

МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА
И ПРОДОВОЛЬСТВИЯ РЕСПУБЛИКИ БЕЛАРУСЬ

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«БЕЛОРУССКИЙ ГОСУДАРСТВЕННЫЙ
АГРАРНЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ»

Кафедра иностранных языков № 2

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АНГЛИЙСКИЙ ЯЗЫК

Производственное общение

*Рекомендовано Учебно-методическим объединением
по образованию в области сельского хозяйства в качестве
учебно-методического пособия
для студентов учреждений высшего образования,
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Учебно-методическое пособие предназначено для формирования
и совершенствования навыков производственного общения будущих
экономистов агропромышленного комплекса.

Пособие содержит профессионально ориентированные англоязычные
тексты и комплекс упражнений, направленные на усвоение специальной
лексики, совершенствование навыков и умений говорения, усвоение
норм производственного и делового общения, правил речевого этикета
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ПРЕДИСЛОВИЕ

Главной целью обучения иностранному языку является формирование иноязычной коммуникативной компетенции специалиста, позволяющей использовать иностранный язык как средство профессионального и межличностного общения.

Целью предлагаемого учебно-методического пособия является обучение студентов экономических специальностей различным видам речевой деятельности на английском языке на базе современных материалов.

Пособие включает следующие разделы:

- Типичные ситуации производственного общения;
- Социокультурные нормы производственного общения;
- Профессиональная этика;
- Переговоры;
- Контракты, соглашения.

Все разделы сопровождаются иллюстративным материалом и содержат комплекс упражнений тренировочной и коммуникативной направленности, нацеленных на формирование умений и навыков производственного общения.

Учебно-методическое пособие предназначено для студентов факультета предпринимательства и управления БГАТУ, а также может использоваться специалистами, связанными с работой в области внешнеэкономических связей и коммерческой деятельности.

ТИПИЧНЫЕ СИТУАЦИИ ПРОИЗВОДСТВЕННОГО ОБЩЕНИЯ



I. Work and employment

1) Study the vocabulary on the topic “Work and employment”. Translate them into Russian.

| | | |
|-------------|--------------|--------------------------|
| ambitious | enthusiastic | qualified |
| ambition | generous | reliable |
| bored | honest | responsible |
| boring | ignorant | receptive (to new ideas) |
| committed | incompetent | self-confident |
| considerate | indifferent | self-confidence |
| cruel | just | self-important |
| efficient | motivated | skilled |
| expert | punctual | tactful |
| experienced | patient | unfair |
| business | profession | vocation |
| job | trade | occupation |
| work | position | career |

2) Complete each sentence by using a word from the box.

business job living work profession
vocation trade
career occupation line post / position

1. Please state your age, address, and _____ in the space below.
2. Mark makes his _____ working as a journalist.
3. He was offered the _____ of ambassador in China.
4. As a teacher she feels she has finally found her _____.
5. The cost of _____ has risen greatly over the recent years.
6. I can not come out tonight. I have got too much _____ to do.
7. Stop interfering! This is none of your _____.
8. Kate has a very good _____ in an international company.
9. I wish I had you _____ – it sounds really interesting.
10. I did not realize we were in the same _____ of business.
11. Most of the men worked in skilled _____ such as carpentry or printing.
12. There are still too many people without _____. They work very hard and now they have their own _____.
13. One of the most difficult decisions is choosing _____.
14. At the moment I have a very good, well-paid _____.



3) Match the words from the two columns.

| | |
|--------------|------------|
| full-time | worker |
| demanding | |
| blue-collar | job |
| tough | |
| high | employment |
| frustrating | |
| factory | business |
| hard | |
| seasonal | career |
| backbreaking | |
| white-collar | employee |
| boring | |
| office | position |
| brilliant | |
| government | work |
| part-time | |
| competitive | post |
| rewarding | |
| odd | profession |

4) Read the expressions connected with work and make your own sentences.

- to work shift-work (nights one week, days next)
- to be on flexi-time (flexible working hours)
- to work nine-to-five (regular day work)
- to go / be on strike (industrial dispute)
- to get the sack (thrown out of your job)

to be fired (more formal than 'get the sack'; often used as a direct address: 'You're fired!')

to be dismissed (more formal than 'be fired')

to be made redundant (thrown out, no longer needed)

to be laid off (more informal than 'made redundant')

to give up work (e.g. in order to study)

to be on / take maternity leave (expecting a baby)

to be on / take sick leave (illness)

to take early retirement (retire at 55)



5) Divide the words given above into two groups.

| | |
|---------------|-------------------------|
| hours of work | reasons for not working |
|---------------|-------------------------|

6) Work in small groups. Speak about the careers of your parents / friends / relatives. Discuss the following questions: Did they ever change their jobs? Did they get promotion? Are they happy with their jobs?

Text 1. Choosing a job

1) When planning your lifetime career you have to consider two aspects. First, what career will suit you and give you satisfaction. Second, if you are the right person for this career.

2) Choose the best variant.

One of the most difficult decisions is choosing what to do for a / – (1) *work / living*. For example, do you want to follow a

definite (2) *business / career*, and (3) *earn / gain* a / – low (4) *salary / money* at the beginning, but have good (5) *perspectives / prospects* in a company that trains its (6) *employers / staff*? Or are you more interested in taking any kind of work, because you need a / an (7) *income / money*? You may have to (8) *come up with / face up to* the fact that a good (9) *work / job* can be difficult to find. In that case, why not take a (10) *temporary / short* one? You will gain some useful (11) *experiences / experience*. Remember that even if you have the right (12) *qualifications / degrees*, you may have to (13) *turn down / fill in* lots of application forms before you are asked to (14) *attend / make* an interview. But don't worry if you don't know what you want to (15) *work / do* exactly. You'll enjoy finding out!

3) What are the most important factors for you in choosing or keeping a job? Put the following factors in order of importance and then compare your list with that of your partner's.

- good salary or wages
- interesting and varied work, not boring and monotonous
- work which is useful to society
- good working conditions
- flexible hours
- opportunities to meet people
- opportunities to travel
- good career prospects
- bossing people
- dealing with children
- responsibility of your own
- working with nice people
- getting on with your boss
- the chance of promotion

4) In your opinion, which jobs or professions fit your criteria? What jobs fit the criteria that you have selected above? Put them in order. Discuss it with your partner.

| | |
|---------------------------------|--------------------------------------|
| Very boring | Very interesting |
| Very badly-paid | Very well-paid |
| Give opportunity to meet people | Give no opportunity to meet people |
| Involve travelling | Don't involve travelling |
| Require special qualification | Manual |
| Caring | Influencing people |
| Require using a computer | Do not require using a computer |
| Involve the use of languages | Don't require knowledge of languages |
| Monotonous | Varied |
| Involve living abroad | Do not involve living abroad |
| Low-status | High-status |

Text 2. Careers

1) Read these texts about how two people came to choose their careers. Pay attention to phrasal verbs.

Jeremy

At the moment I have a very good, well-paid job that I enjoy doing, but it hasn't always been like this.

Several years ago I used to work as a salesman for a small company that specialized in making motor components for the car industry. It was the sort of job where you had to be committed to your product, you had to believe in it and do everything possible to sell it. But times were hard, and a lot of companies were going out of business, so our company started *to cut back on* the number of people it employed in order to save money – fortunately I wasn't one of them – but in the end it had *to close down*, and I found myself out of work for the first time in my life. I applied for several jobs in similar companies, but I wasn't successful – every one of them *turned me down*.

Then one day I was looking through the paper and I came across an advertisement for courses that specialized in journalism. I filled in an application form, sent it off, was accepted onto the course, studied hard, passed my exams, and became a qualified journalist. I then wrote to a small magazine for the car industry, attended an interview with dozens of other applicants and, to my surprise, they *took me on*. The magazine grew in size and popularity, I moved from writing articles to being subeditor, and this year I became the editor, so I suppose, I've been lucky, really.

Angela

When I was young my father always told me how important it was to *get on* in life and be a success. “You must make something of your life,” he used to say. I think he wanted me to be a doctor or an engineer or something like that. And I can remember how disappointed he was when I left school early and started work as a secretary.

It was a small, badly-run company, and when I went there they told me the job was not difficult and I would soon *pick it up*. At the beginning I liked the job, but as time passed the work started *to take up* more of my time and I found I was working late in the evenings and even at weekends. And in addition to this I had to *put up with* poor working conditions and a low salary – I earned

just enough to *get by* – and there were no promotion prospects at all. All this really *got me down*. And then I started to wonder if I was really *cut out for this* kind of work – it didn't really suit me or my particular abilities.

Then one day – I remember I'd been working very hard that month and had *put in* a lot of extra hours – I went to see my boss to ask for some time off work. I needed to visit my mother, who wasn't well at that time. I have to say that I didn't *get on with* my boss very well. Anyway, he refused point-blank. He said that it was out of the question and he did not want to hear another word. I tried explaining but I just couldn't *get through* to him. He wouldn't listen. So I walked out of the office, and as far as I was concerned, that was the last straw. The next day I *handed in* my resignation, and I said to myself that I would never put myself in that kind of position again. I decided to return to studying and *go in for* law. I graduated from London University and now I am starting to make my way in the world. As my father used to say, 'The world is your oyster'.

So was my father right? Is it important *to get on* in the world? Well, in some ways it is, but it depends on how you measure success and what you want to *get out of* life. After all there are other things in life besides work.

2) Find in the text the phrasal verbs that mean the following.

1. to learn something without difficulty or special study
2. to make someone feel depressed
3. to close something (a factory or organization) temporarily or permanently
4. to manage to survive and have a satisfactory life
5. to use or require a certain amount of time, effort, or space
6. to employ someone
7. to choose something as one's career

8. to refuse or reject someone / something
9. to reduce something, especially to save money
10. to succeed, to be successful in one's job

3) Paraphrase the sentences using the phrasal verbs.

1. The company has employed extra staff.
2. I've decided to make a career in medicine.
3. He didn't accept my offer of help.
4. The factory will have to reduce production.
5. The bad working conditions depress me.
6. The company has stopped doing business.
7. I learned some Arabic while I was in Cairo.
8. She wants to be a success in her job.
9. Writing reports uses a lot of my time.
10. She survives on a very small income.

4) Look at how the following expressions are used in the texts. What do you think they mean? How would you say number 4 and 6 in Russian?

1. That's the last straw!
2. To make one's way in the world.
3. The world is one's oyster.
4. To get on in life / the world.
5. To be cut out for something.
6. To refuse (something) point-blank.

5) Work in groups. Imagine that you have received a lot of applications for a job in your firm. Sort them into three piles:

A: These look promising!

B: These are possibles.

C: Thanks, but no thanks! (hopeless cases)

Discuss them in class.

1. As you will see from my enclosed CV, I have been working for my present company for three years. I joined them as the assistant works manager and was promoted to the production manager last year. Before that I had spent two years taking a full-time diploma course.

2. My name's Jim Brown and I can do great things for your company! I'm 29, unmarried, fit and healthy and I've got all the qualifications and experience to make me the ideal.

3. I am sure I would be able to manage the department successfully as I am good at supervising people and at giving clear instructions.

4. I wish to apply for the job you have advertised. Please send me further details.

5. I noted with interest your advertisement for a Marketing Assistant in today's *Daily Planet*.

6. I am writing about the job in your advertisement in today's *Evening Post*. I have five years' experience in the export and import trade as well as the qualifications you need.

7. I am ambitious and my present job doesn't offer me the chance to expand.

8. If you consider that my experience and qualifications are suitable, I would be available for the interview at any time.

9. I enclose a CV which gives full details of my qualifications and work experience. In support of my application, I should like to mention the following points ...

10. Although my present employers are first-rate and our relationship is excellent, I am keen to extend my range and I am looking for a more rewarding and challenging post.

11. I would be grateful if I could discuss the post available in person and perhaps go into my background and my suitability for the post in more detail.

Text 3. Your first interview

1) Read the text and discuss with your partner the advice given below.



With unemployment in many countries so high, and often scores of applicants chasing every job, you have to count yourself lucky to be called for an interview. If it's your first, you're bound to be nervous. (In fact if you're not nervous may be your attitude is wrong!). But don't let the jitters side-track you from the main issue which is getting this job. The only way you can do that is by creating a good impression on the person who is interviewing you. Here's how:

Before the interview

DO

- ✓ Find out as much as you can about the job beforehand.
- ✓ Ask the job centre or employment agency for as much information as possible.
- ✓ Jot down your qualifications and experience and think about how they relate to the job. Why should the employer employ you and not somebody else?
- ✓ Choose your interview clothing with care; no one is going to employ you if you look as though you've wandered out of a disco. Whether you like it or not, appearance counts.
- ✓ Make sure you know where the interview office is and how to get there. Be on time, or better, a few minutes early.

- ✓ Bring a pen; you will probably be asked to fill in an application form. Answer all the questions as best as you can.

DON'T

- ✓ Never walk into the interview chewing gum, sucking on a sweet or smoking.
- ✓ Forget to bring with you any certificates, samples of your work or letter of recommendation from teachers or anyone else you might have worked part-time for.

At the interview

The interview is designed to find out more about you and to see if you are suitable for the job. The interviewer will do this by asking you questions. The way you answer will show what kind of person you are and if your education, skills and experience match what they are looking for.

DO

- ✓ Make a real effort to answer every question the interviewer asks. Be clear and concise. Never answer "Yes" or "No" or shrug.
- ✓ Admit it if you do not know something about the more technical aspects of the job. Stress that you are willing to learn.
- ✓ Show some enthusiasm when the job is explained to you. Concentrate on what the interviewer is saying, and if he or she asks if you have any questions, have at least one ready to show that you're interested and have done your homework.

DON'T

- ✓ Forget to shake hands with the interviewer.
- ✓ Smoke or sit down until you are invited to.
- ✓ Give the interviewer a hard time giggling, yawning, rambling on unnecessarily or appearing cocky or argumentative.

✓ Ever stress poor aspects of yourself like your problem of getting up in the morning. Always show your best side especially your keenness to work and your sense of responsibility.

✓ Sell yourself. This doesn't mean exaggerating (you'll just get caught out) or making your experience or interests seem unimportant (if you sell yourself short no one will employ you).

✓ Ask questions at the close of the interview. For instance, about the pay, hours, holidays, or if there is a training programme.

Text 4. How to shine at a job interview

1) Read the text and discuss with your partner the main ideas given below.

The smart job-seeker needs to rid himself / herself of several standard myths about interviewing before he starts pounding the pavement looking for a job. What follows is a list of some of these untruths and some tips to help you do your best at your next interview.

➤ *Myth 1: The aim of interviewing is to obtain a job offer.*

Only half true. The real aim of an interview is to obtain the job you want. So, before you do back-flips for an employer, be sure you want the job.

➤ *Myth 2: Always please the interviewer.*

Not true. Try to please yourself. Giving answers that you think will suit a potential employer, losing touch with your own feelings are certain to get you nowhere. Of course, don't be hostile – nobody wants to hire someone disagreeable. But there is plainly a middle ground between being too ingratiating and being hostile.

➤ *Myth 3: Try to control the interview.*

Nobody “controls” an interview – neither you nor the interviewer – although one or both partners often try. When somebody tries to control us, we resent it. Remember, you can't control what an employer thinks of you, just as he / she can't control what you think of him. Never dominate the interview. Compulsive behaviour turns off your authenticity.

➤ *Myth 4: Never interrupt the interviewer.*

Good advice.

Study the style of an effective conversationalist: He interrupts and is interrupted! An exciting conversation always makes us feel free – free to interrupt, to disagree, to agree enthusiastically. We feel comfortable with people who allow us to be natural. So, when interviewing, half the responsibility lies with you. Do you seem uptight? Try being yourself for a change. Leaving an employer indifferent is the worst impression you can make.

➤ *Myth 5: Don't disagree with the interviewer.*

Another silly myth. If you don't disagree at times, you become, in effect, a “yes” person. Don't be afraid to disagree with your interviewer – in an agreeable way. And don't hesitate to change your mind. The conventional wisdom says be yourself, true enough.

Notes:

myth: something false, that most people believe is true.

out of touch: out of contact

ingratiate: to try hard to get someone's approval

2) Have you got the main ideas? Here are eight sentences. Only some of them express important ideas from the text. The other ideas are in the text, but they are not the author's main concerns. Choose the four main points. Then compare your answers with some other students before discussing them with your teacher.

1. Good interview is like an exciting meeting during a journey.
2. Remember that you are trying to find a job that satisfies you.
3. Change your mind if you want to.
4. Be yourself.
5. Don't try to dominate the conversation with your interviewer.
6. Try to let the interviewer be herself / himself.
7. Don't be aggressive.
8. Don't be overly respectful of your interviewer.

Text 5. Job specification

1) Read the text and find ten key words.

An interesting feature of the labour markets is that many organizations do not specify the type of person they require. Instead they will give the details of a job in a job specification. The Department of Employment has given the following definitions of a job description and job specification:

Job description: a broad statement of the purpose, scope, duties and responsibilities of a particular job.

Job specification: a detailed statement of the physical and mental activities involved in the job. The specification is usually expressed in terms of behaviour: what the worker does, what knowledge he uses in doing it, the judgments he makes and the factors he takes into account when making them.

The great variety of job specifications which exists in business illustrates the range of specification in occupation. The five categories given below do not cover this wide range, but can become a guide to the role of manpower in an organization.

1. *Unskilled.* Many jobs do not require any training or previous experience, for example manual labour or assembly work. These occupations are often highly repetitive and boring, as well as being poorly paid.

2. *Mechanical or motor skills.* There are some tasks in business which are performed by machines which require an operator. The more complicated the machine, and then generally the more skilled the operator must be.

3. *Intelligence and knowledge.* Occupations which require a high level of motor skill sometimes also demand a high level of intelligence and aptitude. But there are jobs which do not need mechanical skills but make demand on people's knowledge.

4. *Administrative or managerial skills.* The ability to organize other people is a rare skill. It not only requires knowledge and understanding of the functions within an organization, but also the ability to motivate people. In addition managers must be able to organize nonhuman resources using techniques of forecasting, planning, coordinating and controlling. These are techniques which require judgment as well as knowledge.

5. *Decision-making skills and initiative.* Decision-making is an everyday occurrence for everyone. We decide what to eat, what to wear, where to go, and so on. Similarly, decisions are a part of an organization's everyday activities. The higher one goes up the hierarchy, the more necessary is the skill of decision. The risks which all organizations face mean that organizations have to be run by people who have the ability to diagnose and assess the risk, and the capacity to decide on the correct strategy. Business is constantly changing and organizations require people with enterprise and initiative in order to survive.



2) Define the key-sentence(s) of each paragraph. Explain your choice.

3) Complete the chart with the appropriate skills from the text. The first is done for you.

| | |
|--|-----------|
| do not require any training or previous experience | unskilled |
| require a high level of intelligence | |
| ability to organize other people | |
| the capacity to decide on the correct strategy | |
| tasks performed by machines | |
| the ability to motivate people | |
| skilled operator must be | |
| highly repetitive and boring | |
| demand on people's knowledge | |
| people with enterprise and initiative | |

4) Give your own examples of a trade or a profession illustrating each category of the job specification.

5) Discuss with your partner the variety of job specifications. Speak about your future profession and necessary skills. Make up a dialogue.

Text 6. Employee motivation

1) Read the text and make a plan.

A manager who has an understanding of what the employee wants from work will have a better chance of having more satisfied and productive employees. Studies of employee motivation point out that people work for many different reasons. The reason or reasons a person behaves a certain way is called a motive. Employee motivation is the reason an employee works a certain way on the job. There are many explanations of what motivates employees. One theory was developed by A. Maslow. Maslow's hierarchy of needs theory explains that an individual has many different levels of needs.

SELF-ACTUALIZING

Realizing of individual potential, creative talents, personal future fulfillment

ESTEEM

Self-prospect, respect of others, recognition, achievement

SOCIAL

Friendship, affection, acceptance

SAFETY

Security, protection from physical harm, freedom from fear of deprivation

PHYSIOLOGICAL

Food, water, air, rest, sex, shelter

This theory suggests that when one level of needs is satisfied, the next level has the greatest influence on a person's behaviour.

Frederik Herzberg developed another theory of job satisfaction. It suggests that job satisfaction and job dissatisfaction come from

two different sets of factors. One set he referred to as “motivating factors”, and the other set he called “hygiene” factors. The motivating factors (recognition, achievement, responsibility, opportunity for advancement, and the job itself) relate to internal satisfaction and influence employees to improve their performance. The set of hygiene factors (salary, company policies, working conditions, and relationships with other employees) are separate from the job itself. He suggests that hygiene factors must be present in order to prevent job dissatisfaction, but it is those motivating factors that influence employees to maximize their performance on the job.

These theories show that employee performance is a complex topic to understand. Developing a work environment where the employee meets the needs of the business and the business meets the needs of the employee is what the most successful managers work at.

2) Are there other needs which you would add to the hierarchy? Where? Why?

3) Which of the following would motivate you to work harder:

- ✓ higher salary
- ✓ good team
- ✓ job security
- ✓ holidays
- ✓ opportunities to travel
- ✓ good working conditions
- ✓ interesting, creative work
- ✓ promotion opportunities
- ✓ fringe benefits



4) Scripture maintains that man does not live by bread alone, but the need hierarchy suggests that man lives by bread alone when there is no bread. What does it mean?

II. Employment in the agricultural sphere

Text 1. Employment in the agricultural sphere



1) Read the text and write down ten key words.

Employment in the agricultural sphere is closely connected with agricultural economy which arose in the late 19th century. It combined the theory of the firm with marketing and organization theory, and developed throughout the 20th century largely as an empirical branch of general economics. Agronomics was a branch that specifically dealt with land usage. It focused on maximizing the crop yield while maintaining a good soil ecosystem. Throughout the 20th century it expanded and the current scope became broader. Employment in the agricultural sphere today includes a variety of applied areas. “In the 1960s and afterwards agricultural economists were drawn to the development problems of poor countries, to the trade and macroeconomic policy implications of agriculture in rich countries, and to a variety of production, consumption, environmental and resource problems”. Since the 1970s, agricultural economics has primarily focused on seven main topics, according to a scholar in the field: agricultural

environment and resources; risk and uncertainty; consumption and food supply chains; prices and incomes; market structures; trade and development; technical change and human capital.

Agricultural economics tends to be more microeconomic oriented. Many undergraduate Agricultural Economics degrees given by US land-grant universities tend to be more like a traditional business degree rather than a traditional economics degree. In the Philippines, the field of agricultural economics, offered by the University of the Philippines Department of Agricultural Economics focuses on analyzing social problems which confront the agriculture and natural resource sectors, and recommending strategic directions, founded on social, environmental, and economic sustainability. At the graduate level, many agricultural economics programs focus on a wide variety of applied micro- and macro-economic topics. Their demand is driven by their pragmatism, optimization and decision making skills, and their skills in statistical modelling. Graduates from Agricultural Economics departments across America find jobs in diversified sectors of the economy.

In the field or in the factory, agricultural economists apply business concepts and problem-solving skills to effectively and efficiently manage farm, environmental and commercial decisions. If you're interested in improving food production and processing, developing agricultural policy, helping rural communities preserve and develop their economic strengths or protecting our natural resources, then a career in agricultural economics is right for you.



2) Match the words with their definitions.

| | |
|------------|---|
| inflation | things that are produced in order to be sold |
| allocate | something that you hope to achieve in the future |
| goods | a situation in which there is not enough of something |
| goal | to use something that belongs to someone else and that you must give back to them later |
| borrow | to give something for a particular purpose |
| growth | one part of a large subject of study or knowledge |
| employment | a description of what is likely to happen in the future, based on the information that you have now |
| branch | a continuing increase in prices or the rate at which prices increase |
| scarcity | the condition of having a paid job |
| forecast | an increase in amount, number or size |

3) Study the following words and word combinations. They are used when you are to describe different trends of economic development. Consult a good dictionary and put down all their derivatives. Make your own sentences using these words. You can do it in the form of a question to your partner.

Increase, raise, put up, step up, extend, expand, rise, grow, soar, boom, decrease, drop, put down, cut, reduce, fall, go down, decline, collapse, slump, remain stable, hold, maintain.

4) Find synonyms from the text to the following words:

work, manufacturing, important, earth, emphasize, wide, diversity, power.

5) Complete these sentences without looking into the text.

1. Employment in the agricultural sphere is ...
2. Agronomics was a branch of economics that ...
3. Throughout the 20th century
4. In the 1960s and afterwards agricultural economists ...
5. In the Philippines, the field of agricultural economics ...
6. Graduates from Agricultural Economics departments ...
7. A career in agricultural economics is right for you if ...

6) Discuss the following topics and act out the dialogues.

1. Describe the meaning of the term “agricultural economics” throughout the history of its development.
2. Agricultural economics. The sphere of application.
3. The main topics of agricultural economics.

Text 2. Careers in agricultural economics

1) Read the text and make a list of international words.

Careers in agricultural economics span across many fields, all of which utilize the application of core concepts and principles of economics. Agricultural economic careers are also found in similar fields such as agribusiness or rural economics.

In agricultural economics, economists apply theories and principles of economics to better understand and optimize agricultural markets. Those in agricultural economics address problems ranging from clean air and water to questions regarding how poverty can be alleviated. Relationships between supply and demand are examined using data, statistics and market trends. Job opportunities in agricultural economics exist in many areas including agribusiness management, finance, policy, natural resource economics and economic development. Further options include:

Marketing agriculture products and services with a career as a grain merchandiser, sales representative, production manager or marketing consultant. You might find yourself promoting commodities for farm organizations, developing marketing programs for food companies or forecasting prices and demand.

Interpreting how agriculture policies affect various interest groups, such as environmental groups, government agencies, commodity organizations and the media. These policies include all aspects of agriculture, from water and soil use to technology adoption to international trade patterns.

Managing environmental resources in an economically and ecologically sound manner. With your degree, you might help communities develop and implement policies for environmental protection, advise food processors about ground water protection or lobby Congress for an environmental group.



Managing farms and ranches. To compete in today's market, farmers and ranchers need strong financial and business skills. With an agricultural economics degree, farmers can better analyze market conditions and prepare their businesses accordingly. Such skills are also beneficial in other finance careers, such as banking, estate planning and real estate appraising.

2) Complete the columns:

| Noun | Verb | Adjective |
|----------|---------|-------------|
| | use | |
| | | productive |
| | develop | |
| | | various |
| | | protective |
| | help | |
| strength | | |
| | | competitive |
| finance | | |

3) Make a brief description of careers in agricultural economics using some of the following words:

principles of economics, to span across, application, core concepts, agricultural markets, supply and demand, job opportunities, agribusiness management, options, all aspects of agriculture, international trade, environmental protection, food processors, to compete in today's market, financial and business skills, analyze market conditions.

III. Entrepreneurs and entrepreneurship

Text 1. Entrepreneurs and entrepreneurship

1) Study the following new words on the topic "Entrepreneurs and entrepreneurship".

entrepreneur – предприниматель;
entrepreneurship – предпринимательство;
rate of economic growth – темп экономического роста;
argue – спорить (with, against – с кем-либо, about – о чем-либо);
undertake – брать на себя;
identical – одинаковый;
fixed assets – основные фонды;
necessarily – обязательно;
enterprise investment – вложение капитала в предприятие;
introduction – введение;
techniques – технология;
labour productivity – производительность труда;
hesitation – колебание;
ignorance – невежество;
marginal – несущественный;
gross national product – валовой национальный продукт.

2) Read the text about entrepreneurship and make a plan.

Entrepreneur is someone who starts a company, arranges business deals, and takes risks in order to make a profit. Of course, to work for someone else is less trouble. Someone creates a job for you, gets orders, collects money from the clients and takes on the responsibility for making both ends meet. At night entrepreneur figures if he has enough money to write out your pay cheque, pay the rent for the building, buy equipment and so on. On the other hand, entrepreneurship gives you an incomparable sense of personal freedom. The quality of entrepreneurship is seen by many

economists as an important explanation of differences in the rate of technical progress between countries. It has been argued that two countries undertaking similar amounts of investment leading to more or less identical rates of growth in the fixed assets will not necessarily show the same rate of technical progress. In one country entrepreneurs may be undertaking enterprise investment that has as its aim the introduction of the most advanced types of production techniques, those that will lead to a rapid growth of labour productivity. In the other, because of hesitation or ignorance, the investment program may lead only to marginal changes in productive processes; the resulting growth in labour productivity and Gross National Product will be small.

3) Agree or disagree with the following statements.

1. Entrepreneur sets up a company.
2. Entrepreneur makes business deals.
3. Entrepreneur risks his neck in order to make a profit.
4. Entrepreneur introduces new types of legal techniques.
5. Entrepreneur leads his company to a slow growth of labour productivity.
6. Entrepreneur must not be doubtful or ignorant.
7. Investment is the money that people or organizations have put into a company, business, or bank in order to get a profit, or to make a business activity successful.
8. Labour productivity is the rate at which goods are produced, compared with the work, time, and money needed to produce them.

4) Translate the following questions from Russian into English and answer them.

1. Предпринимательство – это форма деятельности в сфере производства товаров и предоставления услуг с целью получения прибыли?

2. Предприниматель – это человек, занимающийся любым видом экономической деятельности, приносящей прибыль?
3. Предприниматель рискует, чтобы получить прибыль?
4. Предприниматель применяет новые технологии производства?
5. Рост компании зависит от деловой активности предпринимателя?
6. Трудно ли быть предпринимателем?

5) Complete the following statements. Choose one topic to speak about a) entrepreneurs; b) entrepreneurship. Retell the text.

1. Entrepreneur starts ...
2. Entrepreneur arranges ...
3. Entrepreneur takes risks ...
4. Entrepreneur creates ...
5. Entrepreneur gets ...
6. Entrepreneur collects ...
7. Entrepreneur takes on ...
8. Entrepreneur writes out ...
9. Entrepreneur pays ...
10. Entrepreneur buys ...
11. Entrepreneur creates ...
12. Entrepreneur introduces ...

Text 2. Entrepreneurs

1) Read the text and state the main idea.

Entrepreneur is a person who organizes and manages a business. This is a French word that has been accepted into the English language. Its popularity probably has something to do with its grand sound which benefits anyone who has the initiative to create and run a business.

Entrepreneurs are a mystery to some people, especially those who are only comfortable with a nine-to-five existence and assured weekly paychecks and fringe benefits. The entrepreneur is a business person who prefers to take calculated risks in order to be his or her own boss.

Sometimes the entrepreneur is regarded as a business person who takes risks. This is not so. An entrepreneur is a business person who minimizes risks. He or she does this by advance planning, research, and meticulous consideration of all factors that could affect and possibly endanger her or his enterprise. When the entrepreneur forgets to do advance investigation and preparation, then he or she is a gambler at best, and a failure statistic at worst.

Speaking about entrepreneurship, Professor K. Vesper of the University of Washington says that “Businesses continue to be launched by people who didn't make it the first time around. A driving force in entrepreneurship is addictiveness. Once people have a taste of freedom in a business of their own, they like it. They don't want to go back to working for someone else”.

While the percentage of growth for men entering into business independence could be measured in the teens, women's increase in a single decade was 69 percent. There is no mystery here. Women go into business for the same reason men do – to make money and to be their own bosses. The rise in female entrepreneurship is reminiscent of what the early-20th-century immigrants did – and the more recent waves of immigrants from different parts of the world. Entrepreneurship is regarded to be the first track to success. Rather than to take low-wage, big-industry job, people opt to use their wits and energy to climb the ladder of independence the entrepreneurial way.

2) Which of these opinions are expressed in the text? Which ones do you agree with?

1. Entrepreneurs are only comfortable with a nine-to-five existence and assured weekly paychecks and fringe benefits.

2. An entrepreneur is a business person who minimizes risks.
3. The entrepreneur is a business person who prefers to take calculated risks in order to be his or her own boss.
4. A driving force in entrepreneurship is laziness.
5. Once people have a taste of freedom in a business of their own, they like it.

3) Speak about advantages and disadvantages of being an entrepreneur. Fill in the chart. Discuss it with your partner.

| | | |
|------------|---------------|--|
| advantages | disadvantages | can be regarded as disadvantages and advantages at the same time |
|------------|---------------|--|

4) Discuss with your partner the meaning of the following expression.

When an artist looks at the world, he sees colour.
 When a musician looks at the world, he hears music.
 When an economist looks at the world, he hears a symphony of costs and benefits.

D. Colander

Text 3. Knowing yourself

1) Read the text and write out the words describing characteristics of an entrepreneur.

There have been many studies during the past few years that have attempted to identify the characteristics of successful entrepreneurs. On such study compared many of the lists already developed. Those characteristics common to all or most of the lists indicated that an entrepreneur tends to have the following characteristics:

- High level of physical energy
- Ability to set clear goals and plans to reach goals
- Strong positive attitudes
- High levels of moral strength
- Willingness to take chances
- Industrious - need to be always working at something
- Takes the initiative in starting work
- High level of reasoning ability
- Able to make decisions
- Willing to lead others
- Organized
- Positive attitude towards others
- Uses time effectively
- Willing and eager to learn
- Desire to satisfy the needs of others
- Able to change and adapt to changing environment
- Able to seek and find information needed to achieve their goals
- Avoids procrastination
- Have a determined persistence
- Informed about latest trends and needs
- Willing to take responsibility
- Knows how to manage money
- Able to motivate others
- Always looking for opportunities
- Willing to recognize and reward contributions of others
- Restless eager to do something new

Obviously not all entrepreneurs are alike, but based on a variety of studies most of the successful ones have the above characteristics.

2) Give the Russian equivalents to the following words and phrases and use them in the sentences of your own:

to identify, successful entrepreneurs, to set clear goals, to reach goals, willingness to smth., take the initiative, to make decisions,

positive attitude towards smb., to use time effectively, to satisfy the needs of others, to take responsibility, to manage money, to look for opportunities, to reward contributions, to learn from failures.

3) Give the words from the text for the following definitions.

1. To be the reason why someone do something.
2. A duty to be in charge of someone or something.
3. Determination to do something even though it is difficult or other people oppose it.
4. Something that you get because you have done something good or helpful or have worked hard.

4) Answer the questions and discuss the text using them as a plan.

1. What characteristics do you find absolutely necessary for every manager?
2. Which of them are inborn and which ones can be acquired?
3. What are of primary importance?

Text 4. Entrepreneurship in the field of agriculture

1) Read the text and find the agricultural terms.

Investment in food production

Commercial food crop farming is a lucrative undertaking. With tremendous rise in urban populations across the world, the need for fresh foods to cater these people is great. Trends toward industrialization have left fewer entrepreneurs to concentrate on food production. It is, therefore, a good sector for one to make profit, while at the same time contributing to the world population's food supply.

Tree farming

Tree farming as an agricultural entrepreneurial activity is not only a financially rewarding initiative but also an eco-friendly investment. Through commercial tree farming, environmental conservation and protection of natural resources are ensured. Apart from contributing positively to the ecosystem, a sustainable supply is created for industries such as paper and timber processors. With efforts worldwide being harnessed toward combating global warming, commercial tree farming is a good investment that also helps contain carbon levels in the atmosphere. Liaising with support bodies may also significantly provide reliable insights into agricultural entrepreneurship along this line.



Horticultural farming

Horticultural farming involves the commercial farming of crops such as fruits, vegetables and herbs. These may be conventionally or organically produced to meet market needs. There is always a growing market for fruits and vegetables, and anyone growing them can only expect to make more sales with the passage of time. Flowers, though perishable, are a potentially lucrative investment. They encompass wide varieties that provide much needed raw materials for various industries such as pesticide factories. In addition, other flower varieties are produced for aesthetic use.

Agro-forestry

Agro-forestry forms part of the principal area of horticultural farming. Agro-forestry entails rearing trees and crops on the same land area. It provides multiple benefits since crops raised contribute to revenue earnings and trees planted not only augment these earnings but also contribute greatly to soil and environmental conservation. Authorized federal agro-forestry bodies include Reforestation, Nurseries & Genetic Resources (RNCR), Native Plants Network and National Agro-forestry Center.

2) Match the words with the same meaning.

| | |
|-------------------|----------------|
| tremendous | to wait |
| to concentrate on | buyers |
| profit | help |
| to involve | profitable |
| produce | to focus on |
| expect | to include |
| lucrative | to manufacture |
| consumers | huge |
| support | revenue |

3) Match the words with the opposite meaning.

| | |
|---------|------------|
| profit | similar |
| create | artificial |
| wide | destroy |
| various | narrow |
| natural | loss |

4) Say if the sentences below are true or false. If they are true repeat them. If they are false, correct them.

1. The need for fresh food is insignificant in spite of the tremendous rise in urban populations across the world.
2. Few entrepreneurs concentrate on food production.
3. Tree farming as an agricultural entrepreneurial activity is only a financially rewarding initiative.

4. Horticultural farming involves the commercial farming of crops such as fruits, vegetables and herbs.

5. Agro-forestry entails rearing vegetables and flowers on the same land area.

5) Speak about the variety of possibilities for entrepreneurs in the sphere of agriculture.

IV. Company

Text 1. Company

1) Study the following new words on the topic “Company”.

enterprise – предприятие; individual proprietor – единоличный собственник; partnership – товарищество; limited liability company – компания с ограниченной ответственностью; brokerage house – брокерская фирма; agency – агентство; varied – разнообразный; contribution – долевой взнос; whenever – всякий раз когда; constitute – учреждать; incur – подвергаться; extend – простираться; assets – имущество; acceptance – принятие; vital – жизненно важный; large-scale industry – крупная промышленность; enable – дать возможность; entire – целый; fortune – судьба; богатство.

2) Read the text and divide it into logical parts.

Company is an organization that makes or sells goods or services in order to get money. Business enterprises usually take one of three forms: individual proprietorships, partnerships, or limited-liability companies. In the first form, a single person holds the entire operation as his personal property, usually managing it on a day-to-day basis. Most businesses are of this type. The second form, the partnership, may have from two to 50 or more members, as in the case of large law and accounting firms, brokerage houses (companies of brokers), and advertising agencies. This form of business is owned by the partners themselves; they may receive varied shares of the profits depending on their investment or contribution. Whenever a member leaves or a new member is added, the firm must be



reconstituted as a new partnership. The third form, the limited-liability company, functions on the basis of limited liability. Limited liability is the legal position under which the loss that an owner (shareholder) of a business firm may incur is limited to the amount of capital invested by him in the business and does not extend to his personal assets. Acceptance of this principle by business enterprises and governments was a vital factor in the development of large-scale industry, because it enabled business firms to mobilize large amounts of capital from a wide variety of investors who were understandably unwilling to risk their entire personal fortunes in their investments.

3) Agree or disagree with the following statements.

1. Company makes or sells goods or services in order to get profit.
2. Proprietor is an owner of a business.
3. Individual proprietor keeps the entire operation as his rented property.
4. Individual proprietor manages his personal property on a from time to time basis.
5. Partnership is a business owned by two or more partners who share the profits and losses.
6. Partners share the profits and losses according to their investment or contribution.
7. Whenever a partner leaves or a new partner is added, the firm must be reconstituted as a new partnership.
8. Sleeping (silent) partner is someone who owns part of a business but is not actively involved in operating it.
9. Limited Liability Company is a company whose owners only have to pay a limited amount if the company gets into debt.

4) Answer the following questions.

1. What does the term “company” mean?
2. What forms do business enterprises usually take?
3. What does the term “individual proprietorship” mean?
4. What does the term “partnership” mean?
5. What is the third form of business enterprises?
6. What does the term “limited liability” mean?

5) Complete the following statements. Choose one topic to speak about a) individual proprietorships; b) partnerships; c) limited liability companies. Discuss the main forms of a company.

1. Company is ...
2. Business enterprises take ...
3. The first form of business is ...
4. The second form of business is ...
5. The third form of business is ...
6. Individual proprietor holds ...
7. Individual proprietor manages ...
8. Partners receive ...
9. Whenever a partner leaves ...
10. Limited-liability company functions ...
11. Limited liability is ...
12. Limited liability enables business firms to ...



Text 2. Why are companies referred to as LTD., INC., GMBH, or S.A.?

1) Read the text and state the main idea of each paragraph.

An individual, like Henry Ford, might want to begin a small enterprise and personally retain total responsibility and liability, but once it starts to grow, a partnership or a “company” – such as Ford Motor Company – would need to be formed. The key factor in owning any company is the guarantee called *limited liability*: the owners of a company never have to pay more than they have invested in the company. Their liabilities are limited. When a company goes bankrupt, the owners can never be required to pay its unpaid bills.

The worst that can happen to investors in a limited liability company is losing their initial investment if the company fails. By limiting the downside risk for shareholders, companies are able to attract *equity investors* and raise large amounts of funds called *equity capital* through sales of shares rather than by borrowing money at potentially high interest rates.

The names of companies around the world reflect this guarantee of limited liability. The abbreviations “GmbH” in Germany, “Inc.” in the United States, or “Ltd.” in most other English-speaking countries indicate that the firm is a limited liability company and investors have nothing more to lose than the money invested in their shares. The “S. A.” in French-and Spanish-speaking countries also refers to limited liability by defining shareholders as “anonymous.” Since the identity of shareholders can be kept secret, the creditors of a bankrupt company have no right to pursue them for the company's unpaid debts.

Many countries make a clear distinction between public and private companies, with separate designations, such as AG and GmbH in Germany, or Pic and Ltd. in Britain. Generally, “public” companies are those large enough to have their shares traded on

stock exchanges, while smaller unquoted companies are said to be “private,” even though their shares can be held by the public at large. In some countries, a large company is said to be privately owned if its shares are not available to the general public. In the United States, where little distinction is made between public and private companies, most companies simply bear the title “Incorporated.”

2) Match the sentences beginnings to the correct endings.

| | |
|---|---|
| The key factor in owning any company | that the firm is a limited liability company |
| Companies raise large amounts of funds called equity capital | if its shares are not available to the general public |
| The abbreviations “GmbH” in Germany, “Inc.” in the United States, or “Ltd.” in most other English-speaking countries indicate | between public and private companies |
| Many countries make a clear distinction | most companies simply bear the title “Incorporated.” |
| In some countries, a large company is said to be privately owned | through sales of shares |
| In the United States, where little distinction is made between public and private companies | is the guarantee called limited liability |

3) Read the text once again, write down the key expressions that might help you to discuss this text.

4) Work in groups and discuss what the names of companies around the world reflect.

V. Contributions of economics to agriculture.

Text 1. The role of economics in agricultural production

1) Read the text and find the main expressions from each paragraph.

Even though there is more than enough food available to feed everyone in the world, many people do not have enough to eat. Every year, 12 million to 20 million people die from being undernourished or malnourished and from starvation and diseases that result from a lack of food. These problems are caused by factors such as food quantity, food quality, inadequate storage capabilities, inadequate food distribution, and poverty.

Food is grown differently in rich and poor nations. The developed countries use industrialized methods of food production. The undeveloped countries do not have these advantages. They must rely more on the natural quality of the land and use intensive hand labor to farm. Science has also played an important role in increasing productivity in the developed world. Industrialized countries have learned many ways to increase food output, such as using fertilizers and pesticides, and creating hybrid crops.

Natural factors also affect the ability to develop productive farming. Climate plays a huge role in what can be grown. In addition, fluctuations in climate, such as years in which it is too dry or too wet, can drastically affect crop production. Some years may be very good and enable a surplus of crops to be produced. On the other hand, some years may bring drought or insect infestations, and not enough food is produced, causing shortages.

Food surpluses and shortages are always important factors in determining whether people throughout the world have enough to eat. One of the major functions of governments is to make sure there is enough food for everyone. Governments encourage farmers to produce slightly more food than is needed in a normal season to allow for the years when there is a poor harvest.

The concept of surplus and shortage is a balancing act, however. If farmers produce too much food, they lose money because they cannot sell it all. If this happens, farmers are likely to produce less food the following year, so they will not lose more money. If that year sees a bad harvest, however, there will likely be a food shortage and prices will rise dramatically; some people will go hungry and starve. Because of this delicate balance, governments have become involved in the raising and marketing of agriculture. If they did not, the unpredictable cycle of surplus and shortage could cause national, and even worldwide, disasters.

Some governments set target prices for basic staple foods. To protect farmers, imports are not allowed to come into the country at lower prices. If they did, it would hurt the local farmers and markets.

If there is a surplus in a particular year and prices fall, the government can intervene by buying surplus food and taking it off the market for storage to be used later during years of shortage.

By controlling food availability through quotas as well as prices, governments can protect farmers – especially those that work small farms or have to transport their goods great distances – and ensure that enough food will be produced to feed everyone. As a result, farmers will have successful businesses and continue to produce more food.

The less-developed countries have a completely different problem. In their societies, there is not enough food available to go around. Famine and starvation unfortunately occur often. Many people in these countries are continually malnourished, which causes a variety of other health-related problems. Wars and natural disasters also cause situations where victims need emergency aid, in the form of supplies and food.

Over the years, huge amounts of money and aid have been designated to help starving people in Africa, Eastern Europe, and other countries. Food aid is often sent to help these people, but it is not without its own problems. Sometimes the countries that need



help the most are located far away from major shipping ports. Sometimes food must travel hundreds of miles to reach the people who need it the most. It is often difficult to get the food to these people. Several scientists and government planners have suggested that permanent food storage areas should be built in these countries.

While supplying food and other goods to needy nations is necessary and helpful, many believe that sending aid is only a short-term fix rather than a permanent solution. The long-term solution lies in educating farmers in underdeveloped countries and providing economic assistance, so that they can increase the productivity of their own land through the use of machinery, fertilizers, and conservation farming practices.

2) Match the sentence beginnings to the correct endings.

1. If farmers produce too much food, they lose
 2. The developed countries use industrialized
 3. Governments encourage farmers to produce slightly more ...
 4. As a result, farmers will have successful businesses
 5. The undeveloped countries do not
 6. Science has also played an important role in increasing.....
 7. Because of this delicate balance, governments have become
 8. Food is grown differently
- a).....methods of food production.
 - b)food than is needed in a normal season.
 - c).....involved in the raising and marketing of agriculture.
 - d).....have these advantages.
 - e).....businesses and continue to produce more food.
 - f)money because they cannot sell it all.
 - g)in rich and poor nations.

3) Answer the following questions.

1. Why do people have food shortage in some countries and food surplus in the others?

2. Do the developed countries and the undeveloped countries use the same methods of food production?
3. In what way can governments protect farmers?
4. Why do most developing countries seldom have enough food?
5. What plays a huge role in developing productive farming?
6. What is one of the main functions of government?

4) Discuss in pairs how economics contributes to agriculture.

Text 2. Precision agriculture

1) Read the text and answer the questions that follow it.



Precision agriculture is a newly emerging component of farming. With growing populations and increasing demands on the land, being productive and efficient is becoming more important. Cutting-edge positioning and information space technologies have now entered agriculture. Satellites and geographical spatial technology have taken a role recently in finding practical ways to help farmers become better and more efficient. Farmers can now operate their farms – from planting to harvesting – by managing every square foot of the land according to the needs of that particular square foot. Precision agriculture uses space satellite data (a science called remote sensing), soil sampling, and information management tools to make agricultural production as efficient as possible.

Precision agriculture uses technologies, such as Global Positioning System (GPS), Geographic Information System (GIS), and airborne images, to help farmers manage their fields. These high-tech systems can analyze soil and landscape characteristics (what type of soil it is, how steep the land is, what direction the

slope faces, and how much direct sunshine it receives). These high-tech systems can determine whether pests are present (by assessing insect damage) long before humans can see the results of an infestation because satellites can pick up wavelengths in the infrared region, which are the first wavelengths to reveal changes in plant health.

GPS can provide the farmer with specific information on tillage, planting, weeds, insect and disease infestations, cultivation, and irrigation. Machine control systems automate equipment to save time and costs that would normally have to be paid to a field operator. Laser based tools provide information on land-leveling requirements and underground drainage.

This equipment collects field data, which is then downloaded into computer systems and analyzed with special software to help the farmer determine the best farming practice for his land. These systems can help the farmer manage small areas of the farm differently – according to his or her needs.



A computer can be used to analyze all the spatial data that has been collected (such as soil types, crop yield, water drainage, rainfall, and chemical doses) and look at overall relationships between the different types of information that affect crop production in a specific place. For example, this type of analysis might indicate that the farmer needs to add more



fertilizer to one field, more water to another field, or pesticides in still another area. Precision agriculture allows farmers to improve the crops they grow, provides information for better farming practices, reduces unnecessary applications of pesticides or other chemicals, and gives farmers better data to manage their lands more effectively.

1. What is precision agriculture?
2. Why do people have to use precision agriculture?
3. What technologies does precision agriculture use?
4. What can new technologies provide the farmers with?
5. How can precision agriculture help farmers in their work?
6. What do you think of precision agriculture?

2) Read the text “Precision agriculture” more carefully and retell it using the questions as a plan.

3) Write a resume of the text.

4) Discuss with your partners advantages and disadvantages of precision agriculture.

Conducting effective business meetings

Part I

СОЦИОКУЛЬТУРНЫЕ НОРМЫ ПРОИЗВОДСТВЕННОГО ОБЩЕНИЯ



I. Business meetings

Text 1. Conducting effective business meetings

1) Work in small groups. Write as many pieces of advice as you can to your friend who is about to conduct or take part in a business meeting.

2) Check in your dictionary that you understand the following words:

an employee; to conduct; incredibly effective and also efficient; to determine; to be prone to; pitfall; available; leadership; affairs; feedback; boosting; assignment; to maintain; in advance; to accomplish; to tolerate; to be engaged in smth.

3) Read the first part of the text “Conducting effective business meetings” attentively and choose the most important pieces of advice.

Every business, whether it has 2 employees or 2,000, has meetings as a regular part of getting things done. Although employees can communicate with one another in an organization in many different ways, business meetings – if they are conducted in the right way – can be incredibly effective and efficient.

Meetings are not only one of the most important ways for employees to communicate within organizations, but they're also the way that teams get their work done. Although individual team members work on tasks outside of meetings, team meetings give members the opportunity to come together to determine the team's goals, its plans for achieving its goals, and who will do what and when.

It's necessary to take a close look at what makes meetings effective and find out how to conduct better business meetings.

The good news (and the bad) about meetings:

We've all experienced more than our share of both good and bad meetings. What makes some meetings terrific, while others are simply the pits?

Employees benefit in several ways when a meeting is well run. Here's the good news about business meetings:

- Meetings are empowering.
- Meetings are a great way to communicate.
- Meetings develop work skills and leadership.
- Meetings are morale boosting.

Unfortunately, meetings are prone to fall into nonproductive pitfalls. Here's the negative side of meetings:

- Meetings may not have focus.
- Companies have too many meetings.
- Attendees may be unprepared.

Although this bad news may seem bleak, there is hope. For each of these problems, and for the many other kinds of problems that often plague business meetings, solutions are available. You

simply need to be open to changing the way that meetings are conducted in your organization. You may even need to take on a leadership role, if necessary, to make your meetings work better.

4) Read the second part of the text “Conducting effective business meetings” and answer the questions that follow it.

Part II

Everyone has suffered through far too many meetings that took up far too much time and accomplished far too little. Unfortunately, this sad state of affairs has happened so often that you may find yourself becoming numb to the fact that your meetings aren't as good as they should be and could be, if you just had some way to fix them.

Help is close at hand! You can make your meetings better, and you don't have to tolerate meetings that accomplish little or nothing. The power is within you, whether you are a meeting leader or a participant. Do you want to find out how? Here are some time-tested techniques to ensure better business meetings:

Be prepared. Meetings are work, so, just as in any other work activity, the better prepared you are for them, the better the results you can expect.

Have an agenda. An agenda – a list of the topics to be covered during the course of a meeting and it can play a critical role in the success of any meeting. It shows participants where they are going, but it's then up to the participants to figure out how to get there. Be sure to distribute the agenda and any prework in advance. By distributing the agenda and prework before the meeting, participants can prepare for the meeting ahead of time. As a result, they will be immediately engaged in the business of the meeting, and they'll waste far less time throughout the meeting.

Start on time and end on time. Everyone has suffered through meetings that went way beyond the scheduled ending time. That situation would be fine if no one had anything else to do at work.

But in these days of faster and more flexible organizations, everyone always has plenty of work on the to-do list. If you announce the length of the meeting and then stick to it, fewer participants will keep looking at their watches, and more participants will take an active role in your meetings.

Have fewer (but better) meetings. Call a meeting only when it is absolutely necessary. Before you call a meeting, ask yourself whether you can achieve your goal in some other way, perhaps through a face-to-face discussion with someone in your organization, a telephone conference call, or a simple exchange of e-mail. As you reduce the number of meetings you have, be sure to improve their quality.

Include, rather than exclude. Meetings are only as good as the ideas that the participants bring forward. Great ideas can come from anyone in an organization, not just its managers. Roy Disney, vice chairman of the Walt Disney Company, tells a great story that illustrates this point perfectly. Disney says, “There's an old story about Walt from the early days when we were making short subjects – really just a collection of gags. Every week, Walt had a gag contest, and everybody was free to enter – the winner got \$5, which was a lot of money during the Depression. And who kept winning, week after week? You see, it's not about who's the boss. It's about who's got the best ideas”.

Maintain the focus. Meetings can easily get off track and stay off track. The result? Meetings do not achieve their goals. Meeting leaders and participants must actively work to keep meetings focused on the agenda items. Topics should not include the results of the latest football game, or who had lunch with whom, or who's driving that shiny new Porsche. Whenever you see the meeting drifting off track, speak up and push the other attendees to get it back in focus.

Capture and assign action items. Unless they are held purely to communicate information, or for other special purposes, most meetings result in action items, tasks, and other assignments for one or more participants. Don't assume that all participants are

going to take their assignments to heart and remember all the details. Instead, be sure that someone has agreed to take on the job of record keeping. Immediately after the meeting, summarize the outcome of the meeting, as well as assignments and timelines, and e-mail a copy of this summary to all attendees.

Get feedback. Every meeting has room for improvement. Be sure to solicit feedback from meeting attendees on how the meeting went right for them and how it went wrong. Was the meeting too long? Did one person dominate the discussion? Were attendees unprepared? Were the items on the agenda unclear? Whatever the problems, you can't fix them if you don't know about them. You can use a simple form to solicit feedback, or you can simply informally speak with attendees after the meeting to get their input.

1. When can business meetings be efficient?
2. What is the good news about meetings?
3. What is the negative side of meetings?
4. Is it necessary to be prepared for meetings in advance?
5. What is an agenda?
6. What should you do before calling a meeting?
7. Why is it essential to maintain the focus of meetings?
8. Is it required to get feedback from meeting attendees on how the meeting went?



5) Read the text “Conducting effective business meetings” more carefully and retell it using the questions as a plan.

6) Read the rules how to conduct a business meeting.

Business professionals waste an estimated 31 hours a month at unproductive meetings, according to Wolf Management Consultants. Sometimes a meeting isn't productive due to the lack

of well-established rules. Before you start conducting business at your meeting, make sure that everyone in attendance understands the rules so that you can have a productive and efficient gathering.

Step 1

Call the meeting to order at the scheduled start time even if someone is running late. The late-comers will have to catch up during or after the meeting is finished.

If a member of your group is regularly late, pull him aside to discuss the matter.

Step 2

Respect the schedules of your meeting participants and end the meeting on time as well. If you can't cover all of the points within the allotted time, move it to the agenda of the very next meeting.

Step 3

Ask a secretary or other meeting participant to take minutes at every business meeting so that everyone will recall what was discussed and decisions made.

Step 4

Pass out a written meeting agenda to each participant to clarify the direction of the meeting. Provide an estimate of how many minutes you will spend discussing each item on the agenda if you've had issues with going over your meeting end-time in the past. Pass out the previous meeting's minutes as well.

Step 5

Introduce any guests in attendance at your business meeting before you get started.

Step 6

Summarize the purpose of the meeting and what you want to accomplish. Start with the first item in your agenda.

Step 7

Follow your agenda closely and do not allow meeting participants to steer of the order of issues to discuss. Appoint a parliamentarian sort of a neutral mediating party when discussing issues to help you keep the meeting on track if necessary.

Step 8

Prohibit meeting participants from insulting, talking over, talking loudly, belittling or raising his voice to other members at the meeting. This causes productivity to suffer. If someone is being repeatedly violating these basic rules of conduct at your meeting, ask him to leave.

Step 9

Transition to each new item on your agenda with finality and do not backtrack. Moderate the meeting if necessary by giving each member the go-ahead to speak his mind on the issue. Ask each person to limit her point to two minutes or less.

Step 10

Leave time at the end of the meeting for a short question and answer session to clarify points of confusion during the meeting or to allow a particularly vocal participant who has a relevant and important point to voice his thoughts briefly.

Step 11

End your meeting on a positive note that inspires action. Summarizing what each member must do from this point forward to accomplish the goals and issues discussed.



7) Read and learn the following phrases used to conduct a meeting. These phrases are useful if you are called on to run a meeting.

Opening

- Good morning/afternoon, everyone.
- If we are all here, let's get started / start the meeting / start.
- We're pleased to welcome.
- I'd like to extend a warm welcome to.
- It's a pleasure to welcome.
- I'd like to introduce

Stating the Principal Objectives

- We're here today to
- I'd like to make sure that we
- Our main aim today is to
- I've called this meeting in order to

Reading the Minutes (notes) of the Last Meeting

- To begin with I'd like to go through the minutes of our last meeting.
- Here are the minutes from our last meeting, which was on (date).
- Dealing with recent developments.

Moving Forward

- Shall we get down to business?
- Is there any other business?
- If there are no further developments, I'd like to move on to today's topic.

Introducing the Agenda

- Have you all received a copy of the agenda?
- There are X items on the agenda. First, ... second, ... third,
- Shall we take the points in this order?
- If you don't mind, I'd like to go in order today.

Agreeing on the Ground Rules for the Meeting

- I suggest we go round the table first.
- Let's make sure we finish by
- There will be five minutes for each item.
- We'll have to keep each item to 15 minutes. Otherwise we'll never get through.

Introducing the First Item on the Agenda

- So, let's start with
- I'd suggest we start with
- Pete, would you like to kick off?
- Shall we start with

Closing an Item

- Why don't we move on to
- If nobody has anything else to add, lets
- Let's move onto the next item.
- Now that we've discussed ... , let's now.

Summarizing

- Let me quickly go over today's main points.
- To sum up,
- OK, why don't we quickly summarize what we've done today?
- Shall I go over the main points?
- Finishing up.
- If there are no other comments, I'd like to wrap this meeting up.

Closing the Meeting

- The meeting is finished, we'll see each other next
- The meeting is closed.

- I declare the meeting closed.
- That's all for today's meeting ...

Giving Opinions

- I'm positive that
- I (really) feel that
- In my opinion
- The way I see things
- If you ask me ... I tend to think that
- To my mind

Asking for Opinions

- Are you positive that
- Do you (really) think that
- Can we get your input? (name of participant)
- How do you feel about ... ?
- What do you consider ... ?

Commenting

- That's interesting.
- I never thought about it that way before.
- Good point!
- That's (exactly) the way I feel.

Disagreeing

- Unfortunately, I see it differently.
- Up to a point I agree with you, but
- (I'm afraid) I can't agree.

Clarifying

- Let me spell out
- Have I made that clear?
- Do you see what I'm getting at?

Requesting Information

- Please, could you
- I'd like you to
- Would you mind

Asking for Repetition

- I'm afraid I didn't understand that. Could you repeat?
- I didn't catch that. Could you repeat that, please?
- Could you run that by me one more time?

Asking for Clarification

- I don't quite follow you. What exactly do you mean?
- I'm afraid I don't quite understand what you are getting at.
- Could you explain to me how that is going to work?

Asking for Verification

- You did say next week, didn't you? ("did" is stressed).
- Do you mean that ... ?
- Is it true that ... ?
- As far as I've understood

Asking for Contributions

- Would you like to add anything, (name of participant)?
- Has anyone else got anything to contribute?
- Are there any more comments?

Correcting Information

- Sorry, I think you misunderstood what I said.
- Sorry, that's not quite right.
- I'm afraid you don't understand what I'm saying.
- That's not quite what I had in mind.
- That's not what I meant.

Keeping the Meeting On Target (time, relevance, decisions)

- We're running short of time.
- Well, that seems to be all the time we have today.
- Please be brief.
- I'm afraid we've run out of time.
- I'm afraid that's outside the scope of this meeting.
- Let's get back on track, why don't we?

8) Make your own list of things you should do to improve the conduction of meetings.

9) Discuss the most useful rules how to run a business meeting.

10) Speak about your ideas of conducting effective business meetings.

11) Act out the meeting in a class. Suppose you are discussing an important business issue with partners from abroad.

12) Read the quotes about meetings and choose one or more you like most of all. What do you think the authors mean by these statements? Use them in the situations of your own.

1. "If you had to identify, in one word, the reason why the human race has not achieved, and never will achieve, its full potential, that word would be meetings". *Dave Barry*

2. “Each meeting occurs at the precise moment for which it was meant. Usually, when it will have the greatest impact on our lives”. *Nadie Srieva*

3. “My advice was to start a policy of making reversible decisions before anyone left the meeting or the office. In a startup, it doesn’t matter if you’re 100 percent right 100 percent of the time. What matters is having forward momentum and a tight fact-based data / metrics feedback loop to help you quickly recognize and reverse any incorrect decisions. That’s why startups are agile. By the time a big company gets the committee to organize the subcommittee to pick a meeting date, your startup could have made 20 decisions, reversed five of them and implemented the fifteen that worked”. *Steven Gary Blank*



ПРОФЕССИОНАЛЬНАЯ ЭТИКА

I. Ethics



Text 1. Types of ethics

- 1) What do you know about ethics? Discuss whether it is compulsory or optional to run any business successfully.
- 2) Read and translate the text “Types of ethics” and answer the questions that follow it. Use a dictionary if it’s necessary.

Ethics is a branch of philosophy that involves systematizing, defending, and recommending concepts of right and wrong conduct. The term comes from the Greek word “ethos”, which means "character". In philosophy, ethics studies the moral behavior in humans, and how one should act. Ethics may be divided into four major areas of study.

Metaethics, about the theoretical meaning and reference of moral propositions and how their truth values may be determined.

Normative ethics, about the practical means of determining a moral course of action.

Applied ethics, about how moral outcomes can be achieved in specific situations.

Descriptive ethics, also known as comparative ethics, is the study of people's beliefs about morality.

Ethics seeks to resolve questions dealing with human morality concepts such as good and evil, right and wrong, virtue and vice, justice and crime.

Within each of these branches there are many different schools of thought and still further sub-fields of study.

Normative ethics

Normative ethics involves arriving at moral standards that regulate right and wrong conduct. In a sense, it is a search for ideal behavior. The Golden Rule is a classic example of a normative principle: "We should do to others what we would want others to do to us". Since I do not want my neighbor to steal my car, then it is wrong for me to steal his car. Since I would want people to feed me if I was starving, then I should help feed starving people. Using the same reasoning, I can determine theoretically whether any possible action is right or wrong. So, based on the Golden Rule, it would also be wrong for me to lie to, harass, victimize, assault, or kill others. The Golden Rule is an example of a normative theory that establishes a single principle against which we judge all actions.

Applied ethics

Applied ethics is the branch of ethics which consists of the analysis of specific, controversial moral issues such as abortion, animal rights, or euthanasia. In recent years applied ethical issues have been subdivided into convenient groups such as medical ethics, business ethics, environmental ethics, and sexual ethics.

1. What is ethics?
2. What are the major branches of ethics?
3. What is normative ethics?
4. What does The Golden Rule mean?
5. What sort of questions does an applied ethics consist of?
6. Does an applied ethic have many specialized fields? What are they?

3) Write the annotation of the text "Ethics". Make use of the following phrases:

The text deals with ...
The text is about ...
The text is concerned with ...
At the beginning of the text (story) the author ...
Then the author gives a detailed (brief) ...
The author draws our attention to ...
The difference between ... is emphasized.
In addition the author considers ...
In conclusion, the author emphasizes that ...
Finally, ... are considered.

4) Read the following quotes and choose one or more you like most of all. What do you think the authors mean by these statements? Do you agree or disagree? Give reasons to support your opinion. Use them in the situations of your own.

1. "A man without ethics is a wild beast loosed upon this world". *Albert Camus*
2. "There may be times when we are powerless to prevent injustice, but there must never be a time when we fail to protest". *Elie Wiesel*
3. "Educating the mind without educating the heart is no education at all". *Aristotle*
4. "People who try hard to do the right thing always seem mad". *Stephen King*
5. "True education does not consist merely in the acquiring of a few facts of science, history, literature, or art, but in the development of character". *David O McKay*
6. "If faith is what you have to go on, if faith is the link between your beliefs and the world at large, your beliefs are very likely to be wrong. Beliefs can be right or wrong. If you believe you can fly that belief is only true if indeed you can fly.

Somebody who thinks he can fly and is wrong about it, will eventually discover there's a problem with his view of the world".
Sam Harris

5) Discuss what you have learnt about types of ethics.

Text 2. Business ethics

1) Study the definitions of the following words from the text.

accelerate (v) – go, occur, or cause to go or occur more quickly; speed up;

adhere (v) – believe in and follow the practices of something;

ethics (n) – moral beliefs and rules about right and wrong;

ethical (adj) – influenced by a system of moral beliefs and rules about right and wrong;

etiquette(n) – a set of customs and rules for polite behavior;

code (n) – a set of rules about how people should behave.

2) Read about business ethics and answer the questions that follow it.

Business ethics is a form of applied ethics or professional ethics that examines ethical principles and moral or ethical problems that arise in a business environment. It applies to all aspects of business conduct and is relevant to the conduct of individuals and entire organizations.

Business ethics has both normative and descriptive dimensions. As a corporate practice and a career specialization, the field is primarily normative. Interest in business ethics accelerated dramatically during the 1980s and 1990s, both within major corporations and within academia. For example, today most major corporations promote their commitment to non-economic values under headings such as ethics codes and social responsibility charters. Governments use laws and regulations to point business

behavior in what they perceive to be beneficial directions. Ethics 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.

In the past, various companies only thought that ethical issues in business are only a term used to define administrative rules and regulations to which everyone must adhere or a standard that must be followed.

Nowadays big and small companies are slowly realizing the importance of ethics in business because it is crucial for them to succeed. A successful company must learn that confidence and respect of its customers are vital to its business.

Business people are now held accountable for their own actions, as more and more people are now demanding that they meet their social duty not just for their country but most especially to their customers, which are considered as their life and blood. An unsatisfied customer can definitely hurt any company, something that no one would want to happen.

Everyone will somehow and someday is faced with a decision that involves ethical behavior.

Since, there is no clear definition of ethical issues in business then it would be really hard if all you have are guidelines that the company gave you.

Fairness and honesty are big issues, a very complex dilemma especially if this somehow hurts the business. Since ethics are moral issues, thus making a decision that will have negative effect on the company is going to be tough for the person who will be making the decision. An individual can make either a right or wrong decision, depending on how it will affect his life and work status.

A business will react accordingly to its moral guidelines and principles if the owners and executives do not lose sight on the essential value of fairness. However, if they choose to use legality and profitability as their measurement in determining what is right or wrong then business ethics will surely become irrelevant.

1. What is business ethics?
2. When did interest accelerate in business ethic?
3. Are companies realizing the significance of business ethics?

Why?

4. What does ethics regulate?
5. Accordingly to what does any business react?

3) Retell the text using the questions as a plan.

4) Comment on the following statement: “Concern for ethics” can dwindle under the pressure of low or declining profit.

5) Express your idea of running an honest and fair business in our competitive world.

Text 3. Ethical issues

1) Translate the following words on the topic “Ethical issues” into Russian.

Ethical issues, fairness and honesty, laws and regulations, personal welfare, coworker, unethical behaviour, payments and gifts, bribe, false and misleading advertising, misleading message, deception, precaution, safe and reliable products, illegal payoff, effective prosecution, ethical decision making, to deceive, to misrepresent, to intimidate, to obey, to meet obligations, to approve of smth., to take advantage of smth., to investigate.

2) Read about ethical issues and write out ten key words.



1. Fairness and Honesty. Fairness and honesty in business are two important ethical concerns. Besides obeying all laws and regulations, business people should refrain from deceiving, misrepresenting, or intimidating others.

2. Organizational Relationships. A business person may be tempted to place his or her personal welfare above the welfare of the organization. Relationships with customers and coworkers often create ethical problems – since confidential information should be secret and all obligations should be honoured. Unethical behaviour in these areas includes not meeting one's obligations in a mutual agreement, and pressuring others to behave unethically.

3. Conflict of Interest. Conflict of interest results 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 decision is a bribe, and all bribes are unethical.

4. 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.

5. Relationships. Business ethics involve 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.

6. Codes of 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. Some agencies have prosecuted several companies for "illegal payoffs", in spite of the fact that there is as yet no international code of business ethics. Until stronger international laws or ethics codes are in place, such cases will be difficult to investigate and effective prosecution is not possible.

7. The ethics of decision making. 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. Three general sets of factors influence the ethics of decision making. First, an individual's values, attitudes, experiences, and knowledge influence decision making.

Second, the absence of an employer's official code of ethics may indirectly encourage unethical decisions. Third, the behaviours and values of others, such as coworkers, supervisors, and company officials, affect the ethics of a person.

8. Business ethics and etiquette. There is some difference between business ethics and etiquette. Etiquette means rules for formal relations or polite social behaviour 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.

3) Find the English equivalents.

Справедливость и честность; законы и постановления; правила поведения; этическое поведение; неэтическое поведение; взаимоотношения с сотрудниками; деловая этика; конфиденциальная информация; конфликт интересов; взятка; обман; конкурент; деловая сделка; обманывать; создавать доверие; воздержаться от обмана; принятие этических решений.

4) Fill in the blanks.

1. Fairness and ... in business are two important ethical
2. Business ethics is the application of to business situations.
3. A business person may be tempted to place his / her personal ... above the welfare of others.
4. A conflict of interest results when a business person of a situation for his or her own personal interest rather than for the employer's or organization's interest.
5. Anything given to a person that might unfairly influence that person's business decision is a ..., and all ... unethical.
6. Business people should refrain from deceiving, misrepresenting, or ... others.

7. Employees want to be treated ... in hiring, promotion, and
8. International trade has also led to an ethical dilemma for many firms operating in countries where ... and ... are an accepted part of business.
9. False and ... advertising is illegal and
10. Government agencies have prosecuted several companies for in spite of the fact that there is as yet no international code of business ethics.

5) Translate into English.

1. Справедливость и честность в бизнесе являются двумя важными этическими вопросами.
2. Деловой человек не должен ставить свое личное благосостояние выше благосостояния других организаций.
3. Когда деловой человек пользуется ситуацией для своих личных интересов, это приводит к конфликту интересов.
4. Все, что дается какому-либо лицу и может несправедливо повлиять на деловое решение этого лица, является взяткой.
5. Взятки противопоказаны и неэтичны.
6. Ложная и вводящая в заблуждение реклама является противозаконной и неэтичной.
7. Открытость часто создает доверие и помогает строить прочные деловые отношения.

6) Answer the questions.

1. What are two important ethical concerns?
2. What does unethical behaviour in relationships with customers and coworkers include?
3. Do you think it is ethical to give bribes, gifts and payments that might unfairly influence other people business decisions?
4. What can you say about false and misleading advertising?
5. What do your investors want in their relationships with management?

6. What do employees want in their relationships with management?
7. When is it easier for management to respond in an ethical manner: when business is good and profit is high or when profit is declining?
8. Why is effective prosecution of "illegal payoffs" difficult in international trade?
9. State three general sets of factors that influence the ethics of decision making.
10. What is the difference between ethics and etiquette?
11. Should a manager stick to certain rules of etiquette in his / her everyday activities?
12. Site the rules which are the most important to your opinion.

7) Retell the text using the questions as a plan.

8) Speak on ethical behaviour of an ideal manager, and the rules of etiquette he / she should stick to.

Text 4. Ethics in business communication

1) Match the words in the box with their definitions.

| | | | |
|---------------|------------|------------|----------|
| communication | offend | management | employee |
| revenue | department | | profit |

1. a financial gain, especially the difference between the amount earned and the amount spent in buying, operating, or producing something;
2. a person who is hired to work for another or for a business, firm, etc., in return for payment;
3. the process of dealing with or controlling things or people;
4. a division of a large organization such as a government, university, or business, dealing with a specific area of activity;

5. cause to feel upset, annoyed, or resentful;
6. income, especially when of an organization and of a substantial nature;
7. the imparting or exchanging of information by speaking, writing, or using some other medium.

2) Read about the role of ethics in business communication and answer the questions that follow the text. Use a dictionary if it's necessary.

Every business is dependent on effective ethical communication. It what makes new policy in government, raises money for nonprofits and strengthens a business. Business communication occurs any time a message is given or received, whether it's verbal or nonverbal, between two businesses, a business and its employees or a business and the public. The messages sent and received by a business need to follow ethical norms that don't offend or make individuals feel uncomfortable.

The role of ethics in business communication is the way in which ethical considerations are applied to business communications. Ethics in business communication may be from the management of the organization to the employees, from the employees to the customers and suppliers, or between the organization as a whole and the outside. In this sense, business communication may be viewed from the internal communications within the business, or it may be viewed from the perspective of the business entity and the outside.

The communication within an organization may be structured in such a way that the information may flow from the top to the bottom through several channels, such as the human resource department. Ethics in business communication means that the communication between the management and the employees must include the application of ethical standards during communication. For instance, the management must be as clear as possible in the way they deal with their employees by communicating to them the

reasons for certain actions and expectations. If the company has declared a large profit, for example, the management must share the bonus in an equitable manner among the various employees or communicate to them the reason for not doing so.

Ethical communication comprises vital components: significance, function, misconceptions, purpose and consequences.

Significance

Ethical business communication holds great significance on three main fronts: business to business, business to employees and business to the public. An example of the first type is between a business and its suppliers or distributors. The second is organizational communication within the business itself, how the leadership communicates with the employees. Lastly, communication with the public is how the business develops its public image.

Function

Ethical business communication's primary function is to send and receive messages in a neutral, non-offensive manner. Ethical effective communication skills in business strengthen its corporate culture, resulting in a more attractive bottom line. When communication does not adhere to ethical standards, the consequences can include unhappy employees, a poor public image and a decrease in the bottom line. Ethical business communication is intended to care for the emotional and perceptive needs of its employees and customers.

Misconceptions

A common misconception concerning ethical communication in business is that most unethical communication is obvious and overt. True unethical communication is based on perception. If a person or a group of people perceive or interpret certain actions or words to be discriminatory or offensive, the communication can be considered unethical. The same is true with interpersonal interactions between employees. If a particular form of communication or gesture is offensive to another employee, it can be categorized as unethical.

Purpose

The purpose of ethical communication in business is to protect, respect and maintain a good public image. The communication in any business is for the purpose of maintaining order and the proper image with its employees and society.

Consequences

There are many consequences to unethical business communication. A business may have an outstanding product or service, but if it doesn't communicate well with its customers, they will not be satisfied, and this can weaken the business/customer relationship. Everything in business rises and falls on communication. When ethical communication is lacking, moral, corporate image and motivation will lack as well. Each of these elements affects the spirit of the employees.

1. When does business communication occur?
2. What does ethics mean in business communication?
3. What vital components does ethical communication comprise?
4. On what fronts does ethical business communication hold great significance?
5. What is ethical business communication's primary function?
6. What is a common misconception concerning ethical communication in business?
7. What is the purpose of ethical communication in business?
8. Which consequences to unethical business communication do you know?

3) Read the text “Ethics in business communication” more carefully and retell it using the questions as a plan.

4) Write a resume of the text.

5) Discuss with your partners ethics in business communication.

Text 5. Ethical challenges in agriculture

1) Read the definitions of the following business words.

- a) **agriculture** – the science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products;
- b) **ethical** – relating to moral principles or the branch of knowledge dealing with these;
- c) **to commence** – to start or begin; come or cause to come into being, operation;
- d) **to determine** – to settle or decide (an argument, question, etc.) conclusively, as by referring to an authority;
- e) **to encompass** – to surround and have or hold within; to include comprehensively;
- f) **reconciliation** – the process of becoming friends between two or more parties who have quarreled;
- g) **distribution** – the action of sharing something out among a number of recipients.

2) Read about ethical challenges in modern and profitable agriculture and answer the questions that follow.

Agriculture is one of the basic human activities and, as such, is of vital importance for the survival of the human race. It has played an essential role throughout the process of human civilization which had, in part, begun when people commenced to cultivate plants and breed animals. Past experience suggests that agriculture is definitely not a simple process and should be harmonized with the nature.

The main purpose of agriculture is to produce food. The increasing global human population, however, requires more efficient and stable agricultural production. Hunger is still a worldwide problem which can be further deteriorated by using agricultural areas for non-food production purposes. The

reconciliation between agricultural production and moral standards associated with the production of food and its distribution and it is therefore a necessity.

Through the advancement of technology, scientists have been able to develop more precise and powerful tools to produce crops and animals with selected traits that aim to benefit farmers and consumers. While being merely a scientific tool, biotechnology has investigated worldwide debate and confusion as a result of mixed messages from various people – be they scientists, academics, activists, industry, religious representatives or consumer bodies. The worldwide debate on the pros and cons of biotechnology has been likened to a battleground and a prominent place for virtually every ethical concern. It has stirred conflicting ideas and opinions and has polarized sectors not only among shareholders but even between countries.

While agriculture has long been a topic of philosophical, religious and political reflection, it is only in the late 20th century that systematic thinking about the values and norms associated with the food system, such as farming, food processing, distribution, trade, and consumption, began to be discussed in the context of agricultural ethics. In addition, by placing biotechnology in the light of globalization, societal debate has moved towards a discussion of ethical and social impacts.

The Council of Europe Parliamentary Assembly recommended that it was increasingly important to include ethical considerations centered on humankind, society and the environment in deliberations regarding developments and applications in biotechnology, life sciences, and technology. A year later, the United Kingdom's Royal Society Report asserted that "public debate about genetically modified food must take account of wider issues than the science alone".

What is agricultural ethics?

In general, "ethics" is defined as the ideals, values or standards that people use to determine whether their actions are good or bad. It is what society uses to judge whether an issue or thing is

acceptable and justifiable and determines responsibility and justice. It answers the question "Is an action right or wrong?"

On the one hand, ethics is a set of universal norms that are documented through legal or professional codes of practice, religious texts, literature and philosophy. On the other hand, ethics includes values defined by a person or groups that are personal, introspective, and hence, difficult to manage for public discussion. Given the range of cultural diversity, it is expected that people would react in different ways to certain issues and concerns.

Ethics in agricultural biotechnology therefore encompasses value judgments that cover the production, processing, and distribution of food and agricultural products.

The goal of agricultural ethics is to discover or develop clear, noncontradictory, comprehensive, and universal standards for judging right and wrong actions and policies.

Many of the ethical issues can be applied to food and agricultural systems in general. Accepting the need to understand and tolerate societal norms or beliefs, many statements of concern are often general and broad with little explanation about what makes them disagreeable or wrong.

1. What is agriculture?
2. What is the main purpose of agriculture?
3. What did the Council of Europe Parliamentary Assembly recommend?
4. What is agricultural ethics?
5. What does ethics encompass in agriculture?
6. Where can be ethical issues applied?

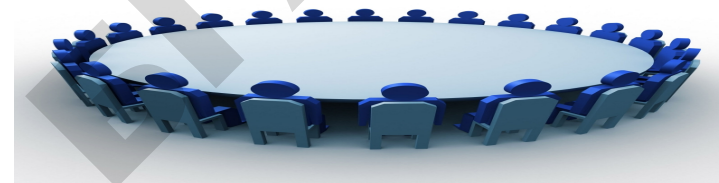
3) Read the text "Ethical challenges in agriculture" more carefully and retell it using the questions as a plan.



4) Discuss with your partners ethical challenges in agriculture.

5) Imagine that you have to interview agricultural employees. The topic is “Ethical challenges in agriculture”. Work out questions and use them while conducting an interview.

ПЕРЕГОВОРЫ



I. Business talks

1) Study the following vocabulary on the topic “Business Talks”. Consult a dictionary if necessary.

| | |
|------------------|---|
| arbitration | conflict that is addressed by using a neutral third party |
| bargain | try to change a person's mind by using various tactics |
| compensate | make up for a loss |
| confront | present an issue to someone directly |
| consensus | agreement by all |
| counter proposal | the offer / request which is presented second in response to the first proposal |

| | |
|-------------|---|
| counterpart | person on the other side of the negotiations |
| deadlock | point where neither party will give in |
| haggling | arguing back and forth (often about prices) |
| hostility | long-term anger towards another |
| high-ball | make a request that is much higher than you expect to receive |
| leverage | (bargaining power) something that gives one party a greater chance at succeeding over another |
| log-rolling | trading one favour for another |
| low-ball | offer something much lower than you think the opponent will ask for |
| mutual | agreed by both or all |
| objective | goal for the outcome |
| proposal | argument to present |
| yield | to give in to another's requests |

2) Translate the following sentences paying attention to the underlined words.

1. We're better to settle this between us, because a formal arbitration will cost both of us money.
2. We bargained on the last issue for over an hour before we agreed to take a break.
3. If you are willing to work ten extra hours a week we will compensate you by paying you overtime.
4. I confronted my boss about being undervalued, and we're going to talk about things on Monday.
5. It would be great if we could come to a consensus by 5:00 P.M.
6. In their counter proposal they suggested that we keep their company name rather than creating a new one.
7. I tried to close the discussions at noon, but my counterpart would not stop talking.
8. When the discussions came to a deadlock we wrote up a letter of intent to continue the negotiations next week.
9. We've been haggling over this issue for too long now.
10. I want you to know that we don't have any hostility towards your company despite last year's mixup.
11. I'm planning to high-ball my expectations when I open the discussion.
12. We have a little bit of leverage because we are the only stationary company in town.
13. After a bit of log-rolling we came to an agreement that pleased both of us.
14. I was expecting my boss to low-ball in the initial offer, but he proposed a fair salary increase.
15. The decision to call off the merger was mutual.
16. My prime objective is to have my family members added to my benefits plan.
17. There are certain tactics that all skillful negotiators employ.

3) Fill in the gaps with the following words.

**haggling, consensus, mutual, tactics, confronted, leverage,
a deadlock, objective, hostility.**

1. It took over five hours of negotiating for the parties to come to a
2. It was ... a decision to settle our differences out of court.
3. One ... that always works is to ask your counterpart to speak first.
4. We would have more ... if we had some more recent statistics to use.
5. They were ... to our proposal until we made our last demand.
6. We were ... over prices all afternoon.
7. When I ... the client about their promise they agreed to honour it.
8. If that is your only ... I would be happy to concede.
9. Within ten minutes the negotiations had already ended in a

4) Match the words in the box with their definitions.

| | |
|---------------|--|
| 1. an order | a) someone who buys something |
| 2. a company | b) smth. that you ask to be brought or sent to you and that you are going to pay for |
| 3. a customer | c) things that are made to be sold |
| 4. talks | d) a section of a legal document |
| 5. to deliver | e) a set or group of things |
| 6. to provide | f) to take something to someone's house or office |
| 7. a clause | g) formal discussions |
| 8. goods | h) a business organization that makes money by selling goods or services |

5) Fill in the gaps with the following words.

Matter, packing, talks, customer, do business, appointment, shipment, deliver.

1. We ... much ... with different countries.
2. At the ... we discuss terms of payment, shipment and delivery.
3. We want to make an ... with Mr. Brown for Wednesday at 9 o'clock.
4. It's impossible to ... the goods in May.
5. The Buyer wants to know what kind of ... we usually use.
6. We guarantee that there won't be any delay in
7. Sometimes the ... doesn't find our prices reasonable.
8. Then the Buyer brings up another

Text 1. Talking business

1) In groups discuss the following questions based on the topic "Talking business".

1. What are business talks?
2. Are there any rules how to hold business talks?
4. "Business talks are boring. Businessmen waste time at the talks" – do you agree?

2) Read the text attentively and make the list of international words and expressions used in the text.

Belvar is one of the leading manufacturers of household appliances in Minsk. We produce 80 % of equipment for home industry and 20 % of our products go to different countries of the world.

Our manufacturing plant has modern facilities to produce household appliances of high quality. The goods of our company are reliable in operation and our customers are satisfied with their

modern design and capacity. The company delivers them to markets of Europe, to the North and the South of America. We are also interested in selling our goods to the countries of the East. The company can guarantee shipment of the goods within 10 days.

We do business with many foreign companies interested in buying our goods. They are in great demand because they are of high quality. When a representative of a foreign company gets instructions to buy household appliances from our company he arrives in Minsk and contacts our manager to make an appointment. Usually our customers get in touch with our secretary on the phone and the manager invites them to come to his office.

Our manager and the representative of a foreign company who was instructed to sign a contract for buying the goods from our company have business talks held in a friendly atmosphere. As it's not polite to go straight to business the manager starts with some remarks about the weather and asks the partner about his trip, the hotel he stays in, the impressions our city makes on the foreigner. The manager may also ask him about his family or his health and after that they get down to business. The negotiating parties discuss prices and terms of payment and delivery, packing and guarantee period. When the agreement is reached on the business matters discussed the date of signing the contract is scheduled. We are punctual in business and never break the appointment. When the contract is signed we do our best not to make infringements in any of its clauses during the fulfillment of the contract. That's why our company enjoys high reputation and we have no claims on the part of our customers. We are always heavy with orders as many firms want to place orders with our company.

3) Give English equivalents to the word combinations:

широкий ассортимент; национальная промышленность; иметь современные возможности для производства; быть надежным в работе; купить товар у компании; остановиться

в гостинице; перейти к обсуждению деловых вопросов; иметь хорошую репутацию; со стороны клиентов; быть загруженным заказами; назначить дату подписания контракта.

4) Answer the following questions to discuss the details of the text. Use the text for reference.

1. What kind of company is the text about?
2. What countries does the company do business with?
3. Are the goods of the company of high quality and in great demand?
4. Do many foreign firms want to place an order for household appliances with the company?
5. Does the manager of the company often have talks with representatives of foreign companies?
6. What problems are discussed during business talks?
7. Who takes part in business talks?
8. How do business talks usually start?
9. Are business talks held before or after signing a contract? Why?
10. Why does the company do its best to fulfill the contract without infringement of any of its clauses?

5) Make up a logical plan of the text. Retell the text using the plan.

6) Write down the structure of a business talk's dialogue.

7) Make up a dialogue according to your structure and role-play it in the class.

Dialogue 1. Discussing business matters

1) Read the dialogue and say what business matters are being discussed.

Mr Smirnov a representative of Belvar got instructions to visit the company that deals in household appliances in Russia. At exactly ten to ten Mr Gurov enters the Russia Hotel and sees Mr Smirnov in the lounge. They exchange greetings and go to the car. A few minutes later they come to Mr Gurov's office. Now they are entering the office:

Mr Smirnov: Good morning, Mr Gurov. I hope you had a good sleep and liked the hotel.

Mr Gurov: Thank you. The hotel and the restaurant are all right. We had a very nice evening at the restaurant. Everything was fine.

Mr Smirnov: I also enjoyed last night. Now, shall we get down to business?

Mr Gurov: Yes, certainly. There are a few points to discuss. What would you like to start with?

Mr Smirnov: If you don't mind, I'd like you to show me round the whole plant to get a good idea of the range of your products.

Mr Gurov: We'd be delighted to. I'll be happy to help you and answer any of your queries.

Mr Smirnov: There's one more question I'd like to clarify Mr Gurov. Is it possible to organize a training programme for our specialists?

Mr Gurov: I'll be happy to inform you that we've got such a programme. How long would your specialists like to stay?

Mr Smirnov: They prefer to be in Moscow for eight days or seven nights.

Mr Gurov: Good. We have a seven-day programme. You may have a look at it right now. Have you got any comments on the topics of the lectures?

Mr Smirnov: On the whole I am quite satisfied with your offer. But if you could add "Accounting in companies and banks" it will be very good.

Mr Gurov: No problem. I'm making a note of that. We have got a very good lecturer.

Mr Smirnov: And where will the lectures be read?

Mr Gurov: In one of the conference rooms of the hotel, where they will stay. I mean the Russia Hotel.

Mr Smirnov: Very good. Then let's make a break for lunch.

Mr Gurov: Not a bad idea!

2) Agree or disagree with the statements based on the dialogue. Give your reasons.

1. Mr Smirnov gets instructions to discuss the buying of household appliances.
2. Mr. Smirnov joins Mr Gurov in the lounge at 10 sharp.
3. Before the businessmen get down to business they speak about the hotel and the dinner at the restaurant.
4. During their business talks the businessmen discuss only one point.
5. They discuss Mr Smirnov's visit to the plant and the details of the training programme for the specialists from the Ukraine.
6. The specialists from Belarus prefer to be in Moscow for seven days or eight nights.
7. Mr Smirnov wants the lecture "Accounting in companies and banks" to be held at the plant.
8. Mr Smirnov is satisfied with Mr Gurov's offer.

3) Act out dialogues on the basis of the following assignments:

1. Phone Mr Smith, the manager of Bond &Co., and ask him to make arrangements for your visit to their manufacturing plant.

2. Meet Mr Brown, the manager of Bond &Co., and ask him to arrange a visit to their manufacturing plant.

Dialogue 2. Business visit

1) Read the dialogue attentively and state the purpose of the visit.

Belarusimport is interested in buying modern pumps for a plant in Minsk. The plant is already under reconstruction and the customers require the goods urgently, as they must complete the reconstruction of the plant by the end of the year.

Mr Borisov, a representative of Belarusimport who deals in this kind of equipment, got instructions to buy pumps from a British company. As soon as he arrived in London he contacted Bond&Co., a leading manufacturer of pumps. Mr Stanley, the manager of the company, invited him to come to his office.

Borisov: Good morning! I'm Borisov. Here is my card.

Stanley: Glad to meet you, Mr Borisov. Will you take a seat, please?

Borisov: Thank you

Stanley: Did you have a good trip?

Borisov: Yes, it was quite nice, thank you.

Stanley: Have you seen any places of interest in London yet?

Borisov: Yes, but not many. I arrived in London only two days ago and it has rained all the time.

Stanley: Oh, I hope the weather will change for the better¹ and it'll stop raining soon. You'll enjoy sightseeing in London. Well, Mr Borisov, let's discuss business now.

What can I do for you?

Borisov: We know you've started producing a new model of pumps. The quality of the model meets our requirements and we'd like to place an order with you. Can you make us an offer for 150 pumps?

Stanley: Sure! When would you like to have the pumps?

Borisov: We require the pumps for immediate shipment.

Stanley: Well, you see², Mr Borisov, we're heavy with orders at the moment and can offer you only 50 pumps for now.

Borisov: And what about the balance of 100 pumps?

Stanley: We can start shipping them six months after we sign the contract. I think we can deliver the pumps in four lots of 25 pumps each at regular intervals within eight months. Is that all right with you³?

Borisov: Not altogether. We require the pumps earlier. Could you start the deliveries of the balance of the pumps, say, four months after we sign the contract?

Stanley: I'm afraid not. We can guarantee, however, that there won't be any delay in shipment.

Borisov: All right. I think we could agree to that.

Stanley: Is there anything else you'd like to discuss, Mr Borisov?

Borisov: Yes, there's another point I'd like to clarify. It's about your delivery terms.

Stanley: As we can provide shipping facilities we usually sell our goods on CIF³ terms.

Borisov: Well, Mr Stanley, we can accept your delivery terms. When shall we meet to discuss the price and terms of payment?

Stanley: Let's meet in two days' time.

Borisov: Fine. Good-bye, Mr Stanley.

Stanley: Good-bye, Mr Borisov.

Notes:

1. to change for the better – измениться к лучшему
2. Well, you see – видите ли
3. Is that all right with you? – Вас это устраивает?
4. CIF(cost, insurance, freight) – СИФ (условия поставки, по которым продавец фрахтует судно, страхует товар и доставляет в порт назначения); FOB (free on board) – FOB (условия поставки, по которым продавец доставляет товар на судно за свой счет)

2) Agree or disagree. Give your reasons.

1. The customers of Belarusimport did not require the pumps urgently.
2. Mr. Borisov got instructions to buy pumps from a large British company.
3. Mr. Borisov invited Mr. Stanley to come to his office in Minsk.
4. Mr. Borisov knows Mr. Stanley very well.
5. Mr. Borisov saw a lot of places of interest in London.
6. Mr Stanley could offer Belarusimport only 50 pumps for immediate shipment.
7. Bond&Co. agreed to deliver the balance of the pumps in six months.
8. Bond&Co. usually sell their goods on FOB terms.

3) Answer the questions.

1. What was Belarusimport going to buy?
2. Why was Belarusimport interested in buying pumps from Bond&Co.?
3. Who got instructions to buy pumps from a British company?
4. What did they start their talks with?
5. How many pumps could the company offer for that moment? Why?

6. When could they start shipping the balance of 100 pumps?
7. How were they going to deliver the balance of the pumps?
8. Was Mr. Borisov satisfied with the deliveries of the balance of the pumps?
9. Why did the company guarantee the delivery of the goods without delay?
10. Why did Mr. Borisov agree to CIF delivery terms?

4) Act out dialogues on the basis of the following assignments:

1. You have received an enquiry for your goods from Smith&Co. They require the goods in August. Telephone the company and say that you cannot deliver the goods at the time they require. Ask if they could take part deliveries and offer them your terms of shipment.
2. Receive Mr Brown at your office. Ask him if he enjoyed his flight to Moscow and how long it took him to get here. Speak with him about the model of pumps he is interested in. Offer your terms of payments and delivery.



СОГЛАШЕНИЯ, КОНТРАКТЫ



I. Contracts and agreements

Text 1. Discussing prices and terms of payment

1) Read the following short text with the help of a dictionary. Make a list of new words and expressions while reading.

Sometimes the Buyers don't find our prices reasonable and ask us to make a discount on the prices. If the Buyers consider our prices not acceptable (find the price high, don't want to accept our price) the manager tries to persuade the Buyers that our prices are quite reasonable. He argues that our engines are of high quality (of the latest model, reliable in operation, in great demand at the world market, etc.). The manager stresses that we usually give a good discount to the customers who place big orders with us. The Buyer agrees to place a trial order of a large size and our company gives the Buyer a reasonable discount off the value of the goods.

If the Buyers agree to open a L/C (a letter of credit) for the full value of the goods with the National Bank of Belarus, we give the larger discount on the prices of our goods.

2) Discuss the details of the text with your groupmates. Use your list of words and expressions.

Dialogue 1. Discussing prices and discounts

1) Read the following dialogue and say how the price problem is settled.

As you know Belarusimport was interested in buying spare parts for their assembly lines from Bond&Co.

After Mr White and Mr Petrov had discussed the time of shipment, the terms of delivery and the number of the spare parts they started discussing the price and terms of payment.

White: Good morning, Mr Petrov.

Petrov: Good morning, Mr White.

White: Happy to meet you again.

Petrov: The pleasure is mine.

White: Sunny morning, isn't it?

Petrov: Yes, it's beautiful.

White: The weather will keep fine, I hope.

Petrov: I hope so too.

White: Good weather is a good way to start business, isn't it?

Petrov: That's true. Let's get down to business then. I'd like to start with the price. Mr White, I'm sorry to say it is not acceptable to us. To be frank you have quoted a very high price.

White: Oh, ... per unit is quite a reasonable price. As you know we have improved the model. And besides the price includes export packing.

Petrov: Yes, we know that. But we also know that the prices on the world market for the spare parts are lower than yours.

White: But their quality is higher and we've delivered a lot of spare parts to different countries of the world at this price.

Petrov: And still, Mr White, we find the price a bit high. I'd like to stress that it's our trial order with your company and if we are satisfied with our transaction you can expect repeat orders from us.

White: Well, the only thing we can do is to give you a discount of 2% off the value of the contract.

Petrov: Fine. That settles the price problem.

White: And how about the manner of payment? I hope payment by a Letter of Credit against shipping documents will suit you.

Petrov: Yes, it will.

White: Good. You are to open a L/C with the National Bank of the Republic of Belarus after our Notification of the Readiness of the goods for shipment.

Petrov: Thank you, Mr White.

White: Thank you, Mr Petrov. We are looking forward to establishing good business relations with your company. You are welcome to our company any time.

2) Agree or disagree. Give your reasons.

1. When Mr White and Mr Petrov met, the weather was very bad. It was raining heavily.

2. The company quoted quite a reasonable price.

3. Bond&Co. delivered a lot of the spare parts to different countries of the world.

4. Their customers were quite satisfied with the quality of the spare parts.

5. The Buyers were to make payment for collection.

6. Mr White is to get the Notification of the Readiness of the goods for shipment after a L/C with the National Bank of the Republic of Belarus will be opened.

3) Answer the questions.

1. Why was Belarusimport interested in buying the spare parts of Bond&Co.?

2. Why was Bond&Co. interested in doing business with Belarusimport?

3. Why did Bond&Co. improve the model?

4. Why did Bond&Co. give a discount to the Buyers?

5. Why did Petrov want to visit the manufacturing plant?

4) Imagine you are a newspaper reporter. You know about Mr Bond's talks with Mr Borisov and want to write about them in one of the business newspapers. Meet Mr Bond and ask him questions on the transaction with Rossimport.

5) Act out dialogues on the basis of the following assignments:

1. Mr Hamilton is interested in your machines. Discuss with him the number of the machines he is going to buy, prices and terms of payment.

2. Mr Green has come to your office to discuss terms of payment with you. Ask Mr Green to open a L/C for the full value of the goods.



Text 2. Discussing terms of shipment and delivery

1) Read the following short text with the help of a dictionary. Make a list of new words and expressions while reading.

Very often the Buyer requires the goods for immediate shipment. If we are heavy with orders at the moment we offer to start shipping a certain quantity of goods after we sign the contract. We undertake to deliver the balance of them in several lots of 50 engines each at regular intervals withing a certain period of time (say, six month). We guarantee that there won't be any delay in shipment. As we can provide shipping facilities we usually sell our goods on CIF terms.

2) Discuss the details of the text with your groupmates. Use your list of words and expressions.

Dialogue 1. Buying farm machines

1) Read the following dialogue and state the clauses of the contract being discussed.

Mr Klimov the sales manager of Minsk Tractor Works studied the Buyer's contract terms and on Tuesday he came to the Russian Trade Delegation to discuss them with Mr Voronin.

Voronin: Good morning, Mr Klimov.

Klimov: Good morning, Mr Voronin. Sorry to keep you waiting. I'm a bit late.

Voronin: Never mind. How are things?

Klimov: Not too bad, thanks.

Voronin: Would you like a cigarette?

Klimov: No, thank you, I don't smoke.

Voronin: May I offer you a cup of coffee?

Klimov: Yes, thank you. Well, Mr Voronin, I think we can discuss business now. I'd like to clarify some details with you. How many tractors would you like to buy?

Voronin: We can buy 40 tractors.

Klimov: And when do you require the goods?

Voronin: As soon as possible, say, in December.

Klimov: In December? Let me see. I'm afraid, that's impossible. Our machines are selling very well, and we are heavy with orders. We can deliver only 15 tractors in December.

Voronin: And what about the other 25 tractors?

Klimov: We can deliver them only in six months.

Voronin: All right. Let's speak about the price now. I must say that your price is not attractive to us. Can you give us a 10 % discount?

Klimov: That's a bit difficult. The fact is our tractors are in great demand at this price. However we can offer you a discount of 5 % as we've been good partners for a long time.

Voronin: I think we can agree to a 5 % discount. Could we meet tomorrow at 10 to sign the contract, Mr Klimov?

Klimov: Yes, certainly. Mr Voronin, would you like to have dinner with me tonight?

Voronin: With pleasure.

Klimov: I can pick you up at the Russian Trade Delegation at 6.30 if that's convenient to you.

Voronin: Yes, thank you.

2) Agree or disagree. Give your reasons.

1. Mr Voronin wanted to discuss the terms of the contract with Mr Klimov.

2. Mr Klimov offered him a cup of tea.

3. Mr Voronin did not accept the terms of Minsk Tractor Works.
4. Minsk Tractor Works had few orders for their machines.
5. Mr Klimov accepted the time of delivery.
6. Mr Voronin gave Mr Klimov a 10% discount.
7. Mr Klimov and Mr Voronin signed the contract that day.
8. Mr Voronin invited Mr Klimov to have dinner with him.

3) Answer the questions.

1. What business matters did they discuss?
2. How many tractors would Mr Voronin like to buy?
3. Why were the machines of Minsk Tractor Works selling very well?
4. Could Mr Klimov deliver all tractors? Why?
5. Why couldn't Mr Klimov accept the price?
6. What discount did they agree to?

4) Role-play the dialogue. Make up a dialogue by analogy.

Dialogue 2. Delivery of fertilizer

1) Read the following dialogue and answer the questions that follow it.

Mr Belov, a representative of Rossimport, has arrived in Soligorsk to discuss some business matters with the manager of Soligorsk fertilizer plant. He is interested in buying 500 tons of fertilizer.

Mr Pavlov, a representative of Soligorsk fertilizer plant, meets him at his office.

Pavlov: Good morning, Mr Belov, glad to see you in Soligorsk. Did you have a good trip?

Belov: Oh yes. Thank you. Everything was all right. I'd like to discuss with you some points of the contract.

Pavlov: Good. What is your problem?

Belov: During our talks in Moscow you promised us to deliver the fertilizer in December, but our customers have opened two new farms and we require the fertilizer urgently. Could you deliver the goods sooner?

Pavlov: I'm afraid, we are heavy with orders. But we can help you if you agree to take part deliveries.

Belov: When could you deliver the first lot?

Pavlov: Probably, not earlier than in April, and we'll deliver the balance of the fertilizer in three lots at regular intervals within six months. Will it suit you?

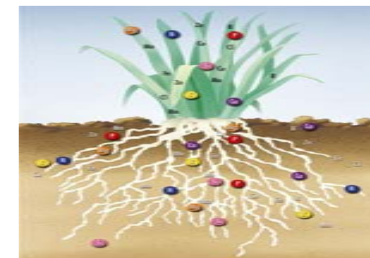
Belov: Yes, thank you, Mr Pavlov. It was nice to have seen you. Good-bye for now.

Pavlov: Good-bye, Mr Belov.

1. Why did the customers require the fertilizer urgently?
2. Why did Mr Belov agree to take part deliveries?
3. When could Soligorsk fertilizer plant deliver the first lot?
4. How were they going to deliver the balance of the goods?
5. Was Mr Belov satisfied with the talks?

2) Look through the dialogues above more carefully and act out dialogues on the basis of the following assignment:

Mr Hamilton is interested in your agricultural equipment/heavy-duty trucks / the latest model of compressors / fertilizer. Meet him in your office. Ask him about his impression of your city. Discuss with him the number of goods he is going to buy, the terms of delivery and the time of shipment.



Text 3. Discussing the guarantee period

1) Read the following text with the help of a dictionary. Make a list of new words and expressions while reading.

The guarantee period is also discussed before signing a contract. As a rule the guarantee period is three months from the date of putting the engines into operation, but not more than six months from the delivery date. The Buyers may find it rather short and they would like the guarantee period to be extended by two months respectively. They argue that the usual guarantee period for this type of goods is longer. We argue that our model of engines is of a new design and only a small number of them have been manufactured so far. Although we have good reports about their performance we can't formally guarantee their reliability for a longer period.

The Buyer also suggests that the contract will specify that if defects are found during the guarantee period we are to correct them promptly and at our expense. We agree that this is our usual obligation but, of course, we do that if we are responsible for the defects. If they appear through the Buyer's fault, we are not responsible for them.

Then we discuss one more possibility. If the Buyer would like some faulty parts to be replaced the replacement will be delivered by the Seller on the following terms: the Seller will try to supply them immediately and pay the cost of their insurance and transport. That suits the Buyer. And if the Buyer wants special service visits of Seller's engineers to be arranged after the guarantee period the Seller can arrange such services. But the Buyer should authorize such visits and pay the engineer's fare to and in their country, hotel expenses and the cost of each job he will do.

2) Discuss the details of the text with your groupmates. Use your list of words and expressions.

Dialogue 1.

1) Read the dialogue attentively and say what ensures the reliability of the coolers.

Mr Kolesnikov was interested in buying coolers for a new dairy farm. He studied the offer and the leaflets which provided information on a wide range of the coolers from Creston Ltd. very closely. He thought that the technical characteristics of the LS 10 coolers would suit their customers.

He got in touch with Mr Bricks and visited his office. During their talks they discussed some technical matters.

Today they are meeting at the Belarusian Trade Delegation.

Kolesnikov: Good morning, Mr Bricks. Very glad to see you again.

Bricks: Good morning, Mr Kolesnikov. What terrible weather we are having!

Kolesnikov: Yes, it has been raining since early morning though the radio didn't say it would rain today.

Bricks: I hope it will clear up by the evening.

Kolesnikov: Perhaps it will. Mr Bricks, the matter I'd like to bring up today is the guarantee period. I know it is 12 months from the date of putting the coolers into operation, but not more than 18 months from the delivery date.

Bricks: That's right.

Kolesnikov: Well, I find it rather short. We'd like it to be extended by two and three months respectively, as the usual guarantee period for this type of goods is longer.

Bricks: Now, look. Model LS 10 is of a new design and only a small number of units have been manufactured so far. Although we have good reports about their performance we can't formally guarantee their reliability for a longer period.

Kolesnikov: see. But, Mr Bricks, I believe the contract will specify that if any defects are found during the guarantee period you are to correct them promptly and at your expense.

Bricks: Yes, this is our usual obligation, but of course we do that only if we are responsible for the defects, not if they appear through your fault.

Kolesnikov: This seems reasonable. Let's consider one more possibility. Suppose we would like some faulty parts to be replaced, on what terms will you deliver the replacements?

Bricks: We'll try to supply them immediately and pay the cost of their insurance and transport. Will that suit you?

Kolesnikov: Quite.

Bricks: By the way, if you want special service visits of our engineer to be arranged after the guarantee period, we can always do that.

Kolesnikov: Shall we have to pay for such visits?

Bricks: Yes. You should authorize such visits and pay the engineer's fare to and in Belarus, hotel expenses and the cost of each job he will do.

Kolesnikov: Thank you. I'll have to look into the matter. Could we meet on Thursday, say, at 12?

Bricks: Let's make it 2 if you don't mind. I have an appointment at 12 which I don't want to break.

Kolesnikov: Very good.

2) Answer the questions.

1. What was Mr Kolesnikov interested in?
2. Who offered a wide range of coolers?
3. Why did Mr Kolesnikov decide to buy coolers from Creston Ltd.?
4. Did they discuss some technical matters or the clauses of the contract?

5. What was the purpose of their next meeting?

6. Why did the Buyer want the guarantee period to be extended?

7. Did the seller agree to extend the guarantee period?

8. Why was the Seller to replace the faulty parts promptly during the guarantee period?

9. Why does the company arrange service visits of their engineers after the guarantee period?

3) Say what you have learned from the dialogue about:

1. the guarantee period of Creston Ltd for the LS 10 coolers;
2. the company arranges the service visits after the guarantee period.

4) Look through the dialogues above more carefully and act out dialogues on the basis of the following assignment:

You are having talks with Mr Smith. He is interested in buying agricultural equipment / heavy-duty trucks / the latest model of compressors. Start the talks with the weather, then discuss with him the guarantee period of the goods, the responsibility for the defects, the replacement of the faulty parts, the arrangements of special service visits after the guarantee period.



РЕЧЕВЫЕ ВЫСКАЗЫВАНИЯ ДЛЯ РАЗЛИЧНЫХ СИТУАЦИЙ ОБЩЕНИЯ

Asking for information

Could you tell me ..., (please)?
I wonder if you could tell me ...

Excuse me, do you know ...?
Sorry to trouble you ...
I'd like to know about ...
I am curious to find out ...
I inquire if ...

Saying you know

In fact, I did know about ...
I've been told about ...
That's what I heard.
My information is ...

Saying you do not know

I'm sorry, I really don't know about ...?
I'm afraid, I've no idea ...

I wish I knew ...
I don't know the first thing about ...
I know very little about ...

Запрос информации

Скажите мне, пожалуйста ...
Простите, вы не можете мне сказать ...?

Извините, вы знаете ...?
Извините за беспокойство ...
Я хотел бы узнать ...
Мне интересно узнать ...
Я интересуюсь если ...

Сообщение о своей осведомлённости

Да, я, конечно, знал о ...
Мне сказали о ...
Вот что я слышал.
То, что я знаю, ...

Сообщение о своей неосведомлённости

Простите, я на самом деле не знаю о ...?
Боюсь, что не имею никакого представления ...
Если бы я знал ...
Я совершенно ничего не знаю о ...
Я знаю слишком мало о ...

Verifying the information

Do you mean to say that ...?
Can you confirm the fact?
Do you believe that yourself?
Will you say it again, please?
I didn't quite catch what ...

Asking about remembering

I wonder if you remember ...?
You remember ... don't you?
I remember quite clearly ...
As far as I remember ...

Saying you have forgotten

I don't remember ...
I'm sorry, I've completely forgotten ...
I'm sorry but I seem to have forgotten ...

Requesting

Do you mind ... , please?
Would you mind ..., please?
If you could ... I'd be very grateful.
I'd be very grateful if you'd ...

Reminding

Could I remind you of ...
Will you, please, remember ...?
I think, I should remind you ...
May I remind you ...

Проверка информации

Вы хотите сказать, что ...?
Вы можете подтвердить это?
Вы сами верите в это?
Повторите, пожалуйста.
Я не совсем уловил, что ...

Вопрос о том, помнит ли ваш собеседник что-либо

Интересно, помните ли вы ...?
Вы помните ..., не так ли?
Я помню вполне отчетливо ...
Насколько я помню ...

Сообщение о том, что вы забыли что-либо

Я не помню ...
Простите, я совсем забыл ...
Простите, но я, кажется, забыл...

Просьба

Вы не возражаете ...?
Вы бы не возражали ...?
Если бы вы могли ... я был бы очень признателен.
Я был бы очень благодарен, если бы вы ...

Напоминание

Могу ли я вам напомнить о ...
Запомните, пожалуйста ...
Я думаю, мне надо напомнить вам ...
Позвольте напомнить вам ...

| | |
|---|---|
| Refusing to do something | Отказ делать что-либо |
| I'm sorry, it's not possible ... | Извините, это невозможно ... |
| I'm sorry, I can't. | Извините, я не могу. |
| I'm afraid, not. | Боюсь, что нет. |
| I'm afraid I can't. | Боюсь, я не смогу. |
| Saying you are willing to do something | Сообщение о желании сделать что-либо |
| Yes, I don't mind ... | Да, я не возражаю ... |
| Certainly. | Конечно. |
| Yes, I don't see why not. | Да, я не вижу причины, почему нет. |
| I'd be only too happy to ... | Я был бы только очень счастлив ... |
| I'm quite prepared to ... | Я вполне готов ... |
| Asking if you are obliged to do something | Вопрос о том, обязаны ли вы делать что-либо |
| Have I got to? | так мне делать это? |
| Is it necessary for us ...? | Нужно ли нам ...? |
| Are we required to ...? | Должны ли мы ...? |
| Saying someone is, obliged to do something | Сообщение о том, что кто-то должен делать что-либо |
| I think you have to / should ... | Я думаю, вам надо / следует ... |
| I'm afraid you must ... | Боюсь, что вы должны ... |
| I think you're meant to ... | Я думаю, что вам следует ... |
| I think you're supposed to ... | Я полагаю, что вам надо ... |
| Saying someone must not do something | Сообщение о том, что кто-либо не должен делать чего-либо |
| You mustn't ... | Вы не должны ... |
| You shouldn't (really) ... | Вам не следует, (на самом деле), ... |

| | |
|--|---|
| You'd better not ... | Вы бы лучше не ... |
| There's no need to ... | Нет необходимости ... |
| You mustn't ... | Вы не должны ... |
| Saying someone need not do something | Сообщение о том, что кому-то не надо делать что-либо |
| You needn't ... | Вам не надо ... |
| There's (really) no need to ... | (На самом деле) нет нужды ... |
| It's for you to decide ... | Это вам решать ... |
| It's up to you ... | Это на ваше усмотрение ... |
| If I were you, I'd ... | На вашем месте я бы ... |
| There is no necessity to do smth. | Нет необходимости что-либо делать |
| There's (really) no need to ... | (На самом деле) нет нужды ... |
| Saying you are able to do something | Сообщение о том, что вы можете делать что-либо |
| I know something about ... | Я знаю кое-что о ... |
| I feel capable of ... | Я чувствую, что смогу ... |
| I have experience of ... | У меня есть опыт ... |
| Saying you are not able to do something | Сообщение о том, что вы не можете делать что-либо |
| I'm not sure I'm capable of ... | Я не уверен, что могу ... |
| I don't feel capable ... | Я не чувствую себя готовым ... |
| I have no experience. | У меня нет опыта. |
| I'm afraid I can't cope with ... | Боюсь, что я не справлюсь с ... |
| I'm afraid it might be beyond me. | Боюсь, что это не для меня. |
| Sorry, I can't manage ... | Боюсь, что не смогу справиться ... |
| Telling someone to do something | Просьба к кому-либо сделать что-либо |
| I must ask you to ... please. | Я должен просить вас ..., пожалуйста. |
| I have to ask you to ... I'm afraid. | Боюсь, я вынужден просить вас. |

| | |
|--------------------------------------|---------------------------------------|
| You are obliged to ... | Вы должны ... |
| I must ask you to ... please. | Я должен просить вас ..., пожалуйста. |
| Would you be so kind as to ... | Будьте добры, ... |
| I have to ask you to ..., I'm afraid | Боюсь, я вынужден просить вас ... |

Saying you intend to do something

| | |
|----------------------------|------------------------|
| I'll make an effort to ... | Я попытаюсь ... |
| I've decided ... | Я решил ... |
| I fully intend ... | Я серьезно намереваюсь |

Saying you do not intend to do something

| | |
|-------------------------|--------------------|
| I'm not going to ... | Я не собираюсь ... |
| I'm not planning ... | Я не планирую ... |
| I've decided not to ... | Я не думаю о ... |

Asking for permission

| | |
|---------------------------|-----------------------|
| Would it be possible ...? | Можно ли было бы ...? |
| Let me, would you? | Разрешите мне ...? |
| Is there any objection? | Есть ли возражение? |

Giving permission

| | |
|-------------------------|-----------------------|
| Of course. | Конечно. |
| Yes, certainly you can. | Да, конечно, можно. |
| By all means do ... | Вне всякого сомнения. |

Giving reasons

| | |
|------------------------------|--------------------------|
| The basic reason is that ... | Основная причина ... |
| Let me explain. | Позвольте мне объяснить. |
| I approve of ... | Я одобряю ... |
| I disapprove of ... | Я не одобряю ... |

Выражение намерения сделать что-либо

Я попытаюсь ...
Я решил ...
Я серьезно намереваюсь

Сообщение об отсутствии намерения делать что-либо

Я не собираюсь ...
Я не планирую ...
Я не думаю о ...

Выражение просьбы о разрешении

Можно ли было бы ...?
Разрешите мне ...?
Есть ли возражение?

Выражение разрешения

Конечно.
Да, конечно, можно.
Вне всякого сомнения.

Аргументация

Основная причина ...
Позвольте мне объяснить.
Я одобряю ...
Я не одобряю ...

РЕКОМЕНДАЦИИ ПО ВЫПОЛНЕНИЮ УПРАВЛЯЕМОЙ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ (УСРС)

ТЕМЫ УСРС:

- 1) Социокультурные нормы производственного общения.
- 2) Переговоры.

Подготовьте доклад на одну из тем:

УСРС №1

1. Your first business meeting.
2. How to make your meeting winning.
3. How to shine during your business meeting.
4. Business meetings concerning modernization of agriculture.
5. Meetings for employers and employees working in agriculture.
6. Agricultural production contracts.
7. The main principles of business negotiations.
8. Business talks in the sphere of agriculture.

Предложенные темы носят рекомендательный характер и могут быть изменены или дополнены по усмотрению студентов и / или преподавателя.

УСРС №2

Подготовьте ролевую игру по теме «Переговоры», используя предложенный алгоритм:

1. Phone an agricultural firm “Baker and Sons” and make an appointment with their Sales Manager Mr. White for some day.

2. Visit Mr. White’s office. Speak with Mr. White about your visit to Brighton. Say that you have received their latest catalogues of agricultural machines Model B 20. Ask him to arrange your visit to the assembly shop and the test department.

3. Visit the assembly shop and the test department with Mr. White. Discuss the quality of the agricultural machines with the production manager. Tell Mr. White that Model B 20 meets your requirements and you’d like to buy 10 machines of the model.

4. Meet Mr. Eden, Chief Accountant of “Baker and Sons” in his office. Tell him that their prices are not attractive to your company. Ask him to give you a discount.

5. Meet Mr. Brown, the Head of the Transport Department at his office and discuss with him the terms and the time of delivery of your goods.

6. Phone “Baker and Sons” and make an appointment with their Agriculture Managing Director, Mr. Camp, for some day.

7. Visit Mr. Camp’s office. Tell him that all the terms are acceptable and sign a contract with “Baker and Sons”.

Перечень интернет сайтов, рекомендуемых при подготовке к УСРС

| Вид | Наименование программного продукта | Назначение |
|----------------|--|--|
| Интернет-сайты | http://moodle.batu/ | сайт самоконтроля и проверки уровня знаний |
| | http://www.wikipedia.org/ (английский язык) http://www.britanica.org/ | энциклопедии |
| | http://www.englishclub.net | обучающие тесты |
| | http://agriculture.house.gov http://www.belta.by/econom.nsf http://www.eurobelarus.info http://meetingwizard.org | информационные сайты для самостоятельной работы, самообразования |
| | http://www.euronews.net http://www.news.bbc.co.uk http://community.agriculture.com http://www.business-talks.com/ | |

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Савельева Екатерина Николаевна

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Производственное общение

Учебно-методическое пособие

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