

Методичні рекомендації студентам з підготовки до практичних занять з навчальної дисципліни «Основи ділової комунікації»

Головною метою дисципліни є навчити робити вибір варіантів посередницької мовленнєвої поведінки, виробити вміння діяти та приймати рішення в умовах відповідної комунікативної ситуації завдяки грамотному використанню мовних засобів у сфері ділового спілкування, вміння відтворювати та редагувати письмовий текст в офіційно-діловому стилі, а також сформувати навички та вміння публічного виступу, ділової бесіди та дискусії.

Практичні заняття 1-3.

Questions for discussion:

1. Communication. Business communication. Types of business communication.
2. Components of communication.
3. Communication Models. Four-sides-of-a-message-model.
4. Johari Window. Eric Berne Transactional analysis.
5. Ned Hermann Brain Dominance Instrument.
6. Forms of Communication. Written communication.

Exercises for feedback practicing, exercises for correcting and making up letters.

Fine Foods Ltd.
10 Bridge Street
London
SW10 5TG

Hello Mr. Roger Jones:

I got the letter you sent on 1st September, and the stuff about the stock control system you make. It sounds great for us, but I want to check some things before we buy it. You said the system is bang up-to-date, but what happens if you update it again soon? Do we get money off the new one? You said it takes 3 weeks to install the system – that's too long! Can't you do it any quicker? Hope you can reply soon, we're in a bit of a hurry.

Thanks,
Janet Brown

Ситуації для підготовки бізнес-листа:

Situation 1: You are Head of Human Resources at an international cosmetic company. You have been in touch with an IT Training company about training for some of your staff. You have now received information about the training but need to change some of the details. With a partner, think of what kind of changes you might need to make (for example, the number of people taking the training course). Now underline the phrases and expressions in your own letter and on worksheet 2 which you could incorporate into the letter. Write the letter with your partner.

Situation 2: You are organizing a conference for your company's sales representatives from all over the country. You have already booked the hotel where the conference will be held and the sales reps will stay, and have just received a letter of confirmation. However, you need to make some changes to the arrangements. With a partner, think of what kind of changes you might need to make (for example, the number of hotel rooms you need). Now

underline the phrases and expressions in your own letter and on worksheet 2 which you could incorporate into the letter. Write the letter with your partner.

Quiz topic: Formal and informal vocabulary

For each of the six questions choose the one correct answer.

1. Dear Mr Smith, We are sorry to _____ that...
 - a) say you
 - b) let you know
 - c) inform you
 - d) explain you
2. Thank you for bringing this _____ to my attention.
 - a) thing
 - b) matter
 - c) stuff
 - d) items
3. I am extremely _____ the service I received...
 - a) dissatisfied with
 - b) dissatisfied from
 - c) cross about
 - d) cross for
4. Hi John, how's it going? _____ my holiday in Spain.
 - a) I am writing to give you some details regarding...
 - b) I intend to describe...
 - c) I want to tell you about...
 - d) I'd like to say you...
5. As you will see from my CV, I have _____ experience in this area.
 - a) masses of
 - b) a considerable amount of
 - c) loads of
 - d) great
6. That's all for now. See you tonight! _____ , Mary xxxxx
 - a) Yours faithfully
 - b) Yours sincerely
 - c) Best wish
 - d) Love

Activity - Communication skills - Feedback Practice

An overview of effective and ineffective feedback and a good activity for practicing giving effective feedback.

Print out the 20 sentences below and use the criteria for effective feedback below to debrief after running the activity.

Instructions to participants:

Circle the number of each sentence that you think meets the criteria for helpful feedback (not necessarily perfect, but OK) For the rest of the questions, see if you can figure out the criterion that has been actively violated. Put that criterion in front of the sentence. You may find more than one.

| | |
|----|---|
| 1. | "I'm really confused over what you just said about my work". |
| 2. | "Now I don't want you to get upset about what I'm going to say, but...." |
| 3. | "When you interrupt me like that, it makes me want to stop talking to you". |

| | |
|-----|--|
| 4. | "It really doesn't matter to me, but a lot of people would really be upset with what you just did". |
| 5. | "You're really overreacting to what I just said". |
| 6. | "Your problem is that you just don't like yourself". |
| 7. | "I have some feedback for you and I've got to give it to you for your own good." |
| 8. | "When you continue to talk so softly, even after I've said I have trouble hearing you, I get frustrated and want to end the conversation". |
| 9. | "You've just offended every person in this group". |
| 10. | "You appear to be frowning, and I'm confused about what just happened." |
| 11. | "From the way you needle people, you must have a need to get even with the world". |
| 12. | "I could work with you more easily if you had a better sense of humour". |
| 13. | "Why do you do things like that?". |
| 14. | "Do you understand what I mean when I say you're sending me a double message?". |
| 15. | "Charlie, how does it make you feel when Tom keeps coming late to meetings?" |
| 16. | "I'm going to be open with you, level with you: I think you're a fathead". |
| 17. | "I wish you'd stop trying to run things around here". |
| 18. | "How do you think it makes me feel when you say things like that?" |
| 19. | "That kind of adolescent behaviour won't get you anywhere around here". |
| 20. | "And another thing. I'm sick and tired of you calling me "Honey". |

CRITERIA FOR EFFECTIVE FEEDBACK

Following are 10 criteria for effective feedback. You may not need to concern yourself with all of them and may find yourself focusing on a cluster of 4 or 5 which are problems for you. Also, there is a list of opposites - things we do which are not effective.

| | EFFECTIVE FEEDBACK | INEFFECTIVE FEEDBACK |
|---|---|---|
| 1 | Describes the behaviour which led to the feedback- 'You are finishing my sentences for me...' | Uses evaluative / judgmental statements- 'You're being rude'. Or generalised ones- 'you're trying to control the conversation.' |

| | | |
|----|---|---|
| 2 | Comes as soon as appropriate after the behaviour - immediately if possible, later if events make that necessary (something important going on, you need time to cool down etc) | Is delayed, saved up, and dumped. Induces guilt and anger in the receiver, because after time there is not usually anything he can do about it. |
| 3 | Is direct, from sender to receiver | Indirect, ricocheted- Tom, how do you feel when Jim cracks his knuckles? - also known as let's you and him fight |
| 4 | Is owned by the sender, who uses 'I' messages and takes responsibility for his thoughts, feelings, reactions. | Ownership is transferred to 'people', 'the book', 'upper management', etc. |
| 5 | Includes the senders real feelings about the behaviour, insofar as they are relevant to the feedback- 'I get frustrated when I'm trying to make a point and you keep finishing my sentences.' | Feelings are concealed, denied, misrepresented, distorted. One way to do this is to 'transfer ownership'. Another way is to smuggle the feelings into the interaction by being sarcastic, sulking, competing to see who's right, etc. |
| 6 | Is checked for clarity, to see that the receiver fully understands what's being conveyed. | Not checked. Sender either assumes clarity or - fairly often- is not interested in whether receiver understands fully. |
| 7 | Asks relevant questions which seek information, with the receiver knowing why the information is sought and having a clear sense that the sender does not know the answer. | Asks questions which are really statements-'Do you think I am going to let you get away with that?' or which sound like traps- 'Do you behave that way at home too?' |
| 8 | Specifies consequences of the behaviour - present and/or future- 'If you keep finishing my sentences I won't want to spend much time talking to you in the future'. | Provides vague consequences- 'That kind of behaviour is going to get you into trouble'. Or specifies no consequences- 'you shouldn't do that'. |
| 9 | Is solicited or at least to some extent desired by the receiver. | Is imposed on the receiver, often for his own good. |
| 10 | Refers to behaviours about which the receiver can do something, if he wants to. | Refers to behaviours over which the receiver has little or no control |

Communication origami

This is a quick and easy activity that shows how the same instructions are interpreted differently by different people and highlights the importance of clear communication.

Directions:

Give one sheet of letter size/A4 paper to each

Tell the group that you will start giving them all instructions on how to fold the paper to create an origami shape.

Tell the group that while you give them the instructions, they must keep their eyes closed and cannot ask any questions

Start giving the group several instructions to fold and rip their paper several times then ask them to unfold their paper and compare how it looks like.

Debrief and discussion:

Make the point that each paper looks different even though you have given the same instructions to everybody. What does this mean?

Ask the group if you think the results would have been better if they kept their eyes open or were allowed to ask questions

Communicating clearly is not easy, we all interpret the information we get differently that's why it's very important to ask questions and confirm understanding to ensure the communicated message is not distorted.

Практичні заняття 4-6.

Questions for discussion:

1. Specify the difference between chronological and skill-based résumés?
2. Provide a section-by-section information of a résumé letter.
3. What are common mistakes in a résumé letter?
4. What are the requirements to writing a good Curriculum Vitae?
5. Differentiate between the résumé and CV?
6. Specify the advantages and disadvantages of oral business communication.
7. Give the definition to the non-mechanical oral communication types. Name them.
8. What aspects does preparation to speech include?
9. What types of presentation can you remember?
10. Specify meeting and its types as a kind of oral business communication.
11. Clarify advantages and disadvantages of telephonic conversation as mechanical oral business communication type.
12. Draw examples of useful standardized patterns while beginning, following and ending the telephone conversation.
13. What is video conferencing? Define its types.

Exercises for making up resume / CV. Telephoning and Videoconferencing roleplays. Reports and e-mail making.

Roleplay the situations below in the order given. If there are any which you can't cope with, ask for your teacher's advice and then try the same one again. Change which of you is answering the phone each time. If you need to put someone through, you can either do the roleplay in threes or one person can take on all the roles of people answering the phone.

1. Phone someone you know and have a quick conversation.
2. Phone someone you know and have a longer conversation.
3. Phone someone you know. One of you wants to end the conversation quickly but the other person keeps extending it.
4. Phone Someone you don't know to ask for some information.
5. Phone reception and ask to be put through to someone you know.
6. Phone reception and ask to be put through to someone you don't know.
7. Phone reception and ask to be put through to Mr Smith. Several Mr Smiths work there.
8. Phone reception and ask to be put through to someone. You are not sure exactly who

you need to speak to (= You don't have a name).

9. Phone reception and ask to be put through to someone. You have their name ("Mr Rousseau") but you're not sure how to pronounce it.

10. Phone reception and ask to be put through to someone. They are not available so phone again. You get through the second time.

11. Phone reception and ask to be put through to someone. They are not available so phone again. They are also not available the second time.

12. Phone reception and ask to be put through to someone. They are not available, so ask them to phone you back. They then do so.

13. Phone reception and ask to be put through to someone. They are not available, so leave a message including a phone number.

14. Phone reception and ask to be put through to someone. They are not available, so leave a message including an email address.

15. Phone reception and ask to be put through to someone. They are not available, so leave a message including a website address.

16. Phone reception and ask to be put through to someone. They are not available, so leave a message including a postal address.

17. Phone someone, They are not available, so leave a message on their answerphone including Some complex numbers (e.g. very large numbers, decimals or fractions). They then phone you back to double check.

18. Phone someone. They are not available, so leave a message on their answerphone including instructions of how to get somewhere. They then phone you back to double check.

19. Phone someone and talk about the details of a document which you both have copies of.

20. Phone someone and talk about the details of a website (getting them to get it up on their screen first).

Teleconference and videoconference functional language

What are the functions of each of the pairs of sentences below?

"The one with the heading Personnel in bold"

"Do you all have it (on the screen) in front of you now?"

"Sorry. Alex. I'd like to come in here if I may."

"Sorry, could I just jump in for a second?"

"Who was it who said...?"

"Was that you, John?"

"Any reactions?"

"I think maybe Dan has something to add."

"Sorry, could I just confirm something?"

"Sorry, I didn't catch the last / first part."

"There's a bit of a delay/ echo."

"Can you move the microphone?"

"You're out of focus"

"You're quite jerky"

"Let's take five, shall we?"

"Shall we take a comfort break?"

"Let's first check who is with us."

"There are two Akiras, so please call me Aki and him Akira."

"Richard has just come back in."

"Don't hang up, I'll be just a second."

Match these headings to the sections above:

Taking a break. Dealing with names. Trying to interrupt someone. Making sure everyone has a chance to speak. Talking about documents. Checking what someone means. Checking who said something. Talking about the sound. Talking about the image. Leaving the room.

Brainstorm at/least two more phrases for each of the sections above.

Small talk phrases

1. Complete these small talk questions by choosing the best form for each verb in brackets.

Asking about current projects:

1. What ___ you ___ on at the moment?
2. How ___ it ___ (go) with your new assistant?
3. ___ you ___ (make) any progress with your big project?

Asking about recent events:

4. How ___ your presentation ___ (go) last week?
5. How ___ (be) your business trip? When ___ you ___ (get) back?

Asking about news:

6. What's new?
7. ___ you ___ (hear) back from that potential big customer yet?
8. What ___ you ___ (be) up to in your department?

Asking about plans and predictions

9. When do you think they ___ finally ___ (sign) the contract?
10. ___ you ___ (go) to the conference this weekend?

2. Now match the questions (1–10) above with the answers (a–j) below.

- a. A little, but it's very slow. We're still tied up with the financing side of things, so it doesn't feel like we're getting anywhere.
- b. Absolutely! I'm giving a presentation! I'm really nervous about it, actually.
- c. Ah, nothing, really. Nothing ever changes! Busy as usual.
- d. It was useful, but really exhausting. I just got back on Tuesday, so I'm still trying to get back on top of my inbox. But I'm glad I went. I made a few potentially useful contacts.
- e. Next week, hopefully, but they're still not happy with our service charges, so it might still all fall through.
- f. Not bad, actually. He's on a steep learning curve, but he's trying hard, and he's got a lot of potential.
- g. Really well. We had a good turn-out, and some people said nice things about it. Whether anyone actually buys the product as a result is another question!
- h. We're about to start working on the new marketing plan. It's not due to be launched for another two months, but it takes a really long time to get ready.
- i. We've been really busy preparing for next week's quality inspection. We're nearly ready, but there are still a few big jobs to finish.
- j. Yes, they emailed us this morning with an order for 500 units, so it looks like it's all going ahead. Very exciting.

Getting the meeting started

1. Look at this introduction to a meeting. What does the chairwoman mean by the phrases in bold?

1. Right ... I think we should start now. Robert, Alice ... could you ...? Robert ...? Thanks.
2. OK, so, is everybody here? Who are we waiting for? Hmm ... well, I think we'll have to **make a start without them**. We've got **a lot to get through** this afternoon.
3. Right, well, as you know, the purpose of today's meeting is to **see where we are** with the marketing plan, and to **work out what we still need to do** before the launch, which is now just six weeks away.
4. By the end of the meeting, we need to have a list of firm action points for the next month. Hopefully we'll then need only one more meeting next month to **tie up any remaining loose ends**.
5. Did everyone get a copy of the agenda I **sent round**? OK, good.
6. As I say, we've got a lot to get through, so please let's **stick to the agenda**. I've **set aside** two hours for this meeting, and we really can't afford to **run over**. Ideally, we can **cover everything** in an hour and a half. Does that sound reasonable?
7. Ah, Helena, come and take a seat. We started without you.
8. So perhaps we can **get the ball rolling** by **going through the list of action points** from the last meeting.
9. Borys, you were going to **look into** the costs of the various options that **came up** last time. Could you tell us what you **found out**?

2. Now match the nine steps in the meeting introduction (1–9) to the descriptions (a–i). Can you think of other phrases for the nine steps?

- a. Stating the desired outcome.
- b. Introducing the first point on the agenda.
- c. Getting people's attention, interrupting small talk
- d. Handing over to the first speaker.
- e. Dealing with non-attendees.
- f. Dealing with a late arrival.
- g. Explaining time limits and procedures.
- h. Stating the purpose
- i. Checking people have seen the agenda.

3. Discuss these questions with a partner.

1. What body language do you think the chairwoman used to interrupt the small talk? Why didn't she finish her request?
2. Why do you think the chairwoman decided not to criticise people for being late? Do you agree with her decision?
3. The chairwoman referred to action points for the next month and a meeting next month. What's the difference between *the next month* and *next month*?
4. Why didn't the chairwoman go through the agenda step-by-step? Do you agree with her decision?
5. Why did the chairwoman set both a maximum time limit and an ideal time limit?
6. What verb form did the chairwoman use to refer to an action point from the last meeting?
7. Do you think the chairwoman's language was too idiomatic at times?

4. Without looking back at the chairwoman's introduction, match the beginnings and endings to make useful phrases for getting a meeting started.

| | |
|----|----------|
| 1 | to make |
| 2 | to have |
| 3 | to see |
| 4 | to tie |
| 5 | to send |
| 6 | to stick |
| 7 | to set |
| 8 | to run |
| 9 | to cover |
| 10 | to get |
| 11 | to go |
| 12 | to look |
| 13 | to come |
| 14 | to find |

| | |
|----|---------------------------------|
| a. | aside X hours for sth |
| b. | the ball rolling by doing sth |
| c. | everything in X hours |
| d. | into sth |
| e. | a lot to get through |
| f. | over |
| g. | round a copy of the agenda |
| h. | a start without sb |
| i. | sth out |
| j. | through a list of action points |
| k. | to the agenda |
| l. | up (at the last meeting) |
| m. | up any remaining loose ends |
| n. | where we are with sth |

5. Using the list of nine steps from task 2 above and the useful phrases from 4 above, take turns to practise starting your own meeting. You could use one of the topics below or your own ideas.

- A new Health and Safety Procedure
- How to deal with our recent Public Relations crisis
- Finding new sources of income for our business

1. What can be the purposes of writing a letter of request? Define its types.
2. Indicate the types of social business letters and occasions for their writing.
3. What are the categories sales letters may be broken down?
4. Contract. Lexical, stylistical and grammatical specificity.
5. Report writing.
6. Non-verbal communication.
7. Grammar guides of business writing.

Exercises on writing of different-purpose letters, e-mails. Translating contracts. Non-verbal communication exercises. Exercises on grammar in Business writing.

Silent dialogue : To practise expressions, gestures and posture.

A Excuse me. Can you take a picture of me ?

B Yeah, sure.

A Just press that button.

B Er, which one ?

A The one on the top.

B OK, right. Er... can you move back a bit.

A Is this OK?

B Fine, now smile. That's it. Very nice.

A Thanks.

B Not at all. You've got a lovely smile. Er... fancy a drink ?

A OK, but I've got no money on me.

B That's OK. I'll pay.

Nonverbal Activity 2: Wordless Acting

Dialogue:

Student A: Have you seen my book? I can't remember where I put it.

Student B: Which one?

Student A: The murder mystery. The one you borrowed.

Student B: Is this it?

Student A: No. It's the one you borrowed.

Student B: I did not!

Student A: Maybe it's under the chair. Can you look?

Student B: OK--just give me a minute.

Student A: How long are you going to be?

Student B: Geez, why so impatient? I hate when you get bossy.

Student A: Forget it. I'll find it myself.

Student B: Wait—I found it!

Nonverbal Activity 3: Wordless Acting

1. Separate students into groups of two.
2. One student in each group will perform the role of Student A, and one will perform as Student B.
3. Give each student a copy of the script below.
4. Student A will read his/her lines out loud, but student B will communicate his/her lines in a nonverbal manner.
5. Provide student B with a secret emotional distraction that is written on a piece of paper. For example, student B may be in a rush, may be really bored, or may be feeling guilty.
6. After the dialogue, ask each student A to guess what emotion was affecting their partner, student B.

Translate the following contract.

КОНТРАКТ КУПЛИ-ПРОДАЖИ

01 декабря 2020 г.

**Киев
Украина**

Общество с ограниченной ответственностью «СЕЛЕНА ЭКСПОРТ», (Киев/Украина), именуемое в дальнейшем «ПРОДАВЕЦ», в лице Директора г-жи Петровой Ирины Владимировны, действующего на основании Устава, с одной стороны, и фирма Belle Époque Handels GmbH (Австрия), именуемая в дальнейшем «ПОКУПАТЕЛЬ», в лице Dr. Alfred Hammerer, действующего на основании полномочий, предоставленных ему, с другой стороны, заключили настоящий Contract о нижеследующем:

1. ПРЕДМЕТ КОНТРАКТА

- 1.1. ПОКУПАТЕЛЬ покупает Товары у ПРОДАВЦА.
- 1.2. ПРОДАВЕЦ продает Товары ПОКУПАТЕЛЮ для перепродажи на территории Австрии.

2. КОЛИЧЕСТВО ТОВАРА

- 2.1. В соответствии с Инвойсами.

3. КАЧЕСТВО ТОВАРА

- 3.1. Соответствует нормальным качественным характеристикам производителя.

4. ЦЕНЫ И ОБЩАЯ СУММА КОНТРАКТА

- 4.1. В соответствии с Инвойсами.
- 4.2. Цена Товара указана в Инвойсах и может изменяться каждые шесть месяцев.
- 4.3. Валюта Contracta – евро.
- 4.4. Сумма поставок по Contractу определяется в соответствии с Инвойсами.
- 4.5. Минимальная сумма заказа должна быть не менее 5 000 евро.
- 4.6. Если ПОКУПАТЕЛЬ не выполняет пункт 4.5. данного Договора, то ПРОДАВЕЦ имеет право продавать товар по розничным ценам. В данном случае, ПОКУПАТЕЛЬ теряет право заказывать продукцию по оптовой цене.

5. УСЛОВИЯ ПЛАТЕЖА

- 5.1. ПОКУПАТЕЛЬ составляет форму-заказ и отправляет его ПРОДАВЦУ по электронной почте. В течение 3 дней ПРОДАВЕЦ должен отослать Проформу-Инвойс ПОКУПАТЕЛЮ по электронной почте. ПОКУПАТЕЛЬ делает 100%-ю предоплату, и ПРОДАВЕЦ начинает производство Товара. После завершения процесса производства ПРОДАВЕЦ должен поставить об этом в известность ПОКУПАТЕЛЯ по электронной почте или факсом. ПРОДАВЕЦ должен отослать Товары ПОКУПАТЕЛЮ непосредственно по завершению производства.
- 5.2. Инвойс выставляется перед отправкой продукции.
- 5.3. В случае непоставки Товара ПРОДАВЕЦ обязуется вернуть полученную сумму в течение 10 (десяти) дней со дня оплаты Товара.
- 5.4. Все банковские сборы в стране ПРОДАВЦА относятся за счет ПРОДАВЦА, а в стране ПОКУПАТЕЛЯ – за счет ПОКУПАТЕЛЯ.

5.5. БАНКОВСКИЕ РЕКВИЗИТЫ СТОРОН:

ПРОДАВЕЦ:
«СЕЛЕНА ЭКСПОРТ» ООО

ПАО «МАРФИН БАНК», в городе Черноморск
Код ЕГРПОУ 21650966

МФО 328168
SWIFT код: MTBAUA2D
р/р EUR 26009421491978

ПОКУПАТЕЛЬ:
Belle Époque Handels GmbH

Банк:
Адрес банка:
Номер счета: AT 135500010400027066
BIC код: SLYNYAT2S

6. УСЛОВИЯ И СРОКИ ПОСТАВКИ

- 6.1. Товар поставляется на условиях СРТ-Зальцбург, согласно ИНКОТЕРМС-2010.
- 6.2. ПРОДАВЕЦ должен доставить Товар в течение 60 дней после полной оплаты за партию Товара.
- 6.3. Датой поставки товара, согласно Контракта, является дата пересечения таможенной границы Австрии.
- 6.4. Досрочная поставка разрешена.

7. УПАКОВКА И МАРКИРОВКА

- 7.1. Тара и внутренняя упаковка должны обеспечивать защиту Товара при транспортировке и перегрузке, а также предохранять Товар от воздействия окружающей среды.
- 7.2. Все сопроводительные документы, требуемые в соответствии с Контрактом, должны быть выполнены на английском языке.

8. ИНСТРУКЦИИ ПО ПЕРЕВОЗКЕ И ИЗВЕЩЕНИЯ

- 8.1. До отправления Товара ПРОДАВЕЦ должен передать по факсу ПОКУПАТЕЛЮ копии Инвойсов согласно выполненной поставке не позже, чем за 24 часа до отправления.

9. ПРЕТЕНЗИИ

- 9.1. Претензии относительно количества и качества Товаров должны направляться ПРОДАВЦУ ПОКУПАТЕЛЕМ в течение 3 дней с даты получения Товара ПОКУПАТЕЛЕМ.
- 9.2. В случае не предъявления ПОКУПАТЕЛЕМ в течение 3 (трёх) дней претензии относительно качества и количества Товара, полученного по конкретному Инвойсу, Товар считается качественным.
- 9.3. Если ПОКУПАТЕЛЬ находит товар (волосы) ненадлежащего качества, не соответствующий его заказу, то ПРОДАВЕЦ обязуется в течение 60 дней обменять товар, с дня получения претензии от ПОКУПАТЕЛЯ.

10. АРБИТРАЖ

- 10.1. Стороны договариваются, что все споры и разногласия, возникающие из настоящего Контракта, они будут решать путем переговоров.
- 10.2. В случае невозможности решить спор или разногласие путём переговоров, Стороны договорились, что в этом случае спор, противоречие или требование, которые возникнут между сторонами по Контракту или в связи с ним, подлежат передаче на рассмотрение в Международный коммерческий арбитражный суд при Торгово-промышленной палате Украины в связи с его регламентом. К настоящему договору применяется материальное право Украины. Место арбитража — г. Киев. Язык арбитража — русский.
- 10.3. Решение указанного арбитража будет являться окончательным и обязательным для выполнения каждой из Сторон.

11. ФОРС-МАЖОР

11.1. В случае невозможности выполнения стороной ее обязательств по настоящему Контракту по причине: эмбарго, любого рода военных действий, блокады, запрета на экспорт или импорт, на который сторона не может влиять, выполнение стороной указанных обязательств будет отложено на период действия таких обстоятельств.

11.2. Достаточным доказательством наличия вышеуказанных обстоятельств будет служить сертификат, выданный соответственно Торговой Палатой Страны ПРОДАВЦА или ПОКУПАТЕЛЯ.

12. ПРОЧИЕ УСЛОВИЯ

12.1. Ни одна из сторон не вправе передавать свои права и/или обязанности по Контракту третьим лицам без письменного согласия другой стороны.

12.2. Любые поправки и дополнения к настоящему Контракту приобретают юридическую силу только при их оформлении в письменном виде уполномоченными представителями обеих сторон.

12.3. Стороны договорились, что правоотношения по данному Контракту регулируются материальным правом Украины.

12.4. Настоящий Контракт составлен на английском и русском языках. По одному у каждой из сторон. В случае разногласий английский вариант является основным.

12.5. Копии Приложений, Инвойсов, Спецификаций, Подтверждений Заказов, переданные по факсу, имеют юридическую силу.

12.6. Контракт вступает в силу с момента его подписания Сторонами и действует в течение одного года с момента его вступления в силу. Если ни одна из сторон не объявляет о прекращении действия настоящего Соглашения за 30 (тридцать) календарных дней до истечения указанного срока действия, настоящий Контракт автоматически продлевается на тот же самый срок.

12.7. Стороны договорились, что данный Контракт может быть досрочно расторгнут по инициативе одной из Сторон путём письменного уведомления другой Стороны не менее чем за 30 дней до даты расторжения.

Correct any problems in the use of pronouns, adjectives, and adverbs.

1. My manager and me could not resist the once in a lifetime opportunity.
2. Because John and him finished their task so quick, they made a fast trip to the recently opened snack bar.
3. If I do good on the exam, I qualify for many part time jobs and a few full time positions.
4. The vice president told him and I not to take the announcement personal.
5. In the not too distant future, we may enjoy more practical uses of robots.

Add appropriate commas.

6. Before she enrolled in this class Erin used to sprinkle her writing with commas semicolons and dashes.
7. After studying punctuation she learned to use commas more carefully and to reduce her reliance on dashes.
8. At this time Erin is engaged in a serious yoga program but she also finds time to enlighten her mind.
9. Next fall Erin may enroll in communication and merchandising or she may work for a semester to earn money.
10. When she completes her junior year she plans to apply for an internship in Los Angeles Burbank or Long Beach.

Remove unnecessary commas. Add necessary ones.

11. Car companies promote leasing because it brings customers back into their showrooms sooner, and gives dealers a steady supply of late-model used cars.
12. When shopping for a car you may be offered a fantastic leasing deal.

- 13.** The trouble with many leases is, that the value of the car at the end of the lease may be less than expected.
- 14.** We think on the other hand, that you should compare the costs of leasing and buying, and that you should talk to a tax adviser.
- 15.** American and Japanese automakers are, at this time, offering intriguing lease deals.