

Раздел 1

Темы эссе

1. The Internet and Other New Technologies
2. Written and Spoken Tactics
3. Public Relations and the Law
4. The Audience and How to Reach it
5. Public Relations for Non-Profit Organizations
6. The History of Public Relations

Раздел 2

Тестовое задание.

1. You are going to hear part of a presentation about risks in international trade.

- 1) The speaker is talking to:
- a. students of business administration.
 - b. export managers from large companies.
 - c. people who own their own businesses.
 - d. business people without a lot of experience of exporting.

2) Mark all the topics the speaker mentions.

- a. receiving payment
- b. banking procedures
- c. avoiding disputes
- d. insurance
- e. exchange rate risks
- f. delivery problems

2. You will now hear the next part of the presentation on risks in international trade.

3) Of the four payment methods covered in the talk, which one does the speaker say has absolutely no risks for exporters?

- a. advance payment
- b. bills for collection
- c. letter of credit

4) Which of these payment methods does the speaker say has fewer risks for exporters?

- a. bills for collection
- b. letter of credit
- c. open trade account

5) Mark the following statements T (true) or F (false).

- a. Advance payment is risk-free for the importer.
- b. If advance payment is agreed, the exporter does not dispatch the goods until payment has been received.

- c. Documentary credit is another way to refer to a letter of credit.
- d. When the letter of credit payment method is used, the exporter sends all the documents direct to the importer.
- e. A letter of credit means that the importer's bank guarantees payment.
- f. The letter of credit method may involve some risks for the exporter if the documents are not correct.

Раздел 3

Сообщение

Подготовьте сообщение об одном из известных политиков прошлого или современности.

Раздел 4

Контрольное задание по чтению с полным пониманием.

Прочитайте текст и ответьте на вопросы.

COMMUNICATION PACKET

Sometimes it is difficult to know how other people really feel. Often they do not know for sure themselves and other times they have reason for not wanting to tell us. In either case, there are times when we cannot find out what is going on inside another person's mind simply by asking.

What should we do in these cases? They happen every day, often in the most important situations. Stop for a moment and examine yourself as you read this. If someone were observing you now, what nonverbal clues would they get about how you are feeling? Are you sitting forward or reclining? Is your posture tense or relaxed? Are your eyes wide open or do they keep closing? What does your facial expression communicate? Can you make your face expressionless? Do people with expressionless faces communicate something to you?

Of course, we do not always intend to send non-verbal messages. Consider, for instance, behaviors like blushing, frowning, sweating, or stammering. We rarely try to act in these ways, and often we are not aware when we are doing so.

Non-verbal Communication Transmits Feelings

Without being able to use words, people's bodies generally express how they feel—nervous, embarrassed, playful, friendly, etc.

Here is a list that contains both thoughts and feelings. How would you express each item non-verbally?

Which ones are easier to express?

You are tired.

You are attracted to another person in the group.

You are angry at someone in the group.

Non-verbal Communication Serves Many Functions

Non-verbal behaviors can repeat what is said verbally. If someone asked you for directions to the nearest drugstore, you could say, "Go North for two blocks," and then repeat your instructions nonverbally by pointing north.

Non-verbal messages may also substitute for verbal ones. When you see a familiar friend wearing a certain facial expression, you do not need to ask, "How is it going?"

In the same way, experience has probably shown you that other kinds of looks, gestures, and other clues say, "I am angry at you," or, "I feel great," far better than words.

Another way in which verbal and non-verbal messages can relate is called complementing. If you saw a student talking to a teacher, and his head was bowed slightly, his voice was low and hesitating, and he shuffled slowly from foot to foot, you might conclude that he felt inferior to the teacher, possibly embarrassed about something he did. The non-verbal behaviors you observed provided the context for the verbal behaviors—they conveyed the relationship between the teacher and student. Complementing non-verbal behaviors signal the attitudes the people have for one another.

Non-verbal behaviors can also accent verbal messages. Just as we can use Italics in print to highlight an idea, we can emphasize some part of a face-to-face message in various ways. Pointing an accusing finger adds emphasis to criticism (as well as probably creating defensiveness in the receiver). The..... For example, look at the possible meanings from a single sentence just by changing the word emphasis: This is a fantastic communication book.

(Not just any book, but this one in particular.)

This is a fantastic communication book.

(This book is superior, exciting.) .

This is a fantastic communication book.

(The book is good as far as communication goes; it may not be so great as literature, drama, etc.)

This is a fantastic communication book.

(It's not a play or record, it's a book.)

There are many other ways the voice communicates feelings—through its tone, speed, pitch, and number and length of pauses, volume, disfluencies (such as stammering, use of "uh," "um," "er," and so on). All these factors together can be called "paralanguage," and they can do a great deal to reinforce or contradict the message our words convey.

Touching

Touch seems to increase a child's mental functioning as well as physical health. L. J. Yarrow has conducted surveys which show that babies who have been given plenty of physical stimulation by their mothers have significantly higher IQ's than those receiving less contact. Touch can communicate many messages. Besides the nurturing/caring function it can convey friendship, sexual interest, and aggressiveness. Touch can serve as a means of managing transactions, such as when we tug at another's sleeve.

Clothing

People intentionally send messages about themselves by what they wear and we make interpretations about others on this basis. Think about the people you know. See if you can tell anything about their personal attitudes or social philosophies by the way they dress. Take a look at your friends. Do you find that the people who spend time together share the same ideas about clothing? Is there a "uniform" for political radicals and one for conservatives? Is there a high fashion "uniform" that tells the

public who is in style and who is out-dated? There is a real danger inherent in reading many non-verbal messages. That danger is that we find ourselves stereotyping others on skimpy evidence, and often our interpretations are mistaken. By jumping to conclusions about another human from these surface appearances, we may very well be stereotyping ourselves out of some important relationships. There is an old generalization that you cannot judge a book by its cover. In light of what we know about non-verbal communication, we could change it to "You can tell only a little about a book from its cover; you need to have more information before you will be able to speak with any authority about it."

(Adapted from Looking Out/Looking In by Ronald B Adler and Neil Towne, publisher: Holt, Rinehart, Winston)

1. Name the 6 functions of non-verbal communication. - 6 баллов
2. What is body-orientation? - 1 балл
3. _____ furnishes information about how we feel about ourselves and others nonverbally. - 1 балл
4. The _____ is the most obvious channel of expressing emotions. - 1 балл
5. _____, _____ and _____ are better indicators of how we truly feel because we are less likely to try to change or control these when hiding our feelings. - 3 балла
6. What are the six basic emotions that facial expressions reflect? - 6 баллов
7. How is how we say words as important as what we say? - 2 балла
8. T or F Clothing is a form of non-verbal communication. - 1 балл

Пример экзаменационного билета

ФГБОУ ВО «Санкт-Петербургский государственный университет телекоммуникаций им. проф. М. А. Бонч-Бруевича»

Дисциплина *Иностранный язык в профессиональном общении (в коммерческой сфере)*

Составитель *Парамонова М.И.*

Заведующий кафедрой _____ Савельева Т.П..
(подпись)

« » ... 20...г.

Экзаменационный билет № 1

1. Прочитайте текст №1, письменно переведите выделенный абзац, ответьте на вопросы по тексту.
2. Прочитайте текст на русском языке. Изложите его реферативно на английском языке.
3. Расскажите по-английски о вашем диссертационном исследовании.

Примерные тексты экзаменационного билета.

Текст №1

Margaret Thatcher: No Ordinary Politician

SEVERAL prime ministers have occupied 10 Downing Street for as long as, or even longer than, Margaret Thatcher. Some have won as many elections—Tony Blair, for one. But Mrs. Thatcher (later Lady Thatcher), Britain's only woman prime minister, was the first occupant of Number 10 to become an “-ism” in her lifetime. She left behind a brand of politics and a set of convictions which still resonate, from Warsaw to Santiago to Washington.

What were those convictions? In Mrs. Thatcher's case, the quickest way to her political make-up was usually through her handbag. As she prepared to make her first leader's speech to the Conservative Party conference in 1975, a speechwriter tried to gee her up by quoting Abraham Lincoln: “*You cannot strengthen the weak by weakening the strong. You cannot bring about prosperity by discouraging thrift. You cannot help the wage-earner by pulling down the wage-payer.*”

And it was a fair summation of her thinking. Mrs. Thatcher believed that societies have to encourage and reward the risk-takers, the entrepreneurs, who alone create the wealth without which governments cannot do anything, let alone help the weak. A country can prosper only by encouraging people to save and to spend no more than they earn; profligacy (and, even worse, borrowing) were her road to perdition. The essence of Thatcherism was a strong state and a free economy.

Her beliefs were fine-tuned in the political struggles of the 1970s and 1980s. But in effect they changed little from what she imbibed at her home in Grantham, a provincial town in eastern England, where she was born in 1925. The most important influence in her life was her father, Alfred Roberts, who ran the grocer's shop above which she was brought up.

Mrs Thatcher won the Conservative Party leadership election of 1975, defeating Heath by a fair margin. Once in power, she revealed her true colours. Government spending was curbed to control the money supply, exchange controls were abolished and the currency was allowed to continue to float (rather than joining the new European Monetary System)—all decisive breaks with post-war orthodoxies. Industrial subsidies were cut, sending many firms to the wall. Against the background of a world recession, the result was a sharp rise in unemployment.

from: *The Economist*, April 2013)

Questions:

1. Why is M. Thatcher said to have become an “-ism” in her life time?
2. Can you say that she opposed the consensus politics and considered herself a conviction politician?
3. What were her political convictions?
4. What was her attitude to risk-takers and entrepreneurs?
5. What were the key issues highlighted in her first Leader's speech?

Текст для реферативного изложения на английском языке

Глобальный английский: мнение французов

Для европейцев рассуждения о глобализации английского языка и закреплении за ним статуса международного — отнюдь не пустая болтовня.

Многие вопросы по-прежнему остаются открытыми. Действительно ли современный английский — оптимальное средство для общения людей разных национальностей? Или он становится угрозой многообразию национальных культур и языков? Существуют ли другие способы (языки) общения в мировом сообществе? Не происходит ли «примитивизация» общения людей разных национальностей из-за неточностей, недопонимания и невозможности выразить все свои мысли и желания на неродном языке?

Интересно, что термин «глобальный» (global) по отношению к английскому языку используется только в английском! Этот факт лишь подчеркивает уникальность английского языка. Но отнюдь не означает, что именно он должен стать единым для всех. Заметим, что глобальный, или международный, английский значительно отличается от британского английского. Выходит, что он не является официальным языком ни одной европейской страны. В то же время, по иронии судьбы, международный английский обособил британцев в Европе, они как бы выпали из общего европейского контекста. Большинство англичан из-за того, что они говорят на самом универсальном языке, редко испытывают желание, а еще реже нужду, учить какой-либо европейский язык. А ведь именно многоязычие и культурное многообразие является квинтэссенцией Европы...

Став мировым языком развлечений, бизнеса, науки, американский английский заложил фундамент для дальнейшей экспансии американской культуры. Вслед за глобальными рынками и глобальной сетью развлечений и путешествий приходит глобальная коммуникация на международном языке. Опять-таки, она насквозь пронизана американскими национальными особенностями, которые не всегда могут быть поняты и приняты другими народами.

Идея единой Европы состоит как раз в том, чтобы сохранить культуру и язык всех ее народов, но при этом добиться того, чтобы они могли свободно общаться и понимать друг друга. Сегодня во многих школах английский язык является обязательным предметом, но все равно его изучают как иностранный язык, что позволяет не включать в программу другие иностранные языки. Не отрицая важности английского, мы считаем справедливым и необходимым ввести в школьные программы другие обязательные для изучения языки.

Под международным языком мы не можем и не должны понимать один суперязык, пришедший извне. Глобализация одной культуры и одного языка будет отрицательно воздействовать на оригинальность Европы. Международный английский не является европейским языком и непригоден для использования в Европе по причине своего внешнего происхождения. Для подавляющего большинства европейцев английский — это язык, который они более-менее искусно используют, складывая слова и фразы, но который не

отражает истинного склада их мышления.

(По материалам AboutStudy.ru)