual funds.

Three participants are involved in this type of letter.

The first part is the beneficiary

The second party is the buyer or an applicant

The third party is the issuing bank

The letter of credit is mostly used in international trades and there are also many situations when it can be used.

Types of the Credit Letters

Import/export letter of credits

Import/export letter of credits are generally used in the international trades. Such letters can be termed as:

If it is by an importer, then you can call it as an import letter of credit

If it is by an exporter, then you can call it as an export letter of credit

In most of the cases, in such a letter of credit you can say that:

Importer is the buyer, and

Exporter is the beneficiary

Revocable and irrevocable letter of credit

In this type of letter of credit, changes can be done at any point of time by the buyer and the issuing bank. In such a scenario, they won't be giving notification to the beneficiary. An irrevocable letter of credit, on the other hand, allows issuing bank to make changes or cancel the letter of credit.

Confirmed and unconfirmed letter of credit

At the request of the issuing bank, the second bank agrees to pay in this type of credit letter. In a case of insolvency, the issuing bank might only have to issue the confirmed letter of credit. The guarantee is provided only by the issuing bank, in a case of an unconfirmed letter of credit.

Transferable and un-transferable letter of credit

Transfer of payments can be made in the transferable letter of credit. A transferable letter of credit is used when the beneficiary is one among the suppliers group. It can also be used when the beneficiary is an intermediate for the actual supplier of goods and services. In such a case, a beneficiary can submit its own documents but can transfer part of the payment or an entire payment to the actual supplier. No transfer of payments can be made in the un-transferable letter of credits.

Deferred letter of credit

In a regular letter of credit, a seller can request or ask for the payment, immediately upon the receipt of the shipping documents. When the words like deferred payments arise in such letter of credit, the payment is not made to the seller when the documents are submitted. Here the payment is made later on, at the defined time period in the credit letter. In other words, it can be said that in such a letter of credit, the guarantee is provided by an importer's bank to an exporter.

Red clause letter of credit

In the letter of credit with a red clause, the buyer can extend an unsecured loan to the seller. In this type of letter of credit, there is a provision that is traditionally written or typed in a red ink.

Back-to-back letter of credit

Back-to-back letter of credit allows you to secure the goods with the letter of credit of buyer's as collateral. Generally, it consists of two letter of credits among which one is issued by the buyer's bank to the intermediary and another is issued by the bank of intermediary's to the seller. These letters are used together to finance a transaction.

Documentation Requirements with the Credit Letter

Why are documents so important with the credit letter? It can be said that documents are the most important part of letter of credits and bank deals with the documents and not with the goods.

In a letter of credit transactions, few documents used are like:

Transport related documents

Multimodal or combined transport document
Transport bill of lading
Air transport documents
Charter party bill of lading
Road transport document
Rail transport document
Waterway transport document
Negotiable transport bill of lading
Non-negotiable sea waybill
Insurance related documents
Insurance policy
Insurance certificate
Financial and commercial related documents
Bill of exchange
Proforma invoice
International sale contract
Inspection certificate
Weight list
Commercial invoice
Packing list
Analysis certificate
Shipment advice
Health certificate
Certificate of origin
Legalized invoice
Consular invoice
Main parties of letter of credit
In the letter of credit transaction, here are the few important parties:
Applicant
Beneficiary
Issuing bank
Confirming bank
Nominated bank

Applicant

The buyer of goods and services is an applicant and on the request of the applicant, such a letter is opened by the issuing bank.

Beneficiary

The seller of goods or services is called as the beneficiary and such a letter is opened by the issuing bank in the favour of the beneficiary.

Issuing Bank

The letter of credit is issued by an issuing bank, on the request of an applicant.

Nominated Bank

Credit is available to the nominated bank.

Advising Bank

On the request of the issuing bank, an advising bank advises the credit.

Confirming Bank

On the request of the issuing bank, confirming bank provides confirmation to the credit. Such a bank may or may not add confirmation to the letter of credit.

How to Write a Credit Letter?

Whatever may be the circumstances, but it is important to make use of the courteous tone, while writing the letter of credit. While giving a reason for taking a particular action, it is important for you to make use of the professional tone. Here are the few tips that can help you to write a letter of credit:

In order to convey your request properly, it is important to make use of the clear tone.

Depending on the audience, you can customize your letter.

It is important to be straightforward while writing such a letter.

You need to be confident and persuasive.

It is essential to be assertive but don’t be arrogant.

Maintain confidential facto, if required.

Sales Letters

What are the Sales Letters?

In order to promote or sell your products and services, you can consider writing and postings the sales letters. Such letters, fall under the category of a business letter. You can generate the good business by writing a sales letter. The sales letter can also serve the purpose of an announcement letter because it can allow you successfully bring out new products or services in the market.

Starting your business promotion by means of writing a sales letter is considered to be the good marketing strategy. If your budget does not permit you to advertise your business on a higher scale, then in such scenario you can consider writing a sales letter. The businesses that operate specifically via emails can make use of such letters successfully. Such letters are also used by many companies to inform their loyal customers about the latest discount offers.

In order to communicate via such letters, you can make use of an electronic mail or an ordinary mail. The letter in the form of an electronic mail will be more graphical in comparison with the ordinary mail letter. Make use of the business letter format to draft such a letter.

What kind of the sales letter works?

The sales letter with the following features can work well and these features are like:

First, it is important for you to grab the attention of a reader towards your products and services. How will you do this? It can be done by adding an attractive headline. Adding an attention-grabbing headline can make it easy for you to create the good first impression.

Second, it is important for you to generate interest in the mind of a reader. Only grabbing attention is not enough! You need to generate interest so that reader can feel like reader your entire sales letter. If the letter is not interesting, then the reader might not bother to read it further.

Third, it is important to create the desire among the reader to buy your products or services. It can be done by giving some practical examples or amazing offers. Showcase the benefits associated with the products or services, because this can create a desire among the reader.

Fourth, it is important to add the call to action. It is important for you to encourage the reader if you want to generate the sales. It is important for you to convert your prospective customer into an actual buyer by adding some call of action.

Sales letter writing tips

Writing the sales letter professionally can make it easy for you to generate business and make profits. Make use of good grammar and vocabulary, while writing such a letter. There is a lot of competition involved in the market today and in such a scenario hitting the bull's eye becomes difficult. Here are the few sales letter writing tips that you need to follow, if you need a good response in your first attempt:

Identify the prospective customers

If you want to write the letter to the target audience, then it is important to identify the prospective customers. The target audience can be identified depending on the products and services you planning to sell. Understand the fact that, you cannot sell everything to everyone. If the product of s women oriented, then you cannot target men's for the same. Target area, target age group, target gender etc. appropriately while posting such a letter. In order to identify the prospective customers, you can go through the previous sales campaign.

Highlight specific points in your sales letter

Is adding only text enough to lure the attention of the reader? Not always! Sometimes to promote your products and services via sales letter, you may also need to add the graphical presentation. You can make use of the glossy or matte paper to draft such a letter. When it comes to graphical presentation, you can also add a brochure or a catalog. You can also add color and pattern to your letter in order to highlight specific points. Select the eye-catching envelope is equally important.

Start drafting your letter

Follow all the above-mentioned tips and start drafting your sales letter as per your own strategic plan. Drafting a sales letter can further allow you to improvise the letter before finally sending it to the recipients. Ignore technical details related to grammar and punctuation while drafting a rough letter. Concentrate on the main subject matter because errors can be rectified while proofreading the draft. Add relevant information and important points by using a simple language.

Focus on headline

The first thing, that your sales letter should focus on is the headline. It is an important element that can help you to grab the client's attention. You can bold, the headline text. Select the headline that is easy to understand and attention grabbing. It should incite the reader to further read your sales letter.

Use impressive words to create a desire

There are many impressive words that you can use to create the desire like amazing, acclaimed, revolutionary, certificate, fantastic, attractive, fashionable, astonishing, exceptional, successful, distinctive, reliable, appealing, economical, flattering etc.

Initiate the call of action

Initiate the call of action, if you want the reader to purchase your products or services. Your sales letter is incomplete without the call of action. You should make the purchase process easy for the reader and so follow the right call of action. In order to initiate an action, you can also add some interesting offers or discounts.

Make your letter readable

It is possible to make your letter look readable by adding proper font size. It should not be too large or too small.

Use fonts that are soothing to eyes.

Make use of conversational style to draft a sales letter.

Write a short sentence and maintain the formal tone.

Long sentences can usually confuse the reader.

You should also not make use of the long paragraphs because reading them can prove to be a daunting task.

Break the information that you want to share in the different parts.

Темы 10-12 - «Pronouns; Making Meeting Effective; Articles»

Planning Your Presentation

"A person without a plan is lost before they start." - Lewis K Bendele

This quote stands true for many aspects of life, but especially for making a presentation that's powerful and memorable.

If you're wondering how to make a presentation amazing, then you need to know that it all starts out by choosing a great topic angle, deciding on your presentation's purpose, and creating a solid structure and outline.

In this section, you'll find tips and tricks to help you better plan your presentations.

1. Choose the topic of your presentation.

Choosing the topic of your presentation is arguably one of the most important parts of presentation creation.

If you're a business professional, and you don't have the luxury of picking out your presentation topic, that's okay. You can always find a unique angle, such as focusing on a specific problem.

Even if it doesn't seem to be an exciting topic, you can still make your presentation engaging with the right presentation skills and eye-catching presentation visuals.

2. Research your topic and know it inside and out.

When the time comes to present your presentation, you need to feel confident in yourself and your abilities in order to win your crowd's trust.

One way you can achieve this is by knowing all the ins and outs of your topic. This way, you'll feel prepared for any questions and know just how to answer them.

You can do in-depth research on any topic by reading up on related material online or in a library. But if you want to walk the extra mile, you can even get in touch with some of your audience in advance and ask them what they'd like to see in your presentation.

Another positive note to knowing your topic well is that in case you're zooming through your presentation and you end up having extra time on your hands, you can add in bonus information about your topic to educate your audience.

3. Consider your audience and speak their language.

Now, not only do you need to know your topic well, but you also need to know and study your future audience just as well. Why?

Because by knowing your crowd's interests, attention span and pain points, you'll be able to connect them through your presentation. Plus, you'll be in a better position to solve their problems and add value to their lives.

For example, an advanced, data-driven presentation full of technical jargon might not be the best idea if you're presenting to someone who is new to your field and unfamiliar with complicated terms.

It might end up confusing them instead of leaving a strong impact. You need to be able to speak their language and meet them on their level.

Going back to the example above, your presentation would likely be more successful if you simplify the information and start with the basics before jumping into the data and technicalities.

4. Decide on your presentation's purpose.

For every presentation you create, you need to have an end goal and purpose in mind.

Every presentation's goal can be summed up within one of the following purposes:

To inform

To entertain

To inspire

To persuade

Your presentation's purpose may even be a combination of the above four.

5. Create a solid presentation outline.

In order to make a great presentation, you need to have a great outline to piggyback off of.

According to the University of Arkansas, to create a compelling speech with impactful results, you'll need three key things in your outline: a compelling intro, a strong body and a conclusion that drives your main points home.

A compelling intro: Starting with a strong intro can make your audience sit up in their seats and listen to you. Some ways to start your presentation include asking a thought-provoking question, listing the benefits and shocking the audience with a fact or statistic.

A strong body: To write a great body for your presentation, you need to unravel your opening statement, give evidence by including all of your facts and statistics and include supporting arguments to prove your statements and to educate your audience on your topic.

An actionable conclusion: In your conclusion, make sure you loop back to your original opening statement and give your audience actionable steps to take in order to reach the solution you have to offer them.

Another important thing to consider when planning your presentation structure is how long your presentation is going to be, and how many slides you're going to add.

Writing the Presentation Content

Now that you know how to create a presentation outline, let's talk about what the content of your presentation should look like.

The content is the real "meat" of your presentation — you need to ensure that it's credible, full of value and crafted in a way that makes it easy for your audience to understand it.

6. Limit the amount of text on your slides.

Since we're on the topic of not overwhelming your audience with too much information, it's a great idea to try to keep your text to about 6-8 lines per slide, like in the example below.

7. Fact-check all your information.

If you want your audience to trust you, then make sure you're getting all of your information from reputable sources and anyone can fact-check your data.

In fact, you'll even sound more confident and authoritative when you're able to prove what you're saying is true.

If you're planning to share your presentation slides online, it's a good idea to add your sources at the end of your presentation or at the bottom of your slides as footnotes.

8. Use storytelling to your advantage.

People are more inclined to remember stories that touched them rather than statistics simply listed out on a slide.

To make your presentation the most effective, you can use a combination of the two and tell a story to back up your main points and data.

For example, instead of simply presenting the numbers upfront, you can give some context by introducing the problem, and explaining what the statistics mean and who they're affecting.

Learn more about finding stories in data in our detailed guide. Or, watch the video below for a quick summary:

Another storytelling technique to keep in mind is to focus on characters, not objects and numbers. Humans are innately emotional creatures, and understand things best when they can relate to them on a personal level.

For example, if you're presenting an environmental problem, talk about how it's affecting people and animals instead of just introducing the problem in technical terms.

9. Include lots of practical examples.

Including numbers and data in your presentation is great, but if you don't relate that information to the real world (i.e. give it context), your audience might get lost or bored.

One way to add context to your presentation content is to include a lot of practical examples. Telling people what a certain piece of information can mean for them in their everyday life can leave a much stronger impact than simply telling them the information exists.

Sharing potential use cases with the audience is a great way to show your audience why your idea is interesting, and how it can make a difference. In Uber's case, it showed investors why the service was worth investing in.

10. Use presenter's notes for additional information.

If you're afraid that you're going to forget important information and you're tempted to write out all your talking points on your slide, stop right there.

Don't make the mistake of cluttering your slides with text. If the information is too important to leave out, you can always add it into your presenter's notes.

11. Incorporate your data in a visual way.

We've all been there; those long corporate meetings where you give it your all to pay attention to the statistics and numbers slowly being read off of an interminable spreadsheet.

Don't make that same mistake in your presentation. Incorporate your data in a visual and engaging way by using charts, graphs, maps and data widgets.

Imagine if all of this information was written out in the form of a complex table full of intricate rows, columns and numbers — yawning? So are we.

You can also drag and drop thermometers, progress bars, radials and other data widgets to visualize percentages and stats.

12. Use multimedia to engage your audience.

People's brains love to be met with the unexpected. Unfortunately, many times presentations are just predictable slides with some text and bullet points on them.

You can make your presentation more exciting for your audience by adding multimedia into the slides. But multimedia presentations include more than just static photos.

They can also include media like embedded videos, GIFs, audio narrations, music, or interactive elements like quizzes, forms, hover effects, links, pop-ups and more.

Another benefit of adding multimedia is that it will give you a nice little break from talking where you can regroup your thoughts and get ready.

13. Prepare thought-provoking questions.

We humans are curious creatures who love to learn and have our brains picked at.

Use this to your advantage and captivate your audience's attention by preparing some questions that require deep thinking on their part.

Here are some ideas:

Have you ever…?

What if…?

What would you do if…?

Why do you think…?

Preparing questions in advance for your audience will have their wheels turning and attention on you for the upcoming answer.

“Ready

Add your own text, images and more

Customize colors, fonts and everything else

Choose from hundreds of slide designs and templates

Add interactive buttons and animations

“Sign

Designing Your Presentation

Now that we know how to create a presentation outline and we also know what kind of content we need to prepare for our presentation, it's time to jump into the actual design side of our presentation.

There are so many stunning presentation design ideas and trends you can follow, as well as presentation design tips you can implement to your presentation.

14. Consider your presentation's mode of delivery.

Just as it's important to figure out your presentation's purpose in order to create its structure, likewise, you need to know how you will deliver your presentation in order to determine the design of it.

For example, for standalone presentations, it's a great idea to add more text into your slides. But on the other hand, if you're holding an in-person presentation, it might be a good idea to have less text on your slides.

15. Choose your fonts carefully.

One of the best tips we can give you for sleek presentation design is to use only up to 3 fonts per slide.

If you end up using more than 3 fonts, you forfeit having a nice presentation design and you'll risk looking messy and unprofessional.

It's also important that you keep the fonts you choose consistent throughout your design. This will give your presentation a polished and professional look overall.

If you want to change up the appearance of your font throughout your presentation, then play with the weight, styling, color and size of the text.

16. Use high-quality images, icons and visuals.

It's very important that whatever visuals you choose to add to your presentation are of high quality.

Avoid using pixelated photos, images that have watermarks on them or blurry vector icons in your presentation. By not using high-quality content, you risk off-putting your audience.

17. Keep everything in line with the grid.

Another key point to mention for optimal presentation design is to make sure every element lines up well with each other and is visually pleasing.

Symmetry is directly correlated with beauty, so integrate this knowledge into your slide design and try to keep everything balanced, symmetrical and pleasing to the eye.

18. Use a single, eye-catching transition.

Static presentations are a thing of the past. Make your presentation more engaging for your audience by using an animated transition between slides.

19. Focus on one main idea per slide.

In order to keep your design sleek and to not overwhelm your audience, it's best practice to have one main idea or take away per slide. This way, you stay on track, your audience isn't overwhelmed and your design will be on point because nothing will be cluttered.

You can also use an entire slide to ask a crucial question or highlight an important quote. If you want to bring attention to your next big point, try displaying a single concept on an entire slide.

20. Choose a cohesive color scheme.

There's no doubt that color is important. In fact, studies show that colors can directly affect our mood and the way we feel.

Doing some research into the colors you should use for your presentation will greatly benefit your outcome.

If you're not sure what colors work well together, you can choose one from Visme's color theme presets, as seen above, that are hand-picked by professional designers for your presentation.

If you have a business, then using your brand colors in your presentation is a great idea and will help with building brand recognition. With Visme, you can upload your brand colors directly to the editor or extract them from your logo.

It's also important to note that you don't use two light shades for both the background and text of your slide. To make your text stand out, you need to use contrasting colors.

For example, you can make the background black and your text a bright shade of green to make it stand out, or vice versa. Just be sure that your text is easily readable for your audience.

21. Proofread and polish your presentation.

As soon as you have a rough draft of your presentation, you need to begin the proofreading and polishing process.

One helpful trick of the trade when it comes to writing is using free grammar and spell-checking tools. Many times, they'll catch things you may have never even noticed or seen before.

After going over your presentation a few times, it becomes easier for you to start seeing unnecessary information on your slides.

To make your slides more visually pleasing and less cluttered, you can shorten your text and sentences and condense them into main points and ideas. This will increase negative space in your slide and make it more aesthetically pleasing.

Don't just quickly glance over your presentation once and call it a day. Go over your presentation a second, third time and even fourth time to make sure that it's absolutely perfect.

In fact, have a second pair of eyes read over your presentation.

Many times, we become desensitized to our own work and miss out on little mistakes here and there. So, it's important to let someone else have a look over it before you call it in.

Giving a Memorable Presentation

You can have the most amazing presentation in the world on paper, but without proper delivery, it can turn into a complete flop.

So, now that you have all the knowledge on how to make a presentation, it's time to discuss how you can deliver that presentation in a powerful way.

22. Rehearse your presentation.

Practice, practice and practice again. That's the way to presentation perfection.

That's right, no matter how crazy you might sound to the downstairs neighbors practicing your speech out loud alone in your apartment, you need to do it.

Why? Because when you can actually hear yourself present your ideas out loud, you may realize that you're missing key points of information.

While you're at it practicing out loud, go in front of a mirror and strike some power poses.

Body language is everything when it comes to presenting your presentation in a powerful way. It can make or break your entire speech. So, use open-handed gestures, smile often and loosen up a bit to come across as a confident presenter.

If you’ve been allotted a certain amount of time for your presentation, then you need to practice while using a timer.

By practicing out loud with a timer, you’ll be able to adjust and readjust the information on your slides to make sure you get all your important information across to your audience.

Another way you can boost your confidence and kick stage fright before the big day of your presentation is to do a practice run of your presentation in front of others.

This will not only help you get used to public speaking, but it also gives them a chance to give you honest feedback on your presentation and let you know if there was anything that could use improvement.

23. Memorize your presentation.

Memorizing your speech for your presentation is no easy task. But the more you can remember while you’re up on stage and the fewer “umm’s” and “uh’s” you say, the better.

We rounded up the best ways to memorize a presentation that will significantly help you with your presentation delivery, but we’ll share a few with you here as well.

Build a memory palace: Just like the Greeks and Romans used to do, associating concepts and ideas with specific locations can help you remember them more easily.

24. Start strong to hook your audience.

When it comes to giving presentations, first impressions are extremely important.

The way you start can set the stage for the rest of your talk — you can either have the audience sit up in their seats and give you their full attention, or have them ready to doze off.

There are several proven techniques you can use to start your presentation in a powerful way, such as:

Tell a personal story

Make a provocative statement

Share a shocking fact or statistic

Ask a question

Start with a prop

Show a video or meaningful visual

If you want to learn more about these presentation hooks and more in detail, read our guide to starting a presentation with examples from famous TED talks.

25. Observe your audience's behavior.

Remember, a presentation — or any talk for that matter — is not a one-way conversation. Effective communication involves constant feedback from the listener, and requires the speaker to react to that feedback appropriately.

So, how does this apply to presentation delivery?

When you're up on the stage giving your presentation, make sure you constantly observe your audience and their reactions — this includes their facial expressions, body language and even questions.

You might sense your audience is getting bored, for example, if you see a few people fidgeting in their seats, yawning or looking at their phones.

This is your cue to switch things up a bit. For example, you can:

Ask a question

Change the subject

Make them laugh with a joke or humorous statement

Get people to stand up or do an activity

Take a break if you have enough time

Invite questions from the audience

Similarly, if you see your audience is engaged with what you're saying, continue with your enthusiasm and try to keep them hooked till the end.

26. Be authentic and vulnerable.

When giving a presentation, the worst thing you can do is try to be someone else and come across as pretentious and unoriginal.

Successful presenters are authentic, even if they are not perfect. They are relatable, grounded and vulnerable. Instead of hiding their failures, imperfections and insecurities, they share them with the audience and build an emotional connection.

When the audience finds you relatable, they are more inclined to listen to you and take you seriously.

27. Conclude your presentation on a high.

Just like it's important to start your presentation with a powerful hook, likewise, you need to conclude your presentation in a way that it impacts your audience and leaves them thinking about your take-home message for a long time after.

There are several ways to close your presentation with style:

End with a memorable quote

Drive your main points home

Close with a story

Use a strong call-to-action

28. Leave time for questions at the end.

Our last piece of advice for preparing for and presenting an effective presentation is to get your audience involved and allocate time for their comments and questions at the end of your presentation.

Everyone wants to be heard, and if you did your job correctly, you should have sparked some conversation starters from your audience by the end of your presentation.

Give them your time and attention at the end of your presentation to show them you care about your presentation and most importantly, them.

Ready to Make a Powerful Presentation?

Creating an impactful presentation requires careful planning, attention to content details and a good eye for design. But even the best presentations can fail if they're not rehearsed and delivered properly.

Sure, you can whip up a plain-looking presentation in PowerPoint any day. But if you want your presentation to look creative and different from the rest, you need to use an innovative tool.

With features like data visualization tools, built-in stock images and videos, the ability to add your own fonts and brand colors, and hundreds of presentation templates for you to choose from, once you try it, you'll likely never go back to anything else.

Not only will you be able to create stunning presentations, but you'll also be able to share them, embed them and present them right from inside the editor.

1. Separate the phrases from two different presentations and put them in the correct order.

a. At the end I will suggest practical ways in which you as managers can motivate the people who work for you.

b. Good afternoon ladies and gentlemen, and welcome to our session on the dynamics and motivation.

c. Please feel free to raise questions at any time on technical or financial aspects of the project and I will do my best to answer them.

d. Then I will give a short demonstration of our products and explain what we have already achieved.

e. I would like to ask you to keep any questions you may have until the end, when I hope we will also have time to discuss your personal experiences and particular work situations.

f. To begin with, I will outline the main goals of the project.

g. I will then turn to what we really mean by motivation, and look at the internal and external factors that play a part in creating it.

h. Finally, I shall move on to the major commercial applications and potential returns on investment.

i. I will start by looking at why motivation is so important and why the ability to motivate is a vital management skill.

j. Good morning ladies and gentlemen. I would like to talk to you this morning about why we feel our interactive video project is worth investing in.

Темы 13-14 - «Writing Reports; Present Simple, Present Continuous, Present Perfect, Present Perfect Continuous»

1. Determine whether the meeting really is necessary

Does the meeting really need to occur? Do multiple people really need to interact with each other? Reducing the number of attendees saves time for everyone, both those in the meeting (because it probably will end sooner) and for those not attending (because they can do other things).

If the meeting involves a review of documents, status reports, or other material, sending them to attendees prior to the meeting saves time and might even make the meeting unnecessary. Consider my example of the New Jersey meeting: I wonder whether the boss had even reviewed my materials beforehand. Had she done so, or had she spoken to me by telephone, it would have saved time for everyone.

Even if you determine that a meeting is really necessary, does it have to be in person? Consider a telephone or video conference call, which can save time, money, and energy (and which is an option I should have considered for my New Jersey meeting).

2. Be punctual

Have you ever been on time for a meeting and found that only about three-fourths of the attendees were present? Did the meeting leader say, "Well, let's wait a few minutes for more people to arrive"? Think about the message that action sends. You, the person who showed up on time, are being penalized for doing so. The people who are late, conversely, are being told that their lateness has no consequences. How likely is it that you will be punctual to the next meeting this leader holds?

I've heard of companies that remove all extra chairs from the room once the meeting starts, forcing latecomers to stand. While that technique may be extreme, it does reflect the idea that peoples' time should be respected.

In the same way, if you're going to be late, try to let the meeting chair know in advance. Simply showing up late might send a message to the other attendees that to you, the meeting is unimportant.

If you're the chair, try to end the meeting on time. Attendees have other commitments, and keeping them late is unfair to them and to the others with whom they have commitments. A friend blogged about how she hinted about the late running of a meeting, which was supposed to end at noon: Her stomach growled audibly at 12:05.

3. Be wary of recapping for latecomers

On a related note, be careful about recapping a meeting for latecomers. By doing so, you are in effect starting the meeting over.

4. Be prepared

Did you receive background material prior to the meeting? Reviewing it and being prepared with comments saves time for everyone. You might even spot something that could make the meeting unnecessary, as in the case of my New Jersey meeting. If you have questions about the material, consider e-mailing them to the author or to the other attendees in advance, so they have time to think about what you've asked.

5. Have an objective

Author and consultant Stephen Covey counsels readers and clients to "Begin with the end in mind." When planning a meeting, therefore, ask yourself "What do I want to see as a result of this meeting?" Put another way, ask yourself (as a famous politician and U.S. president did), whether, at the end of the meeting, you and the attendees will be better off than you were at the beginning.

If you have no objective and no purpose, why meet at all?

6. Publicize the agenda

Having and distributing an agenda prior to a meeting alerts attendees to the nature of that meeting. Attendees who believe a particular item should be added or removed have an opportunity to discuss that issue with the meeting chair.

7. Be clear about responsibilities

In your agenda and in conversations beforehand, be clear about your expectations for the attendees. Regarding a particular topic, are you looking for a short update, a discussion, or a formal presentation? Being clear about expectations leads to efficiency and avoids embarrassment.

8. Address important things first

Dr. Covey uses a demonstration involving sand and a collection of medium-size and large rocks. He challenges audience members to place all of them into a pail, so that there's no overflowing of sand and the rocks all stay below the top of the pail. After many people fail, Dr. Covey shows them how to do it: He puts in the large rocks, then the smaller rocks, then pours in the sand. Those who fail do so because they reverse this sequence.

In your meetings, as in other aspects of your life and work, try to address the most important issues first. Get them out of the way, so that if you do run out of time, all you have left are the less important things.

9. Avoid being distracted by side issues

It's easy, during a meeting, to be distracted by side issues. If that happens, you risk losing control of your agenda and the meeting itself. Is the issue one that really needs to be addressed right now? Does it need to be resolved to continue the meeting? If not, consider "parking" it. Section off part of a flipchart page or whiteboard, write the issue inside, then continue the meeting. Afterward, document the issue, as well as any others that have similarly been parked.

If the issue really does need to be addressed immediately, you have a difficult decision to make. Among your current attendees, do you have the necessary people — and only those people needed to resolve the issue? If so, and this issue is important, you may have to take time to address it with the other attendees. If you lack the necessary people, you might have to defer the issue. In that case, try to proceed with other agenda items you can resolve.

10. Document your meeting

Within a day or two after the meeting, distribute minutes so people have a record of it. Make sure that the minutes list the specific people assigned to specific tasks. Without minutes of a meeting, questions will arise as to who said what and who committed to what. Follow-up actions from the meeting might happen more slowly, if they happen at all.

Темы 15-16 - «Conducting Negotiations; Past Simple, Past Continuous, Past Perfect, Past Perfect Continuous»

Introduction

A report may be written for a superior (e.g. a boss or college principal) or a peer group (e.g. club members or colleagues). The content of a report is to some extent factual and draws on the prompt material, but there will be scope for candidates to make use of their own ideas and experience. Candidates will be asked to do more than describe a situation; they may be asked to evaluate to what extent a particular aim has been achieved, or to suggest an alternative course of action [from: Cambridge English Advanced Handbook for Teachers].

Reports are one of the possible texts you might pick in the second part of the C1 Advanced Writing exam. In the first section, you always have to write an essay while in the second task you can choose from an email or letter, a proposal, a review or a report.

Writing a good report is really not that difficult. As in every writing task in CAE, there are very clear criteria that give you orientation and a framework which you can use to achieve success.

All report tasks usually share certain characteristics so they are pretty similar, which means for you that you can practise and learn to recognise these typical features. This way, you can become better very quickly and writing reports turns into an easy task for you.

So, this article talks about these commonalities, the structure you should follow when writing a report as well as useful language and typical mistakes to avoid if you want to get great marks. With all this in mind, let's get right into it.

What a typical report task looks like

As I said before, report tasks always look very similar. Of course, the topics and exact things to include change from exam to exam, but generally speaking, there are many features shared in all those tasks and we are going to look at what they look like and how you can exploit and use them to your advantage.

When you see a task and you get ready to analyze it, always remember to look for these specific points:

What are you going to write about? (topic)

What exactly do you have to include in your report?

Who is going to read your report?

You should read the task very carefully and underline keywords which give you the answers to the questions above. Here is what this could look like:

You can see the coloured parts that give you the answer to our three crucial questions. First of all, the topic of your report is about your new job (red). Obviously, knowing what you are going to write about is the most important thing.

Secondly, we need to analyze what exactly we have to write about and the main points we have to include in our report. In this example, there are three main points (blue):

Explain what you have achieved so far.

Describe your problems in this job.

Suggest future training.

There are always three main topic points for you to deal with in a report so you can make a mental note of this.

Last but not least, we need to find out who is going to read your report (green). Here, you are writing to your manager who is a superior. You might ask yourself why this is important, but this tells you what the most appropriate register (formal, neutral, informal) to use is.

In our case, we should use formal English as we are basically writing to our boss. In formal English, you shouldn't use any contractions (I'm –> I am), colloquial expressions or informal phrasal verbs and idioms. Please keep in mind that your use of register is part of your marks so be careful with it and make sure to do it the right way.

How to organize your report

Once you've figured out what the topic of your report is, what exactly you have to include and what the most appropriate register and tone is, it is time to think about how to organize your report. Just like in the previous section you can structure every report in the same way. Of course, there is always room for interpretation, but what I'm going to tell you in this article has helped many students get the marks they want, so give me a chance. I hope you remember that there are three main topic points that need to be included in our report.

Explain what you have achieved so far.

Describe your problems in this job.

Suggest future training.

Each of these topic points deserves its own paragraph which gets us to three paragraphs so far. You should also include a title and an introduction to state the purpose of your report as well as a final paragraph to conclude the report and make recommendations based on the main points. All in all, that leaves us with five paragraphs:

Title/Introduction

Explain what you have achieved so far.

Describe your problems in this job.

Suggest future training.

Conclusion/Recommendations

To round things off, give each section a heading to make it easier for the reader to find specific ideas in your report and you are good to go.

Please note that this structure works for every report task in C1 Advanced. Obviously, the topic and three main paragraphs change depending on the exam question, but if you simply replace sections 2-4 with whatever you are asked to write about in the test, you should be on the safe side.

Always make a plan

One of the biggest mistakes I encounter is that students look at the task and then start to write their report straight away. Halfway through the task, they realize that their text isn't structured logically, they panic and change everything just to run out of time.

Please don't make the same mistake. Setting up a plan takes you 3-5 minutes, but it can save you a lot more because you know exactly what you want to include in your text and you can stay calm and relaxed.

Don't get stressed.

Simply use the list we made earlier and add a couple of keywords to each section as an anchor for you in case you forget some of the details you want to write about. That's it.

The different parts of a report

Looking back at our example exam task from earlier, we are now going to have a look at the different parts of a C1 Advanced report. I'm going to show you how to write good introductions, topic paragraphs and conclusions in order for you to see where you can collect more marks than most other candidates.

Title/Introduction

A report is a factual piece of writing meaning it doesn't have to sound very sensational, but it should be clearly structured and rather descriptive and evaluating.

It is very important that your introduction makes it clear what the purpose of the report is and what you are going to write about. Try not to simply copy the wording from the task, but instead paraphrase and use your own words to show the examiner that you fully understand what is expected from you.

Some good phrases to start your report include the following:

The aim/goal/purpose of this report is to …

This report is intended to show/evaluate/analyze/discuss …

In this report I will …

A possible example introduction might look something like this:

Six-month progress report

Introduction

The purpose of this report is to evaluate the progress following the first half year in my current position as an English Teacher as well as to make suggestions for professional development measures in the coming months and years.

You see that I haven't done anything revolutionary. Choose a simple title and sub-heading and just be clear about what you are trying to achieve with your report and you're ready to move to the next part.

Topic paragraphs

In a report, the topic paragraphs are the parts with the most content. Here, you work on the main points in the task. Again, you don't need to make it sound sensational as you are not trying to write a story or review, but you are describing and evaluating your job situation.

Similarly to the introduction, you want to use headings for each of these three paragraphs in order to make it easier for the reader to follow and to better understand your report.

Achievements

Throughout the first six months of my employment here at XYZ School I have made important strides in my professional development by incorporating several new methods such as the task-based approach in my daily teaching practice, which has improved my students' experience tremendously. Apart from my personal progress, numerous students have achieved their goals and advanced to higher education providers under my guidance.

Problems

Despite all of this I am still struggling with the organisation of our internal exams as there does not seem to exist a policy and students have expressed their displeasure with other groups at the same level receiving easier or more difficult questions in their tests. Additionally, my mentor has not always been available even though a certain level of guidance in specific areas, for example developing my own teaching materials, is still required.

Future training opportunities

Considering all of the above, two main areas of possible improvements can be identified. Firstly, student and teacher satisfaction could be increased by establishing a resource bank for tests and exams and by training all the teachers to use them so as to ensure a consistent experience for our students. Secondly, regular meetings with a mentor should be mandatory in order to provide guidance and to help teachers become independent and confident with teaching materials.

Looking at my topic paragraphs, you can see that I use formal language throughout, some passive structures (e.g. "a certain level of guidance … is still required", "possible improvements can be identified") to make the report a little bit more impersonal (even though this task is about my personal experience at work) and I only focus on the task without including anything that is unnecessary.

Conclusion/Recommendation

Last but not least, we need one last short paragraph to wrap up our report. What you write in your conclusion depends on the things you mentioned in the main section and the exact requirements in the task. Most of the time, you have to make a recommendation so it is important to use some persuasive language (after all, you want the person who reads your report to do follow your recommendation).

In our specific example, we have already made some recommendations in the previous section so we can simply reinforce what we said there and try to persuade the manager of the language school.

Some nice expressions include the following:

I would recommend/suggest (that) …

The following (improvements) are recommended: …

The best ideas/solutions seem to be …

It would be (highly) advisable to …

If it is decided to follow my recommendations, …

Based on the findings of this report, I recommend/suggest + -ing

I (strongly) urge you to …

Let's see what this could look like in practice:

Conclusion

If it is decided to follow my recommendations, the situation of the teachers and students at our school is very likely to improve and overall satisfaction will probably increase due to more efficient work processes so I urge you to consider these ideas.

Темы 17-18 - «Signing Contracts; Future Simple, Future Continuous, Future Perfect, Future-in-the Past; Conditionals»

If you own a company such as a corporation or LLC, or even if you are just an employee of a company, you may sign contracts for the company regularly. Some are large and complex contracts, but many can appear to be simple contracts (such as Purchase Orders, Subcontractor Agreements or Change Orders). Regardless of the size of the contract, if you are signing for a business such as a corporation or a LLC, it is important the contract contain simple but specific language making it clear you are signing as an agent of the entity, not in your own personal capacity.

In Washington, courts will presume a person has signed a contract in his personal capacity unless the "clear and explicit language" in the contract shows he intended to sign for a business entity. If a person's signature line on a contract reads "Bob Smith, President" with no additional language showing Bob signed for a corporation, a court will presume "President" is merely a description of Bob, not that Bob signed for a corporation. Bob will still be presumed personally liable for the obligations in the contract. In a lawsuit, Bob would have the burden of producing evidence to show all parties actually believed the entity was intended to be liable, rather than Bob himself.

The body of the contract (usually at the beginning) should identify the parties who are signing. For example, the first line could read: "This is an agreement by and between XYZ LLC and ABC Industries, Inc." Next, the signature line must be proper. For example, say Bob is the owner and manager of XYZ LLC, and say Bob is signing a purchase order for the LLC for the purchase of lumber. Above the signature line of the PO (and every contract where Bob is signing for his LLC), we should find identification of the name of the entity. Beneath the signature line, we should find (a) Bob's name and (b) Bob's title. Here is how Bob should sign:

XYZ LLC

____

By: Bob Smith
Its: Manager

Here is how Bob should sign if he were the president of a corporation:

XYZ Corporation

____

By: Bob Smith
Its: President

What if Bob is only a middle-manager for XYZ Corporation, but he has authority to sign an agreement hiring a subcontractor?

XYZ Corporation

____

By: Bob Smith
Its: Authorized Agent

In short, the manner in which you sign a contract really matters. It is simple and easy to show you are signing on behalf of a corporation or LLC, not for yourself personally. But you have to include specific language if you want to avoid the presumption of personal liability.

Темы 19-20 - «Business Ethics; Passive Voice»

Business ethics (also known as corporate ethics) is a form of applied ethics or professional ethics, that examines ethical principles and moral or ethical problems that can arise in a business environment. It applies to all aspects of business conduct and is relevant to the conduct of individuals and entire organizations. These ethics originate from individuals, organizational statements or from the legal system. These norms, values, ethical, and unethical practices are the principles that guide a business. They help those businesses maintain a better connection with their stakeholders.

Business ethics refers to contemporary organizational standards, principles, sets of values and norms that govern the actions and behavior of an individual in the business organization. Business ethics have two dimensions, normative business ethics or descriptive business ethics. As a corporate practice and a career specialization, the field is primarily normative. Academics attempting to understand business behavior employ descriptive methods. The range and quantity of business ethical issues reflects the interaction of profit-maximizing behavior with non-economic concerns.

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.

Adam Smith said, "People of the same trade seldom meet together, even for merriment and diversion, but the conversation ends in a conspiracy against the public, or in some contrivance to raise prices."

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.

Corporate social responsibility (CSR, also called corporate sustainability, sustainable business, corporate conscience, corporate citizenship, conscious capitalism, or responsible business) is a type of international private business self-regulation. While once it was possible to describe CSR as an internal organisational policy or a corporate ethic strategy, that time has passed as various international laws have been developed and various organisations have used their authority to push it beyond individual or even industry-wide initiatives. While it has been considered a form of corporate self-regulation for some time, over the last decade or so it has moved considerably from voluntary decisions at the level of individual organisations, to mandatory schemes at regional, national and even transnational levels.

Considered at the organisational level, CSR is generally understood as a private firm policy. As such, it must align with and be integrated into a business model to be successful. With some models, a firm's implementation of CSR goes beyond compliance with regulatory requirements and engages in "actions that appear to further some social good, beyond the interests of the firm and that which is required by law". The choices of 'complying' with the law, failing to comply, and 'going beyond' are three distinct strategic organisational choices. While in many areas such as environmental or labor regulations, employers may choose to comply with the law, or go beyond the law, other organisations may choose to flout the law. These organisations are taking on clear legal risks. The nature of the legal risk, however, changes when attention is paid to soft law. Soft law may incur legal liability particularly when businesses make misleading claims about their sustainability or other ethical credentials and practices. Overall, businesses may engage in CSR for strategic or ethical purposes. From a strategic perspective, the aim is to increase long-term profits and shareholder trust through positive public relations and high ethical standards to reduce business and legal risk by taking responsibility for corporate actions. CSR strategies encourage the company to make a positive impact on the environment and stakeholders including consumers, employees, investors, communities, and others. From an ethical perspective, some businesses will adopt CSR policies and practices because of ethical beliefs of senior management. For example, a CEO may believe that harming the environment is ethically objectionable.

Proponents argue that corporations increase long-term profits by operating with a CSR perspective, while critics argue that CSR distracts from businesses' economic role. A 2000 study compared existing econometric studies of the relationship between social and financial performance, concluding that the contradictory results of previous studies reporting positive, negative, and neutral financial impact, were due to flawed empirical analysis and claimed when the study is properly specified, CSR has a neutral impact on financial outcomes. Critics questioned the "lofty" and sometimes "unrealistic expectations" in CSR. or that CSR is merely window-dressing, or an attempt to pre-empt the role of governments as a watchdog over powerful multinational corporations. In line with this critical perspective, political and sociological institutionalists became interested in CSR in the context of theories of globalization, neoliberalism and late capitalism. Some institutionalists viewed CSR as a form of capitalist legitimacy and in particular point out that what began as a social movement against uninhibited corporate power was transformed by corporations into a "business model" and a "risk management" device, often with questionable results.

CSR is titled to aid an organization's mission as well as serve as a guide to what the company represents for its consumers. Business ethics is the part of applied ethics that examines ethical principles and moral or ethical problems that can arise in a business environment. ISO 26000 is the recognized international standard for CSR. Public sector organizations (the United Nations for example) adhere to the triple bottom line (TBL). It is widely accepted that CSR adheres to similar principles, but with no formal act of legislation.

Темы 21-23 - «Social corporate Responsibility; Modal Verbs; Повторение пройденного материала»

Part I

WHAT IS INTERNATIONAL RELATIONS?

Read and answer the following questions:

1. What is International Relations?
2. What does the term "International Relations" mean?
3. What was the first important international organization?
4. What is meant by "high politics" and "low politics"?

International Relations is a branch of Political Science dealing with interactions between actors (typically states) in the international system. There are several schools of thought which claim to provide a theoretical model for International Relations, and therefore understand or even predict the behavior of actors on the world stage. Theories of International Relations can be broadly classified into Rationalist and Constructivist groups.

The term "International Relations"

The term "International Relations" is used to describe a phenomenon in its broader sense and therefore is wider than "International Politics" which as a term describes exclusively military and political relations.

The term "International Relations" came to existence at a time when "nation" was considered identical with "state". This identification became much more visible during the second part of the 19th century, when the right of every nation to acquire its own government emerged. This right was particularly outlined at the beginning of the 20th century in the League of Nations Charter, in which the term "state" was actually replaced by "nation". Because of the fact that the League of Nations was the first important international organization this connection between "state" and "nation" was instituted. From this point on and despite the fact that "International Relations" literally refer to relations between nations, the term is widely used to describe the relations between states.

With the creation of international/multinational organizations came the transformation of the international environment which changed the role of the state. At this point the international organizations are thought to be one of the international actors along with the states. Because of the shift of influence described above, the term "International Relations" may refer to the relations between international organizations. In this context "International Relations" reflect a more limited view as they are mainly about political and military relations known as "high politics" and economic relations known as "low politics".

Part II
DIPLOMACY

Diplomacy (from Latin diploma, meaning an official document which in turn derives from the Greek δίπλωμα, meaning a folded paper/document) is the art and practice of conducting negotiations between representatives of groups or states. It usually refers to international diplomacy, the conduct of international relations through the intercession of professional diplomats with regard to issues of peace-making, trade, war, economics, culture, environment and human rights. International treaties are usually negotiated by diplomats prior to endorsement by national politicians. In an informal or social sense, diplomacy is the employment of tact to gain strategic advantage or to find mutually acceptable solutions to a common challenge, one set of tools being the phrasing of statements in a non-confrontational, or polite manner.

Diplomat

Read and answer the following questions:

1. Who is a diplomat?
2. What are his functions?
3. What is his status and public image?
4. What psychological problems can a diplomat have?

A diplomat is a person appointed by a state to conduct diplomacy with another state or international organization. The main functions of diplomats are representation and protection of the interests and of the sending state, as well as the promotion of information and peaceful relations between states.

Diplomats in posts collect and report information that could affect national interests, often with advice about how the home country government should respond. Diplomats have the job of conveying, in the most persuasive way possible, the views of the home government to the governments to which they are accredited and, in doing so, to try to convince those governments to act in ways that suit home country interests. In this way, diplomats are part of the beginning and the end of each loop in the continuous process through which foreign policy is made. In general, it has become harder for diplomats to act autonomously.

Whereas in the past Thomas Jefferson could write to his Secretary of State, "We have not heard from our Ambassador in Spain for two years. If we do not hear from him this year, let us write him a letter", secure communication systems, emails and mobile telephones can track down and instruct the most reclusive head of mission. The same technology in reverse gives diplomats the capacity for more immediate input about the policy-making processes in the home capital.

Secure email has transformed the contact between diplomats and the ministry. It is less likely to be leaked, and enables more personal contact than the formal cablegram, with its wide distribution and impersonal style.

Diplomats have generally been considered members of an exclusive and prestigious profession. The public image of diplomats has been described as "a caricature of pinstriped men gliding their way around a never-ending global cocktail party" J. W. Burton has noted that "despite the absence of any specific professional training, diplomacy has a high professional status, due perhaps to a degree of secrecy and mystery that its practitioners self-consciously promote." The state supports the high status, privileges and self-esteem of its diplomats in order to support its own international status and position.

While posted overseas, there is a danger that diplomats may become disconnected from their own country and culture. Sir Harold Nicolson acknowledged that diplomats can become "denationalised, internationalised and therefore dehydrated, an elegant empty husk".

Part III
NEGOTIATIONS

The Art of Negotiating

Negotiation is a process that can be learned.

1. Ask questions. Clarify information you do not understand. Determine both the implicit and explicit needs of your counterpart.

2. Listen. When you do a good job listening, you not only gain new ideas for creating win/win outcomes but also make your counterpart feel cared for and valued. This also allows you to find out what the other party wants. If you assume that his or her wants and needs are the same as yours, you will have the attitude that only one of you can “win” the negotiation.

3. Set a goal for each deal point. Define your minimum level of acceptance for each goal. If you aren’t clear on your goals, you will end up reacting to the propositions of your counterpart.

4. Aim your aspirations high. Your aspirations will likely be the single most important factor in determining the outcome of the negotiation. You can aim high just as easily as you can aim low.

5. Develop options and strategies. Successful people are those who have the greatest number of viable alternatives. Similarly, successful negotiators are those who have the most strategies they can use to turn their options into reality.

6. Think like a dolphin. The dolphin is the only mammal who can swim in a sea of sharks or in a sea of carp. Dolphins are able to adapt

their strategies and behaviors to their counterparts. Remember, even when negotiating with a shark, you have an option–you can walk away!

7. Be honest and fair. In life, what goes around comes around. The goal in creating win/win outcomes is to have both counterparts feel that their needs and goals have been met, so that they will be willing to come back to the table and negotiate again. An atmosphere of trust reduces the time required to create win/win outcomes.

8. Never accept the first offer. Often, the other party will make an offer that he or she thinks you will refuse just to see how firm you are on key issues. Chances are, if you don't have to fight a little for what you want, you won't get the best deal.

9. Deal from strength if you can. If that's not possible, at least create the appearance of strength. If the other party thinks you have no reason to compromise in your demands, he or she is less likely to ask you to.

10. Find out what the other party wants. Concede slowly, and call a concession a concession. Giving in too easily tells the other party that you will probably be open to accepting even more concessions.

11. Be cooperative and friendly. Avoid being abrasive or combative, which often breaks down negotiations.

12. Use the power of competition. Someone who thinks it's necessary to compete for your business may be willing to give away more than he or she originally intended. Sometimes just the threat of competition is enough to encourage concessions.

Negotiating is often referred to as an "art". While some people may be naturally more skillful as negotiators, everyone can learn to negotiate. And, as they often say in business, everything is negotiable. Some techniques and skills that aid people in the negotiating process include:

- Aiming high
- Visualizing the end results
- Treating one's opponent with respect and honesty
- Preparing ahead of time

• Exhibiting confidence

Preparing to Negotiate

Lack of preparation in a negotiation almost always sets a person up for failure. First and foremost, each party must clearly define their own goals and objectives. Secondly, each party must anticipate the goals of the opposition. This may require doing some background research. Finally, each party must come up with various alternatives to their main objectives.

Here are some preparatory questions to ask yourself before beginning talks with the other party:

• What is my main objective?
• What are all of the alternatives I can think of?
• Why do I deserve to have my goals met?
• What will my opponent's counter proposal likely consist of?
• How can I respond to this counter proposal?
• When would I like to have this issue resolved?
• What is my bottom-line?
• What market research/homework do I need to do to back up my cause?
• What is my bargaining power compared to my opponent's?
• What do I know about the principles of negotiating?

The Negotiation Process

It's time to negotiate! Here are a few golden rules to successful negotiations:

1. Always try to negotiate for at least 15 minutes. Any less than

that and it is unlikely that either party has had enough time to fairly consider the other side. Generally, the size or seriousness of the negotiation determines the amount of time needed to negotiate it. Setting a time limit is a good idea. Approximately 90 % of negotiations get settled in the last 10 % of the discussion.

2. Always offer to let the other party speak first. This is especially important if you are the one making a request for something such as a raise. The other party may have overestimated what you are going to ask for and may actually offer more than what you were going to request.

3. Always respect and listen to what your opponent has to say.

This is important even if he or she does not extend the same courtesy to you. Do your best to remain calm and pleasant even if the other party is displaying frustration or anger. Remember some people will do anything to intimidate you.

4. Acknowledge what the other party says. Everyone likes to know that what they say is important. If the other party opens first, use it to your advantage, by paraphrasing what you have heard. Repeat their important ideas before you introduce your own stronger ones.

5. Pay attention to your own and your counter partner's body language. Review the chart below to learn how to interpret body language during the negotiations. Make sure that you aren't conveying any negative body language.

6. Ask questions. Clarify information you do not understand. Determine both the implicit and explicit needs of your counterpart.

7. Listen. When you do a good job listening, you not only gain new ideas for creating win/win outcomes but also make your counterpart feel cared for and valued. This also allows you to find out what the other party wants. If you assume that his or her wants and needs are the same as yours, you will have the attitude that only one of you can "win" the negotiation.

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10. Develop options and strategies. Successful people are those who have the greatest number of viable alternatives. Similarly, success-

ful negotiators are those who have the most strategies they can use to turn their options into reality.

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14. Deal from strength if you can. If that's not possible, at least create the appearance of strength. If the other party thinks you have no reason to compromise in your demands, he or she is less likely to ask you to.

15. Find out what the other party wants. Concede slowly, and call a concession a concession. Giving in too easily tells the other party that you will probably be open to accepting even more concessions.

16. Be cooperative and friendly. Avoid being abrasive or combative, which often breaks down negotiations.

17. Use the power of competition. Someone who thinks it's necessary to compete for your business may be willing to give away more than he or she originally intended. Sometimes just the threat of competition is enough to encourage concessions.

Language to use to show understanding/agreement on a point:

- I agree with you on that point.
- That's a fair suggestion.
- So what you're saying is that you...

• In other words, you feel that...
• You have a strong point there.
• I think we can both agree that...
• I don't see any problem with/harm in that.

Language to use for objection on a point or offer:

• I understand where you're coming from; however, ...
• I'm prepared to compromise, but...
• The way I look at it...
• The way I see things...
• If you look at it from my point of view...
• I'm afraid I had something different in mind.
• That's not exactly how I look at it.
• From my perspective...
• I'd have to disagree with you there.
• I'm afraid that doesn't work for me.
• Is that your best offer?

Coming to a Close or Settlement

There are a number of signals that indicate that negotiations are coming to a close. This may not always mean that an agreement has been reached. In many cases, there are many rounds of negotiations. The preliminary round may uncover the major issues, while subsequent rounds may be needed to discuss and resolve them. Here are some signals of talks coming to a close:

• A difference of opinion has been significantly reduced
• One party suggests signing an agreement.
• One or both parties indicate that a period of time to pause and reflect is necessary.

Beware of last-minute strong-arm tactics.

Even if you make the decision to treat your negotiating opponent

with honesty and kindness, the other party may not extend you the same respect. Be prepared to stand your ground firmly, yet cordially, especially in the last few minutes of the negotiations. This is the time when manipulative parties may employ certain tactics in order to try to fool you into losing focus or lowering goals and standards. Remember that conflicts are generally resolved in the last few minutes. The theory behind last minute tactics is that one party may be more willing to give in out of fear that all of the concessions or progress made up to that point (perhaps hours or weeks of talks) might be lost. People also get tired or have other commitments that need to be met, such as making an important phone call before another business closes, or picking up children from school. Here are some last minutes tricks that negotiators often use at this time:

- Walking out of the room
- Telling you to take it or leave it
- Giving an ultimatum
- Abrupt change in tone (used to shock the other party into submission)
- Introducing new requests (used at to get you to concede with little thought or consideration)
- Stating generalizations without evidence (dropped without significant statistics/proof)
- Adopting the Mr. Nice Guy persona (used to try to make it look like they are doing you a favour in hopes that you will lower your expectations).

Language to use in closing

- It sounds like we've found some common ground.
- I'm willing to leave things there if you are.
- Let's leave it this way for now.
- I'm willing to work with that.
- I think we both agree to these terms.
- I'm satisfied with this decision.
- I think we should get this in writing.
- I'd like to stop and think about this for a little while.
- You've given me a lot to think about/consider.
- Would you be willing to sign a contract right now?
- Let's meet again once we've had some time to think.

Questions to discuss:

1. What techniques and skills help people in the negotiating process?

2. What should you think over while preparing for negotiations?

3. What rules should you follow to conduct negotiations successfully?

4. How to indicate that negotiations are coming to a close?

5. What mistakes have you ever done while negotiating?

6. What gestures should you avoid in the negotiating process?

7. What body language should you use to seem confident?

8. What clothes are preferable to wear for a man/woman during a business meeting

1.2 КОНТРОЛЬНЫЕ ЗАДАНИЯ

Темы 1-7. Контрольное задание – 1

Задание 1. Переведите на английский язык.

1а. Я знаю интересную историю. 1б. Он знает более интересную историю. 1в. Она знает самую интересную историю. 2а. Это длинный путь. 2б. Это более длинный путь. 2в. Это самый длинный путь. 3а. Ее работа очень важна. 3б. Его работа важнее. 3в. Моя работа самая важная. 4а. Это плохая песня. 4б. Это еще более плохая песня. 4в. Это самая плохая песня. 5а. Он – хороший инженер. 5б. Он – самый лучший инженер. 6а. Он принес ей краси-вый цветок. 6б. Он принес ей более красивый цветок. 6в. Он принес ей самый красивый цветок. 7а. Он рассказал нам о счастливом человеке. 7б. Он рассказал нам о более счастливом человеке. 7в. Он рассказал нам о самом счастливом человеке. 8. Это были самые счастливые дни в ее жизни. 9. Это очень легкая задача. Дайте мне более трудную задачу. 10. Летом дни длинные, а ночью короткие. 11. 22 июня – самый длинный день. 12. В июле дни короче. 13. В декабре дни сами короткие. 14. «Четверка» – хорошая отметка, но «пятерка» – лучше. 15. «Пятерка» – самая лучшая отметка. 16. Самая плохая отметка – «двойка». 17. Твое платье, конечно, очень красивое, но мое платье красивее. 18. Мой папа – высокий мужчина. 19. Это более теплое пальто.

Задание 2. Раскройте скобки, поставит прилагательное в нужную форму.

1. Which is (large): the United States or Canada? 2. What is the name of the (big) port in the United States? 3. Moscow is the (large) city in Russia. 4. The London underground is the (old) in the world. 5. There is a (great) number of cars and buses in the streets of Moscow than in any other city of Russia. 6. St. Petersburg is one of the (beautiful) cities in the world. 7. The rivers in America are much (big) than those in England. 8. The island of Great Britain is (small) than Greenland. 9. What is the name of the (high) mountain in Asia? 10. The English Channel is (wide) than the straits of Gibraltar. 11. Russia is a very (large) country.

Задание 3. Поставьте глагол “to be” в нужную форму.

1. I ... a pupil. 2. My father ... not a teacher, he ... a scientist. 3. ... your aunt a doctor? – Yes, she ... . 4. ... they at home? – No, they ... not at borne, they ... at work. 5. My brother ... a worker. He ... at work. 6. ... you an engineer? – Yes, I.... 7. ... your sister a typist? – No, she ... not a typist, she ... a student. 8. ... your brother at school? – Yes, he ... . 9. ... your sister at school? – No, she ... not at school. 10. My ... sister ... at home. 11. ... this your watch? – Yes, it ... . 12. She ... an actress. 13. This ... my bag. 14. My uncle ... an office-worker. 15. He ... at work. 16. Helen ... a painter. She has some fine pictures. They ... on the walls. 17. She has much paper. It ... on the shelf. The shelf ... brown. It ... on the wall. 18.Helen has a broth-

er. He ... a student. He has a family. His family ... not in St. Petersburg, it ... in Moscow.

Задание 4. Переведите предложения, используя глагол “to be” в нужной форме.

1. Я ученик. Я в школе. 2. Мой брат художник. Он не инженер. 3. Моя сестра на работе. Она врач. 4. Он студент. 5. Вы студент? – Нет, я врач. 6. Моя сестра дома. 7. Мы не в школе. Мы дома. 8. Мой брат ученик. Он в школе. 9. Ваша мама дома? – Нет, она на работе. 10. Ваш двоюродный брат дома? – Нет, он в школе. Он ученик. 12. Ваша сестра учительница? – Нет, она студентка. 12. Твой папа на работе? – Нет, он дома. 13. Твоя сестра машинистка? – Да, она дома? – Нет, она на работе. 14. Мой дедушка – ученый. 15. Моя мама – не учительница. Она врач.

Темы 8-11. Контрольное задание – 2

Задание 1. Заполните пропуски подходящим артиклем.

1. Do you play ... piano? 2. There is ... big black piano in our living-room. It is at ... wall to ... left of ... door opposite ... sideboard. My mother likes to play ... piano. She often plays ... piano in ... evening. 3. ... boys like to play ... football. 4. What do you do in ... evening? – I often play ... chess with my grandfather. 5. Where are ... children? – Oh, they are out of ... doors. ... weather is fine today. They are playing ... badminton in ... yard. 6. What ... games does your sister like to play? – She likes to play ... tennis. 7. Do you like to play ... guitar? 8. What ...colour is your guitar?

Задание 2. Заполните пропуски подходящим артиклем.

1. Bill Robins was ... very rich man. He was ... richest man in ... village. 2. Pete is ... tallest boy in our class. Nick is ... shortest boy, but he is very ... strong. He is ...

stronger than many boys who are ... taller than he. I think Nick is ... strongest boy in ... class. 3. Granny often tells us ... long stories. Today her story was still... longer. It was ... longest story. She began telling it after ... dinner and finished only before ... supper. But ... story was very interesting. I think it was ... most interesting of Granny's stories. 4. Which was ... most difficult exercise in ... test-paper? 5. Which is ... best season of the year? 6. February is ... shortest month of the year. 7. Do you know ... longest river in our country? 8. In... May... days are... longer than in... April.

Темы 13-14. Контрольное задание – 3

Задание 1. Переведите на английский, используя Present Simple, Present Continuous, Present Perfect и Present Perfect Continuous.

1. Я уже три дня об этом думаю. 2. Моя сестра пьет кофе с молоком. А я всегда предпочитал черный кофе. 3. Мы очень рады вас видеть. Мы вас ждали целый месяц. 4. Вы все еще читаете эту книгу? Сколько времени вы ее уже читаете? 5. Моя сестра занима-ется музыкой уже пять лет. 6. Я ищу тебя весь вечер. Где ты был все это время? 7. Они пишут сочинение уже два часа. 8. Мы знаем друг друга уже четыре года. 9. Я всегда хотел изучать английский язык. 10. Где Нина? – Она уже два часа дома. 11. Где дети? – Они все еще играют во дворе. 12. Мой брат уже три года инженер. 13. Мой друг знает английский с детства. 14. Я уже полчаса наблюдаю за тобой. 15. Ваш брат еще болен? – Нет, он уже поправился. Он уже три дня занимается физикой. Он хочет получить отличную оценку на экзамене. 16. Мне уже давно хочется прочесть эту книгу. 17. Я уже двадцать минут пытаюсь найти мою старую тетрадь. 18. Они уже десять лет живут в Нью-Йорке. 19. Моя

тетя – артистка. Она всегда любила театр. 20. Ваш папа уже вернулся с севера? – Да, он уже две недели дома.

Темы 15-16. Контрольное задание – 4

Задание 1. Раскройте скобки, поставив глаголы в Past Simple, Past Continuous или Past Perfect.

1. When I called at his house, they (to tell) me that he (to leave) an hour before. 2. When I came to the station, I (not to) find my friend there as I (to be) five minutes late and the train (to leave). 3. He (to want) to visit the place where he (to live) in his childhood. 4. The telegram (to come) some minutes after he (to leave). 5. She(to look) very tired as she (to work) hard. 6. I (to return) to the hotel only late at night as I (to lose) my way in the fog. When I (to come) up to my room, I (to see) Pete who (to stand) at the door of the room. He (to wait) for me as he (to lose) his key and could not get in. 7. When I (to wake) up, it (to be) already ten o'clock. I (to call) my brother. Nobody (to answer). He already (to leave). 8. I (to go) up to the open window. The rain (to stop) and the sun (to shine) brightly. The birds in the garden (to sing). The morning (to be) fine. 9. When the rain (to stop) I (to look) out of the window and (to see) John who (to stand) under a tree waiting for me.

Темы 17-18. Контрольное задание – 5

Задание 1. Переведите контракт на русский язык

Moscow

“_____” ______________ 20__

___________________ hereinafter referred to as the Sellers, on the one hand and ____________________, hereinafter referred to as the Buyers, on the other hand have concluded the present Contract as follows:

1. Subject of the Contract

The Sellers have sold and the Buyers have bought on (FOB) ________________(port) basis the goods to the amount of ______________ in the quantity, assortment, at prices and according to technical conditions as stated in Supplements No 1,2… which are the integral part of the present Contract.

2. Price and Total Amount of the Contract

The prices for the goods are fixed in _________________(currency) and are to be understood ______________(FOB, CIF…) packing and marking included.

The Total Amount of the present Contract is ______________

3. Dates of delivery

Delivery of the goods under the present Contract should be effected within the dates stipulated in the Supplement No ____ to the present Contract.

The data of the Bill of Lading and/or the date of frontier station stamp of the Sellers' country stated in (rail-)way bill to be considered as the data of delivery.

4. Quality of the goods

5. Packing and Marking

Tare and inner packing should secure full safety of the goods and protect the goods from any damages during transportation by all kinds of transportation means taking into consideration transshipments.

Each case is to be marked with indelible paint as following:

Case N. __________________

Contract N. _______________

Consignor ________________

Consignee ________________

Gross weight ______________

Net weight _______________

6. Delivery and Acceptance of Goods

The goods shall be considered as delivered by the Sellers and accepted by the Buyers:

in respect of quality – according to the Certificate of Quality issued by the Seller;

in respect of quantity – according to the number of cases and weight as shown in way-bill or Bill of Lading.

7. Payment

Payment for the goods delivered is effected in ___________ under an irrevocable, confirmed divisible Letter of Credit established by the Buyer with the Bank _______________ .

The Letter of Credit to allow transshipment and partial shipment and to stipulate that all the expenses connected with the opening and the extension of the Latter of Credit and any other bank charges to be for the Buyers' account. The Letter of Credit is to be valid for _______ days.

The terms and conditions of the Letter of Credit should correspond to the terms and conditions of the Contract; the terms which are not included in the Contract to be not inserted in the Letter of Credit.

The Letter of Credit to be available against presentation of the following documents:

1. Full set of clean on board Bills of Lading issued in the name of _____________(Buyer) for shipment of the goods to _____________(destination port);

2. Invoice in triplicate;

3. Specification in triplicate stating Contract No, Numbers of shipped cases;

4.Quality Certificate issued by the Seller in duplicate confirming that the quality of the goods corresponds to the conditions of the present Contract;
5. Master's Receipt confirming the receiving for delivery of 4 non-negotiable copies of Bill of Lading and 4 copies of specification together with the goods.
The Sellers should submit the above said documents to the Bank for payment within ________ days after loading of the goods.
Should the Seller fails to do this he is to bear the expenses for prolongation of the Letter of Credit.
8. Claims
Claims in respect of the quantity in case of shortage inside the case may be submitted by the Buyers to the Sellers not later than ________ days and in respect of the quality of the goods in case of non-conformity of same to that stipulated by the Contract not later than ______ days after the arrival of the goods at the port of destination.
Contents and ground of the claim should be certified either by Expert's Report or by a Report made up with the participation of a representative of an uninterested competent organization.
The Sellers should consider the received claim within _____ days counting the date of its receipt. In case of no reply from the Sellers after expiration of the said date the claim will be considered as admitted by the Sellers.
The Buyers have the right to return to the Sellers the rejected goods for their replacement by the goods of proper quality.
All the transport and other expenses connected with delivery and return of defective goods are to be paid by the Sellers.
9. Arbitration

All disputes and differences which may arise out of the present Contract or in connection with the same are to be settled without application to State courts by Arbitration Court at Chamber of Commerce, Moscow in accordance with the Rules of procedure of the above Court the awards of which are final and binding upon both Parties.

10. Force-majeure

Should any circumstances arise which prevent complete or partial fulfillment by any of the Parties of their respective obligations under the present Contract, namely: fire, acts of God, war, military operations of any kind, blockade, prohibition of export or import or any other circumstances beyond the control of Parties, the time stipulated for the fulfillment of such obligations shall be extended for the period equal to that during which such circumstances will remain in force.

Should the above circumstances continue to be in force for more than _____ months, each Party shall have the right to refuse any further fulfillment of the obligations under the Contract and in such case neither of the Parties shall have the right to make a demand upon the other Party for the compensation of any possible damages.

The Party for whom it becomes impossible to meet their obligations under the present Contract, shall immediately advise the other Party as regards the beginning and the cessation of the circumstances preventing the fulfillment of their obligations.

The certificates issued by the respective Chamber of Commerce of the Sellers' or of the Buyers' country shall be sufficient proof of such circumstances and their durability.

11. Other Conditions

All dues (including port and dock ones), taxes and customs duties levied in the territory of the Sellers' country connected with execution of the present Contract are to be paid by the Sellers and for their account.

The Seller is bound to obtain Export Licenses if such are required.

From the moment of signing the present Contract all the previous negotiations and correspondence connected with same are null and void.

None of the Parties has the right to assign their right and obligations under the present Contract without written consent of the other Party.

Any amendments and supplements to the present Contract are valid only if made in writing and signed by duly authorized representatives of both Parties.

The present Contract is made up in two copies both having the same value.

Business ethics (also known as corporate ethics) is a form of applied ethics or professional ethics, that examines ethical principles and moral or ethical problems that can arise in a business environment. It applies to all aspects of business conduct and is relevant to the conduct of individuals and entire organizations. These ethics originate from individuals, organizational statements or from the legal system. These norms, values, ethical, and unethical practices are what is used to guide business. They help those businesses maintain a better connection with their stakeholders.

Задание 2. Раскройте скобки, используя Future Simple, Future Continuous or Future Perfect.

1. I (to do) my homework tomorrow. 2. I (to do) my homework at six o'clock tomorrow. 3. I (to do) my homework by six o'clock tomor-row. 4. When I come home tomorrow, my family (to have) supper. 5. When you come to my place tomorrow, I (to read) your book. I (to do) my homework by the time you

come. 6. Don't come to my place tomorrow. I (to write) a composition the whole evening. 7. I (not to go) to the cinema tomorrow. I (to watch) TV the whole evening. 8. What you (to do) tomorrow? 9. What you (to do) at eight o'clock tomorrow? 10. You (to play) volley-ball tomorrow? 11. You (to do) this work by next Sunday? 12. When you (to go) to see your friend next time? 13. How many pages you (to read) by five o'clock tomorrow? 14. Tomorrow I (to begin) doing my homework as soon as I come from school. I (to do) my homework from three till six. My father (to come) home at seven o'clock tomorrow. I (to do) all my homework by the time he comes, and we (to go) for a walk together.

Темы 19-20. Контрольное задание – 6

Задание 1. Переведите контракт на русский язык

Business ethics refers to contemporary organizational standards, principles, sets of values and norms that govern the actions and behavior of an individual in the business organization. Business ethics have two dimensions, normative business ethics or descriptive business ethics. As a corporate practice and a career specialization, the field is primarily normative. Academics attempting to understand business behavior employ descriptive methods. The range and quantity of business ethical issues reflects the interaction of profit-maximizing behavior with non-economic concerns.

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.

Adam Smith said, "People of the same trade seldom meet together, even for merriment and diversion, but the conversation ends in a conspiracy against the public, or in some contrivance to raise prices." 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.

Темы 21-22. Контрольное задание – 7

Задание 1. Раскройте скобки, используя глаголы в пассивном залоге.

1. I am sure I (to ask) at the lesson tomorrow. 2. They told me that the new student (to speak) much about. 3. The hostess said that one more guest (to expect). 4. The newspaper said that an interesting exhibition (to open) in the Hermitage the next week. 5. This new dictionary (to sell) everywhere now. 6. All the texts (to look) through yesterday and not a single mistake (to find). 7. Two reports on Hemingway's stories (to make) in our group last month. Both of them were very interesting. 8. He said that Grandmother's letter (to receive) the day before. 9. Two new engineers just (to introduce) to the head of the department. 10. Don't worry, everything will be all right: the children (to take) to the theatre by the teacher and they (to bring) back to school in the evening.

Задание 2. Переведите на английский язык.

1. Ее отправили в больницу два дня назад. 2. Вчера нас послали в лабораторию. 3. Это сочинение было написано на прошлой неделе. 4. Эту книгу взяли из библиотеки только вчера. 5. Этих трех студентов спросили два дня тому назад. 6. Вас экзаменовали утром? 7. Эта мышь была поймана ночью. 8. Телеграмму послали поздно вечером, и он получит ее только утром. 9. Эту статью должна прочитать вся группа. 10. Это упражнение

можно написать карандашом. 11. Все ваши сочинения будут возвращены на будущей неделе. 12. Это письмо можно написать на одном листе. 13. На этой фабрике делают очень красивые сумки. 14. Письма туда можно посылать только летом, а телеграммы круглый год. 15. Мою подругу каждый год посылают за границу.

Задание 3. Переведите контракт на русский язык

Corporate social responsibility (CSR, also called corporate sustainability, sustainable business, corporate conscience, corporate citizenship or responsible business) is a type of international private business self-regulation. While once it was possible to describe CSR as an internal organisational policy or a corporate ethic strategy that time has passed as various international laws have been developed and various organisations have used their authority to push it beyond individual or even industry-wide initiatives. While it has been considered a form of corporate self-regulation for some time, over the last decade or so it has moved considerably from voluntary decisions at the level of individual organisations, to mandatory schemes at regional, national and even transnational levels.

Considered at the organisational level, CSR is an organisational policy. As such, it must align with and be integrated into a business model to be successful. With some models, a firm's implementation of CSR goes beyond compliance with regulatory requirements, and engages in "actions that appear to further some social good, beyond the interests of the firm and that which is required by law".The choices of 'complying' with the law, failing to comply, and 'going beyond' are three distinct strategic organisational choices. While in many areas such as environmental or labor regulations, employers may choose to comply with the law, or go beyond the law, other organisations may choose to flout the law. These organisations are taking on clear legal risks. The nature of the legal risk, however, changes when attention is paid to soft law.Soft law may incur legal liability particularly when businesses make misleading claims about their sustainability or other ethical credentials and practices. Overall, businesses may engage in CSR for strategic or ethical purposes. From a strategic perspective, the aim is to increase long-term profits and shareholder trust through positive public relations and high ethical standards to reduce business and legal risk by taking responsibility for corporate actions. CSR strategies encourage the company to make a positive impact on the environment and stakeholders including consumers, employees, investors, communities, and others.From an ethical perspective, some businesses will adopt CSR policies and practices because of ethical beliefs of senior management. For example, a CEO may believe that harming the environment is ethically objectionable.

Proponents argue that corporations increase long-term profits by operating with a CSR perspective, while critics argue that CSR distracts from businesses' economic role. A 2000 study compared existing econometric studies of the relationship between social and financial performance, concluding that the contradictory results of previous studies reporting positive, negative, and neutral financial impact, were due to flawed empirical analysis and claimed when the study is properly specified, CSR has a neutral impact on financial outcomes. Critics questioned the "lofty" and sometimes "unrealistic expectations" in CSR. or that CSR is merely window-dressing, or an attempt to pre-empt the role of governments as a watchdog over powerful multinational corporations. In line with this critical perspective, political and sociological institutionalists became interested in CSR in the context of theories of globalization, neoliberalism and late capitalism. Some institutionalists viewed CSR as a form of capitalist legitimacy and in particular point out that what began as a social movement against uninhibited corporate power was transformed by corporations into a 'business model' and a 'risk management' device, often with questionable results.

1.3 ЗАДАНИЯ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

Тема 1

1. Составьте резюме
2. Сделайте презентацию себя

Шаблоны для рассказа о себе на английском языке

При подготовке к рассказу о себе, можно пользоваться готовыми шаблонами. Выделенные фразы могут быть взяты за основу для любой вакансии.

Предложение на английском	Перевод на русский
I graduated from the Technical University **and I have a degree in** Information Systems and Technologies.	Я **окончил** Технический университет, и **у меня есть степень** в области информационных систем и технологий.
I have been working as a system administrator **for** five **years**.	**Я работаю** системным администратором **в течение** пяти **лет**.
My professional experience includes LAN (local area network) administration, equipment maintenance and negotiation with suppliers.	**Мой профессиональный опыт включает** администрирование локальной сети (LAN), техническое обслуживание оборудования и переговоры с поставщиками.
I am currently working for the IT company **which specializes in** website creation and **provides** hosting for its clients.	**В настоящее время я работаю в** ИТ-компании, **которая специализируется на** создании сайтов и **предоставляет** хостинг для своих клиентов.
Now I am ready for a new challenge, that's why I applied for this position in your company.	**Сейчас я готов к новым вызовам, поэтому я подал заявку на эту должность в вашей компании.**
Your company develops outstanding products **and uses** progressive technologies.	**Ваша компания разрабатывает** выдающиеся продукты **и использует** прогрессивные технологии.
I think that I will be able to support and improve the work of your computer systems **because I am** organized and enthusi-	**Я думаю, что смогу** поддерживать и улучшать работу ваших компьютерных систем, **потому что я** организован и работаю с энтузиазмом.

Предложение на английском	Перевод на русский
astic.	
I’m a perfectionist. I **pay attention** to all the details, and **like to be sure** that everything is just right.	Я перфекционист. **Обращаю внимание** на все детали и мне **нравится быть уверенным**, что все идет по плану.
I’m efficient and highly organized. **This enables me** to be as productive as possible on the job.	Я продуктивен и дисциплинирован. **Это помогает** добиваться самых высоких результатов на работе.
I’m a creative thinker. I **like to explore** alternative solutions to problems and have an open mind about what will work best.	Я изобретательный. Мне **нравится находить** альтернативные, более эффективные, решения к задачам.
I **enjoy solving problems**, troubleshooting issues, and coming up with solutions in a timely manner.	Мне **нравится решать задачи** и предлагать решения.
I’d describe myself as a goal-oriented and hardworking person with good organizational skills and strategic thinking. Furthermore, I’m a good speaker and even a better listener — that’s why I’ve always been able to get along with different types of people.	**Я бы описал себя как** целеустремленного и трудолюбивого человека с хорошими организаторскими способностями и стратегическим мышлением. Более того, я хороший оратор и замечательный слушатель, поэтому я всегда был способен легко ладить с разными типами людей.
I have over six **years of experience** in sales. After working the past four years as a sales manager, I’ve developed a number of important skills, including decision-making and multitasking.	**У меня более** шести **лет опыта работы** в продажах. Последние четыре года работы в качестве менеджера по продажам развили во мне много важных качеств, включая способность принимать решения и многозадачность.
That background will help me achieve all goals you have set for this position.	**Этот опыт поможет мне достигнуть всех целей, которые вы ставите для этой должности.**
In my free time I enjoy reading and bicycling. **It provides me with** a good balance in my life.	**В свободное время я люблю** читать и кататься на велосипеде. **Это позволяет мне достичь** правильного баланса в жизни.

Полезные фразы для рассказа о себе на собеседовании

При подборе фраз для рассказа о себе на собеседовании, можете также прочитать нашу статью Полезные фразы для написания сопроводительного письма на английском. Ведь преследуя общие цели, эти фразы во многом повторяются.

Предложение на английском	Перевод на русский
My name (first name) is Pavel.	Меня зовут Павел.

Предложение на английском	Перевод на русский
I am Pavel Petrov.	Я Павел Петров.
My surname (last name) is Petrov.	Моя фамилия Петров.
I graduated from the Moscow State Institute of International Relations in 2003.	Я окончил Московский Государственный Институт Международных отношений в 2003.
I graduated from the university with a specialty in computer science.	Я окончил университет со специальностью по информатике.
I received my master‘s degree in Economics in 2001.	Я получил степень магистра в экономике в 2001.
I am currently studying at the Southern Federal University	В настоящее время я учусь в Южном Федеральном Университете.
I received an international certificate in teaching in 2005	Я получил международный сертификат по преподаванию в 2005.
I studied at college in the USA	Я учился в колледже в США.
While I studied at university, I worked as an intern. After I graduated, I worked in the same place full-time.	Когда я учился в университете, я работал интерном. После окончания я работал в той же компании на полную ставку.
My … years of experience and work in the field of (field name) have helped me develop such professional qualities and skills as …	Мой …-летний опыт и работа в сфере (название сферы) помогли мне развить такие профессиональные качества и умения…
The key aspect of my job was providing technical data.	Главным аспектом моей работы было предоставление технических данных.
I always do my best to achieve professional goals.	Я всегда делаю все возможное, чтобы достичь профессиональных целей.
I am currently working as (position title) at (company name) …	В данный момент я работаю в (название компании), где занимаю должность (название позиции) …
I am interested in the position of (position title) at your company, as…	Меня заинтересовала вакансия (название позиция) в вашей компании, т.к…
I believe the combination of my education and experiences have prepared me…	Я считаю, что взаимосвязь моего образования и опыта подготовили меня …
I am an experienced specialist with extensive knowledge.	Я опытный специалист с обширными знаниями.
My major strength is the ability to work under pressure.	Моя основная сильная сторона – умение работать под давлением.

Тема 2

1. Поставьте множественное число существительных в скобках,. Переведите предложения.

1. Sara is feeding … (goose) in the garden.
2. … (fish) live in water.
3. The … (thief) broke the windows in the bank.
4. I have 60 … (sheep) in my flock.
5. You should clean your … (tooth) after meals.
6. My … (child) hate cabbage soup.
7. My favourite fairy-tale is about … (elf).
8. My … (foot) always hurt after jogging in the park.
9. Those … (person) are waiting for the manager.
10. Where are the … (knife)?
11. Our … (sportsman) are the best!
12. How many … (woman) work in your office?
13. It's autumn, the … (leaf) are falling down.
14. Let's cut this orange into … (half).
15. We could hear … (deer) wandering in the forest.
16. There are … (mouse) in the kitchen.
17. Alice and I are wearing similar … (dress) today.
18. I need … (strawberry) for the cake.

2. Образуйте множественное число существительных, обращая внимание на их окончания.

1. mother (мама)
2. a toy (игрушка)
3. a photo (фотография)
4. a city (город)
5. a bus (автобус)
6. a house (дом)
7. a tattoo (татуировка)
8. a phenomenon (феномен)
9. a housewife (домохозяйка)
10. a family (семья)
11. a life (жизнь)
12. a potato (картофель)
13. a bacterium (бактерия)
14. a church (собор)
15. a baby (ребенок)
16. a box (коробка)
17. a kiss (поцелуй)
18. a piano (фортепиано)
19. a medium (средство)
20. an oasis (оазис)

Тема 3

Составьте диалог, используя представленный ниже шаблон, вставляя не хватающие фразы.

— Good evening, Mr. Smith. Good to see you!
— Hello, Josh. Me too.
.
—
— ?
— I'm okay. Thanks for asking.
— And what about your company?
—
— What are your job responsibilities?
—
.
— Well, my plane leaves at 7 p.m.
— What a pity you have to leave! We should keep in touch.
—
.
— It has been a great pleasure to meet you!
— I've enjoyed meeting you too!

Тема 4

Вариант 1

1. Запиши сравнительную и превосходную степени прилагательных:

Strong____
Small____
Cold____
Slim____
Hot____
Funny____
Good____
Interesting____

2.Раскрой скобки:

Apples are _______________(tasty) than lemons.
Autumn is_____________________(warm) than winter.
Whale is___________________(big) animal in the world.
Spring is_______________________(beautiful) season.
Mountains are____________________(high) than hills.
The Nile is____________________(long) river.

3. Составь предложения из данных слов:

1.of Russia , the capital, is, Moscow.

____

2.dirtier, towns, are, countries, than.

____

3.the highest, Everest, in the world, mountain, is.

____

Вариант 2

1. Запиши сравнительную и превосходную степени прилагательных:

Long ____

Tall____

Warm____

Fat____

Big____

Dirty____

Bad____

Beautiful____

2.Раскрой скобки:

Lions are_________________(strong) than wolves.

A mouse is_______________(small) than a cat.

Dolphin is______________(kind) animal in the world.

Winter is________________(cold) season.

Camel is___________________(useful) animal in the desert.

Monkeys are ________________(funny) than dogs.

3. Составь предложения из данных слов:

1.of England, the capital, is, London.

____

2.more beautiful, towns, countries, are, than.

____

3.the longest, is, river, in the world, the Nile.

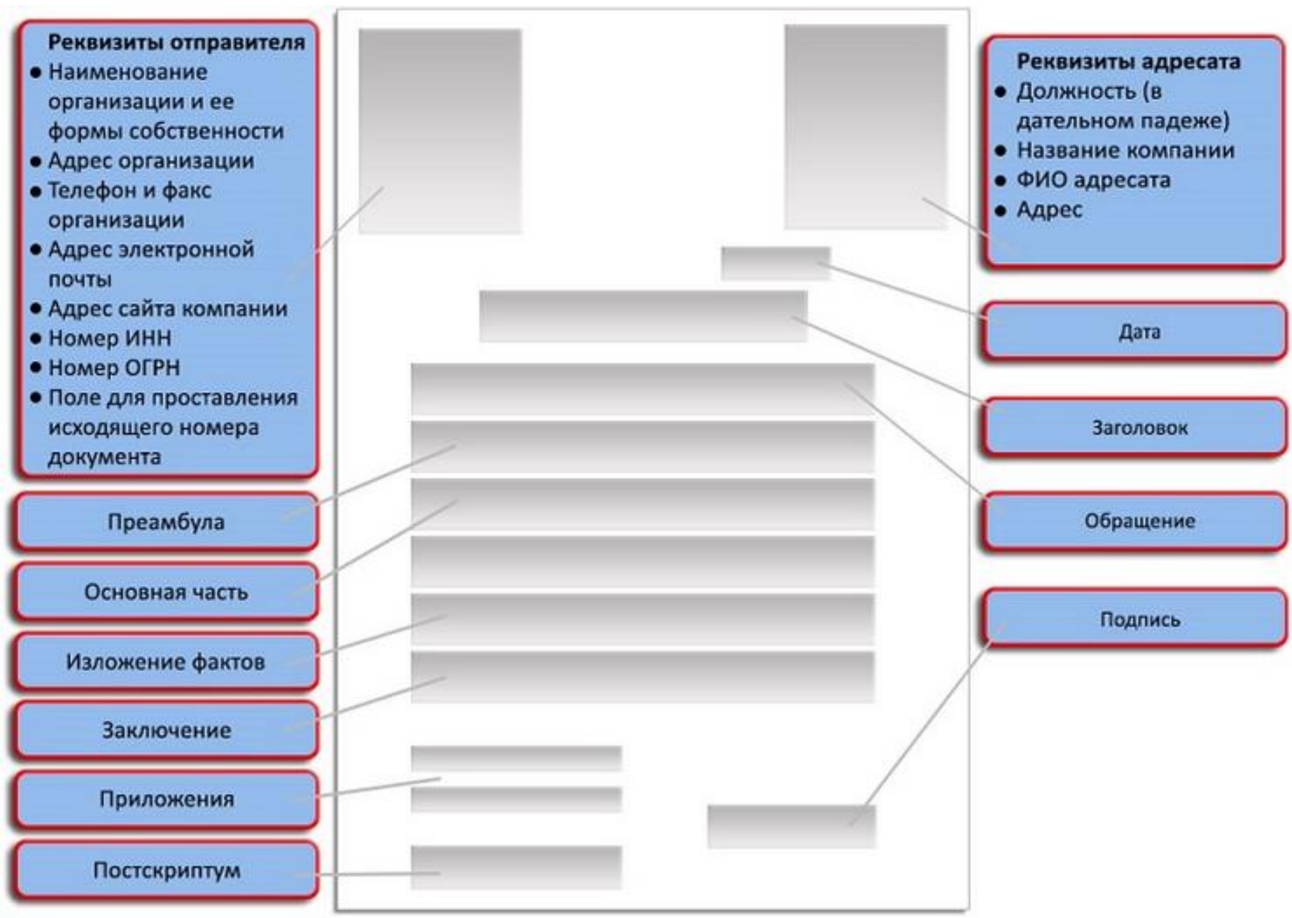
____

Тема 5, 7

Напишите следующие виды деловых писем:

1. Письмо-поздравление
2. Письмо-приглашение
3. Письмо о приеме на работу
4. Письмо-заявление
5. Письмо-предложение
6. Письмо-жалобу
7. Письмо-извинение
8. Письмо для выражения сожаления и соболезнования
9. Письмо-просьбу
10. Письмо-ответ на запрос информации

Структура делового письма:



Тема 6

1. Match the cardinals. (Подбери к указанным количественным числительным подходящую пару). Example: 56 – fifty-six

70	thirteen
47	thirty-three
61	forty-seven
86	fifty-two
33	sixty-one
97	twenty-four
52	eighty-six
112	ninety-seven
13	seventy
24	one hundred and twelve

2. Write down the cardinals in English. (Напишите количественные числительные по-английски).

5____

10____

7____

8____

2____

1____

4____

3____

6____

9____

3. Match the ordinals. (Подберите к указанным порядковым числительным подходящую пару). Example: the 56th – the fifty-sixth

1. The 50th	the twenty-nint
2. The 3rd	the forty-eighth
3. The 18th	the fiftieth
4. The 61st	the eighty-forth
5. The 102nd	the third
6. The 75th	the fifty-seventh
7. The 84th	the eighteenth
8. The 48th	the one hundred and second
9. The 29th	the sixty-first
10. The 57th	the seventy-fifth

4. Translate the sentences into Russian. (Переведите предложения на русский язык)

1. In Russia the thirty-first of December is New Years Day.

____

2. I can see thirteen books on the table.

____

3.Today is the twenty-fourth of January.

____

4.We read the third book.

____

Тема 8

1. Перепишите следующий текст в прошедшем времени (что рассказала мама).

On Tuesday I get up at half past six. I go to the bathroom and wash my hands and face and clean my teeth. Then I dress, go to the kitchen and cook breakfast for my family. At half past seven my son gets up and has breakfast. I have breakfast with my son. My son eats a sandwich and drinks a cup of tea. I don't drink tea. I drink coffee. After Breakfast my son leaves home for school. I don't leave home with my son. On Tuesday I don't work in the morning. I work in the afternoon. In the evening I am at home. My husband and my son areat home, too. We rest in the evening. My son watches TV, my husband reads newspapers and I do some work about the house. At about eleven o'clock we go to bed.

2. Перепишите следующий текст в прошедшем времени.

Barry waked up when it was already quite light. He looked at his watch. It was a quarter to seven. Quick! Barry jumped out of bed and ran to the bath-room. He had just time to take a cold shower and I drank a glass of tea with bread and butter. He was in a hurry to catch the eight o'clock train. At the railway station he met three other boys from his group. They all had small backpacks and fishing-rods. In less than an hour they got off the train at a small station near a wood. They walked very quickly and soon found themselves on the shore of a large lake. The boys spent the whole day there fishing, boating and swimming. They returned home late at night, tired but happy.

3. Раскройте скобки, употребляя глаголы в Present или Past Simple.

1. I (to go) to the gym at seven o'clock every day
2. I (to go) to the gym at seven o'clock yesterday.
3. John (to clean) his teeth every morning at 7.30 o’clock.
4. Yesterday John (to clean) his teeth at a half past seven in the morning.
5. Jane (not to do) English exercises every day.
6. Jane (not to do) English exercises yesterday.
7. His brother (to drink) coffee with milk every day.
8. His brother (to drink) coffee with milk yesterday.
9. Her husband (to like) his job. He (to go) to his office by bus. He (to go) to the office at 9 am every day.
10. Her husband usually (to go) to his office by bus. He (to come) to the office at 9.30 am yesterday.

4. Раскройте скобки, употребляя глаголы в Present или Past Simple.

1. I (to study) English every day.
2. You (to come) to my place yesterday?
3. He (to live) in Dubai.
4. How long it (to take) you to get to the City Mall?
5. What you (to study) every Friday?
6. We (to have) dinner with my family yesterday.
7. His computer (to be) ready yesterday.
8. My friend (to like) running in the park every morning.

5. Творческое задание. * Выполняется на английском языке.

Найти информацию о классических английских писателях (любого века) на английском. Материал должен быть предоставлен со сносками слов, являющихся неизвестными на данной ступени обучения. Материал должен быть написан в соответствии с планом: 1. Титульный лист (Название работы, дата выполнения работы, год, ФИО ученика, ФИО учителя) 2. Текст (один печатный лист формата А4, шрифт Times New Roman 14) *при невозможности печатного исполнения работы необходимо разборчиво и аккуратно написать её от руки. 3. Список слов, новых для ученика с переводом. 4. Указание источников (сайт, книга, словарь) с которыми проводилась работа.

1. **Вставьте подходящий глагол в форме Past Simple.**
be (2), feed, take, start, visit, listen

The children went to London. The Tour ________at Hyde Park in the morning. The children________the ducks and squirrels there. Then they ________photos of Trafalgar Square. The next stop __________the British Museum. They also ___________ the Tower of London. The children _______to the famous bell Big Ben. In the evening they ________ very tired.

2. Поставьте следующие глаголы в прошедшую форму.
be – 6. give –
play – 7. write –
read – 8. go –
sing – 9. invite -
cry – 10. fly –

3. Поставьте глаголы в скобках в прошедшую форму.
Mary Thompson … (be) a famous actress. She was born in Sussex, England on the 4th of July, 1897. She … (go) to school at the age of eight. After her graduation she … (enter) at University in New York where she … (study) drama.
Mary … (marry) Tom Peterson in August, 1920 at St. Paul's Cathedral in London. Mary and Tom … (have) two sons and one daughter, Bob, Peter and Samantha.
Mary … (be) very popular because of her beauty and talent. She … (win) Oscar for Best Actress in 1929. She … (die) in 1975 in Rome, Italy.

4. Ответьте на вопросы.
1. Where did you go on holiday last summer?
2. What time did you leave for work yesterday?
3. What did your parents have for breakfast?
4. When did your brother buy these trousers?
5. Whose book did your friend borrow yesterday?

5. Творческое задание. *Выполняется на английском языке.
Найти информацию о классических английских писателях (любого века) на английском. Материал должен быть предоставлен со сносками слов, являющихся неизвестными на данной ступени обучения. Материал должен быть написан в соответствии с планом: 1. Титульный лист (Название работы, дата выполнения работы, год, ФИО ученика, ФИО учителя) 2. Текст (один печатный лист формата А4, шрифт Times New Roman 14) *при невозможности печатного исполнения работы необходимо разборчиво и аккуратно написать её от руки. 3. Список слов, новых для ученика с переводом. 4. Указание источников (сайт, книга, словарь) с которыми проводилась работа.

Тема 9

Сделайте презентацию на предложенную преподавателем тему.

Фразы для презентации на английском языке

Приветствие и представление себя

Dear colleagues!	Уважаемые коллеги!
Good morning/afternoon ladies and gentlemen!	Доброе утро/добрый день дамы и господа!
Let me introduce myself. My name is…	Разрешите представиться. Меня зовут…
The topic of my presentation is…	Тема моей презентации …
The purpose of my talk is to illustrate…	Цель моего доклада – обрисовать картину…
I'd like to give you an overview of…	Я хотел(а) бы дать общее представление о…
My talk will be in three parts.	Мой доклад состоит из трёх частей.
I will take some… minutes of your time.	Я займу … минут вашего времени.

Начало доклада может звучать, например, так:
In my presentation, I would like to focus on the latest developments in online marketing. I will speak for about 20 minutes to leave time for questions and comments. Please, feel free to interrupt if you have any questions or want to make a comment.

Основная смысловая часть презентации

There are three things to consider…	Мы рассмотрим три вопроса…
So, first/To begin with/Let's start with…	Итак, во-первых/Для начала/Начнем с…
That completes/concludes/covers the first part of my presentation…	На этом заканчивается первая часть моей презентации..
Let's move on to the next part, which is…	Перейдём к следующей части, которая…
Now I want to describe the development of the idea.	Теперь я хочу рассказать о появлении этой идеи.
That brings me to…/So now we come to…	Таким образом, переходим к…

Выводы, заключение и призыв к обсуждению

I'd like to finish with…- a summary of the main points.- some observations based on what I've said.- some conclusions.	Я хотел бы закончить…- кратким изложением основных моментов.- некоторыми наблюдениями, вытекающими из сказанного.- некоторыми выводами.
I'd like to finish by 89mphasizing the main point(s).	В завершение мне бы хотелось подчеркнуть основные моменты.
Now I'd be very interested to hear your comments.	Я с интересом выслушаю ваши замечания.
Now we have … minutes for questions and discussion.	У нас есть … минут на вопросы и обсуждение.
Thank you for your attention!	Благодарю вас за внимание!

Тема 10

1. Выбрать личные местоимения

1) your; 2) she; 3) himself; 4) that; 5) it; 6) who; 7) anybody; 8) they; 9) itself; 10) we; 11) nobody; 12) their; 13) all; 14) I; 15) hers; 16) nothing; 17) such; 18) he; 19) everything; 20) that; 21) some; 22) you; 23) oneself; 24) mine; 25) she.

2. Выбрать указательные местоимения

1) all; 2) those; 3) each; 4) which; 5) we; 6) theirs; 7) ourselves; 8) this; 9) neither; 10) something; 11) such; 12) its; 13) they; 14) that; 15) these; 16) no; 17) somebody; 18) my; 19) himself; 20) yours; 21) whose; 22) anybody; 23) it; 24) his; 25) itself.

3. Выбрать и вставить в предложение нужное местоимение

1. ____am a pupil. 2. _____are students.
a) you; b) she; c) I. a) they; b) he; c) I.
3. ____is a doctor. 4. _____are an actor.
a) we; b) he; c) they. a) she; b) you; c) we.
5. This is ___friend.
a) he; b) my; c) I.

4. Выбрать местоимение, которое соответствует данному словосочетанию в английском переводе.

1. эта роза 2. та комната
a) that; b) these; c) this. a) that; b) those; c) these.
3. эти птицы 4. те куклы
a) those; b) that; c) these. a) these; b) that; c) those.
5. эта девочка
a) that; b) this; c) those.

5. Выбрать нужное местоимение в значении «немного, некоторое количество».

There is ... cheese on the plate.
a) some; b) any.
Is there ... butter on the table?
a) any; b) some.
Give me ... water, please.
a) some; b) any.
There are ... apples in the basket.
a) any; b) some.
Are there ... eggs in the box?
a) some; b) any.
Take ... books from the bag.
a) any; b) some.
There is ... tea in the teapot.
a) some; b) any.
Is there ... bread in the bread bin?
a) any; b) some.

6. Заменить подчеркнутое существительное местоимением.

Paul is ten years old.
The cat is in the house.
The children are at school.
Susan and I are friends.

Helen is my cousin.
The horses are on the farm.
Is Mary seven?
This is Frank's car.
Ann's dress is beautiful.
Jim is Sue's brother.

7. Вставьте нужное местоимение. (my, his, her, their, our, its, your)

Alison is doing homework.
Do you live with parents?
We love new house.
The children are with . grandmother.
Moscow is famous for museums.
I like new dress.
I like visiting friend at the weekend.
She is in bedroom.
He is looking for shoes.
Can you give book?

8. Употребить возвратные местоимения, если это необходимо

1.We had a party last weekend and we enjoyed ....
a) yourself; b) ourselves; c) yourselves.
2.When you are in trouble — pull ... together!
a) yourself; b) himself; c) itself.
Dear guests, help ... to the cakes, please.
yourself; b) themselves. c)yourselves;
4. Ben was a naughty boy (капризный) and his mother often asked him to behave ....
a) itself; b) herself; c) himself.
5. Billy and Lilly are true friends, they always take care of ... .
ourselves; c) yourselves. b) themselves;
6. I can cook ..., I can be proud of ... .
itself, itself; c) herself, herself. B) myself, myself;
7. Forgive (прощай) many things in others — nothing in .... (обращение к одному человеку)
a) yourself; b) ourselves; c) myself.

Тема 11

Exercise 1. Read the following comments on business meetings. What do you think about these viewpoints? Put your own viewpoint to the others in the group.
You may want to use some of the following language:
a) I agree that … d) I’m not sure …
b) Don’t you think …? e) Wouldn’t you agree that …?
c) It’s obvious that … f) We all know that …
1. «Two or more people getting together for a specific business purpose»
extracted from «The Gover Handbook of Management»
2. «The fewer the merrier»
extracted from «How to Run a Successful Meeting in Half the Time»

3. «Most meetings are a waste of time.»
4. Every meting should have a purpose and this purpose is – information-giving or discussion or decision-making.

Exercise 2. What makes a good meeting? Suggest what you think are the characteristics of a successful meeting

1. ……………………………………………………………………………………….
2. ……………………………………………………………………………………….
3. ……………………………………………………………………………………….
4. ……………………………………………………………………………………….
5. ……………………………………………………………………………………….
6. ……………………………………………………………………………………….
7. ……………………………………………………………………………………….

Now, compare your answers with the ones given below. Do you find them important, necessary, or possible?

a) good preparation
b) good chairing
c) not many people
d) all views presented
e) polite discussion
f) consensus of opinion
g) clear objective(s)
h) good planning of resources and equipment
i) social elements if the meeting is with people from outside the company
j) refreshments as appropriate

READING.

Text 1. Allen Case, an engineer, is talking about the characteristics of successful business meetings. He makes four of the seven points below.

Read the conversation and identify the correct order of these points:

1. There is a written agenda.
2. Clear objectives – known to everyone.
3. Respect for the time available/time-planning
4. Good chair – effective control.
5. Emotions are kept under control.
6. Good preparation.
7. Everyone gets to say what they need to say.

Question: «What do you see as the most important characteristics of a successful meeting?»

I think it's important that everyone is well prepared. Certainly everyone should prepare for the meeting – which is possible in all cases except emergency meetings where there's no time for much preparation.

A second point is that in every case people should understand the objectives of the meeting. Also, the role of the chair is important. The chair should do a good job, keep control and keep the meeting focused on the objectives. That means the meeting reaches its aims.

Question: «And what about the timing of the meeting?»

I agree the meeting should keep to the timing – start and finish on time. That's also important.

Text 2.

It is generally agreed that successful meetings make successful companies. However, many professionals complain that meetings are often unproductive and too long. Discussions are regularly dominated by participants with large egos and hours of talking end without any clear result. Consequently, many companies get help from specialised consultants, who give advice on how to make meetings more effective.

Here are some ideas for making a successful meeting.
Which do you consider crazy (c) or good (g) for using?
1. singing at meetings;
2. dressing in strange clothes at the meetings;
3. clear aim;
4. active listening to other people's ideas;
5. be always prepared for the meeting;
6. attach a time limit to each point;
7. having private discussions during the meeting;
8. long speaking;
9. giving everyone a chance to put forward their views;
10. using strict rules to keep order.

Now read the suggestions made by a consultant about meetings.
Which of the ideas above are discussed in the text?
If a meeting is to be productive, it should have a clear and stated purpose that all the participants know and understand. You should appoint a chairperson who manages and controls the meeting.
You must write an agenda, or list of items to be discussed and sent it to all the people concerned. They should prepare for the meeting and come to it with ideas to contribute.
You have to attach a time limit to each point, otherwise there is a risk that some of the items will not be dealt with at all.
You ought to limit the meeting to 90 minutes. If not, you have to schedule breaks into the agenda.
You don't need to invite all the important staff members to every meeting. But you should send other senior staff members the minutes or summary of what was discussed.
The minutes should include a clear summary of the important points – you don't have to include everything that was said at the meeting. However, you need to include actions decided upon at the meeting. Lastly, the minutes should be sent within twenty-four hours. It is essential to keep the meeting's results and future actions clear in everyone's mind.

Тема 12

Заполните пропуски артиклями: a, an, the или --.

Moscow is (1)… capital of Russia, its (2)…political, (3)…economic, (4)…commercial and (5)…cultural centre.
It was founded (6)… eight centuries ago by(7)… Prince Yuri Dolgoruky. (8)…Historians have accepted (9)… year of 1147 as the start of Moscow's history. Gradually (10)… city became more and more powerful. In (11)… 13^{th} century Moscow was (12)… centre of the struggle of Russian lands for the liberation from the tartar joke. In (13)… 16^{th} century under(14)… Ivan the Terrible Moscow became (15)… capital of (16)… new state. Though Peter the Great moved the capital to St. Petersburg in 1712, Moscow remained (17)… heart of Russia. That is why it became (18)… main target of Napoleon's attack. Three-quarters of the city was destroyed by (19)…fire during (20)Napoleon's occupation, but by (21)… middle of the 19^{th} century Moscow had been completely restored. After the October revolution Moscow became the capital again. Now Moscow is one of
(22)… largest cities in (23)… Europe.

Тема 13

В таблицах 1, 2, 3 найдите соответствия и запишите парами.
Таблица 1

I am a/the	Sales Manager, Chief Execu-	президент компании,

	tive Manager, secretary, electronics expert, office worker, shop superintendent, foreman, Technical Director, engineer, Managing Director, President, Marketing Manager, accountant, salesperson, examiner	директор-распорядитель, руководитель отдела маркетинга, бухгалтер, секретарь, технический директор (главный инженер), продавец, специалист по компьютерному обеспечению, инженер, генеральный директор, контролер, коммерческий директор, служащий, начальник цеха, мастер

Таблица 2

I'm responsible for… (Я отвечаю за…, я ответственный за…)	research and development marketing and sales production personnel training financial services quality of the product advertising campaigns maintenance of machines reception of visitors recruiting new employees decision-making computer programming	прием новых работников финансовое обслуживание установка программ принятие решений исследования и развитие производство обучение персонала маркетинг и продажи рекламные кампании прием посетителей уход за оборудованием качество продукции

Таблица 3

I'm responsible to (я отвечаю перед) I report directly to (я подчиняюсь/ докладываю непосредственно)	the President the Chief Accountant the division manager the Sales Manager the Marketing Manager the Technical Director the Chief Executive Manager	главный инженер, начальник отдела маркетинга, генеральный директор президент компании главный бухгалтер начальник отдела коммерческий директор

Тема 14

1. Fill in the blanks with Present Perfect Tense

1. She a letter to me. (write)
2. Their team the match. (win)
3. He always in the class. (top)
4. We finished our work. (finish)
5. Why you not the bill ? (pay)

6. the train ? (depart)
7. He his mistake. (realize)
8. I to this flat recently. (shift)
9. I not my pen. (find)
10. She her pen. (lose)

2. Fill in the blanks with Present Perfect Continuous Tense

1. She a letter to me since her childhood. (write)
2. Their team the match since last four years. (win)
3. We here since 1990. (live)
4. How long you for the bus. (wait)
5. I not anything since last four hours. (eat)
6. He for half an hour. (sleep)

3. Correct the mistakes.

1. I have been though about a solution.
2. They haven't been finishing the exercise.
3. My friend Lara have been giving me a lot of support.
4. Look at them. They have dancing all night long.
5. David and Ann have been knowing each other for years.
6. I have been a teacher since eight years.

4. Rewrite the following sentences in the negative and interrogative forms.

1. They have done all the work.
2. The baby has been crying for a long time.
3. The doctor has prescribed me an antibiotic.
4. She has been speaking on the phone for half an hour.
5. I have been cleaning the house all day.

5.Complete the sentences. Put the verbs in the present perfect simple or continuous.

1. I __________ already __________ (answer) all the questions.
2. She __________(not/ see) her mother for a long time.
3. How long __________ she __________ (wait) for us?
4. We __________(know) each other since we were children.
5. __________you __________ (find) the type of coat you wanted?
6. He is sunburnt. he __________(sit) in the sun too long.
7. They __________(be) to India twice since they got married.
8. Your clothes smell bad. __________ you __________(smoke)?
9. Michael Phelps __________(swim) for three hours.

6. Choose the most suitable verb tense to complete the sentences.

1. It has snowed/ has been snowing since I arrived .

2. I have never travelled/ have never been travelling by plane.
3. Have you ever seen / have you ever been seeing this movie?
4. We have toured / have been touring England. Now we are in Birmingham.
5. I have had/ have been having this car for more than ten years.
6. He has worked / has been working for hours

Тема 15

1. Translate into Russian.

1 . The buyers want to know our terms of payment.
2 . This is for you to decide.
3 . The plan of our work will be discussed at the meeting to be held on May 25.
4 . To walk in the garden was a pleasure.
5 . Jane remembered to have been told a lot about Mr. Smith.
6 . I felt him put his hand on my shoulder.
7 . This writer is said to have written a new novel.
8 . She seems to be having a good time at the seaside.
9 . They watched the boy cross the street.
10 . To advertise in magazines is very expensive.
11 . He proved to be one of the cleverest students at our Institute.
12 . He knew himself to be strong enough to take part in the expedition.
13 . To see is to believe.
14 . He is sure to enjoy himself at the disco.
15 . To tell you the truth, this company has a very stable position in the market.

2. Put “to” before the infinitive where it is necessary.

1 . My son asked me … let him … go to the club.
2 . You must make him … practice an hour a day.
3 . She was made … repeat the song.
4 . He is not sure that it can … be done, but he is willing … try.
5 . Let me … help you with your work.
6 . She asked me … read the letter carefully and … write an answer.
7 . You ought … take care of your health.
8 . I looked for the book everywhere but could not … find it.
9 . He was seen … leave the house.
10 . We had … put on our overcoats because it was cold.
11 . The man told me not … walk on the grass.
12 . Have you heard him … play the piano?
13 . You had better … go there at once.
14 . I would rather not … tell them about it.
15 . We shall take a taxi so as not … miss the train.

3. Use the appropriate form of the infinitive.

1 . They want (to take) to the concert by their father.
2 . I am glad (to do) all the homework yesterday.
3 . This plant is known (to produce) tractors.
4 . He wants his son (to become) a lawyer.
5 . The enemy army was reported (to overthrow) the defense lines and (to advance) towards the suburbs of the city.
6 . He seems (to know) French very well: he is said (to spend) his youth in Paris.
7 . You had better (to call) our distributors at once.
8 . We are happy (to invite) to the party.
9 . That firm is reported (to conduct) negotiations for the purchase of sugar.
10 . It seemed (to snow) heavily since early morning: the ground was covered with a deep layer of snow.
11 . He didn’t hear me (to knock) at the door.
12 . I want (to inform) of her arrival.
13 . Our sportsmen are proud (to win) the cup.
14 . He is known (to work) on the problem for many years.
15 . The representative of the firm asked for the documents (to send) by air mail.

4. Put “to” where necessary.

1. I think you ought … apologize.
2. Make him … speak louder.
3. Help me … carry this bag.
4. My son asked me … let him … go to the theatre.
5. I must … go to the country.
6. It cannot … be done to-day.
7. She asked me … read the letter carefully and … write an answer.
8. The man told me not … walk on the grass.
9. Let me … help you with your work.
10. She ought … take care of her health.
11. We had better … stop to rest a little.
12. I don’t know what … do.
13. He was seen … leave the house.
14. We have come … ask whether there is anything we can … do.
15. We heard the siren … sound and saw the ship … move.
16. I cannot … go there now, I have some work … do.
17. During the crossing the passengers felt the ship … toss.
18. You must make him … practice an hour a day.
19. He is not sure that it can … be done, but he is willing … try.
20. I looked for the book everywhere but could not … find it.
21. He said that she might … come in the evening.
22. She was made … repeat the song.
23. Would you rather … learn shorthand than typewriting?

5. Translate into Russian.

1. I called every morning to see if there was any news.
2. We stopped to have a smoke.
3. He came here to speak to me, not to you.
4. The car was waiting at the door to take them to the station.
5. To explain the problem he drew diagrams all over the blackboard.
6. The steamship “Minsk” was chartered to carry a cargo of timber from St.Petersburg to Hull.
7. Under clause 35 the charterers were to supply the steamer with icebreaker assistance to enable her to enter or to leave the port of loading.
8. To meet the increased demand for industrial goods, a great number of new shops have been opened in the towns.
9. The first lot is ready for shipment, but to economize on freight we have decided to ship it together with the second lot.
10. Please send us your instructions at once to enable us to ship the machines by the 20th of May.

6. Translate into English using the Objective Infinitive Construction (Coplex Object) where possible.

1. Он хочет, чтобы мы пришли к нему сегодня.
2. Я хотел бы, чтобы вы подождали меня здесь.
3. Он хочет, чтобы его сын стал врачом.
4. Он хочет, чтобы его послали в С.-Петербург на конференцию.
5. Она хочет, чтобы ее пригласили на вечер.
6. Мы не хотели, чтобы нас прерывали.
7. Хотите ли вы, чтобы я вам помог?
8. Я хочу, чтобы его статья была опубликована.
9. Доктор не хочет, чтобы вы ехали на юг.
10. Он хочет, чтобы груз был застрахован.
11. Она не любит, чтобы дети готовили уроки вечером.
12. Она любит, чтобы обед был вовремя.
13. Он не любит, когда его прерывают.
14. Он хочет, чтобы ему задавали вопросы.

7. Make infinitives (add “to”) or gerunds (add “-ing”) of the verbs in brackets to make the following sentences grammatically correct.

1. When I’m tired, I enjoy ... television. It’s relaxing. (watch)
2. It was a nice day, so we decided ... for a walk. (go)
3. It’s a nice day. Does anyone fancy ... for a walk? (go)
4. I’m not in a hurry. I don’t mind ... (wait)
5. They don’t have much money. They can’t afford ... out very often. (go)
6. I wish that dog would stop ... It’s driving me mad. (bark)
7. Our neighbour threatened ... the police if we didn’t stop the noise. (call)
8. We were hungry, so I suggested ... dinner early. (have)

9. Hurry up! I don’t want to risk ... the train. (miss)
10. I’m still looking for a job but I hope ... something soon. (find)

8. Complete the following sentences with infinitives (add “to”) or gerunds (add “-ing”) of the verbs below to make them grammatically correct.

answer apply be be listen make see try use wash work write

1. He tried to avoid ... my question.
2. Could you please stop ... so much noise?
3. I enjoy ... to music.
4. I considered ... for the job but in the end I decided against it.
5. Have you finished ... your hair yet?
6. If you walk into the road without looking, you risk ... knocked down.
7. Jim is 65 but he isn’t going to retire yet. He wants to carry on ....
8. I don’t mind you ... the phone as long as you pay for all your calls.
9. Hello! Fancy ... you here! What a surprise!
10. I’ve put off ... the letter so many times. I really must do it today.
11. What a stupid thing to do! Can you imagine anybody ... so stupid?
12. Sarah gave up ... to find a job in this country and decided to go abroad.

9. Make infinitives (with or without “to”) or gerunds (add “-ing”) of the verbs in brackets to make the following sentences grammatically correct.

1. She doesn’t allow ... in the house. (smoke)
2. I’ve never been to Iceland but I’d like ... there. (go)
3. I’m in a difficult position. What do you advise me ...? (do)
4. She said the letter was personal and wouldn’t let me ...it. (read)
5. We were kept at the police station for two hours and then we were allowed ... (go)
6. Where would you recommend me ... for my holidays? (go)
7. I wouldn’t recommend ... in that restaurant. The food is awful. (eat)
8. The film was very sad. It made me ... (cry)

Тема 16

Choose the correct tense: Past Simple, Past Continuous, Past Perfect Continuous, Past Perfect.
I (talk) over the phone when they brought me the letter.
a. talked b. had talked
c. had been talking d. was talking
They (sit) in the room when the taxi arrived.
a. sat b. had sat
c. had been sitting d. were sitting
He quickly forgot everything he (learn) at school.
a. learnt b. had learnt
c. had been learning d. was learning
I visited Brazil in April. I (stay) at a nice hotel for a fortnight.
a. stayed b. had stayed
c. had been staying d. was staying
I (stay) at the hotel for a fortnight when I received your letter.
a. stayed b. had stayed
c. had been staying d. was staying
6 The musician (play) the piano for a whole hour when we came in.
a. played b. had played
c. had been playing d. was playing
We (walk) along a forest road for two hours when we saw a house.
a. walked b. had walked
c. had been walking d. were walking
I hardly (finish) speaking with a porter when the phone rang again.
a. finished b. had hardly finished
c. had been finishing d. was finishing
First I (answer) the phone, and then I read your letter.
a. answered b. had answered
c. had been answering d. was answering
And I began writing to you instead of going to the seaside, as I (plan) before
a. planned b. had planned
c. had been planning d. was planning

Put the verbs into the correct form: the Past Perfect, Past Perfect Continuous, Past Simple, Past Continuous.
The workers…… (to be) on a strike for three weeks when the agreement on pay ….(to be reached).
When she got the results of her medical tests, she realized that she….. (to be feeling) ill since she …….(to be) on holiday.
The door was unlocked. She …..(to wonder) who….. (to leave) the door open.
He (to play) football when the ball (to hit) his head.
He….. (to drive) to work for half an hour when suddenly his car….. (to break) down.
When he arrived at the office he…. (to discover) that he ….(to leave) all the necessary papers at home.
Susan…. (to type) some letters when the boss…. (to ask) her into his office.
She looked tired. She ….(to type) letters all morning.
Yesterday afternoon it…. (still to rain) when I…. (to get) home.
He…. (to clean) the car when the phone rang, so he…. (not to answer) it.
When I…. (to be) little, my mother…. (to use) to feed me.
Jane's clothes were wet. She…. (to wash) her dog.
Jerry…. (to be) nervous, for he…. (never to flow) in an aeroplane before.

I…. (never to like) going to the cinema on my own when I was a teenager.
Kate…. (to dance), but when she saw a newcomer she…. (to stop).

Тема 17

1. Изучите особенности составления контрактов на английском языке, пункты и условия контрактов.
2. Составьте контракт.

Тема 18

1. Поставьте в диалоге глаголы из скобок в форме Future Simple или Future Continuous.
- Well, Alex. When I ... (come round) tomorrow? Is 6 p.m. OK?
- Yes, I ... (wait) for you tomorrow evening but please, don't come at 6. I think I ... (work) then.
- OK. What time you ... (be) free?
- I ... (paint) the portrait from 3 till 7 p.m. So I ... (not be) busy at 7.30. Or maybe in the morning?
- Sorry, but I've got an appointment with my dentist tomorrow morning. I'm afraid my doctor still ... (fill) my bad tooth in the morning.
- I see. Poor you! By the way, you ... (be) near the chemist's?
- Probably. It's just round the corner from the clinic. I ... (pass by) it on my way to the dentist.
- Could you buy this medicine for me, please?
- Sure. No problem. So, I ... (see) you later. Bye.

2. Поставьте глаголы из скобок в форме Future Simple или Future Continuous.
1. I ... (send) you a postcard from Spain.
2. She ... (stay) at Sunrise Hotel if you need her.
3. Miss Richards ... (attend) a lecture from 2 till 5 p.m. today.
4. We ... (wash) those dirty dishes when we come home from work.
5. I know that Jerry ... (stand) on the platform and ... (wave) his hand when our train arrives.
6. Your dress ... (be) ready in half an hour.
7. The New Year ... (start) at midnight.
8. He ... (not return) to that island anymore.
9. Sandra ... (enjoy) her vacation in a ski-resort at this time next year.
10. I ... (not work) in the library tomorrow evening.

3. В каждой паре предложений поставьте глагол в одной из форм: Future Simple или Future Continuous.
1. to fly

We ... to India this summer. – We ... to India at this time next Saturday.
2. to drive

I can give you a lift to the office in a couple of minutes, I ... that way anyway. – If you are late I ... you to school.
3. to take

Don’t call me at 7 a.m., I ... a shower. – I’m hot, I ... a shower after work.

4. to cross

Our offroadster ... the dessert when we repair it. – Our offroadster ... the dessert this time tomorrow.

5. to read

Our granny ... 3 fairy-tales to us in the evening. – Our granny ... a fairy-tale to us when mum and dad come home.

Тема 19

I. Read and translate the text.

Business ethics

1. Ethics is the system of moral principles, rules of conduct and morality of choices that individuals make.

2. Business ethics is the application of moral standards to business situations.

3. Business ethics has become a matter of public concern.

4. All business people face ethical issues daily, and they stem from a variety of sources.

5. Although some types of issues arise infrequently, others occur regularly.

6. Let s take a closer look at several ethical issues.

7. Fairness and Honesty.

Fairness and honesty in business are two important ethical concerns.

Besides obeying all lows and regulations, business people should refrain from deceiving, misrepresenting, or intimidating others.

8. Organizational Relationship.

A business person may be tempted to place his or her personal welfare above the welfare of the organization.

Relationship with customers and coworkers often create ethical problems - since confidential information should be secret and all obligations should be honoured. Unethical behavior in these areas includes not meeting one s obligations in a mutual agreement, and pressuring others to behave unethically.

9. Conflict of Interest.

Conflict of interest result when a business person takes advantage of a situation for his or her own personal interest rather than for the employer s or organization s interest.

Such conflict may occur when payments and gifts make their way into business deals.

A wise rule to remember is that anything given to a person that might unfairly influence that person’s business decisions is a bribe, and all bribes are unethical.

Communications.

Business communications, especially advertising, can present ethical questions.

False and misleading advertising is illegal and unethical, and it can infuriate customers. Sponsors of advertisements aimed at children must be especially careful to avoid misleading messages.

Advertisers of health-related products must also take precautions against deception.

11. Relationships. Business ethics involves relationships between a firm and its investors, customers, employees, creditors and competitors.

Each group has specific concerns, and each exerts some type of pressure on management.

Investors want management to make financial decisions that will boost sales, profits, and returns on their investments.
Customers expect a firm s products to be safe, reliable, and reasonably priced.
- Employees want to be treated fairly in hiring, promotion, and compensation
- Creditors require bills to be paid in time and the accounting information furnished by the firm to be accurate.
Competitors expect the firm s marketing activities to portray its products truthfully.
12. Business ethics. Although there are exceptions, it is relatively easy for management to respond in an ethical manner when business is good and profit is high.
However, concern for ethics can dwindle under the pressure of low or declining profit.
In such circumstances, ethical behaviour may be compromised.
Expanding international trade has also led to an ethical dilemma for many firms operating in countries where bribes and payoffs are an accepted part of business.
In the U. S. government agencies have prosecuted several companies for «illegal payoffs», in spite of the fact that there is as yet no international code of business ethics. Unit stronger international laws or ethics codes are in place, such cases will be difficult to investigate and effective prosecution is not possible.
Encouraging ethical behavior
13. Ethics. When no company policy exists, a quick check if behaviour is ethical is to see if others- coworkers, customers, suppliers, and the like- approve of it.
Openness will often create trust and help build solid business relationships.
What affects a person s inclination to make either ethical or unethical decisions is not entirely clear.
There general sets of factors influence the ethics of decisions making.
First, an individual s values, attitudes, experiences, and knowledge influence decision making. Second, the absence of an employers official code of behaviors and values of others, such as coworkers, supervisor, and company official, affect the ethics of a person.
14. Ethics and etiquette. There is some difference between business ethics and etiquette. Etiquette means rules for formal relations or polite social behavior among people in a society or a profession.
If you are a manager you should stick to the following rules in your everyday activities.
- Don t order, ask and be polite.
- Remember that people work with you, not for you. They like to be treated as associates, not slaves.
- Keep your promises, both important and less important promises.
- Criticize, if you must, only in private-and do it objectively. Never criticize anyone in public or in anger.
You should say «Good morning» when you come in and «please» and «Thank you» at every opportunity.

Тема 20

1. Поставьте глагол в правильное время в пассивном залоге.
Переведите предложения на русский язык.

This project ___________(finish) *tomorrow.*

____

Sandra __________ (drive) to work by her husband *every day*.

____

All cars _____________ (repair) *yestarday*.

____

This library ___________ (build) *in 1921*.

____

These beautiful plants ______________ (grow) by my grandmother *last summer.*

____

The best wine _______________ (produce) in France

____

This ancient settlement __________________ (discover) by the famous archaeologist *in 1925*.

____

2. Переделайте предложение в страдательный залог. Учитывайте время глагола.

1. My mum **made** me the dinner yesterday.

____

2. I **water** the flowers every day.

____

3. We **will buy** a new bicycle.

____

4. A postman **delivers** the letters every week.

____

Тема 21

Сделайте доклад на тему: «Social corporate Responsibility»

Тема 22

1.Напишите модальные глаголы, имеющие следующие значения:
a) должен обязательно, неизбежность;
b) вынужденность (в силу непредвиденных обстоятельств);
c) обусловленность планом, договоренностью;
d) должен (следует по моему мнению, совету);
f) следует, должен (это твой моральный долг);
e) нет необходимости (нужды);
g) реальная возможность, способность, умение;
h) разрешение

2.Образуйте прошедшее время, где это возможно:

can - …	be to - …
may - …	should - …
have to - …	be able (to) - …
be allowed (to) - …	

3.Какие модальные глаголы имеют форму будущего времени? Укажите их.

4.Какой модальный глагол употребляется только в настоящем времени в отрицательной и вопросительной форме?

5.Выберите правильный глагол:
1) The bus didn't come and we … go on foot.
a) must b) had to c) should
2) I … go and see the doctor at 11 o'clock tomorrow.
a) must b) have to c) am to
3) The children … play in the street.
a) must not b) don't have to c) needn't
4) You … buy this book. I have it.
a) needn't b) mustn't c) may
5) We … speak English very well.
a) may b) can c) have to
6) … you pass me the salt, please?
a) should b) could c) might
7) You … knock before entering.
a) ought to b) are to c) have to
8) Ann has got a broken leg. But she … play the piano.

6. Поставьте предложения в вопросительную и отрицательную формы:
1) I have to be at home by 10 o'clock.
2) John will be able to go to Washington next week.
3) She could make dinner when she was 10.

7. Попросите кого-нибудь сделать что-то для вас:
1) You close the window.
Вы спрашиваете разрешения сделать что-нибудь самому:
2) I close the window.

8. Переведите следующие предложения:
1) Ане пять лет. Она может петь и танцевать, но не умеет писать.
2) – Могу я одолжить твою ручку?
- Конечно. Бери.
- Спасибо.
3) Я не люблю вставать рано, но мне приходится.
4) Вам не нужно это делать.
5) Они должны приходить в школу вовремя.

Тема 23

<u>Read the text and mark the sentences T (true) or F (false)</u>

Happy feet

Happy Feet is a great animation film and you can see it at Odeon in Leicester Square. In cold Antractica, all the penguins can sing a special song that comes from their heart. Two of these

penguins have a baby. His name is Mumble. He can dance very well but he can`t sing. Mumble is very sad about it, so he goes away from home. Mumble has many adventures away from home and meets other penguins who likes his dancing.
This is great film for the whole family. Do not miss it!
Happy Feet is a fantasy film.
The story takes place in Antarctica.
All penguins can sing.
Mumble can`t dance very well.
Happy Feet is a film only for teens.

Choose the right item.
… Nancy walk to school?
Do B. Is C. Does
Bill … TV every day.
watch B. watches C. is watching
My parents … work in the hospital.
don`t B. doesn`t C. aren`t
How often … they do the shopping?
are B. does C. do
What time … you get up?
do B. are C. have
She always … her doll at school.
carries B. carry C. carrys
… Ann and Tim like pizza?
Does B. Do C. Can

Open the brackets using Present Simple or Present Continuous.
Look! Jenny … (water) the flowers.
What … (you/do) at the moment?
I … (have) tennis lessons every Friday.
Kim never … (go) to bed early.
They always … (visit) their grandparents on Sundays.

4.Fill in *some* or *any*.
There are … eggs.
There aren`t … onions.
There isn`t … butter.
There is … cheese.
There aren`t … apples.
Fill in *much* or *many*.
How … oranges are there?

How … rice is there?
How … potatoes are there?
How … milk is there?
How … apples are there?

1.4 МАТЕРИАЛЫ ДЛЯ ДОПОЛНИТЕЛЬНОГО ЧТЕНИЯ

Темы 1-4
Economist Guide: 5 Lessons Milton Friedman Teaches Us

When Milton Friedman won the Nobel Prize in Economic Sciences in 1976, it marked the turning of the tide in academic economic thought, away from doctrinaire Keynesianism and toward the burgeoning "Chicago school." Friedman brought about a renewed emphasis on prices, inflation and human incentives, a direct counter to Keynes' focus on employment, interest and public policy.
To the extent that Keynes saw himself as the enemy of laissez-faire (evidence suggests this is exactly how he felt), Friedman was the new public face of free markets. Friedman won a major intellectual victory after three decades of Keynesian policies ended in stagflation in the late 1970s, something establishment Keynesians, such as Paul Samuelson, thought was impossible.
From a technical perspective, Milton Friedman is best known for his monetary policy and "A Monetary History of the United States," an epic volume devoted to his scientific work. But this is only one of the many contributions Friedman made to the political economy. The following are five lessons contemporary economists can still learn from Milton Friedman.

1. You Should Judge Policies by Their Results, Not Their Intentions

In many ways, Milton Friedman was an idealist and libertarian activist, but his economic analysis was always grounded in practical reality. He famously told Richard Heffner, host of "The Open Mind," in an interview: "One of the great mistakes is to judge policies and programs by their intentions rather than their results."
Many of Friedman's most controversial positions were based on this principle. He opposed raising the minimum wage because he felt it unintentionally harmed young and low-skilled workers, particularly minorities. He opposed tariffs and subsidies because they unintentionally harmed domestic consumers. His famous 1990 "Open Letter" to then-drug czar Bill Bennett called for the decriminalization of all drugs, mostly because

of the devastating unintended effects of the drug war; this letter lost Friedman a swath of conservative supporters, whom he said failed “to recognize that the very measures you favor are a major source of the evils you deplore.”

This lesson is critical for economists and policy wonks of all stripes. As Henry Hazlitt once put it: a bad economist only looks at the seen; the good economist looks at the seen and unseen consequences.

2. Economics Can Be Communicated to the Masses

During Friedman’s landmark interviews on Phil Donahue’s show in 1979 and 1980, the host said his guest was “a man who will never be accused of making economics confusing,” and told Friedman “the nice thing about you is that when you speak, I almost always understand you.” Dr. Friedman gave lectures on college campuses, including Stanford and NYU. He ran a 10-series television program entitled “Free to Choose” and wrote a book with the same name. At all times, Friedman adjusted his content for his audience.

Friedman’s gift for communication was rare. Economist Walter Block, sometimes a friendly agitator of Friedman, memorialized his contemporary’s 2006 death by writing, “Milton’s valiant, witty, wise, eloquent and yes, I’ll say it, inspirational analysis must stand out as an example to us all.” More economists should learn from Friedman’s success; learning a social science is not very useful if you cannot communicate it to laypeople.

3. Inflation Is Always and Everywhere a Monetary Phenomenon

The most famous excerpt from Friedman’s writings and speeches is, “Inflation is always and everywhere a monetary phenomenon.” He defied the intellectual climate of his era and reasserted the quantity theory of money as a viable economic tenet. In a 1956 paper titled “Studies in the Quantity Theory of Money,” Friedman found that, in the long run, increased monetary growth increases prices but does not really affect output.

Friedman’s work busted the classic Keynesian dichotomy on inflation, which asserted that prices rose from either “cost-push” or “demand-pull” sources. It also put monetary policy on the same level as fiscal policy. Amusingly, Friedman’s insight was so sharp in his criticism of the Federal Reserve’s mismanagement of the money supply that the Fed actually stopped releasing minutes from the board’s meetings to avoid his scrutiny.

4. Technocrats Cannot Control the Economy

In a 1980 Newsweek column, Milton Friedman said: “If you put the federal government in charge of the Sahara Desert, in five years there’d be a shortage of sand.”
Friedman was a vicious critic of government power and was convinced free markets operated better on grounds of morality and efficiency. In terms of the actual economics, Friedman rested on a few truisms and basic, incentive-based analyses. He offered that no bureaucrat would or could spend money as wisely or as carefully as the taxpayers from whom it was confiscated. He spoke often of regulatory capture, that phenomenon where powerful special interests co-opt the very agencies designed to control them.
Friedman’s lesson is easy to understand: government policy is created and carried out through force, and that force creates unintended consequences that do not come from voluntary trade. Indeed, the valuable political power of government force creates an incentive for the wealthy and devious to misuse it, helping generate what Friedman dubbed “government failure.”

5. Government Failures Can Be Just as Bad, or Worse, Than Market Failures

Friedman combined his lessons about unintended consequences and the bad incentives of government policy. “Here you have a market failure,” Friedman told a Chicago student in a recorded lecture, “but in those same cases it’s also difficult to have government do anything about it...You have to put into the balance that when government seeks to achieve an answer, you’re likely to have a government failure.”
Friedman loved pointing out government failures. He exposed how President Nixon’s wage and price controls led to gas shortages and higher unemployment. He railed against the Interstate Commerce Commission (ICC) and Federal Communications Commission (FCC) for creating de facto monopolies in transportation and media. Famously, he contended that the combination of public schooling, minimum wage laws, drug prohibition and welfare programs had unintentionally forced many inner city families into cycles of crime and poverty.
This concept wraps up many of Friedman’s most powerful ideas: policies have unintended consequences; economists should focus on results, not intentions; and voluntary interactions between consumers and businesses often produce superior results to crafted government decrees.

Темы 5-7

Economist Guide: 3 Lessons Karl Marx Teaches Us

Karl Marx is often associated with such ideas as socialism and communism. It is surprising that so few are familiar with his actual philosophies and theories. Marx's best-known works are "Capital: A Critique of Political Economy," more commonly referred to as "Das Kapital," and "The Communist Manifesto," co-authored with his lifelong friend Friedrich Engels. He was, without question, one of the most important and revolutionary thinkers of his time.

"Capital," published in 1867, was by far the more academic work, laying forth Marx's theories on commodities, labor markets, the division of labor and a basic understanding of the rate of return to owners of capital. Nearly everything Marx wrote was viewed through the lens of the common laborer. From Marx comes the idea that capitalist profits are possible because value is "stolen" from the working class and transferred to the employers.

Marxist ideas have very few direct adherents in contemporary times; indeed, very few Western thinkers embraced Marxism after 1898, when economist Eugen von Böhm-Bawerk's "Karl Marx and the Close of His System" was first translated into English. In his damning rebuke, Böhm-Bawerk shows that Karl Marx fails to incorporate capital markets or subjective values in his analysis, nullifying most of Marx's more pronounced conclusions. Still, there are some lessons that even modern economic thinkers can learn from Marx, including the following.

1. Capitalism Is the Most Productive Economic System

Though he was its harshest critic, Marx understood the capitalist system was far more productive than previous economic systems. In "Capital," he wrote of "capitalist production" that combined "together of various processes into a social whole," which included developing new technologies. He believed all countries should become capitalist and develop that productive capacity, and then workers would naturally revolt into communism.

You do not have to believe in Marx's final conclusions to understand he is exactly correct: capitalism is the most productive economic system in world history. According to a 2003 report from the Federal Reserve Bank of Minneapolis, per capita income and productivity around the world never grew faster than populations until the late 18th century, when Britain first adopted pro-free market policies.

2. The Labor Theory of Value Cannot Explain Profits

Like all of the classical economists, Karl Marx believed in the labor theory of value to explain market prices. This theory stated that the value of a produced economic good can be measured objectively by the average number of labor hours required to produce it. In other words, if a table takes twice as long to make as a chair, then the table should be considered twice as valuable.

Marx understood the labor theory better than his predecessors and contemporaries, even Adam Smith, and presented a devastating intellectual challenge to laissez-faire economists in "Capital;" if goods and services tend to be sold at their true objective labor values as measured in labor hours, how do any capitalists enjoy profits? It must mean, Marx concluded, that capitalists were underpaying or overworking, and thereby exploiting, laborers to drive down the cost of production.

While Marx's answer was eventually proven incorrect and later economists adopted the subjective theory of value, his simple assertion was enough to show the weakness of the labor theory's logic and assumptions; Marx unintentionally helped fuel a revolution in economic thinking.

3. Economic Change Leads to Social Transformation

Dr. James Bradford "Brad" DeLong, influential professor of economics at U.C. Berkeley, wrote in 2011 that Marx's "primary contribution" to economic science actually came in a 10-paragraph stretch of "The Communist Manifesto." Marx describes how economic growth causes shifts among social classes, often leading to a struggle for political power.

This underlies an often unappreciated aspect about economics: the emotions and political activity of the actors involved. A corollary of this argument was later made by French economist Thomas Piketty, who proposed that while nothing was wrong with income inequality in an economic sense, it could create blowback against capitalism among the people. Thus, there is a moral and anthropological consideration to any economic system.

Темы 8-10

Economist Guide: 3 Lessons Adam Smith Teaches Us

For all the attention Adam Smith receives as the father of modern economics, most of his lasting influences are best classified as moral and social – maybe even anthropological. Smith was a Scottish professor of moral philosophy at Glasgow, and most of his economic insights were byproducts of this pursuit. Smith championed self-interest as enlightening and beneficial, and he viewed political or business power with contempt.

Smith was wrong on many of the details of his economic theory; like Karl Marx after him, Smith operated under the assumption of the now-defunct labor theory of value, for example. Smith either ignored or never fully addressed other aspects; he lacked a full-bodied theory of prices and made virtually no mention of time factors. Still, there are some valuable economic lessons left to be learned from his classic book, “An Inquiry into the Nature and Causes of the Wealth of Nations.”

1. The Main Causes of Economic Growth Are Division of Labor and Accumulation of Capital

“Each individual becomes more expert in his own peculiar branch, more work is done upon the whole, and the quantity of science is considerably increased by it.”

Adam Smith begins “The Wealth of Nations” with a simple discussion of the division of labor within a pin factory. From that point forward, his focus never really deviates; in some ways, “The Wealth of Nations” is a tribute to the nearly endless applications of this fundamental economic concept.

The division of labor increases productivity for three reasons: it saves time and reduces setup costs, repetition and specialized education lead to increased dexterity and productivity, and it encourages the invention of machines or automation in the specialized areas. Smith didn’t discover these truths, but he did bring them together.

Smith also makes frequent reference to the stock of an economy, meaning savings and accumulated capital. Without pre-existing capital, businesses and entrepreneurs can’t hire workers, build factories or begin production. Smith understood that an economy requires savings to grow, for savings fuel investment and credit.

2. Voluntary Exchange Will Not Take Place Unless Both Parties Believe They Will Benefit

“Give me that which I want, and you shall this which you want, is the meaning of every such offer; and it is in this manner that we obtain from one another the far greater part of those good offices which we stand in need of.”

It’s inaccurate to think of economics as a science about market gains and losses. What economics really studies is how separate individuals benefit each other; namely that they do so unintentionally. Smith’s crucial insight is that markets and society improve naturally when people are allowed to trade freely.

Basic deductive logic proves that people do not enter into a trades voluntarily when they don’t expect to gain; otherwise they would not make the trade and would be better off staying put. Each successful trade sends a signal in the market that a certain good or service has value; if this happens enough, greater forces will be mobilized to bring about that good or service in greater abundance.

Nobel-winning economist Milton Friedman once said, “Most economic fallacies derive from the neglect of this simple insight, that market participants trade to benefit themselves.” Friedman and Smith also knew that interfering with voluntary exchanges has the opposite effect.

3. Government Intervention Disrupts the Efficient Distribution of Resources on the Market

“But though the law cannot hinder people of the same trade from sometimes assembling together, it ought to do nothing to facilitate such assemblies, much less to render them necessary.”

Though Smith believed in a functional, limited government, he didn’t want governments interfering with trade. Smith most famously used this argument against the prevailing economic theory of his time, something he labeled as “mercantilism,” because it favored subsidies and tariffs. Smith showed that free moving markets maximize the efficient flow of resources, which maximized the public good. Overreach by bureaucrats only hinders this process because it interrupts with crucial market signals.

Even though two trading partners accidentally create greater value by voluntarily exchanging, no third party can create additional value by forcing an exchange to take place – nor can a third party create additional value by forcefully interfering with the exchange of two separate parties. Rather, Smith felt that politicians and crony businessmen would likely use power to enrich themselves at the expense of the poor.

Темы 11-13

Economic Conditions That Helped Cause World War II

Looking around at the magnitude of death and destruction that resulted from the Great War, leaders of the some of the world’s major powers convened a conference in Paris, the outcome of which they hoped would ensure that no such devastation would ever happen again. Unfortunately, the combination of a poorly designed peace treaty and the most severe economic crisis the modern world had ever experienced brought about a deterioration of international relations that would culminate in a war even more calamitous than the one that preceded it.

The Pretense of Peace

The unfortunate irony of the Paris Peace Conference that begat the Treaty of Versailles was that, despite its authors' best intentions to ensure a world of peace, the Treaty contained a seed that when sown in the soil of economic crisis would give rise, not to peace, but to war. That seed was Article 231, which with its label "the war guilt clause" placed sole blame for the war on Germany and its need to make reparations payments as punishment. With such extensive reparations payments, as well as forced surrender of colonial territories and military disarmament, Germans were naturally resentful of the Treaty.

As early as 1923, the newly constituted Weimar Republic began delaying payments on war reparations, which initiated a retaliatory response by France and Belgium. Both countries would send troops to occupy the industrial center of the Ruhr River valley region effectively appropriating the coal and metal production that took place there. As much of German manufacturing was dependent on coal and metal, the loss of these industries created a negative economic shock leading to a severe contraction. This contraction as well as the government's continued printing of money to pay internal war debts generated spiraling hyperinflation.

While price and economic stabilization would eventually be achieved – partly through the help of the American Dawes plan of 1924 – the hyperinflation wiped out much of the life savings of the middle class. The political consequences would be devastating as many people became distrustful of the Weimar government, a government that had been founded on liberal-democratic principles. This distrust, along with resentment over the Treaty of Versailles, lent itself to the increasing popularity of more left and right-wing radical political parties.

The Great Depression and Deterioration of International Trade

The onset of the Great Depression would serve to undermine any attempts at creating a more open, cooperative and peaceful post-war world. The American stock market crash in 1929 caused not just a cessation of loans provided to Germany under the Dawes Plan, but a complete recall of previous loans. The tightening of money and credit eventually led to the collapse of Austria's largest bank in 1931, the Kreditanstalt, which kicked off a wave of bank failures throughout Central Europe, including the complete disintegration of Germany's banking system.

Deteriorating economic conditions in Germany helped the Nazi party grow from being a relatively small fringe group to being the nation's largest political party. Nazi propaganda that put blame on the Treaty of Versailles for much of Germany's economic hardships fuelled Hitler's rise in popularity with voters, who would make him German chancellor in 1933.

More globally, the Great Depression would have the effect of motivating individual nations to adopt more beggar-thy-neighbor trade policies in order to protect domestic industries from foreign competition. While such trade policies can be beneficial on an individual level, if every country turns to protectionism it serves to reduce international trade and the economic benefits that come with it. Indeed, countries without access to important raw materials will be especially burdened by the lack of free trade.

From Imperialism to World War

While the British, French, Soviets and Americans had large colonial empires to turn to for access to much needed raw materials, countries such as Germany, Italy and Japan did not. The deterioration of international trade led to the formation of more regional trade blocs with the 'have' nations forming blocs along colonial lines, like Great Britain's Imperial Preference system.

While 'have-not' nations looked to form their own regional trade blocs, they found it increasingly necessary to use military force to annex territories with the much needed resources. Such military force required extensive rearmament and thus, in the case of Germany, meant direct violation of the Versailles Treaty. But, rearmament also reinforced the need for more raw materials and consequently the need for territorial expansion.

Such imperialist conquests like Japan's invasion of Manchuria in the early 1930s, Italy's invasion of Ethiopia in 1935 and Germany's annexation of most of Austria and parts of Czechoslovakia in 1938, were all manifestations of the need to expand territories. But these conquests would soon draw the ire of two of Europe's major powers, and following Germany's invasion of Poland, both Britain and France would declare war on Germany on September 3rd, 1939, thus commencing the Second World War.

The Bottom Line

Despite noble aspirations for peace, the outcome of the Paris Peace Conference did more to reinforce hostility by singling out Germany as the sole instigator of the First World War. The Great Depression and the economic protectionism it engendered would then serve as the catalyst for the hostility to manifest itself in the rise of the Nazi Party and increasing imperialist ambitions amongst world nations. It was then only a matter of time before small imperialist conquests would lead to the breakout of World War II.

Темы 14-16
War's Influence on Wall Street

The world of business has always been a harsh, survival-of-the-fittest environment. Like any realm in which there is competition and the threat of losses, the investing world is rife with conflict. So it is not surprising to see so many military terms creeping into the vocabulary of everyday investors or TV analysts. Take a look at the war-related terms that have invaded the corporate ranks.

Scorched Earth

In 1812, Czar Alexander Romanov decimated the French army that Napoleon led against Russia – even though the French had superior numbers, tactics, quality of soldiers, munitions and everything else you'd put on your guaranteed-victory checklist. So how did one of the greatest military minds of all time lose in such a horrendous fashion? The simple answer is the Czar's scorched-earth policy: as the Russian army retreated, they burned every shelter, animal and plant that would catch fire, effectively leaving the French army without any "found" supplies to sustain them through a Russian winter. Napoleon's previous campaigns relied heavily on the spoils of war to replenish the troops, so he was utterly unprepared for an adversary who would rather destroy his own kingdom than let another take it.

Scorched earth continues to be a terrifying strategy for aggressors to face. In business mergers and acquisitions, not every takeover is welcome. In order to scare off a hostile firm, the target firm will liquidate all its desirable assets and acquire liabilities. However, this approach can prove to be a suicide pill because, even if it is successful, the company must try to reassemble itself or go down in the flames of a self-inflicted fire.

Blitzkrieg Tender Offer

In the first two years of the World War II, Nazi Germany crushed its opponents all over Europe by means of the Blitzkrieg or “lightning war” strategy, a set of tightly focused military maneuvers of overwhelming force. Striking with tanks, artillery and planes in one area, the Nazis defeated France’s supposedly impenetrable Maginot Line, which was still accustomed to the traditional front-based warfare.

The Blitzkrieg strategy used in corporate takeovers is a slight departure from the German warfare of the 1940s. A Blitzkrieg tender offer is an overwhelmingly attractive offer a takeover firm makes to a target firm. The offer is designed to be so attractive that objections are few or non-existent, allowing an extremely quick completion of the takeover. This tender offer’s allusion to the World War II is based only upon the speed of the conquest; there was nothing alluring or attractive about the Nazis’ Blitzkrieg.

Dawn Raid

When organized warfare and the military were considered “gentlemen’s affairs”, a declaration of war, a location and a time would be issued to the adversary. Raids and guerilla warfare were the arenas of savages and rebels, not the tactics of a self-respecting army. However, the American Civil War, the two World Wars, the Vietnam War and the improvement of weaponry obliterated the old code of warfare, and made it commonplace to attack at any time – including dawn, when sleep is still thick in the enemy’s eyes. Because at day break the level of preparedness is lower, the dawn raid maximized enemy casualties and so became a standard military practice. This logic has carried over to the corporate sector.

A dawn raid in the investing world occurs when a firm (or investor) purchases a large portion of shares in a target firm at the opening of the market. A stock broker for the hostile firm helps the firm build up a substantial stake (and maybe a controlling interest) in the unsuspecting target. The hostile firm significantly lowers its takeover costs by already holding a big chunk of its prey. Because the process is initiated through a brokerage and at the market opening, the target firm doesn’t figure out what’s going on until it’s too late. Even though only 15% of a firm’s stock can be captured in a dawn raid, this percentage is often enough for a controlling interest. (When an individual investor decides to do this, he or she is referred to as a raider.)

A dawn raid is sneakier and more effective than a formal bid in most cases, but it may lead to resentment from the target firm. Unlike the dawn raid in war, the dawn raid of the corporate world makes the people you just attacked before their morning coffee not just your defeated enemies but now a part of your own army, meaning dissent may soon brew in the ranks.

Capitulation

Capitulation is a term that finds its roots in the Medieval Latin word “capitulare” which means “to draw up terms in chapters”. Since the 1600s, however, capitulate has been synonymous with surrender, or defeat, usually military defeat. In the stock market, capitulation refers to the surrendering of any previous gains in stock price by selling equities in an effort to get out of the market and into less risky investments. True capitulation involves extremely high volume and sharp declines, which are indicative of panic selling. After capitulation selling, many people believe the market place essentially becomes a bargain store because everyone who wanted out of a stock, for whatever reason (including forced selling due to margin calls), has sold. It follows logically (but only in theory) that the stock price should reverse or bounce off the lows. Simply put, some investors believe that true capitulation is the sign of a bottom.

War Chest and War Bonds

The gathering of a war chest has been around as long as war. Emperors and kings would begin to amass tithes and taxes long before declaring war, presumably placing the funds in a chest (maybe labeled with a note “to attack the Dutch” or something). The reason for this hoarding was that experienced warriors cost money: mercenaries made up the bulk of the leadership, and peasants, who were conscripted, provided the cannon fodder.

This tradition of saving up to wage war, either aggressively or defensively, has continued on into the modern world of corporate warfare. Simply put, a war chest refers to the funds a company uses to initiate or defend itself against takeovers.

Rather than pulling out of already stretched budgets, the governments of some countries (U.S. included) use war bonds to raise a war chest. War bonds are government-issued debt, and the proceeds from the bonds are used to finance military operations. War bonds essentially fund a war chest that is voluntarily filled by the public. The appeal for these bonds is purely patriotic as they generally offer a return lower than the market rate. Basically, buying a war bond is supposed to make citizens feel like they are doing their part to support the troops – in the World War II, these bonds were hyped by sentimental persuasion and depictions of the evils of the enemy.

War Babies

War babies are quite common all over the world. Children are classified as war babies if they satisfy one or both of the following:

1. They were born or raised during an invasion of their country.

2. They were fathered by foreign soldiers. This was extremely common in Vietnam. In fact, there are still war babies attempting to gain U.S. citizenship.

In contrast, the war babies of the investing world are the companies that enjoy a jump in stock prices during or before a war (traditionally a time of decline for the market). These companies are usually defense contractors who build munitions, aircraft, artillery, tanks, etc. Although these companies aren't the bastard children of foreign soldiers, people usually do avoid claiming war babies in times of peace.

The Bottom Line

That's that for the military parade down Wall Street. Military terms have crept into many vocabularies and the fiercely competitive realm of finance is no exception.

Темы 17-19

How Interest Rates Can Go Negative

For a long time economists believed that nominal interest rates, or the amount of money received for depositing money, were theoretically bounded by zero to the downside. Lately, however, central banks from Europe to Japan have implemented a negative interest rate policy (NIRP) in order to stimulate economic growth. How is this lower bound broken?

Real Rates Can and Have Been Negative

Before addressing how negative interest rates are being employed today, it is worth noting that the real interest rate, which adjusts for inflation and accounts for the true cost of borrowing, can and has been negative before. The real rate is calculated as: real rate = nominal rate – inflation. If the central bank sets the nominal rate at 1% annualized and inflation is 2% a year, the real rate would be effectively negative 1%. For example, $100 put into a bank would grow to $101 after twelve months, but be worth $98.98 in terms of buying power after inflation. In other words, the depositor has lost money by keeping it in the bank.

Negative Nominal Rates

The negative nominal rates that have been in the news as central banks seek to stimulate their sagging economies, affect a very specific rate that only impacts members of the banking or financial system. The central bank's overnight interbank lending rate (examples are LIBOR and EURIBOR) is how much banks charge each other to borrow short-term reserves with the central bank acting as a warehousing facility for any excess reserves that the banking system cannot internally match up. It is important to understand that negative interest rates only apply to a small portion of funds, exceeding a certain amount, held by the central bank on behalf of the financial sector. Moreover, these negative rates do not directly impact most other depositors, who have been used to very low rates of interest for nearly a decade anyhow.

The overnight interest rate is the basis for nearly every other interest rate including those on retail bank deposits, certificates of deposit (CDs), mortgages, auto loans and yields on corporate bonds. A negative nominal rate could serve to bring down all of those rates as well. The goal is that depositors would rather spend or lend those funds rather than have their value slowly erode over time. Many see this as a signal of desperation by central bankers who have failed to stabilize macroeconomic activity via traditional monetary policy methods, or even by quantitative easing (QE).

The Bottom Line

Japan now joins the European Central Bank (ECB), Sweden, Switzerland and Denmark in enacting a negative interest rate policy in order to kick-start the economy. The goal is to discourage financial institutions from hoarding cash and instead to lend or invest it. While only specific funds held by the banking sector will be subject to paying negative interest rates, it has the potential to lower interest rates across the board making it easier to borrow money for all. At the same time, such a move to negative rates may imply that central banks are out of ammunition in combating recessionary pressures in the economy and that, if this fails to produce good results, there may not be anything left to do.

Темы 20-22

How Negative Interest Rates Work

Interest rates are generally assumed to be the price paid to borrow money. For example, an annualized 2% interest rate on a $100 loan means that the borrower must repay the initial loan amount plus an additional $2 after one full year. On the other hand, a -2% interest rate means the bank pays the borrower $2 after a year of using the $100 loan, which is a lot to wrap your head around.

While negative interest rates are a great incentive to borrow, it's hard to understand why anyone would be willing to pay to lend considering the lender is the one taking the risk of a loan default. While seemingly inconceivable, there may be times when central banks run out of policy options to stimulate the economy and turn to the desperate measure of negative interest rates.

Negative Interest Rates in Theory and Practice

Negative interest rates are an unconventional monetary policy tool and, until 2014, had never been implemented by a major central bank. The European Central Bank (ECB) became the first when its deposit rate declined to 0.2 percent in September, 2014. A number of other European nations turned to negative interest rates so that over one quarter of Eurozone government-issued debt had negative yields by the end of March 2015.

Negative interest rates are a drastic measure that show policymakers are afraid that Europe is at risk of falling into a deflationary spiral. In harsh economic times, people and businesses have a tendency to hold on to their cash while they wait for the economy to pick up. But this behavior can serve to weaken the economy further as the lack of spending causes further job losses and lower profits, thus reinforcing people's fears and giving them even more incentive to hoard.

As spending slows, prices drop creating another incentive for people to wait as they wait for prices to fall further. This is precisely the deflationary spiral that European policymakers are trying to avoid with negative interest rates. By charging European banks to hold reserves at the central bank, they hope to encourage banks to lend more.

In theory, banks would rather lend money to borrowers and earn at least some kind of interest as opposed to being charged to hold their money at a central bank. Additionally, however, negative rates charged by a central bank may carry over to deposit accounts and loans, meaning that deposit holders would also be charged for parking their money at their local bank while some borrowers enjoy the privilege of actually earning money by taking out a loan.

Another primary reason the ECB has turned to negative interest rates is to lower the value of the euro. Low or negative yields on European debt will deter foreign investors,

weakening demand for the euro. While this decreases the supply of financial capital, Europe's problem isn't supply but demand. A weaker euro should stimulate demand for exports, hopefully encouraging businesses to expand.
In theory, negative interest rates should help to stimulate economic activity and stave off inflation, but policymakers remain cautious because there are several ways such a policy could backfire. Because banks have certain assets like mortgages that, by contract, are tied to the interest rate, such negative rates could squeeze profit margins to the point where banks are actually willing to lend less.
Also, there's nothing to stop deposit holders from withdrawing their money and stuffing the physical cash in mattresses. While the initial threat would be a run on banks, the drain of cash from the banking system could actually lead to a rise in interest rates – the exact opposite of what negative interest rates are supposed to achieve.

The Bottom Line

While negative interest rates may seem paradoxical, this apparent intuition hasn't kept a number of European central banks from giving them a try. This is no doubt evidence of the dire situation that policymakers believe is characteristic of the European economy. When the Eurozone inflation rate dropped into deflationary territory at -0.6% in February 2015, European policymakers promised to do whatever it takes to avoid a deflationary spiral. But even as Europe embarked into unchartered monetary territory, a number of analysts believe negative interest rate policies could have severe unintended consequences.

Тема 23
What Is the Quantity Theory of Money?

The concept of the quantity theory of money (QTM) began in the 16th century. As gold and silver inflows from the Americas into Europe were being minted into coins, there was a resulting rise in inflation. This led economist Henry Thornton in 1802 to assume that more money equals more inflation and that an increase in money supply does not necessarily mean an increase in economic output. Here we look at the assumptions and calculations underlying the QTM, as well as its relationship to monetarism and ways the theory has been challenged.

QTM in a Nutshell

The quantity theory of money states that there is a direct relationship between the quantity of money in an economy and the level of prices of goods and services sold. According to QTM, if the amount of money in an economy doubles, price levels also double, causing inflation (the percentage rate at which the level of prices is rising in an economy). The consumer therefore pays twice as much for the same amount of the good or service.

Another way to understand this theory is to recognize that money is like any other commodity: increases in its supply decrease marginal value (the buying capacity of one unit of currency). So an increase in money supply causes prices to rise (inflation) as they compensate for the decrease in money's marginal value.

The Theory's Calculations

In its simplest form, the theory is expressed as:

MV = PT (the Fisher Equation)

Each variable denotes the following: M = Money Supply V = Velocity of Circulation (the number of times money changes hands) P = Average Price Level T = Volume of Transactions of Goods and Services

The original theory was considered orthodox among 17th century classical economists and was overhauled by 20th-century economists Irving Fisher, who formulated the above equation, and Milton Friedman.

It is built on the principle of "equation of exchange":

Amount of Money x Velocity of Circulation = Total Spending

Thus if an economy has US$3, and those $3 were spent five times in a month, total spending for the month would be $15.

QTM Assumptions

QTM adds assumptions to the logic of the equation of exchange. In its most basic form, the theory assumes that **V** (velocity of circulation) and **T** (volume of transactions) are constant in the short term. These assumptions, however, have been criticized, particularly the assumption that V is constant. The arguments point out that the velocity of circulation depends on consumer and business spending impulses, which cannot be constant.

The theory also assumes that the quantity of money, which is determined by outside forces, is the main influence of economic activity in a society. A change in money supply results in changes in price levels and/or a change in supply of goods and services. It is primarily these changes in money stock that cause a change in spending. And the velocity of circulation depends not on the amount of money available or on the current price level but on *changes* in price levels.

Finally, the number of transactions (**T**) is determined by labor, capital, natural resources (i.e. the factors of production), knowledge and organization. The theory assumes an economy in equilibrium and at full employment.

Essentially, the theory's assumptions imply that the *value* of money is determined by the*amount* of money available in an economy. An increase in money supply results in a decrease in the value of money because an increase in money supply causes a rise in inflation. As inflation rises, the purchasing power, or the value of money, decreases. It therefore will cost more to buy the same quantity of goods or services.

Money Supply, Inflation and Monetarism

As QTM says that quantity of money determines the value of money, it forms the cornerstone of monetarism.

Monetarists say that a rapid increase in money supply leads to a rapid increase in inflation. Money growth that surpasses the growth of economic output results in inflation as there is too much money behind too little production of goods and services. In order to curb inflation, money growth must fall below growth in economic output.

This premise leads to how monetary policy is administered. Monetarists believe that money supply should be kept within an acceptable bandwidth so that levels of inflation can be controlled. Thus, for the near term, most monetarists agree that an increase in money supply can offer a quick-fix boost to a staggering economy in need of increased production. In the long term, however, the effects of monetary policy are still blurry.

Less orthodox monetarists, on the other hand, hold that an expanded money supply will not have any effect on real economic activity (production, employment levels, spending and so forth). But for most monetarists any anti-inflationary policy will stem from the basic concept that there should be a gradual reduction in the money supply. Monetarists believe that instead of governments continually adjusting economic policies (i.e. government spending and taxes), it is better to let non-inflationary policies (i.e. gradual reduction of money supply) lead an economy to full employment.

QTM Re-Experienced

John Maynard Keynes challenged the theory in the 1930s, saying that increases in money supply lead to a decrease in the velocity of circulation and that real income, the flow of money to the factors of production, increased. Therefore, velocity could change in response to changes in money supply. It was conceded by many economists after him that Keynes' idea was accurate.

QTM, as it is rooted in monetarism, was very popular in the 1980s among some major economies such as the United States and Great Britain under Ronald Reagan and Margaret Thatcher respectively. At the time, leaders tried to apply the principles of the theory to economies where money growth targets were set. However, as time went on, many accepted that strict adherence to a controlled money supply was not necessarily the cure-all for economic malaise.

Шкала оценивания: *5-б*альльная.

Критерии оценивания:

5 баллов (или оценка **«отлично»)** выставляется обучающемуся, если он принимает активное участие в беседе по большинству обсуждаемых вопросов (в том числе самых сложных); демонстрирует сформированную способность к диалогическому мышлению, проявляет уважение и интерес к иным мнениям; владеет глубокими (в том числе дополнительными) знаниями по существу обсуждаемых вопросов, ораторскими способностями и правилами ведения полемики; строит логичные, аргументированные, точные и лаконичные высказывания, сопровождаемые яркими примерами; легко и заинтересованно откликается на неожиданные ракурсы беседы; не нуждается в уточняющих и (или) дополнительных вопросах преподавателя.

4 балла (или оценка **«хорошо»)** выставляется обучающемуся, если он принимает участие в обсуждении не менее 50% дискуссионных вопросов; проявляет уважение и интерес к иным мнениям, доказательно и корректно защищает свое мнение; владеет хорошими знаниями вопросов, в обсуждении которых принимает участие; умеет не столько вести полемику, сколько участвовать в ней; строит логичные, аргументированные высказывания, сопровождаемые подходящими примерами; не всегда откликается на неожиданные ракурсы беседы; не нуждается в уточняющих и (или) дополнительных вопросах преподавателя.

3 балла (или оценка **«удовлетворительно»)** выставляется обучающемуся, если он принимает участие в беседе по одному-двум наиболее простым обсуждаемым вопросам; корректно выслушивает иные мнения; неуверенно ориентируется в содержании обсуждаемых вопросов, порой допуская ошибки; в полемике предпочитает занимать позицию заинтересованного слушателя; строит краткие, но в целом логичные высказывания, сопровождаемые наиболее очевидными примерами; теряется при возникновении неожиданных ракурсов беседы и в этом случае нуждается в уточняющих и (или) дополнительных вопросах преподавателя.

2 балла (или оценка **«неудовлетворительно»)** выставляется обучающемуся, если он не владеет содержанием обсуждаемых вопросов или допускает грубые ошибки; пассивен в обмене мнениями или вообще не участвует в дискуссии; затрудняется в построении монологического высказывания и (или) допускает ошибочные высказывания; постоянно нуждается в уточняющих и (или) дополнительных вопросах преподавателя.

2 ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ОБУЧАЮЩИХСЯ

2.1БАНК ВОПРОСОВ И ЗАДАНИЙ В ТЕСТОВОЙ ФОРМЕ

1 Вопросы в закрытой форме

1. The Internet _______________ as harmless as it may seem.
   1. is
   2. has been
   3. is not
   4. is not been
2. He does _______________ but play computer games all days.
   1. everything
   2. nothing
   3. anything
   4. something
3. I arrived ____________ the airport with plenty of time to check in.
   1. for
   2. to
   3. at
   4. in
4. John has been to India, ______________?
   1. is not it
   2. has not he
   3. has not John

    4. does not he
5. I am going to my dentist _______________.
    1. one of these days
    2. another day
    3. another of these days
    4. the other day
6. In spite of Shakespeare`s fame we know very ____________ about his life.
    1. little
    2. a little
    3. few
    4. less
7. Neither Helen nor Andrew ____________ to go the museum.
    1. is wanting
    2. wants
    3. does not want
    4. do not want
8. The first film of this director is much more interesting ____________ the second one.
    1. then
    2. than
    3. that
    4. as
9. By the time we got home, Alice _____________ a delicious dinner.
    1. prepared
    2. has prepared
    3. had prepared
    4. has been prepared
10. Nobody ___________ being shouted at.
    1. likes
    2. does not like
    3. is like
    4. like
11. I do not know who ____________ your bike.
    1. stealed
    2. has stoled
    3. did stole
    4. has stolen

12. She __________ at the bus stop when a young man took her bag and ran away.
    1. was waiting
    2. has been waiting
    3. is waiting
    4. had waited
13. I ___________ an assay by six o` clock yesterday.
    1. have written
    2. had written
    3. wrote
    4. was written
14. This newspaper is not very popular _____________- young people.
    1. for
    2. with
    3. about
    4. over
15. Michelangelo Buonarroti was _____________ artists in history.
    1. a very famous
    2. one of the most famous
    3. the most famous
    4. one of famousest
16. Shakespeare is _____________ to understand than Agatha Christie.
    1. difficult
    2. more difficult
    3. most difficult
    4. the most difficult
17. I took a shower, shaved and __________ my best suit.
    1. wore
    2. dressed
    3. put on
    4. took off
18. Who _________ America?
    1. discovered
    2. did discover
    3. did discovered
    4. discovers
19. St. Basil`s Cathedral ____________ in the middle of 18 century in memory of the victory over Kazan.

1. built
2. was built
3. was builded
4. had been built

20. She has got 3 children and her ____________ has just started school.
    1. oldest
    2. eldest
    3. the eldest
    4. the oldest
21. I usually go to school ________ foot.
    1. in
    2. with
    3. on
    4. by
22. A secretary is a person who _____________ letters.
    1. is typing
    2. types
    3. typed
    4. will type
23. Neither Alex nor Nick _____________ German
    1. know
    2. are knowing
    3. do not know
    4. knows
24. Our planet is in grave danger _____________ human activity.
    1. because
    2. the reason why
    3. for
    4. as a result of
25. My parents have ___________ lived in London.
    1. always
    2. usually
    3. from time to time
    4. never
26. It was ___________ a boring film that I fell asleep in the middle of it.
    1. so
    2. such
    3. too

4. very

27. When I ____________ at Baker Street, Holmes was sitting by the fire.
    1. reached
    2. entered
    3. arrived
    4. came
28. We ate _____________ cake. It was delicious.
    1. the all
    2. the whole
    3. the every bit
    4. each
29. _________________ difficult work!
    1. which
    2. what
    3. what a
    4. how
30. Tom ______________ Ann since childhood.
    1. is loving
    2. was loving
    3. has been loving
    4. has loved
31. There is no doubt that computers have __________ our lives easier.
    1. done
    2. got
    3. become
    4. made
32. You will be here tomorrow, ___________.
    1. is not it
    2. will not you
    3. will you
    4. will you be
33. There was _________to eat and drink after the party.
    1. many
    2. lot of
    3. a lot
    4. lots of
34. _____________ that strange man sitting over there?
    1. whose

2. which
3. who is
4. who

35. Is there _______ in the room?
    1. somebody
    2. something
    3. anybody
    4. anywhere
36. The telephone was ________ by Alexander Graham Bell.
    1. discovered
    2. invented
    3. explored
    4. studied
37. This program _________ me a lot of money.
    1. cost
    2. costed
    3. had costed
    4. was cost
38. It happened ____________ our way home.
    1. in
    2. on
    3. for
    4. about
39. By the time, we arrived at the station, the train ________.
    1. left
    2. has left
    3. had left
    4. was left
40. Mount Everest is ______________mountain in the world.
    1. high
    2. highest
    3. the higher
    4. the highest
41. Rome is famous for its _________ archaeological sites.
    1. ancient
    2. old
    3. old-fashioned
    4. modern

42. When did he arrive _________ Moscow?
    1. at
    2. on
    3. in
    4. for
43. Nobody _____________why people walk or talk in their sleep.
    1. know
    2. knows
    3. knew
    4. is knowing
44. There is oxygen on this planet! We __________ to breathe.
    1. can
    2. will can
    3. be able
    4. will be able
45. What will___________ be like tomorrow?
    1. the weather
    2. a weather
    3. weather
    4. the weathers
46. The Sahara is ___________ desert in the world.
    1. the hottest
    2. hottest
    3. the most hot
    4. the hotter
47. John is not interested __________ politics.
    1. about
    2. in
    3. for
    4. over
48. I am sure we ___________ before.
    1. have never met
    2. have not never met
    3. did not met
    4. had met
49. They were in Spain last summer, ________?
    1. were they
    2. is not it

3. did not they
4. were not they

50. New Year Day is ____________ popular in Britain then Christmas.
    1. more less
    2. more little
    3. less
    4. little
51. _______________ Michelangelo began painting the ceiling of the Sistine Chapel.
    1. at the age of 33
    2. at 33 years
    3. at the age of 33 years
    4. at the age of 33 year
52. The cost of living in our country has __________ again.
    1. rose
    2. raised
    3. picked up
    4. risen
53. What _______________ we are having!
    1. the rainy weather
    2. a rainy weather
    3. rainy weathers
    4. rainy weather
54. Who ______________ to go to the cinema with us?
    1. want
    2. does want
    3. wants
    4. is wanting
55. I think that John Lennon is ____________musicians in the world.
    1. greatest one of
    2. the greatest
    3. one of greatest
    4. one of the greatest
56. I do not like coffee with ______________.
    1. the milk
    2. a milk
    3. milk
    4. milks

57. I usually go to school _______________bus.
   1. on
   2. by
   3. in
   4. at
58. I do not want to go to the country; I would rather _________ at home.
   1. staying
   2. stay
   3. to stay
   4. will stay
59. Everyone ____________ of Bill Gates, the icon of American business and the richest man in the world.
   1. have heard
   2. has heard
   3. is hearing
   4. has been heard
60. It was ______________ cold that I put on my coat.
   1. too
   2. such
   3. very
   4. so

2 Вопросы в открытой форме

1 He _______________ (to clean) his teeth every day.

2 We _______________ (to play) snowballs last winter.

3 Tom _______________ (to get) a letter yesterday.

4 I often _______________ (to visit) my friend in Moscow.

5 Helen usually ___________ (to do) her homework at 7 pm.

6 Five months ago I _____________ (to swim) in the river.

7 Now he _____________ (to be) at the zoo.

8 _____he ____________visit his granny yesterday?

9 ______you ____ (to play) computer games every day?

10 ______he_____ (to play) computer games every day?

11 I_______________ (not to watch) TV yesterday.

12 Tim _________________ (not to drink) hot milk every day.

13 We ________________ (not to visit) friends every Sunday.

14 I________________ (not to be) at the park now.

15 Boris _____________ (not to be) at home now.

16 I and my friend _____________ (not to be) at the zoo a week ago.

17 Do you have (some, any) work to do?

18 My son has (some, any) French books at home.

19 I haven't got (some, any) questions.

20 Please, bring me (some, any) chalk.

21 (Some, any) children don't like to play football.

22 Do you learn (some, any) foreign languages?

23 She was ready to get (some, any) job.

24 There isn't (some, any) paper on the desk.

25 The (children) room is upstairs.

26 (Steve) school is very old.

27 My (parents) car was not expensive.

28 It's my (neighbour) cat.

29 They are our (doctors) glasses.

30 (Mr. Jones) secretary is here.

31 The (babies) toys are funny.

32 We love (Grandma) cookies.

33 The (women) boyfriends are late.

34 Can you see (Mrs. Sally) hat?

35 (The Browns) house is for sale.

36 (The America) Cup is a trophy awarded to the winner of the races between two sailing yachts.

37 A (minute) delay can be very dangerous in such circumstances.

38 Those are (ladies) shoes.

39 I ate (a cookies / tree cookies).

40 I want (tea / some tea).

41 He bought ten bottles of (beer / beers).

42 Do you wear (two glasses / glasses)?

43 There is (some juice / little juice) in the glass.

44 My friend Tom doesn't eat (meat / meats).

45 Would you like (a piece of cake / some cake)?

46 I need your (advices / some advice).

47 You ___________ (buy) this book yesterday?

48 Last Friday Jill ___________ (go) home early because she ___________ (want) to see a film.

49 When your brother usually ___________ (get) home in the evening?

50 Jane always ___________ (bring) us a nice present.

51 What those people ___________ (do) in the middle of the road?

52 You ___________ (read) this book?

53 While Fred ___________ (sleep), Judy ___________ (watch) TV.

54 When I ___________ (be) young, I ___________ (think) Mary ___________ (be) nice — but now I ___________ (think) she's fantastic.

55 Look there! Sue and Tim ___________ (run) to school.

56 Jack's father ___________ (not work) in London — he ___________ (not speak) English.

57 Joe ___________ (buy) a car yesterday.

58 Their father often ___________ (go) to rock concerts.

59 When you______ (know) your examination results?

60 Kathy______ (travel) to Caracas next month to attend a conference.

61 Do you have any plans for lunch today? — I _____ (meet) Shannon at the Sham Cafe in an hour. Do you want to join us?
62 I ____ (buy) a bicycle for my son for his birthday next month. Do you know anything about bikes for kids? — Sure. What do you want to know?
63 How do you like your new job? — I don't start it until tomorrow. I_____ (give) you an answer next week.
64 I suppose he_____ (talk) about his new invention.
65 Why are you packing your suitcase? — I_____ (leave) for Los Angeles in a couple of hours.
66 My regular doctor, Dr. Jordan, _____ (attend) a conference in Las Vegas next week.
67 What time class _____ (begin) tomorrow morning? — It_____ (begin) at eight o'clock sharp.
68 The coffee shop _____ (open) at seven o'clock tomorrow morning. I'll meet you there at 7:15. — Okay. I'll be there.

Шкала оценивания результатов тестирования: в соответствии с действующей в университете балльно-рейтинговой системой оценивание результатов промежуточной аттестации обучающихся осуществляется в рамках 100-балльной шкалы, при этом максимальный балл по промежуточной аттестации обучающихся по очной форме обучения составляет 36 баллов, по очно-заочной и заочной формам обучения – 60 баллов (установлено положением П 02.016).

Максимальный балл за тестирование представляет собой разность двух чисел: максимального балла по промежуточной аттестации для данной формы обучения (36 или 60) и максимального балла за решение компетентностно-ориентированной задачи (6).

Балл, полученный обучающимся за тестирование, суммируется с баллом, выставленным ему за решение компетентностно-ориентированной задачи.

Общий балл по промежуточной аттестации суммируется с баллами, полученными обучающимся по результатам текущего контроля успеваемости в течение семестра; сумма баллов переводится в оценку по дихотомической шкале (для зачета) или в оценку по 5-балльной шкале (для экзамена) следующим образом:

Соответствие 100-балльной и дихотомической шкал

Сумма баллов по 100-балльной шкале	*Оценка по дихотомической шкале*
100–50	зачтено
49 и менее	не зачтено

Соответствие 100-балльной и 5-балльной шкал

Сумма баллов по 100-балльной шкале	*Оценка по 5-балльной шкале*
100–85	отлично
84–70	хорошо
69–50	удовлетворительно
49 и менее	неудовлетворительно

Критерии оценивания результатов тестирования:

Каждый вопрос (задание) в тестовой форме оценивается по дихотомической шкале: выполнено – **2 балла**, не выполнено – **0 баллов**.

2.2 КОМПЕТЕНТНОСТНО-ОРИЕНТИРОВАННЫЕ ЗАДАЧИ

Компетентностно-ориентированная задача № 1

Give a short summary of the text, express your opinion concerning the information.

The Global South as a Political Project

The term “South” appeared in the international vocabulary in 1980 and in the following decade its association with the predicate “Global” happened due to the end of the Cold War and the Globalization discourse and the dynamics of enlargement. Because of the reference regarding poor and developing countries in contrast to the richest and developed ones, the “Global South” is the heir of the outdated “Third World” concept. In both denominations, the classification of the world considers the stage of economic development towards modernity as the main parameter. The understanding of such modernity and development is strongly associated with the idea of progress or evolution. However, as well as the idea of the Third World, the Global South cannot be seen simply as a set of non-developed and non-modern countries localized in the ex-colonial zones of the globe. There are many different meanings for both categories, which should not be understood exclusively in a geographical or territorial sense. The two terms were capable of projecting a subaltern geopolitical identity, presenting different ways to belonging in the international system.

In this view, the Global South "functions as more than a metaphor for underdevelopment". The twentieth-century anticolonial movement, the Bandung Conference (1955), the Non-Aligned Movement (1961), and Cuba's Tricontinentalism (1966) are some examples on which Global South has its origins and influences. For this, the concept can work as a symbolic designation meant to capture the semblance of cohesion that emerged when the former colonial entities engaged in political projects of decolonization and moved towards the realization of a postcolonial international.

Thus, the term alludes to the history of imperialism and colonialism, as well as to the violence suffered by its different members.

The members of the Global South are not necessarily nation-states and they can be "defined in transnational social terms" or even "a set of practices, attitudes, and relations". Such understandings about what is the "Global South" allows thinking of it as a category without a central command, defined scale, or exclusive form. Therefore, it is important to recognize the great variety of actors, discourses, institutions, and movements that take part in this category. The Global South is not a monolithic, cohesive, coherent, and homogenous entity characterized by the absence of conflicts and interests. For both analytical and political purposes, it is important to not simplify or romanticize the idea of the Global South. The existence of "south in the north" and "north in the south" complexifies the (re)production of (neo)colonial and (neo)imperial power, especially in the current context of increasing global inequalities. Thus, the rejection of everything regarding the "Global North" itself can be a dangerous position and its complexity needs to be taken into consideration in the same way as the "Global South".

The simplification, reduction, and essentialization elapse from the mobilization of binary categories such as center/periphery, west/east, or first/third world. Politically, the self-recognition of one's own subaltern position can be operated as "strategic essentialism", according to Gayatri Spivak (Morton, 2004). Thus, the Global South imaginary is identified with the history of the peripheries, the east / "rest" and the third world. The reaffirmation of subalternity does not allow forgetting the colonial difference until the present. It is possible to verify a subaltern position regarding the international system, the economic dynamics, the cultural expressions, the academic structures, the thinking systems. The Eurocentric character of modern imperial power created resistance against Western domination (HURRELL, 2013).

At the beginning of the twenty-first century, the "Global South" was the most powerful force to present and claim future alternatives to neoliberal globalization, as well as the continuity of struggles on decolonization. From the civil society's perspective, "another globalization is possible" was the slogan of the World Social Forum; the struggles against racism have reverberated in different institutions; the environment and indigenous people's rights protection became part of the international agenda; experiences of decolonization have promoted the "new Latin-American constitutionalism" and other kinds of contestation around the world, such as demands on decolonizing academic curriculum or historical monuments and museums. The Southern Theories and Epistemologies research agenda have gathered debates about academic dependency, the geopolitics of knowledge, and other logic of knowing. All those examples show and reinforce the understanding of the Global South as a multifaceted movement that underscores the need for a postcolonial international community of interest that advances the objectives of equality, freedom, and mutuality in the form of a new ethos of power and subjectivity through foreign policy, international solidarity, and responsibility to self and others in an international order free of the institutional legacies of colonialism.

From a governmental and intergovernmental point of view, the first decade of the twentieth-first century has beard witness to the emergence of powers like Brazil, Russia, India, China, and South Africa, that together formed the BRICS. Latin America had experienced the so-called Left Turn or Pink Tide, following the democratic elections of leftist leaderships in different countries. In a larger context, South-South cooperation was stimulated within the new paradigm of development proposed by the United Nations Development Program "Forging a Global South", published in 2003 (Dirlik, 2007). According to Gray and Gills, "South-South co-operation (SSC) has been a key organizing concept and a set of practices in pursuit of these historical changes through a vision of mutual benefit and solidarity among the disadvantaged of the world system". The limits of this new arrangement are clear: The South had to seek development in the global capitalist economy. This also signified an important shift in the content of development-away from an earlier emphasis on development as national development (or the development of the whole nation).

Because of constraints and the reinforcement of the global capitalist neoliberal agenda, the South-South cooperation has a limited potential to delinking or decolonizing the post-colonial international order. This is very different from the revolutionary role performed by the Third World in making a decolonial inflection in the bipolar Cold War dynamics. If "the solutions to the South's problems must be part of global solutions" as Dirlik pointed, the absence of alternatives outside the market-oriented competition and the neoliberal ideology offers reduced possibilities to construct new paths to development, to question what kind of the development or even why development. Furthermore, the different structural constraints of the post-colonial international order – including the state-centered form – raise suspicion to the more critical or radical voices, which are seeing the "Global South" as a product made by the "Global North".

The Global South is a political project permanently disputed by progressive and regressive forces in the multipolar context. Nowadays, the Global South has several challenges to maintain itself as an indispensable political project towards a fairer and equal world. The pandemic, the decrease of democratic regimes, and the consequences of the "Anthropocene" are radically modifying the current global context. The reconstruction of the idea of humankind, the continuity of the decolonization projects, the retrieval of democracy, and the rescue of politics from the neoliberal rationality will be urgent tasks of the Global South along with the South of the Global North.

Компетентностно-ориентированная задача № 2

Give a short summary of the text, express your opinion concerning the information.

Opinion — Paradiplomacy in Times of Pandemic: The Paths Ahead

Covid-19 has produced changes in all areas and will continue impacting the social, economic and political structures. The field of International Relations is no stranger to this phenomenon, where an already beaten multilateralism faces new challenges that further threaten global interdependence. These new global circumstances force non-central governments to adapt and their internationalization (paradiplomacy) is no exception. Although much has already been written about the depth and scope of the effects Covid-19 is producing, this is an issue that will continue to be debated. Although at this stage it would be irresponsible to point out what the world will be when the pandemic finally ends, it is necessary to start asking about possible exit scenarios in order to prepare ourselves.

During this world crisis, paradiplomacy has shown that it has a role to play. The internationalization of non-central governments, especially through decentralized cooperation generates direct benefits for the sub-state entities. For instance, Barcelona (Spain) has decided to spend 400,000 euros to fight Covid-19 in cities abroad, like Amman (Jordan), Saïda (Lebanon), Tetouan (Morocco) and Maputo (Mozambique), among others. Likewise, Frankfurt (Germany) has donated 10,000 euros to its twin city of Milan (Italy) to help in the fight against the pandemic. In South America, which is currently facing winter and probably the worst moments of the pandemic, non-central governments have also turned to their international ties. For example, the province of Córdoba in Argentina turned to its twinning agreement with the Chinese city of Chongqing, to obtain medical supplies. In the same way, the Bío Bío region in Chile asserted its long relationship with the Chinese province of Hubei, to access the essential masks to combat the pandemic.

In parallel to this increase in paradiplomatic initiatives, states have also exercised greater control over areas that, although within their exclusive competence, had been relaxed during the rise of globalization. Under this light, central governments have implemented restrictions to free transit, tightened border controls and amplified their presence in international relations. In this sense, it is worth asking two questions: (1) Has the pandemic contributed to or hindered paradiplomacy? (2) Will these effects endure in time?

Firstly, the internationalization of non-central governments has faced a double dynamic. On the one hand, states have augmented their presence in the international arena through unilateral responses to the crisis. On the other hand, states seem to have deviated from multilateral organizations (already in question prior to the pandemic). This has favored the fragmentation of the global scene and seems to have increased levels of competition (for example, for medical supplies). This has also affected non-central governments, which frequently have had to confront their central governments regarding circumstances linked to the pandemic. For example, closure of borders left large contingents of migrants stranded without work in many cities, making the local authorities responsible to handle a situation generated by the central government (as did de city of Iquique in Chile). Also, many sub-state units required their states to declare quarantine in their territories or even went as far as unilateral declaration (as seen in the Mexican state of Jalisco and the Brazilian state of São Paulo).

On the other hand, the pandemic has once again shown that the international behavior of non-central governments does not necessarily follow the actions of their states. In recent months, while global focus turned to the central governments' unilateral actions, international cooperation in healthcare was brought to the attention of the sub-state units revitalizing various paradiplomatic initiatives. Several relevant actions were born in this area, such as Cities for Global Health. Likewise, cooperation within organizations such as United Cities and Local Governments (UCLG), UN Habitat, the AL-LAs Project, the International Urban Cooperation and Metropolis, among others, was revitalized through the exchange of experiences to face the crisis in all its dimensions.

Therefore, the pandemic has had a dual impact on paradiplomacy. On the one hand, the presence of states is regaining its prominence in the global scene (both effectively and relatively), this can put in jeopardy the interdependence gained during the rise of globalization and, in turn, hinder the internationalization of sub-state units. On the other hand, non-central governments are also innovating in their links and generating new spaces of cooperation, which is contributing to the development of paradiplomacy.

Secondly, there is the longer-term question regarding how this trend may impact the future of paradiplomacy. At this point it is not possible to affirm with any degree of certainty that the changes produced in the matter of state presence or decentralized cooperation will last over time. However, there is a third component that can generate a substantive change in how non-central governments have so far internationalized: the use of virtual platforms to hold international meetings.

The closing of borders and the reduction of air traffic at the international level, as well as the social distancing and quarantine at the domestic level, have had a direct impact on the congresses, summits, seminars and other face-to-face meetings that were scheduled during 2020. Practically, all these encounters have been canceled, rescheduled or migrated to digital platforms. The latter did have a significant effect on the possibilities of participation that the smaller intermediate and local governments. The emergence of virtual platforms for holding meetings, both ordinary meetings and seminars on specific subjects such as health, gender, transport or economy, makes the paradiplomatic practice available to all non-central governments and not only to those with the resources and times necessary to embark on international trips.

The post-Covid-19 paradiplomacy scenario sets three major questions: (1) Will states emerge with an enlarged international role that further limits non-central governments participation in the international arena? (2) Will the renewed momentum of decentralized and health cooperation networks continue? And (3) will broader participation of non-central governments be secured through virtual platforms? To the first two questions we can only venture opinions, but the third we must actively answer and work so that the pandemic leaves us with a more diverse and inclusive world, at least in terms of paradiplomacy.

Компетентностно-ориентированная задача № 3

Give a short summary of the text, express your opinion concerning the information.

Understanding Ukraine and Belarus: A Memoir

In any memoir, it is always difficult to decide what to include and what to leave out. I decided to write this one as a result of prompting from some of my students who have often encouraged me to put some of the stories of my travels on paper. But no writer really knows whether their experiences are unique or common, whether their insights are in any way original. Still, I convinced myself that there were some unusual things about my own.

First of all, my period of development as a scholar coincided with the later years of the Cold War, the collapse of Communism in eastern Europe, and the fall of the Soviet Union. Moreover, I had spent this period both as an analyst and a graduate student, and began my academic career precisely during the time the Soviet system collapsed, and just a month before the failed putsch in Moscow that heralded the end of Gorbachev’s leadership, although not in the manner the putschists had intended.

Second, I do think my engagement with Chernobyl and the disaster of 1986 to be something worth relating. This book contains original comments I made in my diary during the time of my visit there, largely unedited, though some of my 1980s prose seems alien and opinionated to me today. The disaster continues to draw public interest, thanks to new books and the documentary series of 2019 on HBO/Sky Television that evoked much anger in the Kremlin, but was generally lauded elsewhere.

Third, my studies pertain to areas of much dispute, and even warfare, over historical memory, which has affected and influenced many scholars of Ukraine in particular. The time period coincided with the rapid development of social media, which has meant that propaganda on both sides – but particularly in Russia – has been rife, and those expressing opinions on sites such as Facebook and Twitter are not necessarily, and perhaps not usually from the academic domain. It is no longer possible to express views that do not coincide with one or another prevailing narrative and not receive a torrent of abuse, often from people we do not know and have no wish to know.

Though Russia is a part of this monograph, the nations I know best, Ukraine and Belarus, feature most. They are starting to redefine their identities, often based on historical memory, and most often, in one way or another, the Second World War. Official and unofficial narratives often pay little heed to history. In Ukraine, memory is the source of serious polemics, arguments, violence, and commemoration and these escalated in the period 2013-2019 to levels never hitherto witnessed. With an oligarch and chocolate magnate at the helm, Ukraine's position became more narrowly defined. Russia was the enemy and Ukraine's path was with Europe. At the same time there were contradictions because during the height of this hybrid and real warfare, Russian exports to Ukraine were actually increasing. But few noticed that or, if they did, expected it would not last long.

Western politicians, writers, and scholars came to Ukraine in this period and most embraced the uprising and perceived it as a quest for democracy and freedom, away from authoritarianism and the remnants of the Soviet past. But as new president Volodymyr Zelensky perceived, what most Ukrainians really needed were better living standards and security and less ideology or street renaming. In many ways these desires were similar to those of Russians in the late 1990s, with the hapless, absent, and increasingly uninterested Boris Yeltsin at the helm.

For my own part, these disputes have had an impact on my career and continue to do so. In one sense, these memoirs in part are a narrative of my relations with two communities: with Ukrainians both at home and in Ukraine, from one who worked closely with the community for many years and then found himself outside it, even ostracized in some circles; and in Belarus, where I have not had the same experience because the country is more authoritarian and the opposition has not had an opportunity to break out of this pattern and influence national development. And in my home of Edmonton, there is no Belarusian community conducting organized activities. Moreover, it has rarely been unified in North America as a whole since the declaration of independence in 1991.

Simply put, it is very difficult in 2020 to be an objective and humanitarian scholar, working and researching at a distance from the events of the recent past and even those in earlier periods. The overriding symbol of the current interpretations outside academia is nationalism, of many varieties, but with ethnic nationalism in the ascendancy. Fortunately, in my view, it does not represent all of Ukraine, or even the majority. And invasion of and warfare in one's country only tends to catalyze and heighten such sentiments. That would be the case anywhere, though perhaps not of such extreme varieties.

I have basically adhered to chronology in this memoir, from earliest times – in my case the 1950s – to the present, interspersing some personal events, both happy and tragic, as well as some stories that might entertain, which in their own way are as revealing about the nature of the societies described than any scholarly publication. Occasionally I have resorted to a narrative of political changes, but only to provide some explanation and context for those less familiar with the events described. If there is a theme it is of the value of open-mindedness, humanitarianism, and academic freedom in the 21st century, a period of incomplete news and "fake" news, when information is overloaded on our laptops and phones, but it is hard to discern what is of real value. Those that have researched more deeply are often derided for their conclusions because they do not coincide with the preferred narrative of the army of scribes on Twitter or Facebook.

Universities, which have been my main career focal point, are now in financial plight in my province of Alberta, and the Arts and Humanities, in particular, the subject of severe budget cuts. In some cases, disciplines that were once taken for granted have to justify their existence, often from student enrolments or students' future careers, while administrations of universities are bureaucratized and bloated, appealing to business and engineering students rather than those who wish to pursue studies purely from academic interest. The problem is Canada-wide. In Vancouver in the summer of 2019, I was interested to hear a university Chair of History opine that he advised students not to pursue PhDs because they had no future ahead of them should they do so. There were simply no jobs available for those completing dissertations.

I was fortunate that my introduction to academic life preceded such sentiments, and was allowed to research the former Soviet Union and publish what I wanted. My scholarly career also took certain directions that coincided with public interest, such as the Chernobyl disaster (Chornobyl in Ukrainian), memory politics at the time of Euromaidan in Ukraine, and debates on the Second World War that continue today. In Belarus, the legacy of Stalin remains strong, and my current project has set itself the goal of uncovering some of the events of the late 1930s and early 1940s, and publicizing them for the benefit of the Belarusian public, and yet recognizing that they may prefer not to know.

It is time surely to be rid of myths or illusions about Stalinism. He has left his mark on these societies along with those that followed him along his cruel and ideological path, devoid of any human feeling. That is as close to an academic "mission" as I have ever acknowledged. Historians, after all, are supposed to remain dispassionate and detached. A few of us think we still are.

Компетентностно-ориентированная задача № 4

Give a short summary of the text, express your opinion concerning the information.

Opinion – Impacts and Restrictions to Human Rights During COVID-19

The COVID-19 pandemic is a complex emergency, a biological and sanitary disaster that has impacted the entire world. Its multidimensionality is also present in the responses to it (health, security, economic, and political aspects), and a relevant element that ought to be present in the design and implementation of measures to face the new coronavirus implicates human rights. The impacts of COVID-19 on human rights can be divided into three main groups: 1) human rights affected, 2) vulnerable groups (both preexisting and whose vulnerability emerged from the pandemic), and 3) systemic impacts.
There are human rights touched by COVID-19 in terms of access to prevention and treatment, among which are the right to health (both physical and mental, and in terms of preventive actions to avoid contamination and remedy, and actions that allow access to health care); access to water and sanitary measures; access to information; and non-discrimination (in access and rights). Then, there are the rights impacted by the necessary responses to the pandemic, such as freedom of movement (shelter in place and ability to leave one's home); freedom of assembly and association; right to work; labor rights; access to work and income; right to education, access to food security, and right to private property.
Besides these, some rights demand responses to be in place in order to be protected or not violated, such as the ones relating to humanitarian assistance, economic aid, and measures to prevent the increase in inequalities. And, lastly, some rights have been violated in the responses to COVID-19, such as freedom of expression, the

right to privacy (encompassing data protection and protection against intrusive surveillance techniques), and non-discrimination (including the prohibition of xenophobia).

Human rights are fundamental, basic, and universal. Human rights are central to the life-projects of individuals, they comprise the core values of most societies (including the international community), and define human dignity. Consequently, restrictions imposed upon them are limited. First, they must be established by law – in International Law, for instance, in Article 4(2) of the International Covenant on Civil and Political Rights and the specific provisions of the rights to freedom of expression, freedom of assembly, freedom of thought, conscience and religion, in the human rights conventions.

Assistance in interpreting these restrictions are provided in General Comments 5 and 29 of the United Nations Human Rights Committee. Second, some rights are absolute and may not be suspended at all, such as the prohibition of torture. Third, only those rights which must be suspended to deal with the emergency may be limited. And fourth, the suspensions must be temporary, necessary, legal, and proportional.

The proportionality element requires, on the one hand, that States seek the least harmful measures possible in dealing with the emergency, and, on the other hand, it is closely related to the protection of vulnerable groups.

Vulnerable groups, in general, are identified by gender (women and LGBTI+ persons); age (children and the elderly); other specific conditions (such as disability, chronic illnesses, or lack of resources – such as for homeless persons); or status (prisoners, detainees, refugees, asylum seekers, ethnic/national minorities, and indigenous peoples). All of these vulnerable groups have been affected by COVID-19, for instance by domestic violence, sexual violence, limitation of access to legal abortion, “triple work shifts” (as women’s work has exponentially increased at work and home), restrictions in education, restriction in access to school meals, access to health systems, accessibility in general, closing of borders, exposure to risk in deliveries and essential works, detention conditions, inclusion in public policies and lack of specific and tailored public policies in the pandemic, as well as discrimination.

The COVID-19 emergency, however, has also created vulnerability for groups that are not generally thought of as vulnerable, such as health workers, essential workers, workers in the entertainment/cultural and the food industry, and journalists. It has, furthermore, exacerbated existing inequalities (social, economic, and in terms of access), thus impacting some groups disproportionately.

This reflects systemic problems in the societies at large. But the COVID-19 pandemic has brought forth other systemic issues. One issue relates to access to justice, with the judicial systems paralyzed and/or trying to figure out ways to reinvent or update their procedures to allow for access. In addition, worldwide calls to end systemic racism and reform police departments that have exercised excessive violence with regard to vulnerable groups reveal another systemic societal problem.

A second issue demands a reflection on the role and adequate access to technology, as, on the one hand, responses to the pandemic need to be globally shared, and on the other, a plethora of gadgets, tools, and apps have been the solution for some, while internet access remains unattainable for millions. The other side of the coin is the lack of control and incentive for the removal of misinformation and fake cures for COVID-19 being widely spread on the internet and followed by people who have no access to better information.

Third, there are challenges to democracy. Responses to polls about the pandemic have revealed that some people consider authoritarian regimes better able to deal with the pandemic than democracies. An understandable perception given that democracies require the consent of the governed to agree to the measures imposed upon them, whereas authoritarian regimes do not require such consent and in a democracy not all people will grant their consent resulting often in a less than perfect outcome. As democracies are the best environment for human rights, weakening democracies impacts human rights protection.

It is clear that the COVID-19 pandemic has had an important impact on human rights. Actions need to be taken to fight the emergency, but human rights need to be taken into consideration and be respected even during a pandemic.

Компетентностно-ориентированная задача № 5

Give a short summary of the text, express your opinion concerning the information.

Trump's Foreign Policy Doctrine of Uncertainty

Donald Trump's foreign policy is a matter of continuous controversy and intense scrutiny. This interest stems from the fact that the arena of international relations and the field of American foreign policy are witnessing significant alterations as a consequence of the actions of the Trump administration. The objectives of this article are to identify the defining characteristics of Trump's foreign policy and to assess their faithfulness to traditional and modern-era foreign policy schools. The analysis puts the nature of Pax-Americana and US exceptionalism face to face with the assumption of a post-American world. It also examines the 'Trump Doctrine' as what Trump himself described as a 'brand new' foreign policy (Curran). Thus, this article reflects on the extent to which Trump is establishing a new school of American foreign policy.

A presidential doctrine is a constant practice of a particular political ideology which can be defined as, a set of ideas, beliefs, values, and opinions, exhibiting a recurring pattern, that competes deliberately as well as unintentionally over providing plans of action for public policy making, in an attempt to justify, explain, contest, or change the social and political arrangements and processes of a political community (International Encyclopedia of the Social & Behavioral Sciences).

Historically, there have existed four major schools that are eligible to meet these characteristics and requirements. These Schools are the focus of political historian Walter Russell Mead's Special Providence. First, he identifies the Hamiltonian School as realist and interventionist, which describes the belief system once held by Alexander Hamilton and based on economic and hegemonic stability to ensure a superpower position for America. Accordingly, the government's main goal is to build a global order of trade and economic relations with other nations, as 'tariffs and trade policy have always been a political levy used to shape national economic interest'. Since the Hamiltonians are interest-driven, avoiding wars, keeping good relations with trading partners and preserving a profitable world economic system is fundamental to the Hamiltonian thought.

Second, Mead investigates the idealist and globalist school led by the 28th President of the United States in a period of global unrest after the First World War. The main agenda of the Wilsonian School is humanitarianism and multilateralism. It is dedicated to the spread of peace and the prevention of war. Driven by a belief in the moral obligation of promoting its unique democratic values in the world, Wilsonians put American exceptionalism into practice. The US has the mission of saving other nations from great evils by promoting democracy. The main interest is found in building a world order but 'that order must also be based on principles of democratic government and the protection of human rights' (Mead 139). Thus, the Wilsonian School is universal, driven by the need to spread human rights in an economically prosperous world.

Unlike the previously mentioned schools, the remaining two are not universal but rather specific to America. First, the Jeffersonian School is an idealist and isolationist school of thought. Its focus is directed at domestic welfare and at minimizing foreign relations, by championing an 'America first' strategy. In other words, America should guard a safe space away from the troubled world. The belief in American superior values is advocated by the Jeffersonians who have long perceived the United States as having righteous principles. However, instead of spreading their values to the world, they are better preserved by following an isolationist agenda. Nevertheless, the presence of a serious threat can justify intervention abroad.

Last but not least, Mead shifts his focus to the realist and isolationist Jacksonian School. It is, the most obstructionist of the schools, the least likely to support Wilsonian initiatives for a better world, the least able to understand Jeffersonian calls for patient diplomacy in difficult situations, or the least willing to accept Hamiltonian trade strategies'.

Компетентностно-ориентированная задача № 6

Give a short summary of the text, express your opinion concerning the information.

Detecting Trump's Foreign Policy Doctrine

Though specialists are still trying to understand on what basis and under which circumstances Trump builds his views, his pattern of thinking is often labelled as Trumpism (Tanenhaus and Sargent). Trumpism alludes to ambiguity and uncertainty and does not have a common or standard definition. In fact, unlike most of his predecessors, Trump is a president with no prior political or military experience. His strong affiliation with the world of money and media has had a tangible impact on his understanding of the world. The president's world-view is transactional and business-oriented (Stephens). In fact, Trump does not espouse a sophisticated world-view. As Stephens puts it, Trump's 'America First' agenda 'draws on populist, isolationist instincts' since it is based on his renunciation of globalism and adherence to nationalism.

It is still contested whether Trump's approach to foreign policy is isolationist or internationalist. In a foreign policy speech during his presidential campaign, Trump announced that his intended foreign policy would replace 'randomness with purpose, ideology with strategy, and chaos with peace.' The building block of his approach to foreign policy is 'America first'. For Trump, to make America first at the global arena is to disengage it from the 'failing' post-Cold War system, including international treaties and institutions (Curran, 4). In his inaugural address in January 2017, Trump announced that America would 'shine as an example for everyone to follow'. However, this example should start from a focus on domestic affairs.

This focus on national interests coupled with his rejection of international institutions pushed many political analysts to consider Trump as an isolationist (Brinkley). In fact, Trump announced the end of humanitarian interventions through his harsh critique of the Obama-Clinton interventionist foreign policy legacies. He also expressed his rejection of George W. Bush's liberal hegemony. Tony Smith describes Trump as 'the most anti-liberal internationalist president' the U.S. has seen since 1940 (quoted in Paterson). On the other hand, Ted Galen Carpenter contends that 'despite the accusations from Trump's critics, Washington remains as hawkish and interventionist as ever.' Hence, Trump is not a full adherent of isolationism nor is he an internationalist.

It may be controversial whether Trump is isolationist or not. However, it is widely agreed that he is a realist. In a foreign policy speech in 2016, Trump announced that 'America First will be the major and overriding theme of [his] administration'. He claimed that his decisions would first and foremost take into consideration 'the interests of American people and American security'. In a rally in Texas in 2018, he laid out his vision saying that, 'a globalist is a person that wants the globe to do well, frankly not caring about the country so much. You know, we can't have that.' Then, he declared himself a 'nationalist'. Theoretically, Trump's approach is realist par excellence since it prioritizes American national interests regardless of humanistic or moralistic considerations.

Trump does not miss any chance to express his opposition to multilateralism. First, he describes Obama's multilateral foreign policy as a total failure. Second, he perceives international institutions as a liability and a threat to the US national interests. Finally, this position was translated into acts during the first months of his presidency as he realized one of his campaign promises to withdraw from different international organizations and treaties. Thus, it is safe to classify his approach as unilateralist.

Trump's impulsive style as a president is the most controversial feature of his presidency. James B. Stewart described his style as a businessman to be 'impetuous, impolitic, and sometimes immature.' This does not differ from his behaviour in the White House. In fact, White House officials are regularly alarmed by his erratic behaviour according to multiple accounts. In 2018, Bob Woodward published Fear: Trump in the White House. The book is based on hundreds of hours of interviews with members of the Trump administration. It portrays the President as an impulsive decision-maker, painting a picture of chaos that Woodward claims amounts to a 'nervous breakdown' of the executive branch.

The language and rhetoric employed by Trump are highly problematic. In fact, his informal style, simple language and repetitive insults endow his style with an incontestable uniqueness. The president is also known for his 'alternative facts' and for his unique understanding of events. According to a five-day analysis done by Politico, Trump uttered one fallacy every 3 minutes. Thus, Trump's rhetoric, not far from his personality, is mainly characterized by spontaneity, unpredictability and informality, which adds to the ambiguity of his approach to foreign policy.

It would be fair to argue that Trump's approach to foreign policy does not clearly fit with any of the previously mentioned classical schools. Trump has gone his own way when it comes to conducting foreign policy. The fundamental incoherence is made obvious through Washington's withdrawal from international treaties and agreements. Unsurprisingly, Europeans are increasingly showing open resentment. This weakening of trust could have profound geopolitical implications. Similarly, under Trump's administration, the US–China relationship is turbulent and unstable. In fact, Trump's chaotically aggressive foreign policy concerning China makes it impossible to analyse his foreign policy approach in conventional diplomatic terms. Again, Trump's 'national security' commitment sounds dreary and proves a watershed when it comes to the US–Iran relationship, namely his abandonment of the nuclear deal, which unveiled his unilateralist stance. Such ill-conceived step could undermine US influence in the region and lead to the proliferation of new crises.

Trump's administration has no clear foreign policy pattern. In fact, the President's approach appears to be impulsive, improvisational and devoid of a clear purpose and value as the administration's decisions seem to be erratic, ill-considered and ill-conceived. Since his election Trump's actions, have proved what many observers have long accused him of being – belligerent, rash, chaotic and short-tempered. Trump seems at odds with conventional foreign policy. His actions are bewilderingly unpredictable. He sometimes seeks withdrawal from the world and other times seems capable enough to dominate it and to leverage US strength. Thus, it is hard to separate Trump's flawed character from the policies themselves.

Компетентностно-ориентированная задача № 7

Give a short summary of the text, express your opinion concerning the information.

A Trumpian World of Uncertainty

The rationale of this article stems from an attempt at classifying Trump's foreign policy approach into one of the classical schools. As findings may display, the

Trump administration's foreign policy falls short of the different traditional approaches, ranging from isolationism to internationalism, realism to idealism and unilateralism to multilateralism. Trump's theoretical isolationism clashing with his practical interventionism could best be referred to as a Trumpian World of Uncertainty.

Trump once announced the end of humanitarian interventions. In a sudden decision to pull US troops out of Syria from combating Islamic State terrorists on October 23, 2019, President Donald Trump argued, "Let someone else fight over this long-bloodstained sand… the plan is to get out of endless wars, to bring our soldiers back home, to not be policing agents all over the world".

This statement might announce the beginning of the end of the American universal mission. In fact, promising to 'Make America Great Again', Trumpism may break ties with US' hegemonic traditions. The president's repetitive recurrence to isolationism and the absence of specific policy patterns that have long stood since the indoctrination of interventionism raise many questions and put forth the possibility of a post-exceptionalism foreign policy.

Nevertheless, Syria, Iraq, Afghanistan, Ukraine, Turkey, China and North Korea have all been under Trump's crosshairs ever since he was elected head of state. Trump seems to manufacture more enemies by the day. His political incorrectness, coupled with his poor diplomatic and imprecise oratory skills, create tensions that usually end in cross-national conflicts. The ambiguous agenda of a self-proclaimed isolationist who has kept expanding the list of US enemies could be best described as another element of the Trumpian world of uncertainty.

The classical schools were of paramount significance to the myriad of American presidents who took office after the indoctrination of American interventionism in the midst of the Second World War. However, Trump's foreign policy approach, generally, and more often than not, has proved to be incoherent, making the future of American diplomacy hazy and unpredictable. On the one hand, this might herald a new departure for a post-Exceptionalist American foreign policy doctrine that is impulsive yet functional, unpredictable yet realist, chaotic yet pragmatic. Trumpism could be on its way to thrive as a unique and an atypical form of managing international affairs that favours a more Isolationist and Unilateralist approach, with emphasis on soft power and cutting deals through economic rewards and sanctions rather than military deployment.

On the other hand, this might entail the end of American dominance in world affairs and a shift of power hierarchy from the United States to the hands of emerging superpowers such as China. Trump's demotivation vis-à-vis the international arena and his denouncing of global affairs might halt American supranational dominance. This decline of Pax-Americana may possibly entail the collapse of the current world order and the move to a new one, where US international influence is diminishing. The Trump administration's way of conducting foreign policy might result in the decline of American global dominance as an underlying result of political and economic incompetence.

Conclusion

In the hope of untangling this highly complex and ambiguous foreign policy, the synthesis is two fold. First, Trump's paradoxical and ambiguous foreign policy puts forth a new Trumpian Doctrine of Uncertainty, one that is chaotic yet pragmatic, impulsive yet functional, unpredictable yet realist. Second, the implications of such an atypical doctrine may lead to the decline of Pax-Americana, as an outcome of Trump's apathy towards international affairs. This view is supported by Zakaria, who predicted a relative diminishing of American global dominance in the near future. His 'Post-American World' thesis puts forth the possibility of a change in global power hierarchy and a possible shift in the current world order.

Cross-matching Trump's personality with his foreign policy also highlight a tight correlation between both. The president's arrogance, narcissism, anti-intellectualism, populism, belligerence, unpredictability and transactional thinking are reflected in his way of conducting foreign affairs. A critical examination of Trump's personality consolidates that the American foreign policy is a replica of Donald Trump's personality features. The sharp symmetry between the president's traits and his foreign policy agenda, coupled with the absence of a specific underlying school of thought and the incoherence of his statements deem pinpointing policy patterns an impossibility during his tenure.

Компетентностно-ориентированная задача № 8

Give a short summary of the text, express your opinion concerning the information.

Opinion – Racial Injustice and the Erosion of America's Global Standing

A specter is haunting America, one of centuries-old pathologies never structurally addressed. When the 2020 black lives matter protests began, following the police killing of an unarmed man, George Floyd, in Minneapolis, it should have been a domestic crisis. Instead, the outrage following Floyd's death, compounded by the scandal-prone leadership of the Trump administration, has quickly turned what was originally an "American tragedy" into an international one with major geopolitical ramifications for years to come. The demonstrations across the world in solidarity with American protestors is just one example of its international dimension. But a more defining factor in the internationalization of this particular saga was surely the violent response by law enforcement officers and the constant attempts to militarize the crisis.

For many, especially those watching from countries and regions that have long been lectured on human rights issues, the whole episode was another indication of a deep-rooted hegemonic hypocrisy – "do as I say, not as I do." Unsurprisingly, America's geopolitical adversaries, in a characteristically opportunistic burst, have been quick to jump on the social justice bandwagon to score a few geopolitical points.

Iran branded George Floyd's death a 'cold-blooded' killing that reveals the true nature of the American government. Russia opted for what it usually does: flooding the Internet with divisive messages and seizing the occasion to critique Washington's 'repressive' response to the unrest. Turning the geopolitical dynamics on its head, the Russian Foreign Ministry called on American authorities to respect people's right to peacefully protest.

China was also quick to jump in despite being reprimanded for its growing totalitarian repression aided by state-of-the-art surveillance technology, epitomized by the suppression of the pro-democracy movement in Hong Kong and mass detentions of its Muslim minority in Xinjiang. But, if in April America was able to issue harsh and scathing criticisms against China while Beijing faced a global outcry over the racial profiling and mistreatment of African nationals during the COVID-19 crisis, the table seems to have turned. Hua Chunying, a spokesperson for China's Foreign Affairs Ministry, posted 'I can't breathe' on Twitter, referring to George Floyd's last words that have become a rallying slogan for demonstrators the world over, while China's state-media have been actively calling on America to address racial injustice at home and stop interfering in other countries' internal affairs.

But the battle between Beijing and Washington extended to Africa, where the two powers have been attempting to undermine each other's broader engagements with and interests in the continent. Nonetheless, it is crucial not to overstate China's role in Africa's perception of race and racism issues in America – issues one could refer to as 'the Great American Question'– if only because the dynamics and the relationship well-outdate China's modern engagement with the continent.

From a historical vantage point, to talk about America is to talk about African slavery. And understanding that tragic history is critical to understanding the reactions in Africa to the Great American Question. In July 1964, Malcolm X brought home to his 'African brothers and sisters' at the first summit of the Organization of African Unity (OAU) – the predecessor of the African Union (AU) – in Cairo, Egypt, his concerns on the fate of Americans of African descent. Malcolm X's message was a poignant pan-African plea: African-Americans, he said, 'firmly believe that African problems are our problems and that our problems are African problems.…' In part, thanks to Malcolm X's moving imploration, the OAU passed a resolution that condemned 'the existence of discriminatory practices' against African-Americans and called on America 'to intensify… efforts to ensure the total elimination of all forms of discrimination based on race, color or ethnic origin.'

This was just one instance of how America's foreign policy towards the continent was complicated by racism at home, a fact John F. Kennedy's Secretary of State, Dean Rusk, once admitted: 'the conduct of our foreign policy is handicapped by our record in the field of civil rights and racial discrimination.'

Decades later, that egregious record still shocks and disheartens many in Africa. So, it was only natural that Floyd's killing drew widespread condemnations in the continent. For instance, the president of the AU Commission, Moussa Faki Mahamat, firmly condemned the murder of George Floyd. In his statement, he re-called the OAU's historic resolution of 1964 to reaffirm 'the rejection by the [AU] of persistent discriminatory practices against black citizens of the United States of America.' Likewise, in an open letter, African writers, 'who are connected beyond geography,' denounced the killing and expressed their strongest solidarity with the protestors. Such an outpouring of outcries across the continent forced American embassies in Africa to attempt to control the damage by making an unprecedented move to condemn the murder that took place back home.

But given America's long history of racism, enforced and sustained through violence and socio-economic oppression, such diplomatic efforts are destined to achieve very little. At the Democratic Convention in 2004, Barack Obama, an ambitious young African-American senator who would later become America's first black president, told an electrified, charmed audience that central in the American political culture is the conviction that 'all men are created equal.' This, the young senator insisted, made America the only place on earth 'where my story is even possible.' The paradox, however, is that beneath that American exceptionalism also lies the foundation of the Great American Question. And Obama himself surely knows – at least he should – too well how America has long denied its black people the inalienable rights to life, liberty, and the pursuit of happiness – the basis of the so-called American dream.

Yet that same America has failed to liberate its black people from perpetual oppression and subjugation at home. As a product of that brutal reality, Malcolm X warned his audience at the 1964 Cairo summit on how, to people of color, America could be compared to South Africa's Apartheid regime. Indeed, while the Apartheid regime 'is like a vicious wolf, openly hostile to black humanity…, America is cunning like a fox, friendly and smiling on the surface, but even more vicious and deadly than the wolf.'

In that 1964 African tour, Malcolm X also observed, this time in Ghana, that there is no American dream for America's black citizens. There is only the American nightmare. Today, that nightmare seems to engulf the country and help further tarnish its global standing. The protest and the quickness with which it gained steam might be a clear sign of a troubled nation: Think of the racial injustice, the police brutality, the job losses, and the Covid-19 pandemic, which, instead of being

America’s great equalizer it was deemed to be, turned out to be a black plague for Black America.

Unfortunately, clear leadership to steer the nation out of these storms has been wanting. ‘When the looting starts, the shooting starts’ is usually something one associates with some nameless militaristic state on the brink of collapse. But this particular fanning of the flame of hatred came from Donald Trump himself. Little wonder, some see America becoming a fragile state whose stabilization is off the table in the near term, while others see a much gloomier picture.

Компетентностно-ориентированная задача № 9

Give a short summary of the text, express your opinion concerning the information.

Post-Brexit EU Defence Policy: Is Germany Leading towards a European Army? (part 1)

It is difficult to overstate the impact of Brexit European defence policy – from here onwards referred by the acronym CSDP, the EU’s Common Security and Defence Policy. Indeed, the departure of one of the European Union’s (EU) “Big Three” – to include France and Germany – would always lead to a long term shift in the geopolitical profile of the EU that is still difficult to fully appreciate. Nonetheless, the departure of the United Kingdom (UK), which remains, with France, one of two military powers in Western Europe with nuclear weapons and deployment capabilities outside of Europe (Keohane, 2018) was not necessarily a negative one for the CSDP. However traumatic Brexit has been for the EU, this event also meant the exit of the most reluctant EU member to an autonomous European defence policy outside of NATO.

As last year’s Munich Security Report recognized, the ‘deepening of CSDP was something that London was notoriously reluctant to.’ Already in the year of UK’s referendum to leave the EU, Zandee (2016) has stated that ‘the British vote (…) can open the door to a real strengthening of the CSDP (…) without the blocking position of London.' In this article, I shall take stock of this prediction and whether or not "real strengthening" has been happening since the UK's momentous vote.

Germany: The indispensible EU member

When it comes to the evolution of the political direction of the EU, and in particular the CSDP, one country remains the most influential: Germany. The biggest economy in the EU was almost unanimously considered as the most influential and powerful member state of the EU during the last decade, independently from the source, be it from academic experts, European and global media outlets and senior officials of the EU and other countries (such as Kundnani 2015; Matthijs, 2016; Paterson, 2011; Schweiger, 2014; Stelzenmüller, 2016; The Economist, 2013). Such a leadership, or even according to some, 'Hegemony' (Bulmer and Paterson, 2016; Kunz, 2015), which remains a rather charged concept in the realm of International Relations, will not be the focus of this article. Nonetheless, suffice to say that Germany remains the essential EU country without which, for political, economic, and even strategic reasons no major reforms in the CSDP can advance (Major and Mölling, 2018).

The past ten years, following the Euro crisis of 2009-onwards, was the moment when Germany stood out as the indispensible member of the EU. The crisis provided an opportunity for Germany to assert a clear leadership in defining the EU's policies. This is a trend with would go on in further crises, such as the one following the Russian annexation of Crimea in 2014 (Daehnhardt, 2015) or the refugee crisis with its height in 2015 (Meiritz, 2015). Even though it had already been an important state in the EU, for instance, in defining the rules for the Economic and Monetary Union in the 1990s (Baun, 1996), Germany exercised its power in the EU in the context of the Franco-German axis – even serving as a junior partner to the French in matters of foreign and security policy (Pachta, 2003).

When it comes to the European defence policy, the turning point for Germany, in hindsight, came in 2014 after the Crimean crisis (Pond, 2015). When Russia invaded another European country it came as a shock to the German establishment (Kwiatkowska-Drożdż and Popławski 2014) – a country traditionally keen on maintaining as close a relationship as possible with Russia for historical and economic reasons (Götz, 2007). However, those strong ties were not enough do deter Berlin from taking a lead role in applying crippling sanctions on the Russian economy (Daehnhardt, 2015; Pond, 2015). Additionally, in the Munich Security Conference of 2014, there were three major speeches delivered by members of the German government on defence policy, notably by its president (Bundespräsidialamt, 2014). These were followed, in 2015, by a statement from the Defence Minister Von Der Leyen that introduced the concept of 'leadership from the middle' [of the EU]. The 2016 'White Paper on German Security Policy and the Future of the Bundeswehr' put to paper those and other speeches by German senior officials and mentioned some of the concepts advanced for the future of German security strategies in previous years.

In the years between the Treaty of Lisbon becoming effective (December 2009) and the Brexit referendum, Germany continued its traditional policy of focusing mainly on NATO as the main field of cooperation in the area of defence (Kunz, 2018; Algieri, Bauer and Brummer, 2006). The successive Merkel governments were not interested and/or willing in investing more in European defence and in deepening the capabilities of CSDP – not even on the military capabilities of the German army, which suffered years of investment shortfalls. An official report by the Military Commissioner of the German parliament, cited by Deutsche Welle (2018), stated that less than 50% of the main weapons systems of the German armed forces were ready for interventions, or even for training, of the country's military forces.

More importantly, as the abstention in the 2011 Libya operation had shown, Germany's aversion to the use of military force remained an important factor (Brockmeier, 2013). The lack of German leadership at a time when German economic, and even political preponderance, in the EU was unrivalled by any other state meant that a truly integrated European defence had hardly come any closer to being materialized by the wake of the Brexit vote than when the CSDP was originally created in 1999. As Anand Menon considered in 2010 (p.88), 'most Member States share an increasing disillusionment with the CSDP.'

Main German interests and preferences for the CSDP

Any analysis of Germany's role in forming the EU's security and defence policy in the wake of Brexit shall begin by establishing the main German interests and preferences for European defence policy – for which the main source will be the German Government itself and namely, the aforementioned most recent "White Paper on Security Policy and the Future of the Bundeswehr," which is the key German policy document on security policy.

The first priority for Germany concerns the importance of preserving the sovereignty of the entire European continent, by which the country clearly identifies its own security with the security of all its neighbours and fellow EU members. The second priority is the commitment to the further integration of European defence policies. For this regard, Germany's 2016 White Paper: 'strives to achieve the long-term goal of a European Defence and Security Union' that includes 'strengthening the European Defence industry' and 'integration of military and civilian capabilities.' From this second quote, we can deduce a nuance that is important in understanding some of the differences arising with Paris over the future development of the CSDP.

Компетентностно-ориентированная задача № 10

Give a short summary of the text, express your opinion concerning the information.

Post-Brexit EU Defence Policy: Is Germany Leading towards a European Army? (part 2)

Reading between the lines of the White Paper, it seems clear that maintaining unity and cohesion between the entire EU and in cooperation with NATO are the German priorities, even if that entails compromises in the EU that lead to less ambitious initiatives under the CSDP (Algieri, Bauer and Brummer; 2006; Von der Leyen, 2019). On the other hand, France gives absolute priority to augment integrated European military capabilities – its own 2017 Strategic Review document (commissioned after the election of Emmanuel Macron) referring to the need to 'respond' effectively to the US request to 'share the burden' of military expenditures.

The third priority comes attached to the second: Germany supports a deepening of the CSDP, but not (unlike France, for instance) at the expense of a weakening of its commitment to the NATO alliance, which includes a component of military presence of American troops on German soil (Algieri, Bauer and Brummer; 2006). This is a position that German governments have consistently defended, even under the rather strained bilateral relationship with Washington under President Trump (Erlanger, 2019). In the 2016 White Paper, Germany declares that among its national interests 'is the strengthening of transatlantic and European security partnerships.' Thus, for Berlin, maintaining full compatibility with NATO remains the bedrock of its defense policy, arguably trumping (no pun intended) its commitment to the CSDP, at least until now.

Finally, a very important principle for Germany as a normative power, is the defense of what it considers as indispensable values connected to its belonging to the European Union and, in a broader way, the Western world. In the realm of security policy, Germany states in the White Paper its perennial upholding of multilateralist principles, reiterating multiple times its strict respect for multilateral norms. In practice, it states that it should intervene militarily with an international mandate (namely from the UN), helping to put its refusal to intervene in Libya in 2011 in the context of a consistent national policy.

Any self-respecting analysis must go beyond the written words and dive into what is their meaning in an overall strategic sense for Germany's policy. As such, I believe that one can identify certain principles which guide Germany in the EU. These are summarized in the table below and will help guide the next stage of this analysis – what policies were actually implemented in the European Defence policy after Brexit and the German influence on those.

Germany and the EU: The main guiding principles (own work)

PESCO: The landmark for a new beginning in the German-shaped CSDP

If one looks back, almost every progress in the European Integration begins with new institutional arrangements, and the post-Brexit renewed push on Defence policy was no exception. In 2003, the EU had published its first European Security Strategy Strategic document as a Union (essentially its own White Papers), and this was replaced in 2016 by a new document written under the authority of then High Representative of the Union for Foreign Affairs and Security Policy, Federica Mogherini. Even though it is nominally written under the authority of the Commission, this is a policy area where member-states have been reluctant to delegate too

much power to Brussels, and the new document necessarily reflects a compromise among all the member-states. The 2016 Global Strategy reflects an intention to bring renewed life to the CSDP, being ‘doubly global, in geographic and thematic terms’ (Zandee, 2016). Several initiatives have been implemented since the Strategy was approved:
Permanent Structured Cooperation (PESCO; 2017)
European Defence Fund (2017)
Military Planning and Conduct Capacity (2017), which is part of the Military Corps of the External Action Service and constitutes the EU’s first permanent operational headquarters, a long-standing Franco-German ambition.
Coordinated Annual Defence Review (2019)
In the Global Strategy, the EU undertakes to achieve ‘strategic autonomy.’ In addition, there is a ‘principle-based pragmatism’ that guides the implementation of the strategy, but again without defining it in detail. In an assessment of this Global Strategy, Bendiek (2016) was critical of the ambiguity of ‘defence cooperation’ proposed for the CSDP ‘without a convincing description of how this great ambition should be achieved under resource scarcity conditions, strategic discord among member states and continued adherence to the consensus commitment in decision making,’ (the consensus rule having been, in my view, a frequent block in more ambitious proposals for the CSDP).

Компетентностно-ориентированная задача № 11

Give a short summary of the text, express your opinion concerning the information.

Post-Brexit EU Defence Policy: Is Germany Leading towards a European Army? (part 3)

The document seeks to balance such ‘strategic autonomy’ with the reiteration of the importance of NATO for the defence of Europe, in a commitment to a majority of ‘Atlanticist’ or strongly pro-NATO member states. In this way, the document refers to the objective of deepening the transatlantic bond and further ensures that

NATO remains ‘the primary framework for the majority of Member States, whose defensive planning and development of military capabilities are conducted in full coherence with NATO’s defence planning process’ (European Commission, 2016). So, this new push in the CSDP is not (yet) ‘Europe taking its fate its own hands,’ as Merkel famously declared it must do in 2017 (in Paravicini, 2017) after the first round of G7 and NATO meeting with US president Donald Trump. Nevertheless, PESCO can indeed be the bedrock foundation for the future of European defence policy, and it was likely the biggest institutional change for the CSDP since its creation at the turn of the century.

PESCO was a mechanism made possible under the concept of Enhanced Cooperation (in which a minimum of 9 member states decide to reinforce cooperation or harmonization in a given area), introduced by the Treaty of Lisbon. In Defence, PESCO was created with support from the German government (Major and Mölling, 2018) and institutionalized in 2017. In September 2017, an agreement was made between EU foreign ministers to move forward with PESCO with 10 initial projects. The agreement was signed on November 13 by 23 of the 28 member states. Ireland and Portugal notified the High Representative and the Council of the European Union of their willingness to join PESCO on 7 December 2017, and PESCO was activated by 25 states on 11 December 2017 with the approval of a Council decision (European Council, 2017). Denmark and Malta did not participate, the first being consistent with its position to not participate in the CSDP (Cunningham, 2018). The biggest absentee from PESCO was, of course, the UK, which finally left the EU in 2020.

The description by Major and Mölling (2018) seems to support the view that PESCO has an initiative primarily aimed at combining a will to further EU defence policy, while not hurting internal cohesion; ‘because of German lobbying, PESCO has become an inclusive political effort (and bureaucratic due to) typical EU procedures and institutions that allowed the participation of all EU states, rather than an exercise focused on (building) capabilities’ at the security/military level. According to the same authors, ‘France preferred the opposite: an exclusive club for states that are really capable and willing to contribute forces to operations.’ Major and Mölling add that, ‘Disappointed with a Germanized PESCO, Paris is now shaping its European Intervention Initiative (EI2) outside the EU,’ allowing for the inclusion of the UK, which remains as previously mentioned the other largest military power in Western Europe.

France: Indispensible partner, but regular source of disagreement

This is the time to address one of the elephants in the room when it comes to European Defence: even if Germany remains the indispensable EU member, nothing can be done without France's approval – especially not in the matters of defence and security, for which France is arguably still a more capable country than Germany and certainly a less inhibited one for well-known historical reasons. Germany's pacifism was a feature of Cold War times and one that remains until the present day (Bittner, 2019). In 1971, Chancellor Willy Brandt summed up this paradigm in his acceptance speech for the Nobel Peace Prize: 'War is not the ultima ratio but the ultima irratio.'

Since the Brexit vote, France has gone through its own significant political election. In 2017, under the more real threat than ever of the election of the highly Eurosceptic Marine le Pen, Emmanuel Macron was elected President of France with the most pro-Europeanist mandate ever in the Fifth French Republic (The Economist, 2017). In his plan for the "revival" of the EU, strengthening the CSDP was one of the priorities, with Macron also referring to the goal of creating a 'European army', a statement soon echoed by Chancellor Merkel (Brunsden and Chazan, 2018).

Was this a revival of the Franco-German Axis in the realm of defence policy? Perhaps, but the interests of the two states regarding the future of EU Defence remain divergent. In July 2017, the two countries agreed at a bilateral meeting (Koenig and Walter-Franke, 2017) on an ambitious agenda for capabilities in the context of the military operations in Sahel, where France had long been doing the heavy lifting. This was a step in the right direction for European Defence after years of disagreements over military interventions outside Europe and with Paris reportedly becoming increasingly frustrated by Germany (Munich Security Report, 2019). Cooperation in the Sahel, on paper, should be the perfect combination of the French (military) and German (civil) forces. Nonetheless, a more profound political divide remains between Paris and Berlin, now a matter of an occasional cooperation agreement. Indeed, a close examination of the French and German approaches to defence and security, even after the post-2016 push, reveals that structural differences have not disappeared, particularly with regard to the three dimensions of the current debate on security in Europe, as defined by Kunz (2018), the East vs. South dimension; the definition of the right level of ambition for the CSDP; the question of whether Europe needs a Plan B for its defence in times of an increasingly weakened transatlantic link.

The 2019 Munich Security Report also refers to Franco-German differences:

Contrasting models of European defence cooperation also illustrate different mindsets: for the French, the integration of European defence is a means of strengthening their military power, strengthening military power is the means and improving European integration is the end.

These differences are all the more crucial as they also represent a deeper divide in the geographical security priorities between eastern and southern members or, respectively, the ones more worried and threatened by Russia and the countries traditionally more friendly to Moscow and more concerned with the security issues of the wider Mediterranean basin, like terrorism or even the refugee crisis, depending on the government.

Компетентностно-ориентированная задача № 12

Give a short summary of the text, express your opinion concerning the information.

Post-Brexit EU Defence Policy: Is Germany Leading towards a European Army? (part 4)

The answer to the question that names this article is mostly no, and a true European army remains distant. The ambitious speeches by Chancellor Merkel or even President Macron seem to be premature: the recent rhetoric of creating a European army still lacks the means, structures and institutions that can put it into practice, a situation that is unlikely to change anytime soon. Nevertheless, some of the most recent signs of progress, post-Brexit, appear to go in the direction of a greater importance for the CSDP.

When it comes to what can be foreseen for the short and medium term of European Defence and the German role in it, some conclusions can be drawn, and the EU and Germany (in cooperation with France and other EU members), have two main decisions to take regarding the future.

One: Regarding their ambitions

'Today's European governments face a decision similar to the one that the United States faced in the 1940s: increase their strategic means to meet their collective foreign policy goals or reduce their ambitions to adapt them their limited capabilities' (Krotz and Maher, 2011, p.573). I consider it unlikely and frankly counterproductive that the EU will be able to avoid this issue indefinitely. The EU, in particular Germany, will have to accept that an increasingly important role at a global level potentially entails painful costs and risks, and has to determine which ones can be tolerable and unacceptable. One of the most positive developments in CSDP is that it finally begins to be debated what the European strategy should be, instead of considering only 27 national strategies. The fact that some of the ambitions set out in the 2016 Global Strategy were translated into concrete initiatives in the following years was a much needed progress.

Obstacles to progress remain ahead; in the harsh assessment of Adrian Hyde-Price, 'despite the progress made in institutionalizing the CSDP, the military effectiveness and operational performance of EU missions has been disappointingly poor; these missions are almost always small-scale humanitarian aid, operations training and the rule of law in a largely benign and consensual environment. […] The military production of the CSDP was, therefore, very low.' This even leads Hyde-Price to ask if the growing number of debates around the European defence are not 'too much noise for nothing' (2018, p 400).

Two: Regarding the relationship to be established in the future between the EU's defence and NATO

At the end of the same year as the Brexit referendum, Donald Trump was elected President of the USA. Traditionally, American leadership within NATO reflected a trade-off between security and autonomy, which has led Washington to accept covering most military costs and resources in exchange for being able to guide general policy within the transatlantic alliance. That might be changing in the future, and one should not forget that the criticism in Washington about what is perceived as a low commitment to NATO by Germany (including not reaching the 2% in Defence expenses) predates President Trump and will likely continue during future administrations – Robert Gates, then Secretary of Defence of President Obama, warned about the gap 'between those willing and able to pay the price and bear the burdens of commitments, and those who enjoy the benefits of NATO membership but don't want to share the risks and the costs' (Shanker, 2011).

The question is, what should Germany and the EU do as a response? France has long been uncomfortable with the trade-off that allows NATO to be the main security guarantee for Europe, while Germany traditionally has accepted and even welcomed it. Why? In my views, that is in no small part because it allows Berlin to avoid difficult questions about its defence policy and capabilities while its security is guaranteed in the middle of a secure and peaceful Europe. As Trump's recent threats to withdraw US troops in Germany show (Hill, 2020), Berlin can no longer avoid at least considering these questions.

The discomfort with the new unilateralism ("America First" and the devaluing of NATO) by President Trump have led to successive public statements by German leaders in favour of a more autonomous European defence, namely the aforementioned Merkel declaration of the need for Europeans to take the future into their own hands; furthermore, Germany has used its leadership to go past the speeches into concrete action, namely with PESCO, which promises to shape the future of the CSDP for at least the next decade under a Germany-promoted concept of inclusive vision for all members of the EU. If France and Germany convince the rest of the EU members that they must strengthen their own defence capacity in order to gain greater autonomy from Washington, the evolution of the CSDP can accelerate significantly in the medium term.

The biggest test, as always, will be if EU member states are willing to put their money where their mouths are and to accept an increase in defence budget costs, a choice that many EU countries, starting with Germany, seem to remain very reluctant to take. They may no longer afford this luxury in the years to come when the world seems more and more dominated by security threats and Great Powers competitions.

Компетентностно-ориентированная задача № 13

Give a short summary of the text, express your opinion concerning the information.

Covid-19: Learning the Hard Way

For months now, we have been bombarded by images of Italians and Spaniards in lockdown expressing solidarity from their balconies, of Jacinda Ardern speaking to New Zealanders from her home, of migrants workers being offered food and shelter in the Indian state of Kerala, of South Korean quarantine kits comprising masks, food and water and much more. Understandably, public interest so far has focused on the most visible aspects of the pandemic response. By looking at empty streets and the number of people wearing masks it was easy to draw comparisons between different countries. And yet, there is another dimension which is just as crucial, but not as tangible – the timeliness of a country's policy response to the Covid-19 emergency is an even stronger predictor of whether a country has succeeded in preventing death and suffering than the stringency of such measures. This was evident to epidemiologists who are familiar with the exponential way epidemics such as Covid-19 spread; but less so to the general public and policymakers around the world. In this article, we aim to redress the imbalance of attention between timeliness and stringency.

The key question to be asked then is what made some countries quicker than others in taking measures against the spread of Covid-19. What explains the "success stories" across Hong Kong, Taiwan, South Korea, Thailand, and Singapore? What caused the surprisingly high infection and death rates in the UK, US, Italy, France, and Spain? Scholars of comparative politics have attempted to explain this variation using a set of traditional structural variables: regime type, state capacity, type of leadership, and social buy-in. Some even attribute the successes to an Asian culture that values the community more than individuals. However, these predictors don't perform well in predicting adequate government response in the Covid-19 crisis. The line between success and failure is not one between authoritarianism and democracy, one between sturdy and weak institutions, or one between communal or individualistic cultures. These variables fail to account for many striking cases in this pandemic: Singapore, as a somewhat authoritarian state, didn't seem to suffer from the information strain that was supposed to hinder its prompt response; free national health systems in the UK and Italy didn't prevent some of their hospitals from reaching capacity only a few days into the emergency; Japan, the only country that has yet to enforce any social distancing measures, has kept the virus under control; and Germany, whose population has shown low tolerance for social isolation, seems to be winning its battle against Covid-19.

In the search for a satisfactory explanation as to why some democratic states with strong capacity failed to cope with challenges posed by the Covid-19 crisis, scholars have to depart from conventional variables and consider the role of behavioral and psychological variables – how do the elite and the public perceive such a threat at its emergence and as it develops. Even with the lack of long-range planning and investment, governments' short-range response could change the trajectory of epidemics. As soon as the novel coronavirus was identified, governments had the option to conduct a quick but comprehensive review of national Personal Protective Equipment (PPE) requirements. Learning from the experience of other countries, some governments put in place a comprehensive testing-manufacturing capability and implemented testing and contact tracing while the number of cases was still low. These short-range behavioral responses determine whether a country could contain the virus wherever it cropped up.

Previous experience is key in driving a timely policy response: at the governmental level, it reduces the uncertainty associated with the choice among several policy options, speeding up the policy-making process. From the public perspective, it heightens the alertness of individuals and promotes higher levels of compliance with precautionary behaviors. In addition, it also increases public demand for policies that prioritize public health over economic and social concerns, thus further legitimating the government's swift response. Experience of outbreaks of SARS-Cov in 2003 and MERS-Cov in 2015 provides cognitive short cuts and enables a timely response. The key role of previous exposure in shaping a country's performance in the present emergency is at the same time a humbling lesson and a reason for hope that when similar challenges arise in the future policymakers around the world will be able to respond in a timely fashion.

It seems to be a popular belief that countries and regions including Hong Kong, Taiwan, Singapore, South Korea, and Thailand succeeded in containing the spread by enforcing stringent social isolation at high costs in disrupting their socio-economic activities. However, figure 1 shows otherwise. Using the Oxford Coronavirus Government Response Tracker, we plot the maximum stringency level that governments enforced in social isolation during the Covid-19 crisis. Among all the countries considered, Taiwan had the least stringent social isolation even at the peak of infections, while Hong Kong, Macao, South Korea, Thailand, and Singapore all differ significantly in the maximum level of stringency reached with their social distancing measures. Contrary to the popular belief, lockdown in Taiwan, Macao, and Hong Kong were not as stringent as those in most European and North American countries at their climax. Thus, maximum stringency alone – or how costly a lockdown is – does not predict a successful performance at combating Covid-19.

The Covid-19 virus spreads almost exponentially, which makes it hard to contain in today's globalized and tightly connected society. Over the last few months, we have seen how rapidly it is transmitted and how hard and costly it is to sever social interactions, once the virus starts spreading locally. Even when a stringent policy of social isolation is implemented, there is a lag between the moment the policy is introduced and the time at which the spread is effectively contained. Better policy timing, therefore, seems to be the key to containment. "Prevention is better than the cure" is a mantra that is often repeated by healthcare workers and scientists alike. With the Covid-19 pandemic, its implications have never been more real. Epidemiologists know very well that the crucial moment for the successful containment of an epidemic is at its early phases, when it remains a 'potential' pandemic and not already a given fact. At this pivotal stage, the most effective measures are not necessarily the most stringent, but rather those that give the most precise picture of the state of affairs: identifying the virus and estimating its infectivity rate, and implementing contact tracing and population screening measures are all examples of an early-stage, precautionary approach. Whether these measures are successfully implemented depends on the timing of the government, but also on the compliance of the public at a time when the virus has not caused too much damage, yet.

Компетентностно-ориентированная задача № 14

International Economic Summit

Prepare for a role play. Read the situation and the roles, and follow the procedure.

The situation

The global economic crisis of 2009 deeply affected practically every country of the world. An international economic summit is being held in 2009 to discuss the situation.

The roles

1. ***The moderator.*** You are to run the flow of the summit by setting the problem and giving the floor to the participants or experts and organising a discussion. You may express your personal opinion as well.

2. ***A chieftain of an African tribe***. You live in a small community with a traditional economy. The population is involved in hunting and primitive agriculture, which has not been changed for centuries. If they experience scarcity they declare a war to the neighbouring tribe and take the values by force. You do not feel any global crisis. Try to convince the rest of the audience of the benefits of your way of driving the economy.

3. ***A politician from North Korea.*** Your society has experienced planned economy for many years. There is not much diversity in your economy, nevertheless you do not suffer from the global economic crisis. People of your country are convinced that if you want to suffer less you should reduce your desires instead of increasing producing. Try to convince the rest of the audience of the benefits of your country's way of driving the economy.

4. ***A qualified doctor from the USA.*** You are convinced that market economy is the best, and the USA is the best example of it. You do not want to realize that the American society is doing well thanks to the efforts of the rest of the world. You think that all the difficulties are temporary and they will not influence the global social development on the whole. Try to convince the rest of the audience of the benefits of your country's way of driving the economy.

5. ***A programmer from Japan.*** You think that the main resource of economic development is the brain. You find the way out of the crisis in introducing new technologies and give examples of other countries following the same direction. Try to convince the rest of the audience of the benefits of your country's way of driving the economy.

6. ***A businessman from Singapore.*** You find the way out in creating favourable business conditions, eliminating corruption and an efficient use of natural resources and an efficient use of the geographic position of any country. Try to convince the rest of the audience of the benefits of your country's way of driving the economy.

7. ***A public servant from Belarus.*** You think that "pure" market economy is unsocial. You are convinced that it will not do without the government's interference. Try to convince the rest of the audience of the benefits of your country's way of driving the economy.

8. Experts in economics (3-4 people). You are to listen to the representatives and pass a professional judgement.

9. ***Students (the rest of the group).*** You are to put questions to the experts and participants and express your views based on your professional knowledge of economics.

The procedure

1. The moderator opens the summit.

2. The participants in turn take the floor and make their reports, saying their opinion of what should be done to the world's economy.

3. The moderator organizes the exchange of views and opinions.

4. The moderator closes the summit.

After the role play the moderator evaluates the participants' reports. The moderator's performance is evaluated by the group.

Шкала оценивания решения компетентностно-ориентированной задачи: в соответствии с действующей в университете балльно-рейтинговой системой оценивание результатов промежуточной аттестации обучающихся осуществляется в рамках 100-балльной шкалы, при этом максимальный балл по промежуточной аттестации обучающихся по очной форме обучения составляет 36 баллов, по очно-заочной и заочной формам обучения – 60 (установлено положением П 02.016).

Максимальное количество баллов за решение компетентностно-ориентированной задачи – 6 баллов.

Балл, полученный обучающимся за решение компетентностно-ориентированной задачи, суммируется с баллом, выставленным ему по результатам тестирования.

Общий балл по промежуточной аттестации суммируется с баллами, полученными обучающимся по результатам текущего контроля успеваемости в течение семестра; сумма баллов переводится в оценку по дихотомической шкале (для зачета) или в оценку по 5-балльной шкале (для экзамена) следующим образом:

Соответствие 100-балльной и дихотомической шкал

Сумма баллов по 100-балльной шкале	*Оценка по дихотомической шкале*
100–50	зачтено
49 и менее	не зачтено

Соответствие 100-балльной и 5-балльной шкал

Сумма баллов по 100-балльной шкале	*Оценка по 5-балльной шкале*
100–85	отлично
84–70	хорошо
69–50	удовлетворительно
49 и менее	неудовлетворительно

Критерии оценивания решения компетентностно-ориентированной задачи:

6-5 баллов выставляется обучающемуся, если решение задачи демонстрирует глубокое понимание обучающимся предложенной проблемы и разностороннее ее рассмотрение; свободно конструируемая работа представляет собой логичное, ясное и при этом краткое, точное описание хода решения задачи (последовательности (или выполнения) необходимых трудовых действий) и формулировку доказанного, правильного вывода (ответа); при этом обучающимся предложено несколько вариантов решения или оригинальное, нестандартное решение (или наиболее эффективное, или наиболее рациональное, или оптимальное, или единственно правильное решение); задача решена в установленное преподавателем время или с опережением времени.

4-3 балла выставляется обучающемуся, если решение задачи демонстрирует понимание обучающимся предложенной проблемы; задача решена типовым способом в установленное преподавателем время; имеют место общие фразы и (или) несущественные недочеты в описании хода решения и (или) вывода (ответа).

2-1 балла выставляется обучающемуся, если решение задачи демонстрирует поверхностное понимание обучающимся предложенной проблемы; осуществлена попытка шаблонного решения задачи, но при ее решении допущены ошибки и (или) превышено установленное преподавателем время.

0 баллов выставляется обучающемуся, если решение задачи демонстрирует непонимание обучающимся предложенной проблемы, и (или) значительное место занимают общие фразы и голословные рассуждения, и (или) задача не решена.