

**THE MINISTRY OF HIGHER AND SPECIAL SECONDARY
EDUCATION OF THE REPUBLIC OF UZBEKISTAN**

GULISTAN STATE UNIVERSITY

DEPARTMENT OF FOREIGN LANGUAGES



PRACTICAL ENGLISH

EDUCATIONAL-AND-METHODICAL COMPLEX

(For the first year ESP students- the direction of Social science)

Gulistan – 2022

Educational-and-methodical complex on English language.

The given methodological complex is compiled on the basis of model curriculum on the Foreign language teaching methodology approved according to the order No. 603 of the Ministry of Higher and Special Secondary Education of the Republic of Uzbekistan as of 24 June, 2021.

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Fall term

The 1st practical activity

Theme: What is management?

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: fire, increase, billion, acquire, found

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Akio Morita co-founded a company in Tokyo in 1946, and later changed its name to Sony. He moved to the US, where he had the original ideas for the Walkman and the video cassette recorder. Sony acquired music and film companies, and developed video games.

While **Jack Welch** was Chief Executive Officer (CEO) of General Electric in the 1980s and 1990s, its market value increased from \$14 billion to more than \$410 billion. He fired 10% of the company's managers each year.

Steve Jobs was first the co-founder and later the CEO of Apple. He was fired from his own company (!) in 1985, and co-founded Pixar Animation Studios, but rejoined Apple in 1997, and helped develop the iPod and the iPhone.

In 1998, **Meg Whitman** joined a start-up company called eBay in Silicon Valley as President and CEO. She resigned ten years later, when it was a hugely successful business, planning to run for Governor of California.

Carlos Ghosn, born in Brazil, but a French and Lebanese citizen, became the CEO of the Nissan car company in 2001. In 2005, he also became CEO of Renault. At Nissan, he converted huge debts into huge profits.

Listening: What makes a good manager? ▶1.2 ▶1.3

Listen to two MBA (Master of Business Administration) students at the Judge Business School at Cambridge University talking about management.

Who says the things about managers in the table below – Carlo (the first speaker) or Olga (the second)?



Carlo de Stefanis
(from Italy)



Olga Babakina
(from Russia)

	Carlo	Olga
A good manager should:		
1 follow the company's goals		
2 help subordinates to accomplish their own goals and objectives		
3 help young colleagues to develop		
4 know how to lead people		
5 know how to motivate people		
6 make a maximum profit for the owners (the shareholders)		
7 meet the targets they have been set		
8 successfully execute plans and strategies		

Discussion: What makes a good manager?

What do you think are the three most important characteristics of a good manager? Are there any qualities or characteristics you would add to the ones mentioned by the MBA students?

Reading: What is management?

Read the text summarizing the different functions of management. Which of the qualities mentioned in the Listening exercise do you think are particularly necessary for the five tasks described by Peter Drucker?

Management is *important*. The success or failure of companies, public sector institutions and services, not-for-profit organizations, sports teams, and so on, often depends on the quality of their managers. But what do managers do? One well-known classification of the tasks of a manager comes from Peter Drucker. Drucker was an American business professor and consultant who is often called things like 'The Father of Modern Management'. Drucker suggested that the work of a manager can be divided into five tasks: *planning* (setting objectives), *organizing*, *integrating* (motivating and communicating), *measuring performance*, and *developing people*. First of all, senior managers and directors set objectives, and decide how their organization can achieve or accomplish them. This involves developing strategies, plans and precise tactics, and allocating resources of people and money. Secondly, managers organize. They analyse and classify the activities of the organization and the relations among them. They divide the work into manageable activities and then into individual tasks. They select people to perform these tasks. Thirdly, managers practise the social skills of motivation and communication. They also have to communicate objectives to the people responsible for attaining them. They have to make the people who are responsible for performing individual tasks form teams. They make decisions about - pay and promotion. As well as organizing and supervising the work of their subordinates, they have to work with people in other areas and functions. Fourthly, managers have to measure the performance of their staff, to see whether the objectives or targets set for the organization as a whole and for each individual member

of it are being achieved. Lastly, managers develop people - both their subordinates and themselves. A company's top managers also have to consider the future, and modify or change the organization's objectives when necessary, and introduce the innovations that will allow the business to continue. Top managers also have to manage a business's relations with customers, suppliers, distributors, bankers, investors, neighbouring communities, public authorities, and so on, as well as deal with any crisis that arises. Although the tasks of a manager can be analysed and classified in this fashion, management is not entirely scientific. There are management skills that have to be learnt, but management is also a human skill. Some people are good at it, and others are not. Some people will be unable to put management techniques into practice. Others will have lots of technique, but few good ideas. Excellent managers are quite rare.

Writing

Write a brief summary of each of the five tasks listed by Drucker.

Vocabulary

1 Match up the following words and definitions.

1 consultant	A a plan for achieving success
2 crisis	B a new idea or method
3 innovation	C a person with a less important position in an organization
4 objective (noun)	D a person who provides expert advice to a company
5 promotion	E a situation of danger or difficulty
6 public sector	F something you plan to do or achieve
7 strategy	G the section of the economy under government control
8 subordinate	H when someone is raised to a higher or more important position

2 The text contains a number of common verb–noun combinations. Use the word combinations in the box to complete the sentences below.

allocate resources	deal with crises	make decisions	perform tasks
measure performance	set objectives	supervise subordinates	

1 After an organization has _____, it has to make sure that it achieves them.

2 Managers have to find the best way to _____ all the human, physical and capital _____ available to them.

3 Some people _____ better on their own while others work better in teams.

4 Managers _____ the work of their _____ and try to develop their abilities.

5 Managers _____ the _____ of their staff to see whether they are reaching their targets.

6 Top managers have to be prepared to _____ if they occur and then have to _____ quick _____.

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student’s book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 2nd practical activity

Theme: Case study (Selecting a chief)

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: chief, officer, manage, efficient, software

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Case study: Selecting a Chief Operating Officer

Three companies are looking for a senior manager – a Chief Operating Officer who will be responsible for managing the company's day-to-day operations, and making sure that all operations are efficient and effective.



Company A is a cigarette manufacturer that has to modernize its production systems in order to become profitable, in an industry that has an increasingly bad reputation.

Company B is a software developer that employs a lot of young, creative, talented and rather undisciplined people.

Company C is a private television channel whose objective is to broadcast programmes that get as big an audience as possible, in order to maximize advertising revenue.

Which of the following candidates might be the most suitable for the positions on page 13? Here are some extracts from their letters.

Candidate 1 My skills involve helping businesses achieve their objectives. Throughout my career I have ensured that my subordinates successfully executed the strategies developed by senior management, delivered results and maximized revenue.

Candidate 2 I see my main skills as being able to communicate with and motivate people, to help them develop and accomplish their objectives, while also working effectively in teams.

Candidate 3 At this stage in my career, I see myself in a challenging new position that involves setting objectives and deciding how the organization can achieve them. I would then concentrate on measuring the performance of the staff.

Candidate 4 My career demonstrates an ability to analyse problems, find solutions and implement them. I also have strong communication skills and experience in explaining difficult decisions to employees, investors, journalists, and so on.

Writing

Imagine you work for a recruitment agency or a headhunting firm. Write an email of 50–100 words to your boss recommending your choice of candidates for the positions above and outlining the reasons.

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 3rd practical activity

Theme: Work and motivation

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: promotion, belief, challenge, colleagues, relations

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Lead-in

One of the most important responsibilities of a manager is to motivate the people who report to him/her. But how? What kind of things motivate you? Which of these motivators would be important for you in your choice of a job? Classify them in order of importance.

- good remuneration (salary, commission, bonuses, perks)
- good working relations with your line manager and colleagues
- good working conditions (a large, light, quiet office; efficient secretaries)
- job security
- the possibility of promotion
- a challenging job
- responsibility
- contact with people
- a belief in what the organization does
- a job in which you can make a difference
- opportunities to travel (business class!)
- long holidays/vacations.



"We don't offer bonuses, but the size of your desk will be adjusted quarterly."

© The New Yorker

What other important motivators would you add to this list?

Discussion: Attitudes to work

Which of the following statements do you agree with?

- 1 People dislike work and avoid it if they can.
- 2 Work is necessary to people's psychological well-being.
- 3 People avoid responsibility and would rather be told what to do.
- 4 People are motivated mainly by money.
- 5 Most people are far more creative than their employers realize.
- 6 People are motivated by fear of losing their job.
- 7 People want to be interested in their work and, given the right conditions, they will enjoy it.
- 8 Under the right conditions, most people will accept responsibility and will want to realize their own potential.

Reading: Theory X and Theory Y

The statements on the previous page can be separated into two groups reflecting two very different ways in which employers can treat their employees. Douglas McGregor, an American expert on the psychology of work, summarized these two approaches and named them Theory X and Theory Y. Read the text below and classify the statements according to which theory they support.

Statement	1	2	3	4	5	6	7	8
Theory								

In *The Human Side of Enterprise*, Douglas McGregor outlined two opposing theories of work and motivation. What he calls Theory X is the rather pessimistic approach to workers and working which assumes that people are lazy and will avoid work and responsibility if they can. Consequently, workers have to be closely supervised and controlled, and told what to do. They have to be both threatened, for example with losing their job, and rewarded with incentives, probably monetary ones such as a pay rise or bonuses. Theory X assumes that most people are incapable of taking responsibility for themselves and have to be looked after. It has traditionally been applied, for example, by managers of factory workers in large-scale manufacturing.

Theory Y, on the contrary, assumes that most people have a psychological need to work, and given the right conditions – job security, financial rewards – they will be creative, ambitious and self-motivated by the satisfaction of doing a good job. Theory Y is probably more applicable to skilled professionals and what Peter Drucker called 'knowledge workers' – managers, specialists, programmers, scientists, engineers – than people in unskilled jobs.

McGregor's two theories are based on Abraham Maslow's famous 'hierarchy of needs'. Theory X relates to the basic, 'lower order' needs at the bottom of the hierarchy, such as financial security, while Theory Y relates to 'higher order' needs such as esteem (achievement, status and

responsibility) and self-actualization (personal growth and fulfilment) that can be pursued if basic needs are satisfied.

McGregor is widely considered to have laid the foundations for the modern people-centred view of management. However, Maslow spent a year studying a Californian company that used Theory Y, and concluded that there are many people who are not looking for responsibility and achievement at work. There will always be people with little self-discipline, who need security and certainty and protection against the burden of responsibility, so it is impossible to simply replace the 'authoritarian' Theory X with the 'progressive' Theory Y.



Comprehension

Read the text again and answer these questions.

- 1 According to Theory X, why do employees have to be closely controlled?
- 2 According to Theory Y, why should employers give their workers responsibilities?
- 3 Why did Maslow criticize Theory Y?

Writing

Now write a summary of Theories X and Y, using no more than 50 words for each.

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 4th practical activity

Theme: Case study (A car manufacturer)

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: rectify, secretarial, designer, apologize

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Listening 2: Out-of-work activities

Listen to Janine George, another MBA student at Cambridge, talking about motivation, and answer these questions.

1 How long had some of Janine's operational team been working in their jobs? 2

What kind of company is Janine talking about?

3 How long are the working days?

4 How did she find the workers when she arrived at the company?

5 What did she do to rectify the situation?

6 What did she find out at the meetings?

7 What examples does she give of out-of-work activities that the company was able to draw on to motivate staff?

8 What was the lesson of this experience for Janine?

9 Janine talks about activities that are not 'related to the bottom line'. What does this mean?

10 Janine says managers should 'think outside of the box'. What does she mean by this and why do you think she apologizes for using this expression?

Case study: A car manufacturer

The senior managers of a car manufacturer sense an increasing level of dissatisfaction among most of the different categories of staff. The company has the following groups of employees, with different benefits:

- senior management (high salaries, free company cars, company restaurant, 25 days annual holiday)
- designers (high salaries, free company cars, company canteen, 20 days holiday)
- production-line workers (fixed salary, company canteen, 20 days holiday)
- secretarial and administrative staff (salary according to experience, company canteen, 20 days holiday)
- sales representatives (low fixed salary plus commission on sales, 20 days holiday)
- canteen and restaurant staff (20 days holiday, free meals in canteen)
- cleaners (hourly wages, plus 8.33% extra as holiday pay, no other benefits)

The managers meet to consider ways of increasing staff motivation. They have to decide whether any of the following suggestions would be appropriate for different groups of employees:

- building sports facilities (e.g. a gymnasium, tennis courts)
- establishing a profit-sharing programme
- giving longer paid holidays (such as an extra day for every year worked over ten years)
- offering cars at discount prices
- offering career training
- offering early retirement
- paying a higher salary
- paying productivity bonuses
- reducing the working week (e.g. to 35 hours)
- setting up a creche for employees' pre-school-age children
- spending some money on decorating the organization's premises (e.g. with plants, pictures)
- subsidizing the staff canteen

In small groups, decide whether to implement any of these suggestions.

Writing

Write an email of no more than 100 words to the CEO, outlining and justifying your choice of improved benefits.

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 5th practical activity

Theme: Company structure

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: undiscovered, payment, molecule, outsourcing

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Reading: Wikinomics and the future of companies

Read the text below and answer this question,

- How is the world of organized work changing?

Experts are forecasting that in the future companies will use the Internet and the 'wikinomics' principle (from wiki, the Hawaiian word for 'quick', and economics). This means collaborating with people outside the traditional corporate structure, letting people around the world cooperate to improve an operation or solve a problem, and paying them for their ideas. This is an extension of the trend of outsourcing: transferring some of the company's internal functions or operations or jobs to outside suppliers, rather than performing them 'in-house'. In other words, companies will no longer need to get all their knowledge from their own full time employees. Here are two examples from Don Tapscott and Anthony D. Williams' book *Wikinomics: How Mass Collaboration Changes Everything*:

Red Lake, a Canadian gold mine, wasn't finding enough gold and was in danger of closing down. Then its chief executive heard a talk about Linus Torvalds, the inventor of Linux, the open-source computer operating system. He decided to put the company's secret geological data on the Internet, and offered prize money to experts outside the company who could suggest where undiscovered gold might lie. People around the world recommended 110 targets, and 80% of them turned out to contain gold. The company's value has risen from \$ 100 m to \$9 bn. If Procter & Gamble is looking for a new molecule to clean red wine off a shirt, it can use its own scientists. But there are 1.5 million other scientists around the world. The company can offer a payment for a successful solution, and see if a scientist somewhere comes up with one.

Vocabulary

Before reading about traditional company organization, check your understanding of some basic terms by matching up the following words and definitions.

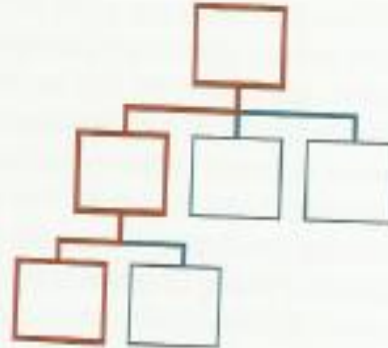
	autonomous line authority	to delegate to report to	function	hierarchy or chain of command
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
5	_____	_____	_____	_____
6	_____	_____	_____	_____

Reading: Company structure

Read the text below.

The chain of command

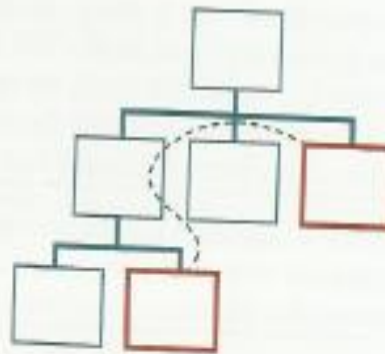
Traditionally, organizations have had a hierarchical or pyramidal structure, with one person or a group of people at the top, and an increasing number of people below them at each successive level. This is sometimes called line structure. There is a clear chain of command running down the pyramid. All the people in the organization know what decisions they are able to make, who their line manager (or boss) is (to whom they report), and who their immediate subordinates are (over whom they have line authority, and can give instructions to).



Functional structure

Yet the activities of most organizations are too complicated to be organized in a single hierarchy. Most large manufacturing companies, for example, have a functional structure, including, among others, specialized production, finance, marketing, sales, and human resources departments. This means, for instance, that the production and marketing departments cannot take financial decisions without consulting the finance department. Large organizations making a range of products are often further divided into separate operating divisions.

A disadvantage of functional organization is that people are often more concerned with the success of their own department than that of the company as a whole, so there are permanent conflicts between, say, finance and marketing or marketing and production over what the objectives are.



Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 6th practical activity

Theme: Presenting a company

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: enlarge, different-size, graduates, contribution

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Listening: Big and small companies ▶1.6

Listen to three MBA students at the Judge Business School talking about different-sized companies, and answer the questions.



Krishna Srinivasan
(from Malaysia)



Carlo de Stefanis
(from Italy)



Olga Babakina
(from Russia)

- 1 Why does Krishna say that company size isn't important? What does he say is important?
- 2 Why does Carlo recommend university graduates to start in big companies?
- 3 What does Carlo say are the differences between big and small companies?
- 4 What does Olga say is more important than company size?
- 5 What does Olga say about big companies?

Discussion: Big and small companies

- How far do you share Krishna and Olga's points of view, and agree with Carlo's advice?
- What other benefits of working in a large company can you think of?
- What other reasons might make someone prefer to work in a small company?

Do the following statements refer to the advantages of working in a big or a small company?

- 1 You are less likely to be affected by a big reorganization or downsizing or merger or takeover.
- 2 You are often responsible for a variety of different tasks.
- 3 You can actually see the result of your contribution to the firm.
- 4 You can be proud of working for a company with a national or international reputation.
- 5 You can become more specialized in your work.
- 6 You can probably change departments if you have problems with your colleagues.
- 7 You have more independence, and you don't always have to wait for permission from a superior.
- 8 You know everyone in the company and the atmosphere is friendlier.
- 9 You may be able to go and work in a foreign subsidiary.
- 10 Your company will probably be in a better position in an economic downturn or recession.

Presentation

Write notes for a short presentation on your company or a company you would like to work for. You should mention:

- what it does:

It designs / makes / provides / distributes/sells / offers / organizes / invests in, etc.

- where it is located:

It has offices / branches / subsidiaries / factories / stores, etc. in ...

- how it is structured and whether this a reason for its success:

It consists of/ includes / is divided into / is organized in, etc.

- why you want to work for this company.

Then give a short presentation to the class

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 7th practical activity
Theme: Managing across cultures

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: concepts, management, interactive,

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Listening 1: Managers and authority

Listen to two MBA students at the Judge Business School talking about cultural differences, and answer the questions.

1 What concepts does Krishna say are important in management in Singapore?

2 How does this differ from the European countries Krishna mentions?

3 From what Carlo says, how similar is Italy to Switzerland and Britain?

Reading: Managing across cultures

Richard Lewis is well known in the field of cross-cultural communication and the author of *When Cultures Collide: Managing Successfully A cross Cultures* and *The Cultural Imperative: Global Trends in the 21st Century*.

Read about his model of three types of cultures, and answer the questions.

Managing a global multinational company would obviously be much simpler if it required only one set of corporate objectives, goals, policies, practices, products and services. But local differences - cultural habits, beliefs and principles specific to each country or market - often make this impossible. The conflict between globalization and localization has led to the invention of the word 'glocalization'. Companies that want to be successful in foreign markets have to be aware of the local cultural characteristics that affect the way business is done. Richard Lewis has classified different cultures according to three 'poles' representing different types of behaviour. Businesspeople in 'linear-active' cultures such as Britain, the USA and Germany are generally organized and rational, try to act logically rather than emotionally, plan in advance, and like to do one thing at a time. They believe in respecting rules, regulations and contracts, and so are what the Dutch theorist Fons Trompenaars calls 'universalists' - they think rules apply to everybody. They are not afraid of confrontation but will compromise when necessary to achieve a deal. They are essentially individualist.

Vocabulary

Match the words in the box with the definitions below.

collectivist	compromise	confrontation	connections	eye contact	glocalization
improvise	interrupt		lose face	status	

intuition	logic				
-----------	-------	--	--	--	--

- 1 an invented word combining worldwide and regional concerns
- 2 thought based on reason and judgement rather than feelings and emotions
- 3 a face-to-face disagreement or argument
- 4 reducing demands or changing opinions in order to agree
- 5 understanding or knowing without consciously using reason
- 6 people of influence or importance with whom you are associated
- 7 to do something when necessary without having already planned it
- 8 respect, prestige or importance given to someone
- 9 believing that the group is more important than the individual
- 10 to be humiliated or disrespected in public
- 11 to cut into someone else's turn to speak
- 12 looking directly at the people you are talking or listening to

Discussion: Managing across cultures

- 1 To what extent do you agree that it is possible to sum up national characteristics in a few words? Is there usually some (or a lot of) truth in such stereotypes? Or, on the contrary, do you find such stereotyping dangerous?
- 2 If your country is not shown on the diagram, where do you think it should be situated? If your country is shown, do you agree?
- 3 Would you say that you, personally, were individualist or collectivist? Particularist or universalist?
- 4 What about the majority of people in your country?
- 5 Which of the following working practices would be effective or damaging in your country? Why?
 - a the principle of 'pay-for-performance' for sales representatives - the more they sell, the more they get paid
 - b having a competition for the 'Employee of the month'
 - c having a matrix management system
 - d extensive teamwork

Writing: You and your influences

Write a short text (100-150 words) explaining which *five* of the factors listed below you think have had the most influence on your behaviour and attitudes.

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 8th practical activity

Theme: Filling a vacancy, job applications

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: steps, carry, establish, senior, promote, headhunter

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Reading: Filling a vacancy

When employees ‘give notice’, i.e. inform their employer that they will be leaving the company as soon as their contract allows, in what order should the company carry out the steps listed below? Complete the chart opposite with the letters A -I

A either hire an employment agency (or for a senior post, a firm of headhunters), or advertise the vacancy

B establish whether there is an internal candidate who could be promoted (or moved sideways) to the job

C examine the job description for the post, to see whether it needs to be changed (or indeed, whether the post needs to be filled)

D follow up the references of candidates or applicants who seem interesting

E invite the shortlisted candidates for an interview

F make a final selection

G receive applications, curricula vitae / resumes and covering letters, and make a preliminary selection (a shortlist)

H try to discover why the person has resigned

I write to all the other candidates to inform them that they have been unsuccessful

Reading and discussion: Job applications

When applying for your first job as a business graduate, you are probably only one of many applicants, most of whom will have similar experience and qualifications to your own. How can you get your name onto the shortlist for interviews when applying for a job? What can you do to impress the organization which is hiring staff?

Which of the following extracts from a CV/resume and different application letters would help the candidate to get an interview, and why?

1 Dear Sir or Madam,
I am writing to express my interest in applying for the position of Community Fundraiser advertised in the Morning Herald on 13 May, 20--. I am looking for a challenging entry-level position that allows me to contribute my skills and experience to fundraising for a charity.

2 I am writing to express my interest in the position of Account Manager that was advertised on your website on 13 February, 20--. I'm extremely interested in this position, and I would like the opportunity for an interview in which I could show you how I can benefit your company.

3 I play for the university basketball team. We have won the national university championship for the past two years.

4 My parents are French and Russian, and because they work for a multinational company, I grew up in four different countries. I did all my schooling in English, but I speak and write fluent French and Russian. I can also read Italian, Spanish, Romanian and most Slavic languages.

5 Employment
Saturdays, 2008--8, and full-time July 2008, Right Price food stores, West End Avenue (shelf-filling).
July 2009, Port Authority Bus Terminal, 8th Avenue (bus cleaner).
August 2009, grape-picking, Napa Valley, California.
November 2009--June 2010, tourist guide at St Patrick's Cathedral, 5th Avenue (Saturdays).

6 I have travelled extensively during my last three summer vacations. In 20--, I travelled around the Mediterranean (Spain, France, Italy, Greece) for ten weeks. In 20--, I went to Florida for a month, and I spent six weeks in Bali in 20--. I have consequently met a great many people from many different cultures, and I am absolutely convinced that these cross-cultural experiences make me suitable for a position in international marketing, and that your company would have a great deal to gain from employing me.

7 Dear Mr/Ms [name],
I am applying for the Sales Associate position which we discussed during the Career Fair at the National University in [city] on [date]. I believe my varied sales experience and my Bachelor's degree in Business Administration are an excellent match to the qualifications you are seeking.
As you can see from the enclosed resume, I have sold a variety of products in part-time jobs during my studies and have worked in sales departments during two internship positions. This experience, as well as my oral and written communication skills, should prove valuable in increasing [company name]'s sales volume. I am enthusiastic about pursuing a career in sales with [company name] because of your varied product line and international distribution network.

Notes on CVs/resumes

- European and Asian CVs generally include photos; US resumes do not.
- British CVs include personal details such as date of birth, marital status, number of children, etc.; US resumes do not.
- British CVs usually include outside work interests (sports, travelling); US ones sometimes don't.
- Your CV should be totally honest; you should emphasize your strengths, but not lie about your experience or skills. It should not say anything that contradicts what you've put on your Facebook page, or similar!
- Leave out information that is irrelevant or that could give some people a chance to discriminate against you (personal details such as your height, weight, health, country of origin, religion, etc.).
- Limit your CV to a maximum of two pages.
- Lay your CV out neatly.
- Check for grammatical and spelling or typographical errors, and do not rely on an automatic spell checker.
- Get someone to check your CV before you send it.

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 9th practical activity

Theme: The different sectors of the Economy

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: extract, manufacturing, essentially, advanced, support

Visuals: handouts, cards, crosswords, mini tests, power point projector

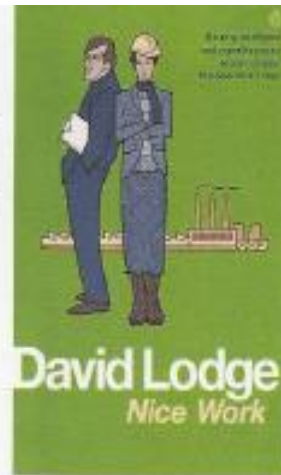
Summary of the lesson:

Reading: Another cup of tea

In this extract from David Lodge's novel *Nice Work*, Robyn Penrose, a university English lecturer, is accompanying Vic Wilcox, the managing director of a manufacturing company, on a business trip to Germany. She looks out of the aeroplane window, and begins to think about the essentially English act of making a cup of tea.

- What is the key point that this extract is making about economies?

Sunlight flooded the cabin as the plane changed course. It was a bright, clear morning. Robyn looked out of the window as England slid slowly by beneath them: cities and towns, their street plans like printed circuits, scattered over a mosaic of tiny fields, connected by the thin wires of railways and motorways. Hard to imagine at this height all the noise and commotion going on down there. Factories, shops, offices, schools, beginning the working day. People crammed into rush hour buses and trains, or sitting at the wheels of their cars in traffic jams, or washing up breakfast things in the kitchens of pebble-dashed semis. All inhabiting their own little worlds, oblivious of how they fitted into the total picture. The housewife, switching on her electric kettle to make another cup of tea, gave no thought to the immense complex of operations that made that simple action possible: the building and maintenance of the power station that produced the electricity, the mining of coal or pumping of oil to fuel the generators, the laying of miles of cable to carry the current to her house, the digging and smelting and milling of ore or bauxite into sheets of steel or aluminium, the cutting and pressing and welding of the metal into the kettle's shell, spout and handle, the assembling of these parts with scores of other components – coils, screws, nuts, bolts, washers, rivets, wires, springs, rubber insulation, plastic trimmings; then the packaging of the kettle, the advertising of the kettle, the marketing of the kettle to wholesale and retail outlets, the transportation of the kettle to warehouses and shops, the calculation of its price, and the distribution of its added value between all the myriad people and agencies concerned in its production. The housewife gave no thought to all this as she switched on her kettle. Neither had Robyn until this moment, and it would never have occurred to her to do so before she met Vic Wilcox.



David Lodge: *Nice Work*

Comprehension

In the 20th century, the economy was described as consisting of three sectors:

- the **primary sector**: agriculture, and the extraction of raw materials from the earth
- the **secondary sector**: manufacturing industry, in which raw materials are turned into finished products
- the **tertiary or service sector**: the commercial services that help industry produce and distribute goods to their final consumers, as well as activities such as education, healthcare, leisure, tourism, and so on.

Reading: Manufacturing and services

Read the following statements about manufacturing and services in advanced countries.

- Which of them are in support of manufacturing in advanced countries, and which are in support of services?
- Which of them do you find the most convincing, and why?

1 A lot of service sector jobs depend on manufacturing industry. Manufacturing companies provide work for accountants, lawyers, designers, marketers, advertisers, salespeople, bankers, engineers, IT specialists, etc.

3 All the world's major economies – the US, Japan, Germany, France, Britain, Italy, China, etc. – are major manufacturers of exported goods. This obviously needs to continue.

5 Manufacturing industry will inevitably decline in advanced countries and be replaced by services, because labour costs are too high. Companies will delocalize their manufacturing to low-cost countries.

2 Advanced countries have expertise in higher education, R&D, ICT, business consulting, etc. They should concentrate on these strengths, rather than trying to make things more cheaply than less-developed countries.

4 Depending on service industries is dangerous; after the financial crisis in 2008, New York and London didn't only lose financial jobs, but also lots of jobs in all the related service industries: law firms, real estate, expensive restaurants, luxury jets, etc. Big cities need factories too.

6 Millions of tourists travel to major cities, and millions of people choose to live in them, because of the arts and entertainment – theatre, music, museums, sport, etc. Manufacturing and heavy industry can and should be done elsewhere.

7 Service functions such as call centres, accounting, writing software, can all be outsourced to companies in cheaper countries. Consequently, advanced countries should concentrate on high-quality manufacturing, which requires skills that cannot be outsourced or delocalized.

Vocabulary

Find words in the statements above that mean the following:

- 1 products sold to other countries
- 2 property: buildings such as offices, houses, flats (BrE) or apartments (AmE)
- 3 work done in return for money
- 4 to move your factories to another region or country
- 5 to use other companies to do work your company previously did itself

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 10th practical activity**Theme:** Discussion: your place in the Economy**Objective:**

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: involve, industry, capacity, covering, columns**Visuals:** handouts, cards, crosswords, mini tests, power point projector**Summary of the lesson:**

Listening: The business news ▶ 1.14

Listen to six business news stories from American radio stations, and complete the chart below.

News item	Which industry or industries are mentioned?	Which economic sector or sectors are involved?	Which companies or organizations are named?	Is this good, bad or mixed news for the industry?	What figures are mentioned?
1					
2					
3					
4					
5					
6					

Writing: The business news

Write an imaginary business news story (not more than 100 words) involving different industries and economic sectors, and including several figures, and covering everything in the columns.

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student’s book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
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5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 11th practical activity

Theme: Production: Capacity and inventory

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: variation, obsolescence, insurance, storage, depreciation

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Vocabulary: Industrial production 4. make money (expression) – I make money. © The New York

Before reading and hearing about industrial production, match up the half-sentences below, which define some basic terms.

1 Inventory (AmE and BrE) or stock (BrE) is a company's reserves	A and other facilities used in the production process.
2 A component is any of the pieces or parts	B arising from large-scale production.
3 Capacity is the (maximum) rate of output	C from other companies rather than manufacturing them.
4 Plant is a collective word for all the buildings, machines, equipment,	D involved in producing and delivering goods or a service.
5 Location means the geographical situation	E of a factory or other facility.
6 A supply chain is a network of organizations	F of raw materials, parts, work in process, and finished products.
7 Outsourcing means buying products or processed materials	G such as manufacturing a product or delivering it to a customer.
8 Economies of scale are the cost savings	H that can be achieved from a production process.
9 Lead time is the time needed to perform an activity	I that make up a product or machine.

1 2 3 4 5 6 7 8 9

Reading: Capacity and inventory

Operations managers have to decide where to manufacture different products, how much productive capacity their factories and plants should have, and how much inventory to maintain. Read the 15 sentences on the next page, and classify them under the six headings (A–F). Some sentences may fall under two headings.

A The consequences of insufficient capacity

B The consequences of excess capacity

C The advantages of large facilities

D The disadvantages of large facilities

E The advantages of having a large inventory

F The disadvantages of having a large inventory

- 1 A long lead time may allow competitors to enter the market.
- 2 As production volume increases, you get economies of scale (the average fixed cost per unit produced decreases).
- 3 Finding enough workers and coordinating material flows can become difficult.
- 4 If lead time increases, some customers may go to other suppliers.
- 5 Lost sales and market share are usually permanent.
- 6 The working environment might get worse and industrial relations could deteriorate.
- 7 There are costs of storage, handling, insurance, depreciation, the opportunity cost of capital, and so on.
- 8 You can be more flexible in product scheduling, and have longer lead times and lower cost operation through larger production runs with fewer set-ups.
- 9 There is always a risk of obsolescence, theft, breakage, and so on.
- 10 You can meet variation in product demand.
- 11 You may be under-utilizing your workforce.
- 12 You have protection against variation in raw material delivery time (due to shortages, strikes, lost orders, incorrect or defective shipments, etc.).
- 13 You may be forced to produce additional, less profitable, products.
- 14 You can take advantage of quantity discounts in purchasing.
- 15 You may have to reduce prices to stimulate demand.

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
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6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 12th practical activity

Theme: Purchasing and low cost manufacturing

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: decreasing, causing, suppliers, potential, consequence

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:



Alan Goodfellow

Listening 1: Purchasing ▶ 1.15

Listen to Alan Goodfellow, Global IT Director of Leica Microsystems, talking about purchasing and manufacturing, and answer the questions. Leica is part of the Danaher group of companies. They make microscopes, imaging systems and medical equipment.

- 1 What does he describe as 'one of the main goals of any company'?
- 2 What is the advantage of being part of a larger group of companies?
- 3 How does a reverse auction work?
- 4 Why is it called 'reverse'?
- 5 What does he mean by 'price isn't everything'?
- 6 What is the consequence of this?

Listening 2: Low-cost manufacturing ▶ 1.16

Listen to Alan Goodfellow talking about manufacturing in Asia, and answer the questions.

- 1 What are the advantages of having factories in Singapore and China?
- 2 Why is this not outsourcing?
- 3 What was the problem with staff in China?



Now listen again, and fill in the gaps in this extract:

Yes, when we first set up the company in China there were a great many problems, mainly to do with 1 _____ local staff, but particularly 2 _____, because the economy was 3 _____ so much, we found that after training staff, bringing them up to the standards we expected, they were very attractive to other companies and could easily move and take their 4 _____ elsewhere, so there was a constant process of training and 5 _____, it was very hard to 6 _____ staff.

Comprehension

- 1 Why does Thomas Friedman think countries involved in a major global supply chain are unlikely to start a war?
- 2 Why does Michael Dell think the computer industry deserves more praise than it gets?
- 3 What would be the consequences if a country in a major global supply chain did start a war?
- 4 What consequences has the evolution of supply chains had?

Vocabulary

Find the words in the text that mean the following:

- 1 firmly fixed in something or part of something
- 2 the quality of people's lives
- 3 someone who establishes a company
- 4 (*in this context*) the potential cost of taking a chance
- 5 (*in this context*) the value of a business activity
- 6 causing trouble and stopping something from continuing as usual
- 7 increasing or decreasing more and more quickly as time passes
- 8 the obtaining of supplies
- 9 the state of being successful and having a lot of money
- 10 the situation when something is not likely to change

Role play

In small groups, imagine that you are in a meeting called by the Procurement Manager of a multinational hi-tech manufacturer to discuss potential new suppliers of components.

You have chosen to concentrate on three regions: Europe, Asia and South America. What do you think the advantages and disadvantages of these three regions are, in terms of:

- a low cost
- b reliability
- c a reputation for quality
- d delivery times to your manufacturing sites
- e potential future problems that could disrupt supply?

Writing

After the meeting, write an email of 100-150 words summarizing what was said about the advantages and disadvantages of the three regions, for each of the five aspects of supply

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
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6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 13th practical activity

Theme: Logistics

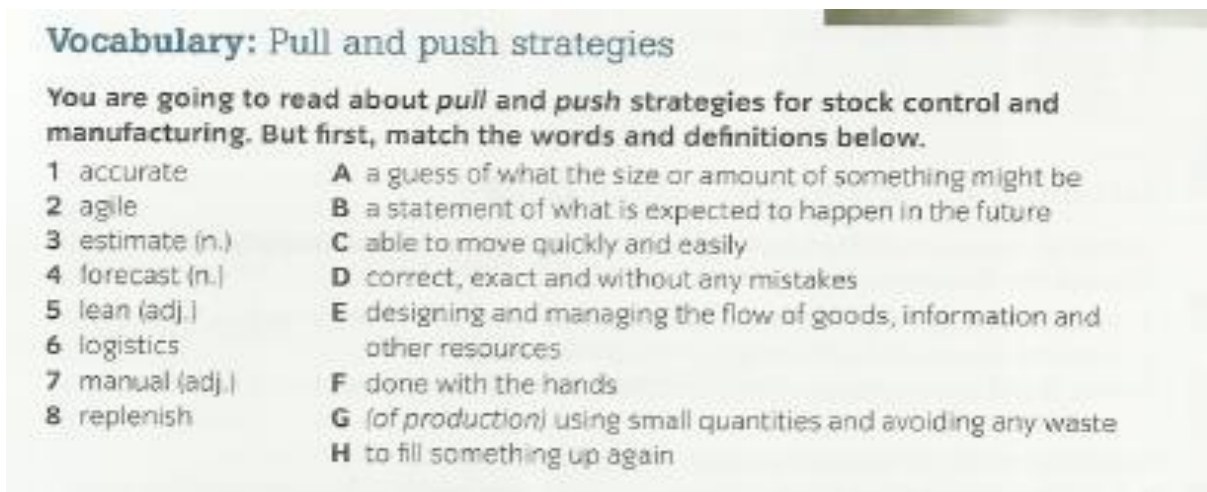
Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: pull, resources, definitions, avoid, system, estimated

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:



Vocabulary: Pull and push strategies

You are going to read about *pull* and *push* strategies for stock control and manufacturing. But first, match the words and definitions below.

1 accurate	A a guess of what the size or amount of something might be
2 agile	B a statement of what is expected to happen in the future
3 estimate (n.)	C able to move quickly and easily
4 forecast (n.)	D correct, exact and without any mistakes
5 lean (adj.)	E designing and managing the flow of goods, information and other resources
6 logistics	F done with the hands
7 manual (adj.)	G (of production) using small quantities and avoiding any waste
8 replenish	H to fill something up again

Reading: Pull and push strategies

These eight paragraphs make up a text about inventories, *pull* and *push* strategies, and Just-In-Time (JIT) production. Put them in the right order to make a logical text. Two have already been done.

Manufacturing companies can produce according to pull or push strategies. 1

Historically, Kanban was a manual system in which cards were placed in component bins in warehouses as a signal that items needed replenishing; today, of course, advanced software is used.

Apart from JIT, other names for pull strategies include lean production, stockless production, continuous flow manufacture and agile manufacturing. In all these systems, nothing is bought or produced until it is needed.

This replenishment strategy was famously developed as Just-In-Time (JIT) production by Toyota in Japan in the 1990s. The most common JIT system is called Kanban, a Japanese word approximately meaning 'visual card'.

Supplies are scheduled to meet expected demand, but

because demand forecasts are not always accurate, push strategies often incorporate safety stocks and safety lead times.

In other words, this is a replenishment strategy: both production and suppliers are constantly reacting to the actual consumption of components, rather than planning ahead.

With a pull strategy, a company manufactures according to current demand, which is satisfied from (a small) inventory. When pieces are removed from stock, replacements are automatically ordered from suppliers.

With a push strategy such as Manufacturing Resources Planning (MRP), on the contrary, production is based on estimates of future demand, and begins according to the planned production lead time. 7

Comprehension: Pull and push strategies

Now match up the following half-sentences.

- | | |
|------------------------------------|-----------------------------------|
| 1 Pull strategies are based on | A current demand. |
| 2 Pull systems only buy or produce | B estimated future demand. |
| 3 Kanban systems signal | C safety stocks and lead times. |
| 4 Push strategies are based on | D that items need to be replaced. |
| 5 Push strategies often allow for | E things when they are needed. |

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 14th practical activity

Theme: Case study: risk analysis

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: enable, risk, possible, infrastructure, condition

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Case study: Risk analysis

Companies might choose not to use suppliers from a country if they are unsure about its future political or financial stability, or about future industrial relations (the possibility of strikes, etc.), or the condition of its infrastructure (roads, railways, power supplies, etc.), or possible changes in the climate, etc.



In small groups, try to identify the potential supply chain risks for the following businesses. How could these risks be minimized?

- A car factory in the UK that gets components from British, continental European and Asian suppliers
- The fruit and vegetable department of a national supermarket chain
- A tourist industry company that hires seasonal workers for different tasks at different times of the year

Writing

Write a short report (100–150 words) summarizing the potential supply chain risks faced by one of the businesses in the Case study, and explaining how they could be minimized.

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
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5. Ian Mackenzie English for Business Studies. Cambridge 2010
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The 15th practical activity

Theme: Total quality management

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: warranties, bountiful, scrapping, service, provide

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

1 Match up the words from the text with the definitions on the right.

- | | |
|---------------------|---|
| 1 bountiful | A changing or improving a product or service |
| 2 headaches | B guarantees: written promises to repair or replace products that
Develop fault |
| 3 regulation | C providing a large amount of good things |
| 4 reworking | D things that cause difficulties |
| 5 scrapping | E official rules or the act of controlling something |
| 6 service | F to examine a machine and repair any faulty parts |
| 7 warranties | G getting rid of things which are no longer useful or wanted |

Reading: Total Quality Management

Total Quality Management (TQM) is a management approach designed to improve the production quality of goods and services. Read the text below, and answer the comprehension questions that follow.

TQM was developed by an American, W. Edwards Deming, in the 1940s, but was first taken up by the Japanese, who adopted it to revive their post-war industry. Following the success of the Japanese in world markets, many American companies began to use it in the 1980s.

TQM (today often just called Quality Management) involves an attitude and a corporate culture that are dedicated to providing customers with products and services that satisfy their needs. Products should have no defects (or 'zero defects') and services should be as close to perfect as possible.

The principle is simply that the company or organization should do the right things, and do them right, the first time and every time, which

should eliminate waste from its operations. But because products, services and processes change, everything is capable of being improved all the time.

TQM requires all staff to be involved in the search for continuously improving quality, in all the business's activities – not just production or customer service, but also in marketing, sales, purchasing, design, engineering, R&D, finance, human resources, etc. The organization must make use of the knowledge and experience of its entire staff to identify and correct faulty systems and processes. Production workers should be empowered to stop production to solve problems, as quality is more important than maximizing output or reducing costs.

Comprehension

The following five statements are all false. Correct them.

- 1 TQM is a Japanese management theory.
- 2 TQM guarantees 'zero defect' production and no waste.
- 3 TQM stops when you have the perfect product.
- 4 TQM concerns production and customer service personnel.
- 5 TQM involves maximizing output and reducing costs.



The Toyota Motor Corporation has long been associated with TQM

Discussion: Good and bad quality

- **Select an organization whose products could be improved. What improvements could be made that might lead to some of the following outcomes (if applicable)?**
- improved product reliability
- improved product durability
- reduction in the number of complaints
- reduced waste and product returns
- improved image
- increased repurchase rate
- increased sales and market share
- improved staff morale and lower staff turnover
- **Could all this be done without increasing costs?**
- **Why do you think the organization has not done these things?**

Listening 1: Hotel customers and quality

Listen to an interview with Denis Frucot, the manager of a Hotel du Vin, and answer the questions.

- 1 What is the state of affairs that Frucot describes as being 'as simple as that?'

2 What are his examples of good and bad quality in a bed and breakfast?

Listening 2: Customer care

Listen to Denis Frucot talking about customer care, and answer the questions.

1 What does he say about the Hotel du Vin's level of quality?

2 What examples does he give of customer care?

Listening 3: Selecting and training staff

Listen to Denis Frucot talking about his colleagues, and answer the questions.

1 How does he select staff when he opens a new hotel?

2 What two kinds of people does he want in reception, and why?

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
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5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 16th practical activity

Theme: Products and brands

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: expectations, attitude, clusters, politicians, extensive

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Reading: Products and brands

Read the following text, and write a brief heading for each section.

1 _____ A product is anything that can be offered to a market that might satisfy a want or need. This means that services, leisure activities, people (politicians, athletes, actors), places (holiday resorts) _____ and _____ organizations _____ (hospitals, _____ colleges, political parties) can also be considered as products. Most manufacturers divide their products into product lines - groups of closely related products, sold to the same customer groups, and marketed through the same outlets. Because customers' needs and markets are constantly evolving, and because different products are generally at different stages of their life cycles, with growing, stable or declining sales and profitability, companies are always looking to the future, and re-evaluating their product mix. brand name can be reinforced by distinctive design and packaging. The key objective of branding is to create a relationship of trust. Customers have an image of the brand in their minds, combining knowledge about the product _____ and _____ their _____ expectations _____ of it. Some brands are seen as more than just products or services: they successfully represent customers' attitudes or feelings, e.g. Nike, Starbucks, Apple Computer, The Body Shop, etc. By way of extensive advertising, companies can achieve brand recognition among the general public, including millions of people who are not even interested in the products. Branding is used for B2B (Business-to-Business) marketing of materials and components, as well as for consumer goods in B2C (Business-to Consumer) marketing.

2 _____ _ Most products offered for sale by retailers are branded. A brand is a name, or a symbol, or a logo that distinguishes products and services from competing offerings, and makes consumers remember the company, product or service. A 3 _____ Some companies include _____ their _____ name _____ in _____ all _____ their products (corporate branding), e.g. Philips, Virgin, Yamaha. Other companies do individual branding, and give each product its own brand name, so the company name is less well-known than its brands (compare the name Procter & Gamble with its individual brand names Pampers, Pringles, Duracell and Gillette). Some companies, such as the major producers of soap powders, have a multi-brand strategy which allows them to fill up space on supermarket shelves, leaving less room for competitors. Even if one brand 'cannibalizes' (or eats into) or takes business away from another one produced by the same company, the sales do not go to a competitor. Having three out of 12 brands in a market generally gives a greater market share than having one out of ten, and gives a company a better chance of getting some of the custom of brand-switchers.

4 _____ The brand consultancy Inter brand publishes an annual list of the Best Global Brands, which shows that the worth of a brand can be much greater than a company's physical assets. For example, in the early 2000s, the value of the top ranked brand, Coca-Cola, was calculated at over \$70 billion. Consequently, a company's market value (the combined price of all its shares) can be much greater than its book value - the recorded value of its tangible assets such as buildings and machinery. Brand value largely comes from customer loyalty: the existence of customers who will continue to buy the products.

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 17th practical activity

Theme: Case study: Researching a product concept

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: bear, higher, price, potential, charge, outline

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Case study: Researching a product concept

In small groups, choose one of the following businesses, and think about how you would go about launching it in your town:

- a juice bar
- a taxi company
- a home-delivery pizza service
- a gym and fitness centre
- a language school
- another business of your choice.

Think about:

1 The product concept: what exactly would the business offer, and how would it differ from similar, competing businesses?

2 The location: what would the ideal location be, bearing in mind that the closer to the town centre and the busier the street, the higher the rent?

3 The name of the business, and the image it wants to project. What kind of design would you use?

4 Pricing: would you try to compete on price, by being cheaper than competitors, or should you try to be better or different, and charge a higher price?

Once you have some ideas about the product concept, the preferred location, the name and image, and your pricing strategy, decide how you could do some market research to see whether potential customers would be interested.

What information would you need? Where could you get it?

Could you use the following market research methods?

- questionnaire research: asking questions by telephone or personal interviewing
- focus group interviews: getting several potential target customers to meet

(for a small fee) and discuss the product concept

- secondary data: studying government statistics, business newspapers, magazines and trade journals, reports published by private market research agencies, competitors' annual reports, etc.

If time permits, carry out the research, and report back.

Writing

Write a short report (150-200 words) *either* outlining your product concept and plans for the business, *or* explaining what research you undertook and what the results were.

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 18th practical activity

Theme: Marketing is everything

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: adapt, approach, technique, unresponsive, receptionist

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Vocabulary: Basic marketing terms

Below are some more basic marketing terms. Match up the words in the box to the definitions.

distribution channel market segmentation	market opportunities market skimming	market penetration
price elasticity	product differentiation	
product features	sales representative	Wholesaler

1 all the companies or individuals ('middlemen') involved in moving goods or services from producers to consumers

- 2 an intermediary that stocks manufacturers' goods or merchandise, and sells it to retailers and professional buyers
- 3 dividing a market into distinct groups of buyers who have different requirements or buying habits
- 4 making a product (appear to be) different from similar products offered by other sellers, by product differences, advertising, packaging, etc.
- 5 possibilities of filling unsatisfied needs in sectors in which a company can profitably produce goods or services
- 6 setting a high price for a new product, to make maximum revenue before competing products appear on the market
- 7 someone who contacts existing and potential customers, and tries to persuade them to buy goods or services
- 8 the attributes or characteristics of a product, such as size, shape, quality, price, reliability, etc.
- 9 the extent to which supply or demand (the quantity produced or bought) of a product responds to changes of price
- 10 the strategy of setting a low price to try to sell a large volume and increase market share

Reading: Marketing is everything

Read the following extracts from an article by Regis McKenna in the *Harvard Business Review*, and answer the questions on the next page.

Several decades ago, there were sales-driven companies. These organizations focused their energies on changing customers' minds to fit the product - practicing the 'any color as long as it's black' school of marketing. As technology developed and competition increased, some companies shifted their approach and became customer driven. These companies expressed a new willingness to change their product to fit customers' requests - practicing the 'tell us what color you want' school of marketing. Successful companies are becoming market driven, adapting their products to fit their customers' strategies. These companies will practice 'Let's figure out together how and whether color matters to your larger goal' marketing. It is marketing that is oriented toward creating rather than controlling a market. The old approach - getting an idea, conducting traditional market research, developing a product, testing the market, and finally going to market - is slow and unresponsive. As the demands on the company have shifted from controlling costs to competing on products to serving customers, the center of gravity in the company has shifted from finance to engineering - and now to marketing. Marketing today is not a function; it is a way of doing business. Marketing is not a new ad campaign or this month's promotion. Marketing has to be all-pervasive, part of everyone's job description, from the receptionists to the board of directors. Its job is neither to fool the customer nor to falsify the company's image. It is to integrate the customer into the design of the product. US companies typically make two kinds of mistake. Some get caught up in the excitement and drive of making things, particularly new creations. Others become absorbed in the competition of selling things, particularly to increase their market share in a given product line. Both approaches could prove fatal to a business. The problem with the first is that it leads to an internal focus. Companies can become so fixated on pursuing their R&D agendas that they forget about the customer, the market, the competition. The problem with the second approach is that it leads to a market-share mentality. It turns marketing into an expensive fight over crumbs rather than a smart effort to own the whole pie. The real goal of marketing is to own the market - not just to make or sell

products. Smart marketing means defining the whole pie as yours. In marketing, what you lead you own. Leadership is ownership. That is why marketing is everyone's job, why marketing is everything and everything is marketing.

- 1 According to McKenna, what did sales-driven companies try to do?
- 2 Why did some companies become customer driven?
- 3 What does he say market-driven companies do?
- 4 What does McKenna mean when he describes the old approach as 'unresponsive'?
- 5 Why has the main focus of companies moved first from finance to engineering, and then from engineering to marketing?
- 6 What two negative descriptions of marketing does he reject?
- 7 What does he say about customers and market-driven companies?
- 8 What is wrong with focusing on R&D (research and development) and creating new products?
- 9 What is wrong with focusing on increasing market share?
- 10 Explain in your own words what he describes as the real job or goal of marketing.

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 19th practical activity

Theme: Case study: Promoting a new product

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: campaign, permanent, explain, publicity, pamphlets

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Listening 1: Promoting a juice bar

Listen to Melissa Glass, who you heard in Unit 11, explaining how Zeste tried to

promote their juice bar, and answer the questions.

- 1 What was the first form of marketing (or promotion) they tried?
- 2 Why were they sure it would work?
- 3 What concept was used for the advertising campaign, and what was the problem with it?

Listening 2: The most effective form of promotion

Advertising pamphlets

on a Swiss bus Listen to Melissa Glass talking about a successful form of promotion, and answer the questions.

- 1 According to Melissa, what is the most effective form of promotion?
- 2 Does it have a temporary or a permanent effect?
- 3 Why do you think this form of promotion works better than advertising?

Case study: Promoting a new product

Plan a marketing campaign for a new product or service. This could be the product or service you researched in Unit 11. Would you use advertising?

Publicity? Sales promotions? If so, why and where and how?

Speaking:

- 1 Under what circumstances would manufacturers either set prices that try to maximize profits, or deliberately charge a low price?
- 2 Give examples of products for which demand is elastic, and which you would only buy (or buy more of) if the price went down.
- 3 Which products are for you *not* price sensitive, so that you would buy them even if the price increased significantly?
- 4 If you see a price that is a little less than a round number, e.g. \$1.99 or €99.95, does it makes you think of the lower number, e.g. \$1 instead of nearly \$2, and encourage you to buy the product? If *not*, why do you think most retailers use 'psychological pricing' or 'odd prices' like this?
- 5 When, as a consumer, have you benefited from a price war when competitors continually lowered prices, trying to get more business? What kind of companies win price wars?

Discussion: Distribution channels

Give examples of businesses that would typically use the different channels illustrated in the diagram. (Of course, the same businesses could use different channels for different market segments.) In each case, *why* is this the preferred distribution channel?

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010

7. Thomas Kral Economic Considerations. Washington 2006

The 20th practical activity

Theme: Advertising and viral marketing

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: attempts, concern, specify, message, brief

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Reading: Advertising and viral marketing

Read the text below and on the next page and decide

which paragraphs should be given the following headings:

A Advertising spending and sales

B How companies advertise

C Word-of-mouth advertising and viral marketing

D Potential drawbacks of advertising

Advertising informs consumers about the existence and benefits of products and services, and attempts to persuade them to buy them. Most companies use advertising agencies to produce their advertising for them. They give the agency a statement of the objectives of the advertising campaign, known as a brief, an overall advertising strategy concerning the message to be communicated to the target customers, and a budget. The agency creates advertisements (often abbreviated to adverts or , and develops a media plan specifying which media - newspapers, magazines, the Internet, radio, television, cinema, posters, mail, etc. – will be used and in which proportions. _____ It is always difficult to know how much to spend on advertising. Increased ad spending *can* increase sales, but many companies just spend a fixed percentage of current sales revenue, or simply spend as much as their competitors (the comparative-parity method). On the other hand, lots of creative and expensive advertising campaigns, including television commercials that lots of people see and remember, and which win prizes awarded by the advertising industry for the best ads, *don't* lead to increased sales. ----- Advertising is widely considered to be essential for launching new consumer products. Combined with sales promotions such as free samples, price reductions and competitions, advertising may generate the initial trial of a new product. But traditional advertising is expensive, it doesn't always reach the target customers, and it isn't always welcome if it does reach them. People might choose to look at posters in the street or on public transport (and virtual ones in computer and video games), or look at the ads in newspapers and magazines, but many other ads interrupt them when they're trying to do something else, like read a web page, listen to the radio, or watch a TV programme or a film.

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 21st practical activity
Theme: Radio commercials

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: atmosphere, commercials, misleading, untruthful

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Listening: Radio commercials

Listen to three American radio commercials or advertisements.

- What are they advertising?

Listen again to each of the commercials in turn and answer the following question for each one:

- How does this ad work? What message or idea or image or atmosphere is the advertiser trying to create?
- Which of these three ads do you prefer, and why?

Scripting a radio commercial

In small groups, write a script for a 20-second commercial to be played on a popular English-language radio station, advertising either a well-known product exported by your country, or some form of travel to your country. Remember that you have to persuade and inform, and are not supposed to say anything misleading or untruthful - although of course in this case you are free to invent the name of a company, the details of its service, and so on. You may use music and sound effects if you have access to them. If not, merely indicate what you would use in addition to a voice or voices. Ideally, you should actually record your commercial.

Speaking: Successful advertising

- **What do you think makes an advertisement memorable:**

humour?	originality? the use of famous actors or personalities?	endless
repetition?	other elements?	

- **Do you find the advertisements on television generally:**
informative? persuasive? amusing? well made? artistic? worth watching?
an annoying interruption to the programmes? sometimes better than the programmes?
- **Give examples of ads that you have enjoyed.**
- **Give examples of ads that have persuaded you to buy the product.**
- **Do these examples coincide?**
- **Have you ever passed on advertising material by email, or discussed products in blogs or online forums, thereby helping advertise an organization's products or services?**

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 22nd practical activity

Theme: Banks and financial institutions

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: investment, prevent, previously, conglomerates, provide

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Reading: Banks and financial institutions

Insert the names of the following types of financial institutions in the spaces in the text.

commercial banks hedge funds non-bank financial intermediaries

investment banks	Islamic banks
private banks	stockbrokers

Retail banks or 1 _____ (often called High Street banks in Britain) receive deposits from, and make loans to, individuals and small companies. 2 _____ work with big companies, giving financial advice, raising capital by issuing stocks or shares and bonds, arranging mergers and takeover bids, and so on. They also generally offer stockbroking and portfolio management services to rich corporate and individual

clients. Wealthy individuals can also use 3 _____, which provide them with banking and investment services, and 4 _____, which are private investment funds for wealthy investors (both individuals and institutions) that use a wider variety of (risky) investing strategies than traditional investment funds, in order to achieve higher returns. In the USA, where many banks went bankrupt following the Wall Street Crash in 1929, a law was passed in 1934 (the Glass-Steagall Act) that separated commercial banks and investment banks or stockbroking firms. For the rest of the 20th century, there were regulations in the US, Britain and Japan that prevented commercial banks from doing investment banking business. In other countries, including Germany and Switzerland, large banks did all kinds of financial business. But starting in the 1980s, many rules were ended by financial deregulation, and Glass Steag all was repealed in 1999. Large banks became international conglomerates offering a complete range of financial services that were previously provided by banks, 5 _____ and insurance companies 6 _____. In Islamic countries and major financial centres, offer interest-free banking. They do not pay interest to depositors or charge interest to borrowers, but invest in companies and share the profits (or losses) with their depositors. Some car manufacturers, food retailers and department stores now offer products like personal loans, credit cards and insurance. Technically these are not banks but 7 _____

Vocabulary

1 Find the words or expressions in the text which mean the following:

- 1 money placed in a bank
- 2 a sum of money borrowed from a bank
- 3 the money invested in a business
- 4 certificates representing part-ownership of a company
- 5 certificates of debt issued by governments or companies to raise money
- 6 when one company combines with another one
- 7 when one company offers to buy or acquire another one
- 8 buying and selling stocks or shares for clients
- 9 all the investments owned by an individual or organization
- 10 the profits made on investments
- 11 unable to pay debts or continue to do business
- 12 the ending or relaxing of legal restrictions
- 13 a group of companies, operating in different fields, which have joined together
- 14 the price paid for borrowing money, paid to the lenders

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 23rd practical activity

Theme: Microfinance

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: microfinance, regain, reputation, decide, customers

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Listening 2: Microfinance

- **Do you know (and can you explain) what ‘microfinance’ is?**

Anna-Kim Hyun-Seung from South Korea is a former MBA student from the Judge Business School in Cambridge who works in the not-for-profit sector. Listen to her talking about microfinance, and answer the questions.

- 1 In microfinance, what replaces normal financial collateral?
- 2 What is the ‘risk-management tool’ that Anna-Kim mentions?
- 3 Why is lending money to poor people not necessarily as risky as it sounds?
- 4 Why are conventional banks now developing microcredit products?
- 5 In which three continents are there successful microfinance schemes?

Speaking:

- **What do you think of this kind of banking initiative? What other initiatives like this have you read about or heard of?**

Role play: Microfinance

A major bank has been rescued by the government after losing billions of euros on speculative investments. But it has lost a lot of customers and now has a very bad reputation. One of the directors thinks that the way the bank can regain public trust and restore its reputation is to enter the microfinance market in developing countries. He/she calls a meeting to explain the idea to colleagues. Your teacher will give you a role to prepare. Take part in the meeting to decide what to do.

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student’s book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 24th practical activity

Theme: A business plan

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: elements, describe, reviews, analyses, collateral

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Reading: A business plan

If you are starting a business, you have to get capital from investors. In order to persuade them to invest, you need, among other things, to write a business plan. Here are ten standard elements of a business plan, in alphabetical order.

In what order do you think they should come in the actual plan?

___ Appendix or Appendices - curricula vitae or resumes of the managers, and any other necessary documents (e.g. promotional materials for your products) company it is, what the product or service is and what is special about it, who the managers are, how much money you need, and what you will use it for)

___ Competition - specifies the existing competitors to your product or service, reviews their strengths and weaknesses, predicts how they will react when you enter the market, analyses the possibilities of future competitors entering the market, and describes how the company plans to overcome them

___ Competitive advantage - describes the sustainable competitive advantage the new business has over its competitors and the strategy for maintaining it over the long term (e.g. management strengths, innovative technology, product features, pricing, etc.)

___ Customer profile - gives details about the customers you plan to cater to (market segments, age, sex, lifestyle, interests, geographic location, etc.)

___ Executive summary - a one-page summary or overview of what the business plan is about and what it will contain (e.g. what sort of

___ Financial analysis - gives details of the business's performance (if it is already operating), and existing finance and assets, sales forecasts, and projected financial statements. It will specify the minimum level of sales required to achieve

the break-even point, and make projections for future revenue. It will specify current and longterm financing requirements and give details of previous investment. It will outline an exit strategy for investors.

___ Implementation plan - describes sales and marketing and operational strategies, including what pricing strategy you will use and why, sales and distribution strategy, promotional strategy (public relations, advertising, sales promotions, etc.)

___ Management team - gives information about the founders, directors, advisors, etc., and their previous business record and experience, and about the key personnel, or the human resources plan if key staff still need to be appointed

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 25th practical activity
Theme: Investing in start-ups

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: invest, decisions, hybrid, nanotechnology

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Role play: Investing in start-ups

Imagine that you are investment managers for a large financial institution such as a pension fund or an insurance company that has decided to invest up to 2% of its assets in start-up companies. It will not be difficult to find companies in which to invest, because you regularly receive propositions from venture capital firms. But first, you want to establish a strategy. Which industries or industry sectors do you think you should invest in? Which industries have the most potential? Which industries or technologies probably present the fewest risks? If you are going to invest in companies in your own country, in which industries does it have expertise or a competitive advantage? Choose three of the sectors listed on the next page. Prepare a short presentation of your strategy in small groups. Then change groups and explain your strategy to your colleagues, and then present your decisions to the class.

computer and video game technology

- DNA sequencing and genetic medicine
- fuel-efficient aeroplane (BrE) or airplane (AmE) technology
- genetically modified food
- high-speed rail transport
- hybrid (petrol and electric battery) automobile technology
- microprocessors using nanotechnology
- mobile telephone technology

- nuclear energy
- nuclear medical imaging
- solar energy technology
- wind energy technology

Writing

Write a 100-150 word summary of your group's investment decisions.

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 26th practical activity

Theme: Bonds

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: receive, maturity, bondholders, assets, issue, deductible

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Reading: Bonds

Read the text and underline the answers to the questions above.

Companies finance most of their activities by way of internally generated cash flows. If they need to raise more money to expand their operations they can either issue new shares – selling them to their existing owners or on the stock market (equity finance) - or borrow money (debt finance), usually by issuing bonds. Companies generally use an investment bank to issue their bonds, and to find buyers, which are often institutional investors like insurance companies, mutual funds and pension funds. Bondholders get back their original investment (or 'principal') on a fixed maturity date, and receive interest payments (the 'coupon') at regular intervals (six-monthly or annually) until then. Most bonds have fixed interest rates. For investors, bonds are generally safer than stocks or shares, because

if an insolvent or bankrupt company sells its assets, bondholders are among the creditors who might get some of their money back. On the other hand, in the medium or long term, shares generally pay a higher return than bonds. For companies, the advantage of debt financing over equity financing is that bond interest is tax deductible: companies deduct their interest payments from their profits before paying tax, while dividends paid to shareholders come from already-taxed profits. But debt increases a company's financial risk: bond interest has to be paid, even in a year without any profits to deduct it from, and the principal has to be repaid when the debt matures, whereas companies are not obliged to pay dividends or repay share capital. If tax revenue is insufficient, governments also issue bonds to raise money, and these are considered to be a risk-free investment. In the US there are Treasury notes (with a maturity of two to ten years) and Treasury bonds (with a maturity of ten to 30 years), while in Britain government bonds are known as gilt-edged stock or just gilts. Bonds are saleable instruments that can be traded on the secondary bond market. Banks and brokerage companies act as market makers, quoting bid and offer prices for bonds with a very small spread or difference between them. The price of bonds varies inversely with interest rates. If interest rates rise, so that new borrowers have to pay a higher rate, existing bonds lose value. If interest rates fall, existing bonds paying a higher interest rate than the market rate increase in value. Consequently the yield of a bond – how much income it gives - depends on its purchase price as well as its coupon.

Are the following statements true or false?

- 1 Companies regularly finance their activities by issuing bonds.
- 2 Bond-issuing companies use investment banks to find investors.
- 3 Bonds are repaid at 100% when they mature, unless the borrower is insolvent.
- 4 Bondholders get their money back if a company goes bankrupt.
- 5 Bond coupons are generally lower than share dividends.
- 6 For profitable companies, there are tax advantages to issuing stocks or shares rather than bonds.
- 7 Governments systematically finance public spending by issuing bonds.
- 8 A bond paying 5% interest would lose in value if interest rates fell to 4%.

Vocabulary

1 Find words in the text that mean the following:

- 1 the money a company receives minus the money it spends during a certain period
- 2 part ownership of a company in the form of stocks or shares
- 3 funds operated by investment companies that invest people's money in various assets
- 4 funds that invest money that will be paid to people after they retire from work
- 5 the amount of capital making up a bond or other loan
- 6 the length of time for which a bond is issued (until it is repaid)
- 7 the amount of interest that a bond pays
- 8 unable to pay debts
- 9 people or institutions to whom money is owed
- 10 payments by companies to their shareholders
- 11 businesses that buy and sell securities
- 12 the price at which a buyer is prepared to buy a security at a particular time
- 13 the price at which a seller is prepared to sell a security at a particular time
- 14 the rate of income an investor receives from a security

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 27th practical activity

Theme: Investing in funds

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: associated, justify, agencies, consequence, opposite

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Case study: Investing in funds

In pairs or small groups, look at the advertisements opposite for different bond funds offered for sale by banks.

Imagine that you have \$30,000 or €30,000 or £20,000 (etc.) to invest in bonds.

- Which fund or funds would you choose? Why?
- What might be the risks associated with each fund?

Writing

Write a short report (100-150 words) explaining and justifying your choices.

This could begin: We decided to invest in ... because ...

Listening: Bonds and subprime mortgages

Listen to Teresa La Thangue of the Financial Services Authority in London talking about how subprime mortgages, which were discussed in Unit 14, affected bonds in the US. Answer the questions.

- 1 What terms does Teresa La Thangue use to describe totally safe government bonds?
- 2 Why were mortgage-backed securities traditionally considered to be very safe?
- 3 How does she explain the term 'subprime'?
- 4 What happened to mortgage-backed bonds in the US?
- 5 What did the credit rating agencies do wrong?
- 6 What has been the consequence of this?

Discussion

- How easy is it to get a mortgage in your country?

- Do banks tend to lend to people who might not be able to repay?
- Did the banks in your country buy American subprime bonds? If so, why?

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 28th practical activity

Theme: Stocks and shares

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: stock, exchange, equipment, trade, match, matchmakers

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Reading: Stocks and shares

Match up the half-sentences below, which make up a text about stocks and shares.

- 1 Successful companies can issue stocks or shares (certificates representing part ownership of the company)
- 2 Offering these stocks for sale to financial institutions and the general public changes the business
- 3 Selling stocks for the first time is called an IPO or initial public offering in the US
- 4 Companies use an investment bank to find buyers, and to underwrite the stock issue,
- 5 Stocks and shares are also known as equity or equities; the most common form
- 6 After shares have been issued they can be traded on the secondary market at
- 7 Some stock exchanges have automatic computerized trading systems that match up buyers and sellers; others have market makers -
- 8 Stock prices rise and fall depending on supply and demand,
- 9 Consequently the nominal value of a share – the price written on it - is rarely the same as its market price -
- 10 Companies either distribute part of their profits to shareholders as an annual dividend,
- 11 Stock markets are measured by stock indexes (or indices),
- 12 A period during which most stocks (and the stock index) are rising is called a bull market,

A and a flotation or an IPO in Britain.
B and one in which most of them fall in value is a bear market.
C the stock exchange on which the company is listed or quoted.
D from a private to a public company, and is called going public.
E i.e. how many sellers and buyers there are.
F i.e. to guarantee to buy the stocks if there are not enough other buyers.
G is called common stock in the US, and ordinary shares in Britain.
H or keep the profits in the company, which also causes the value of the stocks to rise.
I the price it is currently being traded at on the stock exchange.
J to raise capital to expand their operations.
K traders in stocks who quote bid (buying) and offer (selling) prices.
L which show changes in the average prices of a selected group of important stocks.

Suggested literature:

8. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
9. Malcolm man, Steve Taylor-Knowles. Destination B1
10. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
11. Evans V. Successful writing. Intermediate. Express publishing-2000
12. Ian Mackenzie English for Business Studies. Cambridge 2010
13. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
14. Thomas Kral Economic Considerations. Washington 2006

The 29th practical activity
Theme: A financial news report


Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: commodities, currencies, against, newsleader

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Listening: A financial news report 

Listen to an extract from a financial market report on an American radio station. The newsreader mentions the prices of the following securities, currencies and commodities. In each case, does she say that the price has risen, fallen, or stayed almost the same?

	Risen	Fallen	Unchanged
The Dow-Jones	—	—	—
The S&P 500	—	—	—
The NASDAQ	—	—	—
Shares in Germany	—	—	—
Shares in France	—	—	—
Shares in Britain	—	—	—
Shares in Japan	—	—	—
Shares in Australia	—	—	—
The dollar against the euro	—	—	—
The dollar against the pound	—	—	—
The dollar against the yen	—	—	—
Gold	—	—	—
Oil	—	—	—

British and American usage

The terms *stocks* and *stockholders* are used in the USA, and *shares* and *shareholders* in Britain. In Britain, *stock* can also mean securities such as government bonds. The terms *stock exchange*, *stock market* and *stockbroker* are used in all English-speaking countries. The most common type of equity is called *common stock* in the US, and *ordinary shares* in Britain. Some companies also have *preferred stock* (AmE) or *preference shares* (BrE) that receive a fixed dividend.

Suggested literature:

15. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
16. Malcolm man, Steve Taylor-Knowles. Destination B1
17. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
18. Evans V. Successful writing. Intermediate. Express publishing-2000
19. Ian Mackenzie English for Business Studies. Cambridge 2010
20. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
21. Thomas Kral Economic Considerations. Washington 2006

The 30th practical activity

Theme: Derivatives

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: fixed rate, predetermined, financial instrument, protection, pre-arranged

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Vocabulary: Derivatives

Before reading and hearing about derivatives, match up the half-sentences below which define some basic terms.

1 Derivatives are financial instruments whose prices are dependent upon, or derived from,

2 A future is a contract agreement to buy or sell a security, commodity or financial instrument

3 An option offers the buyer the right, but not the obligation,

4 Commodities are raw materials or primary products such as

5 Hedging means making contracts to buy or sell commodities or financial assets

6 Speculation, on the contrary, means buying assets in the hope of making a capital gain

7 An interest rate swap is an agreement to exchange future interest payments

8 A currency swap is an agreement between two parties who exchange principal and fixed rate interest payments

A at a predetermined price, at a predetermined point in the future.

B by selling them later at a higher price (or selling them in the hope of buying them back at a lower price).

C in the future, at a pre-arranged price, as a protection against price changes.

D metals, cereals, coffee, etc., that are traded on specie markets.

E to buy (call option) or sell (put option) an asset at an agreed-upon price (the strike price), either during a certain period of time, or on a specific date.

F underlying assets such as stocks, bonds, commodities, currencies, interest rates and market indices.

G on a loan in one currency for principal and fixed rate interest payments on an equal loan in another currency.
H with another company or financial institution, e.g. a floating rate loan for a fixed interest rate loan.

Role play: Investing a client's money

Imagine that you are an asset manager, investing money for a client. In pairs or small groups, select ten different securities, and invest an imaginary €100,000 in them (or the equivalent in your local currency), dividing up the sum as you wish. Your client does not particularly want to take risks. Choose several blue chips - shares in large, well-established companies with a good reputation for quality and profitability - as well as two companies that have only been listed or quoted on a stock exchange for less than a year (this information can be found in the financial pages of newspapers and on financial websites). You can choose companies on any major stock exchange, but remember that if you buy stocks in foreign currencies there is a risk of exchange rate movements. A safe investment for part of the sum would be an index fund or tracker fund or exchange-traded fund (ETF) that seeks to replicate the performance of an entire market (e.g. the S&P 500), so it won't lose (or gain) more than the market as a whole. Major banks sell shares in funds like these (similar to the bond funds mentioned in Unit 16). Another possibility, if you expected interest rates to fall in the near future, would be to include some bonds in the portfolio. Follow the progress of your portfolio in the financial press or on the Internet. Depending on the length of your course, select a date to make a short presentation reporting on the how well or badly the portfolio has done, and attempting to provide reasons or explanations for any price changes.

Suggested literature:

22. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
23. Malcolm man, Steve Taylor-Knowles. Destination B1
24. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
25. Evans V. Successful writing. Intermediate. Express publishing-2000
26. Ian Mackenzie English for Business Studies. Cambridge 2010
27. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
28. Thomas Kral Economic Considerations. Washington 2006

Spring term

The 1st practical activity

Theme: Financial statements

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: expenditure, debts, entry, budget

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Vocabulary

1 Which basic accounting words are defined below?

1 all the money received from business activities during a given period

A assets B income C transactions

2 all the money that a business spends on goods or services during a given period

A debts B expenditure C liabilities

3 a financial operating plan showing expected income and expenditure

A account B budget C financial statement

4 anything owned by a business - cash, buildings, machines, equipment, etc.

A asset B income C revenue

5 all the money that a company will have to pay to someone else in the future, including debts, taxes and interest payments

A debits B expenditure C liabilities

6 an entry in an account, recording a payment made

A credit B debt C debit

7 an entry in an account, recording a payment received

A credit B debit C income

8 adjective describing something without a material existence, which you can't touch

A current B intangible C tangible

9 adjective describing a liability which has been incurred but not yet invoiced to the company

A accrued B deferred C receivable

10 delayed or postponed until a later time

A deferred	B payable	C retained
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Listening: Valuing assets

Richard Barker is the director of the MBA programme at the Judge Business School of Cambridge University, and an expert on international accounting.

Listen to him talking about valuing assets, and answer the questions.

1 What examples does Richard Barker give of assets that are difficult to value?

2 How does he define a company's annual profit or loss?

3 Why is the estimated value of an airport runway probably not very objective?

4 How does he define or explain depreciation?

Speaking:

How would you put a value on your college or university? What are its major assets - buildings and equipment, or people and their skills, knowledge and reputations?

In most countries, companies record the historical cost of their assets - their original purchase price, and not their (estimated) current selling price or replacement cost. Why?

Should companies record raw materials, work-in-progress, and their inventory of products ready for sale at their cost price, or their current market price (the price at which they could be sold)?

Give some examples of companies whose value largely derives from intangible assets such as their well-known brands, or their good reputation

Reading 2: Google Inc. Income statement

Look the income statement opposite. Which lines refer to the following?

1 money received from investments

2 money spent in order to produce income in the future

3 the expenses specific to providing the company's services

4 additional expenses involved in running the company

Vocabulary: Cash flow statement

Cash flow statements contain three categories: Cash from Operating Activities (Ops.), Cash from Investing Activities (Inv.) and Cash from Financing Activities (Fin.).

Which categories do the following items belong to (as positive or negative amounts)?

	Ops.	Inv	Fin.
Amortization (loss of value of intangible assets)			
Changes in the size of the inventory			
Depreciation (loss of value of tangible assets)			
Dividends paid			
Income taxes paid			
Payments to suppliers for goods and services			
Payments to employees			
Proceeds from issuing shares or debt			
Purchases or sales of property, plant and equipment			
Receipts from the sale of goods or services			
Repurchase of company shares or repayment of debt			

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 2nd practical activity

Theme: Presenting a company's results

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: Creditors, Debtors, Share, Premium, Annual General Meeting, Ordinary Shares, Profit

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Role play: Presenting a company's results

The Chief Financial Officer of Google Inc. is going to present the company's results at the Annual Stockholders Meeting. He/she will refer to the Balance Sheet and Income Statement, and explain which figures have increased and which have decreased. In groups, prepare the presentation.

If this is a homework task to prepare for the next lesson, you could look up more recent figures on the Internet on sites such as *http://investor.google.com*, *http://finance.yahoo.com* and *http://moneycentral.msn.com*, rather than use the figures given here. You could also use the company's website or the Internet to find details about acquisitions, product developments, and so on, which might explain any changes. Alternatively, you could present the accounts of a company you work for or have worked for or know well.

Vocabulary note

Google's financial statements use American terms, which sometimes differ from British ones.

American English

Accounts Payable

Receivables or Accounts

Receivable

Additional Paid-in Capital

Annual Stockholders Meeting

Common Stock

Net income

British English

Creditors

Debtors

Share Premium

Annual General Meeting

Ordinary Shares

Profit

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 3rd practical activity

Theme: Companies and clusters

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: exist, chane, stage, internet-based

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Listening 1: Early stage companies

Charles Cotton

Charles Cotton is the former CEO of a high-tech company in California, and is currently a director of several high-tech companies. You will hear him talking about how early stage companies can either change existing industries or create and dominate whole new ones.

• **Charles Cotton mentions some of the most successful internet-based companies of the previous 20 years. What do you think these are?**

Listen to Charles Cotton and answer the questions.

1 How does he describe 'the perspective of an early stage company'?

2 Which companies does he mention?

3 What does he mean when he says some industries are 'defined by the new entrants'?

Speaking/Discussion: Clusters

You will hear Charles Cotton talking about industrial clusters: groups of companies in the same industry that establish themselves in the same area.

• **Which industries do you associate with the following places:**

Bangalore Detroit Hollywood Las Vegas Paris Silicon Valley

the area around Bordeaux?

• **Can you think of any other industrial clusters?**

• **Why do start-ups often situate themselves near other companies in the same industry?**

• **Why do similar shops and restaurants often do business right next to each other?**

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 4th practical activity

Theme: Case study: Encouraging clusters

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: software, mention, inexpensive

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Listening 4: Software-based clusters B23

• **You will hear Charles Cotton talk about countries with excellent and inexpensive software programmers and developers. Which countries do you think these are?**

Now listen, and answer these questions.

1 Who does Charles Cotton describe as 'the most creative people on the planet'?

2 Why did they need to become so good at what they did?

3 What is their advantage over competitors from the other country he mentions?

Listening 5: Clusters of the future ifJibl

1 Which three large countries does Charles Cotton talk about?

2 What factors do they have in common that will make them successful?

• **Do you agree with Charles Cotton? Can you see any other countries successfully developing economic clusters? In what fields?**

Case study: Encouraging clusters

Imagine that you (in pairs or small groups) have been invited by the government (in your country, or the country in which you are studying) to advise them about economic development.

The government wants to encourage clusters - groups of interconnected companies that will be able to exchange information, ideas and innovations, and associated suppliers and service providers. They hope that clusters of businesses will develop a competitive advantage over other countries or regions.

• **The following factors are generally important in the development of clusters:**

- a skilled workforce that meets the needs of the industry
- a good infrastructure (roads, utilities, communications)
- a good education system providing specialized training
- already-existing companies in a growing industry
- a good business environment (simple procedures for starting new businesses, no 'barriers to entry' for new companies, reasonable tax rates, etc.)
- a network of small companies that could supply inputs (components, machinery) and business services to the core industry
- a government department that can provide information, research and technical support
- a spirit of collaboration as well as competition
- venture capital firms and other sources of finance
- mobility: people can easily move to a thriving economic region (e.g. there are possibilities to buy, sell and rent accommodation, and enrol children in schools)

• **Can you think of any other factors that could be important?**

• **Which of these factors does your country possess?**

Prepare a short presentation for the government, explaining:

- **what actions they could take to increase the chances of a successful cluster developing**
- **which industries should be encouraged**
- **in which sector of the economy.**

Then present your ideas to another group, or to the whole class.

Writing

Write a short briefing document (150-200 words) to present to the government, summarizing your group's conclusions and recommendations.

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 5th practical activity

Theme: Takeovers, mergers and buyouts.

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: conglomerates, lead, contrary phenomenon, leveraged, buyouts

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Reading: Takeovers, mergers and buyouts

Read the text below, and underline the answers to

Successful companies have to find ways of using their profits. Sometimes they develop new products or services, perhaps to diversify and enter new markets, but sometimes it is easier to take over other companies with existing products and customers. Acquiring a competitor in the same field of activity (horizontal integration) gives a company a larger market share and reduces competition. If a company is too big to buy, it may be possible to merge with it: to combine the two companies to form a single new one. Companies can also acquire businesses involved in other parts of their supply chain (vertical integration), generally to achieve cost savings. Backward integration involves acquiring suppliers of raw materials or components; forward integration is buying distributors or retail outlets. The way to acquire part-ownership of a company is a raid, which simply involves buying as many of a company's stocks as possible on the stock market. Because this increases demand, the stock price will immediately rise. A raid is unlikely to result in the acquisition of a controlling interest. More

often, a company will launch a takeover bid: a public offer to a company's stockholders to buy their stocks at a certain price (above the current market price) during a limited period of time. If all the stockholders accept the bid, the buyer has to purchase 100% of the company's stocks, even though they only need 50% plus one (or in practice, perhaps much less) to gain control of a company. If the board of directors of a company that is subject to a bid agrees to a takeover, it is a friendly bid (and if the stockholders sell, it becomes a friendly takeover); if the company does not want to be taken over, it is a hostile bid (or hostile takeover). Companies are frequently encouraged to take over other companies by investment banks, which generally have large mergers and acquisitions departments with lots of researchers analysing the value of listed companies. Banks also advise companies involved in mergers and takeovers, earning high fees in the process. Takeovers can lead to the formation of large conglomerates, which in turn can lead to a contrary phenomenon: leveraged buyouts or LBOs. Buyouts occur when financiers (corporate raiders or private equity funds) consider that a conglomerate resulting from a series of takeovers has not achieved synergy but instead has become inefficient, and so is undervalued on the stock market. In other words, the conglomerate's market capitalization is lower than the value of its total assets, including land, buildings, pension funds, etc. Raiders can borrow money, usually by issuing bonds (leveraged means largely financed by borrowed capital), and buy the companies. They then either sell off the subsidiaries, or close them and sell the assets, which is known as asset-stripping. The raiders then pay back the bonds while making a large profit. Until the law was changed, raiders were also able to buy companies and take possession of their pension funds. Although raiders had a very bad reputation in the 1980s - a famous book about a huge LBO was called *Barbarians at the Gate* - private equity funds are more respected today for buying companies and making them more efficient prior to reselling them.

Vocabulary

“The employees have to assume a share of the blame for al

Find the words in the text that mean the following:	<i>the pension fu n d to become so big and tempting.</i>
--	--

- 1 to become more varied or different (e.g. by selling different products)
- 2 places where goods are sold (shops, stores, kiosks, markets, etc.)
- 3 a sufficient number of stocks in a company to be able to decide what to do (at an Annual General Meeting)
- 4 public companies whose stocks are traded on a stock exchange
- 5 amounts of money paid for services
- 6 companies that own or control several smaller businesses selling very different products or services
- 7 the combined power or value of a group of things working together which is greater than the total power or value achieved when each is working separately
- 8 the total value of a company on the stock exchange (the price of all its stocks)
- 9 companies that are owned by a larger parent company
- 10 a sum of money reserved to pay a company's retired employees

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000

5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 6th practical activity

Theme: Market investigators

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: argument, investigation, commission

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Listening 1: The role of the Competition Commission

You will hear Rory Taylor of the Competition Commission in London talking about its work.

• What do you think a Competition Commission does?

Listen to Rory Taylor, and answer the questions.

1 What is the alternative American term for a competition investigation organization?

2 When is the Competition Commission asked to investigate companies?

3 What is the hypothetical situation that Rory Taylor mentions?

4 What have lots of companies told the Commission about their attitude to competition in their business?

5 What do you think Rory Taylor means by these phrases?

a a free market attitude

b a competition regime

c a necessary check and balance

d over-interventionist

Listening 2: Market investigations

Listen to Rory Taylor talking about market investigations.

1 Fill in the gaps.

You won't generally come across too many markets where there's one dominant 1 _____ outside the, sort of, 2 _____ and the 3 _____. We used to do, under the previous legislation, what were called monopoly investigations, but now they're known as 4 _____ as to some extent that reflects that you're not usually looking at one player dominating one particular market but maybe a small 5 _____. That's not necessarily a bad thing, it all depends on the structure of that market and to what degree

they're competing with each other. We've just been looking at the 6 _____ market, that's ... I would say using, using the term advisedly, dominated by big four supermarkets, certainly got the 7 _____ of the ... people's shopping, but at the same time they're competing very vigorously with each other, so that's not necessarily anything we'd, we'd look to intervene in.

Writing

Write a short summary (150-200 words) of the company's arguments in defence of its high market share, or the competition authority's reasons for recommending an investigation into the company.

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 7th practical activity

Theme: Government and taxation

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: restriction, freedom, fundamental

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Reading: The role of government

The American economist Milton Friedman was well-known for his views on government. Read the extracts from *Free to Choose* by Milton and Rose Friedman on the next page.

- What is the Friedmans' opinion of the activities of the US government?

Though the United States has not adopted central economic planning, we have gone very far in the past 50 years in expanding the role of government in the economy. That intervention has been costly in economic terms. The limitations imposed on our economic freedom threaten to bring two centuries of economic progress to an end. Intervention has also been costly in political terms. It has greatly limited our human freedom.

An essential part of economic freedom is freedom to choose how to use our income: how much to spend on ourselves and on what items; how much to save and in what form; how much to give away and to whom.

Currently, more than 40% of our income is disposed of on our behalf by government at federal, state and local levels combined. As consumers, we are not even free to choose how to spend that part of our income that is left after taxes. Our physician is not free to prescribe many drugs for us that he may regard as the most effective for our ailments, even though the drugs may be widely available abroad. We are not free to buy an automobile without seat belts. Another essential part of economic freedom is freedom to use the resources we possess in accordance with our own values - freedom to enter any occupation, engage in any business enterprise, buy from or sell to anyone else, so long as we do so on a strictly voluntary basis and do not resort to force in order to coerce others. Today you are not free to offer your services as a lawyer, a physician, a dentist, a plumber, a barber, a mortician, or engage in a host of other occupations, without first getting a permit or licence from a government official. You are not free to work overtime at terms mutually agreeable to you and your employer, unless the terms conform to rules and regulations laid down by a government official. You are not free to set up a bank, go into the taxicab business, or the business of selling electricity or telephone service, or running a railroad, busline, or airline, without first receiving permission from a government official. Although these examples only scratch the surface, they illustrate the fundamental proposition that freedom is one whole, that anything that reduces freedom in one part of our lives is likely to affect freedom in the other parts. Freedom cannot be absolute. We do live in an interdependent society. Some restrictions on our freedom are necessary to avoid other, still worse, restrictions. However, we have gone far beyond that point. The urgent need today is to eliminate restrictions, not add to them.

Comprehension

- 1** What do the Friedmans think will be the consequence of increased government intervention in the economy?
- 2** In which sentence do they criticize taxation?
- 3** What do they say about medical and road safety legislation?
- 4** What is the only restriction they believe to be necessary regarding professional occupations, business and trade?
- 5** What is their objection to the law regarding labour contracts?

Speaking/Discussion

- How would you characterize the Friedmans' politics?
- How far do you agree with them, concerning any of the specific examples they give of government legislation?

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 8th practical activity

Theme: Government intervention

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic

- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: intervention, government, experience

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Vocabulary

Before listening to an economist talking about government intervention in the economy, match up the words and definitions below.

basic systems and services such as transport and power supplies distribution according to a plan not limited by any rules or controls

positive or negative consequences (benefits or costs) of economic activities experienced by other people

the best or most likely to bring success

the result or effect of an action or situation

to organize something to make a profit

Listening: Government intervention

Michael Kitson is Senior Lecturer in international macroeconomics, and Director of the Management Studies Tripos, at Cambridge University. Listen to him talking about the role of government.

- Is he in favour of government intervention?

Listen again and answer the questions below.

Fill in the gaps.

The second effect is whether we think unfettered 1 _____ alone can ensure the long-term 2 _____ allocation of resources and long-term 3 _____. Markets are very important, I'm not denying that, but so is the role of government to actually help markets work better. Often economists talk about notions of 4 _____ or the fact that markets are not working properly.

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 9th practical activity

Theme: The business cycle

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: purchase, difference, goods

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Vocabulary 1: The business cycle

Before reading about the business cycle, match up the words and definitions below.

balance of payments	consumption	demand supply	downturn upturn	expectations
gross domestic product (GDP)	save			

1 a decline in economic activity

2 an increase in economic activity

3 beliefs about what will happen in the future

4 purchasing and using goods and services

5 the difference between the funds a country receives and those it pays for all international transactions

6 the total market value of all the goods and services produced in a country during a given period

7 the willingness and ability of consumers to purchase goods and services

8 the willingness and ability of businesses to offer goods or services for sale

9 to put money aside to spend in the future

Reading 1: What causes the business cycle?

Read the text and fill in the gaps with words from the exercise above.

The business cycle or trade cycle is a permanent feature of market economies: 1 _____ alternately grows and contracts. During an 2 , parts of the economy expand to the point where they are working at full capacity, so that production, employment, business investments, profits, prices, and interest rates all tend to rise. A long period of expansion is called a boom. But at some point there will inevitably be a 3 _____. The economy will hit a peak and start to contract again, the demand for goods and services will decline and the economy will begin to work at below its potential. Investment output, employment, profits, commodity and share prices, and interest rates will generally fall. A downturn that lasts more than six months is called a recession; one that lasts for a year or two is generally called a depression or a slump. Eventually the economy will bottom out, and there will be a recovery or an upturn. The most probable cause of the business

cycle is people's spending or 4 _____ decisions, which in turn are based on 5 _____. A country's output, investment, unemployment, 6 _____, and _____ on, all depend on millions of decisions by consumers and businesses on whether to spend, borrow or 7 _____. When economic times are good or when people feel confident about the future, they spend, and run up debts. At a certain point, spending has to slow down and debts have to be paid. If interest rates unexpectedly rise, a lot of people find themselves paying more than they anticipated on their mortgage or rent, and so have to consume less. Similarly, if people are worried about the possibility of losing their jobs in the near future they tend to start saving money and consuming less, which leads to a fall in 8 _____, and consequently a fall in production and employment. Investment is closely linked to consumption, and only takes place when demand is growing. As soon as demand stops growing, investment in new factories, machines, etc. falls, which contributes to the downturn. But if 9 _____ exceeds demand, prices should fall, and encourage people to start buying again. Eventually the economy will reach a trough or bottom out, and there will be a recovery or an upturn. This is the internal (or endogenous) theory of the business cycle; are also external (or exogenous) theories, which look for causes outside economic activity, such as scientific advances, natural disasters, elections or political shocks, demographic changes, and so on. The economist Joseph Schumpeter believed that the business cycle is caused by major technological inventions (e.g. the steam engine, railways, automobiles, electricity, microchips), which lead to periods of 'creative destruction' during which radical innovations destroy established companies or industries.

Speaking/Discussion

- What examples can you give of 'creative destruction' occurring at the moment?
- During a downturn, to what extent should the government intervene in the economy, by creating demand or jobs? How could it do these things?
- What are the economic arguments against such governmental spending?

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 10th practical activity

Theme: Consumption and the business cycle

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas

- To encourage Ss to work in cooperation

Vocabulary: actions, concerning, taxation, public, expenditure

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Listening 1: Consumption and the business cycle

Listen to Michael Kitson, who you heard in Unit 22, talking about the causes of the business cycle, and answer the questions.

- 1 What does Kitson say many economists believed a year or so previously?*
- 2 According to Kitson, were they right?
- 3 What does Kitson say causes economic booms?
- 4 What about depressions?

Vocabulary 2: Fiscal and monetary policy

1 Before reading about the government and the economy, match up the following words and definitions.

A an amount of money that is smaller than is needed (e.g. when spending exceeds revenues)

B an excess: a quantity that is larger than is needed

C a state of balance, for example when supply is the same as demand

D government or central bank actions concerning the rate of growth of the money in circulation

E government actions concerning taxation and public expenditure

F the economic theory that government monetary and fiscal policy should stimulate business activity and increase employment in a recession

G the total amount of money available in an economy at a particular time

1 equilibrium

2 deficit

3 surplus

4 fiscal policy

5 monetary policy

6 money supply

7 Keynesianism

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 11th practical activity

Theme: Profits and social responsibility

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: responsibility, functions, stockholders,

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Reading: Profits and social responsibility

Four of the views expressed in the illustration on the previous page are referred to in the following text. Which are they?

Pure free market theorists argue that the function of a business is to make profits. Milton Friedman, for example, argued that any corporate action inspired by 'social responsibility', rather than the attempt to maximize profits, is 'unbusinesslike'. In an article called 'The social responsibility of business is to increase its profits,' he argued that people who say that business has 'responsibilities for providing employment, eliminating discrimination, avoiding pollution', and so on, are 'undermining the basis of a free society'. For Friedman, 'only people can have responsibilities', and not corporations: In a free enterprise, private-property system, a corporate executive is an employee of the owners of the business. He has direct responsibility to his employers. That responsibility is to conduct the business in accordance with their desires, which generally will be to make as much money as possible,

of course conforming to the basic rules of the society, both those embodied in law and those embodied in ethical custom. Therefore, 'to say that the corporate executive has a "social responsibility" in his capacity as businessman' is to say that 'he is to act in some way that is not in the interest of his employers'. Because if an executive makes 'social' expenditures he is: spending someone else's money ... Insofar as his actions in accord with his 'social responsibility' reduce returns to stockholders, he is spending their money. Insofar as his actions raise the price to customers, he is spending the customers' money. Insofar as his actions lower the wages of some employees, he is spending their money. Furthermore, such actions are 'undemocratic' as they involve corporations taking on responsibilities that should be the government's: taxation and expenditure, and solving social problems. If the elected government is not taking certain actions, it is because the voters did not want it to do so. Any such action 'harms the foundations of a free society' and reveals an unfortunate 'suicidal impulse' in businessmen. Friedman does not seem to consider the possibility that stockholders might prefer to receive lower dividends but live in a society with less pollution or less unemployment and fewer social problems. An alternative view to the 'stockholder model' exemplified by Friedman's article is the *stakeholder* model. According to this approach, business managers have responsibilities to all the groups of people with a stake in or an interest in or a claim on the firm. These will include employees, suppliers, customers and the local community, as well as the stockholders. Proponents of the stakeholder approach argue that all these groups should be represented on a company's board of directors.

Vocabulary

1 Find words in the text that mean the following:

- 1 treating some people in a worse way than you treat other people
- 2 making something weaker
- 3 an economic system in which anyone can raise capital, form a business, and offer goods or services
- 4 complying with or following (rules, etc.)
- 5 expressed, given a material form
- 6 according to generally accepted beliefs based on morals
- 7 a usual way of behaving
- 8 to the degree or extent that
- 9 causes damage to
- 10 supporters, people who argue in favour of something

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 12th practical activity

Theme: Problems at a clothes manufacturer

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: encourage, competitors, departments, concealed

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Speaking/Discussion

Although he dismissed the notion of social responsibility, Milton Friedman still argued that a business must conform to the basic rules of society. Do you think the following activities, several of which are not illegal, conform to the basic rules of society?

- 1 Bribing corrupt foreign officials in order to win foreign orders, on the grounds that where bribery is a way of life, you have no alternative if you want to win a contract
- 2 Industrial espionage: spying on competitors' research and development departments with concealed cameras

and microphones, bribing their employees, etc., rather than doing your own expensive R&D

3 Selling supposedly durable goods with 'built-in obsolescence', i.e. which you know will not last more than a few years

4. Spending money on lobbying, i.e. trying to persuade politicians to pass laws favourable to your particular industry

5 Telling only half the truth in advertisements, or exaggerating a great deal, or keeping quiet about the bad aspects of a product

6 'Whistle blowing', i.e. revealing confidential information to the police or to a newspaper, e.g. that a company is breaking health and safety regulations and therefore putting people's lives in danger.

Role play: Problems at a clothes manufacturer

The CEO of an outdoor and sports clothing manufacturer in an advanced industrial country calls an emergency meeting to discuss two problems. Firstly, sales have started to fall in an economic downturn, the company's inventory is growing, and the production level is clearly too high. A decision has to be made about whether to lay off some staff. Secondly, a researcher has reported that one of the chemicals the company uses in its products is harmful to the environment.

Your teacher will give you a role to prepare.

Writing

Write a short report (100-150 words) summarizing the decisions taken at the meeting.

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 13th practical activity

Theme: Efficiency and employment

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: outstanding, rationalization, delaying

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Vocabulary

1 Match up the words in the box with the definitions below.

casual work job sharing	contract work	delaying	downsizing	flexible labour market
outsourcing or contracting- out	rationalization or restructuring			
relocation or delocalization	Rightsizing			

1 a situation in which it is easy for companies to hire non-permanent staff

2 decreasing the number of permanent employees working for an organization

3 using other businesses as subcontractors to supply components or services

4 employing two or more people on a part-time basis to perform a job normally available to one person working full time

5 moving some of a business's activities (e.g. accounting, production) to another place or country

6 removing unproductive parts of the management hierarchy to make organizations more flexible and efficient

7 reorganizing a company, business or system in a new way to reduce costs and improve efficiency and effectiveness

8 temporary employment by an organization to do a specific project or piece of work

9 temporary employment that is not regular or fixed

10 another way of saying downsizing, though it could also describe increasing the size of an organization perhaps as an attempt to correct a previous downsizing

Speaking/Discussion

- What notable cases of restructuring or downsizing or delocalizing have there been in the news recently? What was the reaction?
- In a situation where there is growing unemployment, what are the advantages and disadvantages of the following partial solutions?
 - job sharing
 - decreasing working hours
 - lowering the age of retirement
 - staff training programmes
 - increasing the number of public sector jobs (i.e. those paid for by national or local government)

Listening 1: Efficiency and the number of employees

Listen to Anna-Kim Hyun-Seung, who you heard in Units 14 and 24, talking about alternatives to laying off employees, and answer the questions.

1 What do companies normally do when they increase their efficiency?

2 What is the alternative that Anna-Kim Hyun-Seung mentions?

3 What were the consequences for the employees in the case mentioned?

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.

2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 14th practical activity

Theme: Reorganizing the postal service

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: shareholders, downsize, outsource, delocalize

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Speaking/Discussion: The postal service

- In your country, is the postal service public or private? (i.e. is it a nationalized industry, or a private company with shareholders?)
- Is it profitable?
- Is it a monopoly?
- What do you know about post offices in other countries?
- Should everybody have the right to the same postal services, whether they live in a large city, or in a very remote part of the countryside?
- If a business is considered to offer a public service, should it be allowed to rationalize or restructure or downsize or outsource or delocalize?

Role play: Reorganizing the postal service

This role play is about a plan to restructure and modernize a postal distribution system, which will also result in serious downsizing.

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 15th practical activity

Theme: Report

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: deliver, unprofitable, decrease, represent

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Reading

The post office in a country of about 10 million people has recently been privatized. Now it wants to become more efficient, so as to be more competitive when the market is opened to international competition. There is already a lot of competition for express mail – companies such as DHL, FedEx and UPS – but the law will soon allow post offices to compete for local business in other countries, e.g. delivering mail to businesses and homes in large cities. Furthermore, the volume of mail has decreased by 10% in the past ten years, and is expected to decrease by another 10%. Since the spread of email and electronic signatures, the amount of inter-company mail has declined by over 60%, but commercial mail still represents 85% of the post office's turnover. There is already a plan to close 25% of post offices - the smaller, unprofitable ones in small towns and villages. Now the post office wants to reduce the number of sorting offices from the existing 25, spread all over the country, to three. The plan is to build three large new sorting offices on cheap land outside big cities, with good access to railways and motorways. They would be of equal size, in the west, centre and east of the country. They would use new automated machines. The restructuring would save €200 million a year in salaries and increased efficiency. The number of sorting staff would be reduced from 10,000 to about 5,500, although many of them would now have to work at night and would have to travel further to work. The post office would try to find jobs for the other 4,500 people elsewhere in the organization (in post offices and in technical and maintenance jobs). It is also promising a €100 million redundancy package and training programmes. The trade unions are obviously against this proposal, and so are the local governments in areas where many jobs would be lost. Between them, they have put forward various alternative plans, whereby the post office builds five, or six or eight new centres instead of only three, or three main ones but also several secondary ones, in order to preserve jobs all over the country. On the contrary, the local governments in the areas where the three new centres are planned are wholly in favour of the project.

Comprehension

- 1 What does the post office want to do?
- 2 Why do they say this is necessary?
- 3 What are the advantages and disadvantages?
- 4 Who is for and who is against the plan?

Role play

The CEO of the post office invites the Financial Director, the Human Resources

Director, and a Trade Union Representative to a meeting to discuss the proposed restructuring of the sorting offices. Your teacher will give you a role.

Writing

Write a short report (100-150 words) outlining what was decided at the meeting

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 16th practical activity

Theme: Currency

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: Counteracting speculation, Gold convertibility, Parity and speculation

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Read the text below and decide which paragraphs could be given the following headings:

A Counteracting speculation **B** Gold convertibility **C** Market forces **D** Market interventions

E Parity and speculation

----- An exchange rate is the price at which one currency can be exchanged for another (e.g. how many euros are needed to buy a pound). For a quarter of a century after World War II, the levels of most major currencies were fixed (or 'pegged') against the US dollar, and the dollar was pegged against gold. One dollar was worth 1/35 of an ounce of gold, and the Federal Reserve guaranteed that it could exchange this amount of gold for every dollar in existence. These fixed exchange rates could only be adjusted (revalued or devalued) with the agreement of the International Monetary Fund. This system of gold convertibility ended in 1971 because after inflation in the USA, the Federal Reserve did not have enough gold to guarantee its currency. ____ Since that time there has been a system of floating exchange rates in most western countries. This means that exchange rates are determined by supply and demand – the quantities of currencies bought and sold in the foreign exchange markets. If there are more buyers of a currency than sellers, its price will rise; if there are more sellers, it will fall. Proponents of floating exchange rates, such as Milton Friedman, argued that currencies would

automatically settle at stable rates which would reflect economic realities more precisely than calculations by central bank officials. Yet they underestimated the extent of speculation, which can push currencies away from levels that reflect underlying economic conditions. In theory, exchange rates should give purchasing power parity (PPP). In other words, the cost of a given selection of goods and services would be the same in different countries. So if the price level in a country increases because of inflation, its currency should depreciate – its exchange rate should go down so as to return to PPP. In fact this does not happen because rates are influenced by currency speculation. Financial institutions, companies and rich individuals all buy currencies, looking for either higher interest rates or short-term capital gains if a currency appreciates. Only about 5% of the world's currency transactions are related to trade - individuals or organizations buying foreign currencies because they want to buy goods and services from abroad - and foreign travel. The remaining 95% are purely speculative. _____

Exchange rate changes brought about by speculation clearly cause problems for industry. Although it is possible to some extent to hedge against currency fluctuations by way of futures contracts, forward planning is difficult when the price of raw materials bought from abroad, or the price of your products in export markets, can rise or fall rapidly. This was a major reason for the establishment of the euro, the common currency in much of Europe. _____ Governments and central banks sometimes try to change the value of their currency. They intervene in exchange markets, using their foreign currency reserves to buy their own currency to raise its value, or selling their currency to lower its value. But speculators have much more money than a government has in its reserves, so attempts to 'manage' a floating exchange rate have limited success. For example, in 1992 the Bank of England lost over £3 billion in one day trying to protect the value of the pound sterling. Speculators were trading so much currency that it was impossible for intervention by a central bank to influence the floating rate.

Vocabulary

Find words in the text that mean the following:

- 1 to increase the value of a currency in an otherwise fixed system
- 2 to decrease the value of a currency in an otherwise fixed system
- 3 adjective describing a rate that changes or varies
- 4 people who argue in favour of something
- 5 to fall in value in a market system
- 6 to rise in value in a market system
- 7 to attempt to protect oneself against future price changes
- 8 continuous changes in a price or value
- 9 agreements to buy something at a fixed price several months ahead

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 17th practical activity

Theme: Case study: Currency transaction tax

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: currency, transactions, settlement

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Listening 1: Currency flows and the Tobin Tax

Listen to Michael Kitson, who you heard in Units 22 and 23, talking about a possible way of limiting currency speculation, and answer the questions.

- 1 What is 'hot money'?
- 2 What are the 'real effects' of financial crises that Kitson mentions?
- 3 What is a Tobin Tax?
- 4 What is 'highly leveraged' currency trading?
- 5 What would be the probable effect of the Tobin Tax?
- 6 What has happened that makes some people think a Tobin Tax could now be introduced?

Case study: A currency transaction tax

A proposal has been made to impose a currency transaction tax (CTT) that would be collected from dealers in international currency markets, by financial clearing or settlement systems.

The idea behind the Tobin Tax was to slow down capital flows across borders, to make governmental monetary policy more effective, and to prevent or manage exchange rate crises. The CCT, on the contrary, is not designed to change foreign exchange market behaviour, but only to raise money without disrupting the market. But of course taxing foreign exchange transactions would increase the spread, or the difference between bid (buying) and ask (selling) prices at which trades would be profitable, and so would reduce the number of transactions. It is estimated that this would be by 14%.

The proposed tax rate is 0.5 basis points. A basis point is 1 /100th of 1%, so the tax would be 0.005% of the amount of currency traded. Buying and then selling a currency would involve a tax of 1 basis point. It is calculated that a CTT of 0.5 basis points on all major currencies would yield an annual revenue of over \$33 billion. Taxing only transactions involving the US\$ against all other currencies would raise over \$28 billion, as most foreign exchange transactions involve the dollar.

- In small groups, imagine that you have been invited to advise the government on how the proceeds of a currency transaction tax should be spent, and

where.

Select five of the following suggestions, and number them in order of priority:

—	

—	
_____	Cleaning up pollution
—	Developing alternative energy installations
_____	Disaster aid (future earthquakes, hurricanes, floods, etc.)
—	Disease prevention (AIDS and other diseases)
_____	Education and literacy (for children and adults)
—	Funding microfinance schemes (see Unit 14)
_____	Health clinics and hospitals
—	Humanitarian aid for refugees from wars, famine, or political persecution
_____	Land preservation and environmental restoration (planting trees, etc.)
—	Monitoring and protecting endangered species
_____	Removing landmines
—	Other: _____
_____	_____

—	

—	

Writing

Write a brief summary (150-200 words) of your group's decisions

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 18th practical activity

Theme: International trade

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary:

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Listening 1: Free trade

Listen to Michael Kitson talking about the consequences of free trade, and answer the questions.

- 1 What are the problems with economic models?
- 2 What is the standard argument for free trade?
- 3 What is the example Kitson gives?
- 4 Who loses in this example, and why?
- 5 What is Kitson's suggested alternative to 'unfettered free trade'?

Reading: Education and protection

The Korean economist Ha-Joon Chang is the author of several books including *Bad Samaritans - Guilty Secrets of Rich Nations and the Threat to Global Prosperity*. Here is part of an interview about this book. Read it and answer the questions below.

To explain this idea in the book I use the example of my young son. This little guy is perfectly capable of making a living. He's already eight now, but when I wrote the book he was six. Millions of children work in developing countries from the age of four or five, as did millions of children in rich countries in the 19th and early 20th century. Maybe I should send my son to the labour market and make him get a job. If he can earn his own living, that's a lot of money saved for me. But more importantly, this will expose him to competition and make him a very productive person. Well, of course I don't do this. He is quite a clever kid and maybe if I support him for another 12 or 15 years, he could become a software engineer or brain surgeon or nuclear physicist. Of course, there's a danger that he might be a street hawker, but he will never be a brain surgeon or a nuclear physicist. The analogy is: When you are trying to get into a more difficult and thereby higher-return activity, developing countries have to invest in it. The investment comes in the form of protection, which makes, for the moment, your local consumer use expensive and inferior domestic products. But unless you do that, these industries are not going to grow, you accept that you will use inferior products from inefficient producers for the time being. In the meantime, you do certain things to make sure that these firms grow up, i.e. they increase their productivity and eventually give you cheaper domestic goods, create jobs and stimulate other activities. In the end, you are better off that way. So, inefficiency is part of the deal. Only you are deliberately creating these inefficiencies with the view of becoming even more efficient than otherwise possible.

- 1 Explain in detail the analogy Chang makes between child labour and free trade (or between education and protectionism).
- 2 What is the short-term disadvantage of protecting growing industries?

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1

3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 19th practical activity

Theme: For and against free trade

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: opposition, although, protest, convince, classify

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Reading and discussion: For and against free trade

Although many economists favour free trade, there is also a lot of opposition. There have been huge and violent protests at meetings of the World Trade Organization (WTO).

- Classify the statements on the next page: which are in favour of, and which against, free trade and the policies of the WTO?
- Which set of arguments do you find the most convincing?

A Free trade and international supply chains lead to peace and stability (see Unit 8).

B WTO policies prohibit developing countries from protecting infant industries until they are internationally competitive, although the rich countries that dominate international trade all did this.

C Free trade guarantees the largest possible foreign markets for producers and exporters.

D The WTO defends 'Trade Related Intellectual Property' rights (TRIPs), granting pharmaceutical companies patents, copyrights and trademarks which deny poor countries access to lifesaving medicines and generic drugs.

E Free trade guarantees consumers the lowest possible prices.

F Lowering trade barriers also breaks down other barriers between peoples and nations.

G The price of exported goods does not reflect the environmental cost of transporting them.

H Instead of promoting internationally recognized labour and environmental standards, free trade makes it easier for production to go where the labour is cheapest and environmental costs are low.

I Free trade, comparative advantage and specialization always lead to economic growth and development.

J Total world trade in 2000 was 22 times higher than in 1950, and as a result people were much more prosperous.

K The WTO classifies most environmental, labour, health and safety protection laws as illegal 'barriers to trade'; it has ruled against the US Clean Air Act and parts of the US Endangered Species Act.

L Free trade ensures secure supplies and a greater choice of components and raw materials for producers, and of products and services for consumers.

M The WTO has ruled that governments cannot take into account 'non-commercial values' such as human rights, opposing child labour, etc.

N WTO policies allow rich countries to dump heavily subsidized industrially produced food in poor countries, which damages local production.

In favour						
Against						

Presentation

Prepare a brief talk (or a written report) summarizing either the arguments in favour of free trade, or those against.

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010

7. Thomas Kral Economic Considerations. Washington 2006

The 20th practical activity

Theme: Economics and ecology

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: generations, stemming, occurring, discounted

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Reading: The economics of climate change

Read the following extract from an article by a French economist, Christian Gollier, about climate change.

• What does he say is more important than cutting carbon dioxide emissions?

The Stern Review asserts that most of the consequences of global warming will not appear before the year 2100. For example, it is assumed in the report that the mean losses in global per-capita GDP resulting from climate change will be 2.9% in 2100 and 13.8% in 2200. Thus, future generations will bear most of the costs stemming from global warming. A crucial question, then, is to determine how much current generations should be ready to pay to reduce these future

costs. We all agree that one euro obtained immediately is better than one euro obtained next year, mostly because of the positive return we can get by investing this euro. This argument implies that costs and benefits occurring in the future should be discounted at a rate equal to the rate of return of capital over the corresponding period. Because it is hard to predict the rate of return of capital for the next two centuries, the Stern Review follows another approach, which consists of evaluating explicitly the welfare effect of global warming for each future

generation. The welfare approach to discounting is based on the assumption that future generations will be richer than current generations. In a nutshell, one should not be ready to pay one euro to reduce the loss borne by future generations by one euro, given that these future generations will be so much wealthier than us. Using the argument retrospectively, we enjoy a real GDP per capita that is approximately 50 times larger than Europeans who lived during the

Napoleonic wars, and it would not have been a good idea for them to make much effort for our welfare. By investing in technologies to reduce the impact of climate change in the distant future, we redistribute wealth from the poor current generations to the wealthy future ones. Nevertheless, it is a fact that we do not presently implement policies (fighting malaria, improving access to clean drinking water ...) today that would be highly cost-effective and would benefit people in the poorest nations. The priority should be put on helping people currently living below the poverty line rather than on fighting global warming. Worse, by actually focusing on climate change, we are going to force developing countries to divert some of the benefits of their growth, which

is so useful to fight poverty, towards cutting carbon dioxide emissions, which is primarily a concern of the wealthy.

Comprehension

1 Why does Christian Gollier think it is not necessary to invest today in technologies that will reduce the future impact of climate change?

2 Why would the benefits, in the distant future, of spending money today be small?

3 What policies does Gollier say would help people in poor countries today?

4 What effect does Gollier say cutting carbon dioxide emissions will have on poor countries?

Vocabulary

1 Find words or expressions in the text that mean the following:

1 average

2 to accept or tolerate or endure something unpleasant

3 originating or developing as the result of something

4 an extremely important or necessary thing to ask

5 reduced

6 the amount of income received each year from an investment, expressed as a percentage of the total amount invested

7 in summary, briefly or simply

8 producing very good results for the amount of money concerned

9 least wealthy countries

10 the minimum level of income necessary to meet basic needs

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 21st practical activity

Theme: Recommending on energy policy

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: impact, threaten, carbon emission

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Listening 3: Can we ignore the problem for now?

Listen to Martin Beniston reacting to Christian Gollier's argument (above) about letting future generations deal with global warming, and answer the questions.

- 1 To what extent does he agree?
- 2 What are the reasons for starting to act now?
- 3 What does he say about the future economic situation of the countries of the south?
- 4 What examples of negative impacts of climate change does he give?

Discussion

- To what extent is your country threatened by global warming (rising sea levels, desertification, diminishing water resources, forest fires, extreme weather events, and so on)?
- To what extent is your country developing clean or green energies (wind power, solar power, etc.)? Do you think it is doing enough?
- Could your country increase economic growth while reducing carbon emissions? How?
- If reducing carbon emissions *did* also reduce economic growth, would you find this acceptable?

Role play: Recommending an energy policy

The government of a developing country has invited economists to present their proposals for future energy policy. Your teacher will give you a role. Prepare it in pairs or small groups: what would you say at the meeting?

Writing

Write a brief (150 word) summary of the proposals agreed upon by the meeting.

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 22nd practical activity

Theme: Writing letters of complaint

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas

- To encourage Ss to work in cooperation

Vocabulary: refund, apology, assistant, requested

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

11 a) Read the letter opposite, and fill in the gaps with words/phrases from the list.

but also, furthermore, not only, however, in addition to, firstly, to make matters worse

b) Read the letter again and label the paragraphs with these headings.

- closing remarks
- opening remarks/reason(s) for writing
- 1st complaint & examples/reasons
- 2nd complaint & examples/reasons
- 3rd complaint & examples/reasons

c) Now answer the questions.

- Why is Mrs Adams complaining?
- What are her specific complaints?
- Does she justify her complaints? If so, how does she justify them?
- What is Mrs Adams expecting?
Tick (✓)
 - A replacement
 - A full refund
 - The calculator to be repaired
 - An apology
- What will Mrs Adams do if she is not satisfied?
- Has Mrs Adams used a mild or a strong tone? Underline the words/phrases that justify your answer.



Introduction	Dear Sir/Madam, I am writing to express my strong dissatisfaction at the disgraceful treatment I received at the Walford branch of Simpson's Electronics yesterday afternoon.	Para 1
Main body	(1), the product I was given was not the model I had asked for. The new X-401 calculator was demonstrated to me by the sales assistant, and I agreed to buy it. (2), on unpacking my purchase, I saw that I had been given the smaller X-201 model instead.	Para 2
	(3), this calculator was much cheaper than the model I requested and paid for. It didn't have many of the features I needed and was much more basic than the one I was shown to begin with.	Para 3
	(4), I was deeply offended by the behaviour of the sales assistant when I went back to the shop to complain. He was (5) impolite, (6) unhelpful. He refused to contact the manager when I asked to speak to him about the incident.	Para 4
Conclusion	As you can imagine, I am extremely upset. I must insist on a full refund, (7) a written apology from the local manager, or else I shall be forced to take further action. I expect to hear from you as soon as possible. Yours faithfully, <i>Caroline Adams</i> Caroline Adams	Para 5

12 Read the following extracts and say which of them are beginnings (B) and which are endings (E). What tone has the writer used in each?

- B I am writing to complain about the quality of an appliance I recently purchased from your company. mild tone
- I demand an immediate replacement or a full refund, or I shall be forced to take the matter further.
- I would appreciate it if the faulty appliance could either be replaced or repaired as soon as possible.
- I am writing to inform you that I was absolutely horrified by the rudeness of your shop assistants.

Suggested literature:

- Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
- Malcolm man, Steve Taylor-Knowles. Destination B1
- Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
- Evans V. Successful writing. Intermediate. Express publishing-2000
- Ian Mackenzie English for Business Studies. Cambridge 2010
- Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
- Thomas Kral Economic Considerations. Washington 2006

The 23rd practical activity

Theme: Spoken interaction

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: interaction, dioxide, primarily, cutting

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Match up the verbs and nouns below to make word combinations.

bear	benefits
benefit	CO ₂ emissions
cut	costs
discount	global
fight	warming
help	impact
implement	people
redistribute	policies
reduce	poverty
	wealth

Speaking/Discussion

- How far do you agree with Christian Gollier that cutting carbon dioxide emissions is primarily a concern of the wealthy, and that we should do nothing about it now?

Vocabulary

1 Before listening to Martin Beniston, a climate scientist, talking about environmental policy and climate change, match up the words and expressions on the left with the definitions on the right.

- | | |
|-------------------|--|
| 1 albeit | A although it is |
| 2 at threat | B at the same level as something else |
| 3 decouple | C likely to become endangered in the future |
| | D repetitive or recurring |
| 4 desertification | E something which makes it more difficult for something to happen |
| 5 hindrance | |
| 6 inertia | F strong government intentions |
| | G the period during which something is projected to take place |
| 7 iterative | H the physical force that keeps something moving in the same direction |
| 8 on a par with | |

- 2** Read the letter below and divide it into paragraphs. Then read it again and answer the following questions: a) Why was the letter written? b) What reason is given for the inconvenience? c) What action will be taken to make up for the inconvenience caused? d) What style of language has been used? e) What is the topic of each paragraph?

Sunrise Travel Agency
25, Ecker Street, London Tel: +41222345 Fax: +41587796

Dear Mrs Brown,

On behalf of Sunrise Travel, please accept my sincere apologies for your dissatisfaction with your Caribbean holiday in February. Due to a computer error we were forced to change your accommodation at the last minute to what we had been led to believe was a hotel of equally high standard. Sadly, it was not until later that we discovered the hotel in question did not meet the requirements demanded of Sunrise Travel accommodation. As a long established travel company, we are well aware of the upset that can be caused by problems experienced while on holiday. For this reason we would like to offer you a weekend for two in Paris at a top-class hotel as compensation. Once again, our sincerest apologies for the inconvenience caused. We look forward to hearing from you.

Yours sincerely,
John Greenway

Introduction
.....
Paragraph 1
reason for writing

Main Body
.....
Paragraphs 2 - 3
reasons to explain the inconvenience caused

Conclusion
.....
Final Paragraph
express understanding/regret or promise to make up for the situation

closing remarks
full name

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 25th practical activity

Theme: Learning how to make suggestions

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: extract, hesitate, enthusiastic, paragraph

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:


Useful Expressions for Letters Giving Information

Opening Remarks: (Formal) I am writing in reply to your letter asking for information about/I am writing to inform you about; In reply to your query, etc. (Informal) This is what I found out ...; Remember the information you wanted?; You wanted me to tell you a few things about..., etc.

Closing Remarks: (Formal) I hope that I have been of some assistance to you; Please inform me if I can be of any further assistance/ I hope I have answered some of your questions; Please do not hesitate to contact me if you require any further information, etc. (Informal) I hope this will help you; Let me know if you need any more help.... etc.

3 First read the advertisement (a) and the extract from Megan Jones' letter (b). Circle the key words in the extract which ask for information. Now, read Mr Williams' letter (c) and check if all the information is given. Finally, write down the topic of each paragraph.

a



Haf Hapus Summer Camp is looking for enthusiastic and energetic young people to be Camp Leaders at our North Wales camp this summer. If you enjoy being outdoors and have the qualities we are looking for, please contact Gareth Williams 22, Singleton Park Pen-y-Graig NORTH WALES

b

I would also like to know how long the summer camp lasts and what wages will be paid to the leaders. Could you also tell me what kind of accommodation is available and how many hours per day your leaders are required to work?

Yours sincerely,
Megan Jones

c

Dear Miss Jones,

I am writing in reply to your letter asking for information about our summer camp.

The camp lasts from July 22nd to August 30th. Our staff are required to work during the whole of this period. Regarding payment, we are offering a weekly wage of £70 plus free accommodation and food.

Accommodation includes a shared room with bathroom. There is a large on-site dining hall where campers and staff are provided with breakfast, lunch and dinner.

As far as the working day is concerned, we ask our leaders to be available for duty ten hours a day, including supervision time. Leaders are allowed one day off per week, but this is not to be taken at weekends.

I hope that I have been of some assistance to you. Please do not hesitate to contact me again if you require any further information.

Yours sincerely,
Gareth Williams

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 26th practical activity

Theme: Writing letter of asking advice

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: dialogue, permission, make notes

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

b. Asking for/Giving Advice

1 A. Read the following questions, then listen to the dialogue and answer them. You may take notes while listening.

- a) Who did Pat send a letter to?
- b) Is the letter formal or informal?
- c) What is the reason for writing?
- d) What problems does she describe in the letter?
- e) How does Pat start and finish the letter?

B. Read the following questions, then listen to the second letter and answer them.

- a) What is the reason for writing?
- b) What advice is given?
- c) How does the letter start and end?
- d) Is it an informal, formal or semi-formal letter?

2 Look at the two plans in the right-hand column of this page. Which plan was followed in each letter?

Letters asking for or giving advice can be formal, informal or semi-formal depending on the situation. A letter **asking for advice** can be sent to a friend, a consultant or an advice column in a magazine. Details of the problem should be mentioned. A letter **giving advice** should contain suggestions introduced with appropriate language.

Useful Language for Letters Asking for Advice

- **Opening Remarks:** (Formal) I am writing to ask if you could help me with / I would appreciate it if you could give me some advice about / I am writing to ask for your advice / I would be grateful if you could offer your advice / Could you possibly offer your advice / I wonder if you could help me with a problem, etc. (Informal) I'm writing to ask for your advice / Can you give me your advice / I've got a problem and I need your advice, etc.
- **Closing Remarks:** (Formal) I would appreciate it if you could give me your advice as soon as possible / I look forward to receiving your advice / It would be of great help if you could advise me, etc. (Informal) What do you think I should do? / Please let me know what you think I should do. / Please tell me what to do, etc.

Useful Language for Letters Giving Advice

- **Opening Remarks:** (Formal) Thank you for your letter requesting / I am writing in reply to your letter asking for advice about / I hope the following advice will be of some help to you, etc. (Informal) I just got your letter and I think I can help you / I was sorry to hear about your problem. Here's what I think you should do, etc.
- **Suggestions** can be introduced with expressions such as: (Formal) I strongly recommend that / I would suggest that / I believe the best course of action is / I would advise you to / You should / You ought to / If I were you I would (Informal) Why don't you / You should / You ought to / It would be a good idea to / What you should do is ... / How about ... / I think you should ... / The best advice I can give you is..., etc.
- **Closing Remarks:** (Formal) I trust you will accept this advice / I hope this will be of help / I would very much like to know if this was helpful (Informal) Hope this has helped / Let me know what happens, etc.

Introduction

Paragraph 1

reason(s) for writing

Main Body

Paragraphs 2 - 3

description of problem(s)

Conclusion

Final Paragraph

closing remarks

(full) name

Giving advice

Introduction

Paragraph 1

thanks for letter/express understanding of problem

Main Body

Paragraphs 2 - 3

suggestion(s) + reason(s)

Conclusion

Final Paragraph

closing remarks

(full) name

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 27th practical activity

Theme: Writing giving letter of advice

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: appeal, sincerely, options, suggestions

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

3 Read the following letters and answer these questions. What kind of letters are they? Which letter is formal and which is informal? What is the topic of each paragraph in each letter? Now replace the underlined phrases with other similar expressions, keeping the appropriate style.

Dear Miss Pierson,

MODEL A

Thank you for your letter asking for my advice about what you should do now that you have finished school. I realise how difficult this stage must be for you, but there are a range of options for you to choose from.

If I were you, I would make a list of all the careers which may interest you and then decide which one you feel you are best suited to in terms of exam grades or subject interest. I would also suggest that you see a careers officer who would be able to give you professional advice. Furthermore, it would be a good idea to write to some universities and ask them to send you a prospectus; you may find a course which really appeals to you.

I hope these suggestions will be of help to you. I wish you well in whatever course of action you decide upon. Do let me know what you decide to do; it is always good to hear from former pupils.

Yours sincerely,
Linda Steel

Dear Stephanie,

MODEL B

Thanks for your letter asking me for advice about how to lose weight. I was sorry to hear that you're feeling depressed. I'm sure your problem isn't as serious as you say it is. You always did exaggerate!

The best advice I can give you is to choose one diet and really stick to it for a couple of months; it's pointless trying lots of different ones which only last a few days, as you've discovered!

If I were you, I would go on the same diet I went on: I've sent you the information booklet. The most important thing to remember is to eat plenty of fruit and vegetables and to exercise regularly.

Why don't you join the basketball team? I know how much you love basketball. Also, once you start losing weight you should give yourself little rewards, like a visit to the hairdresser or a new dress. That way you'll probably find that you won't think about food so much.

If you follow my advice, I'm sure you'll be back in shape in no time. Anyway, let me know how it goes.

Lots of love,
Kate

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student’s book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 29th practical activity

Theme: Writing semi-formal letters

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: apply, additional, include, prior, precise

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

1. Letters of Application

1 Read the following table, then listen to the cassette and tick the correct information. Using the notes, say what details the person applying for the job included in her letter of application. Is the letter formal or informal?

Job advertised	full-time sales assistant <input type="checkbox"/>	part-time sales assistant <input type="checkbox"/>
Applicant's qualifications and training	two A levels in art and maths <input type="checkbox"/>	two A levels in maths and geography <input type="checkbox"/>
Applicant's experience	six months/local corner shop <input type="checkbox"/>	six months/central coffee shop <input type="checkbox"/>
Applicant's qualities and skills	responsible and trustworthy <input type="checkbox"/>	decisive and energetic <input type="checkbox"/>
Applicant's additional information and reference	enclosed CV/available for interview <input type="checkbox"/>	enclosed a photo/available for interview <input type="checkbox"/>

Introduction
.....
Paragraph 1
reason for writing

Main Body
.....
Paragraphs 2 - 3 - 4
qualifications/training —
previous experience/qualities
and skills

Conclusion
.....
Final Paragraph
closing remarks
full name

- 2** Read the following letter and correct the mistakes. Write **S** for spelling, **G** for grammar, **P** for punctuation, **WO** for word order or **WW** for wrong word. Read the letter again and write down the topic of each paragraph.



Dear Sir/Madam, *S writing*

I am writting to apply for the place of Physical Education teacher at the All Saints' Girls' school in Liverpool as advertising in *The Herald* of 24th May.

I am twenty-six year old and obtained a degree in Sports Science at liverpool University at 1991. I am presently worked as a teaching assistant in the P.E. department at highfield Grammar School in Manchester where I was for the last four years. Prior to this, I wasted two years as a swimming coach in Middlesex at the Regent Leisure Centre.

I am interested extremely in the post available as I am eager to upgrade my present status from teaching assistant to fully appointed P.E. teacher. I am patient and believe in encouraging the all pupils to reach their full potential.

If you wish me to atend an interview, I shall be glad to do so.
I am looking forward to hear from you.

Yours faithfully,
Barbara Winters

Suggested literature:

1. Boqiyeva G.X., Rashidova F.M. va boshqalar. Scale-up 1,2 Student's book. Course 1.-T.:Gagur Gulom, 2015.
2. Malcolm man, Steve Taylor-Knowles. Destination B1
3. Evans V. Dooley J. Enterprize 1. Express publishing.-2008.
4. Evans V. Successful writing. Intermediate. Express publishing-2000
5. Ian Mackenzie English for Business Studies. Cambridge 2010
6. Bill Mascull Business vocabulary in Use, Intermediate. Cambridge University press. 2010
7. Thomas Kral Economic Considerations. Washington 2006

The 30th practical activity

Theme: Control work

Objective:

- To enable students (Ss) to practice language skills by discussing and sharing ideas on the given topic
- To enlarge their vocabulary on the topic by giving them appropriate words round the sub topic
- To give students an opportunity to practice listening for main ideas
- To encourage Ss to work in cooperation

Vocabulary: benefits, previous actions, marginal, opportunity costs, combine

Visuals: handouts, cards, crosswords, mini tests, power point projector

Summary of the lesson:

Multiple-Choice

1. A rational decision maker does which of the following?
 - a. Takes an action only if the combined benefits of that action and previous actions exceed the combined costs of that action and previous actions
 - b. Takes an action only if the marginal benefit of that action exceeds the marginal cost of that action
 - c. Ignores marginal changes and focuses instead on "the big picture"
 - d. Ignores the likely effects of government policies when he or she makes choices

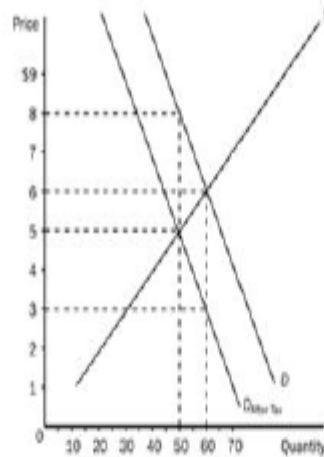
2. Economists generally believe that making assumptions is
 - a. a good idea, since doing so helps to simplify the complex world and make it easier to understand
 - b. a good idea, since economic analysis without assumptions leads to complicated results that the general public finds hard to understand
 - c. a bad idea, since doing so invariably leads to data-collection problems
 - d. a bad idea, since doing so leads to the omission of important ideas and variables from economic models

3. Comparative advantage is based on
 - a. dollar price
 - b. labor cost
 - c. capital cost
 - d. opportunity cost

4. In a market economy
 - a. demand determines supply and supply, in turn, determines prices
 - b. supply determines demand and demand, in turn, determines prices
 - c. supply and demand determine prices and prices, in turn, allocate the economy's scarce resources
 - d. the allocation of scarce resources determines prices and prices, in turn, determine supply and demand

5. If demand is price inelastic, then
- buyers do not respond much to a change in price
 - buyers respond substantially to a change in price, but the response is very slow
 - buyers do not respond much to advertising, fads, or general changes in tastes
 - the demand curve is very flat
6. According to the graph on the right, the equilibrium price in the market before the tax is imposed is

- \$3.50
- \$5.00
- \$6.00
- \$8.00



7. Market failure is the inability of
- some unregulated markets to allocate resources efficiently
 - a market to establish an equilibrium price
 - buyers to place a value on the good or service
 - buyers to interact harmoniously with sellers in the market
8. Claudia would be willing to pay as much as \$100 per week to have her house cleaned. John's opportunity cost of cleaning Claudia's house is \$70 per week. Assume Claudia is required to pay a tax of \$40 when she hires someone to clean her house for a week. Which of the following is correct?
- Claudia will now clean her own house
 - John will continue to clean Claudia's house, but his producer surplus will decline.
 - Claudia will continue to hire John to clean her house, but her consumer surplus will decline.
 - Total economic welfare (consumer surplus plus producer surplus plus tax revenue) will increase.
9. Within a country, the domestic price of a product will equal the world price if
- trade restrictions are imposed on the product
 - the country chooses to import, but not export, the product
 - the country chooses to export, but not import, the product
 - the country allows free trade

MUSTAQIL ISH MAVZULARI VA SOATLAR TAQSIMOTI

1 semestr

№	Mavzu	Ko'riladigan masalalar	soat
1	Sohaga oid lug'atlar yodlash	Mutaxassislikka doir bo'lgan 100 ta so'z yodlash. So'zlarni fonetik jihatdan to'g'ri talaffuz qila olish. Yodlangan so'zlar asosida gaplar tuzish va ularni nutq jarayonida qo'llash.	10
2	Og'zaki matnlar ustida ishlash	O'zbekiston va dunyo, tibbiyot, ta'lim, ijtimoiy masalalar va Mutaxassislikka doir bo'lgan 5 ta matn haqida gapirish.	10
3	Rasmiy va norasmiy xatlar yozish	Individual tarzda shaxs yoki kasb bilan bog'liq bo'lgan mavzularda tabriknomalar va taklifnomalar; Shaxsiy ma'lumotnomalar, anketa savollari; sodda xatlar, eslatmalar, qaydlar; e-mail, internet forumlariga xatlar yozish	10
4	Taqdimot materiallarini tayyorlash	Individual tarzda shaxs yoki kasb bilan bog'liq bo'lgan mavzularda 5 daqiqalik prezentatsiya tayyorlaydilar. Quyidagi mavzular tavsiya qilinadi: Men tanlagan kasb Jamoat o'rtasida nutq so'zlash mahorati Ingliz tilini o'rganishda informatsion texnologiyalarning qo'llanilishi	10
5	Kichik hajmdagi maqollalar tayyorlash	Rezyume va tarjimai hol; 200 so'zdan iborat qisqa insho (annotatsiya) yozish Yozma ishda plagiatga (ko'chirmakashlikka) yo'l qo'ymaslik	10
6	Mutaxassislikka doir mavzu asosida videoroliklar tayyorlash	Intervyu uchun individual yoki juft holda video rolik tayyorlash (mobil telefon, magnitofon va boshqalar.) Navbat bilan bir-biringizdan 5 daqiqa davomida intervyu olish.	10
Jami			60

2 semestr

№	Mavzu	Ko'riladigan masalalar	soat
1	Sohaga oid lug'atlar yodlash	Mutaxassislikka doir bo'lgan 100 ta so'zyodlash. So'zlarni fonetik jihatdan to'g'ri talaffuz qila olish. Yodlangan so'zlar asosida gaplar tuzish va ularni nutq jarayonida qo'llash.	10
2	Og'zaki matnlar ustida ishlash	O'zbekiston va dunyo, tibbiyot, ta'lim, ijtimoiy masalalar va Mutaxassislikka doir bo'lgan 5 ta matn haqida gapirish.	10
3	Rasmiy va norasmiy xatlar yozish	Rasmiy xatlar; e-mail, shikoyat xatlari, internet forumlariga xatlar yozish	10
4	Taqdimot	Individual tarzda shaxs yoki kasb bilan bog'liq	10

	materiallarini tayyorlash	bo'lgan mavzularda 5 daqiqalik prezentatsiya tayyorlaydilar.	
5	Kichik hajmdagi maqollalar tayyorlash	Kasbiy faoliyatga oid bo'lgan tezis tayyorlash; Yozma ishda plagiatga (ko'chirmakashlikka) yo'l qo'yimaslik	10
6	Mutaxassislikka doir mavzu asosida videoroliklar tayyorlash	Intervyu uchun individual yoki juft holda videorolik tayyorlash (mobil telefon, magnitofon va boshqalar.); Yangiliklar, intervyu yoki xujjatli filmlardan parchalar mazmunini qisqacha bayon qilish; Rasmiy va norasmiy vaziyatlarda dolzarb mavzular bo'yicha o'z nuqtai nazarini ifoda etish.	10
	Jami		60

1-TOPSHRIQ: Sohaga oid lug'atlar yodlash

Words and word combinations	Translation
a seller	Продавец
a buyer	Покупатель
profit and loss	прибыль и убытки
a margin	Маржа
costs:	издержки, затраты:
fixed costs	постоянные издержки
variable costs	переменные издержки
a market	Рынок
Competition	Конкуренция
Efficiency	Эффективность
an exchange	Обмен
Trade	Торговля

an advantage	преимущество, выгода
a disadvantage	недостаток, ущерб
purchasing power	покупательская способность
Demand	Спрос
Supply	Предложение
a demand curve	кривая спроса
a supply curve	кривая предложения
an incentive	побуждающий мотив
a production possibilities curve (PPC)	кривая производственных возможностей
Tax	Налог
Duty	Пошлина
duty free	Беспошлинный
a subsidy	Субсидия
an absolute price	абсолютная цена
a relative price	относительная цена
a price floor	минимальная цена
the equilibrium price	равновесная цена
a price level	уровень цен
a consumer price index	индекс потребительских цен
a minimum wage	минимальный размер оплаты труда

Surplus	излишек, избыток
Shortage	нехватка, дефицит
a government budget	государственный бюджет
gross domestic product (GDP)	валовой внутренний продукт (ВВП)
gross national product (GNP)	валовой национальный продукт (ВНП)
foreign national debt	государственный внешний долг
The World Trade Organization (WTO)	Всемирная торговая организация (ВТО)
gold and currency reserves	золотовалютные резервы
Inflation	Инфляция
Devaluation	Девальвация
a commodity bundle / a market basket	потребительская корзина
Unemployment	Безработица
the poverty line	черта бедности
financial crisis	финансовый кризис

Metodik tavsiyalar: Siz ushbu topshiriqni bajarish uchun universitet ARMning badiiy kitoblar bo‘limidagi xorijiy adabiyotlardan foydalanishinigiz mumkin.

1-TOPSHIROQNI BAJARISH UCHUN FOYDALANADIGAN ADABIYOTLAR VA ELEKTRON MANBALAR:

1. Бернар Ив. Толковый экономический и финансовый словарь : (франц., рус., англ., нем., исп. терминология): в 2-х т. / Бернар Ив, Колли Жан- Клод ; под общ. ред. Л.В. Степанова. – М.: Междунар. отношения, 1997. – Т. 1 – 2. 2.
2. Financial dictionary by Farlex
3. A dictionary of Finance and Словарь иностранных слов. – 11-е изд., стереотип. – М. : Рус. яз., 1984 – 608 с. 8. Markt. Deutsch für den Beruf. Materialien aus der Presse. – München : Goethe Institut Inter Nationes.
4. THE FORBES DICTIONARY OF FINANCE
5. FINANCIAL MANAGEMENT

6. HARVARD BUSINESS REVIEW

2-TOPSHRIQ: Og‘zaki matnlar ustida ishlash

Theme I. Work and motivation

Theme II. Government and taxation

Theme III. Exchange rates

Theme IV. International trade

Theme V. Women in Business

Theme VI. Corporate and responsibility

Theme VII. Logistics

Theme VIII. Quality

2-TOPSHIROQNI BAJARISH UCHUN FOYDALANADIGAN ADABIYOTLAR VA ELEKTRON MANBALAR:

1. “BUSINESS VOCABULRY IN USE” BILL MISCALL CAMBRIDGE UNIVERSITY PRESS 2002
2. “THE BUSINESS B1+INTERMEDIATE” ANTOINETTE MEEHAN, JOHN ALLISON, FRANCES WATKINS AND PAUL EMMERSON WITH MIKE SAYER, 2017
3. “THE BUSINESS” RICHARDSON KAREN, KAVAGH MARIE PRE-INTERMEDIATE STUDENTS’ BOOK MACMILLAN 2013
4. “ENGLISH VOCABULARY IN USE” CAMBRIDGE UNIVERSITY PRESS
5. “GRAMMAR IN USE” R.MURPHY 2007

3-TOPSHRIQ: Rasmiy va norasmiy xatlar yozish

- Thank you letter
- Business announcements
- Business and private invitations
- Letters of complaint
- Responds to letters of complaint
- Asking for or making appointments
- Business reports and proposals
- Kredit Letters
- Collection letters

3-TOPSHIROQNI BAJARISH UCHUN FOYDALANADIGAN

ELEKTRON MANBALAR:

- [Library Catalogue](#)
- [Economics Journals](#)
- [Economics Books](#)
- [Book Delivery Service](#)
- [Economics Working Papers](#)
- [Departmental Library Services](#)
- [Books & Data Manuals in Departmental Library](#)

4-TOPSHRIQ: Taqdimot materiallarini tayyorlash

1. Adam Smith –the father of Economics
2. Peter Drucker – the father of Management
3. Business Principles
4. Uzbekistan Economics
5. American Economics
6. Leading companies
7. Top brands

4-TOPSHIROQNI BAJARISH UCHUN FOYDALANADIGAN ELEKTRON MANBALAR:

1. <http://www.learnenglish.com>
2. <http://www.manythings/orgb>
3. <http://www.englishspeaking.org>
4. <http://www.englishphonetics.com>
5. <http://www.homeenglish.ru>
6. <http://www.twirpx.com>
7. <http://www.efl.com>
8. <http://www.eslcafe.com>
9. <http://www.ziyonet.uz>

5-TOPSHRIQ: Kichik hajmdagi maqollalar tayyorlash

1. Supply and demand revisited
2. The Entrepreneur in the Market Economies
3. More problems in Supply, demand and Market price
4. New business and job creation
5. Monetary Policy Rules of the Bank of Uzbekistan
6. Inflation and Monetary Policy
7. Financial system and economic development

5-TOPSHIROQNI BAJARISH UCHUN FOYDALANADIGAN ADABIYOTLAR VA ELEKTRON MANBALAR:

1. “BUSINESS VOCABULRY IN USE” BILL MISCALL CAMBRIDGE UNIVERSITY PRESS 2002
2. “THE BUSINESS B1+INTERMEDIATE” ANTOINETTE MEEHAN, JOHN ALLISON, FRANCES WATKINS AND PAUL EMMERSON WITH MIKE SAYER, 2017
3. “THE BUSINESS” RICHARDSON KAREN, KAVAGH MARIE PRE-INTERMEDIATE STUDENTS’ BOOK MACMILLAN 2013
4. “ENGLISH VOCABULARY IN USE” CAMBRIDGE UNIVERSITY PRESS
5. “GRAMMAR IN USE” R.MURPHY 2007

6-TOPSHRIQ: Mutaxassislikka doir mavzu asosida videoroliklar tayyorlash

1. Economic growth and business cycles in the economy
2. Modern systems of interbank settlement
3. Globalization of the economy

4. Economic integration
5. Constitutional Economics Abroad
6. Workshop on the subject "Macroeconomics"

7-TOPSHIROQNI BAJARISH UCHUN FOYDALANADIGAN ADABIYOTLAR VA ELEKTRON MANBALAR:

1. Business world, R. Spegle and W. Giesecke (Oxford University Press, 1983)
2. Business concepts for English practice, B.T. Dowling M. McDougal (Newbury house, 1982)
3. Business contacts, N. Brieger (E.G. Arnold and Son, 1981)
4. Business in English, J. Hacikyan and M. Gill (Regents, 1980)
5. English for Negotiating, J. Brims (E.J. Arnold and Son, 1982)
6. TELE-VESL: Business telephone skills, C. Feuille-Le Chevallier Alemany Press, 1983)

- [Library Catalogue](#)
- [Economics Journals](#)
- [Economics Books](#)
- [Book Delivery Service](#)
- [Economics Working Papers](#)
- [Departmental Library Services](#)
- [Books & Data Manuals in Departmental Library](#)

Baholash mezonlari

1. Talabanning amaliy mashg'ulotlarni o'zlashtirish darajasi quyidagi mezon asosida aniqlanadi

Baholash mezonlari

T/r	Nazorat turlari	Foiz
1	Sohaga oid lug'atlar yodlash	15 %
2	Soha bo'yicha topiklar ustida gapirish	15 %
3	Xatlar yozish	15%
4	Taqdimot materiallarini tayyorlash.	15 %
5	Kichik hajmdagi maqolalar tayyorlash	20 %
6	Mutaxassislikka doir mavzu asosida videoroliklar tayyorlash	20%
	Umumiy foiz:	100%

Talabalarining bilimini nazorat qilish va baxolash amalda joriy qilingan O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirining 2018 yil 9-avgustdagi 19-2018-sonli buyrug'iga ilova qilingan "Oliy ta'lim muassasalarida talabalar bilimini nazorat qilish baxolash tizimi to'g'risidagi nizom"ga muvofiq amalga oshiriladi.

Talabanning TMI bo'yicha o'zlashtirgan ballari quyidagi jadval asosida kredit ballariga va xarfli tizimga o'giriladi.

Harfli tizimdagi baho	Ballarning raqamli ekvivalenti	Foiz ko'rsatkichi	An'anaviy usuldagi baho
A	4,0	95-100	A'lo
A-	3,67	90-94	
BQ	3,33	85-89	Yaxshi
B	3,0	80-84	
B-	2,67	75-79	
CQ	2,33	70-74	
C	2,0	65-69	Qoniqarli
C-	1,67	60-64	
DQ	1,33	55-59	Qoniqarsiz
D	1,0	50-54	
F	0	0-49	

Baholash mezonlari	<p><u>5 baho (90-100 %)</u></p> <ul style="list-style-type: none"> – Fanga oid nazariy va uslubiy tushunchalarni to'la o'zlashtira olishi; – xulosa va qaror qabul qilish; – ijodiy fikrlay olish; – mustaqil mushohada yurita olish; – olgan bilimlarini amalda qo'llay olish; – mohiyatini tushunish; bilish, aytib berish; – tasavvurga ega bo'lish tahlil natijalari sosida vaziyatga to'g'ri va xolisona baho berishi; – nutqi benuxson, yozuvlarida grammatik xatolar bo'lmasligi; <p><u>4 baho (70-89%)</u></p> <ul style="list-style-type: none"> – o'rganilayotgan jarayonlar haqida mustaqil mushohada yuritish; – mustaqil mushohada yurita olish; – olgan bilimlarini amalda qo'llay olish; – mohiyatini tushunish; bilish, aytib berish; – tasavvurga ega bo'lish <p><u>3 baho(60-69%)</u></p> <ul style="list-style-type: none"> – Mohiyatini tushunish; – bilish, aytib berish; – tasavvurga ega bo'lish. <p><u>2 baho (0-59%)</u></p> <ul style="list-style-type: none"> – Aniq tasavvurga ega bo'lmaslik; – bilmaslik.
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Professions in the sphere of Economics and finance

Words/Word combinations	Translation
an economist	Экономист
an accountant	Бухгалтер
a business analyst	бизнес-аналитик
a financial advisor	финансовый консультант
an investment counselor (adviser)	инвестиционный консультант
a comptroller	финансовый контролер
a tax officer / a tax inspector	налоговый инспектор
a broker	Брокер
a certified public accountant (Am.E.), a chartered accountant (Br.E.)	Аудитор
an actuary	актуарий (специалист по страховым расчетам)
a treasurer	Казначей
a bank clerk	банковский служащий
a chief financial officer (CFO)	финансовый директор

Банковское дело (banking)

Words/Word combinations	Translation
a stock market	рынок ценных бумаг, фондовый рынок
an interest	Процент
an interest rate	процентная ставка
Capitalization	Капитализация
the capitalization rate	процентная ставка, используемая при капитализации дохода
a refinancing rate	ставка рефинансирования
an encashment	Инкассация
the International Monetary Fund	Международный валютный фонд
a credit rating	рейтинг кредитоспособности
Creditworthiness	Кредитоспособность
a credit history	кредитная история
a mortgage loan	ипотечное кредитование
a payment guarantor	поручитель по платежам
a fine (a penalty)	пеня, штраф
a general lien	право на арест имущества должника
Forgery	подделка (банкнот, купюр)
a default	Дефолт

Words/Word combinations	Translation
Bookkeeping	Бухгалтерия
financial planning	финансовое планирование
accounting analysis, financial analysis	финансовый анализ
accounting/accountancy	бухгалтерский учет
financial statements (a financial report)	финансовая отчетность (финансовый отчет)
an accounting period	отчетный период
an annual report	годовой отчет
a balance sheet	балансовый отчет
a cash flow statement	отчет о движении наличных денежных средств
a fiscal year	финансовый год
account reconciliation	сверка бухгалтерских счетов
Assets	Активы
Liabilities	Пассивы
financial risk management	управление финансовыми рисками
<p>types of accounting ratios:</p> <ul style="list-style-type: none"> • liquidity ratios • profitability ratios • market value ratios • activity analysis ratios 	<p>виды бухгалтерских коэффициентов:</p> <ul style="list-style-type: none"> • коэффициенты ликвидности • коэффициенты рентабельности • коэффициенты рыночной стоимости • коэффициенты анализа деятельности компании
record keeping:	бухгалтерская документация:

- accounts receivable
- accounts payable
- inventory records
- payroll records
- petty cash records

- дебиторские счета
- кредиторские счета
- учет товарно-материальных ценностей/запасов
- зарплатные ведомости
- представительские расходы, подотчетные суммы

Налогообложение и аудит (taxation and auditing)

Words/Word combinations	Translation
a tax declaration	налоговая декларация
a tax payer	Налогоплательщик
a fiscal period	налоговый период
a tax base	объект налогообложения
a tax holiday	налоговая льгота
a tax rate	налоговая ставка
direct taxes	прямые налоги
indirect taxes	косвенные налоги
an income tax	1. налог на прибыль предприятий 2. подоходный налог
value added tax (VAT)	налог на добавленную стоимость (НДС)
a tax counsel	советник по вопросам налогообложения

an audit team	ревизионная группа
audit accounts	отчетность, прошедшая аудиторскую проверку
a tax haven	«налоговый рай», оффшорная зона, территория с льготным режимом налогообложения
to levy	облагать налогом

Бизнес и инвестиции (business and investment)

Words/Word combinations	Translation
stocks and shares	акции и облигации
a shareholder	Акционер
a stock exchange	фондовая биржа
a venture fund	венчурный фонд
an investment portfolio	инвестиционный портфель
Flotation	Акционирование
a nominal value	номинальная стоимость
a share price slump	обвал курсов акций
a bull market	«рынок быков», рынок с тенденцией на повышение
a bear market	«рынок медведей», рынок с тенденцией на понижение
an advisory company	консалтинговая компания

a boom and a bust	подъем и спад (в развитии компании)
illegal business	нелегальный бизнес
shadow economy	теневая экономика
to accumulate capital	приумножать капитал
to tie up a block of shares	вкладывать деньги в пакет акций
to turn bankrupt	Обанкротиться

Криптоиндустрия (crypto industry)

Words/Word combinations	Translation
a cryptocurrency	криптовалюта (цифровая валюта, которая создана и контролируется криптографическими методами)
fiat currency, fiat money	фиатные деньги (валюта, которую правительство устанавливает в качестве законного платежного средства)
a blockchain	блокчейн (цифровой реестр, в котором хранится информация обо всех транзакциях, сделках и заключенных контрактах)
a smart contract	умный контракт, смарт-контракт (компьютерный алгоритм для заключения и поддержания коммерческих контрактов в системе блокчейн)
a token	токен (цифровая акция компании)
a token holder	держатель токена
Mining	майнинг (процесс добычи токенов)

cloud mining	облачный майнинг (добыча токенов в облачном сервисе)
an initial coin offering (ICO)	первичное размещение токенов на бирже
crypto-bounty	крипто-баунти (оказание услуг в обмен на бесплатные токены)

Профессиональные жаргонизмы/Professional jargons

Words/Word combinations	Translation
a kickback	взятка, «откат»
a skint	человек без гроша в кармане
Turnover	текучесть кадров
a bankster (banker + gangster)	коррупцированный банкир
nom-nomics	«ном-номика» — сокращенный и более аппетитный вариант названия экономики :-)
a hard sell	жесткая продажа — агрессивная стратегия маркетинга товара
Leverage	финансовый левверидж (финансовый рычаг, финансовое плечо)
a chainsaw consultant	эксперт со стороны, привлеченный для сокращения численности сотрудников, при этом «оставляя руки руководства чистыми»

O'ZBEKISTON RESPUBLIKASI
OLIV VA O'RTA MAHSUL TA'LIM VAZIRLIGI

GULISTON DAVLAT UNIVERSITETI



XORRIY TIL
FANINING O'QUV DASTURI

- Bilim sohasi: 100 000 – Ta'lim
Ta'lim sohasi: 110 000 – Ta'lim
Bilim sohasi: 200 000 – San'at va gumanitar fanlar
Ta'lim sohasi: 210 000 – San'at
Ta'lim sohasi: 220 000 – Gumanitar fanlar (tillardan tashqari)
Ta'lim sohasi: 230 000 – Tililar
Bilim sohasi: 300 000 – ijtimoiy fanlar
Ta'lim sohasi: 310 000 – ijtimoiy va adabiyat fanlar
Bilim sohasi: 400 000 – Biznes, bozorgarlik va huquq
Ta'lim sohasi: 410 000 – Biznes va bozorgarlik
Ta'lim sohasi: 420 000 – Huquq
Bilim sohasi: 500 000 – T'abiiy fanlar, matematika va shaxsiyat
Ta'lim sohasi: 510 000 – Biologik va turdosh fanlar
Ta'lim sohasi: 520 000 – Anrof-madaniyat
Ta'lim sohasi: 530 000 – Fozilarga oid fanlar
Ta'lim sohasi: 540 000 – Matematika va statistika
Bilim sohasi: 800 000 – Qishloq, o'rmon, baliq bo'yaliq va veterinariya
Ta'lim sohasi: 810 000 – Qishloq bo'yaliq

Barcha ko'rsatkichlar ta'lim yo'nalishlariga nisbatan

Guliston – 2021

Fan/modul kodi	O'quv yili	Semestr	ECTS – Kreditlar	
XT1108	2021-2022	1-2-3-4	8	
Fan/modul turi	Ta'lim tili		Haftadagi dars soatlari	
Majburiy	O'zbek/Rus/Qozoq		4	
1.	Fanning nomi	Auditoriya mashg'ulotlari (soat)	Mustaqil ta'lim (soat)	Jami yuklama (soat)
	Xorijiy til	120	120	240
2.	<p style="text-align: center;">I. Fanning mazmuni</p> <p>Xorijiy tilni o'qitishdan maqsad – bo'lg'usi mutaxassislarda kundalik hayotlari, ilmiy va kasbiy faoliyatlarida chet tili yoki bir necha tillardan erkin foydalanuvchi mutaxassislarni tayyorlash. Shu bilan birga, ulardan vatanparvarlik hissini rivojlantirish, mustaqil izlanish, bilim va ko'nikmalarini darsdan tashqari, OTMni bitirganlaridan keyin ham rivojlantirish xorijiy mutaxassislar bilan hamkorlik qilish, xorijiy manbalardan to'g'ridan-to'g'ri foydalana olishlariga, kelgusi kasbiy faoliyatida jahondagi ilgor texnika va texnologiyalar, ilmiy yutuqdar va soha yangiliklaridan bevosita xabardor bo'lishiga imkon beradi.</p> <p>Fanning vazifasi - hozirgi multi-madaniyatli dunyoda ta'lim oluvchilarda chet tilini o'rganish muhimligi tushunchasi; chet tilida muloqot qilish, o'z ustida mustaqil ishlash hamda talabalarning nutqiy (o'qish, yozish, tinglab tushunish, gapirish), til (leksik, grammatik), ijtimoiy-madaniy va pragmatik kompetentsiyalarini DTS talablariga binoan rivojlantirish;</p> <ul style="list-style-type: none"> - ilmiy va kasbiy faoliyatda qo'llaniladigan termin va atamalarni o'rgatish; - talabalarning ilmiy va sohaviy yo'nalishlaridan kelib chiqqan holda mustaqil ishlarini tashkil etishdan va rivojlantirishdan iborat. <p>O'quv dasturda turli sohalarga yo'naltirilgan xorijiy tilni o'qitishda inobatga olinishi kerak bo'lgan tamoyillar, zamonaviy yondashuvlar, ta'lim berish va ta'lim olishdagi samarali metodlarni tadbiq etish, baholashni tashkil etish, hamda dastur asosida o'quv materiallarini tanlash va yaratish bo'yicha metodologik ko'rsatmalar berilgan. O'quv dastur umumiy namunaviy dastur xisoblanib, u asosida kafedrada berilgan umumiy tavsiyalar va namunalar asosida ta'lim yo'nalishlarining soha va yo'nalishlaridan kelib chiqqan holda ishchi dasturlarni yaratishlari zarur buladi. O'quv dasturdagi tavsiyalarga ko'ra, soha yo'nalishlari bo'yicha tayyorlanadigan ishchi dasturlarning mazmuni modullar kurinishida tuziladi va bu dasturni kredit-modul tizimida tadbiq etilishida</p>			

qulaylik yaratadi.

Dastur turli yo‘nalishlar bo‘yicha ishchi dastur tuzilayotganda har bir yo‘nalishga mustaqil ravishda til o‘rganuvchining akademik va kasbiy extiyojlaridan kelib chiqqan holda mos keladigan turli xil janrlar, mavzular va o‘quv materiallarni tanlash imkonini beradi.

II. Asosiy qism (amaliy mashg‘ulotlari)

II.I. Fan tarkibiga quyidagi mavzular kiradi:

Umumiy mavzular (O‘zi haqida, oilasi, ish kuni, sevimli mashg‘ulotlari, bo‘sh kuni haqida va x,k...)

Ijtimoiy mavzular (atrof-muhit, maishiy masalalar, shaxs va kasb psixologiyasi, global muammolar)

Ijtimoiy-madaniy mavzular (ilmiy va sohaga oid vaziyatlarda madaniy qiyoslash, dunyo va tili o‘rganilayotgan mamlakatlarning madaniy, ijtimoiy xususiyatlari)

Ta‘limga oid mavzular (ta‘lim tizimi, davomli ta‘lim, ma‘ruzalar, maqola, rasmiy va norasmiy murojat, esse yozish, o‘qish va o‘rganish strategiyalari va h.k.)

Internet va axborot texnologiyalariga oid mavzular. (jahon va yurtimiz miqyosidagi fan va texnika yangiliklari, yutuqlari, internet tarmoqlaridan foydalanish)

Iqtisodiy savodxonlik va boshqaruvga oid mavzular (pul muomalasi, ta‘limda menejment va uni amalda qo‘llash)

Mutaxassislik sohasiga oid mavzular (soha yo‘nalishlari, dolzarb mavzulari, mas‘uliyat, xujjatlar yuritish, kasbiy etika, muzokaralar olib borish, mutaxassislik sohasidagi ilmiy va amaliy yutuqlar, innovatsion g‘oyadar va yangiliklar)

III. Amaliy mashg‘ulotlari buyicha ko‘rsatma va tavsiyalar

Dastur talabalar uchun belgilab berilgan B2 (DTS) darajani egallashga qaratilgan. Ushbu darajaga erishish talabalarda ilmiy va sohaviy faoliyatda yuzaga keladigan til bilan bog‘lik vaziyatlarda erkin muloqotga kirishishlarini va vaziyatni samarali hal qilishlarini ta‘minlaydi.

Moduli bo‘yicha talaba quyidagi bilim va ko‘nikmalarni egallashi shart:

o‘rganilayotgan tilda so‘zlashuvchilar bilan muloqotga kirishish;

oldindan tayyorgarlik ko‘rilmagan jonli muhokama va munozara yuritish;

- o‘z sohalariga oid intervyuda ishtirok eta olish;

- bitimga kelishuv yoki muammo yechimini topishda rasmiylik va xushmuomalalikdan

foydalanish;

- rasmiy muhokama doirasida o'z fikr va mulohazalarini aniq ifodalash; o'z hamkorlari bilan muzokara yuritish;

- ma'lum masala yuzasidan madaniy tartibga amal qilib ma'lumot yoki iltifot so'rash;

- muhokamalarda o'z fikrlarini asoslash, o'zgartirib talqin eta olish va tuzatish;

- rasmiy doiralarda (masalan, seminar va hokazolar) xos ravishda savol- javob qilish;

- ma'lum mavzu bo'yicha yaxshi taqdimot qilish;

- o'z sohasi bo'yicha ma'lumotlarni aniq va batafsil bayon etish;

- so'z yasalishi (qo'shma so'zlar va affiksatsiya), o'zlashma (baynalmilal) va o'zakdosh so'zlar;

- antonimlar, sinonimlar va boshqa umumleksik munosabatlarni qo'llay olish.

- chet tilidagi materiallarning umumiy mazmunini tushunish, ayrim ma'lumotlarni olish, tafsilotlarni tushunish va yo'nalishni aniqlash uchun o'qish.

IV. Mustaqil ta'lim va mustaqil ishlar.

Mustaqil ishlash uchun tavsiya etiadigan mavzular:

1. Talaba hayoti
2. Tili o'rganilayotgan mamlakatlarda talabalar hayoti
3. Sohaga oid yutuqlar va kashfiyotlar
4. O'zbekiston ta'lim tizimi
5. Dunyoning mashhur universitetlari
6. Tili o'rganilayotgan mamlakatlarning ta'lim tizimi
7. Global muammolar
8. Internet va AKT
9. O'zbekimston Respublikasining siyosiy tizimi
10. Xalqaro tashkilotlar
11. Sohaning mashhur kishilari
12. Turizm
13. Madaniyat
14. Bayramlar

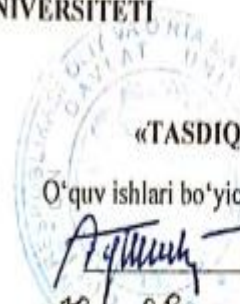
	<p>15. Iqtisodiyot</p> <p>Chet tili fanidan mustaqil ishlarning maqsadi - amaliy mashgʻulotlar davomida olingan bilim va koʻnikmalarni yanada mustahkamlash va takomillashtirishdan iborat.</p> <p>Dars mashgʻulotlarida koʻtarilgan mavzularni oʻz mutaxassislik sohalariga bogʻlangan holda loyiha ishlarini amalga oshirishlari, portfolio va taqdimotlar (slayd, hisobot, muammoli vaziyat va x.z. koʻrinishida) tayyorlashlari koʻzda tutiladi.</p> <p>Oʻqish: amaliy mashgʻulotlarda oʻtilgan mavzular yuzasidan qoʻshimcha materiallarni mustaqil yoki guruhlar bilan oʻqish, tahlil qilish va ularni ixtisosliklariga bogʻlash.</p> <p>Tinglash: oʻqituvchi tomonidan belgilangan audio yoki video materiallar bilan ishlash.</p> <p>Gapirish: tayyorlangan taqdimotlarni guruh oldida ogʻzaki taqdim etish, savol-javoblarda ishtirok etish va fikr bildirish.</p> <p>Yozuv: mashgʻulotlarda yoritilgan mavzular asosida berilgan yozma ishlarni amalga oshirish, portfolio talablariga asosan oʻz fikrlarini qisqacha yozma bayon qilish, yozma hisobotlar, taqdimotlar, sohaga oid shakllar tayyorlash.</p> <p>Mustaqil ishlarning mavzulari amaliy mashgʻulotlarda yoritilgan mavzularga mos holda boʻlishi lozim. Mavzular talabalarning sohalariga bogʻlangan holda kengroq yoritilishi va yozma yoki ogʻzaki taqdimot sifatida oʻqituvchilarga taqdim etilishi lozim.</p>
3.	<p style="text-align: center;">V. Taʼlim natijalari/Kasbiy kompetensiyalari</p> <p>Fanni oʻzlashtirish natijasida talaba:</p> <p>Ushbu kursni bitirgach talabalar quyidagi koʻnikmalarga ega boʻladilar:</p> <ul style="list-style-type: none"> • mutaxassislikka oid matnlarni oʻqish, mazmunini tushunish va ona tiliga tarjima qilish; • kundalik, sohaga oid mavzularda ogʻzaki monologik dialogik nutkda ega boʻlish; • tilning grammatik va leksik materialini sohada, kundalik hamda ijtimoiy vaziyatlarda toʻgʻri qoʻllash; • rasmiy - norasmiy xat, e-mail, hisobot, taklif va tavsiyalar yoza olish; • oʻrganilayotgan asosiy chet tilini Umum Evropa standartlariga koʻra B2 darajada oʻzlashtirishi; • ogʻzaki va yozma nutq, amaliyoti boʻyicha tasavvur va malakasiga ega boʻlishi kerak. • oʻrganilayotgan chet tilida oʻqish, tinglab tushunish, gapirish va yozish bilimiga;
4.	<p style="text-align: center;">V. Taʼlim texnologiyalari va metodlari:</p> <ul style="list-style-type: none"> • interfaol keys-stadilar; • mantiqiy fiklash, tezkor savol-javoblar; • guruhlarda ishlash; • taqdimotlarni qilish;

	<ul style="list-style-type: none"> • individual loyihalar; • jamoa bo‘lib ishlash va himoya qilish uchun loyihalar.
5.	<p style="text-align: center;">VI. Kreditlarni olish uchun talablar:</p> <p>Fanga oid nazariy va uslubiy tushunchalarni to‘la o‘zlashtirish, tahlil natijalarini to‘g‘ri aks ettira olish, o‘rganilayotgan jarayonlar haqida mustaqil mushohada yuritish va oraliq nazorat shakllarida berilgan vazifa va topshiriqlarni bajarish, yakuniy nazorat bo‘yicha og‘zaki ishni topshirish. Ishchi o‘quv dasturida belgilangan baholash tartibi asosida ijobiy baholar doirasida baholangan talabalarga kreditlar beriladi. Talaba belgilangan talim olish natijalariga erisha olmagan taqdirda, kreditlar berilmaydi.</p>
6.	<p style="text-align: center;">Asosiy adabiyotlar</p> <ol style="list-style-type: none"> 1. Boqieva G.X., Rashidova F.M. va boshqalar. Scale up 1,2. Student’s book. Course 1. - T.: G‘afur G‘ulom, 2015. 2. Boqieva G.X., Rashidova F.M. va boshqalar. Scale up 1,2. Workbook. Course 1. - T.: G‘afur G‘ulom, 2015. 3. Malcolm man, Steve Taylor-Knowles. Destination B1. 4. Antonia Clare and J J. Wilson. Speak out 2 nd edition. Intermediate. Students' Book. Pearson Education Limited: Printed in Slovakia by Neografa, 2015. 5. Liz and Joan Soars, Headway, Oxford University Press 2005-2008. 6. Evans V. Dooley J. Enterprise 1. Express publishing. – 2008. 7. Evans V. Successful writing intermediate. Express publishing – 2000 8. Hadkins H, Samantha L. Interactive. Students book 1. CUP 2012 9. Ian Mackenzie English for Business studies. Cambridge 2010 10. Bill Mascull Business Vocabulary in Use, Intermediate. Cambridge University Press 2010. 11. Thomas Kral Economic considerations. Washington 2006 12. Swick. E. Writing better English. Mc Grow Hill. 2016 13. Wow shin Y. M. The way of writing English letters and documents. Minsk. -2003. 14. John Hughes, Telephone English, Macmillan Education, Macmillan Publishers Limited 2006 15. International English for Call Centers; Language, Culture and Empathy, B. Tomalin, S. 16. UteKoithen, HelenSchmitz, Tanja Silber. Aspekte B1+.Stuttgart: -Klett Verlag,2017 17. Perlmann-Balme Michaela,Susanne Schwalb.Sicher B1+.-München:Hueber Verlag,2017 18. Anne Buscha, Szilvia Szita Begegnungen. Deutsch als Fremdsprache A1-B1.Integriertes Kurs- und Arbeitsbuch mit Audio DVD-Rom. Schubert Verlag Leipzig. 19. Usmonova G. Mansurova G. Ishankulova N. Deutsch Uchebniknemetskogoyazika T.:Fan .2013. <p style="text-align: center;">Qo‘shimcha adabiyotlar</p> <ol style="list-style-type: none"> 1. Mirziyoev Sh.M. Uzbekistan Respublikasi Prezidentining “Uzbekistan Respublikasini yanada rivojlantirish bo‘yicha Xarakteristikalar strategiyasi to‘g‘risida” gi Farmoni 2017 yil. 2. Mirziyoev Sh.M. Qonun ustuvorligi va inson mafaatlarni ta‘min. M. 3. Mirziyoev. ”Buyuk kelajagimizni mard va olijanob halqimiz bilan birga quramiz” -T.: “Uzbekistan”, 2017. - 488 b. 4. Sh. M. Mirziyoev 7 fevral 2017 yil kuni “Uzbekistan Respublikasini yanada rivojlantirish

	<p>bo'yicha Harakatlar strategiyasi to'g'risidagi PF-4947 sonli farmoni</p> <p>5. Sh.M. Mirziyoevning "2017-2021-yillarda maktabgacha ta'lim tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi qarori. T.: - 2016y. 29-dekabr</p> <p>6. Saydazimova D, "Ingliz tili", Toshkent 2015, Matematika o'qitish metodikasi yo'nalishi talabalari uchun ingliz tilidan metodik qo'llanma.</p> <p>7. "Geography in English", Saydazimova D, Toshxodjaeva N, Toshkent 2015, Geografiya o'qitish metodikasi yo'nalishi talabalari uchun ingliz tilidan metodik qo'llanma</p> <p>8. Liz and John Soars. Headway (Pre-intermediate) The third edition. 2012</p> <p>9. Raymond Murphy. English Grammar in Use.</p> <p>10. Helenna Gomm and John Hird, Inside Out, Macmillan, 2004.</p> <p>11. Michaela Perlmann-Balme Susanna Schwalb Sicher! Deutsch als Fremdsprache Niveau B+ Kurs- und Arbeitsbuch. Hueber Verlag</p> <p>12. Ilse Sander, Birgit Braun, Margir Doubek u a. DaF Kompakt A1-B1 Übungsbuch mit 3 Audio- CDs, Ernst Klett Sprachen.Stuttgart.2011.</p> <p>13. Ilse Sander, Birgit Braun, Margir Doubek u.a. DaF kompakt A1-B1 Kursbuch mit 3 Audio –CDs .Ernst Klett Sprachen. Stuttgart, 2011.</p> <p>14. DaF kompakt A1-B1 Grammatik. Deutsch als Fremdsprache für Erwachsene Ernst Klett Sprachen. Stuttgart, 2012</p> <p>15. S.Saidow Deutsche Grammatik in Übungen. Toschkent „O'zbekiston“ 2003.</p> <p style="text-align: center;">Internet saytlar</p> <p>http://iteslj.org/ http://iteslj.org/Techniques/Yang-Writing.html http://iteslj.org/Techniques/Ross-ListeningComprehension.html http://www.teachingenglish.org.uk/think/articles/listening http://www.usc.edu/dept/education/CMMR/CMMR_BTSA_home.html#Resources_BeginningTeachers http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html http://www.inspiringteachers.com/ http://teachnet.org/npi/research/prep/Cooper/http://www.alt-teachercert.org/Mentoring.html www.examenglish.com</p>
7	<p>Mazkur o'quv dasturi Guliston davlat universiteti tomonidan ishlab chiqilgan va 20__ yil " __ " _____dagi ____-sonli bayonnoma bilan tasdiqlangan.</p>
8.	<p style="text-align: center;">Fan/modul uchun ma'sullar:</p> <p>E.Hamdorov – GulDU Fakultetlararo chet tillar kafedrasini mudiri</p>

	<p>L.Qodirova – GulDU Fakultetlararo chet tillar kafedrası katta o‘qituvchisi</p> <p>G‘.Shayzakov – GulDU Fakultetlararo chet tillar kafedrası o‘qituvchisi</p>
9.	<p style="text-align: center;">Taqrizchilar:</p> <p>X.Tojiev – Ingliz tili va adabiyoti kafedrası dotsenti, f.f.n.</p> <p>F.Ikromxonova – Toshkent to‘qimachilik va yengil sanoati instituti professori, p.f.d.</p>

O'ZBEKISTON RESPUBLIKASI
OLIV VA O'RTA MAXSUS TA'LIM VAZIRLIGI
GULISTON DAVLAT UNIVERSITETI



«TASDIQLAYMAN»

O'quv ishlari bo'yicha prorektor

X. Qo'shiev X. Qo'shiev

« 28 » 2021 yil

№ 2021-1.04

XORIJY TIL (Ingliz tili)

FANI SILLABUSI

Bilim sohasi:	300000 – Ijtimoiy fanlar
Ta'lim sohasi:	310000 – Ijtimoiy va hulq atvorga mansub fanlar
Ta'lim yo'nalishi:	60310100 – Iqtisodiyot (tarmoqlar va sohalar bo'yicha)
O'quv soatlari hajmi:	240 soat
Amaliy mashg'ulot	120 (1-semestr 60 s., 2-semestr 60 s.)
Mustaqil ta'lim	120 (1-semestr 60 s., 2-semestr 60 s.)

Guliston-2021

Mazkur syllabus Guliston davlat universiteti Kengashining 2021 yil 28 avgustdagi 1 sonli bayonnomasi bilan tasdiqlangan "Xorijiy til (Ingliz tili)" faninin go'quv dasturi asosida tayyorlangan.

Mazkur sillabus "Fakultetlararo chet tillar" kafedrasining 2021 yil "26" avgustdagi yig'ilishida muhokama qilinib, tasdiqlash uchun tavsiya etilgan. (1-sonli bayonnomasi).

Mazkur sillabus "Filologiya" fakulteti Kengashining 2021 yil "27" avgustdagi yig'ilishida muhokama qilinib, tasdiqlash uchun tavsiya etilgan. (1-sonli bayonnomasi).

Mazkur sillabus Guliston davlat universiteti Kengashining 2021 yil "28" avgustdagi 1-sonli bayonnomasi bilan tasdiqlangan.

Tuzuvchi:

L.M.Qodirova GulDU "Fakultetlararo chet tillar" kafedrasida katta o'qituvchisi

Taqrizchilar:

X.Tojiev GulDU "Ingliz tili va adabiyoti" kafedrasida dotsenti,
Filologiya fanlari nomzodi, dotsent

"Fakultetlararo chet tillar" kafedrasida mudiri:  E. Hamdamov

Filologiya fakulteti dekani:  M. Mamatqulov

O'quv-uslubiy boshqarma boshlig'i:  I. Xudoyberdiyev

SILLABUS

OTMning nomi va joylashgan manzili:	Guliston davlat universiteti	Guliston shahri 4-mavze		
Kafedra:	Fakultetlararo chet tillar	"Filologiya" fakulteti tarkibida		
Fanmodul kodi XTII206	O'quv yili 2021-2022	Semestr 1-2	ECTS - Kreditlar 8	
Fanmodul turi Majburiy	Ta'lim tili O'zbek/rus		Haftadagi dars soatlari 4	
I	Fanning nomi	Auditoriya mashg'ulotlari (soat)	Mustaqil ta'lim (soat)	Jami yuklama (soat)
	Xorijiy til (Ingliz tili)	120	120	240
	Fanni (kursni) olib boradigan o'qituvchi to'g'risida ma'lumot:	Katta o'qituvchi Kodirova Lola Muzafarovna	e-mail: lolarshs76@mail.ru	
	Ta'lim sohasi va yo'nalishi:	310000 –Ijtimoiy va hujjat atvoriga mansub fanlar	60310100 –Iqtisodiyot (tarmoqlar va sohalar bo'yicha)	
	Dars vaqti va joyi:	Bosh bino 329 auditoriya	Kursning davomiyligi:	06.09.2021-07.06.2022
	Individual grafik asosida ishlash vaqti:	dushanba, payshanba va shanba kunlari 14.00 dan 18.00 gacha		
	II. Fanning mazmuni:			
Fanning dolzarbligi va qisqacha mazmuni:	<p>Fanni o'qitishdan maqsad – Ushbu o'quv dasturi maqsadli mutaxassislik bo'yicha karerasini boshlashni maqsad qilgan barcha bo'lim talabalari uchun mo'ljallangan, masalan. turoperatorlar, xorijiy kompaniyalarda menejerlar va hokazo... O'quv dastur Guliston davlat universitetining fakultet kafedralari bilan birgalikda tuzilgan. Ular ingliz tilini tanlash va talabalarga kelajakda kerak bo'lishi mumkin bo'lgan kasbiy ko'nikmalar haqida ma'lumot berishdi. O'quv dastur to'rt modulga bo'lingan. Ular mavzu bo'yicha mutaxassislar bilan o'tkazilgan ehtiyojlarni tahlil qilish natijasida tanlangan va o'zgartirilgan mumkin bo'lgan bayonotlarga asoslanadi. Bular talabalarga ingliz tilida kerak bo'ladigan asosiy ijtimoiy</p>			

	<p>ko'nikmalar, kasbiy va akademik ko'nikmalarni o'z ichiga oladi. Masalan, Ingliz tili ijtimoiylashuv, taqdimotlar qilish, professional maqolalarni o'qish uchun.</p> <p>Fanning vazifasi - Ushbu o'quv dasturining vazifasi talabalarni CEFRning B2 darajasiga etkazishdir. (CEFR haqida ko'proq ma'lumot olish uchun o'quv dasturiga qarang). Biroq, ko'plab talabalar o'quv dasturiga ingliz tilini nisbatan past darajada bilishlari tan olinadi. Shuni hisobga olgan holda, birinchi moduldagi ko'plab tadbirlar A2 darajasida. O'quv dasturida asosiy e'tibor til ko'nikmalarini rivojlantirishga qaratilgan bo'lsa-da, ba'zida til ko'nikmalari va kasbiy mahorat o'rtasida o'zaro bog'liqlik kuzatiladi. O'qituvchilar til va kasbiy ko'nikmalarni qamrab olishlarini ta'minlashlari kerak. Shuningdek, o'qituvchilar har bir darsdan so'ng mustaqil ta'lim ko'nikmalarini rivojlantirishlari tavsiya etiladi. Bu haqida ko'proq ma'lumot olish uchun o'quv dasturiga qarang va buni qanday qilish kerakligi misollari.</p>
<p>Talabalar uchun talablar</p>	<ul style="list-style-type: none"> - o'qituvchiga va guruhdoshlarga nisbatan hurmat bilan munosabatda bo'lish; - universitet ichki tartib - intizom qoidalariga rioya qilish; - uyali telefonni dars davomida o'chirish; - berilgan uy vazifasi va mustaqil ish topshiriqlarini o'z vaqtida va sifatli bajarish; - ko'chirmachilik (plagiat) qat'iyan man etiladi; - darslarga qatnashish majburiy hisoblanadi, dars qoldirilgan holatda qoldirilgan darslar qayta o'zlashtirilishi shart; - darslarga oldindan tayyorlanib kelish va faol ishtirok etish; - talaba o'qituvchidan so'ng, dars xonasiga - mashg'ulotga kiritilmaydi; - talaba reyting ballidan norozi bo'lsa e'lon qilingan vaqtdan boshlab 1 kun mobaynida apellyatsiya komissiyasiga murojat qilishi mumkin
<p>Elektron pochta orqali munosabatlar tartibi</p>	<p>Professor-o'qituvchi va talaba o'rtasidagi aloqa elektron pochta orqali ham amalga oshirilishi mumkin, telefon orqali baho masalasi muhokama qilinmaydi, baholash faqatgina universitet hududida, ajratilgan xonalarda va dars davomida amalga oshiriladi. Elektron pochta ochish vaqti soat 15.00 dan</p>

20.00 gacha

III. Fan mavzulari va ularga ajratilgan soatlar taqsimoti:

T/r	Amaliy mashg'ulot mavzulari	Dars soatlari hajmi
I-semestr		
1.	What is management?	2
2.	Case study (Selecting a chief)	2
3.	Work and motivation	2
4.	Case study (A car manufacturer)	2
5.	Company structure	2
6.	Presenting a company	2
7.	Managing across cultures	2
8.	Filling a vacancy, job applications	2
9.	The different sectors of the Economy	2
10.	Discussion: your place in the Economy	2
11.	Production: Capacity and inventory	2
12.	Purchasing and low cost manufacturing	2
13.	Logistics	2
14.	Case study: risk analysis	2
15.	Total quality management	2
16.	Products and brands	2
17.	Case study: Researching a product concept	2
18.	Marketing is everything	2
19.	Case study: Promoting a new product	2

20.	Advertising and viral marketing	2
21.	Radio commercials	2
22.	Banks and financial institutions	2
23.	Microfinance	2
24.	A business plan	2
25.	Investing in start-ups	2
26.	Bonds	2
27.	Investing in funds	2
28.	Stocks and shares	2
29.	A financial news report	2
30.	Derivatives	2
	Jami:	60
2-semester		
1.	Basic interaction on description of financial statements	2
2.	Giving information provided (The Business cycle)	2
3.	Communication on International trade	2
4.	Making reflection in written form	2
5	Takeovers, mergers and buyouts.	2
6	Market investigators	2
7	Government and taxation	2
8	Government intervention	2
9	The business cycle	2
10	Consumption and the business cycle	2
11	Profits and social responsibility	2
12	Problems at a clothes manufacturer	2
13	Efficiency and employment	2

14	Reorganizing the postal service	2
15	Report	2
16	Currency	2
17	Case study: Currency transaction tax	2
18	International trade	2
19	For and against free trade	2
20	Economics and ecology	2
21	Recommending on energy policy	2
22	Writing letters of complaint	2
23	Spoken interaction	2
24	Writing a letter of apology	2
25	Learning how to make suggestions	2
26	Writing letter of asking advice	2
27	Writing giving letter of advise	2
28	Writing semi-formal letters	2
29	Writing informal letters	2
30	Control work	2
	Jami:	60

IV. Mustaqil ta'lim va mustaqil ishlar:

Talabalar auditoriyada olgan nazariy bilimlarini mustahkamlash va amaliy til ko'nikmasini hosil qilish uchun mustaqil talim tizimiga asoslanib mustaqil ish bajaradilar. Bunda ular asosiy va qo'shimcha adabiyotlarni o'rganib hamda Internet saytlaridan foydalanib referatlar va ilmiy dokladlar tayyorlaydilar, amaliy mashg'ulot mavzusiga doir uy vazifalarini bajaradilar.

№	Mustaqil ta'lim mavzulari	Soatha jmi
1-semestr		
1	Sohasiga oid bo'lgan lug'at bilan ishlash	20
2	Sohasiga oid bo'lgan mavsu borasida presentasiya tayorlash	20
3	Sohasiga oid bo'lgan hatlar yozish	20
4	Sohasiga oid bo'lgan keyslar (case studies) ustida ishlash	20
	Jami	60
2-semestr		
1	Sohasiga oid bo'lgan lug'at bilan ishlash	20
2	Sohasiga oid bo'lgan mavsu borasida presentasiya tayorlash	20
3	Sohasiga oid bo'lgan hatlar yozish	20
4	Sohasiga oid bo'lgan keyslar (case studies) ustida ishlash	20
	Jami	60

V. Fan o'qitilishining natijalari (shakllanadigan kompetentsiyalar):

Fanni o'zlashtirish natijasida talaba quyidagi kopetensiylarga ega bo'lishi kerak:

Tinglab tushunish kompetentsiyasi:

- ✓ O'rganilayotgan amaliy xorijiy tilning rivoji va til doirasidagi asosiy ekstralingvistik shakllanishning faktorlari hamda tarixiy manbalari, uning dialektik xilma-xilligini tushunish;
- ✓ o'rganilayotgan amaliy xorijiy tilidagi e'lon va xabarlarni tushuna olish;
- ✓ ma'ruza nutq, bayonot, ilmiy va ixtisoslik taqdimotlar, so'rov va fikrlarning mohiyatini tushuna olish;
- ✓ mavzu yaxshi tanish bo'lganda va axborot yo'nalishi o'rniga mos markerlar ko'rsatilayotgan holatda davomli ma'ruza yoki dalillarning murakkab tizimini kuzata olish;

✓ radio internet va televidenie dasturlari, intervyularning aksariyat qismini tushuna olish.

O'qish kompetentsiyasi:

✓ o'z mutaxassislik sohalariga oid yoki oid bo'lmagan keng ko'lamli birmuncha uzun va murakkab matnlarning uslubiy jihatlari, ochiq oydin yoki birmuncha yashirin bayon etilgan fikrlarni tushuna olishi;

✓ kichik detallarning ham muhim jihatlari, qarashlar, ochiq oydin yoki birmuncha yashirin bayon etilgan fikrlarni aniqlay olishi;

✓ o'z mutaxassislik sohalariga oid veb sayt yoki jurnallardan tegishli tafsilotlarni o'qib tushuna olishi;

Yozish kompetentsiyasi:

✓ stilistik xususiyatlar, me'yoriy grammatika asoslarini bilishi;

✓ maxsus nomalar, biznes xatlar, elektron xatlar yoza olishi;

✓ o'rganilayotgan tilda yaxshi tuzilgan insho va ma'ruzalar yoza olishi;

✓ takliflar, xulosalar va tezislar yoza olishi;

Gapirish kompetentsiyasi:

✓ o'rganilayotgan tilda so'zlashuvchilar bilan muloqotga kirisha olishi (zarur bo'lganda boshqara olish);

✓ o'z sohalariga oid intervyuda qatnasha olish;

✓ rasmiy doiralarda (masalan seminar va h.k.lar) xos ravishda savol-javobda ishtirok eta olishi;

✓ ma'lum mavzu bo'yicha taqdimot qila olish kabi bilim, ko'nikma va malakalariga ega bo'lishlari talab etiladi.

Kommunikativ kompetentsiya:

✓ mos kommunikativ vaziyatda diskurs tanlay olish;

✓ yuzaga kelgan muammoning mohiyatini tushuntira olish va mijozga zaruriyat tug'ilganda rozilik borasidagi xizmatni taqdim qiluvchi shaxsga tushuntira bilish;

✓ til shakllarini tanlay bilish va ularni nutq mazmuni bo'yicha kommunikativ vaziyatlar doirasida kasbiy matnga muvofiq tarzda qo'llash va o'zgartira olish;

✓ til egalarida hayratlanish yoki achchiqlanishni uyg'otmaydigan, ular uchun tabiiy, odatiy sanalgan muomalada muloqot qila olishni bilishlari lozim.

Lingvomamlakatshunoslik kompetentsiyasi:

✓ nutq mazmuni bo'yicha kasbiy kommunikativ vaziyatlar doirasida ekvivalentsiz kasbiy so'zlarni bilish va ularni matnlarda (jumladan, ma'lumotnomalardan foydalangan holda) tushunish;

✓ tili o'rganilayotgan mamlakatdagi kasbiy faoliyatning ob'ektini anglatuvchi so'zlarni bilish;

- ✓ tili o'rganilayotgan mamlakatda qabul qilingan kasbiy muloqot me'yorlariga muvofiq tarzda nutqiy muomalani va odob (etiket) qoliplarini qo'llay bilish.
- ✓ insonlarga nisbatan hurmat, boshqa madaniyatga tolerantlikni saqlagan holda jamiyatda qabul qilingan odob-ahloq va huquqiy me'yorlar asosida ijtimoiy hamkorlikni, sherikchilik, ishonchli munosabatlarni qo'llab-quvvatlashda javobgarlikka tayyor ekanligini namoyon eta olishlari zarur.

VI. Ta'lim texnologiyalari va metodlari:

- ma'ruzalar;
- interfaol keys-stadilar;
- seminarlar (mantiqiy fiklash, tezkor savol-javoblar);
- guruhlarda ishlash;
- taqdimotlarni qilish;
- individual loyihalar;
- jamoa bo'lib ishlash va himoya qilish uchun loyihalar.

VII. Kreditlarni olish uchun talablar:

Fanga oid nazariy va uslubiy tushunchalarni to'la o'zlashtirish, tahlil natijalarini to'g'ri aks ettira olish, o'rganilayotgan jarayonlar haqida mustaqil mushohada yuritish va oraliq nazorat shakllarida berilgan vazifa va topshiriqlarni bajarish, yakuniy nazorat bo'yicha yozma ishni topshirish. Sillabusda belgilangan baholash tartibi asosida ijobiy baholar doirasida baholangan talabalarga kreditlar beriladi. Talaba belgilangan talim olish natijalariga erisha olmagan taqdirda, kreditlar berilmaydi.

VIII. TALABALAR BILIMINI BAHOLASH TIZIMI:

Talaba bilimini baholash kredit-modul tizimiga muvofiq ishlab chiqilgan Nizom asosida amalga oshiriladi.

Nazorat turi	1-OB	2-OB	YaB
O'tkazilish vaqti	8- hafta	16-hafta	17-18 hafta
Nazorat shakli	Yozma*	Yozma*	Yozma

Oraliq baholash: fanning amaliy qismiga tegishli teng yarmi o'tib bo'lingandan so'ng so'ng OB olinadi. Bunda o'tilgan mavzularga doir 4ta ko'nikma (o'qish, yozish, tinglab tushunish va gapirish) bo'yicha savollar variantlari tarqatiladi. Oldindan tuzilgan 4 ta ko'nikma bo'yicha variantlarini to'la echgan talabaga xar bir to'g'ri javob uchun maksimal 5 baho beriladi. Umumiy baxo o'rtacha arifmetika asosida chiqariladi.

Yakuniy baholash o'tilgan barcha mavzular bo'yicha tuzilgan variantlari asosida o'tkaziladi. Bunda xar bir talabaga semestr davomida o'tilgan mavzularga doir 4ta ko'nikma (o'qish, yozish, tinglab tushunish va gapirish) bo'yicha savollar variantlari

tarqatiladi. Oldindan tuzilgan 4 ta ko'nikma bo'yicha variantlarini to'la echgan talabaga xar bir to'g'ri javob uchun maksimal 5 baho beriladi. Umumiy baxo o'rtacha arifmetika asosida chiqariladi.

**Izoh. Nazoratlardagi har bir savol va topshiriqlar quyidagi baholash mezonlari bo'yicha baholanadi.*

a) "5" (a'lo) baho uchun talabanning bilim darajasi quyidagilarga javob berishi lozim:

- Hulosa va qaror qabul qilish;
- Ijodiy fikrlay olish;
- Mustaqil mushohada yurita olish;
- Olgan bilimlarini amalda qo'llay olish;
- Mohiyatini tushunish;
- Bilish, aytib berish;
- Tasavvurga ega bo'lish;

b) "4" (yaxshi) baho uchun talabanning bilim darajasi quyidagilarga javob berishi lozim:

- Mustaqil mushohada yurita olish;
- Olgan bilimlarini amalda qo'llay olish;
- Mohiyatini tushunish;
- Bilish, aytib berish;
- Tasavvurga ega bo'lish;

v) "3"(qoniqarli) baho uchun talabanning bilim darajasi quyidagilarga javob berishi lozim:

- Mohiyatini tushunish;
- Bilish, aytib berish;
- Tasavvurga ega bo'lish;

g) talabanning bilim darajasi "2" (qoniqarsiz) deb quyidagi hollarda baholanadi:

- Aniq tasavvurga ega bo'lmaslik;
- Javoblarda xatoliklarga yo'l qo'yilganlik;
- Bilmaslik.

IX. Asosiy va qo'shimcha axborot manbalari:

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