

**O‘ZBEKISTON RESPUBLIKASI OLIY VA O‘RTA MAXSUS  
TA’LIM VAZIRLIGI**

**TOSHKENT MOLIYA INSTITUTI**



**“Chet tillari” kafedrası  
“Chet tili”(Ingliz tili) fanidan  
3 – kurs uchun  
O‘QUV-USLUBIY MAJMUA**

<b>Bilim sohasi:</b>	100 000	– Gumanitar
	200 000	– Ijtimoiy soha, iqtisod va huquq
<b>Ta’lim sohasi:</b>	110 000	– Pedagogika
	230 000	– Iqtisod
<b>Ta’lim:</b>	5111 000	– Kasb ta’limi (5230600 - Moliya)
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**Tuzuvchilar:**

F. Ishanxodjaeva - TMI, "Chet tillari" kafedrasida katta o'qituvchisi

S. Nazarova - TMI, "Chet tillari" kafedrasida o'qituvchisi

**Taqrizchilar:**

V.I.Normuratova - O'ZDJTU, "Tarjima nazariyasi va amaliyoti" kafedrasida dotsenti, p.f.n.

F. Ibragimova - TMI, "Chet tillari" kafedrasida katta o'qituvchisi, Ph.D.

Fanning O'quv Uslubiy Majmuasi kafedrasining 2018 yil "14" 08 dagi "1"-sonli yig'ilishi muhokamasidan o'tkazilgan va fakultet Kengashida ko'rib chiqish uchun tavsiya etilgan.

**Kafedra mudiri**



**I.T. Haydarov**

Fanning O'quv Uslubiy Majmuasi Sug'urta fakultetining Kengashi muhokamasidan o'tkazilgan va fakultet Kengashida ko'rib chiqish uchun tavsiya etilgan. (2018 yil "24" 08 dagi "1"-sonli qaror)

**Fakultet dekani**



**G'.Safarov**

**Kelishildi:**

**O'quv-uslubiy bo'lim boshlig'i**



**T. Baymurotov**

**O'quv ishlari bo'yicha prorektor**

**I. Qo'ziyev**

Fanning O'quv Uslubiy Majmuasi institut o'quv-uslubiy Kengashining 2018 yil "25" 08 dagi "1"-sonli yig'ilishida ko'rib chiqilgan va tasdiqlash uchun tavsiya qilingan.

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## KIRISH

“Chet tili” (ingliz tili) fani oliy ma’lumotli mutahassislarni tayyorlash jarayonining tarkibiy qismi hisoblanib, zamonaviy mutahassislarni kadrlarni kasbiy faoliyati va kundalik hayotida xorijiy tildan foydalanish uchun va uni o‘zlashtirishga qaratilgan. Oliy ta’limgacha bo‘lgan ta’lim bosqichlarida oqitirilgan bilimlarga tayangan holda oliy ta’lim muassasasida talaba xorijiy tilni yanada mustahkam, chuqurroq va tanlagan kasbiga yo‘naltirilgan holatda o‘zlashtirishi rejalashtirilgan.

Mazkur ishchi o‘quv O‘zbekiston Respublikasi Prezidentining 2012-yil 10-dekabrda “Chet tillarni o‘rganish tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida”gi PQ-1875-sonli, O‘zbekiston Respublikasi Vazirlar Mahkamasining 2013-yil 8-maydagi “Chet tillar bo‘yicha ta’limning barcha bosqichlari bitiruvchilarining tayyorgarlik darajasiga qo‘yiladigan talablar” to‘g‘risidagi 124-sonli qarorlari hamda Yevropa Kengashining “Chet tilini egallash umumyevropa kompetensiyalari: o‘rganish, o‘qitish va baholash” to‘g‘risidagi umumetirof e‘tilgan xalqaro me‘yorlari (CEFR-Common European Framework of Reference) ishlab chiqildi.

Chet tilini o‘rgatishdan asosiy maqsad – bo‘lg‘usi mutaxassislarda kundalik hayotlari, ilmiy va kasbiy faoliyatlarida chet tili yoki bir necha tillardan erkin foydalanuvchi mutaxassislarni tayyorlash. Shu bilan birga, ularda vatanparvarlik hissini rivojlantirish, mustaqil izlanish, bilim va ko‘nikmalarini darsdan tashqari, OTMni bitirganlaridan keyin ham rivojlantirish malakalarini hamda umumbashariy va sohaga oid ilmiy mavzularda mantiqiy fikrlash qobiliyatlarini rivojlantirishdan iborat.

Fan bo‘yicha talabalarning bilim, ko‘nikma va malakalariga quyida keltirilgan talablar qo‘yiladi. Davlat ta’lim standartlariga ko‘ra chet tili bo‘yicha B2 daraja bitiruvchilari tayyorgarligi darajasiga qo‘yiladigan talablar asosida quyidagi kompetensiyalarni egallash ko‘zda tutilgan.

## Amaliy mashgulotlar bo'yicha o'quv materiallari

### Lesson Plan 1

### « Academic fields»

Steps, time	Activity	
	Professor	Students
1. Introduction in to studying process (5-10 min)	<p>1.1. Presentation of the subject and main purpose of the lesson</p> <p>1.2. Forming of language atmosphere in connection with the actuality of the present Lesson's subject.</p> <p>1.3. Presentation of plan of the Lesson and the marking system.</p>	<p>1.1. Listen, ask questions, exchange opinions.</p> <p>1.2. Oral speech training.</p> <p>1.3. Give questions.</p>
2. Actualization of knowledge (10-15 min)	<p>2.1. Checking homework concerned with present lesson's subject</p> <p>2.2. Presentation of new words concerning the subject.</p> <p>2.3. Checking of student's vocabulary on the given text by method of choosing synonyms.</p>	<p>2.1. Report home tasks</p> <p>2.2. Find out new words meaning</p> <p>2.3. Exchange opinions.</p> <p>2.4. Listen, write.</p> <p>2.5. Show knowledge.</p>
3. The main part (55-60 min)	<p>3.1. Explaining and showing the structure of « Academic fields ».</p> <p>3.2. Giving handout materials to make a visual research</p> <p>3.3. Dividing the group into subgroups to achieve the brain-storming effect (result) in SWOT analyze.</p>	<p>3.1. Fulfill tasks.</p> <p>3.2. Read, translate, analyze and communicate.</p> <p>3.3. Listen, read, do some exercises.</p> <p>3.4. Personal conclusions and presentation of their activity.</p>
4. Conclusion (10-15 min)	4.1. Resume the results.	4.1. Listen, write.

	4.2. Evaluate students' activity.	4.2. Ask questions.
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## Lesson Plan 2

## « Oriental contribution »

Steps, time	Activity	
	Professor	Students
1. Introduction in to studying process (5-10 min)	1.1. Forming of language atmosphere in connection with the actuality of the present Lesson's subject.  1.2 Presentation of plan of the Lesson and the marking system.	1.1. Listen, ask questions, exchange opinions.  1.2. Oral speech training.  1.3. Give questions.
2. Actualization of knowledge (10-15 min)	2.1. Checking homework concerned with present lesson's subject  2.2. Presentation of new words concerning the subject.  2.3. Checking of student's vocabulary on the given text by method of choosing synonyms.	2.1. Report home tasks  2.2. Find out new words meaning  2.3. Exchange opinions.  2.4. Listen, write.  2.5. Show knowledge.
3. The main part (55-60 min)	3.1. Explaining and showing the structure "oriental contribution".  3.2. Giving handout materials to make a visual research  3.3. Dividing the group into subgroups to achieve the brain-storming effect (result) in SWOT analyze.	3.1. Fulfill tasks.  3.2. Read, translate, analyze and communicate.  3.3. Listen, read, do some exercises.  3.4. Personal conclusions and presentation of their activity.
4. Conclusion (10-15 min)	4.1. Resume the results.  4.2. Evaluate students' activity.	4.1. Listen, write.  4.2. Ask questions.

## Technology of teaching at the practical lesson

Number of students:15	Time of the Lesson: 2 hours
Form of the Lesson	Practical with elements of Research and Analyze
Plan of the Lesson	<ol style="list-style-type: none"> <li>1. Presentation of the lesson plan: definition of the subject aims and expected results of the student's activity.</li> <li>2. Grammar.</li> <li>3. Study the text « oriental contribution ».</li> <li>4. Discuss meaning of new words (cluster).</li> <li>5. Additional tasks: <ul style="list-style-type: none"> <li>• Listening</li> <li>• Interviewing, to practice asking and answering questions</li> </ul> </li> <li>6. Conclusion.</li> </ol>
Purpose of the Lesson	<ol style="list-style-type: none"> <li>1. Contribute to knowledge of students about « oriental contribution»</li> <li>2. Assist the students in making a choice of further post-graduate study.</li> <li>3. Develop student's analytical skills and abilities to make research.</li> </ol>
<p>Pedagogical tasks:</p> <ol style="list-style-type: none"> <li>1. Discuss the before-hand given tasks of making research of « oriental contribution ».</li> <li>2. Make students work with text vocabulary, match appropriate meanings of new words.</li> <li>3. Direct students in learning the handout materials.</li> <li>4. Give the task to analyze and express own opinion.</li> <li>5. Give the Home task.</li> </ol>	<p>Results of the students activity:</p> <ol style="list-style-type: none"> <li>1. Comprehend the text with new words so that to be able to discuss its main issues.</li> <li>2. Making conclusions and express personal point of view.</li> <li>3. Students will learn about the theme.</li> </ol>

<ul style="list-style-type: none"> <li>• Methods of teaching</li> <li>• Forms of teaching <ul style="list-style-type: none"> <li>• Means of teaching</li> </ul> </li> <li>• Condition of the Lesson</li> <li>• Monitoring and marks</li> </ul>	<ul style="list-style-type: none"> <li>• Visual, insert, brainstorm, group work.</li> <li>• Text with exercises, handout, data tables <ul style="list-style-type: none"> <li>• Working in groups.</li> </ul> </li> <li>• Classrooms, Sufficient number of students. <ul style="list-style-type: none"> <li>• Oral control, marking, correction.</li> </ul> </li> </ul>
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### Lesson Plan 3 « Academic degrees»

Steps, time	Activity	
	Professor	Students
1. Introduction in to studying process (5-10 min)	1.1. Presentation of the subject and main purpose of the lesson  1.2. Forming of language atmosphere in connection with the actuality of the present Lesson's subject.  1.3. Presentation of plan of the Lesson and the marking system.	1.1. Listen, ask questions, exchange opinions.  1.2. Oral speech training.  1.3. Give questions.
2. Actualization of knowledge (10-15 min)	2.1. Checking homework concerned with present lesson's subject  2.2. Presentation of new words concerning the subject.  2.3. Checking of student's vocabulary on the given text by method of choosing synonyms.	2.1. Report home tasks  2.2. Find out new words meaning  2.3. Exchange opinions.  2.4. Listen, write.  2.5. Show knowledge.
3. The main part (55-60 min)	3.1. Explaining and showing the structure of « Academic degrees ».  3.2. Giving handout materials to make a visual research	3.1. Fulfill tasks.  3.2. Read, translate, analyze and communicate.  3.3. Listen, read, do some

	3.3. Dividing the group into subgroups to achieve the brainstorming effect (result) in SWOT analyze.	exercises. 3.4. Personal conclusions and presentation of their activity.
4. Conclusion (10-15 min)	4.1. Resume the results. 4.2. Evaluate students' activity.	4.1. Listen, write. 4.2. Ask questions.

#### **Lesson Plan 4 «Freelance»**

Steps, time	Activity	
	Professor	Students
1. Introduction in to studying process (5-10 min)	1.1. Presentation of the subject and main purpose of the lesson  1.2. Forming of language atmosphere in connection with the actuality of the present Lesson's subject.  1.3. Presentation of plan of the Lesson and the marking system.	1.1. Listen, ask questions, exchange opinions.  1.2. Oral speech training.  1.3. Give questions.
2. Actualization of knowledge (10-15 min)	2.1. Checking homework concerned with present lesson's subject  2.2. Presentation of new words concerning the subject.  2.3. Checking of student's vocabulary on the given text by method of choosing synonyms.	2.1. Report home tasks  2.2. Find out new words meaning  2.3. Exchange opinions.  2.4. Listen, write.  2.5. Show knowledge.
3. The main part (55-60 min)	3.1. Explaining and showing the structure of «Freelance».  3.2. Giving handout materials to make a visual research	3.1. Fulfill tasks.  3.2. Read, translate, analyze and communicate.  3.3. Listen, read, do some

	3.3. Dividing the group into subgroups to achieve the brainstorming effect (result) in SWOT analyze.	exercises. 3.4. Personal conclusions and presentation of their activity.
4. Conclusion (10-15 min)	4.1. Resume the results. 4.2. Evaluate students' activity.	4.1. Listen, write. 4.2. Ask questions.

Number of students:  no more than 15	Time of the Lesson: 2 hours
Form of the Lesson	Practical with elements of Research and Analyze
Plan of the Lesson	<ol style="list-style-type: none"> <li>1. Presentation of the lesson plan: definition of the subject aims and expected results of the student's activity.</li> <li>2. Grammar.</li> <li>3. Study the text « Freelance ».</li> <li>4. Discuss meaning of new words (cluster).</li> <li>5. Additional tasks: <ul style="list-style-type: none"> <li>• Listening</li> <li>• Interviewing, to practice asking and answering questions</li> </ul> </li> <li>6. Conclusion.</li> </ol>
Purpose of the Lesson	<ol style="list-style-type: none"> <li>1. Contribute to knowledge of students about « Freelance »</li> <li>2. Assist the students in making a choice of further post-graduate study.</li> <li>3. Develop student's analytical skills and abilities to make research.</li> </ol>
Pedagogical tasks:  <ol style="list-style-type: none"> <li>1. Discuss the beforehand given tasks of making research of « Freelance ».</li> <li>2. Make students work</li> </ol>	Results of the students activity:  <ol style="list-style-type: none"> <li>4. Comprehend the text with new words so that to be able to discuss its main issues.</li> <li>5. Making conclusions and express personal point of view.</li> <li>6. Students will learn about the theme.</li> </ol>



<p>with text vocabulary, match appropriate meanings of new words.</p> <p>3. Direct students in learning the handout materials.</p> <p>4. Give the task to analyze and express own opinion.</p> <p>5. Give the Home task.</p>	
<ul style="list-style-type: none"> <li>• Methods of teaching</li> <li>• Forms of teaching <ul style="list-style-type: none"> <li>• Means of teaching</li> </ul> </li> <li>• Condition of the Lesson</li> <li>• Monitoring and marks</li> </ul>	<ul style="list-style-type: none"> <li>• Visual, insert, brainstorm, group work.</li> <li>• Text with exercises, handout, data tables <ul style="list-style-type: none"> <li>• Working in groups.</li> </ul> </li> <li>• Classrooms, Sufficient number of students. <ul style="list-style-type: none"> <li>• Oral control, marking, correction.</li> </ul> </li> </ul>

### Lesson Plan 5

### « Up-to-date devices»

Steps, time	Activity	
	Professor	Students
1. Introduction in to studying process (5-10 min)	<p>1.1. Presentation of the subject and main purpose of the lesson</p> <p>1.2. Forming of language atmosphere in connection with the actuality of the present Lesson's subject.</p> <p>1.3. Presentation of plan of the Lesson and the marking system.</p>	<p>1.1. Listen, ask questions, exchange opinions.</p> <p>1.2. Oral speech training.</p> <p>1.3. Give questions.</p>

2. Actualization of knowledge (10-15 min)	<p>2.1. Checking homework concerned with present lesson's subject</p> <p>2.2. Presentation of new words concerning the subject.</p> <p>2.3. Checking of student's vocabulary on the given text by method of choosing synonyms.</p>	<p>2.1. Report home tasks</p> <p>2.2. Find out new words meaning</p> <p>2.3. Exchange opinions.</p> <p>2.4. Listen, write.</p> <p>2.5. Show knowledge.</p>
3. The main part (55-60 min)	<p>3.1. Explaining and showing the structure of « Public speech ».</p> <p>3.2. Giving handout materials to make a visual research</p> <p>3.3. Dividing the group into subgroups to achieve the brain-storming effect (result) in SWOT analyze.</p>	<p>3.1. Fulfill tasks.</p> <p>3.2. Read, translate, analyze and communicate.</p> <p>3.3. Listen, read, do some exercises.</p> <p>3.4. Personal conclusions and presentation of their activity.</p>
4. Conclusion (10-15 min)	<p>4.1. Resume the results.</p> <p>4.2. Evaluate students' activity.</p>	<p>4.1. Listen, write.</p> <p>4.2. Ask questions.</p>

Number of students: no more than 15	Time of the Lesson: 2 hours
Form of the Lesson	Practical with elements of Research and Analyze
Plan of the Lesson	<p>1. Presentation of the lesson plan: definition of the subject aims and expected results of the student's activity.</p> <p>2. Grammar.</p> <p>3. Study the text « Up-to-date devices ».</p> <p>4. Discuss meaning of new words (cluster).</p> <p>5. Additional tasks:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Interviewing, to practice asking and answering questions</li> </ul> <p>6. Conclusion.</p>

Purpose of the Lesson	<p>7. Contribute to knowledge of students about « Public speech »</p> <p>8. Assist the students in making a choice of further post-graduate study.</p> <p>9. Develop student's analytical skills and abilities to make research.</p>
<p>Pedagogical tasks:</p> <ol style="list-style-type: none"> <li>1. Discuss the beforehand given tasks of making research of « Up-to-date devices ».</li> <li>2. Make students work with text vocabulary, match appropriate meanings of new words.</li> <li>3. Direct students in learning the handout materials.</li> <li>4. Give the task to analyze and express own opinion.</li> <li>5. Give the Home task.</li> </ol>	<p>Results of the students activity:</p> <ol style="list-style-type: none"> <li>6. Comprehend the text with new words so that to be able to discuss its main issues.</li> <li>7. Making conclusions and express personal point of view.</li> <li>8. Students will learn about the theme.</li> </ol>
<ul style="list-style-type: none"> <li>• Methods of teaching</li> <li>• Forms of teaching <ul style="list-style-type: none"> <li>• Means of teaching</li> </ul> </li> <li>• Condition of the Lesson</li> <li>• Monitoring and marks</li> </ul>	<ul style="list-style-type: none"> <li>• Visual, insert, brainstorm, group work.</li> <li>• Text with exercises, handout, data tables <ul style="list-style-type: none"> <li>• Working in groups.</li> </ul> </li> <li>• Classrooms, Sufficient number of students. <ul style="list-style-type: none"> <li>• Oral control, marking, correction.</li> </ul> </li> </ul>

**Lesson Plan 6****« Brands»**

Number of students:  no more than 15	Time of the Lesson: 2 hours
Form of the Lesson	Practical with elements of Research and Analyze
Plan of the Lesson	<ol style="list-style-type: none"> <li>1. Presentation of the lesson plan: definition of the subject aims and expected results of the student's activity.</li> <li>2. Grammar.</li> <li>3. Study the text "Building luxury brand" Discuss meaning of new words (cluster).</li> <li>4. Additional tasks: <ul style="list-style-type: none"> <li>• Listening</li> <li>• Interviewing, to practice asking and answering questions</li> </ul> </li> <li>5. Conclusion.</li> </ol>
Purpose of the Lesson	<ol style="list-style-type: none"> <li>6. Contribute to knowledge of students about «Successful brands»</li> <li>1. Assist the students in making a choice of further post-graduate study.</li> <li>2. Develop student's analytical skills and abilities to make research.</li> </ol>
Pedagogical tasks:  <ol style="list-style-type: none"> <li>1. Discuss the beforehand given tasks of making research of A Placement report</li> <li>2. Make students work with text vocabulary, match appropriate meanings of new words.</li> <li>3. Direct students in learning the handout materials.</li> <li>4. Give the task to analyze and express own opinion.</li> <li>5. Give the Home task.</li> </ol>	Results of the students activity:  <ol style="list-style-type: none"> <li>9. Comprehend the text with new words so that to be able to discuss its main issues.</li> <li>10. Making conclusions and express personal point of view.</li> <li>11. Students will learn about the theme.</li> </ol>
<ul style="list-style-type: none"> <li>• Methods of teaching</li> <li>• Forms of teaching</li> <li>• Means of teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Visual, insert, brainstorm, group work.</li> <li>• Text with exercises, handout, data tables <ul style="list-style-type: none"> <li>• Working in groups.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• Condition of the Lesson</li> <li>• Monitoring and marks</li> </ul>	<ul style="list-style-type: none"> <li>• Classrooms, Sufficient number of students.</li> <li>• Oral control, marking, correction.</li> </ul>
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### Lesson Plan 7 « Taking parts in meetings»

Number of students: no more than 15	Time of the Lesson: 2 hours
Form of the Lesson	Practical with elements of Research and Analyze
Plan of the Lesson	<ol style="list-style-type: none"> <li>1. Presentation of the lesson plan: definition of the subject aims and expected results of the student's activity.</li> <li>2. Grammar.</li> <li>3. Discuss meaning of new words (cluster).</li> <li>4. Additional tasks: <ul style="list-style-type: none"> <li>• Listening</li> <li>• Interviewing, to practice asking and answering questions</li> </ul> </li> <li>5. Conclusion.</li> </ol>
Purpose of the Lesson	<ol style="list-style-type: none"> <li>1. Contribute to knowledge of students about «Meetings»</li> <li>2. Assist the students in making a choice of further post-graduate study.</li> <li>3. Develop student's analytical skills and abilities to make research.</li> </ol>
Pedagogical tasks:  <ol style="list-style-type: none"> <li>1. Discuss the beforehand given tasks of making research of «Phrases used during the meetings ».</li> <li>2. Make students work with text vocabulary, match appropriate meanings of new words.</li> <li>3. Direct students in learning the handout materials.</li> </ol>	Results of the students activity:  <ol style="list-style-type: none"> <li>1. Comprehend the text with new words so that to be able to discuss its main issues.</li> <li>2. Making conclusions and express personal point of view.</li> <li>3. Students will learn about the theme.</li> </ol>

4. Give the task to analyze and express own opinion. 5. Give the Home task.	
<ul style="list-style-type: none"> <li>• Methods of teaching</li> <li>• Forms of teaching <ul style="list-style-type: none"> <li>• Means of teaching</li> </ul> </li> <li>• Condition of the Lesson</li> <li>• Monitoring and marks</li> </ul>	<ul style="list-style-type: none"> <li>• Visual, insert, brainstorm, group work.</li> <li>• Text with exercises, handout, data tables <ul style="list-style-type: none"> <li>• Working in groups.</li> </ul> </li> <li>• Classrooms, Sufficient number of students. <ul style="list-style-type: none"> <li>• Oral control, marking, correction.</li> </ul> </li> </ul>

### Lesson Plan 8 «Hudson Corporation»

Number of students:  no more than 15	Time of the Lesson: 2 hours
Form of the Lesson	Practical with elements of Research and Analyze
Plan of the Lesson	<ol style="list-style-type: none"> <li>1. Presentation of the lesson plan: definition of the subject aims and expected results of the student's activity.</li> <li>2. Grammar.</li> <li>3. Study the text «Hudson Corporation» .</li> <li>4. Discuss meaning of new words (cluster).</li> <li>5. Additional tasks: <ul style="list-style-type: none"> <li>• Listening</li> <li>• Interviewing, to practice asking and answering questions</li> </ul> </li> <li>6. Conclusion.</li> </ol>
Purpose of the Lesson	<ol style="list-style-type: none"> <li>1. Contribute to knowledge of students about «Luxury Brands»</li> <li>2. Assist the students in making a choice of further post-graduate study.</li> <li>3. Develop student's analytical skills and abilities to make research.</li> </ol>
Pedagogical tasks:  1. Discuss the beforehand given tasks of making research of	Results of the students activity:  <ol style="list-style-type: none"> <li>4. Comprehend the text with new words so that to be able to discuss its main issues.</li> <li>5. Making conclusions and express personal point of</li> </ol>

<p>«Hudson Corporation».</p> <p>2Make students work with text vocabulary, match appropriate meanings of new words.</p> <p>3Direct students in learning the handout materials.</p> <p>4Give the task to analyze and express own opinion.</p> <p>5Give the Home task.</p>	<p>view.</p> <p>6.Students will learn about the theme.</p>
<ul style="list-style-type: none"> <li>• Methods of teaching</li> <li>• Forms of teaching <ul style="list-style-type: none"> <li>• Means of teaching</li> </ul> </li> <li>• Condition of the Lesson</li> <li>• Monitoring and marks</li> </ul>	<ul style="list-style-type: none"> <li>• Visual, insert, brainstorm, group work.</li> <li>• Text with exercises, handout, data tables <ul style="list-style-type: none"> <li>• Working in groups.</li> </ul> </li> <li>• Classrooms, Sufficient number of students. <ul style="list-style-type: none"> <li>• Oral control, marking, correction.</li> </ul> </li> </ul>

### Lesson Plan 9

### «Travel»

Steps, time	Activity	
	Professor	Students
1. Introduction in to studying process (5-10 min)	<p>1.1. Presentation of the subject and main purpose of the lesson</p> <p>1.2. Forming of language atmosphere in connection with the actuality of the present Lesson's subject.</p> <p>1.3. Presentation of plan of the Lesson and the marking system.</p>	<p>1.1. Listen, ask questions, exchange opinions.</p> <p>1.2. Oral speech training.</p> <p>1.3. Give questions.</p>



2. Actualization of knowledge (10-15 min)	<p>2.1. Checking homework concerned with present lesson's subject</p> <p>2.2. Presentation of new words concerning the subject.</p> <p>2.3. Checking of student's vocabulary on the given text by method of choosing synonyms.</p>	<p>2.1. Report home tasks</p> <p>2.2. Find out new words meaning</p> <p>2.3. Exchange opinions.</p> <p>2.4. Listen, write.</p> <p>2.5. Show knowledge.</p>
3. The main part (55-60 min)	<p>3.1. Explaining and showing the structure of « Hyatt Hotels ».</p> <p>3.2. Giving handout materials to make a visual research</p> <p>3.3. Dividing the group into subgroups to achieve the brain-storming effect (result) in SWOT analyze.</p>	<p>3.1. Fulfill tasks.</p> <p>3.2. Read, translate, analyze and communicate.</p> <p>3.3. Listen, read, do some exercises.</p> <p>3.4. Personal conclusions and presentation of their activity.</p>
4. Conclusion (10-15 min)	<p>4.1. Resume the results.</p> <p>4.2. Evaluate students' activity.</p>	<p>4.1. Listen, write.</p> <p>4.2. Ask questions.</p>

Number of students: no more than 15	Time of the Lesson: 2 hours
Form of the Lesson	Practical with elements of Research and Analyze
Plan of the Lesson	<p>1.Presentation of the lesson plan: definition of the subject aims and expected results of the student's activity.</p> <p>2.Grammar.</p> <p>3.Discuss meaning of new words (cluster).</p> <p>4Additional tasks:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Interviewing, to practice asking and answering questions</li> </ul> <p>5Conclusion.</p>

Purpose of the Lesson	<p>7. Contribute to knowledge of students about «Travelling»</p> <p>8. Assist the students in making a choice of best tourist destinations</p> <p>9. Develop student's analytical skills and abilities to make research.</p>
<p>Pedagogical tasks:</p> <p>1. Discuss the beforehand given tasks of making research of «Travelling».</p> <p>2. Make students work with text vocabulary, match appropriate meanings of new words.</p> <p>3. Direct students in learning the handout materials.</p> <p>4. Give the task to analyze and express own opinion.</p> <p>5. Give the Home task.</p>	<p>Results of the students activity:</p> <p>1. Comprehend the text with new words so that to be able to discuss its main issues.</p> <p>2. Making conclusions and express personal point of view.</p> <p>3. Students learn about the theme.</p>
<ul style="list-style-type: none"> <li>• Methods of teaching</li> <li>• Forms of teaching <ul style="list-style-type: none"> <li>• Means of teaching</li> </ul> </li> <li>• Condition of the Lesson</li> <li>• Monitoring and marks</li> </ul>	<ul style="list-style-type: none"> <li>• Visual, insert, brainstorm, group work.</li> <li>• Text with exercises, handout, data tables <ul style="list-style-type: none"> <li>• Working in groups.</li> </ul> </li> <li>• Classrooms, Sufficient number of students. <ul style="list-style-type: none"> <li>• Oral control, marking, correction.</li> </ul> </li> </ul>

### Lesson Plan 10

### «Telephoning making arrangements »

Steps, time	Activity	
	Professor	Students
1. Introduction in to studying process (5-10 min)	1.1. Forming of language atmosphere in connection with the actuality of the present Lesson's subject.	1.1. Listen, ask questions, exchange opinions. 1.2. Oral speech training.

	1.2 Presentation of plan of the Lesson and the marking system.	1.3. Give questions.
2. Actualization of knowledge (10-15 min)	2.1. Checking homework concerned with present lesson's subject 2.2. Presentation of new words concerning the subject. 2.3. Checking of student's vocabulary on the given text by method of choosing synonyms.	2.1. Report home tasks 2.2. Find out new words meaning 2.3. Exchange opinions. 2.4. Listen, write. 2.5. Show knowledge.
3. The main part (55-60 min)	3.1. Explaining and showing the phrases for "Telephoning making arrangements". 3.2. Giving handout materials to make a visual research	3.1. Fulfill tasks. 3.2. Read, translate, analyze and communicate. 3.3. Listen, read, do some exercises. 3.4. Personal conclusions and presentation of their activity.
4. Conclusion (10-15 min)	4.1. Resume the results. 4.2. Evaluate students' activity.	4.1. Listen, write. 4.2. Ask questions.

### Lesson Plan 11

### «Retain travel »

Steps, time	Activity	
	Professor	Students
1. Introduction in to studying process (5-10 min)	1.1. Forming of language atmosphere in connection with the actuality of the present Lesson's subject. 1.2 Presentation of plan of the	1.1. Listen, ask questions, exchange opinions. 1.2. Oral speech training. 1.3. Give questions.

	Lesson and the marking system.	
2. Actualization of knowledge (10-15 min)	2.1. Checking homework concerned with present lesson's subject 2.2. Presentation of new words concerning the subject. 2.3. Checking of student's vocabulary on the given text by method of choosing synonyms.	2.1. Report home tasks 2.2. Find out new words meaning 2.3. Exchange opinions. 2.4. Listen, write. 2.5. Show knowledge.
3. The main part (55-60 min)	3.1. Explaining the structure "BTS". 3.2. Giving handout materials to make a visual research 3.3. Dividing the group into subgroups to achieve the brain-storming effect (result) in SWOT analyze.	3.1. Fulfill tasks. 3.2. Read, translate, analyze and communicate. 3.3. Listen, read, do some exercises. 3.4. Personal conclusions and presentation of their activity.
4. Conclusion (10-15 min)	4.1. Resume the results. 4.2. Evaluate students' activity.	4.1. Listen, write. 4.2. Ask questions.

## Lesson Plan 12

## «Change »

Steps, time	Activity	
	Professor	Students
1. Introduction in to studying process (5-10 min)	1.1. Forming of language atmosphere in connection with the actuality of the present Lesson's subject. 1.2 Presentation of plan of the	1.1. Listen, ask questions, exchange opinions. 1.2. Oral speech training. 1.3. Give questions.

	Lesson and the marking system.	
2. Actualization of knowledge (10-15 min)	2.1. Checking homework concerned with present lesson's subject 2.2. Presentation of new words concerning the subject. 2.3. Checking of student's vocabulary on the given text by method of choosing synonyms.	2.1. Report home tasks 2.2. Find out new words meaning 2.3. Exchange opinions. 2.4. Listen, write. 2.5. Show knowledge.
3. The main part (55-60 min)	3.1. Giving handout materials to make a visual research 3.2. Dividing the group into subgroups to achieve the brain-storming effect (result) in SWOT analyze.	3.1. Fulfill tasks. 3.2. Read, translate, analyze and communicate. 3.3. Listen, read, do some exercises. 3.4. Personal conclusions and presentation of their activity.
4. Conclusion (10-15 min)	4.1. Resume the results. 4.2. Evaluate students' activity.	4.1. Listen, write. 4.2. Ask questions.

### Lesson Plan 13 « Managing Meetings »

<i>Steps, time</i>	<i>Activity</i>	
	Professor	Students
1. Introduction in to studying process (5-10 min)	1.1. Forming of language atmosphere in connection with the actuality of the present Lesson's subject.	1.1. Listen, ask questions, exchange opinions. 1.2. Oral speech training.

	1.2 Presentation of plan of the Lesson and the marking system.	1.3. Give questions.
2. Actualization of knowledge (10-15 min)	2.1. Checking homework concerned with present lesson's subject 2.2. Presentation of new words concerning the subject. 2.3. Checking of student's vocabulary on the given text by method of choosing synonyms.	2.1. Report home tasks 2.2. Find out new words meaning 2.3. Exchange opinions. 2.4. Listen, write. 2.5. Show knowledge.
3. The main part (55-60 min)	3.1. Giving handout materials to make a visual research 3.2. Dividing the group into subgroups to achieve the brain-storming effect (result) in SWOT analyze.	3.1. Fulfill tasks. 3.2. Read, translate, analyze and communicate. 3.3. Listen, read, do some exercises. 3.4. Personal conclusions and presentation of their activity.
4. Conclusion (10-15 min)	4.1. Resume the results. 4.2. Evaluate students' activity.	4.1. Listen, write. 4.2. Ask questions.

### Lesson Plan 14 « Acquiring Asia Entertainment»

<i>Time : 2 hours</i>	<i>Students : 15</i>
<i>Course:</i>	Practical
<i>Plan of the lesson:</i>	➤ Discussion Acquisitions ➤ Presentations
<i>Aim of the lesson:.</i> To develop speech of students	

<i>Pedagogical functions:</i>	<i>Results of the lesson:</i>
✓ To give the topic and discuss the main idea of the topic .	✓ To be able to explain the main idea of the topic
✓ To enlarge the vocabulary and work with new words	✓ To be able to explain the meaning of new words and use them in speech. .
✓ To use the words of the topic in situations	✓ To be able to use the words of the topic in situations
<i>Teaching methods</i>	Reading , discussion and presentation
<i>Means of teaching</i>	Book,computer, projector, presentation
<i>Styles of teaching</i>	Individual , group work.
<i>Equipment</i>	Modern equipped auditorium
<i>Evaluation</i>	tests

## Lesson Plan 15

### «Working across cultures: Socialising»

<i>Activity</i>	<i>Procedure</i>	
	<i>Teacher</i>	<i>Student</i>
I. warm up  (15 min.)	1.1. Teacher writes the title of the topic and asks students to speak on the topic.	Think critically and speak.
	1.2. Teacher asks students to find out words and phrases related to the topic “Working across cultures: Socialising” and write versions on the blackboard	find out words and phrases concerning to the topic
II. Main part  ( 50 min )	2.1. Teacher asks students to do the given tasks and translate them	Read the text
	2.2. Teacher explains the presentation and asks students to discuss it (presentation )	Do true false Task



	<p>2.3. Teacher explains the task and asks students to do case study Task 1</p> <p>2.4. Teacher asks students to do case study to check their comprehension and discuss it in the group</p> <p>2.6. Teacher explains the task and asks students to do Task Task 2</p> <p>2.7. Teacher explains the task and asks students to do Task Handout</p>	<p>Students is divided into two groups to participate in debate</p> <p>Do Task</p> <p>Prepare a dialogue</p>
III. Conclusion (10 min.)	3.1. Summarize the lesson .	Ask questions
	3.2. Estimate the students .	
	3.3. Gives the homework Task 3	Read the text and do Task

### Lesson Plan 16 « Organisation»

Steps, time	Activity	
	Professor	Students
1. Introduction in to studying process (5-10 min)	<p>1.1. Presentation of the subject and main purpose of the lesson</p> <p>1.2. Forming of language atmosphere in connection with the actuality of the present Lesson's subject.</p> <p>1.3. Presentation of plan of the Lesson and the marking system.</p>	<p>1.1. Listen, ask questions, exchange opinions.</p> <p>1.2. Oral speech training.</p> <p>1.3. Give questions.</p>
2. Actualization of knowledge (10-15 min)	<p>2.1. Checking homework concerned with present lesson's subject</p> <p>2.2. Presentation of new words</p>	<p>2.1. Report home tasks</p> <p>2.2. Find out new words meaning</p> <p>2.3. Exchange opinions.</p>

	<p>concerning the subject.</p> <p>2.3. Checking of student's vocabulary on the given text by method of choosing synonyms.</p>	<p>2.4. Listen, write.</p> <p>2.5. Show knowledge.</p>
3. The main part (55-60 min)	<p>3.1. Explaining company structure</p> <p>3.2. Giving handout materials to make a visual research</p> <p>3.3. Dividing the group into subgroups to achieve the brain-storming effect (result) in SWOT analyze.</p>	<p>3.1. Fulfill tasks.</p> <p>3.2. Read, translate, analyze and communicate.</p> <p>3.3. Listen, read, do some exercises.</p> <p>3.4. Personal conclusions and presentation of their activity.</p>
4. Conclusion (10-15 min)	<p>4.1. Resume the results.</p> <p>4.2. Evaluate students' activity.</p>	<p>4.1. Listen, write.</p> <p>4.2. Ask questions.</p>

### **Lesson Plan 17 « Socialising: introductions and networking»**

Steps, time	Activity	
	Professor	Students
1. Introduction in to studying process (5-10 min)	<p>1.1. Presentation of the subject and main purpose of the lesson</p> <p>1.2. Forming of language atmosphere in connection with the actuality of the present Lesson's subject.</p> <p>1.3. Presentation of plan of the Lesson and the marking system.</p>	<p>1.1. Listen, ask questions, exchange opinions.</p> <p>1.2. Oral speech training.</p> <p>1.3. Give questions.</p>

2. Actualization of knowledge (10-15 min)	2.1. Checking homework concerned with present lesson's subject 2.2. Presentation of new words concerning the subject. 2.3. Checking of student's vocabulary on the given text by method of choosing synonyms.	2.1. Report home tasks 2.2. Find out new words meaning 2.3. Exchange opinions. 2.4. Listen, write. 2.5. Show knowledge.
3. The main part (55-60 min)	3.1. Explaining and showing the structure of « Socialising: introductions and networking ». 3.2. Giving handout materials to make a visual research 3.3. Dividing the group into subgroups to achieve the brainstorming effect (result) in SWOT analyze.	3.1. Fulfill tasks. 3.2. Read, translate, analyze and communicate. 3.3. Listen, read, do some exercises. 3.4. Personal conclusions and presentation of their activity.
4. Conclusion (10-15 min)	4.1. Resume the results. 4.2. Evaluate students' activity.	4.1. Listen, write. 4.2. Ask questions.

### Lesson Plan 18

### « InStep's relocation »

Steps, time	Activity	
	Professor	Students
1. Introduction in to studying process (5-10 min)	1.1. Presentation of the subject and main purpose of the lesson 1.2. Forming of language atmosphere in connection with the actuality of the present Lesson's subject. 1.3. Presentation of plan of the	1.1. Listen, ask questions, exchange opinions. 1.2. Oral speech training. 1.3. Give questions.

	Lesson and the marking system.	
2. Actualization of knowledge (10-15 min)	<p>2.1. Checking homework concerned with present lesson's subject</p> <p>2.2. Presentation of new words concerning the subject.</p> <p>2.3. Checking of student's vocabulary on the given text by method of choosing synonyms.</p>	<p>2.1. Report home tasks</p> <p>2.2. Find out new words meaning</p> <p>2.3. Exchange opinions.</p> <p>2.4. Listen, write.</p> <p>2.5. Show knowledge.</p>
3. The main part (55-60 min)	<p>3.1. Explaining and showing the structure of « Products Description».</p> <p>3.2. Giving handout materials to make a visual research</p> <p>3.3. Dividing the group into subgroups to achieve the brainstorming effect (result) in SWOT analyze.</p>	<p>3.1. Fulfill tasks.</p> <p>3.2. Read, translate, analyze and communicate.</p> <p>3.3. Listen, read, do some exercises.</p> <p>3.4. Personal conclusions and presentation of their activity.</p>
4. Conclusion (10-15 min)	<p>4.1. Resume the results.</p> <p>4.2. Evaluate students' activity.</p>	<p>4.1. Listen, write.</p> <p>4.2. Ask questions.</p>

### Lesson Plan 19

### Advertising

Length : 2 hours	Number of students : 15
Type of the lesson	Practical
Plan of the lesson:	<p>Org. moment</p> <p>Warm - up</p> <p>Main part</p> <p>Conclusion</p>
Aim of the lesson: Discuss authentic advertisements. Words and expressions for talking about	

Advertising.	
Objectives: - to discuss authentic advertisements -to enrich Ss' vocabulary -to inform st about advertising media and methods - to work on grammar	Learning outcomes: By the end of the lesson student will be able ... -to explain what is authentic advertisements -to use the new words in real life context -to make up sentences using articles
Task types	Warm up, discussion, oral quiz explanation,
Interaction patterns	Individually , group work, pair work. Role play
Equipment /aids used	Handouts, OHP, board.
Evaluation	Listening exercises

#### Detailed procedure of the lesson

Steps and duration	Process	
	Teacher	Student
Part I (15 min.)	1.1 Greeting, establishes English speaking atmosphere, checks the readiness for the lesson checking the attendance, talking about the latest news ,	Ss' respond to the T, get ready for the lesson
	1.2 Home assignment analyses: T invites Ss' to revise the passed material, to submit their written task, T. comments on the mistakes done in the previous lessons	Ss listen to the teacher , make notes
Part II (55 min.)	2.3. T. tells Ss' to do grammar task (handout 1)  2.4. Teacher explains specific words in advertising media and methods.  And tells them do task (handout 2)	Students find correct form of articles.  Students follows the teacher's

	2.5. Teacher focus on student's attention to listening (handout 3)  2.6 T. tells students to write a short report to a managing director.(handout 4)	instructions and do vocab ex-s  Students listen then make notes about positive and negative points.  Ss' write a short report
	2.7 Teacher focus on student's attention to the Reading. (handout 5)	Students complete the table
Part III	3.8. Summarise the lesson .	Ask and answer the questions
	3.9. Assessment: T. grades Ss according to their participations	
	3.10. Gives the homework ((handout 6) Presentation.	Ss read the text and do exercise

### Lesson Plan 20

### « Starting and structuring a presentation »

Steps, time	Activity	
	Professor	Students
1. Introduction in to studying process (5-10 min)	1.1. Presentation of the subject and main purpose of the lesson  1.2. Forming of language atmosphere in connection with the actuality of the present Lesson's subject.  1.3. Presentation of plan of the Lesson and the marking system.	1.1. Listen, ask questions, exchange opinions.  1.2. Oral speech training.  1.3. Give questions.

2. Actualization of knowledge (10-15 min)	<p>2.1. Checking homework concerned with present lesson's subject</p> <p>2.2. Presentation of new words concerning the subject.</p> <p>2.3. Checking of student's vocabulary on the given text</p>	<p>2.1. Report home tasks</p> <p>2.2. Find out new words meaning</p> <p>2.3. Exchange opinions.</p> <p>2.4. Listen, write.</p> <p>2.5. Show knowledge.</p>
3. The main part (55-60 min)	<p>3.1. Explaining and showing the structure of « Starting and structuring a presentation ».</p> <p>3.2. Giving handout materials to make a visual research</p> <p>3.3. Dividing the group into subgroups to achieve the brain-storming effect (result) in SWOT analyze.</p>	<p>3.1. Fulfill tasks.</p> <p>3.2. Read, translate, analyze and communicate.</p> <p>3.3. Listen, read, do some exercises.</p> <p>3.4. Look at the language and techniques used for starting and structuring presentation.</p>
4. Conclusion (10-15 min)	<p>4.1. Resume the results.</p> <p>4.2. Evaluate students' activity.</p>	<p>4.1. Listen, write.</p> <p>4.2. Ask questions.</p>

Number of students: no more than 15	Time of the Lesson: 2 hours
Form of the Lesson	Practical with elements of Research and Analyze
Plan of the Lesson	<ol style="list-style-type: none"> <li>1. Presentation of the lesson plan: definition of the subject aims and expected results of the student's activity.</li> <li>2. Grammar.</li> <li>3. Case study « Alpha Advertising</li> <li>4. Discuss meaning of new words (cluster).</li> <li>5. Additional tasks: <ul style="list-style-type: none"> <li>• Listening. Songs on advertising.</li> <li>• Interviewing, to practice asking and answering questions</li> </ul> </li> <li>6. Conclusion.</li> </ol>



Purpose of the Lesson	<p>7. Contribute to knowledge of students about « Starting and structuring a presentation »</p> <p>8. Assist the students in making a choice of further post-graduate study.</p> <p>9. Develop student's analytical skills and abilities to make research.</p>
<p>Pedagogical tasks:</p> <ol style="list-style-type: none"> <li>1. Discuss the beforehand given tasks of making research of « Starting and structuring a presentation ».</li> <li>2. Make students work with text vocabulary, match appropriate meanings of new words.</li> <li>3. Direct students in learning the handout materials.</li> <li>4. Give the task to analyze and express own opinion.</li> <li>5. Give the Home task.</li> </ol>	<p>Results of the students activity:</p> <ol style="list-style-type: none"> <li>10. Comprehend the text with new words so that to be able to discuss its main issues.</li> <li>11. Making conclusions and express personal point of view.</li> <li>12. Students will learn about the starting and structuring a presentation</li> </ol>
<ul style="list-style-type: none"> <li>• Methods of teaching</li> <li>• Forms of teaching</li> <li>• Means of teaching</li> <li>• Condition of the Lesson</li> <li>• Monitoring and marks</li> </ul>	<ul style="list-style-type: none"> <li>• Visual, insert, brainstorm, group work.</li> <li>• Text with exercises, handout, data tables</li> <li>• Working in groups.</li> <li>• Classrooms, Sufficient number of students.</li> <li>• Oral control, marking, correction.</li> </ul>

### Lesson Plan 21

### Money

<b>Length</b> : 2 hours	<b>Number of students</b> : 15
<b>Type of the lesson</b>	Practical
<b>Plan of the lesson:</b>	<ul style="list-style-type: none"> <li>➤ Org. moment</li> <li>➤ Warm - up</li> <li>➤ Main part</li> <li>➤ Conclusion</li> </ul>
<b>Aim of the lesson:</b> Do a Quiz and discuss attitudes to money. Words and expressions for talking about finance Describing trends	

<b>Objectives:</b> - to discuss the role of money in business - to use words and expressions of finance in the text - to enrich Ss' vocabulary - to investigate the describing the trends	<b>Learning outcomes:</b> By the end of the lesson student will be able ... - to explain demands of the course - to use the new words in real life context - to make up sentences using numbers - to tell what trends mean
<b>Task types</b>	Warm up, discussion, oral quiz explanation,
<b>Interaction patterns</b>	Individually , group work, pair work.
<b>Equipment /aids used</b>	Handouts, OHP, board.
<b>Evaluation</b>	Written quiz

### Detailed procedure of the lesson

Steps and duration	Process	
	Teacher	Student
<b>Part I</b> (15 min.)	1.1 Greeting, establishes English speaking atmosphere, checks the readiness for the lesson checking the attendance, talking about the latest news ,	Ss' respond to the T, get ready for the lesson
	1.2 <b>Home assignment analyses:</b> T invites Ss' to revise the passed material, to submit their written task, T. comments on the mistakes done in the previous lessons	Ss listen to the teacher , make notes
	2.3. T. tells Ss' do money quiz 2.4. Teacher explains how to express the	Students fill in the gaps while listening

Part II	trends, give some inputs.	Students follows the teacher's instructions
	2.5. Teacher focus on student's attention to the discussion (handout 6)	
	2.6 T. tells students to read the extracts from economic reports and do vocabulary task related to the text	Give their own opinions
	2.7 Teacher focus on student's attention to the discussion (handout 6)	Give their own opinions
PART III	3.8. Summarise the lesson .	Ask and answer the questions
	3.9. Assessment: T. grades Ss according to their participations	

## Lesson Plan 22

## Dealing with figures

<b>Length</b> : 2 hours	<b>Number of students</b> : 15
<b>Type of the lesson</b>	Practical
<b>Plan of the lesson:</b>	<ul style="list-style-type: none"> <li>➤ Org. moment</li> <li>➤ Warm - up</li> <li>➤ Main part</li> <li>➤ Conclusion</li> </ul>
<b>Aim of the lesson:</b> the usage of different numbers in different context .Consolidate the prepositions.	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>- to discuss trends and figures</li> <li>-to enrich Ss' vocabulary</li> <li>-to investigate the describing figures</li> <li>- to work on grammar</li> </ul>	<b>Learning outcomes:</b> <p>By the end of the lesson student will be able ...</p> <ul style="list-style-type: none"> <li>- Students look at how to say numbers in different contexts. to explain what is going global</li> <li>-to use the new words in real life context</li> <li>-to do ex-s using prepositions</li> </ul>
<b>Task types</b>	Warm up, discussion, oral quiz explanation,

<b>Interaction patterns</b>	Individually , group work, pair work.
<b>Equipment /aids used</b>	Handouts, OHP, board.
<b>Evaluation</b>	Written quiz

### Detailed procedure of the lesson

Steps and duration	Process	
	Teacher	Student
<b>Part I</b> (15 min.)	1.1 Greeting, establishes English speaking atmosphere, checks the readiness for the lesson checking the attendance, talking about the latest news ,	Ss' respond to the T, get ready for the lesson
	1.2 <b>Home assignment analyses:</b> T invites Ss' to revise the passed material, to submit their written task, T. comments on the mistakes done in the previous lessons	Ss listen to the teacher , make notes
<b>Part II</b> (55 min.)	2.3. T. tells Ss' to do grammar task (handout 1)  2.4. Teacher explains how to ask for information  And tells them do task (handout 2)  2.5. Teacher focus on student's attention to listening (handout 3)  2.6 T. tells students to write a short report to David Green's boss about the pros and cons of building the plant at this location and make a recommendation (handout 4)	Students find correct form of the verbs in brackets.  Students follows the teacher's instructions  Students listen then make notes about positive and negative points.  Ss' write a short report
	2.7 Teacher focus on student's attention to the Reading. (handout 5)	Students complete the table
	3.8. Summarise the lesson .	Ask and answer the questions
	3.9. Assessment: T. grades Ss according to their participations	

<b>Part III</b>	3.10. Gives the homework ((handout 6) Presentation.	Ss read the text and do exercise
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### Lesson Plan 23

### Working across cultures: International meetings

Length : 2 hours	Number of students : 15
Type of the lesson	Practical
Plan of the lesson:	Org. moment Warm - up Main part Conclusion
Aim of the lesson: Learn some tips for international meetings. Enrich vocabulary.	
Objectives: - to discuss tips for meeting -to enrich Ss' vocabulary -to inform st about international meeting and different culture cause.	Learning outcomes: By the end of the lesson student will be able ... -to explain what is an international meeting -to use the new words in real life context -to create a roleplay
Task types	Warm up, discussion, oral quiz explanation,
Interaction patterns	Individually , group work, pair work. Role play
Equipment /aids used	Handouts, OHP, board.
Evaluation	Listening exercises

### Detailed procedure of the lesson

Steps and duration	Process	
	Teacher	Student

Part I (15 min.)	1.1 Greeting, establishes English speaking atmosphere, checks the readiness for the lesson checking the attendance, talking about the latest news ,	Ss' respond to the T, get ready for the lesson
	1.2 Home assignment analyses: T invites Ss' to revise the passed material, to submit their written task, T. comments on the mistakes done in the previous lessons	Ss listen to the teacher , make notes
Part II (55 min.)	2.3. T. tells Ss' to do quiz (handout 1)  2.4. Teacher explains specific words in international meeting  And tells them do task (handout 2)  2.5. Teacher focus on student's attention to listening (handout 3)  2.6 T. tells students to write some tips for effective meeting. (handout 4)	Students find correct form of articles.  Students follows the teacher's instructions and do vocab ex-s  Students listen then make notes about positive and negative points.
	2.7 Teacher focus on student's attention to the Reading. (handout 5)	Students complete the table
	3.8. Summarise the lesson .	Ask and answer the questions
Part III	3.9. Assessment: T. grades Ss according to their participations	
	3.10. Gives the homework ((handout 6) Presentation.	Ss read the text and do exercise

## Lesson Plan 24

## Cultures

Length : 2 hours	Number of students : 15
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Type of the lesson	Practical
Plan of the lesson:	Org. moment Warm - up Main part Conclusion
Aim of the lesson: learn more about cultural differences and idioms	
Objectives: - to focus on speaking skill -to enrich Ss' vocabulary -to inform st about the importance of cultural awareness for businesspeople - to work on grammar, consolidate the model verbs	Learning outcomes: By the end of the lesson student will be able ... -to speak about cultural differences -to use the new words in real life context -to make up sentences using models
Task types	Warm up, discussion, oral quiz explanation,
Interaction patterns	Individually , group work, pair work. Role play
Equipment /aids used	Handouts, OHP, board.
Evaluation	Listening exercises

#### Detailed procedure of the lesson

Steps and duration	Process	
	Teacher	Student
	1.1 Greeting, establishes English speaking atmosphere, checks the readiness for the lesson checking the attendance, talking about the latest news ,	Ss' respond to the T, get ready for the lesson

Part I (15 min.)	1.2 Home assignment analyses: T invites Ss' to revise the passed material, to submit their written task, T. comments on the mistakes done in the previous lessons	Ss listen to the teacher , make notes
Part II (55 min.)	2.3. T. tells Ss' to do grammar task (handout 1)  2.4. Teacher explains idioms and their usage. (handout 2)  2.5. Teacher focus on student's attention to reading task about culture shock (handout 3)  2.6 T. tells students to write a paragraph(handout 4)	Students find correct form of models.  Students follows the teacher's instructions and do vocab ex-s  Students write a paragraph
	2.7 Teacher focus on student's attention to the Reading. (handout 5)	Students complete the table discuss the text in groups
Part III	3.8. Summarise the lesson .	Ask and answer the questions
	3.9. Assessment: T. grades Ss according to their participations	
	3.10. Gives the homework ((handout 6)	Ss read the text and do exercise

### Lesson Plan 25

### Social English

Length : 2 hours	Number of students : 15
Type of the lesson	Practical
Plan of the lesson:	Org. moment  Warm - up  Main part



	Conclusion
Aim of the lesson: listen to and practise the language of social interaction. give advice on the cultural issues	
Objectives:  - to learn social interaction -to enrich Ss' vocabulary -to inform st about advertising media and methods - to work on idioms	Learning outcomes:  By the end of the lesson student will be able ...  - Students are encouraged to think about cultural issues and their relevance to business. -to use the new words in real life context -to make up sentences using idioms
Task types	Warm up, discussion, oral quiz explanation,
Interaction patterns	Individually , group work, pair work. Role play
Equipment /aids used	Handouts, OHP, board.
Evaluation	Write a short report summarising the most interesting information about a culture.

#### Detailed procedure of the lesson

Steps and duration	Process	
	Teacher	Student
Part I (15 min.)	1.1 Greeting, establishes English speaking atmosphere, checks the readiness for the lesson checking the attendance, talking about the latest news ,	Ss' respond to the T, get ready for the lesson
	1.2 Home assignment analyses: T invites Ss' to revise the passed material, to submit their written task, T. comments on the mistakes done in the previous lessons	Ss listen to the teacher , make notes

Part II (55 min.)	<p>2.3. T. tells Ss' to do grammar task (handout 1)</p> <p>2.4. Teacher explains cultural interaction in business briefing and tells them do task (handout 2)</p> <p>2.5. Teacher focus on student's attention to listening (handout 3)</p> <p>2.6 T. tells students to write a short. (handout 4)</p>	<p>Students follows the teacher's instructions and do vocab ex-s</p> <p>Students listen then make notes about positive and negative points.</p> <p>Write a short report summarising the most interesting information about a culture.</p>
	2.7 Teacher focus on student's attention to the Reading. (handout 5)	Students complete the table
Part III	3.8. Summarise the lesson .	Ask and answer the questions
	3.9. Assessment: T. grades Ss according to their participations	
	3.10. Gives the homework ((handout 6) Presentation.	Ss read the text and do exercise

### Lesson Plan 26

### Human Resources

Length : 2 hours	Number of students : 15
Type of the lesson	Practical
Plan of the lesson:	<p>Org. moment</p> <p>Warm - up</p> <p>Main part</p>

	Conclusion
Aim of the lesson: to learn the factors that are important in getting a job and their relative importance. words used to talk about recruitment and words used to describe candidates and workers.	
Objectives:  - to discuss employing factors  -to enrich Ss' vocabulary  -to investigate the describing companies  - to work on grammar,- igf forms and infinitive	Learning outcomes:  By the end of the lesson student will be able ...  -to explain what is the important factor in employing  -to use the new words in real life context  -to make up sentences using non-finite forms of the verb
Task types	Warm up, discussion, oral quiz explanation,
Interaction patterns	Individually , group work, pair work.
Equipment /aids used	Handouts, OHP, board. roleplay
Evaluation	Written quiz

#### Detailed procedure of the lesson

Steps and duration	Process	
	Teacher	Student
Part I (15 min.)	1.1 Greeting, establishes English speaking atmosphere, checks the readiness for the lesson checking the attendance, talking about the latest news ,	Ss' respond to the T, get ready for the lesson
	1.2 Home assignment analyses: T invites Ss' to revise the passed material, to submit their written task, T. comments on the mistakes done in the previous lessons	Ss listen to the teacher , make notes
Part II	2.3. T. tells Ss' to do grammar task	Students find correct form of the

(55 min.)	(handout 1)  2.4. Teacher explains how to employ the right people (handout 2)  2.5. Teacher focus on student's attention to listening (handout 3)  2.6 T. tells students to write CV or resume (handout 4)	verbs in brackets.  Students follows the teacher's instructions  Students listen then make notes about positive and negative points.  Ss' write a resume or CV
	2.7 Teacher focus on student's attention to the Reading. (handout 5)	Students discuss the text in groups
Part III	3.8. Summarise the lesson .	Ask and answer the questions
	3.9. Assessment: T. grades Ss according to their participations	
	3.10. Gives the homework ((handout 6) Presentation.	Ss read the text and do exercise

### Lesson Plan 27

### Getting information on the phone

Length : 2 hours	Number of students : 15
Type of the lesson	Practical
Plan of the lesson:	Org. moment  Warm - up  Main part  Conclusion
Aim of the lesson: to talk about telephoning in business, to discuss some of the terms and conditions of the contract in calls agency.	

<b>Objectives:</b> - to discuss to get information about an advertisement - to enrich Ss' vocabulary - to investigate the getting information on the phone - to work on language for obtaining information on the phone and practise using it in a role play.	<b>Learning outcomes:</b> By the end of the lesson student will be able ... - to explain what is going global - to use the new words in real life context - to create a role-play
<b>Task types</b>	Warm up, discussion, oral quiz explanation,
<b>Interaction patterns</b>	Individually , group work, pair work.
<b>Equipment /aids used</b>	Handouts, OHP, board.
<b>Evaluation</b>	Written quiz

#### Detailed procedure of the lesson

Steps and duration	Process	
	Teacher	Student
Part I (15 min.)	1.1 Greeting, establishes English speaking atmosphere, checks the readiness for the lesson checking the attendance, talking about the latest news ,	Ss' respond to the T, get ready for the lesson
	1.2 Home assignment analyses: T invites Ss' to revise the passed material, to submit their written task, T. comments on the mistakes done in the previous lessons	Ss listen to the teacher , make notes
Part II (55 min.)	2.3. T. tells Ss' to do listening task (handout 1)	Students fill in the blank by listening
	2.4. Teacher explains how to obtain information on the phone (handout 2)	Students follows the teacher's

	2.5. Teacher focus on student's attention to reading  2.6 T. tells students to write a letter offering employment to a successful candidate (handout 4)	instructions  Students listen then make notes.  Ss' write a letter.
	2.7 Teacher focus on student's attention to the Reading. (handout 5)	Students complete the table
Part III	3.8. Summarise the lesson .	Ask and answer the questions
	3.9. Assessment: T. grades Ss according to their participations	
	3.10. Gives the homework ((handout 6) Presentation.	Ss read the text and do exercise

### Lesson Plan 28 International Markets

Length : 2 hours	Number of students : 15	
Type of the lesson	Practical	
Plan of the lesson:	Org. moment  Warm - up  Main part  Conclusion	
Aim of the lesson: work on some economic language relating to international markets. Revise conditionals		
Objectives:  - to discuss international markets  -to enrich Ss' vocabulary  - to work on grammar, Conditionals		Learning outcomes:  By the end of the lesson student will be able ...  -to explain what is international market

an dtheir usage	-to use the new words in real life context -to make up sentences conditionals -to do oral quiz
Task types	Warm up, discussion, oral quiz explanation,
Interaction patterns	Individually , group work, pair work.
Equipment /aids used	Handouts, OHP, board.
Evaluation	Written quiz

#### Detailed procedure of the lesson

Steps and duration	Process	
	Teacher	Student
Part I (15 min.)	1.1 Greeting, establishes English speaking atmosphere, checks the readiness for the lesson checking the attendance, talking about the latest news ,	Ss' respond to the T, get ready for the lesson
	1.2 Home assignment analyses: T invites Ss' to revise the passed material, to submit their written task, T. comments on the mistakes done in the previous lessons	Ss listen to the teacher , make notes
Part II (55 min.)	2.3. T. tells Ss' to do grammar task (handout 1)  2.4. Teacher explains how to ask for information  And tells them do task (handout 2)  2.5. Teacher focus on student's attention to listening (handout 3)	Students find correct form of the verbs in brackets.  Students follows the teacher's instructions  Students listen then make notes about positive and negative points.

	2.7 Teacher focus on student's attention to the Reading. (handout 5)	Students complete the table
Part III	3.8. Summarise the lesson .	Ask and answer the questions
	3.9. Assessment: T. grades Ss according to their participations	
	3.10. Gives the homework ((handout 6) Presentation.	Ss read the text and do exercise

### Lesson Plan 29 «Negotiating»

Steps, time	Activity	
	Professor	Students
1. Introduction in to studying process (5-10 min)	1.1. Presentation of the subject and main purpose of the lesson 1.2. Forming of language atmosphere in connection with the actuality of the present Lesson's subject. 1.3. Presentation of plan of the Lesson and the marking system.	1.1. Listen, ask questions, exchange opinions. 1.2. Oral speech training. 1.3. Give questions.
2. Actualization of knowledge (10-15 min)	2.1. Checking homework concerned with present lesson's subject 2.2. Presentation of new words concerning the subject. 2.3. Checking of student's vocabulary on the given text by method of choosing synonyms.	2.1. Report home tasks 2.2. Find out new words meaning 2.3. Exchange opinions. 2.4. Listen, write. 2.5. Show knowledge.



3. The main part (55-60 min)	3.1. Explaining and showing the structure of « Negotiating». 3.2. Giving handout materials to make a visual research 3.3. Dividing the group into subgroups to achieve the brain-storming effect (result) .	3.1. Fulfill tasks. 3.2. Read, translate, analyze and communicate. 3.3. Listen, read, do some exercises. 3.4. Personal conclusions and presentation of their activity.
4. Conclusion (10-15 min)	4.1. Resume the results. 4.2. Evaluate students' activity.	4.1. Listen, write. 4.2. Ask questions.

#### Technology of teaching at the practical lesson

Number of students:  no more than 15	Time of the Lesson: 2 hours
Form of the Lesson	Practical with elements of Research and Analyze
Plan of the Lesson	Presentation of the lesson plan: definition of the subject aims and expected results of the student's activity.  Grammar.  Study the text « Pampas leather company »with appropriate.  Discuss meaning of new words (cluster).  Additional tasks:  Listening  Interviewing, to practice asking and answering questions  Conclusion.
Purpose of the Lesson	Contribute to knowledge of students about « « Pampas leather company »  Assist the students in making a choice of further post-graduate study.

	Develop student's analytical skills and abilities to make research.
<p>Pedagogical tasks:</p> <p>1. Discuss the beforehand given tasks of making research of</p> <p>« Interrupting in meetings ».</p> <p>Make students work with text vocabulary, match appropriate meanings of new words.</p> <p>Direct students in learning the handout materials.</p> <p>Give the task to analyze and express own opinion.</p> <p>Give the Home task.</p>	<p>Results of the students activity:</p> <p>Comprehend the text with new words so that to be able to discuss its main issues.</p> <p>Making conclusions and express personal point of view.</p> <p>Students will learn about the theme.</p>
<p>Methods of teaching</p> <p>Forms of teaching</p> <p>Means of teaching</p> <p>Condition of the Lesson</p> <p>Monitoring and marks</p>	<p>Visual, insert, brainstorm, group work.</p> <p>Text with exercises, handout, data tables</p> <p>Working in groups.</p> <p>Classrooms, Sufficient number of students.</p> <p>Oral control, marking, correction.</p>

### **Lesson Plan 30 Working across cultures: Doing business internationally**

Steps, time	Activity	
	Professor	Students

1. Introduction in to studying process (5-10 min)	1.1. Presentation of the subject and main purpose of the lesson 1.2. Forming of language atmosphere in connection with the actuality of the present Lesson's subject. 1.3. Presentation of plan of the Lesson and the marking system.	1.1. Listen, ask questions, exchange opinions. 1.2. Oral speech training. 1.3. Give questions.
2. Actualization of knowledge (10-15 min)	2.1. Checking homework concerned with present lesson's subject 2.2. Presentation of new words concerning the subject. 2.3. Checking of student's vocabulary on the given text by method of choosing synonyms.	2.1. Report home tasks 2.2. Find out new words meaning 2.3. Exchange opinions. 2.4. Listen, write. 2.5. Show knowledge.
3. The main part (55-60 min)	3.1. Explaining and showing the structure of « Doing business internationally». 3.2. Giving handout materials to make a visual research 3.3. Dividing the group into subgroups to achieve the brain-storming effect (result) .	3.1. Fulfill tasks. 3.2. Read, translate, analyze and communicate. 3.3. Listen, read, do some exercises. 3.4. Personal conclusions and presentation of their activity.
4. Conclusion (10-15 min)	4.1. Resume the results. 4.2. Evaluate students' activity.	4.1. Listen, write. 4.2. Ask questions.

#### Technology of teaching at the practical lesson

Number of students: no more than 15	Time of the Lesson: 2 hours
Form of the Lesson	Practical with elements of Research and Analyze

Plan of the Lesson	<p>Presentation of the lesson plan: definition of the subject aims and expected results of the student's activity.</p> <p>Grammar.</p> <p>Study the text « « Doing business internationally »».</p> <p>Discuss meaning of new words (cluster).</p> <p>Additional tasks:</p> <p>Listening</p> <p>Interviewing, to practice asking and answering questions</p> <p>Conclusion.</p>
Purpose of the Lesson	<p>Contribute to knowledge of students about « Doing business internationally »»</p> <p>Assist the students in making a choice of further post-graduate study.</p> <p>Develop student's analytical skills and abilities to make research.</p>
<p>Pedagogical tasks:</p> <p>1. Discuss the beforehand given tasks of making research of</p> <p>««« Doing business internationally »».</p> <p>Make students work with text vocabulary, match appropriate meanings of new words.</p> <p>Direct students in learning the handout materials.</p> <p>Give the task to analyze and express own</p>	<p>Results of the students activity:</p> <p>Comprehend the text with new words so that to be able to discuss its main issues.</p> <p>Making conclusions and express personal point of view.</p> <p>Students will learn about the theme.</p>

opinion. Give the Home task.	
Methods of teaching	Visual, insert, brainstorm, group work.
Forms of teaching	Text with exercises, handout, data tables
Means of teaching	Working in groups.
Condition of the Lesson	Classrooms, Sufficient number of students.
Monitoring and marks	Oral control, marking, correction.

### Lesson Plan 31«Ethics »

Steps, time	Activity	
	Professor	Students
1. Introduction in to studying process (5-10 min)	1.1. Presentation of the subject and main purpose of the lesson  1.2. Forming of language atmosphere in connection with the actuality of the present Lesson's subject.  1.3. Presentation of plan of the Lesson and the marking system.	1.1. Listen, ask questions, exchange opinions.  1.2. Oral speech training.  1.3. Give questions.
2. Actualization of knowledge (10-15 min)	2.1. Checking homework concerned with present lesson's subject  2.2. Presentation of new words concerning the subject.  2.3. Checking of student's vocabulary on the given text	2.1. Report home tasks  2.2. Find out new words meaning  2.3. Exchange opinions.  2.4. Listen, write.  2.5. Show knowledge.
3. The main part (55-60 min)	3.1. Explaining and showing the structure of « Ethics».	3.1. Fulfill tasks.  3.2. Read, translate, analyze

	<p>3.2. Giving handout materials to make a visual research</p> <p>3.3. Dividing the group into subgroups to achieve the brain-storming effect (result) .</p>	<p>and communicate.</p> <p>3.3. Listen, read, do some exercises.</p> <p>3.4. Personal conclusions and presentation of their activity.</p>
4. Conclusion (10-15 min)	<p>4.1. Resume the results.</p> <p>4.2. Evaluate students' activity.</p>	<p>4.1. Listen, write.</p> <p>4.2. Ask questions.</p>

#### Technology of teaching at the practical lesson

Number of students: no more than 15	<p>Presentation of the lesson plan: definition of the subject aims and expected results of the student's activity.</p> <p>Grammar.</p> <p>Study the text « Presentations ».</p> <p>Discuss meaning of new words (cluster).</p> <p>Additional tasks:</p> <p>Listening</p> <p>Interviewing, to practice asking and answering questions</p> <p>Conclusion.</p>
Form of the Lesson	<p>Contribute to knowledge of students about « Presentations »</p> <p>Assist the students in making a choice of further post-graduate study.</p> <p>Develop student's analytical skills and abilities to make research.</p>
Plan of the Lesson	<p>Results of the students activity:</p> <p>Comprehend the text with new words so that to be able to discuss its main issues.</p> <p>Making conclusions and express personal point of view.</p>

	Students will learn about the theme.
<p>Pedagogical tasks:</p> <p>1. Discuss the beforehand given tasks of making research of « Ethics ».</p> <p>Make students work with text vocabulary, match appropriate meanings of new words.</p> <p>Give the task to analyze and express own opinion.</p> <p>Give the Home task.</p>	<p>Results of the students activity:</p> <p>Comprehend the text with new words so that to be able to discuss its main issues.</p> <p>Making conclusions and express personal point of view.</p> <p>Students will learn about the theme.</p>
<p>Methods of teaching</p> <p>Forms of teaching</p> <p>Means of teaching</p> <p>Condition of the Lesson</p> <p>Monitoring and marks</p>	<p>Visual, insert, brainstorm, group work.</p> <p>Text with exercises, handout, data tables</p> <p>Working in groups.</p> <p>Classrooms, Sufficient number of students.</p> <p>Oral control, marking, correction.</p>

### Lesson Plan 32 «Considering Options»

Steps, time	Activity	
	Professor	Students
1. Introduction	1.1. Presentation of the subject	1.1. Listen, ask questions,

in to studying process (5-10 min)	<p>and main purpose of the lesson</p> <p>1.2. Forming of language atmosphere in connection with the actuality of the present Lesson's subject.</p> <p>1.3. Presentation of plan of the Lesson and the marking system.</p>	<p>exchange opinions.</p> <p>1.2. Oral speech training.</p> <p>1.3. Give questions.</p>
2. Actualization of knowledge (10-15 min)	<p>2.1. Checking homework concerned with present lesson's subject</p> <p>2.2. Presentation of new words concerning the subject.</p> <p>2.3. Checking of student's vocabulary on the given text by method of choosing synonyms.</p>	<p>2.1. Report home tasks</p> <p>2.2. Find out new words meaning</p> <p>2.3. Exchange opinions.</p> <p>2.4. Listen, write.</p> <p>2.5. Show knowledge.</p>
3. The main part (55-60 min)	<p>3.1. Explaining and showing the structure of « CASE STUDY Principles of profits».</p> <p>3.2. Giving handout materials to make a visual research</p> <p>3.3. Dividing the group into subgroups to achieve the brain-storming effect (result) .</p>	<p>3.1. Fulfill tasks.</p> <p>3.2. Read, translate, analyze and communicate.</p> <p>3.3. Listen, read, do some exercises.</p> <p>3.4. Personal conclusions and presentation of their activity.</p>
4. Conclusion (10-15 min)	<p>4.1. Resume the results.</p> <p>4.2. Evaluate students' activity.</p>	<p>4.1. Listen, write.</p> <p>4.2. Ask questions.</p>

Number of students: no more than 15	Time of the Lesson: 2 hours
Form of the Lesson	Practical with elements of Research and Analyze



<p>Plan of the Lesson</p>	<p>Presentation of the lesson plan: definition of the subject aims and expected results of the student's activity.</p> <p>Grammar.</p> <p>Study the text « CASE STUDY Principles of profits».</p> <p>Discuss meaning of new words (cluster).</p> <p>Additional tasks:</p> <p>Listening</p> <p>Interviewing, to practice asking and answering questions</p> <p>Conclusion.</p>
<p>Purpose of the Lesson</p>	<p>Contribute to knowledge of students about « CASE STUDY Principles of profits».</p> <p>Assist the students in making a choice of further post-graduate study.</p> <p>Develop student's analytical skills and abilities to make research.</p>
<p>Pedagogical tasks:</p> <p>1. Discuss the beforehand given tasks of making research of «CASE STUDY: CALISTO».</p> <p>2. Make students work with text vocabulary, match appropriate meanings of new words.</p> <p>3. Direct students in learning the handout materials.</p> <p>Give the task to</p>	<p>Results of the students activity:</p> <p>Comprehend the text with new words so that to be able to discuss its main issues.</p> <p>Making conclusions and express personal point of view.</p> <p>Students will learn about the theme.</p>

analyze and express own opinion. Give the Home task.	
Methods of teaching Forms of teaching Means of teaching Condition of the Lesson Monitoring and marks	Visual, insert, brainstorm, group work. Text with exercises, handout, data tables Working in groups. Classrooms, Sufficient number of students. Oral control, marking, correction.

### Lesson Plan 33 «Leadreship»

Length : 2 hours	Number of students : 15
Type of the lesson	Practical
Plan of the lesson:	Org. moment Warm - up Main part Conclusion
Aim of the lesson: to talk about leadership, discuss the factors that make great leaders, as well as some of their less attractive qualities.	
Objectives:  - to discuss about leadership, -to enrich Ss' vocabulary  - to work on grammar, adjectives, relative clause	Learning outcomes:  By the end of the lesson student will be able ... -to explain what is factors of great leaders -to use the new words in real life context  -to make up sentences using adjectives, relative clause

Task types	Warm up, discussion, oral quiz explanation,
Interaction patterns	Individually , group work, pair work.
Equipment /aids used	Handouts, OHP, board.
Evaluation	Written quiz

#### Detailed procedure of the lesson

Steps and duration	Process	
	Teacher	Student
Part I (15 min.)	1.1 Greeting, establishes English speaking atmosphere, checks the readiness for the lesson checking the attendance, talking about the latest news ,	Ss' respond to the T, get ready for the lesson
	1.2 Home assignment analyses: T invites Ss' to revise the passed material, to submit their written task, T. comments on the mistakes done in the previous lessons	Ss listen to the teacher , make notes
Part II (55 min.)	2.3. T. tells Ss' to do grammar task (handout 1)  2.4. Teacher explains qualities of leadership  And tells them do task (handout 2)  2.5. Teacher focus on student's attention to listening (handout 3)	Students find correct form of adjectives, relative clause  Students follows the teacher's instructions  Students listen then make notes about positive and negative points.
	2.7 Teacher focus on student's attention to the Reading. (handout 5)	Students complete the table
	3.8. Summarise the lesson .	Ask and answer the

Part III		questions
	3.9. Assessment: T. grades Ss according to their participations	
	3.10. Gives the homework ((handout 6) Presentation.	Ss read the text and do exercise

### Lesson Plan      34      Presenting

Length : 2 hours	Number of students : 15
Type of the lesson	Practical
Plan of the lesson:	Org. moment  Warm - up  Main part  Conclusion
Aim of the lesson: to talk about some tips and expressions for making presentations and put them into practice	
Objectives:  - to discuss making presentations  -to enrich Ss' vocabulary  - to work on grammar	Learning outcomes:  By the end of the lesson student will be able ...  -to explain how to present  -to use the new words in real life context  -to make up sentences
Task types	Warm up, discussion, oral quiz explanation,
Interaction patterns	Individually , group work, pair work.
Equipment /aids used	Handouts, OHP, board.
Evaluation	Written quiz

Detailed procedure of the lesson

Steps and duration	Process	
	Teacher	Student
Part I (15 min.)	1.1 Greeting, establishes English speaking atmosphere, checks the readiness for the lesson checking the attendance, talking about the latest news ,	Ss' respond to the T, get ready for the lesson
	1.2 Home assignment analyses: T invites Ss' to revise the passed material, to submit their written task, T. comments on the mistakes done in the previous lessons	Ss listen to the teacher , make notes
Part II (55 min.)	2.3. T. tells Ss' to do grammar task (handout 1)	Students find correct form of the verbs in brackets.
	2.4. Teacher explains how to ask for information And tells them do task (handout 2)	Students follows the teacher's instructions Students listen then make notes about positive and negative points.
	2.5. Teacher focus on student's attention to listening (handout 3) 2.6 T. tells students to write an email (handout 4)	Ss' write an email
Part III	2.7 Teacher focus on student's attention to the Reading. (handout 5)	Students complete the table
	3.8. Summarise the lesson .	Ask and answer the questions
	3.9. Assessment: T. grades Ss according to their participations	
	3.10. Gives the homework ((handout 6) Presentation.	Ss read the text and do exercise

## Lesson Plan 35 Competition

Length : 2 hours	Number of students : 15
Type of the lesson	Practical
Plan of the lesson:	Org. moment Warm - up Main part Conclusion
Aim of the lesson: to talk about competition idioms originating in sport and use them in context.	
Objectives:  - to discuss competition idioms  -to enrich Ss' vocabulary  -to do a questionnaire to see how competitive they are.  - to work on grammar, passives	Learning outcomes:  By the end of the lesson student will be able ...  -to explain the meaning of competition idioms  -to use the new words in real life context  -to make up sentences using passives
Task types	Warm up, discussion, oral quiz explanation,
Interaction patterns	Individually , group work, pair work.
Equipment /aids used	Handouts, OHP, board.
Evaluation	Written quiz

### Detailed procedure of the lesson

Steps and duration	Process	
	Teacher	Student
	1.1 Greeting, establishes English speaking atmosphere, checks the readiness for the lesson checking the attendance, talking	Ss' respond to the T, get ready for the lesson

Part I (15 min.)	about the latest news ,	
	1.2 Home assignment analyses: T invites Ss' to revise the passed material, to submit their written task, T. comments on the mistakes done in the previous lessons	Ss listen to the teacher , make notes
Part II (55 min.)	2.3. T. tells Ss' to do grammar task (handout 1)	Students find correct form of the verbs in brackets.
	2.4. Teacher explains how to use competitive idioms in speech And tells them do task (handout 2)	Students follows the teacher's instructions
	2.5. Teacher focus on student's attention to listening (handout 3)	Students listen then make notes about positive and negative points.
	2.6 T. tells students to write a short report and make a recommendation (handout 4)	Ss' write a short report
Part III	2.7 Teacher focus on student's attention to the Reading. (handout 5)	Students complete the table
	3.8. Summarise the lesson .	Ask and answer the questions
	3.9. Assessment: T. grades Ss according to their participations	
	3.10. Gives the homework ((handout 6) Presentation.	Ss read the text and do exercise

### Lesson Plan 36 Negotiating

Steps, time	Activity
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	Professor	Students
1. Introduction in to studying process (5-10 min)	1.1. Presentation of the subject and main purpose of the lesson 1.2. Forming of language atmosphere in connection with the actuality of the present Lesson's subject. 1.3. Presentation of plan of the Lesson and the marking system.	1.1. Listen, ask questions, exchange opinions. 1.2. Oral speech training. 1.3. Give questions.
2. Actualization of knowledge (10-15 min)	2.1. Checking homework concerned with present lesson's subject 2.2. Presentation of new words concerning the subject. 2.3. Checking of student's vocabulary on the given text by method of choosing synonyms.	2.1. Report home tasks 2.2. Find out new words meaning 2.3. Exchange opinions. 2.4. Listen, write. 2.5. Show knowledge.
3. The main part (55-60 min)	3.1. Explaining and showing the structure of « Negotiating ». 3.2. Giving handout materials to make a visual research 3.3. Dividing the group into subgroups to achieve the brain-storming effect (result) .	3.1. Fulfill tasks. 3.2. Read, translate, analyze and communicate. 3.3. Listen, read, do some exercises. 3.4. Personal conclusions and presentation of their activity.
4. Conclusion (10-15 min)	4.1. Resume the results. 4.2. Evaluate students' activity.	4.1. Listen, write. 4.2. Ask questions.

Number of students:  no more than 15	Time of the Lesson: 2 hours
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Form of the Lesson	Practical with elements of Research and Analyze
Plan of the Lesson	<p>Presentation of the lesson plan: definition of the subject aims and expected results of the student's activity.</p> <p>Grammar.</p> <p>Study the text « Requests and Reminders »with appropriate.</p> <p>Discuss meaning of new words (cluster).</p> <p>Additional tasks:</p> <p>Listening</p> <p>Interviewing, to practice asking and answering questions</p> <p>Conclusion.</p>
Purpose of the Lesson	<p>Contribute to knowledge of students about « negotiating»</p> <p>Assist the students in making a choice of further post-graduate study.</p> <p>Develop student's analytical skills and abilities to make research.</p>
<p>Pedagogical tasks:</p> <p>1.Discuss the beforehand given tasks of making research of « Negotiating ».</p> <p>Make students work with text vocabulary, match appropriate meanings of new words.</p> <p>Direct students in learning the handout</p>	<p>Results of the students activity:</p> <p>Comprehend the text with new words so that to be able to discuss its main issues.</p> <p>Making conclusions and express personal point of view.</p> <p>Students will learn about the theme.</p>

<p>materials.</p> <p>Give the task to analyze and express own opinion.</p> <p>Give the Home task.</p>	
<p>Methods of teaching</p> <p>Forms of teaching</p> <p>Means of teaching</p> <p>Condition of the Lesson</p> <p>Monitoring and marks</p>	<p>Visual, insert, brainstorm, group work.</p> <p>Text with exercises, handout, data tables</p> <p>Working in groups.</p> <p>Classrooms, Sufficient number of students.</p> <p>Oral control, marking, correction.</p>

## Talaba Portfoliosi

So'nggi yillarda rivojlangan davlatlarida e-Portfolio deb nomlanuvchi «Talabaning elektron portfoliosi» keng qo'llanilmoqda. Bu oddiy Word formatidagi papka bo'lmasdan, maxsus multimedia tizimida yaratilgan «portfolio» hisoblanadi.

Talaba uni osonlik bilan to'ldirishi, tahlil qilishi, yangi materiallarni joylashtirishi, o'zi tanlagan axborotlarni boshqarishi mumkin. Bunda multimedia axborotlardan ham foydalaniladi.

e-Portfolio yaratish uchun maxsus dasturlar ishlab chiqilgan, masalan Angel qobig'i. Portfolio pedagog hamda talabaning faoliyatiga bilvosita baho berish, qay darajada sifatli va samarali ekanligini tahlil qilish imkoniyatini ta'minlashga xizmat qiladi. Shu bilan birgalikda, portfoliolar pedagog va talabalarga ularning shaxsi, faoliyati bilan turli ekspertiza (tekshiruv)lar jaraënida komissiya a'zolarini bilvosita tanishish imkoniyatini beradi.

Ushbu to'plam pedagog yoki talabaning shaxsi, faoliyatining turlari, erishilgan yutuqlari to'g'risidagi batafsil ma'lumotlarni berishga xizmat qiladigan individual hujjatlar to'plami sanaladi.

“Portfolio” (ingl. “portfolio” - “portfel”, “hujjatlar solinadigan sumka”) - avtobiografik xarakterga ega hujjatlar to'plami; talabaning bilish jarayonidagi ijodiy mehnati natijalarini o'zi tomonidan ob'yektiv baholash instrumenti, shaxsiy faoliyati refleksiyaqidir.

Umuman olganda, talaba portfoliosi har bir talabaning maksimal darajada erishgan yutuqlari, ularning ijodiy imkoniyatlari, qiziqish hamda qobiliyatlarini yoritadi.

«Portfolio» ta'lim tizimida faol foydalaniladigan texnologiyalardan biri bulib, psixologik-pedagogik adabiyotlarda ko'plab kompetentlikga yo'naltirilgan pedagogik texnologiya haqidagi materiallar mavjud. Uning mazmun-mohiyatini turlicha izohlanib, jumladan:

- talabaning turli sohalardagi mehnatining majmuasi bo'lib, u nafaqat o'quv natijalarini, balki unga erishish uchun sarflangan kuch va mehnatni ham ko'rsatadi;
- o'qishning ma'lum oralig'i davrida talaba erishgan yutuqlar ko'rgazmasi;

- talabaning o'quv natijalarini maqsadga yo'naltirilgan, tizimli va uzluksiz baholash hamda o'z-o'zini baholash shakli.
- talabaning topshiriqlarni tanlashda bevosita ishtirokini ta'minlovchi hamda o'z ishlarini o'zi tahlil qilish va baholash imkonini beruvchi talaba ishlarining antologiyasi, ya'ni talabada refleksiya qobiliyatini shakllantiruvchi pedagogik texnologiya.

Portfolioni yuritish mas'uliyati talabaga yuklanadi. Portfolio tarkibiga kiruvchi barcha materiallarni talabaning o'zi mustaqil tanlashi lozim.

Talaba o'qituvchi topshirig'i asosida o'zining turli ijodiy sohalardagi mustaqil ishlarini ma'lum ketma-ketlik asosida o'z portfoliosiga joylashtiradi. Materiallar bir semestr bo'yicha, o'quv yili bo'yicha yoki butun o'quv yillari bo'yicha olinishi mumkin. «Portfolio» yoki undagi alohida ishlar talaba tomonidan oldindan izohlanadi, ya'ni nima uchun u aynan ushbu faoliyat turini tanladi, bu faoliyat turi bo'yicha u qanday natijalarga erishdi yoki erisha olmadi, o'qituvchining ushbu ish bo'yicha bergan bahosidan rozimi, ushbu ish natijalari bo'yicha qanday xulosalarga ega. Albatta har qanday bunday ish yo'l qo'yilgan xatolarni asosli ravishda tahlil qilishni talab etadi. O'qituvchi alohida talabaga yoki talabalar guruhiga o'z fani bo'yicha shunday «portfolio» yaratishni taklif qilishi va uning tarkibini ko'rsatib beradi. Belgilangan vaqt o'tgach (semestr yoki o'quv yili) yoki aniq hajmdagi ishlar tugagach, talabaning xohishi bilan ushbu dastur yoki loyiha bo'yicha talaba o'z portfoliosini taqdimot qilishi mumkin. Dastlab taqdimotni kichik guruhda, keyin esa katta auditoriyada tashkil etish lozim. Talaba faoliyatini, ya'ni «portfolio» mazmunini baholash uchun o'qituvchi maxsus ekspertlar belgilaydi. Materiallarni mashg'ulot davrida muhokama qilinadi. Agar buning uchun alohida vaqt, o'quv soati ajratilmagan bo'lsa off-line telekonferentsiya rejimida yoki darsdan tashqari vaqtda ta'lim muassasi sayti forumida amalga oshirish mumkin. Bunday forumda talaba o'zi tanlagan yoki o'qituvchi tomonidan taklif etilgan bilim sohasi bo'yicha butun kuchini berganligini, uning o'z faoliyatiga bergan bahosi o'qituvchi va ekspertlar guruhi tomonidan berilgan bahoga mos yoki mos emasligini isbotlashi zarur. U baholarni qaysi jihatdan to'g'ri yoki noto'g'ri ekanligini ko'rsatishi va o'zining kelajakdagi ushbu bilim sohasidagi ijodiy faoliyati rejalari bilan xulosalashi lozim.

Agar talabalar o'qituvchining o'ziga nisbatan yaxshi, ochiq va samimiy munosabatda ekanliklarini his qilishsa, albatta o'z fikrlari, tajribalari va kuzatish natijalari bilan o'rtoqlashadilar. Chunki, har qanday talaba yoki shaxs o'z ijodiy mehnati natijalari bo'yicha boshqalar fikriga bee'tibor bo'lishmaydi. Faqat shu

yoʻl bilangina shaxsni kamol toptirish, oʻstirish mumkin. Agar talabada bunday ishonch boʻlmasa, ochiq muloqot yuzaga kelmaydi.

alabalarni bunday texnologiya asosida tarbiyalash va ularga taʼlim berish rivojlangan davlatlarda alloqachon oʻz oʻrnini topgan, chunki Internet bu texnologiyani joriy etish uchun bir qancha qulayliklarni yarata oladi. «Talaba portfoliosi» nafaqat ingliz tili fani buyicha akademik oʻzlashtirish, balki talabaning kommunikativ muvaffaqiyatlari, muomala madaniyati, sport va jamoat ishlaridagi faolligi boʻyicha ham yuritilishi mumkin. Bu «portfolio» muallifining oʻz fikrlari va oʻz-oʻzini baholash natijalari muhokamasida ushbu texnologiya printsiplari va baholash mezonlarini quyidagicha belgilash mumkin:

1. Ingliz tili fani buyicha oʻz-oʻzini baholash natijalari quyidagi omillar bilan asoslanadi:

- maʼlum fan sohasi boʻyicha bilimlarni oʻquv dasturiga mos kelishi;
- bilish jarayonida talabaning mustaqil qarorlar qabul qilish qobiliyati, oʻz qarorlarining oqibatlarini bilish darajasi;
- talabaning kommunikativ qobiliyatlarini xususiyatlari (bahslarda qatnashish, oʻz qarorlarini asoslay olishi, materiallarni ravon va sodda tilda tushuntirib bera olishi).

2. Tizimli va muntazam oʻz monitoringini olib borishi.

Talaba biror fan boʻyicha oʻz yutuqlarini nazorat qilib borishni maqsad qilib olsa, u ushbu fan boʻyicha muhim deb hisoblagan bilimlarini tizimiy ravishda «portfolio»ga joylashtirib boradi. Uning vazifasi- ushbu ishlarni diqqat bilan tahlil qilib borish, kerakli oʻzgartirishlar kiritish, unga tushuntirishlar berish, oʻz-oʻzini baholash boʻyicha qisqa hisobot tayyorlash, yaʼni ushbu bilim sohasi boʻyicha u nimalarni oʻzlashtirdi, nimalarni oʻzlashtira olmadi yoki tushunmadi, kelajakda nimalarga eʼtibor qaratishi lozim. Shuningdek u bu yerda oʻz bilimlariga oʻqituvchi, ekspertlar va ota-onasi tomonidan qoʻygan baholarga ham fikrini bildirishi mumkin.

Portfoliolar yaratilishiga koʻra ham turlicha boʻladi. Ingliz tili fani buyicha ular elektron, bosma va qogʻoz variantlarda yaratilishi lozim. Portfolioda talabaning mustaqil ishlari boʻyicha bajargan topshiriqlari, ularga qoʻyilgan oʻzlashtirish ballari ham jamlanib boriladi. Portfolio yurgizish talabaning semestr (kurs) va oʻquv muddati davomidagi oʻzlashtirishi, mustaqil ish topshiriqlarini muntazam ravishda bajarib borganligi toʻgʻrisidagi daliliy hujjat hisoblanadi. Portfolio

pedagogik jarayonda pedagogga talabaning erishayotgan yutuqlari yuzasidan monitoringni olib borish imkoniyatini yaratadi va o'zlashtirish ballarining haqqoniy, ishonchli bo'lishini ta'minlaydi. Talabaga esa bilim darajasining qay darajadaligini, uning dinamik o'sishini kuzatib borish, kasbiy jihatdan shaxsan rivojlanish darajasini mustakil baholash uchun zarur sharoitni yaratadi.

### **«Talaba portfoliosi»ni yaratishning maqsadi**

Portfolio talabaning ingliz tili fani bo'yicha barcha ishlarini to'liq yoritishi kerak. U o'z ichiga fan bo'yicha barcha turdagi topshiriqlar, loyihalar, matnlar, yozma ishlar, insholar, takdimotlar mavzu buyicha notanish suzlar va kasbga oid atamalar va ularning tarjimasini qamrab olishi, talabaning ushbu fan bo'yicha muvaffaqiyatlarini, fanga munosabatini, fanni o'zlashtirishi va tushunishini, muammoli topshiriqlarni bajarish va kommunikativ qobiliyatini, uning kelajakda ushbu fan bo'yicha intilishlari va o'zlashtirishini, o'zlashtirish usullarini ko'rsatib berishi zarur. Aniqlilik va nutq, fikrni bayon qilish madaniyati «portfolio» sifatini belgilovchi asosiy omillardan biri hisoblanadi.

Portfolioni yaratishdan maqsad o'quv natijalari bo'yicha talabaning rivojlanishini namoyish qilish va xulosa sifatida e'tibor, «talaba bilmaydi yoki bajara olmaydi»- deb emas, balki «talaba biladi va bajara oladi»- deb ishonch hosil qilishga qaratilishi lozim.

Portfolioni yaratishda asosan quyidagilarga ahamiyat berish talab etiladi:

- talabaning mustaqil fikrlashi;
- «portfolio» yaratishning vaqt oralig'ini belgilash (semestr, o'quv yili yoki butun o'quv jarayoni bo'yicha);
- fan bo'yicha erishilgan bilimlarning o'zaro bog'liqligi va asoslanganligi;
- taklif etilgan ishlar (loyihalar, mustaqil ishlar, referatlar va b.) bo'yicha talabaning o'z bahosi;
- muammollarni hal etish jarayoni, yo'llari.

Talabalarga portfoliolarni shakllantirishlari quyidagi holatlarda ularga kumak beradi:

- Istiqbolli ish o‘rniga ega bo‘lishda (rahbariyat va hamkasblar yosh mutaxassis bilan yaqindan tanishi ingliz tilida mulokot kilish uchun zamin yaratadilar).
- Ilmiy-tadqiqot ishlarini olib borishda (tadqiqot natijalarini patentlashtirish imkoniyatini ta’minlaydi).
- Ingliz tili buyicha Fan olipiadalarida ishtirok etishda (olipiadaning turli bosqichlarida talabaning imkoniyatlarini baholash va chamalashga muvaffaq bo‘linadi).
- Nomdor hamda Prezident stipendiyasiga talabgor bo‘lishda (tanlov xay’ati talabaning imkoniyatlaridan to‘la xabar bo‘ladi).
- Shaxsiy maqsadlarni amalga oshirishda (qo‘shimcha faoliyat turi bilan shug‘ullanishda hamkorlarga talaba shaxsini yaqindan tanishtirish imkoniyatini yaratadi)

### **Talaba portfoliosi tarkibi:**

Portfolio tarkibi talabaning semestr yoki o‘quv yili davomidagi mustaqil ishlaridan iborat bo‘lmog‘i lozim. Talaba ushbu «portfolio» orqali anjumanlarda chiqish qilib, o‘zining mustaqil fikrlashga, fan bo‘yicha olgan bilimlarini ijodiy amalda tadbiq etishga qodirligini namoyish etgan holda, o‘z-o‘ziga ushbu bilim doirasi bo‘yicha shaxsan bahosini beradi. Bu talabaga o‘z yutuqlari, olgan bilimlari va ijodiy ishlarini mustaqil tahlil qilish va unga o‘z bahosini berish, uni o‘qituvchi yoki hamkorlari bilan baham ko‘rish imkonini yaratadi.

Talabaning dunyoqarashlari, fikrlarining mantiqiyligi, nutq va bayon etish madaniyati, o‘z fikrini isbotlay olishi kabi omillar uning faoliyatini baholashda asosiy mezonlardan biri sifatida foydalaniladi. Ayrim hollarda o‘qituvchi «portfolio» tarkibiga o‘z talablarini qo‘yishi ham mumkin.

Talabalarning o‘quv portfoliosini yaratishga qaratilgan amaliy harakat bir necha bosqichda tashkil etiladi. Talabalar o‘quv portfoliosini yaratish bosqichlari:

#### **Asosiy bosqichlar**

- 1-bosqich Talabalarga portfolioning afzalliklari, uni yaratishdan ko‘zlangan maqsad, portfolioning turlari haqida ma’lumot beriladi.
- 2-bosqich Talabalar portfolioning tuzilishiga oid ma’lumotlar bilan tanishtiriladi.
- 3-bosqich Amaliy harakatlarni tashkil etish asosida talabalar o‘z portfoliolarini

yaratadi.
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Turiga ko‘ra portfoliolar bir necha bo‘limlarni o‘z ichiga olishi mumkin. Masalan, “Talaba portfoliosi” quyidagi bo‘limlardan tarkib topadi:

**Titul varaqa** - «portfolio»ni nomi, talaba f.i.sh., fanning nomi, «portfolio»ni yuritish davri (semestr yoki o‘quv yili), boshlanish va tugash sanasi, o‘qituvchi f.i.sh.

### **Mundarija**

**“Mening qiyofam”** (talabaning shaxsiga oid ma’lumotlar talabaning rasmi, esse, anketa yoki tavsifnomalar asosida beriladi; unda quyidagi lavhalar mavjud: “Personal Information”, “My Interests”, “My institute”, “My motto” va boshkalar).

### **Portfolioning maqsadi**

**Portfolio-kollektor yoki uning bo‘limlari:**(talaba tomonidan fan bo‘yicha to‘plagan materiallar (adabiyotlar ro‘yxati, chizma, jadval va rasmlar, maqolalarning kseronusxalari, ijodiy ishlari) o‘rin oladi; bo‘lim quyidagi lavhalardan iborat bo‘lishi mumkin: “My priorities”; “Did you know?” va boshkalar).

**Ish materiallari** (talabaning o‘zi tomonidan yaratilgan, tizimlashtirilgan barcha materiallar kiritiladi; bo‘limning lavhalari quyidagicha bo‘lishi mumkin: “Control works”, “Essays”, “Project works”, “Researches and experiments”, “Presentations”).

**Shaxsiy yutuqlar** (talabaning yarim, bir o‘quv yili yoki yaxlit ta’lim davrida erishgan yutuqlari, qo‘lga kiritgan natijalari aks etadi; unda quyidagi lavhalar bo‘lishi mumkin: “My achievements”, “My initiatives related with education”, “My results”).

### **Portfolio bo‘yicha izohlar.**

Taqdimotga tavsiya etilayotgan «Portfolio» materiallari puxta o‘ylangan, «portfolio»da keltirilgan barcha materiallar bo‘yicha bajaruvchi talabaning shaxsiy fikrlari yoritilgan bo‘lishi zarur. U talabaning ingliz tili bo‘yicha olgan bilimlari, bo‘sh tomonlari, kelajakdagi rejalarining to‘liq mazmunini ko‘rsatishi lozim. Loyihalar (talaba ishtirok etgan har bir loyiha batafsil yoziladi)



<p style="text-align: center;"><b>O‘ZBEKISTON RESPUBLIKASI OLIY VA O‘RTA MAXSUS TA‘LIM VAZIRLIGI Toshkent Moliya Instituti</b></p> <p>fakultet, kurs, guruh _____ talabasining o‘quv-kasbiy _____</p> <p style="text-align: center;"><b>P O R T F O L I O S I</b></p> <p>Boshlanish sanasi « ____ » _____ 201__ y Tamom bo‘lish sanasi « ____ » _____ 201__ y Toshkent 201__ y</p>
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<p><b>I. PORTFOLIO EGASI TO‘G‘RISIDA MA‘LUMOTLAR</b></p> <p><b>RASM</b></p> <p>Familiyasi _____ Ismi _____ Sharifi _____ Tug‘ilgan yili _____ Tug‘ilgan joyi _____ Yashash manzili _____ Aloqa telefoni _____ Elektron pochta _____ Fakultet nomi _____ Kurs _____ Guruh _____ M.O‘. Professor-ukituvchi _____ Imzo f.i.sh. _____</p>
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<p style="text-align: center;"><b>MUNDARIJA</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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4-slayd

***O'ZIM HAQIMDA***

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5-slayd

***PORTFOLIONING MAQSADI:***

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6-slayd

***ADABIYOTLAR RO'YHATI:***

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*7-slayd*

***MENING INSHOIM:***

**MENING INSHOIM:**

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8-slayd

***MENING LOYIHAM:***

***MENING LOYIHAM:***

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6.	Brands	famous brands in the world	Keys stadi tayyorlash
7.	Taking parts in meetings	Types of meetings	Loyiha ishi tayyorlash, taqdimot va slaydlar
8.	Case Study: Hudson Corporation	Marketing strategy of Largest Companies in the world	Loyiha ishi tayyorlash, taqdimot va slaydlar
9.	Travel	Most visited counties in the world.	Keys stadi tayyorlash
10.	Telephonig making arrangements	Top ten telephoning skills	Loyiha ishi tayyorlash, taqdimot va slaydlar
11.	Case Study: Retain a travel	Services offered by travel business	Loyiha ishi tayyorlash, taqdimot va slaydlar
12.	Change	the companies that changed of people's lifestyles	Keys stadi tayyorlash
13.	Managing Meetings	Types of meetings	Loyiha ishi tayyorlash, taqdimot va slaydlar
14.	Case Study: Acquiring Asia Entertainment	Major recent acquisitions	Keys stadi tayyorlash
15.	Working across cultures: Socialising	Business correspondence	Loyiha ishi tayyorlash, taqdimot va slaydlar
16.	Organisation	Analysing company organization.	Loyiha ishi tayyorlash, taqdimot va slaydlar
17.	Socialising: introductions and networking	Benefits of social network at work	Keys stadi tayyorlash
18.	Case Study: InStep's relocation	Effects of relocation	Loyiha ishi tayyorlash, taqdimot va slaydlar
<b>6-semestr</b>			
19.	Advertising	The role of advertisement in modern world	Keys stadi tayyorlash
20.	Starting and structuring a presentation	Alpha Advertising	Loyiha ishi tayyorlash, taqdimot va slaydlar
21.	Money	Modern forms of money	Loyiha ishi tayyorlash, taqdimot va slaydlar
22.	Dealing with figures	Writing an e-mail to the most successful entrepreneur	Keys stadi tayyorlash
23.	Working across cultures: International meetings	Recent summits	Loyiha ishi tayyorlash, taqdimot va slaydlar
24.	Cultures	Business protocol and etiquette	Loyiha ishi tayyorlash, taqdimot va slaydlar
25.	Social English	Report on business culture in ...	Keys stadi tayyorlash
26.	Human resources	Stages of applying for a job	Loyiha ishi tayyorlash, taqdimot va slaydlar
27.	Getting information on the phone	Writing a letter offering employment to a successful employer	Keys stadi tayyorlash
28.	International markets	Trade relations between China and Uzbekistan	Loyiha ishi tayyorlash, taqdimot va slaydlar
29.	Negotiating	Negotiating	Loyiha ishi tayyorlash, taqdimot va slaydlar
30.	Working across cultures: Doing business internationally	World Trade Organization.	Keys stadi tayyorlash
31.	Ethics	Fair trade	Loyiha ishi tayyorlash, taqdimot

		va slaydlar
32. Considering options	Largest companies in the world	Keys stadi tayyorlash
33. Leadership	Leaders who changed the company	Loyiha ishi tayyorlash, taqdimot va slaydlar
34. Presenting	Leadership styles in modern world	Loyiha ishi tayyorlash, taqdimot va slaydlar
35. Competition	Competition between the largest companies	Maqola yozish
36. Negotiating	Negotiations	write an e-mail

**10** Tick the words which you think can be included into the review writing.

Publication		Play	
Product		Car	
Book		Article	
Service		Computer	
Company		Video game	
Movie		Music	

**11** With your partner put the sections in an appropriate order.

- Evaluation
- Conclusion and future directions
- The body of the paper
- Introduction

**12** Write a review of the movie, using the phrases given below.

The movie is about \_\_\_\_\_.

The movie is directed by \_\_\_\_\_.

The main parts were played \_\_\_\_\_.

It takes place in \_\_\_\_\_.

It begins with \_\_\_\_\_.

In the end \_\_\_\_\_.

The movie succeeded / failed as \_\_\_\_\_.

I recommend / don't recommend watching it, because

\_\_\_\_\_.

## Lesson 3

## ORIENTAL CONTRIBUTION

1 Look up the following words and make up sentences using them.



polymath, sage, personified, excelled,  
insight, ascribe, to reconcile, remedy, sun's  
apogee, apsides, fame

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_



2 (T3.1) Listen to the tape and match the names of scientists with the fields they studied.

- a. Jabir ibn Hayyan \_\_\_\_\_
- b. The Banu Musa brothers \_\_\_\_\_
- c. Abu Abdullah Al Battani \_\_\_\_\_
- d. Abbas ibn Firnas \_\_\_\_\_
- e. Thabit ibn Qurra \_\_\_\_\_
- f. Abu Bakr Mohammad Ibn Zakariya al-Razi \_\_\_\_\_

1. alchemy, the laboratory techniques and experimental methods of chemistry.
2. the mathematics of cones and ellipses, performed astronomic calculations, contributed to the field of automation with the creations of automated devices.
3. cryptography for the caliphate, criticized the basis of alchemy and astrology, and contributed to a wide range of scientific subjects, wrote a work on the subject of time, space and relative movement.
4. a number of important discoveries in astronomy, the remarkably accurate determination of the solar year as being 365 days, 5 hours, 46 minutes and 24 seconds.
5. lenses used for magnification and the improvement of vision, developed a clear glass used in drinking vessels.
6. an alchemist and a philosopher, physician, psychologist.

3 Listen to the recording and check.

4 Rewrite each sentence using the reported verbs so that the meaning remains the same.

1. eg. The Chinese used an early flamethrower in their frontier battles against the Mongols and other Central Asian peoples. The Chinese are supposed to have used an early flamethrower in their frontier battles against the Mongols and other Central Asian peoples.
2. In ancient Greece people thought dolphins were men who had abandoned life on land.  
In ancient Greece it .....
3. In ancient Rome it was believed that dolphins carried souls to heaven.  
In ancient Rome dolphins .....
4. People say that the company invested fifty million pounds last week.  
The company .....
5. Someone has calculated that the water of the River Rhine contains over 2,000 chemicals.  
It .....
6. Everyone thought the painting had been destroyed in the fire.  
The painting .....
7. It is believed that the Chinese invented gunpowder.  
The Chinese .....
8. The mills were used both for drawing water and for grinding grain.  
The mills .....
9. It is thought that the most ancient manuscripts were kept in Samarkand.  
The most ancient manuscripts .....
10. People say that the paintings were made by prehistoric men.  
The paintings .....
11. It is thought that this treasure dates from the 19th century.  
This treasure .....
12. In the past people suggested that the sculpture was a fake.
13. The sculpture .....



### 3 « Academic degrees»

5 Write 5 reasons that you agree with this statement.

#### Academic Degrees Increase JOB OPPORTUNITY!

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

6 Read the text and underline stages of education.

#### Education System of Uzbekistan

Education system is composed of the following levels and types of education. A general secondary education over a 9 year period of studies is compulsory. Children start their education at the age of 6 or 7, depending on their psychological and physical condition. The last three years of secondary education can be obtained in two types of secondary educational establishments - professional colleges and academic lyceums. Both types of schools provide the general secondary education required for further education in the universities. One more important principle, introduced into the National Program of Personnel Training, is continuity of education.

Education starts from pre-school age, continues for nine years of obligatory schooling, and then for - additional three years. The new concept is aimed at raising the profile of vocational education in the republic. It is foreseen, that approximately 80% of all pupils will go to Professional Colleges upon completion of the mandatory 9 years' studies in general secondary education. These offer a three year secondary specialised syllabus leading to a range of specialised skills in a selected trade. Those pupils, who go to Academic lyceums, are given the opportunity to raise their level of knowledge in selected humanitarian, technical or agrarian subjects. Upon completion of the Lyceum the student can either opt to pursue higher education or go directly into industry. Thus, students have a total of 12 years of compulsory schooling under the new program.

After that, there is a possibility of the two-level higher education. Next postgraduate education comprises postgraduate studies to obtain a degree of doctorate.

The Ministry of Public Education and the Ministry of Higher and Secondary Specialised Education share responsibility in the field of education. According to the National Program for Personnel Training higher education is based on the secondary specialised education

(academic lyceum), vocational specialised education (professional college) and includes 2 levels: a Bachelor's degree level and Master's degree level.

The Bachelor's degree level is a basic higher education providing fundamental and applied knowledge according to speciality, with a period of study not less than 4 years. Upon completion of the Bachelor's program a graduate is conferred with the degree of bachelor and granted a diploma of the state pattern, which entitles him to start professional activity.

The Master's degree level is higher education with fundamental and applied knowledge in a concrete field and lasts not less than 2 years on the basis of the Bachelor's degree. Master's degree holders are given a diploma of the state pattern, which entitles the holder to work in his profession. It should be emphasized that only students who have studied for a Bachelor's degree in a certain field may apply for the corresponding Master's course.

Every 5 years the teaching staff of all types of HEIs has to undergo short-term retraining or upgrading courses.



**7 Write additional information about stages related to educational system of Uzbekistan.**

1. Pre-school education includes \_\_\_\_\_
2. Primary education \_\_\_\_\_
3. Secondary education \_\_\_\_\_
4. Secondary specialised vocational specialised education \_\_\_\_\_
5. Higher education \_\_\_\_\_
6. Post graduate education \_\_\_\_\_
7. short-term retraining or upgrading courses. \_\_\_\_\_
8. Other educational establishments \_\_\_\_\_
9. International cooperation \_\_\_\_\_
10. International organizations, which are active in the field of education in the Republic of Uzbekistan \_\_\_\_\_

## FREELANCE

## Lesson 9

## 1 Read the quote and define it.

Dreams don't work unless you do.

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## 2 (T9.1) Listen to a speaker giving his opinion about the quote. Make notes while listening.

## 3 (T9.2) Listen to the tape and answer the following questions.

1. The freelance states that he visited ...
  - a. Samarkand city to see the city views.
  - b. Valley to learn cooking Uzbek meals.
  - c. Bukhara to take some of historical photos.
2. '... we rendered the fat...' means:
  - a. We roasted the fat up.
  - b. We steamed the fat up.
  - c. We burnt the fat up.
3. He has been to \_\_\_\_\_ countries due to his job.
  - a. 12
  - b. 17
  - c. 15
4. He concludes that ...
  - a. he earned his living through freelancing.
  - b. his job enabled him to raise his awareness about cultural diversity of other nations.
  - c. his job was connected with cultural activities in the committee.

## 4 (T9.2) Listen again and write down the answers to the following questions.

- a. How did you feel as you listened to the story of the freelancer? Jot down a few words to describe your emotions \_\_\_\_\_
- b. Which bit of the story raised your interest mostly? Why? Make a note of this too. \_\_\_\_\_

- c. Did the story 'ring any bells' for you? Can you relate it to anything you've experienced as a student? Note down anything that comes to mind. \_\_\_\_\_

## 5 Read the article and complete the follow up tasks below.

*The Freelance Life*

*A Day Job to Write Home About*

*By Charles Riffenburg | April 12, 2012, 2:37 p.m. |*

*My big fat freelance success story*

I may not have taken the path I intended, but I've finally ended up where I want to be.

When I left college, I knew I wanted to work in theatre. My dream was to be an actor and I spent many years in Chicago, the hub of the small theatre scene, doing just that. But because so many of the companies in Chicago tend to be small, scrappy collections of artists, I soon found myself taking on other duties, such as marketing. I created websites, posters, and promotional images for a range of tiny theatres. Since I longed to leave my day job, I decided to pursue a career as a theatre marketing director. I started learning the ropes and took an internship with a reputable company.

This company discovered my talent and passion for illustration and design, and began creating more work for their marketing department. As the work grew, I finally quit my day job and went freelance. I reached out to other theatre companies and built myself a network of clients that continues to serve me well by needing entire seasons of arts-focused marketing materials. I had found the niche I wanted and was being artistic. What more could I want?

Recently, the company that I first interned with lost their marketing director. They immediately asked if I would like to fill the role, and I politely said no. The freedom, joy, and security I've found by being my own boss, negotiating my own contracts, and acting as an outside expert was too great to give up. I still act on the side, but my day job is now much more fulfilling. I may not have taken the path I intended, but I've finally ended up where I want to be.

# UNIT 4

## BENEFITS

### Lesson 10

### UP-TO-DATE DEVICES



**1 (T10.1) Read the sentences below and guess the missing words. Listen to the tape and complete the sentences with not more than two words.**

1. Some innovations change our lives in manner \_\_\_\_\_ than other.
2. All new technology has the tendency to \_\_\_\_\_ size at the same time \_\_\_\_\_ power.
3. In operation people have three times \_\_\_\_\_ mobile phones as computers.
4. Up-to-date cellphones are able to run \_\_\_\_\_ with some computers.
5. A device can rid of almost the whole \_\_\_\_\_ of any homemaker.

**2 Fill in the gaps using appropriate word or word combination.**

1. Technology is obviously turning to be more and more \_\_\_\_\_ of our lives as everything \_\_\_\_\_ to shrink in size but burst with power, be it processing, storage or communications-wise.
2. Having faster processors, dedicated \_\_\_\_\_ and operating systems, but also including storage devices like memory cards or even miniature \_\_\_\_\_ is obviously telling everybody cell phones are no way just for making \_\_\_\_\_.
3. So enhance all the \_\_\_\_\_ a cell phone has, give it more power, better screen \_\_\_\_\_, a clearer sound to it, have the ability to carry all your data with it and \_\_\_\_\_ a picture or two when necessary and you will \_\_\_\_\_ a perfect device.
4. As their fellows, they are also becoming less in size and advanced in \_\_\_\_\_ facilities.

**3 Look at the photos and write about the message they carry.**

- Do they have something in common?
- What differences are described?
- What information do you know about technology on photos?



## 6 « Brands »

### VOCABULARY

#### A

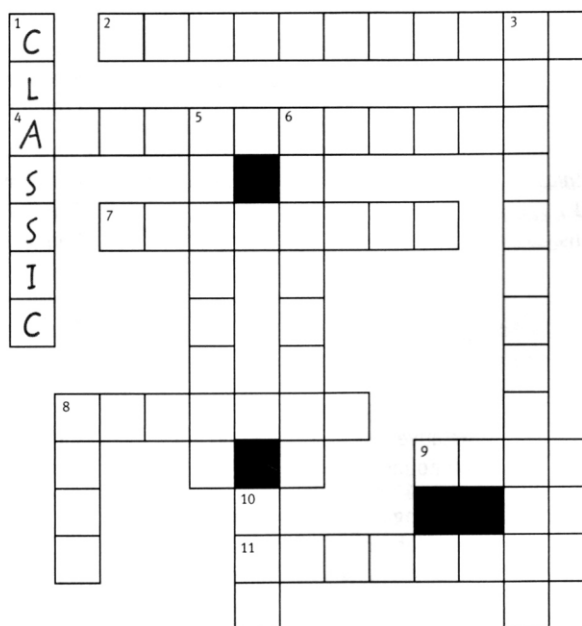
Use the clues to complete the crossword puzzle.

#### Across

- 2 Something that is ..... does not cost a lot to buy or use. (11)  
 4 An ..... brand is one that people think will give them a higher position in society. (12)  
 7 A ..... product has no defects. (4-4)  
 8 A ..... product is attractive and fashionable. (7)  
 9 If you say that something is a ..... product, you think it is very good. (4)  
 11 ..... goods are expensive and intended to appeal to people in a high social class. (8)

#### Down

- 1 A ..... *classic* ..... product is one that has been popular for a very long time. (7)  
 3 If a product is ....., it is worth the price you pay for it. (5, 3, 5)  
 5 If something is ....., you can trust it or depend on it. (8)  
 6 A ..... brand is not affected by changes in fashion. (8)  
 8 A ..... product is fashionable and exciting. (4)  
 10 If you say that something is ....., you think it is enjoyable. (3)



#### B

Complete the word partnerships with *brand*, *product* or *market*.

- 1 ..... *brand* ..... loyalty  
 2 ..... challenger  
 3 ..... endorsement  
 4 ..... stretching  
 5 ..... lifecycle  
 6 ..... share

## 7 « Taking parts in meetings»

**D** Tick the ten verbs which are not *normally* found in continuous forms. The first one has been done for you.

- |           |                                     |             |                          |
|-----------|-------------------------------------|-------------|--------------------------|
| 1 agree   | <input checked="" type="checkbox"/> | 8 prefer    | <input type="checkbox"/> |
| 2 believe | <input type="checkbox"/>            | 9 realise   | <input type="checkbox"/> |
| 3 belong  | <input type="checkbox"/>            | 10 research | <input type="checkbox"/> |
| 4 compare | <input type="checkbox"/>            | 11 seem     | <input type="checkbox"/> |
| 5 consist | <input type="checkbox"/>            | 12 stretch  | <input type="checkbox"/> |
| 6 contain | <input type="checkbox"/>            | 13 suppose  | <input type="checkbox"/> |
| 7 depend  | <input type="checkbox"/>            | 14 surprise | <input type="checkbox"/> |

**E** Choose verbs from Exercise D to complete the sentences. Put them into the correct form of the present simple.

- It ..... *seems* ..... that our new range of equipment is becoming more and more popular.
- ..... he ..... to our proposal?
- Dreher has developed a new brand of beer that ..... any alcohol.
- We may or we may not expand into China. It ..... on the success of our products there.
- Our new range of toiletries ..... essentially of environment-friendly deodorant sprays.
- ..... all the respondents ..... to the same market segment?

### WRITING

**A** Read the passage below about brands and passion.

In most of the lines 1–13 there is **one extra word** which does not fit. Some lines, however, are correct.

If a line is **correct**, put a tick (✓) in the space provided.

If there is an **extra word** in the line, write that word in the space.

Companies must try either to make products that a few people love or products that many people quite like. An attempt to do both will not produce obstacles and conflicts. Two things that lie behind the craze for emotional involvement. The first is overcapacity: if there are too many products in every market segment, and this means it is hard to get attention for anything ordinary. Marketing consultants argue that it is not enough for companies to make up their consumer goods just a little better. Instead of, they should make only remarkable things that will make consumers take notice. The second factor is the increased ability of consumers to communicate their views about products, either good or bad. According to some experts, the Internet has increased by a factor of 10 the number of people and that one consumer can influence. Sometimes, companies take an advantage of this by using buzz marketing: they create a group of people who will generate enthusiasm for their products, for example by talking about them in our chat rooms.

- |    |                        |
|----|------------------------|
| 1  | ..... ✓ .....          |
| 2  | ..... <i>not</i> ..... |
| 3  | .....                  |
| 4  | .....                  |
| 5  | .....                  |
| 6  | .....                  |
| 7  | .....                  |
| 8  | .....                  |
| 9  | .....                  |
| 10 | .....                  |
| 11 | .....                  |
| 12 | .....                  |
| 13 | .....                  |



## MARKETING STRATEGIES FOR EUROPE – OPTIONS

### Reposition the brand

Sell Hudson suitcases and bags at medium price ranges. Manufacture the products in a country where labour costs are low, e.g. India or China. Do not promote the products as 'Made in America'. Use a high-volume, low-cost strategy for Hudson's core products.

### Develop the Hudson brand

Promote the Hudson products as an exclusive brand and keep the 'Made in America' tag. Sell the products in the higher price ranges. Use product placement in films and television to support the brand. Hire a famous, sophisticated, influential man and woman to endorse the products. Two well-known French film stars have shown interest in endorsing a new range.

### Hire a top designer

Employ a top designer to produce a new range of smaller suitcases and shoulder bags aimed at businesspeople travelling in Europe and at rich, younger, fashion-conscious buyers. Sell the products under a new label.

### Develop a wider product range

Sell a wider range of products under the Hudson label, e.g. trolley-backpacks, document cases, briefcases, name-card holders, shoulder bags for men and women. Sell at lower, competitive prices.

### Stretch the Hudson brand

Put the Hudson brand on high-quality watches and jewellery. Make an agreement with the Swiss manufacturers of these top-of-the-range products.

### Develop sales using e-commerce

Sell the existing product lines via the Internet at very competitive prices.

### Task

- 1 Work in small groups as directors of the Hudson Corporation. Hold an informal meeting. Consider the advantages and disadvantages of each option listed above. Choose *two* of the marketing strategies which Hudson should focus on to expand sales in European markets.
- 2 Meet as one group and decide which *two* marketing strategies you will use to develop sales in European markets.

### Writing

As the CEO of Hudson Corporation, write an e-mail to the head of European Marketing Associates, David Wright, summarising the actions you agreed to take at your meeting, with your reasons. Suggest a time for a meeting with David Wright and his associates.

➔ Writing file page 127

**B****Complete the text with the best words.****Customer satisfaction**

For the second time, the Korona Hotel has been ranked No. 1 for customer satisfaction.

‘At our hotel, we give our .....<sup>1</sup> more than a high-quality experience, we get them to enjoy the Korona way of life,’ says Kurt Ahlberg, the General Manager, ‘and we pride ourselves on excellent .....<sup>2</sup> in a luxurious environment’.

The .....<sup>3</sup> are responsive and service-oriented, they obviously enjoy their jobs and want to help the clients. The Korona is committed to meeting the .....<sup>4</sup> of today’s international business .....<sup>5</sup>: there is high-speed Internet access throughout the hotel, and there are three spacious meeting rooms, with all the .....<sup>6</sup> needed for successful business .....<sup>7</sup>.

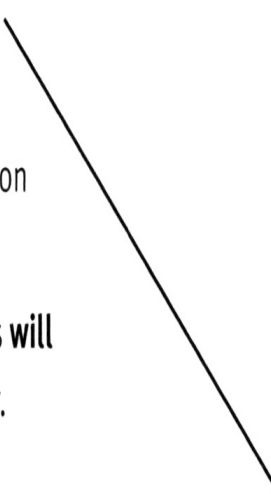
In addition, the .....<sup>8</sup> of the hotel is ideal: a three-minute drive from the international airport.

Ahlberg has long understood that busy executives cannot afford to waste time in .....<sup>9</sup> jams as they try to .....<sup>10</sup> city centre venues. Nor do executives particularly enjoy getting up at dawn to catch an early-morning .....<sup>11</sup>.

- |                |               |                  |              |
|----------------|---------------|------------------|--------------|
| 1 a) customers | b) guests     | c) tourists      | d) shoppers  |
| 2 a) waiters   | b) help       | c) chefs         | d) service   |
| 3 a) crew      | b) assistants | c) salesmen      | d) staff     |
| 4 a) needs     | b) functions  | c) success       | d) failure   |
| 5 a) tourists  | b) dealers    | c) travellers    | d) voyagers  |
| 6 a) tools     | b) facilities | c) buildings     | d) machines  |
| 7 a) speeches  | b) lectures   | c) presentations | d) talks     |
| 8 a) location  | b) place      | c) venue         | d) situation |
| 9 a) transport | b) street     | c) road          | d) traffic   |
| 10 a) reach    | b) get        | c) arrive        | d) go        |
| 11 a) arrival  | b) airport    | c) flight        | d) check-in  |



**A Match each item on the left with an item on the right.**

- |  |   |
|--|---|
| 1 As you know, we're <b>going to increase</b> our special offers.        | a) Look at the fog!   |
| 2 We're <b>leaving</b> at five o'clock on Friday morning.                | b) They know everything about Apex tickets.                             |
| 3 Most probably, airport hotels <b>will become</b> increasingly popular. | c) They couldn't get us a later flight this time.                       |
| 4 Hold on. I'll <b>call</b> our Travel Department and find out for you.  | d) We're about to start advertising.                                    |
| 5 Flights <b>are going to be</b> delayed again.                          | e) Many of them have been designed with the business traveller in mind. |
- 

**B Study the forms in bold in Exercise A. Decide which sentence, 1–5, illustrates each of the meanings, a–e, below.**

- a) instant decision *sentence 4*
- b) pre-planned decision .....
- c) prediction based on present evidence .....
- d) general prediction / opinion about the future .....
- e) future arrangement (diary future) .....

## 11 «Retain travel »

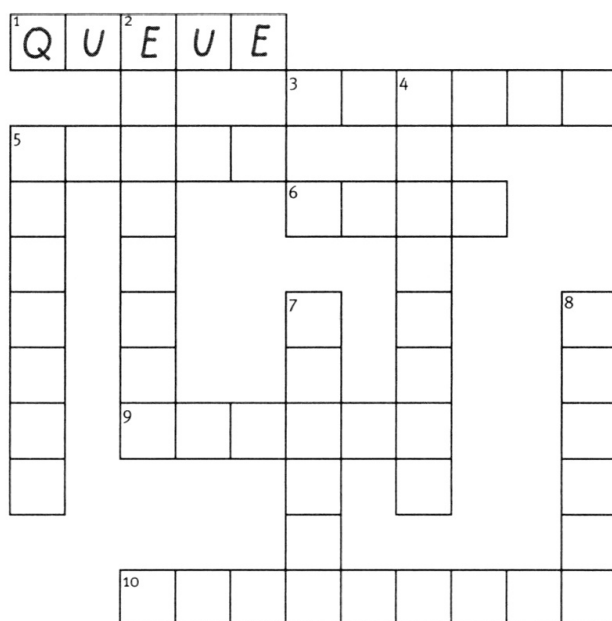
**C** Use the clues to complete the crossword puzzle.

### Across

- 1 Line, in British English (*BrE*). (5)
- 3 Underground, in American English (*AmE*). (6)
- 5 Bill, *AmE*. (5)
- 6 ..... travel is when the largest number of people are travelling. (4)
- 9 Round trip, *BrE*. (6)
- 10 Schedule, *BrE*. (9)

**Down**

- 2 Lift, *AmE*. (8)
- 4 A ..... pass is a card that you show before you get on a plane. (8)
- 5 Parking lot, *BrE*. (3, 4)
- 7 A ..... is a room in a hotel or airport where people can sit and relax. (6)
- 8 One way, *BrE*. (6)



## 12 «Change »

**A** Make prefix and verb combinations to complete the sentences. Use the correct form of the verbs.

	assess
down	grade
	locate
	train
de	centralise
	date
	develop
re	launch
	organise
	regulate
up	size
	structure

- 1 If our company says it's going to downsize, I think that means we're out of a job.
- 2 Could you please ..... us on how the project is progressing?
- 3 Lots of companies say they would like to ..... responsibility and authority.
- 4 Nobody knows what will happen to the company because it has not ..... since the last recession.
- 5 Our company is about to ..... its head office to India.
- 6 Owing to political unrest in the north of the country, many companies began to ..... the risk of doing business there.
- 7 Sales will increase if we ..... the product under a different name.
- 8 In May, the Chinese government announced its plan to ..... the telecoms sector into three operators, each with wireless and fixed-line services.
- 9 The local council has plans to ..... the whole area north of our headquarters.
- 10 We bought the new software and then realised we would need to ..... the staff to use it.
- 11 We want to use the money to ..... all our computers with more powerful processors.
- 12 Our government might ..... all internal flights to make the industry more competitive.

**A Match each sentence with the correct function on the right.**

- |   |                |
|---|----------------|
| 1 As agreed, our consultant will be arriving on Wednesday, April 30.                      |                |
| 2 Could you please send us some information about the change of ownership at Orseca?      | a) apologising |
| 3 If you require any assistance with your relocation, do not hesitate to contact us.      | b) confirming  |
| 4 This is to let you know that plans for the retraining of our admin staff are under way. | c) informing   |
| 5 We are sorry for any inconvenience you may suffer as a result of this cancellation.     | d) offering    |
| 6 We should relaunch our <i>Davina</i> mineral water under a different name.              | e) requesting  |
|   | f) suggesting  |

**B Match these sentence halves.**

- |  |  |
|--|--|
| 1 According to the latest report our consultant has submitted,             | a) held on Mondays and Fridays.                        |
| 2 Firstly, the timing is far from ideal,                                   | b) at the way Jeffrey Hiley conducts the workshops.    |
| 3 In addition, the same employees have sometimes expressed dissatisfaction | c) attendance at retraining seminars is declining.     |
| 4 In my opinion, there are two main  | d) especially on Friday after a full working week.     |
| 5 Secondly, some employees seem unhappy                                    | e) reasons for this situation.                         |
| 6 This is particularly true for seminars                                   | f) that they were not involved in choosing the topics. |

14 « Acquiring Asia Entertainment»

**E** Read the passage below about the changing concept of work.

- In most of the lines **1–10** there is **one extra word** which does not fit. Some lines, however, are correct.
- If a line is **correct**, put a tick (✓) in the space provided.
- If there is an **extra word** in the line, write that word in the space.

For many of us, work is still a place where we go each day. However, the whole concept of a work and leisure is changing, and for an increasing number of people around the world, work is no longer a place to go but something they do. A substantial number of companies have already introduced a flexible working in policy. This gives their staff a greater degree of choice about when and where they work out. It also enables for them to achieve a balance between their personal and business lives. People with parental responsibilities, for example, value our flexibility enormously. Many companies now offer parents and the option to become 'homeworkers' who finish work early afternoon to spend up the rest of the day with their children, and do the rest of their work when the children are asleep.

- 1 .....✓.....  
2 .....a.....  
3 .....  
4 .....  
5 .....  
6 .....  
7 .....  
8 .....  
9 .....  
10 .....

**Background**

Last March, readers of an Asia-Pacific business magazine, *Investor International*, were given information about an Australian company, the Decker Group.

**COMPANY PROFILE**

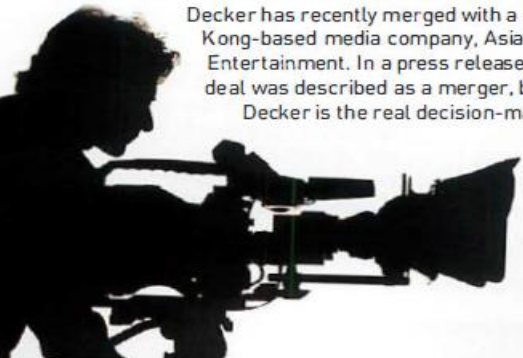
**Company:** Decker Group  
**Located:** Sydney, Australia  
**Workforce:** 35,000  
**Turnover:** A\$4.6bn

**Main activities**

Decker is a diversified media group with interests in broadcasting, entertainment and Internet services.

**Recent developments**

Decker has recently merged with a Hong Kong-based media company, Asia Entertainment. In a press release, the deal was described as a merger, but Decker is the real decision-maker.



**Reasons for Decker's acquisition**

- 1 Decker will expand its presence in a dynamic new market, China.
- 2 It will use Asia Entertainment for further expansion into Asian markets such as Singapore, Malaysia and Vietnam.
- 3 Asia Entertainment has a growing online presence through its successful DVD viewing service

**Comment**

Asia Entertainment seems to be a good fit with the Decker Group. However, there may be problems when a different style of management, the 'Australian way of doing things', is introduced into the Asian company.

The new Chairman and Chief Executive will be Scott Henderson. A graduate from the Harvard School of Business, Scott Henderson has a reputation for being a strong leader who is not afraid to take difficult decisions. He is a fluent speaker of Mandarin Chinese.



**VOCABULARY**

deregulate  
downsize  
reassess  
redevelop  
relocate  
restructure  
retrain  
update  
upgrade

**3 Change**

Complete each set of sentences with the same verb describing change from the box in the correct form. There are four verbs you will not need.

- The current economic climate is making people ..... all of the purchases they make.  
When will the government ..... the impact of their economic reforms on the quality of life?  
We need to ..... the situation before taking any decisions.
- If your company ..... and you are over 50, your working life may be over.  
As the car industry ....., many are leaving the country in search of work.  
Breaking news: TRN United, the global electronics group, ..... its workforce by 20%.
- Could you perhaps ..... us on how the project is progressing?  
We continuously ..... the files with new information.  
We plan to ..... our telephone system.
- The government will soon ..... all internal flights, so the industry will probably become more competitive.  
They plan to ..... the capital markets and privatise most state-owned companies.  
Taiwan's government pledged to ..... its service sector within four years.
- We bought new software and had to ..... everyone to use the database.  
Our agency has seen a huge increase in the number of adults looking to change careers, either as a result of job loss or a desire to ..... in a different field.  
People are often reluctant to ..... until they are convinced that their present skills are not sufficient to enable them to find work.

**1 Complete the conversation with the words in the box. There are some words that you will not need.**

booking	flying	how	I'm	journey	like
nice	please	staying	tired	tiring	where

- Laura Hi, I'm Laura Dumont. Nice to meet you.
- Stefan .....<sup>1</sup> to meet you, too. ....<sup>2</sup> Stefan Kirchner.
- Laura .....<sup>3</sup> are you from, Stefan?
- Stefan I'm from Linz. That's in Austria. ....<sup>4</sup> about you?
- Laura I'm from Ottawa in Canada.
- Stefan You've come a very long way! How was your .....<sup>5</sup> here?
- Laura It was fine, but a bit .....<sup>6</sup>. Nine hours is a long time to be in a plane.  
I managed to get a good rest yesterday, though. By the way, are you .....<sup>7</sup>  
at the Regency, too?
- Stefan No, they booked me into a small hotel called The Winston.
- Laura What's it .....<sup>8</sup>?
- Stefan Well, it's all right, I suppose. A bit noisy, but the food and service are good.  
And it's within walking distance of the conference centre, so I can't complain.

**A Complete the text with the best words.**

It has become a commonplace to say that the world is changing at an ever-increasing pace. Companies today are faced with a stark choice: .....<sup>1</sup> or go under. For example, four decades ago, companies typically tended to be .....<sup>2</sup>. They were built on a model which achieved a high degree of control, but in which .....<sup>3</sup> of communication were few and slow.

Another disadvantage of this type of organisation is that more junior .....<sup>4</sup> may not even know who the CEO is, or what .....<sup>5</sup> the decision-makers are trying to achieve. In order to try to solve this problem, many organisations have adopted a less .....<sup>6</sup>, more flexible business culture in which frequent contact between the owner and the employees ensures that .....<sup>7</sup> is flowing smoothly.

A second difficult choice for a company concerns the extent to which it should go global or remain .....<sup>8</sup>. Global operations allow maximum .....<sup>9</sup> of scale, while localisation makes it possible to .....<sup>10</sup> quickly and to reach all market .....<sup>11</sup>. In order to reduce the tension between global and local demands, many companies have adopted a 'hub and spoke' structure. They use several regional production and .....<sup>12</sup> 'hubs' where neighbouring markets are serviced from one single location.

- |                     |                 |                  |                  |
|---------------------|-----------------|------------------|------------------|
| 1 a) adopt          | b) market       | c) adapt         | d) research      |
| 2 a) economical     | b) hierarchical | c) welcoming     | d) democratic    |
| 3 a) webs           | b) media        | c) roads         | d) channels      |
| 4 a) customers      | b) directors    | c) staff         | d) buyers        |
| 5 a) goals          | b) design       | c) plan          | d) sales         |
| 6 a) bureaucratic   | b) caring       | c) decentralised | d) market-driven |
| 7 a) information    | b) news         | c) speech        | d) interest      |
| 8 a) professional   | b) static       | c) local         | d) impersonal    |
| 9 a) production     | b) economies    | c) marketing     | d) savings       |
| 10 a) call          | b) demand       | c) enquire       | d) respond       |
| 11 a) shares        | b) research     | c) leaders       | d) sectors       |
| 12 a) manufacturing | b) selection    | c) distribution  | d) advertising   |

**D Use the same word for each group to make new noun combinations.**

- |                            |                    |                            |                           |
|----------------------------|--------------------|----------------------------|---------------------------|
| 1 world <i>trade</i> ..... | <i>trade</i> ..... | deficit <i>trade</i> ..... | secret <i>trade</i> ..... |
| 2 crisis m. ....           | m. ....            | guru                       | project m. ....           |
| 3 o. .... hours            | head o. ....       |                            | o. .... job               |
| 4 life i. ....             | travel i. ....     | policy                     | i. .... broker            |
| 5 p. .... range            | consumer p. ....   |                            | p. .... launch            |
| 6 a. .... agency           | radio a. ....      |                            | a. .... campaign          |

**E Complete the sentences with words from the box.**

level	round	breach	waste	lack	range	conflict	cost
-------	-------	--------	-------	------	-------	----------	------

- The *level* ..... of unemployment will soon reach 15%.
- They accused the striking workers of being in ..... of contract.
- There was a growing ..... of interest between her business dealings and her position as a politician.
- Writing letters by hand is a complete ..... of time. I always type them on the computer.
- Experts forecast that the ..... of living will decrease slightly next year.
- We have pleasure in including further information about our ..... of products.
- We are starting a new ..... of negotiations with GVC Steelworks next month.
- The seminar on 'Motivation at Work' was cancelled through ..... of interest.

**Tip**

Many constructions *noun + of + noun* are relatively fixed. For example:

- *waste of money, lack of interest, show of strength.*

We cannot say *money waste, interest lack* or *strength show*, for example.



**A** A large travel agency called *Free Horizons* has recently been reorganised and the new manager, Olivia Anderson, is very keen on staff training. Complete her e-mail with the words from the box.

remain	announce	contribute	explain	organise	select
--------	----------	------------	---------	----------	--------

**To:** All staff  
**From:** O. Anderson  
**Subject:** Staff training

In order to keep our competitive edge, we at *Free Horizons* must continue to provide unique travel services and .....<sup>1</sup> *remain* totally customer-focused.

Our staff training programmes .....<sup>2</sup> a great deal to making us so dynamic and efficient.

I am very pleased to .....<sup>3</sup> that we will be able to .....<sup>4</sup> another training seminar in the autumn, on one of the following topics:

- developing computer skills,
- intermediate French, Spanish, or Arabic,
- customer service,
- favourite destinations: geography and politics.

Please .....<sup>5</sup> one topic, and .....<sup>6</sup> in detail the reasons for your choice.

Replies by Thursday please.

## 19. The role of Advertising

### **A** Complete each sentence with the best word.

- 1 If a celebrity ..... *endorses* ..... a product, they say how good it is in advertisements.  
a) persuades                      b) launches                      c) endorses
- 2 Billboards, those large signs used for advertising, are often called '.....' in British English.  
a) leaflets                      b) slogans                      c) hoardings
- 3 Manufacturers of toiletries and cosmetics frequently offer free ..... for customers to try out their new products.  
a) samples                      b) commercials                      c) posters
- 4 Advertising done at the place where a product is sold is called '..... advertising'.  
a) public                      b) point-of-sale                      c) eye-catching
- 5 ..... of sports or arts events can be a powerful method of advertising.  
a) Research                      b) Endorsement                      c) Sponsorship
- 6 If you hear about a new product from a friend or relative, this is called '..... advertising'.  
a) word-for-word                      b) mouth-to-mouth                      c) word-of-mouth
- 7 Outdoor advertising is growing rapidly due to the rising cost of TV .....  
a) commercials                      b) publicity                      c) research
- 8 A ..... advertisement is one that causes a lot of public discussion and disagreement.  
a) viral                      b) controversial                      c) subliminal
- 9 'Beanz Meanz Heinz' has become one of the most famous advertising ..... ever.  
a) slogans                      b) banners                      c) mailshots
- 10 The company was forced to withdraw its advertisement because many people found it .....  
a) acceptable                      b) offensive                      c) original

# Alpha Advertising

**A large advertising agency with a reputation for creating imaginative and effective campaigns is competing for new business.**

## Background

Alpha Advertising is based in Turin. It is competing for several new contracts. It has been asked to present ideas for exciting new campaigns to the management of the companies concerned. Concepts are required for the following new goods and services.

### Panther Air

- An 'on-demand' jet charter service, based in Hamburg, Germany
- High standards of safety, quality and service
- Expert advice on choice of plane; competitive prices
- Target consumers: top business executives and VIPs

**Aim:** To target the world's top business people



### E-Book

- An electronic book recently launched - slim; it can fit into a pocket or handbag
- It has a 200-novel memory and sells at 250 euros.
- When turned on, it takes readers straight to the last page they were reading.
- A 'next read' feature: the E-Book consults a database of related titles which may be of interest to the reader. It then makes recommendations for downloading or purchase.
- The E-Book is pre-loaded with 150 books.

**Aim:** An international press and TV campaign



### Safe Haven: a new group of hotels in your country

- Rooms at competitive prices.
- Excellent facilities: a mini-spa on every floor; free aerobic classes three times a week; musical entertainment in the lounge every evening
- Hotels all in downtown areas
- Hotel restaurants offer a wide range of local dishes, prepared by well-known chefs
- A comprehensive advice service for all guests

**Aim:** A creative campaign to attract more customers



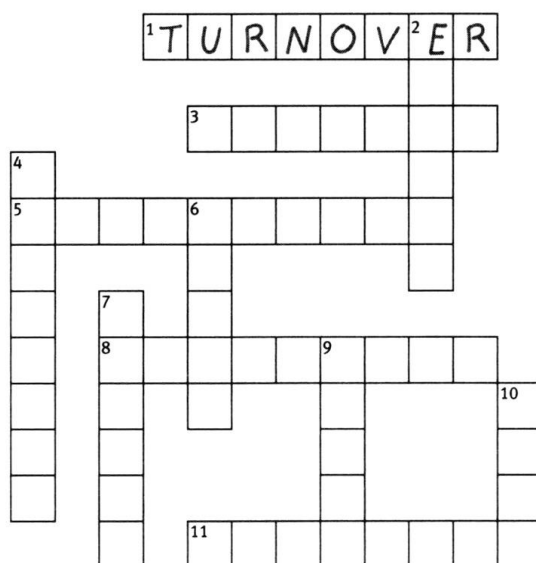
**A Use the clues to complete the crossword puzzle.**

**Across**

- 1 A company's ..... *turnover* ..... is the amount of business it does over a certain period of time. (8)
- 3 A company's sales ..... is the money it receives from selling goods or services. (7)
- 5 Money which people or organisations put into a business in order to make a profit. (10)
- 8 A difficult time for the economy of a country, when there is less business activity. (9)
- 11 A ..... is a description of what is likely to happen in the future. (8)

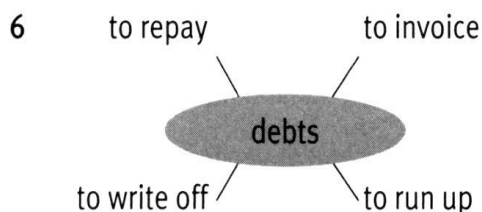
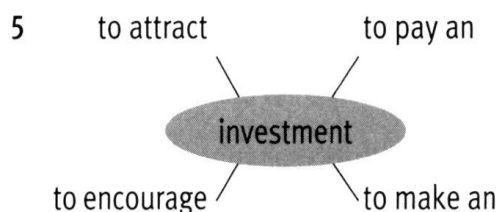
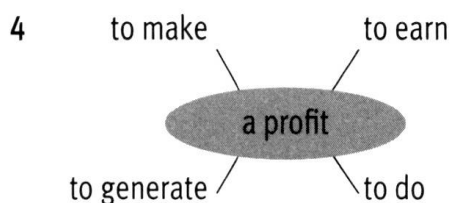
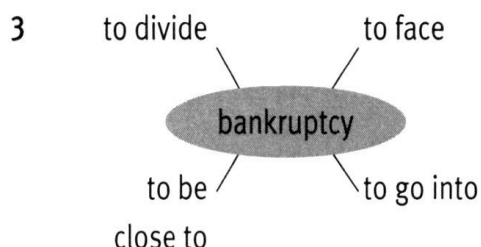
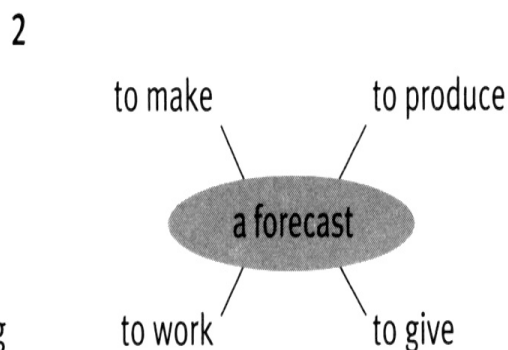
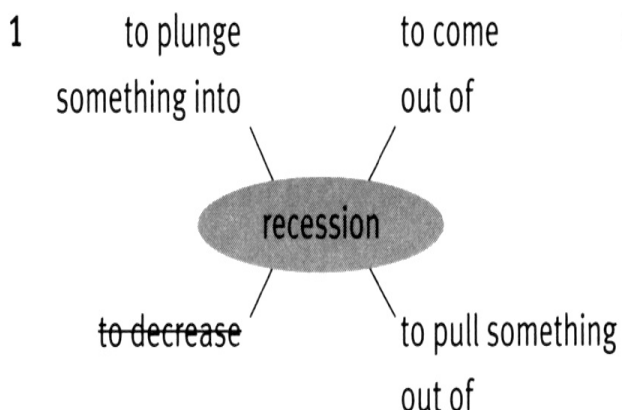
**Down**

- 2 An ..... stake is the money risked when a business owns part of another company. (6)
- 4 The ..... is the part of the profits of a company that is paid to shareholders for each share that they own. (8)
- 6 A ..... market is where a company's shares are bought and sold. (5)
- 7 The ..... margin is the difference between the price of a product or service and the cost of producing it. (6)
- 9 One of the parts into which ownership of a company is divided. (5)
- 10 Money that one person, organisation or country owes to another. (4)



**B**

Cross out the verb which does not normally go with the noun in the bubble.

**C**

Match these sentence halves.

- |  |  |
|--|--|
| 1 Sales went up beyond expectations, and Kernel Computers made a   | a) gloomy sales forecast for the next quarter. |
| 2 Our economic experts have produced a                             | b) encourage foreign investment.               |
| 3 Competition is so fierce that many small travel operators are    | c) plunge the country into recession.          |
| 4 The government has promised to eliminate bureaucracy in order to | d) record profit of 150 million euros.         |
| 5 They spend more than they earn and run up                        | e) close to bankruptcy.                        |
| 6 We fear that a rise in interest rates will                       | f) huge debts on their credit cards.           |



USEFUL LANGUAGE		
<b>YEARS</b>	<b>DECIMALS</b>	
1984 <i>nineteen eighty-four</i>	16.5 <i>sixteen point five</i>	
2012 <i>two thousand and twelve</i> <i>or twenty twelve</i>	17.38% <i>seventeen point three eight per cent</i>	
	0.185 <i>(nought /zero) point one eight five</i>	
<b>CURRENCIES</b>	<b>FRACTIONS</b>	
£3.15 <i>three pounds fifteen</i>	$\frac{1}{4}$ <i>a quarter</i>	$\frac{1}{2}$ <i>a half</i>
\$7.80 <i>seven dollars eighty</i>	$\frac{2}{3}$ <i>two thirds</i>	$\frac{3}{4}$ <i>three quarters</i>
€250 <i>two hundred and fifty euros</i>		
¥125 <i>one hundred and twenty-five yen</i>		
<b>BIGGER NUMBERS</b>		
3,560	<i>three thousand five hundred <b>and</b> sixty (BrE)</i> <i>three thousand five hundred sixty (AmE)</i>	
598,347	<i>five hundred <b>and</b> ninety-eight thousand, three hundred <b>and</b> forty-seven (BrE)</i> <i>five hundred ninety-eight thousand, three hundred forty-seven (AmE)</i>	
1,300,402	<i>one million three hundred thousand, four hundred <b>and</b> two (BrE)</i> <i>one million three hundred thousand, four hundred two (AmE)</i>	
1m	<i>one /a million (1,000,000)</i>	
3bn	<i>three billion (3,000,000,000)</i>	
\$7.5bn	<i>seven point five billion dollars</i>	
€478m	<i>four hundred <b>and</b> seventy-eight million euros (BrE)</i> <i>four hundred seventy-eight million euros (AmE)</i>	
If you don't specify an exact amount, a plural is used. It cost <b>thousands</b> of dollars. They spent <b>millions</b> of euros.		

**Work in pairs. Student A, turn to page 136 and read the text aloud to Student B. Student B, listen to Student A while reading this article. Correct any incorrect information.**

## Business in brief

It was a bad day for the London market. Following disappointing results from FedEx in the US and fears of a credit crunch, the FTSE 100 fell 105 points or 1.8 per cent to 5,756.9, while the

FTSE 250 fell 189.1 points or 1.9 per cent to 9,534.8.


Only eight blue-chip stocks managed to make gains. The best was Smith & Nephew. Shares in the medical devices group rose 2.9 per cent to 595½p after UBS upgraded the stock to a 'buy' recommendation. S&N was also supported by rumours of a bid approach from a Japanese company.

On the other hand, British

Airways, down 5.2 per cent to 225¼p, fell even further after Morgan Stanley cut its target to 149p. This was because of worries about increasing fuel prices.

Tate and Lyle, the sugar and sweeteners group, lost 5.2 per cent to 402¼p after CityGroup lowered its forecasts because of rising corn prices. Following recent floods in the US, the cost of corn has risen 25 per cent.






**WORKING ACROSS CULTURES → INTERNATIONAL MEETINGS**

**Task**

You work for a large multinational company with over 100 offices worldwide (including in your country). The Communications Director has asked you to discuss the topic of meetings across the company and to report back with your findings. The information you provide will help with the future communications policy of the company.

- 1 **Work in small groups. Hold a meeting using the following as your agenda, and consider the advantages and disadvantages of each recommendation.**
  - a) Hold all meetings in English.
  - b) Limit the number of participants in meetings to a maximum of eight.
  - c) Stop holding meetings in the afternoon of the last working day of the week.
  - d) Use more video conferencing or teleconferencing calls for international meetings
  - e) Limit the length of meetings to one hour.
  - f) Conduct meetings standing up, without chairs, tables or refreshments.
  - g) Introduce weekly 'breakfast meetings' across the company.
- 2 **Write some tips for effective meetings based on your discussion.**
- 3 **Present your ideas to another group.**

*C In my experience, meetings follow an established format with a detailed agenda. The use of titles like 'Mr' and 'Mrs' is important. There seems to be a lot of handshaking and sometimes kissing on the cheeks. Discussion is more about process than results, so there may be fewer decisions or action plans. The timetable is changeable, with interruptions and changes likely. The focus is on establishing relationships before moving on to the tasks. A business lunch here can last up to three hours.*



*D I found that people like to know well in advance about a meeting. They expect an agenda and timetable and dislike alterations. They communicate in a very direct way, follow the agenda precisely and minute all items. My jokes didn't seem to make people laugh, so I guess not being serious is disapproved of. Any proposals were presented in detail with supporting evidence. Generally, the meetings were dominated by the senior person.*

*E My experience of meetings here was that they are unstructured and often informal, more like a social event. It's normal to have long discussions on other issues, so it's a good idea to prepare and send out an agenda in advance. There was often careful analysis of small details. I found that meetings were more for decision-makers to get input from participants, while key decisions may be made elsewhere.*





- socialising with contacts
- small talk before meetings
- accepting interruption
- giving presents
- being direct (saying exactly what you think)
- using first names

### LISTENING Cultural differences

**A** CD1.44 Jeff Toms is Marketing Director at an international cultural training centre. Listen to the first part of the interview and answer the questions.

- 1 What two factors affect the 'Middle East clock'?
- 2 What can cause problems for Americans when they do business with Latin cultures?



Jeff Toms

Watch the  
interview on  
the DVD-ROM.



**B** CD1.45 Listen to the second part of the interview and say what qualities companies should look for when sending staff abroad.

**C** CD1.46 Listen to the final part of the interview and complete the gaps.

I think also one of the key features of the successful .....<sup>1</sup> is to be non-.....<sup>2</sup>. For instance, if you're coming from an Asian culture to try and do business with a Western culture, for certain the way that people do things will be fundamentally different – the .....<sup>3</sup>, the structure, the .....<sup>4</sup>, the seniority and the .....<sup>5</sup> of the people you're doing business with – will be fundamentally different.

**D** If you could be sent anywhere in the world to work, which country would you choose? What aspects of its culture do you particularly like?



## Reading: Culture shock

Students read about how an international bank works to ease cultural misunderstandings between its staff from different countries.



- Get students to read the article quickly and, in pairs, find the positive and negative items.
- Go round the room and help where necessary.
- With the whole class, elicit the answers.

1 a 2 b 3 c 4 a 5 c



- Get students, in their pairs, to look at the questions and read the article a second time. Go round and assist where necessary.
- With the whole class, elicit the answers. You could get students to find the parts of the article that relate to each question, then get them to rephrase the answers in their own words and then discuss them.

- 1 a) '[They] might share similar professional knowledge and skills ...' (lines 15–16)  
 1 b) '... their ways of working, social skills, body language and ways of doing business are likely to be completely different. They may have different patterns of behaviour ...' (lines 17–22)  
 2 'It is about understanding how and why cultures work differently.' (lines 46–47)



- Get students to discuss the question, still in pairs. Go round and assist where necessary. If students are stuck for ideas, they could go back to the issues in *Starting up* and decide which should be included in their course. Monitor the language that they are using, especially the language that relates to cultural issues.
- Bring the class to order and elicit one of the students' ideas, comparing and contrasting those of different pairs.



- Get students to write their paragraph individually in class, or for homework. Don't forget to check what they have written at some point.

Text bank (pages 138–141)

## Language review: Advice, obligation and necessity

Students look at some modal and other verbs and use them in the context of intercultural advice.

- Talk students through the commentary and examples in the panel. Also bring their attention to the extra information in the Grammar reference on page 149 and tell them to look at it for homework.



- Go through the exercise with the whole class. The important thing is to discuss why the answer is appropriate in each case.

- 1 should  
 2 mustn't  
 3 both (this may be advisory or compulsory)  
 4 mustn't  
 5 both (may be advisory or compulsory)  
 6 both (two senses: she needn't work so hard; it's not good for her to do so)  
 7 both (depends on the strength of the advice)  
 8 don't have to



- Get individual students to read aloud the advice on Chinese business protocol. Practise difficult words like *honour*.
- Either as pairwork or a whole-class activity, get students to talk about differences and similarities with their own countries.
- If you have done the last steps as pairwork, do a whole-class round-up of the pairs' findings.

## Skills: Social English

Students look at, listen to and practise the language of social interaction.



CD1.48

- Tell students that they will be doing 'social English'. (You should have no trouble 'selling' this – it's something that students often request and sees as a key area.)
- Get students to listen to the dialogue once right through, then again, stopping after each exchange and getting students to suggest improvements.

### Sample answer

- A So where did you go on holiday, then?  
 B We went to Italy this year.  
 A Did you have a good time? [enthusiastically]  
 B Yes, it was great!  
 A And which part of Italy did you go to?  
 B We rented a villa in Sicily.  
 A I've been to Sicily – Taormina. I really enjoyed it. What did you think of it?  
 B Yes, I thought it was wonderful – the scenery is so beautiful.  
 A Yes, it's a marvellous place. We want to go back next to Italy next year. So ... how's it going at work?  
 B We're really busy.  
 A That's really good, isn't it?  
 B Yes, it's better that way!

- Get one or two pairs to perform the improved version, with feeling!



Muatqil ta'lim 27 Getting information on the phone. Writing a letter offering employment to a successful employer

**CD2.9 Listen to the call again and complete the extracts.**

- Cindy .....<sup>1</sup> if you could give me a little more information.  
 Li Ping Certainly, what do you need to know?  
 Cindy Well, first of all, am I .....<sup>2</sup> ?  
  
 Cindy Just one or two more questions.....<sup>3</sup>  
 when the successful candidate has to start work with you. I mean, if I get the  
 job, will I be able to give my present employer sufficient notice?  
 Li Ping OK, that's a good question. How much.....  
 .....<sup>4</sup> ?  
  
 Cindy OK, so, .....<sup>5</sup> , I probably wouldn't  
 have to start working until February, and maybe even later?  
 Li Ping .....<sup>6</sup> .  
 Cindy One last question. Could I ask you .....<sup>7</sup> ?  
 It wasn't given in the advert.  
 Li Ping You're right. It would depend on a lot of things: qualifications, experience,  
 personal qualities, that sort of thing.  
 Cindy .....<sup>8</sup> you can't give me a figure?  
 Li Ping That's right. The salary's .....<sup>9</sup> .

**USEFUL LANGUAGE**

**SAYING WHO YOU ARE**

Good morning, my name's Lisa Mann.  
 Hello, Ben speaking.

**STATING YOUR PURPOSE**

I'm calling about ...  
 The reason I'm calling is ...

**ASKING FOR INFORMATION**

I was wondering if you could give me ...?  
 Could you tell me ...?  
 I'd also like to know ...  
 Could I ask you ...?

**CHECKING INFORMATION**

Just to get this clear ...  
 There's just one other thing, I'd like to check ...  
 Are you saying ...?

**SHOWING INTEREST**

Certainly, what do you need to know?  
 No, don't worry.  
 I look forward to getting it.  
 That's correct.  
 Good luck.

**ENDING A CALL**

OK, I think that's everything.  
 Right, I think that's all I need to know.



## Article 1

by Xin Zhiming

'The US should focus on improving its overall economic competitiveness instead of seeking protectionism to combat its economic slowdown,' said the latest 2008 White Paper: American

Business in China. 'And it should not argue for a stronger currency to reduce its trade deficit with China, since the value of the yuan is not the fundamental cause of the deficit,' said the White Paper, which

was released by the American Chamber of Commerce (AmCham) China, AmCham Shanghai and AmCham South China Tuesday. The US economy is currently slowing, while its trade deficit with China remains high, standing at \$163.3 billion last year. The deficit has led to protectionism against Chinese goods and investment in the US.

The two countries should make 'defending and preserving the



openness of the trade relationship a core commitment', the White Paper said. 'Instances of co-operation between China and US far exceed instances of dispute.

'An open US and an open China will lead to sustained benefits for both US companies and citizens back home,' said Harley Seyedin, Chairman of AmCham South China.'

## Article 2

BY ANDREA HOPKINS



The US trade deficit with China cost 2.3 million American jobs over six years, the Economic Policy Institute said on Wednesday.

Even when they found new jobs, workers who had lost jobs to Chinese competition saw their earnings decrease by an average of \$8,146 each year because the new jobs paid less, according to the report, funded in part by labor unions.

'(We hope) it will help to focus the debate on trade to where it needs to be right now with respect to China,' said Scott Paul, Executive Director of the Alliance for American Manufacturing.

US manufacturers, labor unions, and many lawmakers have long accused

China of manipulating its currency to give Chinese companies an unfair advantage in international trade, and are pressing China to continue to allow the yuan to rise against the US dollar.

China has said the United States should recognize how much its yuan currency has already risen against the dollar—it is about 20 per cent higher since China revalued its currency in July 2005.

China has also said the fact that Americans save much less of their incomes than the Chinese do has increased the trade deficit. Chinese-made goods have been extremely popular in recent years with US consumers looking for low prices.

### C Find the opposites of these words in the articles.

- 1 free trade 2 upturn 3 surplus 4 dispute 5 decreased 6 spend

### D Complete the sentences with the words you found in Exercise C.

- Economists know that ..... and import taxes promote inefficiency.
- The study was done in ..... with local businesses.
- There has been a ..... in the tourist trade.
- The figures show a trade ..... of \$4 billion.

## LISTENING Training for negotiating



Andy Simmons

Watch the interview on the DVD-ROM.

**A** ▶ CD2.18 Andy Simmons is a partner at The Gap Partnership and is an expert on negotiating. Listen to the first part of the interview. What three things does Andy say are important in negotiating?

**B** ▶ CD2.19 Listen to the second part and complete the gaps.

In fact, this concept of .....<sup>1</sup> – that's what we teach – says that there is no one way, there are many .....<sup>2</sup> ways, ranging from the very .....<sup>3</sup>, very high .....<sup>4</sup> negotiations that are generally win-lose, all the way through to the very, very .....<sup>5</sup> negotiations, which are deemed as .....<sup>6</sup>. And there's no right or .....<sup>7</sup>, or there's no good or bad, it's just what's appropriate to the .....<sup>8</sup>.

**C** ▶ CD2.20 Listen to the final part and answer the questions.

- 1 What behaviours are appropriate for being a good negotiator?
- 2 How do you tell if there is more scope for negotiation?

**D** Discuss the questions.

- 1 What do you think makes a really good negotiator?
- 2 Do you prefer high-conflict win-lose negotiations or cooperative win-win negotiations?
- 3 How common is negotiating in your country?

## SKILLS Negotiating

**A** Work in pairs. Try to sell something you have on you (a watch, bracelet, etc.) or a household object to your partner.

**B** Discuss the questions.

- 1 Were you pleased with the outcome of the negotiation in Exercise A?
- 2 What strategy or tactics did your partner use to achieve his/her objective?

**C** In his book *The Art of Winning*, Harry Mills says that most negotiations have seven stages. These are listed below, but in the wrong order. Put the stages in order. What word do the initial letters of the stages spell?

- Tie up loose ends  
Confirm what has been agreed. Summarise the details on paper.
- Explore each other's needs  
Build rapport. State your opening position. Learn the other side's position.
- Ready yourself  
Prepare your objectives, concessions and strategy. Gather information about the other side.
- Probe with proposals  
Make suggestions and find areas of agreement.
- Close the deal  
Bring the negotiation to a clear and satisfactory end.
- Signal for movement  
Signal that you are prepared to move from your original position. Respond to signals from the other side.
- Exchange concessions  
Give the other side something in return for something you need or want.



## 3 Doing business internationally

### A Tim Collins goes to Saudi Arabia

Tim Collins, Sales Manager, travelled to Riyadh to present his company's TV sets to Karim Al-Jabri, president of a retail group.

The meeting, arranged for Monday, was postponed two days later. When Collins finally met Al-Jabri, he was surprised that several other Saudi visitors attended the meeting. He turned down Al-Jabri's offer of coffee, and when asked about his impressions of Riyadh, said that he had been too busy dealing with paperwork to see the sights.

During the meeting, Al-Jabri often interrupted the conversation to take telephone calls. Collins wanted to get down to business, but Al-Jabri seemed to prefer to talk about English football teams. When Collins admired a painting on the office wall, Al-Jabri insisted on giving it to him as a gift. Collins was very embarrassed.

Two days later, Collins presented his company's new products. A large number of staff attended and asked technical questions which Collins couldn't answer. The following day, Collins asked Al-Jabri if he wanted to place an order for the TV sets. 'If God pleases,' was the answer. Collins thought that meant 'Yes'.

Collins did not secure the contract. When he e-mailed Al-Jabri a month later, he was informed that Mr Al-Jabri was away on business.

### Task

- 1 Tim Collins made several mistakes because he lacked knowledge of the local business culture. In pairs, discuss his mistakes and note them down.
- 2 Turn to page 138 and check your answers.
- 3 Draw up a list of advice you would give a visitor like Tim Collins.



### B Carson Martin visits Japan

Carson Martin, Managing Director of a Canadian golf equipment company, travelled to Osaka to meet Yasuo Matsumoto, General Manager of a sports goods business.

Martin arrived punctually for his meeting with Matsumoto. He hoped it would be with Matsumoto alone, but some of Matsumoto's colleagues were also present. After introductions, they exchanged business cards. When Martin received Matsumoto's card, he put it away in his wallet. However, Matsumoto examined Martin's card closely for some time.

After a short discussion, Martin said, 'Well, are you willing to be an exclusive agent for us or not?' Matsumoto looked embarrassed, then he said, 'It will be under consideration.' Martin was not clear what Matsumoto meant. Matsumoto went on to say that he had to consult many colleagues in other departments before they could make a decision.

After the meeting, Matsumoto invited Martin to join him for dinner. Matsumoto complimented Martin on his ability to use chopsticks. Later, Martin gave Matsumoto two gifts: a guide book for Ontario, Canada, wrapped in red paper, and a bunch of beautiful white water lilies for his wife. 'I hope they appreciate my gifts,' he thought.

He did not hear from Matsumoto for some while. However, six months later, he received an e-mail from Matsumoto: 'Please return to Osaka as soon as possible. We would like to meet you to discuss the agency agreement.'

Read the case, then discuss the questions in pairs.

- 1 Why was Martin disappointed when:
  - a) he first entered Matsumoto's office?
  - b) Matsumoto said, 'It will be under consideration'?
- 2 What mistakes did Martin make when he:
  - a) exchanged business cards?
  - b) asked the question about an exclusive contract?
  - c) gave Matsumoto's wife white water lilies?

### Task

✎ CD2.22 Listen to an expert on Japanese culture analysing the case. Make notes and discuss her comments.

- B** Read the headline and subheading of the article. In pairs, predict five words that will appear in the article. Include some words connected to dishonesty. Check the article to see if you were correct. Underline all the words in the article connected with dishonesty.

## The ethics of résumé writing

*It's never OK to lie on a résumé. But what about stretching the truth?*

by Clinton D. Korver

How much can you "dress up" your résumé to make yourself as strong a candidate as possible without crossing the ethical line of deception? Consider a few conflicting thoughts:

- Over 50% of people lie on their résumé.
- A Monster.com blog about the dangers of lying on your résumé elicited 60 comments from job seekers recommending lying and only 46 discouraging it. Recommenders justified lying by claiming: everyone else is doing it, companies lie about job requirements, and it's hard to get a good job.
- Executives caught lying on their résumés often lose their jobs.

If you are reading this blog, you probably are not tempted by dishonesty. But what about the following:

- Claiming a degree that was not earned because you did most of the work and were only a few credits short.
- Creating a more impressive job title because you were already doing all of the work of that position.
- Claiming a team's contributions as your own, because other members did not carry their weight.
- Inflating the number of people or range of functions for which you had direct responsibility because you really did have a great deal of influence over them.

These are called rationalizations—constructing a justification for a decision you suspect is really wrong. You create a story that sounds believable but doesn't pass close examination. You begin to fool yourself. You develop habits of distorted thinking.

So where is the line? You need to decide that for yourself. Here are some tests to keep your thinking clear:

- Other-shoe test: How would you feel if the shoe were on the other foot and you were the hiring manager looking at this résumé? What assumptions would you draw and would they be accurate?
- Front-page test: Would you think the same way if the accomplishment in question were reported on the front page of the Wall Street Journal? Or your prior employer's internal newsletter?

But wait, you say. My résumé doesn't quite pass these tests, but there is something real underneath my claims, and I do not want to sell myself short.

When in doubt, ask an old boss. While asking an old boss may be difficult, it has many benefits. Precisely because it is difficult, it forces you to think clearly and sometimes creatively. Asking also checks the accuracy of your claims, trains your old boss in how to represent you during reference checks, and sometimes your old boss may give you better ways to represent yourself.

*From BusinessWeek*





## SKILLS Considering options

**A** 40 CD2.30 Listen to two directors talking about a top salesman, Tom Pattison, who is not doing his job properly. Then answer the questions.

- 1 In what ways is Tom behaving unprofessionally?
- 2 What two options does one of the directors mention?
- 3 What do the directors finally decide to do?

**B** Which of the headings (a–g) in the Useful language box should these comments go under? Some may go under the same heading.

- 1 I'd say there are two ways we could deal with this.
- 2 We could have a chat with him about his sales reports.
- 3 If we take a firm approach, there's a risk he may get upset and look for another job.
- 4 OK, let's look at it from another angle...
- 5 It might be the best way to deal with the problem.
- 6 Yeah, the problem is, he's a really good salesman, but I agree he needs tighter control.
- 7 If we just have a friendly chat with him, he may not take it seriously.

**C** 41 CD2.30 Listen again. Tick the expressions from the Useful language box that you hear.

### USEFUL LANGUAGE

#### a) STATING THE PROBLEM

The problem is, he's a really good salesman.  
The way I see it is he doesn't like rules.

#### b) LOOKING AT OPTIONS

So, what are our options?  
There are (two/several) ways we could deal with this.

#### c) DISCUSSING POSSIBLE EFFECTS

If we do that, he may come to his senses.  
One consequence could be that he gives in his resignation.

#### d) CHANGING YOUR APPROACH

Let's look at it from another angle.  
Let's consider another approach.  
Why don't we deal with it in a different way?

#### e) EXPRESSING QUALIFIED AGREEMENT

I'm with you up to a point, but it may not work.  
You could be right, but it's a risky strategy.

#### f) MAKING A DECISION

The best way to deal with the problem is to talk to him.  
Let's see if we can sort this out.

#### g) STATING FUTURE ACTION

I'll arrange for Tom to meet us.  
The next thing to do is fix up a meeting.

**D** Role-play this situation.

You are senior managers of a department store. Your business is losing market share. You strongly suspect your main rival is using unfair methods to compete against you. For example, you are almost sure that your rival has been:

- a) trying to obtain information about your marketing strategy from an employee who has just left your company;
- b) offering members of your award-winning window-display team exceptionally high salaries and bonuses to leave your organisation.

Hold a meeting to consider how to solve the problems.



# READING

## Leading L'Oréal

**A** In groups, write down four things that you know about L'Oréal.

**B** Read the article quickly to check if any of your points were mentioned.

FT

# Father of the feel-good factory

by Jenny Wiggins

Sir Lindsay Owen-Jones does not like being photographed. "Do I have to smile?" he says gruffly. He exudes the air of a man who has done this many, many times before.

Such expertise derives from the fact that Sir Lindsay is frequently photographed with models, girls far taller than he is, who wear lipstick, eyeshadow and nail polish made by L'Oréal, the company he has worked for since 1969. For nearly 20 years, he was Chief Executive of L'Oréal, the world's biggest beauty company and owner of brands such as Maybelline, Redken, Lancôme and Vichy.

Although he stepped back from the day-to-day running of the company two years ago, handing over the job to Jean-Paul Agon, he remains Chairman.

Sir Lindsay, who turns 62 this month, has spent the better part of his life trying to convince women and men that buying L'Oréal's lotions and shampoos will make them feel good.

L'Oréal is a curious destination for a man who had "no intention" of taking a job in the consumer goods industry. Yet he was drawn to the beauty company. "It was still quite a small company, but was thought to



be going places and was considered a great example of creative marketing and original advertising campaigns. Cosmetics is a business of intuition. Consumers don't tell you what they need; you've got to guess."

He credits his predecessor, François Dalle, with teaching him basic business sense while he was working his way up the ranks of L'Oréal.

"He single-handedly ran this company and did every marketing job for every brand, all at the same time. But he was a genius. I think one of the reasons I got responsibility so young was that I could interpret the things he said, which often were the opposite of what he actually said literally. So when I got the job as Chief Executive, it came totally naturally to me that my priority was going to be to write L'Oréal in the sky of every country in the world."

Under Sir Lindsay's leadership, L'Oréal did just that. Annual sales rose from a few million euros to more than €17bn as the company acquired foreign cosmetic groups such as Shu Uemura in Japan, Kiehl's in the US and the Body Shop in Britain.

Sir Lindsay harboured international ambitions even as a child. "My mother dreamed of parties at Monte Carlo and the bright lights. She transmitted to me the idea that excitement and fun was being international and travelling and speaking languages. It was easy as a teenager in a slightly grim 1950s Britain to see the cars going into Monte Carlo and to say, "Wow, one day I'm going to be there."

**C** Read the article again and match the descriptions below (1–10) to these four people. Two of the descriptions are not mentioned in the article.

a) Lindsay Owen-Jones	c) François Dalle
b) Jean-Paul Agon	d) Lindsay's mother

- had international ambitions from a very young age.
- runs L'Oréal.
- is Chairman of L'Oréal.
- was attracted to L'Oréal before it became very successful.
- relaxes by sailing and skiing.
- was attracted by the lifestyle of the rich and famous.
- ran the company on his own.
- likes going to concerts and reading.
- climbed the career ladder at L'Oréal.
- dreamed of parties at Monte Carlo.

**D** Take three minutes to make some notes about L'Oréal. Use your notes to give a one-minute presentation to your partner. Your partner will then ask you a question about it.

## America will find opportunity in scarcity

by Eric Schmidt

We now need to encourage investment in new high-technology industries such as clean energy and environmental technology. These are sectors we have lacked political leadership not just recently, but for decades.

The Internet, enables the open and free exchange of information, is critical to our future economic growth. It has already proved to be vital to entrepreneurs and America's small businesses, generate up to 80 per cent of new jobs in the US. But continuing this record will require a strong federal commitment to keeping the Internet open.

Technologies such as the Internet can also help make our government more open and responsive to citizens. But even those of us are technology's biggest enthusiasts must recognise its limitations. In the end, it is people have to make the decisions.

More than ever, we need a leader who look beyond the old thinking and orthodoxies and understands the importance of investment in ideas and technology for our future.



This article expresses the personal opinion of Eric Schmidt, is the Chief Executive of Google.

**SKILLS**  
**Presenting**

**A** Comment on the following statements. In your opinion are they:

a) essential?    b) helpful?    c) unhelpful for a successful presentation?

- 1 Tell a joke at the beginning to relax the atmosphere.
- 2 Speak more slowly than you normally do.
- 3 Smile a lot.
- 4 Involve the audience.
- 5 Invite questions during the presentation.
- 6 Always keep to your plan.
- 7 Move around during your presentation.
- 8 Use gestures to emphasise important points.
- 9 Read out your presentation from a script.
- 10 Stand up when giving your presentation.

USEFUL LANGUAGE			
<b>ASKING FOR OPINIONS</b> Good morning, everyone. Hello, everyone, welcome to ...	<b>INVITING QUESTIONS</b> If you have any questions, don't hesitate to ask. I'll be glad to answer any questions (at the end of my talk).	<b>REFERRING TO THE AUDIENCE'S KNOWLEDGE</b> As you know, ... As you are aware, ...	<b>CONCLUDING</b> To sum up, ... To summarise, ...
<b>STRUCTURING THE PRESENTATION</b> I'm going to divide my talk into four parts. First, I'll give you ... After that, ... Next, ... Finally, ...	<b>GIVING BACKGROUND INFORMATION</b> I'll give you some background. Let's start with the background.	<b>REFERRING TO VISUALS</b> If you look at the graph ... Could I draw your attention to the chart?	<b>ENDING</b> Thanks very much. Any questions? Well, that's all I have to say. Thank you for listening.

**D** Prepare a short presentation of three to five minutes. Choose one of these topics.

Topic	Audience	Suggestions
A country you have visited on holiday or done business in	A group of people who will shortly be working there	<ul style="list-style-type: none"> <li style="width: 50%;">• way of life</li> <li style="width: 50%;">• transport</li> <li style="width: 50%;">• accommodation</li> <li style="width: 50%;">• food and drink</li> <li style="width: 50%;">• standard of living</li> <li style="width: 50%;">• customs and traditions</li> <li style="width: 50%;">• weather</li> <li style="width: 50%;">• language</li> <li style="width: 50%;">• people</li> <li style="width: 50%;">• entertainment</li> </ul>
Your company's main competitors	The Board of Directors of your company	<ul style="list-style-type: none"> <li>• identifying the competition</li> <li>• their strengths and weaknesses</li> <li>• how powerful they are in the market</li> </ul>
Your job	A group of high-school students at a careers evening	<ul style="list-style-type: none"> <li>• responsibilities and tasks</li> <li>• the future</li> <li>• perks and special advantages, e.g. foreign travel</li> <li>• qualifications</li> <li>• career structure</li> </ul>



**READING**  
**Head-to-head  
competition**

**A** In groups, discuss what you know about Starbucks and McDonald's.

**B** Read the first two paragraphs of the article. Which company is focusing more on the international market?

**C** Read the whole article, then look at these company plans. Write 'M' (McDonald's) or 'S' (Starbucks) for each one.

- 1 start competing in the coffee-bar market
- 2 replace their Chief Executive
- 3 slow expansion in the US
- 4 introduce coffee bars with 'baristas'
- 5 close under-performing stores
- 6 focus on international plans
- 7 allow customers to see drinks being made
- 8 use simple sizes for coffees
- 9 probably offer coffee at a lower price than their major competitors

# McDonald's stirs up battle with Starbucks

by James Quinn

Starbucks' Chief Executive Jim Donald – who has presided over a 50 per cent decline in the retailer's share price in the last 12 months – is to be replaced by founder and Chairman Howard Schultz.

His appointment comes after a dark 12 months for Starbucks, which has seen it lose out to rivals such as Dunkin' Donuts and McDonald's, who have begun to replicate its success. Schultz is now set to slow the expansion of the retailer's growth in the US, closing under-performing stores in direct response to the slowing North American economy. Instead, he will focus on the company's international plans, using money originally earmarked for US store openings for its global expansion plans.

Fast-food giant McDonald's is set to take on Starbucks in the competitive coffee market,

with plans to open coffee bars across the United States. McDonald's, until now better known for Big Mac burgers than its beverages, yesterday detailed plans to roll out coffee bars complete with their own 'baristas' in its new 14,000 North American stores.

Although there is no fixed timescale for the roll-out, trials are already under way, and it is believed the push could add \$1bn a year to McDonald's \$21.6bn of annual sales. The aim is to compete head-to-head with Starbucks in the ever-increasing brewed coffee market.

The trial involves recruiting 'baristas' – a term made famous by Starbucks – to stores, where espresso machines are displayed at the counter, so allowing customers to actually see the drinks being made. This is in direct contrast to McDonald's traditional



approach, where products tend to be made out of sight from the consumer.

McDonald's is also trying to demystify the at times confusing Starbucks approach to coffee, replacing sizes such as 'venti' and 'grande' with a simplistic small, medium and large.


In a direct side-swipe at its coffee-focused rival, it is even going so far as to use the difficulties customers often have in pronouncing words like 'lute' in consumer advertising in



Kansas City, where one of the trials is taking place.

A McDonald's spokesman told the Daily Telegraph that the push is part of the company's global focus on offering 'great products at great value', suggesting the price point will be somewhat lower than that of Starbucks. The move follows on from a previous roll-out of its coffee products, and is part of a wider re-branding of many of its stores.

**SKILLS**  
**Negotiating**



**A** **CD 39** An Italian bicycle manufacturer wants to enter the Swedish market using an agent. The manufacturer and the agent disagree about some terms of their proposed contract. Listen to the discussion between them and answer the questions.

- Which of these points did the two sides agree on during the negotiation?
 

a) the type of relationship they want
c) payment of commission

b) who sets prices
d) who pays for promotion
- Why does the agent want the contract to be longer than two years?

**B** Match the direct phrases (1–5) to the more diplomatic versions (a–e).

- We must talk about price first.
- There's no way we can give you any credit.
- I want a discount.
- I won't lower my price.
- Your price is far too high.

- Your price seems rather high.
- Unfortunately, I can't lower my price.
- Could you possibly give me a discount?
- I'm afraid we can't give you any credit.
- I think we should talk about price first.

**C** **CD 40** Listen to and complete the extracts from the negotiation in Exercise A. Then decide whether the speakers are being diplomatic (D) or not diplomatic (ND).

- A non-exclusive contract ..... for us, too.
- No, that's ..... for us.
- We know the market conditions ..... than you.
- I ..... a rate of 15% on all the revenue you obtain.
- Fifteen per cent is too low. We ..... 20%.
- We ..... with this.
- How much ..... ?
- We'll ..... the commission later.
- ....., with a new distributor, we prefer a shorter period.
- It ..... at least three years.

**D** Role-play the negotiation between a store owner and the manufacturer of Sheen, a hair shampoo for women. Be diplomatic.

Store owner	Shampoo manufacturer
<ul style="list-style-type: none"> <li>You want to order 50 bottles of Sheen at the quoted price.</li> <li>You want a 10% discount.</li> <li>You want 60 days' credit.</li> <li>You want delivery in two weeks.</li> </ul>	<ul style="list-style-type: none"> <li>You get a bonus if the order is over 100 bottles.</li> <li>You don't give a discount for orders of less than 100 bottles.</li> <li>You want payment on delivery.</li> <li>You can deliver in three weeks.</li> </ul>

USEFUL LANGUAGE		
<b>DIPLOMATICALLY GIVING BAD NEWS</b> I'm sorry, we can't agree to that. I'm afraid your price is rather high. Unfortunately, we can't deliver any earlier. To be honest, we'd need credit terms.	<b>USING SPECULATIVE LANGUAGE</b> It would probably arrive late. It could be a problem. It may be difficult to deliver. We might not be able to do that.	<b>USING A PAST FORM TO EXPRESS DISAPPOINTMENT</b> We were hoping for ... We were expecting ... We were looking for ... We had in mind ...

## Glossariy

### LESSON 1

### « Academic fields»

Enforcement	the act of compelling observance of or compliance with a law, rule, or obligation	хукук тартибга , қонунларга бўйсуниш	соблюдение правопорядка, закона
Advocacy	public support for or recommendation of a particular cause or policy	тарғибот, қўллаб қувватлаш	пропаганда, активная публичная защита
Forestry	the science or practice of planting, managing, and caring for forests	ўрмончилик, ўрмон хўжалиги	лесничество, лесное хозяйство
Accounting	the science or practice of planting, managing, and caring for forests	хисоб иши	бухгалтерское дело
Academician	a member of an academy, usually one which has been formed to improve or maintain standards in a particular field	Академик	академик
to encounter	unexpectedly be faced with or experience (something hostile or difficult)	Тўсатдан дуч келмоқ, қийинчиликка учрамоқ	(неожиданно) встретиться, столкнуться (с кем-л.)
controversial	giving rise or likely to give rise to controversy or public disagreement	шубхали, низולי	спорный, сомнительный; дискуссионный
curriculum	the subjects comprising a course of study in a school or college	ўқув режаси, ўқув курси	курс обучения, учебный план
exploration	thorough examination of a subject	тадқиқот, изланиш	изучение, исследование
interrelated	relate or connect to one other	ўзаро боғланган	взаимосвязанн ый

### Lesson 2

### « Oriental contribution »

Tactic	an action or strategy carefully planned to achieve a specific end	тактика, усул	тактика , приём
Persuade	induce (someone) to do something through reasoning or argument	бирор нимага ишонтирмоқ,	убеждать (в чём-л.) ; урезонивать

to contradict	deny the truth of (a statement) by asserting the opposite	тескари бўлмоқ	противоречить
Purport	appear to be or do something, especially falsely	англатмоқ, билдирмоқ	означать; значить, обозначать
horticulture	the art or practice of garden cultivation and management	боғдорчилик	садоводство
integral	necessary to make a whole complete; essential or fundamental	интеграл	интеграл
rotation	circular movement. A rotation is the movement of something through one complete circle	айланиш, даврий такрорланиш	вращение, чередование; периодическое повторение
subconscious	of or concerning the part of the mind of which one is not fully aware but which influences one's actions and feelings	онгсиз равишда, тафаккур билан боғлиқ	подсознательный, связанный с подсознанием
obscure	not discovered or known about; uncertain	тушунарсиз, ноаниқ	непонятный; невразумительный, неясный
incorporate	take in or contain (smth) as part of a whole	номоддий, ички, кўринмас	невещественный, бестелесный

### Lesson 3

### « Academic degrees»

apprenticeship	Someone who has an apprenticeship works for a fixed period of time for a person who has a particular skill in order to learn the skill.	шогирдлик	обучение, учение, ученичество (ремеслу)
allegiance	loyalty or commitment to a superior or to a group or cause	содиклик. вафодорлик	лояльность, верность, преданность
anomalous	deviating from what is standard, normal, or expected	аномал, нотўғри, нотабий	аномальный, ненормальный, неправильный
to arrange	organize or make plans for (a	тартибга	приводить в



	future event)	солмоқ	порядок; расставлять
aptitude	a natural ability to do something	тугма қобилият	способность
conviction	a formal declaration by the verdict of a jury or the decision of a judge in a court of law that someone is guilty of a criminal offence	айблов, айбдор деб топиш	осуждение, признание виновным
to confer (with)	have discussions; exchange opinion	Муҳокама қилмоқ, маслаҳатлаш моқ	обсуждать, совещаться; вести переговоры с (кем-л.)
contention	an assertion, especially one maintained in argument	бахс, талашиш, тортишув	спор; раздор, разногласие
deviation	the action of departing from an established course or accepted standard	норма, йўналишдан четга чиқиш	отклонение (от курса, маршрута, нормы)
empirical	based on, concerned with, or verifiable by observation or experience rather than theory or pure logic	эмпирик, тажрибали	эмпирический, опытный

#### Lesson 4 «Freelance»

Acquire	buy or obtain (an asset or object) for oneself	сотиб олмоқ, эга бўлмоқ	обзаводиться, приобретать, покупать
Approximate	close to the actual, but not completely accurate or exact	тахминий	приблизительный
rate	a measure, quantity, or frequency, typically one measured against another quantity or measure	норма, хажм; даража; ; кўрсаткич, коэффициент	норма; размер; уровень; величина, коэффициент
abandoned	cease to support or look after (someone); desert	ташландиқ	заброшенный, покинутый
abolish	formally put an end to (a system, practice, or institution)	бекор қилмоқ	аннулировать, отменять
tuition	a sum of money charged for	ўқиш учун	плата за

	teaching by a college or university	тўлов	обучение
Stretch	(of something soft or elastic) be made or be capable of being made longer or wider without tearing or breaking	тортиш, чўзиш	вытягивание, растягивание, удлинение
loosely	freely	эркин, бемалол	свободно, нежёстко
peers	a person of the same age, status, or ability as another specified person	Тенгдош	ровесник, сверстник
hump	carry (a heavy object) with difficulty	энкаймоқ, букри , эгилиб юрмоқ	горбить, сутулить (спину) б) горбиться

## Lesson 5 « Up-to-date devices»

cutting edge	the latest or most advanced stage in the development of something; highly advanced; innovative or pioneering	Илгор, прогрессив, энг замонавий	передовой, прогрессивный, самый современный
blasphemy	the action or offence of speaking sacrilegiously about God or sacred things; profane talk	худога, оллоҳга қарши	богохульство
resistant	offering resistance to something or someone	мустаҳкам, бақувват	стойкий, прочный
extinct	no longer in existence	йўқ бўлган, йўқолиб кетган	вымерший
apparatus	the technical equipment or machinery needed for a particular activity or purpose	аппарат	аппарат
expense	the costs incurred in the performance of one's job or a specific task	сарф, харажат	затрата, расход
sympathetic	showing approval of or favour towards an idea or action	хамдард	сочувственный; полный сочувствия
endow	establish (a university post, annual prize, etc.) by donating the funds needed to maintain it	доимий даромад билан	обеспечивать постоянным доходом



		таъминламок	
incremental	used to describe something that increases in value or worth, often by a regular amount.	секин-аста ўсиб борувчи	увеличивающий ся постепенно
Disruptive	causing or tending to cause disruption	вайронкор, бузгунчи	разрушительный, опустошительный

## Lesson 6

## «Brands»

Value for money	used in reference to something that is well worth the money spent on it	Олинган пулига арзигулик	предмет, стоящий уплаченных за него денег
durable	strong and lasts a long time without breaking or becoming weaker.	чидамли	надёжный, прочный, стойкий
upmarket	relating to the more expensive or affluent sector of the market	Юкори сифатли	высококачествен ный, высшего качества
reliable	consistently good in quality or performance; able to be trusted	Ишончли	надёжный; верный, испытанный
stretching	be made or be capable of being made longer or wider without tearing or breaking	Ёйилиш, кенгайиш	расширение, растяжение
Challenger	someone who competes with you for a position or title that you already have, for example being a sports champion or a political leader	Даъвогар инсон	претендент; человек, бросающий вызов кому-л.
segment	each of the parts into which something is or may be divided	Кисм,улуш	часть, кусок, доля
Logo	a symbol or other small design adopted by an organization to identify its products, uniform, vehicles, etc.	логотип	логотип, фирменный знак
slogan	a short and striking or memorable phrase used in advertising	шиор	лозунг, призыв; девиз
pursuer	people who are chasing or searching for you		преследователь; преследующий

## Lesson 7 Taking parts in meetings

executive	a person with senior managerial responsibility in a business	Ижрочи, юкори лавозимли шахс, бошлик	должностное лицо, руководитель, администратор
appeal	a serious, urgent, or heartfelt request	хитоб	призыв, обращение
exposure	the state of having no protection from something harmful	Дучор булиш, мубтало булиш	подвержение (воздействию) ; выставление
match	the fact or appearance of corresponding	Мос, муносиб	сочетание
reduce	make smaller or less in amount, degree, or size	Кискатирмок, камайтирмок	понижать, сокращать, уменьшать
promotion	the action of promoting someone or something to a higher position or rank or the fact of being so promoted	Лавозимнинг ошиши	продвижение по службе
incentive	a payment or concession to stimulate greater output or investment	Рағбатланти- рувчи	поощрительный (о выплатах)
dominate	have power and influence over	Хукмронлик килмок	управлять, контролировать
rapid	happening in a short time or at a great rate	Тез, тезкор	быстрый, скорый, стремительный
revenue	income, especially when of an organization and of a substantial nature	фойда	доход; выручка

## Lesson 8 «Hudson Corporation»

Face (v.)	If you face a problem, or a problem faces you, you have to deal with it	Дуч келмок	сталкиваться (с неприятностями)
top-of-the-range	of the best quality or among the most expensive of its kind available	Энг киммат	самая дорогая

emphasise	give special importance or value to (something) in speaking or writing	Ургу бермок, эйтибор каратмок	подчёркивать, акцентировать
market share	the portion of a market controlled by a particular company or product	Бозор улуши	доля рынка (удельный вес компании в общем объеме рыночных продаж)
boost	help or encourage (something) to increase or improve	Ёрдам, мадад; реклама килиш	поддержка; рекламирование
branch office	affiliated organization	филиал	филиал
warehouse	a large building where raw materials or manufactured goods may be stored prior to their distribution for sale	омборхона	товарный склад
perceive	become aware of (something) by the use of one of the senses, especially that of sight	Сезмок, тушунмок, кабул килмок	ощущать, различать, чувствовать
core	the central or most important part of something	Асосий	основной, центральный
fashion-conscious	aware of the latest fashions and wanting to wear fashionable clothes and accessories.	Модани тушунадиган	разбирающийся в моде

## Lesson 9

## «Travel»

cancellation	the action of canceling smth that has been arranged or planned	Бекор килиш	аннулирование; отмена
queue	a line or sequence of people or vehicles awaiting their turn to be attended to or to proceed	навбат	очередь
cabin	the area for passengers in an aircraft	Самолёт салони, каюта	салон (самолёта), каюта
jet	an aircraft powered by one or more jet engines	реактив самолёт	реактивный самолёт
trolley	a large metal basket or frame on wheels, used for transporting heavy or large	арава	(ручная) тележка; тачка

	items		
Overbooking	accept more reservations for (a flight or hotel) than there is room for	Ортикча буюртма бериш	избыточное бронирование
delay	a period of time by which something is late or postponed	кечиктирмак	задержка, приостановка; простой
jet lag	extreme tiredness and other physical effects felt by a person after a long flight across different time zones	Узок парвозлар давомида махаллий вақтлар фарқи туфайли толиқиш	нарушение суточного ритма организма, расстройство биоритмов в связи с перелётом через нескольких часовых поясов
carry-on baggage	a small bag that is taken inside an aircraft by hand personally by a passenger	Кулдаги юк	ручной багаж
coach class	economy class	Тежамкор класс	экономкласс, туристический класс

## Lesson 10

## « Telephoning making arrangements »

arrangement	plans and preparations which you make so that something will happen or be possible	Келишув; режа	соглашение, договоренность; планы
engaged	(of a telephone line) unavailable because already in use	банд	Занято
purpose	the reason for which something is done or created or for which something exists	Мақсад, ният	цель, намерение
result	a thing that is caused or produced by something else; a consequence or outcome	натига	результат, исход
Put through	make the connection that allows the telephone call to take place.	Уламок (телефонни)	соединять (по телефону)
voicemail	a centralized electronic system which can store messages	Овозли почта	голосовая почта

	from telephone callers		
schedule	a plan for carrying out a process or procedure, giving lists of intended events and times	Дастур, режа	график, программа, план
subsidiary	a company which is part of a larger and more important company.	Шуъба корхона	дочерний (о компании)
representative	a person chosen or appointed to act or speak for another or others	Вакил, ваколатга эга шахс	представитель; уполномоченный
sales department	the division of a business that is responsible for selling products or services	Савдо булими	отдел сбыта; коммерческий отдел

## Lesson 11 «Retain travel»

multinational company	a business that operates in many different countries at the same time	Трансмиллий компания	транснациональная компания
Head office	the principal office of a business organization, constituting the centre for administration and policymaking	Бош офис	главное управление
Range	a set of different things of the same general type	Катор, кулам	ряд, линия
handling	the act of taking or holding something in the hands	Бошқарув	умение обращаться; управление
fare	the money paid for a journey on public transport	Йул хаки	плата за проезд
itinerary	a planned route or journey	Йул режалари	дорожный дневник, путевые заметки
discount	a deduction from the usual cost of something	чегирма	скидка, уменьшение цены
expenses	the costs incurred in the performance of one's job or a specific task	Харажатлар	расходы, издержки
Suit	be convenient for or acceptable to	Мос келмок	подходить, устраивать

upgrade	raise (something) to a higher standard	Юкоририк талабларга кура узгартириш	изменять в соответствии с более высокими требованиями
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## Lesson 12

## «Change »

merger	a combination of two things, especially companies, into one	бирлашиш	слияние, объединение (коммерческое, промышленное)
relocate	move to a new place and establish one's home or business there	Жойини узгартирмок	перемещать, передвигать
hostile	(of a takeover bid) opposed by the company to be bought	душманларча	враждебный, неприязненный
redundant	no longer in employment because there is no more work available	Штат кискартилиш ига учраган шахс	уволенный по сокращению штатов
assess	evaluate or estimate the nature, ability, or quality	бахоламок	оценивать, давать оценку
centralise	concentrate (control of an activity or organization) under a single authority	марказлаштир мок	централизовать; концентрировать
HR - Human Resources	the personnel department of an organization	Ходимлар булими	персонал, кадры, штат служащих (предприятия)
IT - Information Technology	the information technology of an organization	Ахборот технологияла ри булими	отдел информационных технологий
CEO- Chief Executive Officer	the person in a company who has the most power and authority and is responsible for managing its daily affairs under the authority of the board of directors	(бош) ижрочи директор	(главный) исполнительный директор
disused	no longer being used	Фойдаланилм аётган	вышедший из употребления

## Lesson 13

## « Managing Meetings »

Currently	at the present time	Айни вақтда	теперь, в
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			настоящее время
Economic boom	a sudden increase in trade and economic activity	Иктисодий портлаш	экономический бум
Abolish	formally put an end to (a system, practice, or institution)	Вайрон килмок, бузмок	разрушать, разбивать
dramatic	(of an event or circumstance) sudden and striking	кескин	резкий, существенный (об изменениях)
stride	a step or stage in progress towards an aim	Олга кадам, юксалиш	шаг вперёд, продвижение, прогресс
ASEAN ['æziən]	Association of South-East Asia Nations	Жанубий-Шаркий Осиё Давлатлари ассоциацияси	Ассоциация государств Юго-Восточной Азии, АСЕАН
<b>WTO- the World Trade Organization</b>	an international organization, formed in 1995, that encourages and controls international trade and economic development	Бутунжахон Савдо Ташкилоти	Всемирная торговая организация
Performance-related pay	a rate of pay which is based on how well someone does their job.	хизматлар, сифат учун ҳақ	оплата за результаты [заслуги, качество,]
Carbon footprint	the amount of carbon dioxide released into the atmosphere as a result of the activities of a particular individual, organization, or community	Кардбонад ангидрид изи	"углеродный след" (выброс диоксида углерода в атмосферу, связанный с деятельностью человека или организации: напр, в результате поездки на автомобиле или производства товаров)
Shoplifting	the action of stealing goods from a shop while pretending to be a customer	Дуконларда ги товарларни уғирлаш	шоплифтинг (мелкое воровство в магазинах, магазинные кражи как занятие и как явление)

## Lesson 14

## « Acquiring Asia Entertainment»

Acquire	buy or obtain (an object or asset) for oneself	Олмок, сотиб олмок, эгалламок	получать, приобретать; овладевать
acquisition	a purchase of one company by another	Сотиб олиш	приобретение
integrate	combine (two things) so that they form a whole	Уз ичига олмок, бирлаштирмак	включать, совмещать; объединять
press release	a written statement about a matter of public interest which is given to the press by an organization concerned with the matter	Матбуот учун маълумот	пресс-релиз, сообщение для прессы
staff turnover	the rate at which employees leave a company and are replaced by other people	Ходимларнинг тез алмашиши	текучесть персонала
low morale	lack of confidence and enthusiasm, etc. that a person or a group has at a particular time	Катъий булмаган	неустойчивый моральный, боевой дух
compensation package	everything that an employee receives from their employer including pay, benefits and other rewards	Компенсация пакети	компенсационный пакет (кроме зарплаты включает в себя различные премии, страховки, оплату услуг, другие формы поощрения)
identity	the characteristics determining who or what a person or thing is	Узига хослик	индивидуальность; своеобразие
senior	high or higher in rank or status	Юкори лавозимдаги, катта	вышестоящий, старший (по положению, званию)



## LESSON 15 «Working across cultures: Socialising»

**accounts payable**- кредиторская задолженность, счета к оплате , счета кредиторов, қарздорлик, ҳисоб варағи

**asap**- as soon as possible по возможности скорее, при первой возможности, имкони бориचा

**crack**- трещать, скрежетать, скрипеть, ғийқилламоқ, чийилламоқ

**duplicate**- копия, нусха

**inconsistency**- несовместимость, несообразность, номутаносиблик

**patch**- патч, "заплата" (ПО для оперативного исправления ошибки в программе, часто размещается на сайте разработчика), компьютер платаси

**write-off**- списание со счета, ҳисобдан чиқариш

**claim**- требовать; предъявлять требования; заявлять о своих правах на что-л., арз қилмоқ, талаб қилмоқ

## LESSON 16 « Organisation»

**Arthritic**- суставной, относящийся к суставу, пай га тегишли

**Blister pack**-блистер-упаковка, блистер ўрам

**Branding**- брендинг, брендирование, создание бренда, продвижение торговой марки, брендга асос солиш, яратиш

**Bruise**- синяк, кровоподтёк; ушиб, лат, моматалок

**Drawing board**- чертёжная доска, кульман, чизмачилик столи

**Interface**- соединять, связывать с компьютером, компьютер билан боғламоқ

**Know-how**- умение; знание дела, малака, кўникма

**Mockup**- макет; модель; имитация ,макет

**Pilfer**- воровать, приворовывать; совершить мелкую кражу; выносить (украденное с места работы), иш жойидаги уғрилик

**mockup** /'mɒkʌp/ noun [count] a model of a future product that is the same size as the real thing

**overlay** /'əʊvə'leɪ/ noun [count] a set of extra information that is added to a picture by a computer

**retardant** /rɪ'tɑːdnt/ adjective slowing down a process

**tamper with** /'tæmpə ,wɪð/ phrasal verb [transitive] to touch something and change it in a way that will damage it

**beta test** /'bi:tə ,test/ verb [transitive] to have a new product tested by customers

**bird's-eye view** /bɜːdz aɪ 'vjuː/ noun [singular] a good view of something from a high position

**blueprint** /'bluːprɪnt/ noun [count] a drawing that shows how to build something

**chart** /tʃɑːt/ noun [count] a map used for navigation in boats or planes

**focus group** /'fəʊkəs ,gruːp/ noun [count] a small group of people who are interviewed together and give their opinions to help a company make decisions

**fool** /fuːl/ noun [count] someone who does not behave in an intelligent or sensible way

**grab** /græb/ verb [transitive] to succeed in getting something: *It's often the bad characters in a story who grab our attention.*

**alloy** /'æloɪ/ noun [count or uncount] a metal that is made from combining two or more metals

**benefit** /'benɪfɪt/ noun [count or uncount] an advantage you get from a product or situation

**feature** /fi:tʃə/ noun [count] an important part or aspect of a product

**intuitive** /ɪn'tjuːətɪv/ adjective an intuitive system is easy to use because the process of operating it is very natural or obvious

**plug-in** /'plʌɡɪn/ noun [count] COMPUTING a software addition which allows an application to perform additional functions

**quibble** /'kwɪbl/ noun [count] a complaint or criticism about something that is not important: **no quibble**

**guarantee** a promise to refund the customer without questioning their reasons for dissatisfaction

**stand out** /stænd 'aʊt/ phrasal verb [intransitive] to be easy to see because of being different

**BOGOF** abbreviation buy one, get one free

**chequered** /'tʃekəd/ adjective a chequered pattern or design consists of squares in two or more different colours

**aptitude** /'æptɪ,tʃuːd/ noun [count or uncount] natural ability that makes it easy for you to do something well

**attune** /ə'tjuːn/ verb [transitive] to bring into harmony

**calling** /'kɔːlɪŋ/ noun [count] FORMAL a profession, especially one that you consider important

**compromise** /'kɒmprəˌmaɪz/ verb [intransitive] to accept that you cannot have everything you want

**core** /kɔː/ adjective most important or most basic: *We need to focus on our core activities.*

**dicey** /'daɪsi/ adjective INFORMAL involving danger or risk

**dig into something** /'dɪɡ ɪntu ˌsʌmθɪŋ/ phrasal verb  
INFORMAL to try to find information about something

**earth-shattering** /'ɜːθ ʃæt(ə)rɪŋ/ adjective extremely surprising and important

**gel** /dʒel/ verb [intransitive] to become stable

**granular** /'grænjʊlə/ adjective consisting of granules: here, in great detail

**jump in** /ˌdʒʌmp 'ɪn/ phrasal verb [intransitive] **jump in (at) the deep end** to become involved in a difficult situation with little preparation

**inertia** /ɪ'nɜːʃə/ noun [uncount] a situation in which something does not change: a feeling of not wanting to change things

**light** /laɪt/ verb [transitive] **light your fire** MAINLY AMERICAN  
INFORMAL to make you feel enthusiastic

**pan out** /ˌpæn 'aʊt/ phrasal verb [intransitive] INFORMAL the way a situation develops over time



**assignment** /ə'sainmənt/ noun [count or uncount] work given as part of your studies or your job, often for a set period of time in a particular place

**concern** /kən'sɜ:n/ noun [count] HUMAN RESOURCES an employee that managers are worried about

**controversial** /kɒntrə'vɜ:ʃl/ adjective a controversial subject, opinion or decision is one that people disagree about or do not approve of

**fast track** /fɑ:st ,træk/ noun [singular] a way of achieving something more quickly than usual

**fire** /faɪə/ verb [transitive] INFORMAL to dismiss someone or make someone leave their job

**flag** / flæg / verb [transitive] to mark something so that you will be able to find it again

**greedy** /'ɡri:di/ adjective wanting more money, power or things than you need

**headhunter** /'hed,hʌntə/ noun [count] a person or company who searches for good staff and tries to persuade them to leave their jobs and go to work for another company

**high-flier** /haɪflaɪə/ noun [count] someone who has achieved a lot and is determined to continue being successful

**liaise** /li'eɪz/ verb [intransitive] if one person liaises with another or people liaise, they talk to each other and tell each other what they are doing, so that they can work together effectively

## LESSON 21

## Money

**achievement** /ə'tʃi:vmənt/ noun [count] a particular thing that you have succeeded in doing after a lot of effort  
**come round** /kʌm 'raʊnd/ phrasal verb BRITISH to change your opinion because someone has persuaded you  
**commitment** /kə'mɪtmənt/ noun [count or uncount] a promise to do something or to keep on doing something, a willingness to stay in a job, a relationship, etc.  
**cope** /kəʊp/ verb [intransitive] to deal successfully with a difficult situation or job

**rapport** /ræ'pɔ:/ noun [singular or uncount] a good relationship and understanding between people  
**regardless of** /rɪ'gɔ:dləs/ without being affected by  
**resent** /rɪ'zent/ verb [transitive] to experience angry or unhappy feelings because you think you have been treated unfairly  
**strength** /streŋθ/ noun [count] something that someone does well: *Ron's main strength is his ability to motivate players.*  
**weakness** /'wi:knəs/ noun [count] a fault or problem that makes someone less effective or attractive

## LESSON 22

## Dealing with figures

**barge in** /bɑ:dʒ 'ɪn/ verb [intransitive] to enter suddenly and noisily, usually interrupting someone in a rude way  
**beware** /bi'weə/ verb [intransitive or transitive usually imperative] used to warn someone of danger or difficulty  
**brisk** /brɪsk/ adjective moving quickly **briskly** adverb  
**e-tailer** /'i:teɪlə/ noun [count] COMPUTING a company that sells things on the Internet: **e-tailing** noun [uncount]  
**eyeball** /'aɪbɔ:l/ noun [count] the whole ball that forms the eye: here, a person browsing a website  
**flag** /flæg/ verb [transitive] to mark something so that you will be able to find it again  
**intrusive** /ɪn'tru:sɪv/ adjective forcing itself on people in a way that is not welcome  
**publicly-traded** /pʌblɪkli 'treɪdɪd/ adjective a company whose shares you can buy on the stock exchange  
**pushy** /'puʃi/ adjective INFORMAL extremely determined to get what you want, even if it annoys other people  
**smother** /smʌðə/ verb [transitive] to cover something completely so it cannot breathe



## LESSON 23

## Working across cultures

**dust** /dʌst/ noun [uncount] very small pieces of dirt that cover surfaces inside buildings like a powder

**ISO** /aɪə'səʊ/ noun [count] International Standards Organization: an organization that deals with agreements about units of measurement and quality

**rpm** /ɑːpiː'rem/ abbreviation revolutions per minute: a unit for measuring the speed at which something goes round in a circle

**willing** /'wɪlɪŋ/ adjective if you are willing to do something, you agree to do it without difficulty.

**unwilling** /ʌn'wɪlɪŋ/ adjective if you are unwilling to do something you do not want to do it or you refuse to do it

**incentive** /ɪn'sentɪv/ noun [count or uncount] something that makes you want to do something or work harder, because you know that you will gain something by doing this

**squeeze** /skwiːz/ verb [intransitive or transitive] to press something firmly, especially with your hands: **to squeeze something out of something or someone** to obtain something more than is normally possible

**throw in** /θrəʊ 'ɪn/ phrasal verb [transitive] to include something extra with something that you are selling, without asking for more money

**upgrade** /'ʌpgreɪd/ noun [count] an improvement of a product or service

## LESSON PLAN 24

## Cultures

**auditor** /'ɔːdɪtə/ noun [count] someone whose job is to officially examine the financial records or production quality of a company

**insignificant** /ɪnsɪg'nɪfɪkənt/ adjective not large or important enough to be worth considering

**lead time** /'liːd ˌtaɪm/ noun [count or uncount] the time between planning something and starting to do it

**nitty-gritty** /ˌnɪti 'ɡrɪti/ noun INFORMAL the most basic aspects of a situation or an activity that must be dealt with, even if they are unpleasant

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**allocate** /ˈæləkeɪt/ verb [transitive] to officially give something to someone, or decide that something can be used for a specific purpose

**gourmet** /ˈɡuəmeɪ/ adjective gourmet food is of a very high quality

**incentive** /ɪnˈsentɪv/ noun [count or uncount] something that makes you want to do something or work harder, because you know that you will gain something by doing

thie  
LESSON 25 Social English

### A proposal

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**breakdown** /ˈbreɪkdaʊn/ noun [count] detailed presentation or analysis of information, particularly financial figures or statistics

**contingency** /kənˈtɪndʒ(ə)nsi/ noun [count] something that might happen in the future, especially something bad

**fee** /fiː/ noun [count] money that you pay to a professional person or institution for their work

**mail order** /meɪl ˈɔːdə/ noun [uncount] a way of buying goods in which you order them by post or by telephone and they are posted to you

**mailshot** /ˈmeɪlʃɒt/ noun [count] BRITISH a letter or advertisement sent to many people at the same time

**merchant account** /ˈmɜːtʃ(ə)nt əˈkaʊnt/ noun [count] a special account for performing e-business transactions

**process** /ˈprəʊses/ verb [transitive] to deal with information or documents so that something can happen: *28,000 applications for visas have to be processed*

**prospect** /prɒˈspekt/ noun [count] a possible or likely customer

**upgrade** /ʌpˈɡreɪd/ verb [intransitive or transitive] to make a computer or other machine more powerful or effective

LESSON 26 Human Resources

**adverse** /ˈædvɜːs/ adjective negative, unpleasant or harmful: *An adverse reaction from the public.*

**align** /əˈlaɪn/ verb [transitive] to give your support publicly to; bring yourself into agreement with or be in agreement with



**altruism** /ˈæltrʊ,ɪz(ə)m/ noun [uncount] a way of thinking and behaving that shows you care about other people and their interests more than you care about yourself

**bean** /bi:n/ noun [count] a seed of various plants that is cooked and eaten: *coffee beans*

**bear** /beə/ verb [transitive] here, to pay: *A new study has confirmed that the wealthiest Americans bear the income tax burden.*

**contend** /kən'tend/ verb [transitive] **contend that** FORMAL to claim that something is true

**corporate social responsibility** a company's duty to be accountable to all groups having an interest in its activities

**credo** /'kri:dəʊ/ noun [count] FORMAL a statement of your beliefs

**dismay** /dis'meɪ/ verb [transitive] to make someone very worried, disappointed, or sad

## LESSON 27

## Getting information

**ad hoc** /æd 'hɒk/ adjective done only when needed for a specific purpose, without planning or preparation

**extravagant** /ɪk'strævəgənt/ adjective extreme, excessive or unreasonable

**fellow** /'feləʊ/ adjective [only before noun] used for talking about people who are similar to you or in the same situation as you

**fine** /faɪn/ noun [count] an amount of money that you have to pay because you have broken the law: *Firms could face fines of up to £5,000.*

**outplacement** /ˈaʊtpleɪsmənt/ noun [count or uncount] the process of finding new jobs for people who have been made redundant

**protracted** /prə'træktɪd/ adjective FORMAL continuing for a long time, especially longer than is normal or necessary

**savings** /'seɪvɪŋz/ noun [plural] money that you have saved in a bank or invested so that you can use it later: *The money for the flight came out of my savings.*

**civil servant** /ˌsɪvl ˌsɜːv(ə)nt/ noun [count] someone who works for a government department

**disabled** /dɪsˈeɪbld/ adjective someone who is disabled is unable to use part of their body or brain properly because of injury or disease

**ethnic minority** /eθnɪk maɪˈnɒrəti/ noun [count] a group of people who have a different culture and different traditions to most people living in a place

**slim** /slɪm/ adjective thin in an attractive way: *She had a slim, youthful figure.*

**tender** /ˈtendə/ noun [count or uncount] an offer to provide goods or services for a particular price

**turn a blind eye (to something)** to pretend you do not notice something, because you do not want to have to deal with it

**derelict** /derəˈlɪkt/ adjective unused and in bad condition, usually of a building or a piece of land

**flammable** /ˈflæməbl/ adjective able to burn very easily and quickly

**greenfield site** /ˈɡriːnfɪld ˌsaɪt/ noun [count] a piece of land that has not previously been built on

**hazardous** /ˈhæzədəs/ adjective dangerous, especially to people's health or safety: *These chemicals are hazardous to human health.*

**toxic** /ˈtɒksɪk/ adjective poisonous and harmful to people, animals, or the environment: *highly toxic industrial chemicals*

**upset** /ʌpˈset/ verb [transitive] to make someone feel sad, worried or angry

**assets** /'æsets/ noun [usually plural] money or property that a company owns: *The business has assets totalling £5.1 million.*

**due diligence** /,dju: 'dɪlɪdʒ(ə)ns/ noun [uncount] investigation of a company's activities and finances before investment or acquisition

**external growth** /ɪk'stɜːnl 'grəʊθ/ noun [uncount] increasing a company's size by buying other businesses

**gene** /dʒiːn/ noun [count] information in cells that determines a person's characteristics: *He believes that shyness is in the genes.*

**homogenize** /hə'mɒdʒənaɪz/ verb [transitive] to make things the same, often so that the result is boring

**invoke** /ɪn'vəʊk/ [transitive] FORMAL to mention an idea to support an argument or explain an action.

**laid-back** /leɪd'bæk/ verb INFORMAL calm and relaxed

**open enrolment** noun [count] a university class which anybody can join

**susceptible** /sə'septəbl/ adjective easily influenced or affected

**synergy** /'sɪnədʒi/ noun [count or uncount] BUSINESS the extra benefit that companies obtain when they combine their efforts



## Lesson 30 Working across cultures

**bid** /bɪd/ noun [count] an offer to buy the shares in a company and take control of it: *a takeover bid*

**expire** /ɪk'spaɪə/ verb [intransitive] when something expires, the time in which it is valid comes to an end: *When the patent expired, competitors copied the product.*

**float** /fləʊt/ verb [transitive] BUSINESS to start to sell a company's shares on the stock market

**flotation** /fləʊ'teɪʃn/ noun [count or uncount] BUSINESS the sale of shares in a company for the first time

**FTSE 100, the** /fʊtsi wʌn 'hʌndrəd/ noun [uncount] the Financial Times Stock Exchange index; an average of the prices of shares from the top 100 companies on the London stock exchange

**patent** /'peɪnt/, /'pænt/ noun [count] a document that stops anyone other than the inventor from using an invention: *In 1878, Edison received a patent for his phonograph.*

**prestigious** /pre'stɪdʒəs/ adjective highly respected, with a very good reputation

**rumour** /'ru:mə/ noun [count or uncount] unofficial information that may or may not be true: *He'd heard rumours about some big financial deal.*

**wave** /weɪv/ noun [count] a sudden increase in one type of activity, especially one that is unwelcome: *A fresh wave of selling sent technology stocks even lower.*

## Lesson 31 «Ethics»

Breakdown - an explanatory analysis, especially of statistics

поломка механизма, машины; авария

машина, механизмнинг бузилиши, ишдан чиқиши

Crucial - decisive or critical, especially in the success or failure of something  
ключевой; критический, решающий

Калит, ҳал қилувчи

Deteriorate - become progressively worse

ухудшати; портити; ёмонлашмоқ

Disposable income - income remaining after deduction of taxes and social security charges, available to be spent or saved as one wishes

чистый доход (после вычета налогов)

тоза, соф даромад

Font - a set of type of one particular face and size

шрифт , комплект шрифта ; шрифт

Highlight - mark with a highlighter

отводить главное место;

асосий эътиборни тортмоқ,

Offshore - made, situated, or registered abroad, especially in order to take advantage of lower taxes or costs or less stringent regulation

офшорный (расположенный, действующий в другой стране

офшор

Overload - load with too great a burden or cargo

Перегружать; ортиғи билан солмоқ, тўлдирмоқ

Vague - thinking or communicating in an unfocused or imprecise way

неопределённый, неясный, смутный;

Ноаниқ, тахминий

## LESSON 32 Considering Options

A charismatic person- attracts, influences, and inspires people by their personal qualities.

Харизматичный человек

Ғурурли инсон

Cost of Sales – the direct cost of producing goods, including materials and labour  
себестоимость реализованной продукции

Реализация килинган махсулотларнинг таннари

EBIT – Earnings Before Interest and Taxes

прибыль до уплаты процентов и налогов

фоиз ва солиқлардан олдинги

даромад

Meteoric- (of the development of something, esp. a person's career) very rapid

метеоритный, метеорный

метеор

Newcomer - a person or organization that has recently arrived in a place or market

новичок, начинающий

янги, бошланғич

Rock – mainly journalism – to shock, surprise or frighten someone

качаться, колебаться; трястись

силжитмоқ, титратмоқ

Ruthless- willing to make other people suffer so that you can achieve your aims

безжалостный, беспощадный, жестокий

Шафқатсиз, золим

Slick – done in a very impressive way that seems to need little effort

гладкий; скользкий

силлиқ, текис

Trumpet – to announce smth publicly in a way that is intended to make it seem very important

рупор, мегафон

## LESSON PLAN 33 Leadership

Chase - try to obtain (something owed or required)

гнаться, преследовать; догонять

эргашмоқ, издан бормоқ

creditworthiness - able to be trusted to pay back money that is owed; safe to lend money to

кредитоспособность; кредит тулаш қобилиятига эгалик

draft - a written order to a bank to pay money to sb:

чек, счёт, тратта, платёжное поручение

чек, хисоб варағи, тўлов варағи

level playing field – a situation that is fair for everybody involved

"поле с равными условиями игры"

Тенг шароитлардаги ўйин майдони

go down – produce a particular reaction : go down well

войти; кирмоқ

pinball- a game in which small metal balls are shot across a sloping board and score points by striking various targets

пинбол (настольная игра, в которой игрок,

proactive adjective (of a person or action) creating or controlling a situation rather than just responding to it after it has happened

пинбол,

take on board – to consider an idea, to accept criticism and learn from past mistakes

Принимать на борт

Бортга олмақ

think outside the box – to find new and unusual ways of doing things, especially solving problems

trace – a slight sign that someone has been present disappear without trace  
след, отпечаток

из, белги

## LESSON PLAN 34 Presenting

File - to put and keep documents, etc. in a particular place and in a particular order so that you can find them easily

папка, скоросшиватель, архив

Frequent-частый; часто встречающийся, повторяющийся

Тез-тез, такрорланувчи

flyer scheme- a system to encourage people to travel with the same airline by giving them reductions or gifts

лётчик, пилот; scheme план, проект; программа;

## Lesson Plan 35 Competition

Implication– a possible effect or result )

вовлечение, включение, вывод; последствия,

ўз ичига олиш, хулоса, оқибат

Quit – to leave a job or project

оставлять, покидать, колдириб кетмоқ, ташлаб кетмоқ  
accommodation - a place to live, work or stay in  
жильё, жилище, помещение турар жой, бино  
armoury – a set of skills, equipment or powers that is available for someone if they need it  
склад оружия, арсенал курол аслаҳа омбори, арсенал  
incentive - a thing that motivates or encourages someone to do something  
побуждение, стимул қўллаб қувватлаш. стимул  
loyalty – continued use of the products or services of a particular business  
верность, преданность  
садоқат, вафо  
resort - a place that is frequented for holidays or recreation or for a particular purpose  
курорт, санаторий; курорт, санаторий  
uncollectible – a bad debt which cannot be recovered  
безвозвратный, безнадежный (о долгах, которые невозможно взыскать)  
қайтариб олиб бўлмайдиган  
vet – check someone’s character, reputation or credit record  
проверять; проверять благонадёжность  
текширмоқ, ишончилигини текширмоқ  
word of mouth – information communicated by people speaking informally to each other  
вербальное общение  
вербал мулоқот

### Lesson Plan 36 «Negotiating»

disregard - pay no attention to; ignore  
пренебрегать, относиться небрежно; игнорировать,  
қаровсиз, эҳтиётсиз муомала, эътиборсизлик,  
extend – to agree to lend someone money or to give them credit  
простираться, тянуться; длиться, оттягивать (о сроке)  
чўзилмоқ, давом этмоқ, кечиктирмоқ  
factoring – selling a company’s receivable invoices in order to obtain funds more quickly комиссия, комиссионная продажа; коммерческое посредничество, торговое посредничество тижорий даллоллик  
outstanding – an amount of money not yet paid, resolved, or dealt with  
выдающийся; знаменитый  
таниқли, машҳур  
overdue - not paid, done, returned, etc. by the required or expected time  
опаздывающий  
кечга колувчи, кеч  
oversight - the fact of making a mistake because you forget to do sth or you do not notice sth  
недосмотр, оплошность, упущение

қаровсиз колдириш, хато,

settle - pay (a debt or account)

invoice - a list of goods that have been sold, work that has been done, etc.

showing what you must pay

счёт, фактура; счёт-фактура

successor - a person or thing that comes after sb/sth else and takes their/its place

institution an organization like a bank that lends money to people who want to buy a house. People also save money with a thrift institution.

преемник, наследник; правопреемник

издош, ворис, хукукий ворис



**Ноқалар**

**О'қув дастур**

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ  
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ**

Рўйхатга олинди:

№ BD-1.12

2013 йил 28 август

Олий ва ўрта махсус таълим  
вазирлигининг 2013 йил  
28 августдаги 319-сонли буйруғи  
билан тасдиқланган



**ЧЕТ ТИЛИ  
ФАНИНИНГ  
ЎҚУВ ДАСТУРИ**

**Барча таълим йўналишлари учун**

**ТОШКЕНТ – 2013**

Фаннинг ўқув дастури Олий ва ўрта махсус, каб-ҳунар таълими йўналишлари бўйича ўқув-услубий бирлашмалар фаолиятини мувофиқлаштирувчи Кенгашнинг 2013 йил 13 августдаги 3– сонли мажлис баёни билан маъқулланган.

Фаннинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университетида ишлаб чиқилди.

**Тузувчилар:**

Ахмедова Л.Т.	–	ЎзДЖТУ “Тиллар ўқитиш методикаси” кафедраси
		профессори, п.ф.д.;
Жалолов Ж.Ж.	–	Низомий номидаги ТДПУ профессори, п.ф.н.;
Нормуратова В.И.	–	ЎзДЖТУ “Тиллар ўқитиш методикаси” кафедраси
		доценти, п.ф.н.;
Набиева К.Н.	–	ЎзДЖТУ “Тиллар ўқитиш методикаси” кафедраси
		доценти, п.ф.н.

**Такризчилар:**

Тўрабекова Д.К.	–	ЎзМУ, Хорижий филология факультети
		доценти, ф.ф.н.;
Зияева С.А.	–	ЎзДЖТУ “Факультетлараро герман филологияси” кафедраси
		доценти, ф.ф.н.

Фаннинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университети Илмий кенгашида кўриб чиқилган ва тавсия қилинган (2013 йил 27 июндаги 11-сонли баённома.)

### К И Р И Ш

Мазкур дастур Ўзбекистон Республикаси Президентининг 2012 йил 10 декабрдаги “Чет тилларни ўрганиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида”ги ПҚ-1875-сонли, Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2013 йил 8 майдаги “Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар” тўғрисидаги 124-сонли қарорлари ҳамда Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэйтироф этилган халқаро меъёрлари (CEFR – Common European Framework of Reference) га мувофиқ қайта ишлаб чиқилди.

Вазирлар Маҳкамасининг “Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар” га кўра олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари бакалаврият босқичи битирувчилари тўрт йиллик тахсиллари ниҳоясида ўрганган чет тили бўйича B2 даражани эгаллашлари лозим.

“Чет тили” фанидан тузилган ушбу дастур асосида чет тили ўқитувчилари ихтисослик хусусиятларини ҳисобга олган ҳолда ишчи дастур, ўқув-методик мажмуалар ва ўқув қўлланмаларни ишлаб чиқишлари мумкин. Ушбу дастур “Чет тили” фанини икки босқичга бўлинган ҳолда ўқитишни назарда тутди:

- **умумий босқич** (умумий чет тили ўрганилади).
- **касбга йўналтирилган босқич** (чет тили махсус мақсадларда ўргатилади).

Ҳар бир курс учун ажратилган ўқув соатлари тенг, яъни 50%дан тақсимланади. Курслар бир-биридан мавзуси, лексик тизими, ўқув матнлари, нутқ фаолиятлари хусусияти ва мавқеига қараб малакаларни ривожлантириш бўйича фарқлансада, ўқув жараёни учун умумий бўлган грамматик мавзулар, ўхшаш синтактик ҳодисалар, нутқ кўникма ва малакаларини эгаллашда ўзаро узвий боғлиқ ва узлуксиз ҳолда ўргатилади. Чет тилини ўргатиш ихтисослик хусусиятларидан келиб чиқиб, **“Чет тили махсус мақсадлар учун”** тамойилларига ва коммуникатив, интегратив компетентлик ёндашувларига асосланади.

**Коммуникатив фаолиятга йўналтирилган ёндашув** - таълимнинг ривожлантирувчи, функционал ва коммуникатив хусусиятларига эга бўлиб, таълим жараёнида билиш фаоллигини оширишга кўмаклашади. Таълим жараёнида мазкур ёндашув талабаларда рефлексия, ўз-ўзини ривожлантириш, намоён этишга кўмаклашади; чет тили таълимини маданиятлараро мулоқот сифатида ташкил этишга; дарс жараёнида ўқитувчи талабаларнинг ўзаро тенг ҳуқуқли иштирокчи сифатида ўзини намоён этишларини таъминлайди; таълимнинг интерактив шакллари қўллаш; талабаларда янги тил малакалари, соcio-маданий билимлар, амалий малакавий кўникмаларни мустақил эгаллашни ривожлантириш.

**Шахсга йўналтирилган ёндашув** - чет тилини ўқитишда нафақат илмий билимлар бериш, балки таълим жараёнининг иштирокчилари (талабалар, ўқитувчилар, ота-оналар) муносабатларининг фаол шакллариغا асосланиш; талаба характери ва унинг ўзини ривожлантириш усулларини ўрганиш; индивидуалликни шакллантириш учун талабага қулай шарт-шароитлар яратиш; маданиятимизда шаклланган шахснинг психик ривожлантириш меъёрлари ҳақидаги тасаввурларни ўзгартириш (горизантал эмас, балки вертикал, яъни талаба ривожланиш динамикасини унинг олдинги ҳолати билан таққослаш орқали амалга оширишни, бошқалар билан эмас, балки уни ўзи билан таққослаш).

**Интегратив ёндашув** – турли фанлардан олинган билимлар, кўникма, малака ва тажрибани ҳисобга олиш, таяниш, интеграция қилиш, чет тилида коммуникатив, касбий коммуникатив, ижтимоий компетентликни баравар ривожлантиришни назарда тутати.

**Таълимда компетентлик ёндашув** - муайян натижаларга эришиш ва муҳим компетенцияларни эгаллашга қаратилади. Компетенция бўлажак касбий фаолиятга қараб шаклланиб боради. Бундай шароитда таълим жараёни янги мазмунга эга бўлади, у ўрганиш ва ўргатиш жараёнига айланади, яъни касбий ва ижтимоий аҳамиятга эга компетентликни мустақил ўқиб ўрганиш, ижтимоий-меҳнат, маданий, маиший ҳамда маданий ҳордиқ соҳаларда чет тилини қўллашга эришилади.

### **Фаннинг мақсад ва вазифалари**

Чет тили фанининг мақсади талабаларнинг кўп маданиятли дунёда касбий, илмий ва маиший соҳаларда фаолият юритишларида коммуникатив компетенция (*унинг таркибий қисмлари ҳисобланувчи лингвистик, социолингвистик, прагматик ва бошқа компетенциялари*)ни шакллантиришдан иборат.

**Компетенция** – коммуникация (мулоқот) иштирокчилари томонидан таълимнинг аниқ мақсадларига қаратилган нутқ фаолиятини ривожлантиришга имкон берадиган билим, кўникма, малака ва шахсий фазилатлар йиғиндисини ифодалайди.

**Чет тили коммуникатив компетенцияси** – ўрганилаётган чет тилида сўзлашувчилар билан мулоқот қилишни амалга ошириш қобилияти ва тайёргарлиги, шунингдек, талабаларнинг тили ўрганилаётган мамлакат маданияти билан танишиш, ўз мамлакати маданиятини янада яхшироқ англаш, уни мулоқот жараёнида тақдим эта олишини назарда тутати. Мазкур ўқув фанини ўрганишнинг асосий вазифаларига талабаларда қуйидаги компетенцияларни ривожлантириш киради:

**Лингвистик компетенция** ўрганилаётган тил соҳиблари билан мулоқот қилиш учун тил материаллари (*фонетика, лексика, грамматика*)ни етарли даражада билиш ва нутқ фаолияти турлари (*тинглаб-тушуниш, гапириш, ўқиш ва ёзув*)да қўллай билишни назарда тутати.

**Ижтимоий-лингвистик компетенция** сўзловчининг бирон бир нутқий вазият, коммуникатив мақсад ва хоҳиш-истагидан келиб чиққан ҳолда керакли лингвистик шакл, ифода усулини танлаш кўникма ва малакаларни ўз ичига олади.

**Ижтимоий-маданий компетенция** аутентик нутқнинг миллий хусусиятларини: ўзи яшаётган мамлакатнинг урф-одатлари, қадриятлари, маросимлари ва бошқа миллий-маданий хусусиятларини тили ўрганилаётган мамлакат билан таққослаган ҳолда тақдим эта олиш компетенциясидир.

*Ижтимоий компетенция - ижтимоий-лингвистик ва соціо-маданий компетенцияларни ўз ичига олади. У ҳозирги кўп маданиятли дунёда таълим олувчиларда чет тилини ўрганиш муҳимлиги тушунчаси, чет тилида мулоқот қилиш, ўз устида мустақил ишлаш ва ижтимоий мослашув воситаси сифатида фойдаланиш эҳтиёжини шакллантириш ва ривожлантириш, фуқаролик, ватанпарварлик фазилатларини тарбиялашда, чет тили орқали маданиятлараро мулоқотни амалга ошириш истаги ва хоҳишида намоён бўлади.*

**Прагматик компетенция** қуйидагилардан иборат:

**Дискурсив компетенция** (дискурс – оғзаки ёки ёзма нутқ матни) матни тўғри талқин қилиш ва тузиш, шунингдек, шунга мос нутқий мулоқот турини танлаш учун оғзаки ва ёзма (стилистик ҳамда таркибий қисмларини билиб олишни назарда тутган) матнлар тузиш кўникма ва малакаларидан иборат.

**Стратегик (компенсатор) компетенция** чет тили муҳитида нутқий ҳамда ижтимоий мулоқот тажрибасидаги камчилик ва нуқсонларни айрим вербал/новербал воситалар ёрдамида тўлдириш, коммуникатив вазиятда тушунмовчиликлар пайдо бўлганда такроран сўраш, узр сўраш ва ҳоказолар орқали мураккаб вазиятлардан уддабуронлик билан чиқиб кета олиш қобилиятини назарда тутди.

**Ўқув - билиш компетенцияси** таълим олувчининг мустақил билим олиш фаолиятида чет тиллар ва маданиятларни ўрганишнинг компетенциялар йиғиндиси бўлиб, замонавий таълим технологияларидан фойдаланиш билан боғлиқ бўлган мантиқий, методологик ва умумтаълим вазифаларни ўз ичига олади.

Чет тилини ўқитиш дидактик, методик, лингвистик таълимларни ҳамда замонавий таълим технологияларини қўллаш асосида амалга оширилади.

### **Фан бўйича талабаларнинг билим, кўникма ва малакаларига қўйиладиган талаблар**

“Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар”да олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари бакалавриат босқичи битирувчилари тўрт йиллик таҳсиллари ниҳоясида

ўрганган чет тили бўйича В2 даражани эгаллашлари шарт. Унга кўра битирувчи талабалар В2 даражани таъминловчи қуйидаги коммуникатив компетенцияларни эгаллашлари лозим.

#### **Лингвистик компетенция:**

##### **Тинглаб тушуниш**

- ✓ узоқ давом этган суҳбат ва мураккаб далиллар келтирилган матнни тушуниш ва идрок этиш;
- ✓ маъруза, суҳбат, мукаммал йўриқномалар, академик ва касбий презентациялар, савол-жавоблар асосий мазмунини тушуна олиш;
- ✓ реклама, эълон ва маълумотномаларни тушуниш;
- ✓ мураккаб аутентик нутқни таниш ва нотаниш контекстда тушуна олиш;
- ✓ тил соҳиблари суҳбатлари ва баҳс- мунозараларини тушуна олиш;
- ✓ радио ва интернет материаллари, интервьюларни (суҳбат) тўлиқ даражада тушуна олиш.

##### **Гапириш**

##### **Диалог**

- бизнесдаги ҳамкори билан музокара олиб бориш;
- аниқ масалалар бўйича ахборот олиш;
- узоқ муддатли музокараларда тил соҳибби билан қатнашиш, уларни қўллаб-қувватлаш, керак бўлса музокараларни бошқариш;
- кундалик мавзуларда баҳс-мунозара, музокараларда фаол қатнашиш;
- ихтисослик (касб) бўйича интервью, суҳбатларда қатнашиш;
- фикрни аниқлаштириш, қайтадан тузиш ва баҳс- мунозара ривожига ўз ҳиссасини қўшиш;
- музокаралар олиб бориш жараёнида муаммоларни ечимини усталик билан ҳал этиш;
- вазиятга қараб саволлар бериш ва жавоб қайтариш.

##### **Монолог**

- алоҳида мавзу бўйича қилинган презентациялар ўтказиш;
- ихтисослиги бўйича асбоб-ускуналарни аниқ ва равшан тасвирлаш;
- алоҳида мавзу бўйича оғзаки маъруза тузиш;
- мақола, маъруза, баҳс-мунозараларни аниқ ва равшан қилиб умумлаштириш;
- аниқ тизимга асосланган ҳолда қўшимча, етарли бўлган ҳолда ва таниш мавзу бўйича ўз фикрини ифода қила олиш.

##### **Ўқиш**

- таниш ва нотаниш мавзу бўйича тузилган матнлардан асосий / керакли бўлган ахборотни, шахсий ва мутахассислик бўйича корреспонденцияларни (хат-хабарларни) тушуниш;
- диаграмма, схема, чизмаларни қисқача таърифини тушуниш;
- мураккаб бўлган маълумотларни идрок этиш;
- махсус, мураккаб бўлган ёзма йўриқнома ва қўлланмаларни тушуниш;



- касбга оид мақола ва маърузалардан керакли ахборотни ажратиб олиш;
- керак ёки ноқераклигини аниқлаш мақсадида матнни у ёки бу қисмини синчиклаб ўқиш, конференция дастурларини ўқиб тушуниш.

### **Ёзув.**

- махсус маълумотларни (тил юзасидан бўлган хатларни, маълумотларни, электрон хатларни) ёза олиш;
- эссе ва маърузаларни ёза олиш;
- аниқ мантиққа эга бўлган илмий мақолалар ва илмий тадқиқот ишларни ёза олиш;
- ёзма таклифлар, ҳисобот ва резюмелар туза олиш;
- битирув малакавий ишларни зарур бўлганда ёза олиш.

### **Тил компетенцияси**

#### **Лексик компетенция**

- касбий лексика ва терминларни ишлата олиш;
- коммуникатив вазиятларда мавзуга оид бўлган лексикани ишлата олиш;
- интернационал сўзларни тушуниш ва қўллай олиш.

#### **Грамматик компетенция**

- мураккаб грамматик ва синтактик қурилмаларни коммуникатив вазиятларда қўллай олиш;
- боғловчи сўзларни тўғри қўллаш;
- мутахассисликка оид матнларни унинг мазмунини тушуниш мақсадида матнни таҳлил қилиши талаб этилади..

### **Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан ўзвийлиги**

Чет тили фани ижтимоий-иқтисодий фанлар ва ихтисослик фанлари билан ўзаро боғлиқ. Ушбу фан бошқа фанлар билан интеграллашган ҳолда ўргатилади.

#### **Фаннинг фан, таълим ва ишлаб чиқаришдаги ўрни**

Чет тили фани ишлаб чиқариш жараёни билан бевосита боғланмаган. Талабалар мазкур фандан ўрганган билимларидан бошқа ихтисослик фанларини ўзлаштиришда (соҳага оид маълумотларни чет тилида излаб топиш, таҳлил қилиш ва билим олиш жараёнида фойдаланиш), келгусидаги касбий фаолиятларида фойдаланишлари мумкин.

#### **Фанни ўқитишда замонавий ахборот ва педагогик технологиялар**

“Чет тили” фанини ўқитишда таълимнинг қуйидаги илғор ва замонавий технология ва методларидан фойдаланилади:

- педагогик маҳорат технологияси (Ю.Н.Кулюткин, Е.Б.Спасская);
- билимдонлар баҳси;
- мавқеингизни эгалланг – шиорлар асосидаги баҳс;

- таълимнинг фаол услублари: “Кейс-услуги” (Гарвард университети бизнес мактаби), ишбоп ўйинлар.

**Ижодий топшириқларни гуруҳ билан ҳал қилиш услубларидан:**

- **дельфи услуги** – таклиф қилинган ечимдан статистик услуб асосида беш камчиликни аниқлаш ва улардан энг яхшисини танлаб, баҳолаш, камчиликлар сабабини аниқлаш;

- **кора қути услуги** – масалани таҳлил қилиш, ижодий баҳс орқали камчиликлар сабабини аниқлаш;

- **кундаликлар услуги** – гуруҳ аъзоларининг ён дафтарчаларидаги ёзувларни таҳлили ва уларда берилган таклиф-мулоҳазаларни муҳокама қилиш, умумий фикр ишлаб чиқиш;

- **“Тўғридан-тўғри жамоавий ақлий ҳужум”** (Дж.Дональд Филлипс) – 20-60 кишилиқ катта аудиторияда янги фикрларни, самарадорликни ошириш иш ёки машқ мини-гуруҳларда олиб борилади ва фикрлар жамоада муҳокама қилинади;

- **“Ақлий ҳужум”** – (Е.А.Александров и Г.Я.Буш) – гуруҳ қатнашчилари ижодий ғояларини жамоа, ғоялари билан қарши ғоялар ёрдамида фаоллаштириш, уларни қўллашни баҳолаш;

- **сенектика услуги** (У.Гордон) – муаммони ифодалашга ўргатиш, унинг қисмларини аниқлаш, муаммони ечишдаги ўхшашликларни топиш. Креативликни ўстириш, оддий ҳодисаларнинг ғайри-табиий томонларини топиш, ижодий қобилиятларини аниқлаш;

- **«АРИЗ – ТРИЗ»** (Г.С.Альтшуллер ва унинг мактаби, ТРИЗ - кашфиёт топшириқлари технологияларини ривожлантириш) – ўрганилаётган тизим ривожланиши қонуниятларига бўйсундирилган мантикий операциялар тизими 40 усулдан иборат: “қўшилиш”, “матрёшка”, “қарама-қарши”, “зарарни фойдага айлантириш” ва бошқалар.

## **АСОСИЙ ҚИСМ**

### **Нутқ мавзулари:**

**Кундалиқ мавзу** (ўзи ҳақида, оиласи ҳақида, бўш вақтни ўтказиши ва ҳоказо).

**Ижтимоий мавзу** (атроф-муҳит, маиший ва касбий йўналишда ижтимоий муносабат).

**Таълим мавзуси** (ўқув муассасаси, ўқув қуроллари ва унга муносабат, ихтисослик фанларининг ҳозирда ўқитилиши ва ҳоказо)

**Ижтимоий маданий** (Ўзбекистон Республикаси ва тили ўрганилаётган мамлакатнинг тарихий, географик, иқлимий, маданий, маиший хусусиятлари).

**Касбга йўналтирилган мавзу** (ўрганилаётган ихтисослик тарихи, йўналишлари, соҳанинг буюк намоёндалари, долзарб муаммолари, касбий этика ва ҳоказо).

### **Умумий босқич**

#### **Нутқ компетенцияси**

Босқичнинг асосий мақсади:

- узлуксиз таълим тизимининг аввалги босқичлари (академик лицей ва касб-хунар коллежлари)да талабалар хорижий тилда эгаллаган малака ва кўникмаларини коррекция қилиш ва тенглаштириш;
- талабаларни нутқ фаолияти турлари бўйича касбий мулоқотга тайёрлашдан иборат;

#### **Тинглаб тушуниш:**

- ✓ маъруза, тақдимот ва мунозаралар, радио ва телевидение эшиттиришлари, янгиликлар, интервьюлар, ҳужжатли фильм ва шу каби оғзаки матнлар;
- ✓ реклама ва эълонлар;
- ✓ тил соҳиблари нутқ ёзувлари (бадий, ҳужжатли фильмлар, оммавий чиқиш ва ҳоказо);
- ✓ тил соҳибларининг ижтимоий мавзулардаги ўзаро суҳбати;
- ✓ тингланган ахборотнинг асосий мақсади, тўлиқ мазмунини тинглаб тушуниш малака ва кўникмаларини ривожлантириш.

#### **Гапириш:**

##### **Диалог нутқ**

- ✓ ижтимоий мавзуларда суҳбат ва норасмий диалог;
- ✓ касбий ёки бошқа мавзуларда расмий ва норасмий мунозаралар;
- ✓ мунозарани бошқариш, интервью, музокаралар ва телефон орқали мулоқот олиб бориш.

##### **Монолог нутқ**

- ✓ ихтисосликка оид мавзуларда маъруза тайёрлаш ва ўқиш;
- ✓ мунозара, далил ва исботларни олға суриш, фикрни асослаб бериш;
- ✓ реклама ва махсус мавзуларда тақдимот тайёрлаш ҳамда чиқиш қилиш;
- ✓ маълумотларни умумлаштириш, мақолалар ёзиш, муҳокама қилиш.

##### **Ўқиш**

- ✓ танишув ўқиш, кўз югуртириб ўқиш ва синчиклаб ўқиш кўникма ва малакаларини ривожлантириш;
- ✓ хат-хабар, ёзишмалар ва электрон почтани ўқиш;
- ✓ махсус материалларни ўзида акс эттирган аутентик матнларни ўқиш;
- ✓ махсус сўз ва терминларга эга матнларни, илмий ва касбга оид адабиётларни, электрон манбалар ва матбуот материалларини ўқиш.

##### **Ёзма нутқ**

- ✓ турли ёзишмалар, хат-хабарлар ва махсус докладлар (эслатма CVs ва ҳоказо) ёзиш;
- ✓ эссе, баён, резюме, тадқиқот иши (мақолалар, битирув малакавий ишлар) ёзиш.

#### **Касбга йўналтирилган босқич**

Касбга йўналтирилган босқичнинг асосий мақсади:

- нутқ турлари бўйича касбий соҳада чет тилини амалий эгаллаш;
- талабани ижодий шахс сифатида ривожлантириш;
- соҳа бўйича адабиётларни таржима қилиш малака ва кўникмаларини ривожлантириш;

### **Тинглаб тушуниш:**

- ✓ касбга йўналтирилган аутентик материалларни бир марта эшитиб асосий мазмунини тушуниш ва зарур ахборотни олиш;
- ✓ кундалик воқеалар ҳақида янгиликлар, репортажларни тушуниш, фильм қаҳрамонлари нутқини тушуниш.

### **Гапириш:**

#### **Диалогик нутқ**

- тил соҳиблари билан эркин мулоқотда бўлиш ва касбий мавзуларга ўз фикр ва мулоҳазаларини исботлаб бериш;
- суҳбатни бошлаш ва тугатишни билиш, суҳбатдошига таклиф ва маслаҳат бериш, саволларига жавоб бериш, ахборот алмашиш, муҳокама қилинаётган далилларни аниқлаштириш, ўқиган ёки эшитганларини муҳокама қилиш;
- матн асосий мазмунини ифодаловчи лексик ва синтактик қурилмаларга асосланиб гапириб бериш;
- ассоциатив тафаккурга асосланиб мулоҳаза, танқид, баҳолаш далиллар билан исботлаш орқали ўз нутқини тузиш;
- риторик характерга эга диалог нутқ малакаларини такомиллаштириш;
- касбий мулоқотлар, конференция, симпозиум, учрашув ва мунозараларда қатнашиш учун нутқ фаолияти, кўникма ва малакаларини такомиллаштириш.

#### **Монологик нутқ:**

- долзарб муаммо юзасида барча “Тарафдор” ва “Қарши” далилларни келтирган ҳолда ўз фикрини баён қилиш;
- тинглаган ва ўқиган матн мазмунини гапириш;
- мазмунга баҳо бериш;
- ўрганилган мавзулар бўйича ахборот бериш
- ўқиган матнни таҳлил қилиш ва шарҳлаш;
- ўқиган ёки тинглаган матнни қисқача мазмунини баён этиш;
- ўрганилган мавзуда чиқиш қилиш;
- ижтимоий –сиёсий матнларни ўқиб шарҳлаб бериш.

### **Ўқиш:**

#### **Танишув ўқиш**

- ✓ матнни луғатсиз, берилган савол ёки умумий мазмунини тушуниш мақсадида ўқиш;
- ✓ матн: 10 % гача нотаниш сўз бўлган илмий-оммабоп, ижтимоий-сиёсий, махсус бадиий матнлар;
- ✓ матн мазмунини чет тилида ёки она тилида сўзлаб бериш, параграфларни номлаш, тест топшириш.

#### **Синчиклаб (ўрганиб) ўқиш**

- ✓ матнни асосий ахборотни ажратиб олган ҳолда мазмунини тўлиқ ва аниқ тушуниб ўқиш.

### **Ўқиш тезлиги, ҳажми:**

- ✓ луғатдан фойдаланиб 1600 босма белгили матнни 1,0 академик соатда ўқиш.

- ✓ матн: махсус, илмий оммабоп 12% гача нотаниш сўзга эга бўлади.

### **Кўз югуртириб ўқиш:**

- матн мазмуни хусусиятларини аниқлаш;
- зарур ахборотни матндан топиш;
- сўз (матн) маъно мазмунини контекст асосида фаҳмлаб олиш;
- матндаги бирламчи (асосий) иккинчи даражали ахборотни ажратиш;
- матн калит сўзларини ажрата олиш;
- матн қисмларига сарлавҳа қўйиш.

### **Ёзма нутқ**

#### **Ёзма нутқ бўйича:**

- касбга йўналтирилган босқичда шаклланган малакаларни такомиллаштириш;
- реферат, аннотация ёзиш техникасини такомиллаштириш;
- ҳужжатларни расмийлаштиришни билиш (тузилиши, услуби, ҳужжат тили) ва у асосида ҳужжатларни намунага қараб, схемага кўра, клише ва фразаларни қўллаб, ахборотни ҳисобга олиб, иш юритиш вазиятлари талабларига мос равишда расмийлаштириш;
- берилган мавзуда баён, эссе, резюме тузиш, соҳага оид адабиётлар бўйича реферат ёзиш.

#### **Лингвистик компетенция**

Лексик компетенция чет тилида кенг қўлланиладиган рецептив ва репродуктив актив, пассив, потенциал сўз бойлигини оширишга қаратилган бўлиб, унинг таркибига турғун сўз бирикмалари, нутқ намуналари, клише ва касбий терминлар киради. Мазкур лексик минимум тили ўрганилаётган мамлакат маданиятини ифодалайди.

Ихтисослик бўйича лексик минимум методик принциплар - кўп маънолилиқ, тематик, сўз яшаш хусусиятларини ҳисобга олиш тамойилларига кўра касбга йўналтирилган чет тили таълими асосида танлаб олинади. Санаб ўтилган тамойилларга кўра лексик минимум 2 турдан иборат:

- а) умумтаълимий;
- б) касбий лексика

Қуйидаги жадвалда таклиф этилаётган лексик минимум курслар бўйича тақсимлаб берилган:

<b>Курс</b>	<b>Умумтаълимий минимум</b>		<b>Касбий лексика</b>	<b>Жами</b>
	<b>Актив*</b>	<b>Пассив**</b>	<b>Актив</b>	
1	350	700	100	800
2	350	500	150	800
3	150	500	200	700
4	150	500	200	700
Жами	1000	2200	650	3000

\* Минимумда олдинги босқичда ўрганилган лексика сони кўрсатилмаган.

\* Пассив лексикага актив лексика ҳам кирази.

### **Грамматик компетенция**

#### **ИНГЛИЗ ТИЛИ**

##### **Актив грамматик минимум**

- дарак, сўрок, инкор содда гапларнинг қўлланилиши;
- буйруқ майлидаги инкор гаплар, қўшма тўлдирувчининг қўлланилиши;
- шарт майлининг қўлланилиши;
- and, but боғловчили қўшма гапларни қўлланилиши;
- if, that because, when, before, as soon as, till, until, after боғловчили эргашган қўшма гапларни қўлланилиши.

##### **Пассив грамматик минимум**

- герундий, сифатдош, равишдошли қурилмаларнинг ишлатилиши.

#### **НЕМИС ТИЛИ**

##### **Актив грамматик минимум**

- дарак, сўрок, инкор шаклдаги феъл ва от-кесимли содда гапларнинг қўлланилиши;
- буйруқ майли, инкор шаклининг қўлланилиши;
- аниқ, ноаниқ артикларнинг қўлланилиши;
- модал феълларнинг қўлланилиши;
- феълнинг шахсиз шакллари;
- мажхул нисбатнинг қўлланилиши.

##### **Пассив грамматик минимум**

- und, aber, den, oder боғловчилари билан боғланувчи қўшма гаплар.
- dass, ob, wenn, wer, wie, was, woran боғловчили эргашган қўшма гаплар.
- мажхул нисбатнинг ясалиши;
- шарт майлининг ясалиши.

#### **ФРАНЦУЗ ТИЛИ**

##### **Актив грамматик минимум**

- дарак, сўрок, инкор шаклдаги феъл ва от-кесимли содда гапларнинг қўлланилиши;
- буйруқ майли, инкор шаклининг қўлланилиши;
- аниқ, ноаниқ артикларнинг қўлланилиши;
- модал феълларнинг қўлланилиши;
- феълнинг шахсиз шакллари;
- мажхул нисбатнинг қўлланилиши.

##### **Пассив грамматик минимум**

- герундий, сифатдош, равишдошли қурилмаларнинг ясалиши.

#### **ИСПАН ТИЛИ**

##### **Актив грамматик минимум**

- дарак, сўрок, инкор шаклдаги феъл ва от-кесимли содда гапларнинг қўлланилиши;
- буйруқ майли, инкор шаклининг ишлатилиши.

- аниқ, ноаниқ артиклсиз ҳолатларнинг қўлланилиши;
- модал феълларнинг қўлланилиши;
- феълнинг шахссиз шакллари;
- мажхул нисбатнинг қўлланилиши.

### **Пассив грамматик минимум**

- герундий, сифатдош, равишдошли қурилмаларнинг ясалиши.

Умумтаълим ва касбга йўналтирилган босқичларда социолингвистик (ижтимоий-маданий, ижтимоий) ва прагматик (дискурсив, стратегик, ўқув-англаш) компетенцияларни эгаллаш назарда тутилади.

### **Социолингвистик компетенция:**

- ☒ тил материалларини касбий нутқ учун ҳар босқич талабларидан ва вазиятдан келиб чиққан ҳолда танлаш ва фойдалана олиш.

### **Ижтимоий - маданий компетенция:**

- ☒ касбга оид муқобилсиз лексикани (сўровномалардан фойдаланган ҳолда) билиш ва тушуниш, асбоб-ускуна ва жиҳозлар номларини англатувчи лексикани билиш;
- ☒ нутқ коммуникатив тартиб ва қоидаларига риоя қилган ҳолда касбий мулоқот юрита олиш.

### **Ижтимоий компетенция:**

- ☒ ўз касбий маҳоратини, малакасини ошириш, касбдошлар ва коллектив билан ишлаш, уларга нисбатан толерантлик туйғуларига эга бўлиш, бошқалар тили ва маданиятини ҳурмат қилиш, ҳамкорлар билан ишончли алоқада бўлиш.

### **Дискурсив компетенция:**

- ☒ турли жанрда мутахассислик бўйича аутентик дискурслар - китоб, мақола, ҳужжат, қонун- қоидалардан таълимнинг ушбу босқичига асосланган ҳолда касбий коммуникатив вазиятлар доирасига мос хусусиятларини ажрата олиш.

### **Стратегик компетенция:**

- ☒ нутқни мантиқан тўғри кетма-кетликда ҳамда ишонарли қилиб вазифаларни тўғри қўйган ҳолда тузиш, таълимнинг ушбу босқичига хос нутқ мазмунига асосланган ҳолда касбий-коммуникатив вазиятларга мос тушадиган мақсадларга эришиш.

### **Ўқув-билиш компетенцияси:**

- ☒ дарсда, уйда, кутубхонада мустақил ишлай олиш, турли маълумот ва ахборотни аутентик-ихтисослашган манбалардан олиш учун замонавий таълим технологияларини қўллай олиш билан касбий фаолиятни ташкил қилиш.

### **Нутқ фаолияти турлари устида ишлаш учун вақтни тўғри тақсимлаш**

Қўйилган мақсадларга эришиш учун ҳар бир дарсда нутқ фаолияти турлари қуйидаги нисбатда бўлиши мақсадга мувофиқ:  
тинглаб тушуниш - 25% ;



гапириш - 25%;  
ўқиш – 30%;  
ёзув – 20% .

### **Талабалар билимини назорат қилиш**

Талабаларнинг чет тили бўйича эгаллаган билим, малака ва кўникмалари жорий, оралиқ ва якуний назоратлар орқали назорат қилинади.

Жорий назорат: ҳар бир дарсда алоҳида талаба билан ишлаб уларнинг дарсга тайёргарлик даражаси савол-жавоб орқали текширилиб, кундалик баллар қўйиб борилади.

Оралиқ назорат: кафедранинг фан бўйича ишчи дастурига асосланган ҳолда, ҳар бир семестрга қўйилган талаблар асосида бир қанча дарслар ўтилганидан кейин ўтказилади. Натижаларни дастурда берилган талаблар билан қиёслаш орқали талабаларнинг малака ва кўникмалари қанчалик ўсганлиги аниқлаб борилади.

Якуний назорат: фан бўйича бакалавриат курсининг якунида ўтказилади. Якуний назорат ўтказилиши натижасида дастур талаблари бўйича касбий чет тили компетенцияси аниқлаб олинади.

### **Якуний назорат мазмуни**

#### **1. Тинглаб тушуниш бўйича:**

Касбга йўналтирилган матнни тинглаш ва уни тушунганлигини аниқлаш мақсадида тестлар ечиш.

#### **2. Гапириш бўйича:**

Касбга йўналтирилган мавзу бўйича батафсил, синчиклаб, аргументлар билан бойитган ҳолда ўз фикрини баён этиш.

#### **3. Ўқиш бўйича:**

Касбий йўналишдаги матнни ўқиб, тушунганлиги асосида тест топшириқларини ечиш. Ўқиган матн мазмунини аниқ ва тўлиқ тушунганлигини текширишни ёзма таржима билан амалга ошириш мумкин. Бунда луғатдан фойдаланишга рухсат берилади.

#### **4. Ёзув бўйича:**

Соҳанинг долзарб муаммоларига бағишланган эссе ёзиш.

### **Лаборатория ишларини ташкил этиш бўйича кўрсатмалар**

Фан бўйича лаборатория ишлари намунавий ўқув режада кўзда тутилмаган

#### **Курс ишини ташкил этиш бўйича услубий кўрсатмалар**

Фан бўйича курс иши намунавий ўқув режада режалаштирилмаган

#### **Мустақил таълимни ташкил этишнинг шакли ва мазмуни**

Чет тили фанидан мустақил ишларининг мақсади - талабаларнинг касбий коммуникатив фаолиятини шакллантириш ва ривожлантириш, уларнинг ижодий фаолиятини ўстириш, ва чет тили устида мустақил ишлай олиш малака ва кўникмаларини ҳосил қилиш ва ривожлантиришдан иборат. Ушбу умумий мақсадга эришиш учун қуйидаги бир неча вазифаларни бажариш назарда тутилади:

- талабаларнинг тил тайёргарлик сифатини ошириб бориш, тил ва мутахассислик бўйича адабиётлар устида ишлай олиш кўникмаларини шакллантириш ва ривожлантириш;
- ўз касбий билим ва малакаларини кейинчалик мустақил тўлдириб ва янгилаб туриш эҳтиёжларини яратиш ва сақлаб қолиш, чет тили бўйича яратилган малака ва кўникмаларни ўстириб, ривожлантириб бориш;
- талаба бажариши керак бўлган ишларни тўғри ташкил қилиш, келиб чиқадиган қийинчиликларни олдиндан била олиш, ҳис этиш ва уларни бартараф қилиш йўллари топа олиш.

### **Тавсия этилаётган мустақил ишларнинг мазмуни**

Талабаларнинг мустақил ишлари нутқ фаолиятининг қуйидаги турлари бўйича ташкил қилинади.

Ўқиш: (танишиб чиқиш, синчиклаб, қараб чиқиш), ёзув, тинглаб тушуниш ва гапириш;

Тинглаб тушуниш: ҳажми турлича бўлган аудио- ва видео матнларни тинглаб тушуниш, саволларга жавоб бериш, гапириб бериш, аннотация ёза олиш;

Гапириш: талабаларнинг диалогик ва монологик нутқлари бўйича мустақил ишлари аудиторияда ўргатилган матнлар, ўқув материаллари асосида ташкил қилинади. Гапириш бўйича мустақил иш сифатида мавзу асосида маълумот тайёрлаш, матн мазмунини гапириб бериш, ўрганилган лексик материаллар асосида ҳикоялар тузиш, берилган муаммоли масала ва вазиятларни муҳокама қилиш каби топшириқлар бериш мумкин. Гапириш кўникмаларини ривожлантириб бориш учун мультимедиа дастурларини ва он-лайн технологияларини қўллашга асосий эътибор қаратилади;

Ўқиш: талаба ўрганаётган соҳасига оид адабиётлар билан танишиб чиқиши ва ўзи учун қизиқарли ва керакли бўлган ахборотни тушуниши, публицистик, илмий-оммабоп ижтимоий-сиёсий адабиётларни ўқиши ва керакли ахборотни олиши лозим. Машғулотларда юқорида айтилган малака ва кўникмаларни шакллантириш ва ўстириш жуда мураккаб бўлганлиги учун уларни мустақил иш жараёнида синчиклаб, кўз югуртириб, қараб чиқиб ўқиш турлари орқали ташкил қилинади. Ушбу ўқиш турларини назорат қилиш-матнни бутунлай таржима қилиш ёки унинг танлаб олинган қисмларини таржима қилиш билан амалга оширилади.

Танишиб чиқиб ўқиш мустақил иш тури сифатида уйда ўқиш шаклида олиб борилади. Ўқишнинг бу тури учун аутентик ёки адаптация қилинган адабий, илмий-оммабоп адабиёт танлаб олинади. Текшириш шакллари: ўқиганини мазмунини тушунганлиги бўйича савол-жавоб ишлари, ажратиб олинган масалалар бўйича ахборот олиш, баҳс-мунозаралар ўтказиш, ахборотга режа тузиш ва ҳ.к.

Қараб чиқиб, қидириб топиш учун ўқиш. Ўқишнинг бу турида оммавий-сиёсий, публицистик матнлар, газета ва журнал материаллари берилади ва ҳар бир дарсда қисқача ахборот олинади. Талаба битта газета

мақолалари асосида ахборот беради ёки мавзу бўйича бир қанча газета ва журналлардан ахборот тайёрлайди.

Ёзув. Ёзув бўйича мустақил иш ўз ичига ўрганилаётган тилда фикрни баён қила олиш ишларини олади. Бунда мустақил иш мазмунига қуйидагилар киради:

- аннотация, реферат, резюмелар туза олиш;
- оғзаки равишда нутқ ҳосил қилиш учун режа ёки тезис тузиш;
- турли хатлар, табрикнома, таклифлар, иш юзасидан хатлар туза олиш;
- ўқишга ва ишга қабул юзасидан аризалар ёза олиш;
- соҳага оид турли ҳужжатларни тўлдириш;
- баён, иншо, эсселар ёза олиш; касби бўйича иш юритиш ишларини (ёзувларини) олиб бориш.

Ўқиб таржима қилинган материаллар курс ишлари ва рефератларда қўлланилади.

### **Дастурнинг информацион – методик таъминоти**

Чет тили фанини ўқитиш жараёнида таълимнинг замонавий интерфаол усулларида, педагогик ва ахборот-коммуникация технологияларидан кенг фойдаланилади. Амалий машғулотларда ақлий ҳужум, кластер, блиц-сўров, кичик гуруҳларда ишлаш, инсерт, презентация, кейс стади каби усулларнинг мавзуга мос танланиши ва қўлланилиши дарс самарасини оширишга катта ҳисса қўшади.

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<http://iteslj.org/>

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<http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html>

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<http://teachnet.org/ntpi/research/prep/Cooper/http://www.alt-teachercert.org/Mentoring.html>

[www.examenglish.com](http://www.examenglish.com)

<http://www.education.gouv.fr/>

<http://www.educnet.education.fr/>

<http://www.educationprioritaire.education.fr/>

<http://www.educasource.education.fr/> ( Base des ressources en ligne )

<http://www.elodil.com/historique.html> (Eveil aux langues)

<http://www.edufle.net>

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## Ishchi o'quv dastur

O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS

TA'LIM VAZIRLIGI

TOSHKENT MOLIYA INSTITUTI

O'quv-uslubiy bo'lim tomonidan  
ro'yxatga olindi

Toshkent moliya instituti  
O'quv ishlari bo'yicha prorektor

№  
2018 yil "24" 08

I.Qo'ziyev



## CHET TILI (INGLIZ TILI)

### ISHCHI O'QUV DASTURI

<b>Bilim sohasi:</b>	100 000	– Gumanitar
	200 000	– Ijtimoiy soha, iqtisod va huquq
<b>Ta'lim sohasi:</b>	110 000	– Pedagogika
	230 000	– Iqtisod
<b>Ta'lim</b>	5111 000	– Kasb ta'limi (5230600 - Moliya)
<b>yo'nalishlari:</b>	5111 000	– Kasb ta'limi (5230700 - Bank ishi)
	5111 000	– Kasb ta'limi (5230900 - Buxgalteriya hisobi va audit)
	5230200	– Menejment (tarmoqlari va sohalar bo'yicha)
	5230600	– Moliya
	5230700	– Bank ishi
	5230800	– Soliqlar va soliqqa tortish
	5230900	– Buxgalteriya hisobi va audit (Ishlab chiqarish va xizmat sohalari bo'yicha)
	5231200	– Sug'urta ishi
	5231300	– Pensiya ishi
	5231500	– Baholash ishi
	5232000	– Davlat byudjeti va g'azna ijrosi

Toshkent – 2018

Fanning ishchi o'quv dasturi O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligi 2013 yil "13"-avgustdagi 319-sonli buyrug'i bilan tasdiqlangan "Xorijiy til" fani dasturi asosida tayyorlangan.

Fanning ishchi o'quv dasturi Toshkent moliya institut Kengashining 2018 yil "29" avgust dagi "1"-sonli qarori bilan tasdiqlangan.

**Tuzuvchilar:** I.T. Haydarov - TMI, "Chet tillari" kafedrasi mudiri  
F.Ishanxodjaeva - TMI, "Chet tillari" kafedrasi, katta o'qituvchisi  
**Taqrizchilar:** F.Norboyeva - O'ZDJTI, "Tillar" kafedrasi, p.f.n., dots  
F.Ibragimova - TMI, "Chet tillari" kafedrasi, katta o'qituvchisi, Ph.D

Fanning ishchi o'quv dasturi kafedraning 2018 yil 17-avgustdagi 1-sonli majlisida muhokama etilib, "Sug'urta" fakulteti Kengashida ko'rib chiqishga tavsiya qilingan.

"Chet tillari" kafedrasi mudiri I.T. Haydarov

Fanning ishchi o'quv dasturi "Sug'urta" fakulteti Kengashining 2018 yil 24-avgustdagi 1-sonli majlisida muhokama etilib, institut o'quv-uslubiy Kengashida ko'rib chiqishga tavsiya qilingan.

"Sug'urta" fakulteti dekani G.A. Safarov

Fanning ishchi o'quv dasturi O'quv-uslubiy Kengashining 2018 yil 25-avgustdagi 1-sonli majlisida muhokama etilib, institut Kengashida ko'rib chiqishga tavsiya qilingan.

Kengash kotibi T.Baymurotov



O‘zbekiston Respublikasida ta’lim mazmunini modernizatsiyalash nofilologik oily o‘quv yurtlarida chet tillarni o‘qitish roli oshganligi bilan bog‘liq.

Mazkur dastur O‘zbekiston Respublikasi Prezidentining 2012-yil 10-dekabrdagi “Chet tillarni o‘rganish tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida”gi PQ-1875-sonli, O‘zbekiston Respublikasi Vazirlar Mahkamasining 2013-yil 8-maydagi “Chet tillar bo‘yicha ta’limning barcha bosqichlari bitiruvchilarining tayyorgarlik darajasiga qo‘yiladigan talablar” to‘g‘risidagi 124-sonli qarorlari hamda Yevropa Kengashining “Chet tilini egallash umumyevropa kompetensiyalari: o‘rganish, o‘qitish va baholash” to‘g‘risidagi umumetirof etilgan xalqaro me‘yorlari (CEFR-Common European Framework of Reference) va O‘zbekiston Respublikasi Oliy va o‘rta maxsus ta’lim vazirligining Oliy va o‘rta maxsus ta’lim vazirligining 2016 yil 6-avgustdagi 137-sonli buyrug‘i bilan tasdiqlangan ishchi rejaga muvofiq o‘quv dasturiga muvofiq ishlab chiqildi.

Dastur Vazirlar Maxkamasining “Chet tillar bo‘yicha ta’limning barcha bosqichlari bitiruvchilarining tayyorgarlik darajasiga qo‘yiladigan talablar” ga ko‘ra Oliy ta’lim muassasalarining ixtisosligi chet tili bo‘lmagan fakultetlari bakalavriat bosqichi bitiruvchilar to‘rt yillik taxsillari nihoyasida o‘rgangan chet tili bo‘yicha B2 darajani egallashlari belgilashlari uchun tayyorlandi.

### **O‘quv fanining maqsadi va vazifasi**

Xorijiy tilni o‘rgatishdan asosiy maqsad – bo‘lg‘usi mutaxassislarda kundalik hayotlari, ilmiy va kasbiy faoliyatlarida chet tili yoki bir necha tillardan erkin foydalanuvchi mutaxassislarni tayyorlash. Shu bilan birga, ularda vatanparvarlik hissini rivojlantirish, mustaqil izlanish, bilim va ko‘nikmalarini darsdan tashqari, OTMni bitirganlaridan keyin ham rivojlantirish malakalarini hamda umumbashariy va sohaga oid ilmiy mavzularda mantiqiy fikrlash qobiliyatlarini rivojlantirishdan iborat.

Ushbu maqsadga erishish uchun quyidagi **vazifalar** ilgari suriladi:

- talabalarning nutqiy (o‘qish, yozish, tinglab tushunish, gapirish), til (leksik, grammatik), ijtimoiy-madaniy va pragmatik kompetensiyalarini DTSi talablariga binoan rivojlantirish;
- ilmiy, kasbiy va maishiy faoliyatga bog‘liq mavzular yuzasidan og‘zaki va yozma ravishda bayon etish ko‘nikma va malakalarini rivojlantirish;



- umumbashariy va milliy qadriyatlar bilan tanishtirish, madaniyatlararo bag‘rikenglik va millatlararo hamdo‘stlik hislarini singdirish;
- ilmiy va kasbiy faoliyatda qo‘llaniladigan atamalarni o‘rgatish;
- talabalarning ilmiy va sohaviy yo‘nalishlaridan kelib chiqqan holda mustaqil ishlarini tashkil etish.

Fan bo‘yicha talabalarning bilim, ko‘nikma va malakalariga quyida keltirilgan talablar qo‘yiladi. Davlat ta‘lim standartlariga ko‘ra chet tili bo‘yicha B2 daraja bitiruvchilari tayyorgarligi darajasiga qo‘yiladigan talablar asosida quyidagi kompetentsiyalarni egallash ko‘zda tutilgan.

- xorijiy tillardagi gap tuzilishi va gapdagi so‘zlarning tartibi to‘g‘risida;
- xorijiy tillarda so‘zlarining uslubiy qo‘llanishi to‘g‘risida ***tasavvurga ega bo‘lishi***;
- xorijiy tillarning tovush xususiyatlarini, nutq tovushlari va so‘zlarni to‘g‘ri talaffuz qilishni;
- xorijiy tillar sintaksisi talablari asosida mazkur tillarda to‘g‘ri gap va bog‘langan matn tuzishni;
- kasbiy terminologiyani, og‘zaki va yozma nutq xususiyatlarini ***bilishi va ulardan foydalana olishi***;
- o‘z sohasi doirasida xorijiy tilda fikr ifodalay olish, ilmiy texnik adabiyotlardan foydalana olish ***ko‘nikmasiga ega bo‘lishi kerak***;
- egallagan bilimlardan kasbiy va ilmiy faoliyatda unumli foydalanish ***malakalarga ega bo‘lishi kerak***.

### **Fanning boshqa fanlar bilan o‘zaro bog‘liqligi va uzviyligi**

“Chet tili” (ingliz tili) fani mamlakatshunoslik, iqtisodiy geografiya, o‘zbek tili, rus tili va iqtisodiyot tarmoqlari, xususan moliya, biznes, buxgalteriya xalqaro biznes va moliya bozorlari fanlari bilan uzviy bog‘liqdir. Amaliy ingliz tilining fanlararo aloqalari bir necha yo‘nalishlarda olib boriladi. Ulardan biri chet tillari bo‘yicha bo‘lajak iqtisodchi-moliyachi talabalar mutaxassisligiga mos keladigan maxsus o‘quv uslubiy jamlanma ishlab chiqish, unga kitoblar va o‘quv qo‘llanmalar kiradi.

### **Fanning “Ta‘lim-fan-ishlab chiqarish” integratsiyasi va innovatsiyon rivojlanishdagi o‘rni**

Jahon miqyosida ro‘y berayotgan globallashuv, integratsiya jarayonlari, amaliy xorijiy til o‘qitish metodikasiga yaqin bo‘lgan fanlarda erishilgan yutuqlar xorijiy til ta‘limi metodikasida tubdan burilish yasaliishiga olib keldi. Xorijiy tillarning jamiyatdagi maqomi o‘zgardi, uning funktsiyalari kengayib bormoqda.

Ingliz tili dunyo miqyosida yuz berayotgan globallashuv, integratsiya jarayonlarining tezlashtiruvchi vositasi, til o'rganuvchilarni madaniyatlararo muloqot qilish uchun tayyorlash, madaniyatlararo muloqotni amalga oshirish, shaxsni kamol toptirish vositasi hamda har bir mutaxassisning kasbiy layoqatining yetakchi komponentlaridan biri sifatida qaralmoqda.

Respublikamizda xorijiy tili ta'limiga katta e'tibor qaratilmoqda. Barcha o'quv muassasalarida xorijiy chet tili ta'lim joriy etilgan, o'quvchi, talabalar hamda barcha toifadagi til o'rganuvchilar zamonaviy o'quv adabiyotlari bilan ta'minlangan, barcha universitet va pedagogika institutlarida malakali xorijiy til o'qituvchilari tayyorlanmoqda.

Bugungi kunda ingliz tili amaliyotda qo'llanilish darajasi jihatidan dunyoda yetakchi o'rinlardan birini egallaydi. Fan, texnika, madaniyat, ta'lim, iqtisodiyot va boshqa sohalarda, xususan, kasbiy faoliyatda har bir mutaxassisning ingliz tilidan erkin foydalanish malakasiga ega bo'lishi zamon talabi maqomiga ega bo'ldi.

“Amaliy ingliz tili” bo'yicha mazkur ishchi o'quv dastur oliy ta'lim tizimidagi (nofilologik yo'nalishda hamda ikkinchi xorijiy til sifatida ingliz tilini o'qitish filologik yo'nalishdagi oliy ta'lim muassasalarida) talabalarning Amaliy ingliz tili bo'yicha bilim, ko'nikma va malakalarini takomillashtirishga qaratilgan.

### **Fanni o'qitishda qo'llanilishi tavsiya etilayotgan pedagogik, axborot va internet texnologiyalari**

Talaba “Amaliy ingliz tili” fanini o'zlashtirishda ta'limning innovatsion usullaridan foydalanishi, yangi pedagogik, axborot va internet texnologiyalarini tadbiq qilishi muhim ahamiyat kasb etadi. Fanni o'zlashtirishda o'quv-uslubiy ta'minot (darslik, o'quv va uslubiy qo'llanmalar)dan foydalanilish tavsiya etiladi. Amaliy mashg'ulotlarda turli metod va vositalardan, xususan, aqliy hujum, klaster, amaliy ish va didaktik o'yinlar, portfolio, keys-stadi, shuningdek, kompyuter dasturlaridan (Microsoft Power Point), internet tizimidan ishonchli ma'lumotni topa bilish va foydalanish ko'nikmalarini rivojlantirish.

“Chet tili” fani 3-kursning 5 va 6 semestrlarida o'qitilib, unda amaliy va mustaqil ta'lim mashg'ulotlari semestrlar bo'yicha jadval asosida amalga oshiriladi.

**5230200– Menejment (tarmoqlari va sohalar bo‘yicha); 5230600 –Moliya; 5230700 -Bank ishi; 5230800– Soliqlar va soliqqa tortish; 5230900- Buxgalteriya hisobi va audit (ishlab chiqarish va xizmat ko‘rsatish bo‘yicha); 5231200-Sug‘urta ishi; 5231300-Pensiya ishi; 5231500-Baholash ishi; 5232000– Davlat byudjeti va g‘azna ijrosi ta’lim yo‘nalishlarida o‘qitiladigan mavzular bo‘yicha mashg‘ulot turlariga ajratilgan soatlar hajmining taqsimoti**

T/r	Fan mavzularining nomi	Jami	Shu jumladan	
			Amaliy mashg‘ulot	Mustaqil ta’lim
5- semestr				
1	Academic fields	4	2	2
2	Oriental contribution	4	2	2
3	Academic degrees	4	2	2
4	Freelance	4	2	2
5	Up-to-date devices	3	2	1
6	Brands	3	2	1
7	Taking parts in meetings	4	2	2
8	Case Study: Hudson Corporation	4	2	2
9	Travel	3	2	1
10	Telephonig making arrangements	3	2	1
11	Case Study: Retain a travel	4	2	2
12	Change	4	2	2
13	Managing Meetings	3	2	1
14	Case Study: Acquiring Asia Entertainment	3	2	1
15	Working across cultures: Socialising	3	2	1
16	Organisation	3	2	1
17	Socialising: introductions and networking	3	2	1
18	Case Study: InStep’s relocation	3	2	1
	5-semestr bo‘yicha jami:	62 soat	36 soat	26 soat
6 –semestr				
19	Advertising	4	2	2
20	Starting and structuring a presentation	4	2	2
21	Money	3	2	1
22	Dealing with figures	3	2	1
23	Working across cultures: International meetings	3	2	1
24	Cultures	3	2	1
25	Social English	4	2	2
26	Human resources	3	2	1
27	Getting information on the phone	4	2	2
28	International markets	4	2	2

29	Negotiating	4	2	2
30	Working across cultures: Doing business internationally	4	2	2
31	Ethics	3	2	1
32	Considering options	3	2	1
33	Leadership	4	2	2
34	Presenting	3	2	1
35	Competition	3	2	1
36	Negotiating	3	2	1
	<b>6-semestr bo'yicha:</b>	<b>62 soat</b>	<b>36 soat</b>	<b>26 soat</b>
	<b>Jami</b>	<b>124 soat</b>	<b>72 soat</b>	<b>52 soat</b>

**5111 000 Kasb ta'limi (5230600 - Moliya); 5111 000- Kasb ta'limi (5230700 - Bank ishi); 5111 000 Kasb ta'limi (5230900 - Buxgalteriya hisobi va audit) ta'lim yo'nalishlarida o'tiladigan ajratilgan soatlar hajmining taqsimoti:**

t/r	Fan mavzularining nomi	Jami	Shu jumladan	
			Amaliy mashgʻulot	Mustaqil taʼlim
5 –semestr				
1	Academic fields	4	2	2
2	Oriental contribution	4	2	2
3	Academic degrees	4	2	2
4	Freelance	4	2	2
5	Up-to-date devices	3	2	1
6	Brands	3	2	1
7	Taking parts in meetings	4	2	2
8	Case Study: Hudson Corporation	4	2	2
9	Travel	3	2	1
10	Telephoning making arrangements	3	2	1
11	Case Study: Retain a travel	3	2	1
12	Change	3	2	1
13	Managing Meetings	3	2	1
14	Case Study: Acquiring Asia Entertainment	3	2	1
15	Working across cultures: Socializing	3	2	1
16	Organization	3	2	1
17	Socializing: introductions and networking	3	2	1
18	Case Study: InStep’s relocation	3	2	1
	5-semestr bo’yicha jami:	60 soat	36 soat	24 soat
6 –semestr				
20	Starting and structuring a	4	2	2

	presentation			
21	Money	3	2	1
22	Dealing with figures	3	2	1
23	Working across cultures: International meetings	3	2	1
24	Cultures	3	2	1
25	Social English	4	2	2
26	Human resources	3	2	1
27	Getting information on the phone	4	2	2
28	International markets	4	2	2
29	Negotiating	3	2	1
30	Working across cultures: Doing business internationally	3	2	1
31	Ethics	3	2	1
32	Considering options	3	2	1
33	Leadership	4	2	2
34	Presenting	3	2	1
35	Competition	3	2	1
36	Negotiating	3	2	1
	<b>6-semestr bo'yicha:</b>	<b>60 soat</b>	<b>36 soat</b>	<b>24 soat</b>
	<b>Jami</b>	<b>120 soat</b>	<b>72 soat</b>	<b>48 soat</b>

## ASOSIY QISM

### 1. Fanning nazariy mashg'ulotlari mazmuni

“Xorijiy til” (ingliz tili) fanidan ma’ruza mashg’ulotlari o‘quv reja boyicha ko‘zda tutilmagan.

### 2. Fanning amaliy mashg'ulotlari mazmuni

#### Unit 1 (2 hours)

#### Theme: Academic fields.

Cluster, Case study, Brainstorming, Handout.

Linguistic materials: Vocabulary: enforcement ,advocacy- public support for or recommendation of a particular cause or policy,forestry- the science or practice of planting, managing, and caring for forests, academician- a member of an academy, usually one which has been formed to improve or maintain standards in a particular field, to encounter- unexpectedly be faced with or experience , controversial- giving rise or likely to give rise to controversy or public

disagreement, curriculum- the subjects comprising a course of study in a school or college, exploration- thorough examination of a subject Speaking: Academic fields Reading: Academic fields Grammar: Have smth done; Self-study: Social sciences.

Communicative tasks: Match the words with their definitions. Complete the sentences. Learn the vocabulary: (10words). Complete the boxes writing the sub-disciplines. Do phrasal verb exercise. Match the fields with the scientists, who made great contributions to the development of these fields. Tick the words which you think can be included into the review writing. Put the sections in an appropriate order.

## **Unit 2 (2 hours)**

### **Theme: Oriental contribution**

Cluster, Case study Brainstorming, Handout.

Linguistic materials: Vocabulary: tactic - an action or strategy carefully planned to achieve a specific end, persuade - induce (someone) to do something through reasoning or argument, to contradict - deny the truth of (a statement) by asserting the opposite, purport - appear to be or do something, especially falsely, horticulture - the art or practice of garden cultivation and management, integral- necessary to make a whole complete; essential or fundamental, rotation- circular movement, subconscious- of or concerning the part of the mind of which one is not fully aware but which influences one's actions and feelings, obscure- not discovered or known about; uncertain, incorporate- take in or contain (something) as part of a whole; Speaking: Oriental contribution Reading: Oriental contribution Grammar: Reporting verbs; Self-study: Famous oriental scientists.

Communicative tasks: Match the words with their definitions. Complete the sentences. Learn the vocabulary: (10words). Listen to the tape and fill in the table. Tick the words which you think can be included into the review writing. Put the sections in an appropriate order. Write an article review, according to the sample. Complete the following sentences.

## **Unit 3 (2 hours)**

### **Theme: Academic degrees**

Case study. Handouts. Brainstorming.

Linguistic materials: Vocabulary: apprenticeship - someone who has an apprenticeship works for a fixed period of time for a person who has a particular skill in order to learn the skill. Apprenticeship is the system of learning a skill like this, allegiance - loyalty or commitment to a superior or to a group or cause, anomalous - deviating from what is standard, normal, or expected, to arrange- organize or make plans for (a future event), aptitude - a natural ability to do something, conviction- a formal declaration by the verdict of a jury or the decision of a judge in a court of law that someone is guilty of a criminal offence. Speaking: Academic degrees Reading: Emergence of the Doctor's and Master's Degrees Grammar: Wish sentences; Self-study: Academic degrees in ...

Communicative tasks: Do abbreviation exercise. Make up collocations. Learn the vocabulary: (10 words). Listen again and answer the questions. Do grammar exercise on real sentences and wish sentences. Read the text and match the questions. Match the words/phrases underlined in the text and their equivalents.

#### **Unit 4 (2 hours)**

##### **Theme: Freelance**

Black box. Case study. Handouts. Brainstorming.

Linguistic materials: Vocabulary: Acquire- buy or obtain (an asset or object) for oneself, approximate - close to the actual, but not completely accurate or exact, rate - a measure, quantity, or frequency, typically one measured against another quantity or measure, abandoned- cease to support or look after (someone); desert, abolish- formally put an end to (a system, practice, or institution), tuition- a sum of money charged for teaching by a college or university. Speaking: Why Freelancing? Reading: Recognition. Grammar: Phrasal verbs; Self-study: Advantages and disadvantages of freelancing

Communicative tasks: Listen to the tape and answer the questions. Complete the text with appropriate phrasal verbs. Learn the vocabulary 10 words. Match the freelance related words and their definitions. Read the passage and choose the suitable title. Rewrite the sentences using above listed reporting verbs. Decide if the statements true (T) or false (F). Writing Letter of Certificate.

#### **Unit 5 (2 hours)**

##### **Theme: Up-to -date devices**



Delphi. Case study. Handouts.

Linguistic materials: Vocabulary: cutting edge - the latest or most advanced stage in the development of something; highly advanced; innovative or pioneering, blasphemy - the action or offence of speaking sacrilegiously about God or sacred things; profane talk, resistant - offering resistance to something or someone, extinct - no longer in existence, apparatus - the technical equipment or machinery needed for a particular activity or purpose. Speaking Up-to -date devices Reading: Up-to -date devices Grammar: Precise sentences; Self-study: Modern gadgets .

Communicative tasks: Make up word combinations. Learn the vocabulary: (10 words). Fill in the sentences. Listening to the tape. Fill in the table while listening to the tape. Do grammar exercise on prepositions. Answer the questions. Read the text and find appropriate words to the definitions.

### **Unit 6 (2 hours)**

**Theme:** Brands

Handouts. Brainstorming.

Linguistic materials: Vocabulary: Unique design, sign, symbol, words, or a combination of these, in creating an image that identifies and differentiates it from its competitors. Over time, this image becomes associated with a level of credibility, quality, and satisfaction in the consumer's mind (see positioning). Thus brands help harried consumers in crowded and complex marketplace, by standing for certain benefits and value. Legal name for a brand is trademark and, when it identifies or represents a firm, it is called a brand name. Speaking Valuable brands in the world; Reading: Restless pursuer of luxury's future; Grammar: Present tenses; Self-study: famous Brands in the world.

Communicative tasks: Discussion the basics of corporate culture. Scan reading. Learn the vocabulary: (10 words). Discuss the unwritten rules in an organization. Small group discussion on office etiquette. Listening for gist. Listening for detail. Complete using the correct form of the words in the box. Brainstorming on adaptation process of interns. Preparing a mini presentation

### **Unit 7 (2 hours)**

**Theme:** Taking parts in meetings

Case study. Handouts. Brainstorming. Delphi.

Linguistic materials: Vocabulary: assignment- a task or piece of work assigned to someone as part of a job or course of, autonomy, beating- a punishment or assault in which the victim is hit repeatedly, burst into tears, Meeting is an assembly of people for a particular purpose, especially for formal discussion. After the articles of organization are filed and the business is officially formed, the company should hold the organizational meeting. All the proposed directors, officers, and shareholders should be in attendance. At meeting, the people in attendance lay the foundation for the company's operation. The initial corporate matters should be addressed at the meeting, and "minutes" should be taken to record the results. Speaking Work culture and placement Reading: Work culture and placement; Self-study: Types of meetings.

Communicative tasks: Discussion the basics of corporate culture. Scan reading. Learn the vocabulary: (10 words). Discuss the unwritten rules in an organization. Small group discussion on office etiquette. Listening for gist. Listening for detail. Complete using the correct form of the words in the box. Brainstorming on adaptation process of interns. Preparing a mini presentation

## **Unit 8 (2 hours)**

### **Theme: Case study Hudson Corporation**

Linguistic materials: Vocabulary: Case study is a process or record of research into the development of a particular person, group, or situation over a period of time. A marketing strategy is a process or model to allow a company or organization to focus limited resources on the best opportunities to increase sales and thereby achieve a sustainable competitive advantage; Speaking Sales promotion Reading: Marketing strategies for Europe; Self-study: Marketing strategy of Largest Companies in the world.

Communicative tasks: Discussion the basics of corporate culture. Scan reading. Learn the vocabulary: (10 words). Discuss the unwritten rules in an organization. Small group discussion on office etiquette. Listening for gist. Listening for detail. Complete using the correct form of the words in the box. Brainstorming on adaptation process of interns. Preparing a mini presentation

## **Unit 9 (2 hours)**

### **Theme: Travel**

Brainstorming. T-scheme. Mind map. Handouts.

Linguistic materials: Vocabulary: Tourism is travel for pleasure or business; also the theory and practice of touring, the business of attracting, accommodating, and entertaining tourists, and the business of operating tours. Tourism may be international, or within the traveller's country; Speaking: Business trips; Reading: Counting the way to bridge the gulf; Self-study: Most visited in the world.

Communicative tasks: Discussion the basics of corporate culture. Scan reading. Learn the vocabulary: (10 words). Discuss the unwritten rules in an organization. Small group discussion on office etiquette. Listening for gist. Listening for detail. Complete using the correct form of the words in the box. Brainstorming on adaptation process of interns. Preparing a mini presentation

### **Unit 10 (2 hours)**

#### **Theme: Telephoning making arrangements**

Brainstorming. T-scheme Handouts.

Linguistic materials: Vocabulary: To use your telephone effectively, you need to *manage* its use. Outward calls should be scheduled to suit your timetable and that of your respondent. Inward calls should be filtered, if possible, so that you are not interrupted in the middle of other work. Speaking: Tips for telephoning; Reading: Telephoning; Grammar: expressing the Future; Self-study: Top ten telephoning skills.

Communicative tasks: Discussion the basics of corporate culture. Scan reading. Learn the vocabulary: (10 words). Discuss the unwritten rules in an organization. Small group discussion on office etiquette. Listening for gist. Listening for detail. Complete using the correct form of the words in the box. Brainstorming on adaptation process of interns. Preparing a mini presentation

### **Unit 11 (2 hours)**

#### **Theme: Retain a travel**

Cluster. Case study. Handouts.

Linguistic materials: Vocabulary: Air travel is a form of travel in vehicles, such as airplanes, helicopters, hot air balloons, blimps, gliders, hand gliding,

parachuting, or anything else that can sustain flight. Use of air travel has greatly increased in recent decades - worldwide it doubled between the mid-1980s and the year 2000. Speaking: Air travel industry Reading: Business travel services; Self-study: Business travel services

Communicative tasks: Fill in the organogram listening to the supervisor. Find the appropriate ending to the beginning of the sentences. Learn the vocabulary: (10 words). Fill in the spaces with prepositions. Discussion “opening a private music school”. Preparing a mini presentation. Defining words.

## **Unit 12 (2 hours)**

### **Theme: Change**

Case study. Handouts.

Linguistic materials: Vocabulary: Change implies making either an essential difference often amounting to a loss of original identity or a substitution of one thing for another. The causes of social change below affect or characterize every aspect of society across the world. On a macro scale, they shape all of our major social institutions (economics, politics, religion, family, education, science/technology, legal system, and so on. On a micro scale, they shape our values, attitudes, beliefs and behaviors. In sum, they influence our ways of life; Speaking Major life changes Reading: Mercedes star twinkles once more; Grammar: Describing changes; Self-study: the companies that changed of people's lifestyles.

Communicative tasks: Defining the words. Discussion. Learn the vocabulary: (10 words). Matching the report with headings. Matching the sections of “A placement report” with its parts. Listening and note taking. Ordering and writing

## **Unit 13 (2 hours)**

### **Theme: Managing meetings**

Case study. Handouts.

Linguistic materials: Vocabulary: plan and run business and corporate meetings, with business meeting minutes, agendas and ice breakers ideas, plus free online business training for management, sales, marketing, project management, communications, leadership, time management, team building and motivation. Speaking: Highly effective meetings; Reading: Briefing notes; Self-study: Types of meetings.

Communicative tasks: Discussion. Advantages and disadvantages working in call centers. Learn the vocabulary: (10 words). Read the text. Mark the statements true or false. Read again the text and find the best summary for each the paragraph. Answer the questions. Predicting and listening exercise. Listening for detail. Write an essay Effectively chaired meetings. Write no more than 150 words.

### **Unit 14 (2 hours)**

#### **Theme: Acquiring Asia Entertainment**

Cluster. Case study. Handout.

Linguistic materials: Vocabulary: An acquisition is a corporate action in which one company buys most or all of another company's shares to assume control. An acquisition occurs when a buying company obtains more than 50% ownership in a target company. Speaking: Reasons for acquisitions. Reading: Acquiring Asia Entertainment. Self-study: major recent acquisitions.

Communicative tasks: Read the words, conversational formulas. Use the given grammar phenomena in sentences. Learn the vocabulary: (10 words). Study the word- building. Read the text and give its summary. Find antonyms. Speak on the topic, given situation. Phrasal verbs exercise. Listening for detail.

### **Unit 15 (2 hours)**

#### **Theme: Working across cultures: Socialising**

Mind map. Case study. Brainstorming.

Linguistic materials: Vocabulary: Socializing definition, to make social; make fit for life in companionship with others. Socializing can provide a number of benefits to your physical and mental health. Speaking benefits of socializing; Reading: Socializing; Self-study: business correspondence.

Communicative tasks: Discussion. Learn the vocabulary: (10 words). Skim reading. Reading for detail. Skim reading. Answer the questions. Speak on the topic, given situation. Writing : Different styles of business correspondence.

### **Unit 16 (2 hours)**

#### **Theme: Organisation**

Brainstorming. Delphi. Handouts.

Linguistic materials: Vocabulary: A social unit of people that is structured and managed to meet a need or to pursue collective goals. All organizations have a management structure that determines relationships between the different activities and the members, and subdivides and assigns roles, responsibilities, and authority to carry out different tasks. Speaking: Company structure; Reading: A successful business. Grammar: Noun combinations; Self-study: Analysing company organization.

Communicative tasks: Discussion: Successful businesses are.... Listening for gist. Listen and mark the statements true false. Discussion: Cross-functional task forces. Scan reading. Learn the vocabulary (24words). Paraphrasing.

### **Unit 17 (2 hours)**

#### **Theme: Socializing: introductions and networking**

Cluster. Case study. Handout. Brainstorming.

Linguistic materials: Vocabulary: Success at work depends on both results and relationships. The seven people listed below can increase your success or make your life easier, so developing and maintaining positive relationships with them is a good idea; Speaking Importance of networking; Reading: Networking; Self-study: Benefits of social network at work.

Communicative tasks: Discussion putting product development stages into chronological order. Reading for detail. Learn the vocabulary: (10 words). Describing products. Making up collocations. Listening for gist. Listening for detail. Making mini presentation.

### **Unit 18 (2 hours)**

#### **Theme: InStep's relocation**

Brainstorming. Case study. Handout.

Linguistic materials: Vocabulary: Official corporate relocation policies will be discussed in the interview process. Each company and the benefits they offer vary, so policies may not be obtainable online. Speaking: reasons for relocation. Reading: InStep's relocation. Self-study: effects of relocation.

Communicative tasks: Discussion. Learn the vocabulary: (10words). Scan reading. Reformulating. Put the words in bold in the correct order. Read the quotation and mark the interview questions. Speak on the topic, given situation. Write a product description.

## **Unit 19 (2 hours)**

### **Theme: Advertising**

Delphi. Case study. Handouts. Brainstorming.

Linguistic materials: Vocabulary: advertorials, endorse, point-of-sale, sponsor, banner ads, exhibitions, pop-ups, sponsorship, billboards (AmE)/ free samples posters target, hoardings (BrE), Internet, press, television, cinema, leaflets/flyers, product placement, viral advertising, commercials, outdoor advertising, radio, communicate. Listening: How advertising works; Speaking: Types of advertisements; Reading A new kind of campaign. Grammar: Articles; Self-study: The role advertisement in modern world.

Communicative tasks: Discussion. Learn the vocabulary: (10 words). Give definitions to the following words. Discuss the following points with your partner(s). Read the text and give its summary. Predicting and listening. Listening for detail. Discussion of given statements. Scan reading. Summarizing the tips.

## **Unit 20 (2 hours)**

### **Theme: Starting and structuring a presentation**

Brainstorming. Case study. Handouts.

Linguistic materials: Vocabulary: A presentation is the process of presenting a topic to an audience. It is typically a demonstration, introduction, lecture, or speech meant to inform, persuade, inspire, motivate, or to build good will or to present a new idea or product; Speaking: Advertising Reading: Alpha Advertising; Self-study: Alpha Advertising

Communicative tasks: Read the words and rank them. Learn the vocabulary: (10 words). Put career stages into chronological order. Work in small in groups and discuss these statements. Put the word into appropriate places. Make up collocations and use them in the sentences. Listening for gist. Listening, taking notes.

## **Unit 21 (2 hours)**

### **Theme: Money**

Case study. Role play. Handouts. Brainstorming.

Linguistic materials: Vocabulary: equity, stake, recession, shares, debt, stock, market, forecast, profit margin, profit. Speaking: Importance of Money.



Reading: An inspirational story; Language review: Describing trends; Self-study: Modern forms of money.

Communicative tasks: Discussions. Listening: Managing investments: Answer the questions. Learn the vocabulary: (10 words). Do vocabulary exercises. Work in small groups. Skim reading. Reading for detail. Ordering and reformulating.]

## **Unit 22 (2 hours)**

### **Theme: Dealing with figures**

Brainstorming. Case study. Handouts.

Linguistic materials: Vocabulary: barge in, beware, brisk, e-tailing, eyeball, intrusive, publicly-traded, smother. Speaking: modern trade. Reading: Make your pitch; Grammar: Numbers; Self-study: writing an e-mail to the most successful entrepreneur.

Communicative tasks: Discussion: Shopping and E-tailing. Learn the vocabulary: (10 words). Scan reading. Reading for detail. Roleplay: Trade. Listening, true false exercise. Discussion: Preferences in e-tailing. Write an essay.

## **Unit 23 (2 hours)**

### **Theme: Working across cultures: International meetings**

Cluster. Case study. Handout.

Linguistic materials: Vocabulary: A formal meeting of people with a shared interest, typically one that takes place over several days; Speaking: International meetings; Reading: International meetings, Self-study: Recent summits.

Communicative tasks: Discussion. Make collocations. Learn the vocabulary: (10 words). Listening and giving summary using collocations. Put e-tail transaction steps into chronological order. Reformulate the sentences. Listening for detail.

## **Unit 24 (2 hours)**

### **Theme: Cultures**

Brainstorming. Case study. Handout.

Linguistic materials: Vocabulary: climate, historical events, language, architecture, behaviour and attitudes, institutions, religion, social customs, traditions, cuisine, geography, ceremonies, festivals arts; Speaking Cultural awareness, Listening: Cultural differences, Reading: Culture shock; Grammar: Modal verbs; Self-study: Business protocol and etiquette .....

Communicative tasks: Discussion: Culture shock. Learn the vocabulary; (10 words). Listening and filling in the gaps. Fill in the sentences. Fill in the table with idioms. Role play: Meetings. Speak on the topic, given situation.

### **Unit 25 (2 hours)**

#### **Theme: Social English**

Delphi. Case study. Handout.

Linguistic materials: Vocabulary: Greeting, introducing oneself, introducing others, taking leave of others, wishing others on various occasions, congratulating, thanking and responding to thanks, regretting, offering and accepting, expressing likes and dislikes; Speaking: Business culture in Uzbekistan, Reading: Business culture briefing; Self-study: Report on business culture in ...

Communicative tasks: Discussion: Business culture. Answer the questions. Scan reading. Learn the vocabulary; (10 words). Number the sections of the report. Fill in the spaces. Answer the questions. Writing notes.

### **Unit 26 (2 hours)**

#### **Theme: Human resources**

Brainstorming. Case study. Handout.

Linguistic materials: Vocabulary: appearance, hobbies/interests, experience, personality, intelligence, marital status, contacts/connections, qualifications, references, age/gender, astrological sign, handwriting, blood group, sickness record, family background, education; Speaking: Employing the right people. Listening: Finding a job. Reading: Women at work. Grammar: -ing and infinitives; Self-study: Stages of applying for a job.

Communicative tasks: Brainstorming: people a company has responsibilities towards. Learn the vocabulary; (10 words). Scan reading Women at work. Reading and discussion finding appropriate words to the definitions. Listening for gist: filling the spaces. Finding appropriate answers. True\ false exercise.

## **Unit 27 (2 hours)**

### **Theme: Getting information on the phone**

Case study. Handout.

Linguistic materials: Vocabulary: phrases for asking the information, checking the information, showing the interest; Speaking: Getting information on the phone. Reading: Fast fitness; Self-study: Writing a letter offering employment to a successful employer.

Communicative tasks: Match the beginning of phrases with endings. Read the article; find synonyms to the words in bold. Learn the vocabulary; (10 words). Fill in the spaces with words to make up collocations. Listening for the detail. Answer the questions. Discussion of the talk: "Appointing a good manager".

## **Unit 28 (2 hours)**

### **International markets**

Cluster. Case study. Handout.

Linguistic materials: Vocabulary: companies, competition, environment, gap, opportunities, poverty, prices, standards, unemployment, workers; Speaking: Free trade. Reading: Trade between China and US . Grammar: Conditionals; Self-study: Trade relations between China and Uzbekistan.

Communicative tasks: Discussion: International trade. Read the article opposite and answer the questions. Learn the vocabulary; (10 words). Skim reading: answer the questions. True false exercise on the article. Listening for gist. Listening for detail. Discussion: Taking over the business.

## **Unit 29 (2 hours)**

### **Theme: International markets**

Brainstorming. Case study. Handout.

Linguistic materials: Vocabulary: Speaking: Negotiations. Reading: Pampas Leather Company. Grammar: Conditionals; Self-study: Writing e-mail

Communicative tasks: Listening for gist. Learn the vocabulary; (10 words). Listening for detail. Match diplomatic phrases with direct forms. Paraphrase the given statement into diplomatic or vice versa. Role play: Negotiations.

## **Unit 30 (2 hours)**

### **Theme: Working across cultures: Doing business internationally**

Mind Map. Case study. Handout.

Linguistic materials: Vocabulary: highlight - mark with a highlighter, offshore - made, situated, or registered abroad, especially in order to take advantage of lower taxes or costs or less stringent regulation, overload - load with too great a burden or cargo, vague - thinking or communicating in an unfocused or imprecise way Speaking: Presentations. Reading: Presentations. Self-study: World Trade Organization.

Communicative tasks: Match headlines with the extracts. Discussion: Visuals. Learn the vocabulary; (10 words) Listening for gist. Matching the charts with presentations while listening. Complete the spaces with expression while listening. Mini presentation on a given pie-chart. Presentation: Best candidate for acquisition. Reading and analysis of presentation. Taking notes and writing slides.

## **Unit 31 (2 hours)**

### **Theme: Ethics**

Mind Map. Case study. Handout.

Linguistic materials: Vocabulary: price, environmental pollution, animal testing, counterfeiting money, industrial goods, discrimination, fraud, laundering, espionage; Speaking: Right or wrong? Reading: The ethics of resume writing. Listening: Helping environmental research; Grammar: Narrative tenses; Self-study: Fair trade

Communicative tasks: Match headlines with their extracts. Discussion: Unethical activities. Learn the vocabulary; (10 words) Listening for gist. Complete the spaces with expression while listening. What should you do in given situation. Making up story. Taking notes and writing slides.

## **Unit 32 (2 hours)**

### **Theme: Considering options**

Brainstorming. Case study. Handout.

Linguistic materials: Vocabulary: Phrases for stating the problem, looking at the options, discussing the possible effects changing your approach, expressing

qualified agreement, making a decision, stating future action; Speaking: Principles or profit. Reading: Principles or profit. Grammar: Articles; Self-study: Largest Companies in the world.

Communicative tasks. Read the table and compare businesses. Read this article and answer the questions. Learn the vocabulary; (10 words). Fill in the table listening to the presentation. Discussion: strategy recommended to Calisto. Prepare presentation outlining Ss recommendations to the Board. Make presentation.

### **Unit 33 (2 hours)**

#### **Theme: Leadership**

Brainstorming. Case study. Handout.

Linguistic materials: Vocabulary: cautious, casual, formal, idealistic, critical, assertive, decisive, encouraging, realistic, dynamic, radical, ruthless, distant, conservative, approachable, principled laid-back; Speaking: Management skills. Reading: Leading L'oreal. Grammar: Relative clauses; Self-study: Leaders who changed the company

Communicative tasks: Brainstorming about export and international trade. Scan reading. Learn the vocabulary; (10 words). Reading for detail. Listening for detail. Reading for detail. Discussion: Leadership vs Managers.

### **Unit 34 (2 hours)**

#### **Theme: Presenting**

Cluster. Case study. Handout.

Linguistic materials: Vocabulary: A verbal report, often supported by explanatory and illustrative material, in which something, such as a balance sheet, new product, etc., is presented to an audience; Speaking: Management strategies Reading: Lina sports; Self-study: Leadership styles in modern world.

Communicative tasks: Make up verb-noun collocations. Learn the vocabulary; (10 words). Phrasal verbs. Put into correct order the sentences. Find appropriate definitions to the phrasal verbs. Listen to the conversations about export issues. Tell about conversations using vocabulary. Make up collocations and complete the sentences. Choose the correct answer. Complete the crossword.

## **Unit 35 (2 hours)**

### **Theme: Competition**

Cluster. Venn diagramm. Case study. Handout.

Linguistic materials: Vocabulary: Rivalry between suppliers providing goods or services for a market. The consensus of most economic theory is that competition is beneficial for the public, largely because it brings prices down. Governments usually pursue policies aimed at increasing competition in markets, although there may sometimes be a conflict between policies that increase competition and those that promote the national interest; Speaking: Competition between McDonalds and Starbucks. Reading: Head-to-head competition. Listening: The Competition Commission; Grammar: Passives; Self-study: Competition between the largest companies.

Communicative tasks: Learn the phrasal verbs with *take*; (10 words). Make up sentences using phrases from each column. Fill in the gaps in the minutes, agenda, and reports.

## **Unit 36 (2 hours)**

### **Theme: Negotiating**

Cluster. Case study. Handout.

Linguistic materials: Vocabulary: Negotiation occurs in organizations, including businesses, non-profits, and within and between governments as well as in sales and legal proceedings, and in personal situations such as marriage, divorce, parenting, etc. Professional negotiators are often specialized, such as union negotiators, leverage buyout negotiators, peace negotiator. Speaking: Negotiations. Reading: Fashion house. Self-study: write an e-mail.

Communicative tasks: Discussion. Reading and analysis of emails. Learn the vocabulary; (10 words). Make up sentences using phrases from each column. Choose the polite form of sentences. Complete the emails. Write and reply to requests and reminders.

### **3. Laboratoriya ishlarini tashkil etish bo'yicha ko'rsatmalar**

Fan bo'yicha laboratoriya ishlari o'quv rejada ko'zda tutilmagan.

### **4. Kurs ishini tashkil etish bo'yicha uslubiy ko'rsatmalar**

Fan bo'yicha laboratoriya ishlari o'quv rejada ko'zda tutilmagan.

## 5. Mustaqil ta'limning shakl va mazmuni

Mustaqil ta'lim talabaning bajaradigan ilmiy izlanishi bo'lib, ingliz tilini o'rganishda fanning biror bir mavzusini to'laroq o'zlashtiradi va mavzu belgilangan shaklda bajariladi. Mustaqil ishni bajarishdan maqsad, talabaning o'qishi davomida olgan bilimni mustahkamlash, chuqurlashtirish va umumlashtirishdan iboratdir.

Mustaqil ishlash jarayonida talaba kerakli ma'lumotlarni izlash va ularni topish yo'llarini aniqlash, internet tarmoqlaridan foydalanib ma'lumotlar to'plash va ilmiy izlanishlar olib borish, ilmiy to'garak doirasida yoki mustaqil ravishda ilmiy manbalardan foydalanib ilmiy maqola va ma'ruzalar tayyorlash kabilar talabalarning darsda olgan bilimlarini chuqurlashtiradi, ularning mustaqil fikrlash va ijodiy qobiliyatini rivojlantiradi. Shuning uchun ham mustaqil ta'limsiz o'quv faoliyati samarali bo'lishi mumkin emas.

Talabalarga mustaqil ishni tayyorlashda muayyan fanning xususiyatlarini hisobga olgan holda quyidagi shakllardan foydalanish tavsiya etiladi.

1. Loyiha ishi tayyorlash
2. Mutaxassislikka oid adabiyotlarni tarjima qilish
3. Ilmiy tezis yozish
4. Rezume (qisqa xulosa) yozish
5. Esse yozish
6. Inglizcha-ruscha-o'zbekcha lug'at tuzish

### “Xorijiy til” (ingliz tili) fani bo'yicha mustaqil ta'limning mazmuni

Fani bo'yicha mazmuni	Mustaqil ta'limga oid bo'lim va mavzulari	Mustaqil ta'limga oid topshiriq va tavsiyalar
<b>5-semestr</b>		
37. Academic fields	Academic fields	Loyiha ishi tayyorlash
38. Oriental contribution	Famous oriental scientists	Maqola yozish
39. Academic degrees	Academic degrees in ...	Taqdimot va slaydlar tayyorlash
40. Freelance	Advantages and disadvantages of freelancing	Esse yozish



41.	Up-to-date devices	Modern gadgets	taqdimot va slaydlar tayyorlash
42.	Brands	famous brands in the world	Keys stadi tayyorlash
43.	Taking parts in meetings	Types of meetings	Loyiha ishi tayyorlash, taqdimot va slaydlar
44.	Case Study: Hudson Corporation	Marketing strategy of Largest Companies in the world	Loyiha ishi tayyorlash, taqdimot va slaydlar
45.	Travel	Most visited counties in the world.	Keys stadi tayyorlash
46.	Telephonig making arrangements	Top ten telephoning skills	Loyiha ishi tayyorlash, taqdimot va slaydlar
47.	Case Study: Retain a travel	Services offered by travel business	Loyiha ishi tayyorlash, taqdimot va slaydlar
48.	Change	the companies that changed of people's lifestyles	Keys stadi tayyorlash
49.	Managing Meetings	Types of meetings	Loyiha ishi tayyorlash, taqdimot va slaydlar
50.	Case Study: Acquiring Asia Entertainment	Major recent acquisitions	Keys stadi tayyorlash
51.	Working across cultures: Socialising	Business correspondence	Loyiha ishi tayyorlash, taqdimot va slaydlar
52.	Organisation	Analysing company organization.	Loyiha ishi tayyorlash, taqdimot va slaydlar
53.	Socialising: introductions and networking	Benefits of social network at work	Keys stadi tayyorlash
54.	Case Study: InStep's relocation	Effects of relocation	Loyiha ishi tayyorlash, taqdimot va slaydlar
<b>6-semestr</b>			
55.	Advertising	The role of advertisement in modern world	Keys stadi tayyorlash
56.	Starting and structuring a presentation	Alpha Advertising	Loyiha ishi tayyorlash, taqdimot va slaydlar
57.	Money	Modern forms of money	Loyiha ishi tayyorlash, taqdimot va slaydlar
58.	Dealing with figures	Writing an e-mail to the most successful entrepreneur	Keys stadi tayyorlash
59.	Working across cultures: International meetings	Recent summits	Loyiha ishi tayyorlash, taqdimot va slaydlar
60.	Cultures	Business protocol and etiquette	Loyiha ishi tayyorlash, taqdimot va slaydlar
61.	Social English	Report on business culture in ...	Keys stadi tayyorlash
62.	Human resources	Stages of applying for a job	Loyiha ishi tayyorlash, taqdimot va slaydlar
63.	Getting information on the phone	Writing a letter offering employment to a successful employer	Keys stadi tayyorlash
64.	International markets	Trade relations between China and Uzbekistan	Loyiha ishi tayyorlash, taqdimot va slaydlar
65.	Negotiating	Negotiating	Loyiha ishi tayyorlash, taqdimot va slaydlar
66.	Working across cultures: Doing business internationally	World Trade Organization.	Keys stadi tayyorlash

67.	Ethics	Fair trade	Loyiha ishi tayyorlash, taqdimot va slaydlar
68.	Considering options	Largest companies in the world	Keys stadi tayyorlash
69.	Leadership	Leaders who changed the company	Loyiha ishi tayyorlash, taqdimot va slaydlar
70.	Presenting	Leadership styles in modern world	Loyiha ishi tayyorlash, taqdimot va slaydlar
71.	Competition	Competition between the largest companies	Maqola yozish
72.	Negotiating	Negotiations	write an e-mail

## 6. Fan bo'yicha talabalar bilimini baholash va nazorat qilish me'zonlari

Baholash usullari	Baholash mezonlari
Testlar, yozma ishlar, og'zaki savol-javoblar	<b>86-100 ball “a’lo”:</b> Fanga oid nazariy bilimlarni to‘la o‘zlashtira olish. Xulosa va qaror qabul qilish. Ijodiy fikrlay olish. Mustaqil mushohada yurita olish. Olgan bilimlarini amalda qo‘llay olish. Mohiyatini tushuntirish. Tasavvurga ega bo‘lish.
	<b>71-85 ball “yaxshi”:</b> Mustaqil mushohada qilish. Olgan bilimlarini amalda qo‘llay olish. Mohiyatini tushuntirish. Bilish, aytib berish. Tasavvurga ega bo‘lish.
	<b>55-70 ball “qoniqarli”:</b> Mohiyatini tushuntirish. Bilish, aytib berish. Ma’lum bir tasavvurga ega bo‘lish.
	<b>0-54 ball “qoniqarsiz”:</b> Fan bo'yicha nazariy va amaliy bilimlarni bilmaslik,

### Reyting baholash turlari

Nazorat shakllari		Maksimal ball	Umumiy ball
1	I Joriy nazorat	34	100
2	II Joriy nazorat	36	
3	Yakuniy nazorat	30	

<b>№</b>	<b>Joriy baholash</b>		<b>Maksima l ball</b>	<b>O'tkazish vaqti</b>
<b>I</b>	<b>Joriy nazorat (40 ball)</b>	<b>MT (30 ball)</b>	70	Semestr davomida
<b>II</b>	Darslarga faol qatnashganlik va o'zlashtirish darajasi. Amaliy mashg'ulotlardagi faolliqi, amaliy mashg'ulot daftarlarining yuritilishi va holati. Mavzular bo'yicha uy vazifalarining bajarilishi	Mustaqil ta'lim portfolio tarzida (sohaga oid matnlarni tarjima qilish va ularga mashqlar tuzish, xorijiy tilda til o'rgatuvchi video rolik va hujjatli filmlarni korib ularga topshiriqlar tayyorlash, sohaga oid matnni o'qib yoki eshitib ularni tarjima qilib, ularga topshiriqlar tayyorlash, inglizcha – o'zbekcha va o'zbekcha-inglizcha lug'at, prezentatsiya) o'z vaqtida sifatli bajarilishi. Kafedra individual tarzdagi mustaqil topshiriqlar majmuasini ishlab chiqadi.		
<b>III</b>	Yakuniy nazorat	Yozma ish, test, suhbat	30	Attestatsiya haftasi davomida (5-semestr uchun 21-22 haftalar), (6-semestr uchun 41-42-haftalar)

## **7. Foydalanilgan adabiyotlar ro'yxati:**

### **Asosiy adabiyotlar:**

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3. "O'zbekiston Respublikasini yanada rivojlantirish bo'yicha harakatlar strategiyasi to'g'risida" gi O'zbekiston Respublikasi Prezidentining 2017 yil 7 fevraldagi PF-4947-sonli Farmoni.
4. Mirziyoyev Sh.M. Buyuk kelajagimizni mard va olijanob xalqimiz bilan birga quramiz. – Toshkent: "O'zbekiston" NMIU, 2017. – 488 b.
5. Mirziyoyev Sh.M. Tanqidiy tahlil, qat'iy tartib-intizom va shaxsiy javobgarlik – har bir rahbar faoliyatining kundalik qoidasi bo'lishi kerak. – Toshkent: "O'zbekiston" NMIU, 2017. – 104 b.
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9. Исмаилов А.А., Саттаров Т.Қ., Жалолов Ж.Ж., Ибрагимхўжаев И.И. Инглиз тили амалий курсидан ўқув-услугий мажмуа // Нофилологик йўналишда инглиз тилини хорижий тил сифатида ҳамда филологик йўналишида инглиз тилини иккинчи хорижий тил сифатида ўқитиладиган олий таълим муассасалари илк (Basic User, Breakthrough A1) босқич талабалари учун. Т.: ЎзДЖТУ. 2011
10. Исмаилов А.А., Саттаров Т.Қ., Жалолов Ж.Ж., Ибрагимхўжаев. Инглиз тили амалий курсидан ўқув-услугий мажмуа // Нофилологик йўналишда инглиз тилини хорижий тил сифатида ҳамда филологик йўналишида инглиз тилини иккинчи хорижий тил сифатида ўқитиладиган олий таълим муассасалари илк (Basic User, Waystrage A2) босқич талабалари учун. Т.: ЎзДЖТУ. 2011
11. Исмаилов А.А., Саттаров Т.Қ., Жалолов Ж.Ж., Ибрагимхўжаев. Инглиз тили амалий курсидан ўқув-услугий мажмуа // Нофилологик йўналишда инглиз тилини хорижий тил сифатида ҳамда филологик йўналишида инглиз тилини

- иккинчи хорижий тил сифатида ўқитиладиган олий таълим муассасалари илк (Independent User, Threshold B1) босқич талабалари учун. Т.: ЎзДЖТУ. 2011
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18. Cotton D., Favley D. «Market Leader », Intermediate, Course book, Pearson Education Limited, 2010, 176 p.
19. Cotton D., Favley D. «Market Leader », Intermediate, Practice book, Pearson Education Limited, 2010, 99 p
20. Jones V., Sue K. «Inside Out» Intermediate, Macmillan— 2008. 159 p.
21. Nebel A., Nicholas R. « Laser B2» - Macmillan -2012, 213 p.
22. Kerr Ph., Jones C. « Straightforward» B2- Macmillan – 2012, 160 p.
23. Emerson P. « Intermediate-Upper Intermediate Business Grammar Builder » Macmillan – 2014, 176 p.
- 24. Johnson Christine «Intelligent Business» Upper Intermediate Coursebook Longman, 176 pages**
25. Richey R. «English for Banking and Finance 2», Pearson 2011 80 p.
26. “English for economists”- D.A.Abidova, R.Karimova, 2-qism -Tashkent 2006, 101 p.

### **Internet saytlari:**

- [www.press-service.uz](http://www.press-service.uz) O'zbekiston Respublikasi Prezidentining Matbuot markazi sayti:
- [www.itselfi.org/](http://www.itselfi.org/) - the Internet TESL Journal
- [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk) - The United Kindom's international orgasation for cultural relations and educational opportunities and BBC
- [www.usc.edu](http://www.usc.edu) - University of Southern California
- [www.teachermentors.com](http://www.teachermentors.com) - Teacher Mentors Free Resources for Educators, Teachers, Mentors
- [www.breakingnewsenglish.com](http://www.breakingnewsenglish.com) - Free, ready-to-use ESL/EFL lesson plans on the latest breaking news in 7 levels
- [www.businessenglishsite.com](http://www.businessenglishsite.com) – Free resousces for Educators, Teachers, Mentors
- [www.examenglish.com](http://www.examenglish.com) – Exam English Ltd.

## Tarqatma materiallar

### LESSON 1

### « Academic fields»

2 (T1) Listen to the tape. Fill in the blanks with appropriate words or phrases.

- Academic fields have \_\_\_\_\_ sub-disciplines or branches, like social sciences, exact sciences, natural sciences, humanities and applied sciences.
- For example, Chemistry, Physics, Earth and Space Sciences are \_\_\_\_\_ as the branches of natural sciences, which \_\_\_\_\_ the rules that regulate the natural world through scientific methods.
- They are \_\_\_\_\_ by data.
- Formal sciences like mathematics, computer science, statistics and logic, study formal systems, which \_\_\_\_\_ abstract structures.
- Humanitarian sciences or humanities are the disciplines \_\_\_\_\_ with human culture, using methods that mainly study theoretical and critical issues.
- Mainly they depend on practical \_\_\_\_\_.
- Applied sciences \_\_\_\_\_ on scientific knowledge related to practical use.
- Science has been a field \_\_\_\_\_ by men, women encountered \_\_\_\_\_ in science.

3 Listen again and write the sub-disciplines in the boxes next to the headings.

History	Humanities	Academic fields
	Social sciences	
	Natural sciences	
	Applied sciences	
	Formal sciences	

4 Discuss the following questions with your partner.

- What academic fields are the most useful for human development?
- Which academic sciences are considered to be the most complicated to study?

5 Match the phrasal verbs and the definitions.



- to succeed in achieving, esp. with difficulty
- to put forward or introduce and implement
- to present or introduce (a subject) for discussion
- master, develop, cope with
- cause to happen
- encourage
- remember
- raise or educate



The first University in the world Al-Qarawiyyin was established in 859 by Fatimah al-Fihri. In addition to religious subjects, academic disciplines, like mathematics, geography, philosophy, astronomy, astrology, and alchemy were taught there.



## Lesson 3

## ORIENTAL CONTRIBUTION

Identify all oriental countries on the map. List the country names in the space provided below.



- 1 eg. Iran \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_  
 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_  
 9 \_\_\_\_\_ 10 \_\_\_\_\_ 11 \_\_\_\_\_ 12 \_\_\_\_\_

1 Look at the following items and guess where they were originated in.



Chess



Perfume



Porcelain



Syringe



Water wheel

2 (T3) Listen to the tape and complete the table.

Inventions	Time	Place	Inventor
Chess			
Perfume			
Porcelain			
Syringe			
Mechanical water wheel			

- 2 (T4) Listen to the tape and fill in the blanks with the words from the box in appropriate forms.

contest drive restore deviate arouse meet  
outmoded diversity dissect significant

- Social matters have always been \_\_\_\_\_ point in development and prosperity of the state.
- Social researches assist in \_\_\_\_\_ fields of society thoroughly.
- The spheres which do not progress at all or are having difficult periods of default should immediately be \_\_\_\_\_.
- To \_\_\_\_\_ social demands of citizens who live in the country guarantees well-being of them.
- The demands of society always \_\_\_\_\_ rapidly.
- The products which are being manufactured today cannot \_\_\_\_\_ with the ones made several years ago.
- Strong rivalry in economics \_\_\_\_\_ businessmen think, find out new models of productions.
- Businessmen have to think about \_\_\_\_\_ of their manufactured products to stand strong rivalry.
- Teaching methods of modern education system \_\_\_\_\_ from the ones used some years ago.
- \_\_\_\_\_ technologies, ways in teaching do not meet society needs.

- 3 Listen to the tape again and write whether the following statements are true or false.



No	Statements	T	F
1	A country must always conduct a number of social researches in order to find out undeveloped spheres.		
2	The first person who is being interviewed by the journalist works at the big plant producing wool materials.		
3	Demands and needs of citizens in society stay in the same conditions for a long time.		
4	Half-ready eatable products are prepared to meet social needs of people which are growing day by day.		
5	Half-ready food products are at greater demand today because people have no time to cook at home.		
6	Yearly plan must be made in order to meet society needs in various products beforehand.		
7	The second person who is interviewed in the radio programme works at the hospital.		
8	To meet society needs in education including foreign language learning the government in our country has taken several vital steps to develop the system.		

- 4 Work with your partner. Discuss the questions below.

- How important is it to meet social needs of citizens?
- What fields of life are not meeting society needs? How to assist their development?
- Would future social needs differ from contemporary ones?

If a free society cannot help the many who are poor, it cannot save the few who are rich.

*John Kennedy*





7 Work in pairs. Read the questions and answer them.

1. What was the difference between the terms 'master', 'doctor' and 'professor' in the past?
2. What did a universal license to teach stand for in the past?
3. How present concepts of Sciences and Humanities were classified in the past?

8 Read the text and match the questions in Ex.1 and the paragraphs A-E.

1) \_\_\_\_\_ 2) \_\_\_\_\_ 3) \_\_\_\_\_

9 Match the words/phrases underlined in the text and their equivalents 1- 7.

1. date back \_\_\_\_\_
2. to swear \_\_\_\_\_
3. Prelate \_\_\_\_\_
4. at the most \_\_\_\_\_
5. Credo \_\_\_\_\_
6. experimental \_\_\_\_\_
7. working for a skillful person in order to learn \_\_\_\_\_

10 Look at the IMRAD format and match the sections with their scientific method steps.

Sections	Scientific method steps
Introduction	a) details how you tested your hypothesis;
Methods	b) provides raw (i.e. uninterpreted) data collection;
Results	c) considers whether the data you obtained support the hypothesis;
Discussion	d) states your hypothesis;

## Emergence of the Doctor's and Master's Degrees and the Licentiate

- a. The doctorate (Latin: doceo, I teach) appeared in medieval Europe as a license to teach (Latin: licentia docendi) at a medieval university. Its roots can be traced to the early church when the term «doctor» referred to the Apostles, church fathers and other Christian authorities who taught and interpreted the Bible. The right to grant a licentia docendi was originally reserved to the church, which required the applicant to pass a test, to take oath of allegiance and pay a fee. The Third Council of the Lateran of 1179 guaranteed the access – now largely free of charge – of all able applicants, who were however, still tested for aptitude by the ecclesiastic scholastic. This right remained a bone of contention between the church authorities and the slowly emancipating universities, but was granted by the Pope to the University of Paris in 1231 where it became a universal license to teach (licentia ubique docendi). However, while the licentia continued to hold a higher prestige than the bachelor's degree (Baccalaureus), it was ultimately reduced to an intermediate step to the Magister and doctorate, both of which now became the exclusive qualification for teaching.
- b. At the university, doctoral training was a form of apprenticeship to a guild. The traditional term of study before new teachers were admitted to the guild of «Master of Arts», seven years, was the same as the term of apprenticeship for other occupations. Originally, the terms «master» and «doctor» were synonymous, but over time, the doctorate came to be regarded as a higher qualification than the master degree.
- c. Today the terms «master», «doctor» (from



- 4 Work in pairs. Compare your answers. Decide which team's questions have been the most relevant.

Discuss the following questions.

– How and why would freelancing appear in your field of area?

– Would you choose freelancing in your future life? Why?

Give specific examples to prove your ideas.

- 5 Complete the text with appropriate phrasal verbs.

bend	breathe X(2)	go	lift	<u>push</u>	raise
stand	<u>away</u>	back	down	in	out up
X (3)					

When you have to spend a lot of time sitting at a desk, it is important to take short breaks and stretch your neck and back. You can use this exercise to help you stretch.

eg. (1) **Push** your chair **away** to the side and stand up, making sure there is some space in front of you. (2) . . . . . straight, with your arms hanging loosely by your side. Breathe in deeply as you (3) . . . . . your arms . . . . . over your head. Pause a moment. Then (4) . . . . . slowly as you swing your arms forward, letting them fall as you (5) . . . . . your whole body . . . . . until your hands are near your feet. Pause a moment. Then, (6) . . . . . as you (7) . . . . . your body . . . . . very slowly, beginning with your hips, then your upper body, followed by your head and arms. Repeat the exercise at least once before you (8) . . . . . to your desk again.

- 6 Using a dictionary if necessary, rewrite these sentences in a more informal style, using appropriate forms of these phrasal verbs.

cut back on	fill in	give up
go in	send back	do away with
out	go along with	go up
		take off

- You should complete this form and return it with your payment.  
You have to fill in this form and send it back with your payment \_\_\_\_\_
- My father has abandoned his attempt to get the university to abolish tuition fees.  
My dad \_\_\_\_\_
- It was necessary to reduce our spending after we discovered that our rent was increasing.  
We had to \_\_\_\_\_
- Please observe local customs at the temple and remove your shoes before entering.  
Please \_\_\_\_\_

There is International Freelancer's Academy organizations and individuals that spend significant amounts of time surveying freelancers of all types about their freelancing life, most of which include their rates, of which they package it up and publish for other freelancers.

## UNIT 4

## BENEFITS

## Lesson 10

## UP-TO-DATE DEVICES



Look at the pictures and answer the questions.

1. What do you see on the photos and how would you describe them?
2. How topical were they 50 years ago? What about now?
3. What resemblances does the device on the photo



- below bear to those on the right?
4. What devices are important for your professional life?



- 1 Match the words from A and those in B to make word pairs. (Sometimes more than one version is possible). Discuss with your class which one is more/less common.

A	B
Up to date	studies
Innovative	changes
Advanced	thinking
Breakthrough	technology
Cutting edge	advertising
Labour-saving	equipment
progressive	device



- 2 (T10) Listen and fill in the blanks with appropriate words and phrases from the box.

Scoff hand held hardware  
continued advancement spring to  
mind launched pad  
fragile

1. Ten years ago, I would have ..... at anybody who dared to speak such a blasphemy.
2. A cell phone is one of the most popular ..... gadgets being used among people of all ages.
3. Domestic appliances may not immediately ..... when thinking about technological items.

4. Power cable production ..... in Uzbekistan.
5. It is enough to ..... on the top of the display to get any information you need.
6. .... of the cell phones enables people to avoid everyday life stresses.
7. It runs on a variety of computer ..... including Intel clones and Apple Macintosh computers.
8. Shaver blades are ..... and easily can shatter or break inside the cavity in which they are used.

- 3 Listen to the record and put the information below in the sequence they come in the text.

1. They threaten to make laptops and net books obsolete technology. \_\_\_\_
2. Many users say that they can't manage their professional life without them. \_\_\_\_
3. Mostly they work with Bluetooth. \_\_\_\_
4. Eventually it has become less in size but bigger in memory. \_\_\_\_
5. This device makes rooms more convenient and provides healthy atmosphere. \_\_\_\_
6. It helps to be aware of missed calls and messages not taking it out of the pocket. \_\_\_\_
7. They are more resistant than older ones made of glass. \_\_\_\_

## Lesson 6 Brands

### VOCABULARY

#### Brand management

#### A

Match these word partnerships to their meanings.

#### BRAND

- 1 loyalty
- 2 image
- 3 stretching
- 4 awareness
- 5 name

- a) the title given to a product by the company that makes it
- b) using an existing name on another type of product
- c) the ideas and beliefs people have about a brand
- d) the tendency to always buy a particular brand
- e) how familiar people are with a brand (or its logo and slogan)

#### PRODUCT

- 6 launch
- 7 lifecycle
- 8 range
- 9 placement
- 10 endorsement

- f) the set of products made by a company
- g) the use of a well-known person to advertise products
- h) when products are used in films or TV programmes
- i) the introduction of a product to the market
- j) the length of time people continue to buy a product

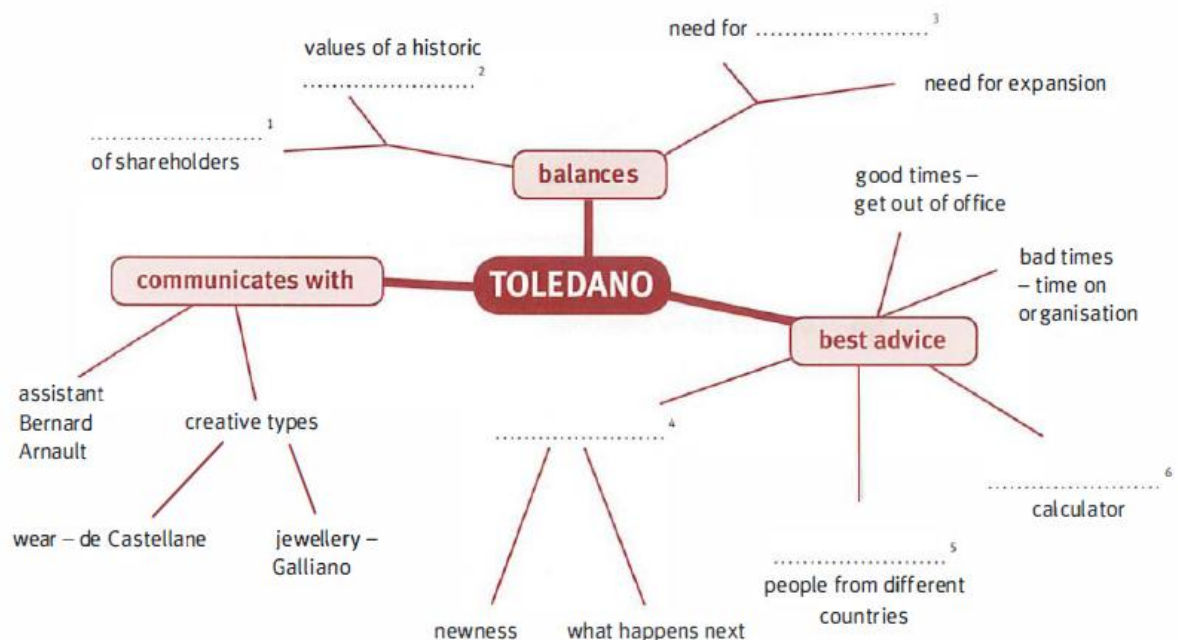
#### MARKET

- 11 leader
- 12 research
- 13 share
- 14 challenger
- 15 segment

- k) the percentage of sales a company has
- l) customers of a similar age, income level or social group
- m) the best-selling product or brand in a market
- n) information about what consumers want or need
- o) the second best-selling product or brand in a market

#### C

Read the article and complete the notes in the maps below. Then correct the ten mistakes.





# Restless pursuer of luxury's future

by Vanessa Friedman

Sydney Toledano (Dior's Chief Executive) is one of the longest-serving chief executives in the luxury industry. As the industry goes global, he must balance the demands of shareholders and the values of a historic label, the need for exclusivity and the need for expansion.

He routinely communicates with his demanding boss, Bernard Arnault, main shareholder of Christian Dior, and a number of creative types, including Dior's clothes designer John Galliano and jewellery designer Victoire de Castellane.

'The best advice I ever got was that, when times are bad, you need to get out of the office; when things are good, you can spend time on the organisation,' says Mr Toledano, who travels almost every week to one of Dior's 224 stores round the world. 'You have to look for newness, look for what is happening next. Forget the calculator. Understand the people from different countries and what they want.'

It was by spending time in China in the 1980s, for example, when he worked at the French leather-goods house Lancel, that Mr Toledano first

realised China would one day be prime territory for luxury.

'I met some factory owners, and they were working so hard, but then they would bring you to a restaurant and it was clear they wanted to enjoy life,' he says. 'And I thought: one day these people are going to have money and they are going to spend it.'

A few years later, Bernard Arnault contacted him. 'The interview took 15 minutes. He knew exactly what he wanted,' says Mr Toledano: to take a small couture house he had bought out of bankruptcy and build it into the biggest luxury group in the world. Mr Arnault has used Dior to create LVMH (Louis Vuitton Moët Hennessy, the world's largest luxury group).

'Christian Dior can double in five years,' he says. 'There may be difficult times coming, but if you look at the Middle East, China, even Europe, I believe there is growth coming, and we have to develop our network and perfect our supply chain.'

The next wave of luxury buyers is now in the new territories: the Middle East, Russia, Hong Kong and South Korea.



Sydney Toledano, CEO Dior

Mr Toledano believes not only that a brand should go to its customers but that it should anticipate their needs and invest early in markets that may not show real growth for up to six years.

## Lesson 7 Taking parts in meetings

### USEFUL LANGUAGE

#### ASKING FOR OPINIONS

How do you feel about that?

What do you think?

What's your view?

#### GIVING OPINIONS

I think / I don't think that's a good idea.

In my opinion, we need new products.

#### AGREEING

That's true.

I agree.

Absolutely.

Exactly.

I think so, too.

#### DISAGREEING

I see / know what you mean, but I think there's a problem.

I'm not so sure.

Maybe, but that's not enough.

#### MAKING SUGGESTIONS

I think we should reduce our prices.

How about a special promotion?

Why don't we talk to the big stores?

Maybe / Perhaps we could offer incentives.



**C Which of the phrases in Exercise B are:**

- |                        |                            |
|------------------------|----------------------------|
| 1 asking for opinions? | 3 agreeing or disagreeing? |
| 2 giving opinions?     | 4 making suggestions?      |

**D Role-play this situation.**

Jeanne de Brion is a jewellery company in Boston, USA. A year ago, it launched a line of jewellery with the brand name 'Cecile'. This is the name of the French designer who created the collection. Unfortunately, the Cecile line has not achieved its sales targets. Three directors of the company meet to discuss how to improve sales.

**Work in groups of three. Read your role cards, study the Useful language box and then role-play the discussion.**

Student A: Turn to page 134.  
Student B: Turn to page 140.

Student C: Turn to page 143.

**1 Brands, Skills, Exercise D, page 11**

**Student A**

In your opinion, the Cecile products have sales potential, but the marketing strategy is wrong. You want:

- a new brand name. 'Cecile' does not suit this beautiful jewellery for sophisticated women.
- a new logo. The present logo (three wavy lines) is boring.
- a much wider range of products and designs – at present there are only five in the collection.
- a better slogan. 'Only for you' has not been successful.
- more colours.

**1 Brands, Skills, Exercise D, page 11**

**Student B**

In your opinion, the product is the problem. The jewellery is fairly fashionable, but not a lot different from competing products. You want to:

- take the Cecile range out of the market and stop selling it.
- develop new jewellery which fills a gap in the market and which has an obvious USP (unique selling point).
- invest more money in research for new jewellery products.
- carefully study rival products to find out why they are so successful.
- market more unusual designs from young Asian and Indian designers.

**1 Brands, Skills, Exercise D, page 11**

**Student C**

In your opinion, the Cecile line has a lot of sales potential. You think the products and brand name are excellent. However, you believe the products are not promoted in the right way and not sold in places which reflect the high status of the jewellery. You want:

- to pay a famous film star to endorse the jewellery and wear it as often as possible.
- to spend a lot of money on a creative television commercial to advertise the jewellery.
- to sell the jewellery only in a limited number of high-class jewellery and department stores and at airports.
- to have a new slogan which reflects the upmarket status of the jewellery.
- a top designer to create a new range of jewellery which can be sold under the Cecile brand. You think the present range is too limited.

# HUDSON CORPORATION

**A luxury luggage manufacturer is facing increased competition from cheaper imports. It must decide how to protect its brand and create new markets for its products.**



## Background

Hudson Corporation, based in New Jersey, USA, makes top-of-the-range luggage and travel accessories. It is a well-known brand name in the USA. Its suitcases and bags are associated with high quality, traditional design and craftsmanship. Hudson emphasises in its advertising that its products are 'made in America'. Recently, the company's market share in the USA has decreased. One reason for this has been the increased competition from Asian companies selling similar products at much lower prices.

A year ago, the management decided to boost sales by entering the European market, focusing initially on Switzerland, Germany, France and Italy. They set up a branch office and warehouse facility in Zurich, which would be the base for their European expansion.

**What problems do you think Hudson will face on entering the European market? Make a list of your ideas.**

## Market research

Hudson recently set up a series of focus groups to find out how consumers perceived the company's brand in the USA.

**Which of the findings do you think may have contributed to the company's lower market share in its home market?**

Do you think Hudson's luggage and bags are:	% of people answering 'yes'
expensive?	72
exclusive?	56
value for money?	48
good quality?	82
old-fashioned?	68
exciting?	15
innovative?	18




**CD1.6** Four of Hudson's American managers are talking about the problems they could face in Europe. **Listen and make notes on the key points.**

## Lesson 9 Travel

**B** Choose the correct words from the box to complete the following list of things which irritate people when flying.

cabin	cancellations	checks	food	jet
luggage	queues	room	seats	trolleys

- |                               |  |
|-------------------------------|--|
| 1 not enough leg.....         | 6 overbooking of.....                  |
| 2 lost or delayed .....       | 7 flight delays and .....              |
| 3 long ..... at check-in      | 8 tiredness and ..... lag              |
| 4 poor quality..... and drink | 9 delays for security .....            |
| 5 no baggage ..... available  | 10 oversized hand luggage in the ..... |

**C**  CD1.7 Listen to three people talking about their travel experiences. Tick the problems in Exercise B that they mention.

**B** Work in pairs. Complete the table below for your article. (You may not be able to answer every point.)

Student A: Read the article on page 17.

Student B: Read the article on page 134.

	Edmond Moutran	John Cox
job	Chairman of Memac Ogilvy & Mather	
nationality		British
travel destinations		
amount of air travel		
choice of class		
choice of airline		
likes		
dislikes		
travel to airport		
hotel requirements		



# Counting the ways to bridge the gulf

by Jill James

As more carriers open up more routes, travelling to and around the Middle East has never been easier.

Edmond Moutran, the 63-year-old Chairman and Chief Executive of Mamac Ogilvy & Mather, the multinational advertising and communications company, should know. The Lebanese executive reckons he spends 60% of his working week in the air. 'I spend 200 days in Beirut, 40 days in Dubai, 40 days in Bahrain and 25 in the UK. I also spend one week in each of Cairo, Jordan, Jeddah, Riyadh, Kuwait, Tunis and Algeria. I go to South Africa once a year, Barcelona once or twice a year for conferences and I go to Paris four times a year.'

He says his choice of airline is dictated by convenience, but his preference is for Middle East Airlines and its 'new aircraft and equipment, and well-trained, fresh and energetic staff'. His second choice is Gulf Air, with Emirates third, followed

by British Airways and Air France.

He always travels with his wife, Liliane, who worked with him until very recently, and prefers to travel first class. He also uses business class. He says he will travel economy 'in an emergency'.

He uses airline lounges. 'I want good chairs, plenty of newspapers and television. Airlines that spend millions on décor and have uncomfortable chairs really need to look at themselves.'

'MEA gets me a car to the airport and they open a special counter for me as an individual,' he says. 'Staff take your boarding pass, check you in and walk you through to the lounge. The airline saves me about an hour of standing in line. It shows real respect. You don't really get this extra-special treatment on other airlines. With MEA, it's the whole process – that's why I'm so loyal to them.'

So what annoys him most about flying? 'The attitude of crew and



staff sometimes,' he says. 'If they're tired of their jobs, they should give it up. I also dislike the casual attitude of ground staff. Employees should be trained to cope with customers who have problems.'

Mr Moutran says that problems with ground staff are one of the reasons he hates travelling to the US. 'No one ever has time to answer a question there,' he says. He also doesn't like the lack of openness shown by airlines when there are problems and delays.

## **D** Match the sentence halves to complete the definitions of the words in bold.

- |                                    |   |
|------------------------------------|---|
| 1 <b>Peak travel</b> happens       | a) a change to a better seat or level of service.                           |
| 2 When you <b>check in</b> ,       | b) a room in a hotel/airport where people can sit and relax.                |
| 3 <b>Frequent-flyer points</b> are | c) a card you must show in order to get on a plane.                         |
| 4 An <b>upgrade</b> is             | d) all the people who work at an airport, but not the pilots or cabin crew. |
| 5 A <b>lounge</b> is               | e) awarded by airlines to reward customer loyalty.                          |
| 6 A <b>boarding pass</b> is        | f) at times when the largest number of people are travelling.               |
| 7 <b>Ground staff</b> are          | g) you go to desk at a hotel/airport to say you have arrived.               |

## Lesson 10 Telephoning

### USEFUL LANGUAGE

#### ANSWERING THE PHONE

Hello, Carla Rodríguez speaking.

Good morning, Tiger Ltd.

#### IDENTIFYING YOURSELF

This is / My name's Karin Nordby.

Karin Nordby speaking.

#### MAKING ARRANGEMENTS

Could we meet on Monday at 11:00?

How/What about June 12th?

Is 9:30 convenient/OK?

#### CLOSING

Good. So, I'll see you on the 8th.

Thank you. Goodbye.

Right. / OK, then.

That's great, I'll see you ...

#### CHANGING ARRANGEMENTS

I'm afraid I can't come on Friday. I'm very busy that day.

I'm sorry, I can't make it on Tuesday. I've got something on that morning.

We've got an appointment for ten o'clock, but I'm afraid something's come up.

Could we fix another time?

#### MAKING CONTACT

I'd like to speak to Martin Krause, please.

Could I have the sales department, please?

#### STATING YOUR PURPOSE

I'm calling about ...


The reason I'm calling is ...


#### RESPONDING

That's fine/OK for me.

Sorry, I can't make it then.

No problem.

**A**  **CD1.12, 1.13 Jennifer North, Sales Director at Madison in New York, makes two telephone calls to Cristina Verdi, a fashion buyer in London. Listen and note a) the purpose of each call and b) the result.**

**B**  **CD1.12 Listen to the first call again and complete this extract.**

Jennifer I'm calling because I'll be in London next week and .....  
 .....<sup>1</sup> to see you. I want to tell you about our new collection.

Cristina Great. What .....<sup>2</sup>? I'm fairly free next week, I think.

Jennifer .....<sup>3</sup>? In the afternoon? Could .....  
 .....<sup>4</sup> then?

Cristina Let me look now. Let .....<sup>5</sup>. Yes, that'd be no problem at all. ....<sup>6</sup> two o'clock? Is that OK?



# BUSINESS TRAVEL SERVICES



**A specialist travel agent has to work hard to retain a key client.**

## Background

Business Travel Services (BTS) is based in Philadelphia, USA. One of its most important clients is the large multinational corporation NeoTech, whose head office is also in Philadelphia. Recently, NeoTech's senior executives have had problems when they have been on business trips organised by BTS.

The screenshot shows the BTS website. The header features the BTS logo on the left and a navigation menu with links: Home | Flights | Hotel bookings | Car rental | Conference | Insurance. The main content area is divided into two columns. The left column contains the text 'Who we are' and 'What we do'. The right column features a photograph of a smiling female travel agent wearing a headset, working at a desk with a laptop.

**Who we are**  
BTS provides a full range of corporate travel services. We are highly experienced in handling the requirements of today's business traveller. Among our many clients are multinational companies which are household names.

**What we do**  
Our travel consultants work to produce top-value fares and the best itineraries to suit the needs of your staff. We will minimise your expenses by arranging your staff's travel at the right price, getting additional discounts for you and establishing direct contact with the best service providers. All our overseas partners are selected because of their high standard of service, attention to detail and quality of product.

**We offer:** Flights, Hotel bookings, Car rental, Conference bookings, Insurance

## Stage 1

The Head of Travel at NeoTech phones the Account Manager of BTS to set up a meeting, so that they can discuss the problems that executives have had while on business trips.

**In pairs, role-play the telephone conversation to set up the meeting.**

### Student A:

You are Head of Travel at NeoTech. Turn to page 135 to read the information in your diary and check when you are available for a meeting.

### Student B:

You are the Account Manager for BTS. Turn to page 140 to read the information in your diary and check when you are available for a meeting.

## Stage 2

NeoTech's Head of Travel phones BTS's Account Manager to change the time of the meeting. Some equipment has been stolen from their office, and the police are investigating. The Head of Travel suggests meeting in two weeks' time on a Wednesday.

BTS's Account Manager cannot meet on the Wednesday – he/she is giving a speech at an international travel conference. He/She suggests an alternative day and time.

**Role-play the telephone conversation.**

## Stage 3

Following a request from BTS's Account Manager, NeoTech's Head of Travel sends summaries of four problems which senior executives at NeoTech had during recent business trips (see page 21).

## Lesson 12 Change

**A** Write the verbs from the box under the correct prefix to make words connected with change. Use a good dictionary to help you. Some of the words can be used with more than one prefix.

assess	centralise	date	develop	grade	launch
locate	<del>organise</del>	regulate	size	structure	train
down-	de-	up-	re-		
				organise	

**C** Underline the nouns in Exercise B that make partnerships with the verbs.

EXAMPLE: the office layout was reorganised

**D** In pairs, describe the changes that have happened in a workplace you know well.



# Mercedes star twinkles once more

by Richard Milne

The Mercedes star is gleaming again. In 2002, it suffered as dramatic a fall as any luxury brand could, as it reported its first losses for nearly  
5 two decades and saw its quality slip so far that newspapers were full of stories of cars that kept on breaking down.

'Mercedes should not make  
10 losses. That is absolutely clear,' says Dieter Zetsche, who became Head of Mercedes in September 2005 and Chief Executive of its parent company, Daimler, three months  
15 later. 'But we have great results now and we are starting to change the culture in many ways.'

Indeed, so much has Mercedes changed that in three years  
20 it has gone from the worst-performing of the large luxury car makers to the trailblazer. Executives at its bigger-selling rival BMW look enviously at its 9.1-per-cent return on  
25 sales last year (and even more so at the 10.4 per cent it made in the fourth quarter – compared with BMW's 5.4 per cent in the third quarter).

Much of that turnaround is due  
30 to Mr Zetsche, famous for his walrus moustache. He was not the first automotive executive to take on two jobs, but he has been



one of the most successful with it,  
35 using his operational experience at Mercedes to help him at Daimler. Mr Zetsche says that combining roles is essential for his management style. He is also keen to stress that  
40 Mercedes has a team approach.

Mr Zetsche was hard from the outset, cutting 14,500 jobs – 8,500 in production and 6,000 administrative staff. That broke the pattern of  
45 Mercedes providing a job for life to workers. But it had a dramatic effect on the bottom line. Mr Zetsche says: 'Productivity gains don't get you anything if you don't reduce  
50 personnel.' Mercedes' recent success is also linked to a big improvement in its product quality and the launch

of some well-praised models, headed by the new C-Class saloon. 'Mercedes  
55 is building cars that people want to buy again and, for once, they even look better than BMWs,' says one London-based analyst.

The debate on reducing carbon-dioxide emissions could hit Mercedes hard. But the company, for now, is choosing to highlight the launch of  
60 20 fuel-efficient models this year.

All of this has put a spring back  
65 in the step of a company that, in Mr Zetsche's words, also acts as a 'mirror on German society'. It has also restored lustre to Mr Zetsche's star, which was tarnished by the poor  
70 performance of Chrysler, the US car maker that was owned by Daimler.

## A

Read the first two paragraphs quickly and decide if the statements are true (T) or false (F), according to the article.

- 1 The fall of the Mercedes luxury brand was not as severe as other brands.
- 2 In 2002, Mercedes' losses were its first for three decades.
- 3 In 2002, Mercedes cars were famous for their reliability.
- 4 Dieter Zetsche is the boss of Mercedes and Daimler.


## B

Find words and phrases in the first five paragraphs of the article that mean the same as the following.

- 1 sudden and surprising
- 2 a period of 10 years
- 3 failing
- 4 the first company to develop new methods of doing something
- 5 someone that you compete with
- 6 jealously
- 7 a complete change from a bad situation to a good one
- 8 the financial result of a company's business (i.e. profit or loss)

## Lesson 13 Managing meetings

**A** Think of two meetings you have attended that were a) successful and b) unsuccessful. What were the reasons in each case?

**B**  CD1.17 Four managers are discussing their company's policy about smoking. Listen to the meeting and answer the questions.

- 1 Why are some people not happy with the behaviour of the staff who smoke?
- 2 What is Eduardo's solution to the problem?
- 3 Why does Mitsuko object to Eduardo's proposal?
- 4 What proposal does William make?
- 5 Do the managers reach a decision about the smoking policy?

### USEFUL LANGUAGE

#### STARTING

OK, let's get down to business.  
Right, can we start, please?

#### SETTING OBJECTIVES

The purpose of this meeting is ...  
The aims of this meeting are ...

#### ASKING FOR REACTIONS

How do you feel about ...?  
What do you think?

#### DEALING WITH INTERRUPTIONS

Could you let him finish, please?  
Could you just hang on a moment, please?

#### KEEPING TO THE POINT

I'm not sure that's relevant.  
Perhaps we could get back to the point.

#### SPEEDING UP

I think we should move on now.  
Can we come back to that?

#### SLOWING DOWN

Hold on, we need to look at this in more detail.  
I think we should discuss this a bit more.

#### SUMMARISING

OK, let's go over what we've agreed.  
Right, to sum up then ...



### How can an international media group integrate the new Hong Kong-based company it has recently merged with?

#### Background

Last March, readers of an Asia-Pacific business magazine, Investor International, were given information about an Australian company, the Decker Group.

## COMPANY PROFILE

**Company:** Decker Group  
**Located:** Sydney, Australia  
**Workforce:** 35,000  
**Turnover:** A\$4.6bn

#### Main activities

Decker is a diversified media group with interests in broadcasting, entertainment and Internet services.

#### Recent developments

Decker has recently merged with a Hong Kong-based media company, Asia Entertainment. In a press release, the deal was described as a merger, but Decker is the real decision-maker.


#### Reasons for Decker's acquisition

- 1 Decker will expand its presence in a dynamic new market, China.
- 2 It will use Asia Entertainment for further expansion into Asian markets such as Singapore, Malaysia and Vietnam.
- 3 Asia Entertainment has a growing online presence through its successful DVD viewing service

#### Comment

Asia Entertainment seems to be a good fit with the Decker Group. However, there may be problems when a different style of management, the 'Australian way of doing things', is introduced into the Asian company.

The new Chairman and Chief Executive will be Scott Henderson. A graduate from the Harvard School of Business, Scott Henderson has a reputation for being a strong leader who is not afraid to take difficult decisions. He is a fluent speaker of Mandarin Chinese.

 **CD1.18** Scott Henderson, the new Chief Executive, gave an interview to a Hong Kong TV business channel. He was asked about the recent acquisition of Asian Entertainment. **Listen and note what he says.**

## Problems

It is now a year later. The change of ownership and new management style at Asia Entertainment have caused many problems. The e-mail on the right illustrates some of the difficulties.

To:	Robert Crawford, Vice-President
From:	Cindy Chow, Director, Human Resources
Subject:	Effects of the merger

Staff are very unhappy about the changes. I'm worried about the high staff turnover and low morale. These are some of the reasons for the problems.

- 1 Re-applying for positions**  
The management has asked all employees to re-apply for their jobs. Staff feel very uneasy and insecure. People do not want to compete against each other for jobs.
- 2 Redundancies**  
Redundancies are expected. Employees in HR and Sales feel particularly threatened. Many employees from these departments are looking for new jobs, which is affecting productivity.
- 3 Compensation**  
Staff are already being made redundant. However, the compensation package is poor. They are also receiving no help to find new jobs.
- 4 English language skills**  
The management has insisted that all staff must improve their English, but no financial help has been offered towards the cost of English courses.



## 1 Brands

**Complete the text with the correct words.**

Topalino is a well-known brand of sweets and chocolates owned by ABG, a company based in Maribor, Slovenia. It focuses mainly on .....<sup>1</sup> products and was the market .....<sup>2</sup> in exclusive confectionery.

In the last two years, however, Topalino's market .....<sup>3</sup> has declined by almost 25%. There are at least two reasons for this decline.

First, supermarkets in the region are now selling sweets of similar quality at much lower prices, so more and more consumers say that Topalino is no longer .....<sup>4</sup> for money. The economic downturn has naturally made people more price conscious, and brand .....<sup>5</sup> is suffering as a result. A possible solution would be to reduce the price of at least a number of products so that they are in the medium .....<sup>6</sup> of prices.

Secondly, a lot of middle-aged people find the logo childish and the packaging old-fashioned and unexciting – in other words, they no longer find the brand .....<sup>7</sup> attractive. In order to appeal to this important market .....<sup>8</sup>, Topalino is thinking of .....<sup>9</sup> its main products and expanding its product .....<sup>10</sup>.

- |                  |                  |                |
|------------------|------------------|----------------|
| 1 a) inexpensive | b) upmarket      | c) influential |
| 2 a) leader      | b) launch        | c) awareness   |
| 3 a) label       | b) logo          | c) share       |
| 4 a) price       | b) margins       | c) value       |
| 5 a) stretching  | b) research      | c) loyalty     |
| 6 a) range       | b) order         | c) list        |
| 7 a) name        | b) image         | c) label       |
| 8 a) segment     | b) survey        | c) challenge   |
| 9 a) endorsing   | b) repositioning | c) generating  |
| 10 a) numbers    | b) range         | c) list        |

deregulate  
downsize  
reassess  
redevelop  
relocate  
restructure  
retrain  
update  
upgrade

### 3 Change

**Complete each set of sentences with the same verb describing change from the box in the correct form. There are four verbs you will not need.**

- 1 The current economic climate is making people ..... all of the purchases they make.  
When will the government ..... the impact of their economic reforms on the quality of life?  
We need to ..... the situation before taking any decisions.
- 2 If your company ..... and you are over 50, your working life may be over.  
As the car industry ....., many are leaving the country in search of work.  
Breaking news: TRN United, the global electronics group, ..... its workforce by 20%.
- 3 Could you perhaps ..... us on how the project is progressing?  
We continuously ..... the files with new information.  
We plan to ..... our telephone system.
- 4 The government will soon ..... all internal flights, so the industry will probably become more competitive.  
They plan to ..... the capital markets and privatise most state-owned companies.  
Taiwan's government pledged to ..... its service sector within four years.
- 5 We bought new software and had to ..... everyone to use the database.  
Our agency has seen a huge increase in the number of adults looking to change careers, either as a result of job loss or a desire to ..... in a different field.  
People are often reluctant to ..... until they are convinced that their present skills are not sufficient to enable them to find work.



## Lesson 16 Organisation

### A Match the words and phrases (1–8) to their definitions (a–h).

- |                       |  |
|-----------------------|--|
| 1 subsidiary          | a) an office where people answer questions and make sales over the phone             |
| 2 factory/plant       | b) a building from which goods or supplies are sent to factories, shops or customers |
| 3 call centre         | c) a place through which products are sold   |
| 4 service centre      | d) a place where faulty products are mended  |
| 5 headquarters        | e) a company which is at least half-owned by another company                         |
| 6 distribution centre | f) the main office or building of a company  |
| 7 warehouse           | g) a building for storing goods in large quantities                                  |
| 8 outlet              | h) a large building or group of buildings where goods are made (using machinery)     |

### C What do the following departments do?

1 In R&D, people *research and develop new products*.

- |                       |                  |                     |
|-----------------------|------------------|---------------------|
| 1 R&D                 | 5 Production     | 9 Logistics         |
| 2 Customer Services   | 6 Finance        | 10 Public Relations |
| 3 Human Resources     | 7 Administration | 11 IT               |
| 4 Sales and Marketing | 8 Legal          |                     |

### D Match these activities (a–k) to the correct department in Exercise C (1–11). Can you add any other activities to any of the departments?

- |                         |                              |   |
|-------------------------|------------------------------|---|
| a) deal with complaints | e) run advertising campaigns | i) keep records                           |
| b) draw up contracts    | f) issue press releases      | j) transport goods and                    |
| c) carry out research   | g) operate assembly lines    | k) install and maintain systems equipment |
| d) train staff          | h) prepare budgets/ accounts |   |

## Lesson 17 Socialising

### USEFUL LANGUAGE

#### GREETINGS

Hello, ... . Great to see you again.  
Hi, ... . How are you?  
How's everything going?

#### RESPONDING

Fine, thanks.  
Not too bad, thanks.  
Pleased to meet you.

#### INTRODUCING YOURSELF

I'm from ... / I'm with ... / I work for ... (company)  
I'm in sales.  
I'm in charge of ...  
I'm responsible for ...  
I work with ...

#### INTRODUCING SOMEONE ELSE

Can I introduce you to Miriam?  
Robert, have you met Vladimir?

#### TALKING ABOUT COMMON INTERESTS

You and Tom have something in common.  
You both like / enjoy / are interested in ...

#### TALKING ABOUT YOUR COMPANY

The company was founded in ...  
We make/ manufacture/sell/ distribute/supply ...  
We have subsidiaries/ factories/branches/ outlets in ...  
We have a workforce of 2,000.

#### NETWORKING

We're very interested in ...  
Do you know anyone who could help us?  
Could you let me have their contact details?  
Could I call him and mention your name?  
Let me give you my business card.

**A**  CD1.27, 1.28, 1.29 Listen to the three conversations. Choose the correct description for each one.

- a) Greeting someone and talking about the weather
- b) Introducing another person
- c) Introducing yourself and giving information about your company
- d) Greeting someone and talking about the past / changes

**B**  CD1.27 Listen to the first conversation again and answer the questions.

- 1 Which of these expressions do you hear?
  - a) Nice to see you again.      c) Excellent!      e) I changed my job last year.
  - b) Fine, thanks.      d) How about you?      f) I'm in banking now.
- 2 Who is Head of Marketing?      3 Who now works in finance?

**C**  CD1.28 Listen to the second conversation again and complete the chart.

Name	Company	Activity
Bob Danvers		
Karin Schmidt		

**D**  CD1.28 Listen to the second conversation again and complete this extract.

Bob Well, we're basically an .....<sup>1</sup> business. We supply companies and organisations with various services including IT, .....<sup>2</sup>, travel and even cleaning services.

Karin I see. And is it a new company?

Bob No, we're well established. The company was .....<sup>3</sup> in the mid-1980s, and we've been growing rapidly ever since. It's organised into four .....<sup>4</sup>. We have over 7,000 .....<sup>5</sup>; we've got our .....<sup>6</sup> in London and .....<sup>7</sup> in New York, Cape Town and Sydney – so we're pretty big.

**E**  CD1.29 Listen to the third conversation again and answer the questions.



## Lesson 18 Insteps relocation

**A US-based shoe manufacturer must decide whether to relocate the head office of its European subsidiary, InStep, from Paris to a small industrial town 120 kilometres away.**

### Background

Three years ago, InStep moved its factory to Beauchamp, a small, industrial town in northern France. The plant is modern with new equipment. A large warehouse and distribution centre were built near the factory. InStep is now considering moving staff from the Paris office to a purpose-built, six-storey building in the same town. Beauchamp has a population of 25,000, with a high proportion of young people. The relocation, if it goes ahead, will create employment opportunities for local inhabitants.

**How do you think staff will react to the proposed relocation?  
What reasons might some staff have for opposing the relocation?**

### A 'getting to know you' meeting

The Vice-President of the parent company has come to Paris to discuss the proposed relocation with two senior managers from the Paris subsidiary and an independent relocation consultant. This group will discuss the relocation and make a recommendation to the Board of Directors on whether to go ahead with the relocation or not.

### Task

Work in groups of four. Take one of these roles.

- Student A: Vice-President, parent company  
Student B: Senior Manager, Paris subsidiary  
Student C: Senior Manager, Paris subsidiary  
Student D: Management Consultant  
(an independent adviser)

As you do not know each other well, you all meet for social reasons in the Paris subsidiary's boardroom. The purpose of the meeting is to get to know each other better. Use your knowledge of social English to create a warm, friendly atmosphere.

### MESSAGE FROM THE VICE-PRESIDENT TO ALL STAFF

A decision concerning the proposed relocation to Beauchamp will be made in the near future. The relocation offers our company significant benefits:

- The reduction in costs will boost our profits.
- The town council in Beauchamp has offered us tax incentives to relocate to their town.
- The relocation will result in improved working conditions and better communication.

## Lesson 19 Advertising

Complete each sentence with the best word.

- If a celebrity *endorses* a product, they say how good it is in advertisements.  
a) persuades                      b) launches                      c) endorses
- Billboards, those large signs used for advertising, are often called '.....' in British English.  
a) leaflets                      b) slogans                      c) hoardings
- Manufacturers of toiletries and cosmetics frequently offer free ..... for customers to try out their new products.  
a) samples                      b) commercials                      c) posters
- Advertising done at the place where a product is sold is called '..... advertising'.  
a) public                      b) point-of-sale                      c) eye-catching
- ..... of sports or arts events can be a powerful method of advertising.  
a) Research                      b) Endorsement                      c) Sponsorship
- If you hear about a new product from a friend or relative, this is called '..... advertising'.  
a) word-for-word                      b) mouth-to-mouth                      c) word-of-mouth
- Outdoor advertising is growing rapidly due to the rising cost of TV .....  
a) commercials                      b) publicity                      c) research
- A ..... advertisement is one that causes a lot of public discussion and disagreement.  
a) viral                      b) controversial                      c) subliminal
- 'Beanz Meanz Heinz' has become one of the most famous advertising ..... ever.  
a) slogans                      b) banners                      c) mailshots
- The company was forced to withdraw its advertisement because many people found it .....  
a) acceptable                      b) offensive                      c) original

The passage below is the first part of a text about 'subvertising'. Complete it with *a / an / the*. Write Ø if no article is necessary.

'Subvertising' is ..... combination of ..... words 'subvert' and 'advertising'. Indeed, subvertising consists of subverting or sabotaging commercial as well as political advertisements that are displayed in ..... public places. Here is ..... simple example: ..... advert for ..... famous brand of ..... cigarettes depicted ..... handsome middle-aged man gazing thoughtfully into ..... distance. .... caption was four words long: 'The more you know...'. This ad was easily subverted by someone who just added ..... following words: '...the less you smoke.'

In the second part of the text, all eight instances of the definite article, *the*, have been removed. Insert them back where they belong.

The purpose of subvertisers is usually to encourage people to think, not only about products they buy, but also about nature of society they live in. There are a number of similarities between advertising and subvertising: both are very often creative, witty, direct and thought-provoking. However, differences between two are enormous. While goal of advertising is ultimately to increase consumption and corporate profits, subvertising aims to make people aware of constant pressure they are under to buy things, to spend money, to 'shop-till-you-drop', so that they may be able to resist that pressure.

## Lesson 20 Starting and structuring a presentation

### Assessment sheet (managers)

Give a score of 1–5 for each category: 5 = outstanding, 1 = needs improvement.

Campaign concept		Presentation	
1 Will it get the target audience's attention?	<input type="checkbox"/>	1 Was it interesting?	<input type="checkbox"/>
2 Will it capture their imagination?	<input type="checkbox"/>	2 Was it clear?	<input type="checkbox"/>
3 Does it have a clear, effective message?	<input type="checkbox"/>	3 Was it loud and clear enough? Was it varied in pitch or monotonous?	<input type="checkbox"/>
4 Will it differentiate the product or service?	<input type="checkbox"/>	4 Was the pace too quick, too slow or just right?	<input type="checkbox"/>
5 Will it persuade the target audience to buy the product or service?	<input type="checkbox"/>	5 Was the language fluent, accurate and appropriate?	<input type="checkbox"/>
6 Will the target audience remember the campaign?	<input type="checkbox"/>	6 Did it impress you? Was there enough eye contact?	<input type="checkbox"/>
TOTAL: ____ / 30		TOTAL: ____ / 30	

### Writing

As the leader of one of Alpha's advertising teams, prepare a summary of your concept for your Managing Director. The summary will be discussed at the next board meeting.

➔ Writing file page 131

Watch the Case study commentary on the DVD-ROM.





**D** Read the passage below about junk mail.

- In each line 1–8 there is **one wrong word**.
- For each line, **underline the wrong word** in the text and **write the correct word** in the space provided.

'Junk mail' is the name given to all the sales ads, catalogues, prize offers, etc. which find their way into your letterbox without you having requested anything.

While some of that mail gets into everyone's mailbox, the sizeable proportion of it is actually personalised and addressed to certain individuals in particular.

Computerised mailing list have made it very easy for companies to obtain huge numbers of names and addresses. When you subscribe to a magazine or buy something from a mail order catalogue, by example, your name is entered into a computers, and very often automatically added to one or more mailing lists. The mail order firm or the credit card company in question can then rent their lists on other companies, and that is when your letterbox began to overflow with unwanted mail.

A number of organisations have now been created specifically to help the public deal with unsolicited advertisements.

- 1 ..... a .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....

## Lesson 21 Money



# Money Quiz



- 1 How much cash do you have with you at the moment?  
Do you:  
a) know exactly?  
b) know approximately?  
c) not know at all?
- 2 Do you normally check:  
a) your change?  
b) your bank statements and credit-card bills?  
c) restaurant bills?  
d) your receipts when shopping?  
e) prices in several shops or online before you buy something?
- 3 Do you:  
a) give money to beggars?  
b) give money to charities?  
c) give away used items such as clothes?  
d) sell things you don't want (for example, on eBay)?
- 4 How do you feel about borrowing money?  
Do you tend to:  
a) always manage to stay in credit and save regularly?  
b) sometimes go into the red and use an overdraft facility?  
c) usually pay interest on your credit card at the end of the month?
- 5 Some people try not to pay the correct amount of tax. Is this:  
a) a serious crime?  
b) morally wrong, but not a crime?  
c) excellent business practice?
- 6 If you lend a colleague a small amount of money and they forget to pay it back, do you:  
a) say nothing?  
b) remind them that they owe you money?  
c) arrange to go for a drink with them and say you've forgotten your wallet or purse?





**C** Mark each verb (I) if you can use it to complete sentence a, (T) if you can use it to complete sentence b, or (I) / (T) if you can use it to complete both.

a) The volume of sales will .....

b) They will ..... the volume of sales.

1 fall.....(I).....

6 increase .....

2 double.....(I) / (T).....

7 level off .....

3 drop .....

8 peak .....

4 decline .....

9 plummet .....

5 halve .....

10 soar .....

**D** Complete the words to make the corresponding adverb for each adjective.

Adjective

Adverb

1 considerable

considera b l y

2 dramatic

dramatic \_ \_ \_ \_

3 gradual

gradual \_ \_

4 sharp

sharp \_ \_

5 significant

significant \_ \_

6 slight

sli \_ \_ \_ \_ \_

7 steady

stea \_ \_ \_ \_

8 substantial

substan \_ \_ \_ \_ \_

## Lesson 22 Dealing with figures

### LANGUAGE REVIEW

#### Describing trends

We can describe trends in English in different ways.

##### 1 Verbs of change

Demand for BlackBerries has **soared** in recent years.

Sales are **falling**.

Profits **improved** in July.

##### 2 Prepositions

Profits rose 5% **to** \$1.4 billion.

The sales of Dupont have gone up **from** \$19.6 billion **to** \$27.4 billion.

Sales rose **by** 20% over the holiday period.

This represents a decrease **of** 16.4% from the first quarter.

The average retail gasoline price stood **at** \$4.11 a gallon yesterday.

##### 3 Different verb forms

The figures **point** a gloomy picture for Japanese growth. (present simple)

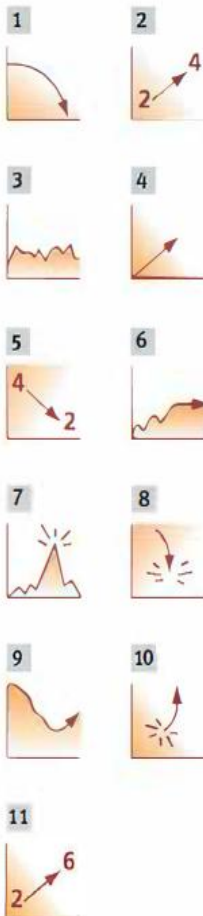
The unemployment rate **is rising**. (present continuous)

Last summer, our market share **fell**. (past simple)

This year, orders from Brazil **have levelled off**. (present perfect)

If the price of petrol **rises** further, we'll **make** a loss. (first conditional)

➔ Grammar reference page 148



#### A What kind of movement do these verbs describe? Match them to the symbols (1–11) on the left. Then compare your answers with your partner. (You will need to use some symbols more than once.)

decline	increase	double	level off	decrease	peak
gain	rocket	fall	triple	fluctuate	rise
drop	plummet	halve	recover	improve	jump

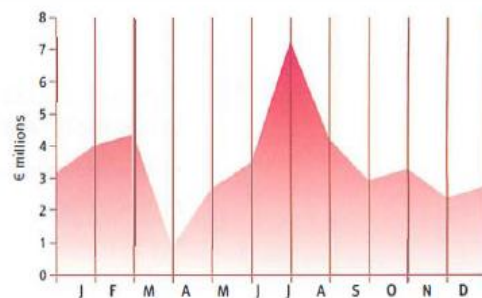
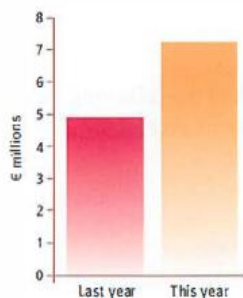
#### B Which of the verbs in Exercise A also have noun forms? What are they?

EXAMPLE: to increase – an increase

#### C Look at the graphs below. Complete the sentences about them with appropriate prepositions.

- Sales have increased ..... €5m ..... €7m.
- Sales have increased ..... €2m.
- There has been an increase ..... €2m in our sales.
- Sales now stand ..... €7m.
- Sales reached a peak ..... €7m in July.
- Sales reached a low point ..... €1m in April.

#### D Write two more sentences about each of these graphs.



## 2 International meetings

- A** Think about the last three meetings you attended (not necessarily business meetings, e.g. residents' meetings or sports club meetings) and answer these questions.


- 1 What was the purpose of each meeting?
- 2 What size were they?
- 3 Were they formal or informal?
- 4 Were they successful or not? Why?

- B** Do the quiz.


What are the following called?

- 1 the person in charge of a meeting  
a) chief b) chair c) boss
- 2 the people at the meeting  
a) audience b) attenders c) participants
- 3 the list of points to be discussed  
a) agenda b) schedule c) timetable
- 4 one point on the list  
a) theme b) item c) topic
- 5 an official record of what was said or decided  
a) protocol b) notes c) minutes
- 6 what you send when you are unable to attend a meeting  
a) excuses b) apologies c) pardon
- 7 a method of reaching a decision  
a) vote b) proposal c) consensus
- 8 what is decided at the end of the meeting  
a) action plan b) agenda c) handouts

- C** Discuss your answers to the quiz with a partner. How important are these things in the meetings you attend?

- E**  CD1.43 Listen to an expert talking about international meetings and answer the questions.

- 1 Which three areas are identified as causing problems in international meetings?
- 2 What tips does the expert give for successful international meetings?

- F**  CD1.43 Listen again. Are the following true (T) or false (F), according to the expert?

- 1 Punctuality is important in all cultures.
- 2 In a hierarchical culture, people feel able to express disapproval of the ideas of a superior.
- 3 Clear meeting aims are a priority in most cultures.
- 4 The main purpose of meetings is to take decisions.
- 5 It is easy to misinterpret body language in meetings.

- G** Complete these expressions used by the expert and discuss the meaning.

- 1 time is .....
- 2 stick to the .....
- 3 loss of .....
- 4 getting down to .....
- 5 small .....
- 6 relationship .....

How important do you think these issues are in your business culture?

- D** International meetings can involve people from very different cultures. Read the experiences of meetings in different cultures on the right and answer these questions.

- 1 Which would make you feel the most or least comfortable?
- 2 Which feels the most or least familiar?
- 3 Do you recognise any of the styles from direct experience?
- 4 Is there anything in your own business meeting culture which people from other cultures might find unusual?

**A** Well, in my experience there's great respect for seniority. Participants will enter a meeting in order of seniority, with the most senior person sitting furthest away. The exchange of business cards is important. They respect silence, as this shows serious work is being done. They do not say 'no' directly, as this is considered impolite.

**B** The sort of meetings I attended were very goal-focused and efficient. People there like agendas which are clear and they stick to them. They believe in good preparation and they feel that meetings are for clearly defined purposes, with action plans at the end. There seemed to be a general feeling of time being precious and not to be wasted. I think they came up with the idea of business breakfasts.

# Cultures

## A Complete the idioms in the sentences below with the correct word.

- 1 We don't agree what or when we should advertise. In fact, it seems we don't see ..... to eye on anything at all.
- 2 In many countries, people make a comment about the weather to ..... the ice and start a conversation.
- 3 I'd just told my hosts I hated fish when it turned out they'd spent hours making fish soup, one of their national dishes. I had really put my ..... in it.
- 4 I didn't know exactly how long I had for my presentation, and I knew nothing about the audience. The organisers had really thrown me in at the ..... end.
- 5 After a few minutes we found we had loads of things in common. We just got ..... like a house on fire.

## B Put the words in the correct order to make idioms.

- 1 to / water / into / hot / get
- 2 to / opener / real / a / be / eye-
- 3 to / out / fish / feel / water / a / of / like

## C Use an idiom from Exercise B in the correct form to complete these sentences.

- 1 That business trip to China ..... for me.  
That's when I began to understand the culture.
- 2 Don't be late for the departmental meeting, or you  
..... with the boss.
- 3 I really ..... at the reception.  
Very few people spoke English, and those who did, didn't have much to say.

## D Complete the sentences with a preposition from the box.

out	over	up	in	with	of
-----	------	----	----	------	----

- 1 Leo's been to Nigeria many times. He knows the culture inside ..... *out* .....
- 2 We've told you everything about this job opportunity in Uzbekistan. Now you tell us what you think. The ball is ..... your court.
- 3 Sometimes it doesn't really matter if you don't know the culture. You just need to maintain a good-natured attitude and go ..... the flow.
- 4 Because she has a very good grasp ..... Russian, Linda quickly became integrated into the local community when she moved to Omsk.
- 5 If any of the presentations runs ..... schedule, we'll be late for the final plenary meeting.
- 6 With this conference next month, we're all ..... to our eyes in work at the office.



## Lesson 25 Social English

### SKILLS Social English



**A** **CD 48** Listen to a conversation between two people who have recently met. What is wrong? How can it be improved?

**B** Work in pairs. In what business situations would you use these expressions?

Congratulations!	I don't mind.	I'm afraid ...	After you.
Cheers!	Excuse me.	Yes, please.	That's no problem.
Make yourself at home.	Sorry.	Could you ... ?	Bad luck.
Help yourself.	It's on me.	That sounds good.	Not at all.

**C** What would you say in the following situations?

- 1 You don't hear someone's name when you are introduced to them.
- 2 You have to refuse an invitation to dinner with a supplier.
- 3 You are offered food you hate.
- 4 You want to end a conversation in a diplomatic way.
- 5 You have to greet a visitor.
- 6 You have to introduce two people to each other.
- 7 You offer to pay for a meal.
- 8 You have to propose a toast.
- 9 Your colleague has been made redundant.
- 10 You arrive half an hour late for a meeting.

**D** **CD 2.1** Listen and compare your answers to Exercise C.

**E** **CD 2.2** What can you say in the first five minutes of meeting someone? Match the questions (1–10) to the answers (a–j). Listen and check your answers.

- |   |   |
|---|---|
| 1 Is this your first visit to the region? | a) At the Metropolitan Hotel.   |
| 2 Oh really! What do you do?              | b) Nearly five years now.   |
| 3 How long have you been there?           | c) No, I come here quite a lot, but usually to Hong Kong.                 |
| 4 Have you been to Tokyo before?          | d) I'm an Account Director for a marketing company.                       |
| 5 Business or pleasure?                   | e) Business, I'm afraid.  |
| 6 How long have you been here?            | f) Until tomorrow evening.  |
| 7 How long are you staying?               | g) No, this is my first trip.   |
| 8 Where are you staying?                  | h) Six days.  |
| 9 What's the food like?                   | i) I really like it. There's so much to see and do.                       |
| 10 So, what do you think of Tokyo?        | j) It's very good, but eating at the Metropolitan can be quite expensive. |

## Lesson 26 Human resources

### READING Women at work

#### A Work in pairs. Read your article quickly and decide on a heading.

Student A: Read Article A below.  
Student B: Turn to page 137.

#### Article A

When Nguyen Thu Hang was a child, her mother was a housewife in a small village whose women residents had no say in decision making, either at home or in the community. Now a mother herself, Hang not only shares her husband's burden of earning money for the family and bringing up children, but also has a career and social ambitions.

"Women are much happier than before. They have a good education and careers of their own," says the 39-year-old who lives and works in Hanoi. "And, of course, they are more respected in the family and society." Hang, who carries a sleek laptop in her hand, gets out of an elegant black Mercedes and enters a building where she works as the General Director of Viet Hoang Trade and Investment Company, which specialises in construction and real estate.

Like Hang, many other Vietnamese women also pursue careers these days and have scorned the corporate boardroom to affirm their increasingly important roles. Whether in remote farms or in companies, they have become much more self-confident and are discovering their worth and fulfilling their potential.

Women account for nearly 52 per



cent of the workforce in the service sector, 50 per cent in the agricultural and fisheries sector and 37 per cent in industry and construction. Almost a quarter of all companies are run by women, many of whom are also the driving forces behind them. As for their status in the family, Hang says that women's position has improved remarkably. "We jointly decide important issues in our life, such as work or education for our children. My husband always respects my opinions."

The greater role of women is attributed to the effective policies of promoting them. The state and party are interested in women's advancement. The NA, the national legislature, has approved Law on Gender Equality and the Anti-Domestic Violence Law. The government has national

programmes for vocational training and preventing trafficking of women and children.

Women's own efforts to acquire knowledge and education have, of course, been a major factor in their advancement. They make up over 40.2 per cent of all university graduates, including nearly 9.8 per cent of PhDs and 30.5 per cent of Master's degree recipients.

But women still face a number of difficulties, including poverty, underemployment, domestic violence, prostitution and gender inequality. "I think the best way to help women overcome these challenges is to help them study and lead an active lifestyle," says Hang, whose entry into the boardroom began after she obtained a Master's degree in Britain at the age of 27.

From Thanh Nien News

#### B Decide if the statements about your article are true (T) or false (F).

##### Article A

- The position of women in Vietnam has improved.
- Women make up less than half of the workforce in the service, agricultural, fisheries, industry and construction sectors.
- Nearly 25% of Vietnamese companies are run by women.
- More than a third of all university graduates and holders of Master's degrees are women.
- Nguyen Thu Hang lets her husband make important decisions.
- Nguyen Thu Hang's position with regard to decision-making is different to that of her mother.

### LANGUAGE REVIEW

#### -ing forms and infinitives

- We sometimes use one verb after another verb. Often the second verb is in the infinitive.  
*We can't afford to increase their pay.*  
*He intends to sign the new contract next week.*
- Sometimes the second verb must be in the -ing form. This depends on the first verb. (See page 149 for a list of verbs that are usually followed by the -ing form.)  
*My job involves monitoring sickness levels.*
- Some verbs can be followed by the -ing form or the infinitive without a big change in meaning.  
*I started working there last month. / I started to work there last month.*
- With other verbs, however, the meaning changes.  
*We stopped to have lunch. (We stopped what we were doing in order to have lunch.)*  
*We stopped having lunch. (We stopped our habit of having lunch.)*

Grammar reference page 149



## Lesson 27 Getting information on the phone

UNIT 8 -- HUMAN RESOURCES

**Name:** Martha Gómez  
**Age:** 34  
**Nationality:** Brazilian  
**Marital Status:** Divorced, two children



**Education:** Finished secondary school; two years' training at a School of Dance and Theater.  
**Experience:** Several years as professional dancer in theaters and on television. Joined a small fitness center as instructor.  
**Outstanding achievement:** Introduced fitness programs in the center for people suffering from Parkinson's Disease and multiple sclerosis. Received an award for this work.  
**Skills:** Qualified in first aid. Fluent Spanish and Portuguese.  
**Personality/appearance:** Warm, friendly, dynamic.  
**Appearance:** rather a "hippy" look.  
**Comments:** "Hopes to build new schemes and initiatives to help people in the community to achieve a healthier lifestyle. If we promote that idea, people will flock to Fast Fitness clubs."  
**Believes her main asset is:** her creativity.  
**Interests:** pop music, running a weekly aerobics class.

**Name:** Silvia Cornelli  
**Age:** 38  
**Nationality:** American  
**Marital status:** Married, no children



**Education:** Trained as a dancer (Berkley University, U.S.); Masters in Sports Psychology.  
**Experience:** Worked for several years as adviser to the national football team.  
**Currently sports organizer in a women's college.**  
**Outstanding achievement:** "Helping the national football team to win the World Cup."  
**Skills:** Fluent English, Portuguese, and Spanish.  
**Personality/appearance:** Ambitious, assertive, outspoken. "Nothing will stop me from achieving my goals in life." Wore casual clothes to the interview.  
**Comments:** "I love being able to motivate people to exercise and then seeing their faces." Believes Fast Fitness must spend a lot of money on multimedia advertising to improve profits, and offer big discounts to new members. Is taking an evening course in Business Studies to upgrade her academic qualifications.  
**Interests:** hiking, photography.

**Name:** Sean Wilder  
**Age:** 52  
**Nationality:** American  
**Marital status:** Married in Brazilian, four children



**Education:** B.Sc. Physics, Yale University; M.A. Sports Management, University of Southern California.  
**Experience:** Taught English and Spanish at high schools for 10 years. Ran sports programs for the schools.  
**Currently teaches English in a private language school in São Paulo.**  
**Outstanding achievement:** "Achieving happiness by marrying the right person."  
**Skills:** Fluent English, Portuguese, and Spanish.  
**Personality/appearance:** Very good-looking, relaxed, self-confident. Dressed very casually for the interview.  
**Comments:** He believes that his greatest quality is to be calm under pressure. "The secret of being a good manager" is to delegate tasks and not get too friendly with staff, "he said."  
**Did not have many ideas for improving the club's profits. Thinks Fast Fitness is spending too much on advertising. It should focus on existing members and persuade them to sign up new members.**  
**Interests:** jogging, cinema, his wife and family.

**Name:** Paulo Gonçalves  
**Age:** 30  
**Nationality:** Brazilian  
**Marital Status:** Single



**Education:** Left school at 16. Three years' training at RADA (Royal Academy of Dramatic Arts), London.  
**Experience:** Did two trips around the world in his early twenties. Taught English in Japan for two years. Played a variety of roles in Brazilian movies, then specialized in action movies. Has spent the last two years in Florida, U.S., working as a gym instructor.  
**Outstanding achievement:** "Playing a role in a successful Hong Kong movie with Jackie Chan."  
**Skills:** Has a black belt in karate; extensive knowledge of martial arts; fluent Portuguese, Spanish, and Japanese.  
**Personality/appearance:** Looked very fit and muscular. Dressed formally in an Armani suit. Strong personality, confident, articulate.  
**Comments:** Some interesting ideas for improving Fast Fitness profits. Thinks many people will join the clubs when they know he is the manager. Wants to use his name and photograph in all publicity for the clubs.  
**Interests:** Politics, cooking, socializing.

**Writing**  
Write a letter offering employment to the successful candidate.

➔ Writing file page 126

Watch the Case study commentary on the DVD-ROM.

UNIT

# 9

# International markets

'Every one lives by selling something.'  
Robert Louis Stevenson (1850–1894), Scottish novelist

**OVERVIEW**

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**VOCABULARY**

Free trade

**READING**

Trade between China and the US

**LANGUAGE REVIEW**

Conditions

**LISTENING**

Training for negotiating

**SKILLS**

Negotiating

**CASE STUDY**

Pampas Leather Company



**STARTING UP**

**A** The sentences below represent a variety of views on international markets. Complete the sentences with the words in the box.

'international markets for labour, capital, goods and services ...

- 1 provide opportunities for people to work/study abroad and improve their lives.'
- 2 increase ..... and improve the choice of goods and services.'
- 3 create ..... and lead to job losses in richer countries.'
- 4 reduce ..... and increase wealth everywhere.'
- 5 exploit ..... in poorer countries.'
- 6 widen the ..... between rich and poor nations.'
- 7 mean lower costs and cheaper retail ....., which benefit consumers.'
- 8 give large multinational ..... and trading blocs too much power.'
- 9 lead to damage to the natural ....., local cultures and industries.'
- 10 promote higher ..... of living, working conditions, technology, education, etc.'

companies

competition

environment

gap

opportunities

poverty

prices

standards

unemployment

workers

**B** Work in pairs. Which of the statements in Exercise A do you agree with?

**C** Work in pairs. How has the development of international markets affected:

a) you as a consumer?      b) your company/institution?      c) your country?

**D** How do you think international markets will develop in the future?



- We use the first conditional when we think the expected outcome of a situation is very likely.

*If you give us a 10% discount, we'll place a firm order of 2,000 units.*

*(This is a promise.)*

*If you don't deliver on time, we won't order from you again. (This is a threat.)*

*Will you give us a discount if we double our order?*

- We use the second conditional when the outcome is less certain or is imaginary.

*We also use it in negotiations to make the offer or proposal less direct.*

*If you gave us a 5% discount, we would place a much bigger order.*

*If they didn't have a guaranteed market, their business wouldn't survive.*

*What discount would you offer us if we decided to go to another supplier?*



Grammar reference page 150

### A Choose the correct verbs to complete the sentences.

- 1 If you give us / *will give* us a discount of 5%, we will place / *place* a firm order.
- 2 *Will you deliver* / *Do you deliver* by November if we pay / *will pay* the transport costs?
- 3 If you *will lower* / *lower* your price by 5%, we buy / *will buy* at least 4,000 units.
- 4 *Would* / *Does* it help you if we *sent* / *are sending* the goods by air?
- 5 If you *aren't improving* / *don't improve* your delivery times, we *will have* / *had* to find a new supplier.
- 6 If we *will join* / *joined* an association of producers, we *would get* / *will get* a better price for our coffee.

## Lesson 29 Negotiating

### A Match these sentence halves.

- |  |                                      |
|--|--------------------------------------|
| 1 I think that if you offer them some concessions, | a) would you make a firm order?      |
| 2 If I didn't win so many deals,                   | b) will you make a firm order?       |
| 3 If they bothered to pay promptly,                | c) they'll do the same.              |
| 4 If they pay within 30 days,                      | d) they'd do the same.               |
| 5 If we give you a larger discount,                | e) we'd offer a 5% cash discount.    |
| 6 If we were able to give you a larger discount,   | f) we'll offer a 5% cash discount.   |
| 7 If you paid late,                                | g) we'll have to close your account. |
| 8 If your payment is overdue,                      | h) we'd have to close your account.  |
| 9 Perhaps if you offered them some concessions,    | i) my commission will decrease.      |
| 10 Unless I win this deal,                         | j) my commission would decrease.     |

### B Complete the sentences with 'I, 'd, won't or wouldn't.

- 1 We <sup>'d</sup> ..... give you a more substantial discount if you paid cash.
- 2 If they didn't find our terms satisfactory, they ..... continue doing business with us.
- 3 So if we order 200 units, you ..... give us a 10% discount, is that right?
- 4 We ..... be able to order more if you can't deliver within a week.
- 5 If you can't deliver this week, we ..... have to turn to another supplier.
- 6 We ..... have to look for another supplier if you were able to dispatch immediately.
- 7 I'm sure we ..... get this contract unless we offer a lower price.
- 8 If I were you, I ..... look for a more reliable supplier.

**C** Read the passage below about global trade.

- In most of the lines 1–10 there is **one extra word** which does not fit. Some lines, however, are correct.
- If a line is **correct**, put a tick (✓) in the space provided.
- If there is an **extra word** in the line, write that word in the space.

About two decades ago, the supporters of globalisation have promised that free trade would bring a prosperity to people in both developed and developing countries. As more and more governments enter the WTO–IMF sphere of influence, however, the economic difficulties they face and lead to the conclusion that those promises were grossly exaggerated. An increasing number of companies outsource or relocate to countries where labour is cheaper, environmental laws more weaker and workers' rights fewer. As a result, millions of people have, especially in developing countries, work in sweatshop conditions, labouring for all day in unsafe and unhealthy conditions for meagre wages. On the other hand, a very huge number of manufacturing workers in developed countries have lost decently-paid jobs as companies have moved to overseas in search of lower production costs.

- 1 ..... *have* .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....
- 9 .....
- 10 .....

## Lesson 30 Working across cultures: Doing business internationally

**1 Match the verbs (1–7) to the nouns (a–g).**

- |                |                          |
|----------------|--------------------------|
| 1 to apply     | a) a candidate           |
| 2 to fill in   | b) a probationary period |
| 3 to attend    | c) a psychometric test   |
| 4 to work      | d) a vacancy             |
| 5 to shortlist | e) an application form   |
| 6 to advertise | f) an interview          |
| 7 to take      | g) for a job             |

**2 Choose the correct verb–noun combinations from Exercise 1 to complete the sentences.**

- 1 A potential employer will often ask job seekers to ..... in order to form a better idea of their personality.
- 2 If the selection panel members consider that your application has sufficient merit, you will be contacted and invited to .....
- 3 Many companies would never ..... whose contact e-mail address is anything like 'cool\_dude1987@blue dreams.net'.
- 4 The successful applicants will be required to ..... of six months, during which time their suitability for the post will be assessed.
- 5 Before you ....., it is useful to know what kind of company or institution is offering the position, so do your homework!

**Match the expressions (1–5) to the functions (a–e).**

- |   |                                  |
|---|----------------------------------|
| 1 If you order more, we'll give you a discount. | a) Refusing an offer             |
| 2 What exactly do you mean?                     | b) Playing for time              |
| 3 I'd like to think about it.                   | c) Making offers and concessions |
| 4 I'm not sure about that.                      | d) Closing the deal              |
| 5 Right, I think we've covered everything.      | e) Checking understanding        |

**Cultures: Doing business internationally**

Decide whether these sentences are typically about doing business in Brazil (B), Japan (J) or Saudi Arabia (SA). One applies to more than one country.

- 1 People tend to stand close together when talking and are not afraid to touch each other.
- 2 Don't be afraid of silence.
- 3 On receiving a business card, examine it carefully, then place it on the table in front of you.
- 4 Initial meetings are generally not private.
- 5 If you are offered coffee, accept, even if you do not normally drink coffee.
- 6 During a presentation, you can expect to be interrupted and asked a lot of questions.
- 7 Don't give white flowers as a gift, because they remind people of death.
- 8 Avoid direct questions, especially questions which may require a 'no' answer.
- 9 A meeting may be postponed by one or two days once you arrive.
- 10 Don't bring up topics of conversation such as crime, the government or deforestation.



# Ethics

*'Morality is largely a matter of geography.'*  
Elbert Hubbard (1856–1915), American writer



**P** **A** Discuss this list of unethical activities. In your opinion, which are the worst? Are any common in your country?

- 1 Finding ways of paying as little tax as possible
- 2 Using your work computer or phone for private purposes (e.g. online shopping)
- 3 Accepting praise for someone else's ideas or work
- 4 Selling something as genuine when you know it is not
- 5 Using your influence to get jobs for friends or relatives (nepotism)
- 6 Phoning in sick at work when you are not ill
- 7 Not telling the truth about your age or experience on an application form
- 8 Not saying anything when you are charged too little for something by mistake
- 9 Paying people in cash for jobs done around the home in order to reduce the cost
- 10 Claiming extra expenses (e.g. getting a taxi receipt for more than the actual fare)

**B** Are some jobs/professions more ethical than others? How ethical do you think these professions are? Which are seen as more/less ethical in your country?

accountant civil servant lawyer police officer politician banker estate agent  
nurse university lecturer soldier car sales executive journalist doctor taxi driver



### Discussion topics for the management meeting

The first item on the agenda is the new drug to treat river blindness. Then there are two other problems relating to drugs that the company is developing. They are summarised below in a discussion document which has been circulated to all participants attending the meeting.

Read about the problems relating to two other drugs and note the key points.

#### » Test results on PX200, our new drug for treating heart disease

There is great interest in PX200, which is in the final stages of development. Up until now, the test results have been impressive. However, the recent series of tests has produced disappointing results. It seems that some patients have experienced severe breathing difficulties and other unpleasant side effects after taking the drug, while most patients have received significant benefits from it in terms of lower blood pressure and less pain.

Should we make public the results of this test, as we have done with previous test results, or should we withhold the information at this stage?

#### New dieting product

Our R&D department has been developing a new diet drink which will help people lose weight. The drink has been tested on animals, but some became sick in the early trials. Up until now, we have been reluctant to test new products on animals since we claim to be an ethical company. However, the new drink could be extremely profitable when it is launched. Should we continue to test this product on animals or try to develop it without using them for our research?



#### Task

You are members of UP's board of directors. Hold a meeting to discuss the three ethical dilemmas. One of you should lead the discussion.

- 1 Use the agenda on the right to guide your discussion. The chairperson starts by briefly summarising each problem.
- 2 In each case, start by discussing the options which are available to UP to deal with the problem. Then decide how to deal with the situation. If you can't agree, take a vote.

#### Agenda

- 1 The new drug for River Blindness
- 2 Test results for the PX200 (heart problems)
- 3 Animal testing for a dieting product

#### Writing

Write a short report from the chairperson, summarising the decisions reached at the UP board meeting and giving reasons for them.

 Writing file page 130

Watch the Case study commentary on the DVD-ROM.



# Leadership

## A Complete the sentences with the words from the box.

decisive	approachable	radical	encouraging	diffident	realistic
----------	--------------	---------	-------------	-----------	-----------

- 1 What they need is a ..... *decisive* ..... person, someone who can choose the right course of action even in a very difficult situation.
- 2 What I like about our new boss is his ..... attitude. He's so good at giving us support and confidence.
- 3 As a team leader, Marta was extremely ..... She always seemed to know what goals we would be able to achieve and which tasks would be beyond our abilities.
- 4 Many people find Jim rather ..... They say he rarely expresses his opinions and never shows how he feels.
- 5 Martin is really friendly and easy to talk to. In fact, he's the most ..... boss we've ever had.
- 6 The new office manager has rather ..... ideas. Not only does he want to change the way we work, he also wants us to think in new ways!

## B Complete the opposites of the adjectives given.

- |                |  |             |   |
|----------------|--|-------------|---|
| 1 realistic    | <u>i</u> <u>d</u> <u>e</u> <u>a</u> <u>i</u> <u>s</u> <u>t</u> <u>i</u> <u>c</u> | 5 radical   | <u>  </u> <u>  </u> <u>n</u> <u>  </u> <u>  </u> <u>v</u> <u>  </u> <u>  </u> <u>  </u> <u>  </u> |
| 2 principled   | <u>  </u> <u>  </u> <u>t</u> <u>h</u> <u>  </u> <u>  </u> <u>s</u> <u>s</u>      | 6 formal    | <u>c</u> <u>  </u> <u>s</u> <u>  </u> <u>  </u>   |
| 3 encouraging  | <u>c</u> <u>r</u> <u>  </u> <u>  </u> <u>  </u> <u>  </u> <u>  </u>              | 7 diffident | <u>  </u> <u>s</u> <u>s</u> <u>  </u> <u>  </u> <u>v</u> <u>  </u>                                |
| 4 approachable | <u>  </u> <u>  </u> <u>s</u> <u>t</u> <u>  </u> <u>  </u> <u>t</u>               | 8 decisive  | <u>c</u> <u>  </u> <u>  </u> <u>t</u> <u>  </u> <u>s</u>  |

## C Complete each sentence with the correct form of a verb from the box.

take	be	carry	come	deal
get	hand	put	stand	

- 1 I have too much to do already, so I can't possibly ... *take* ... on any extra work.
- 2 Over the last two years, the government's economic policies have ..... in for a lot of criticism.
- 3 The new manager has promised to ..... with the issue of gender discrimination.
- 4 Rick was a ruthless boss who caused several employees to ..... in their resignation.
- 5 He had only been two weeks in the job when he realised he ..... not up to it.
- 6 A number of controversial reform proposals were ..... forward at the meeting.

**LANGUAGE  
REVIEW**

**A Cross out the incorrect relative pronoun in each of the sentences below.**

- 1 It is unbelievable what people *who* / ~~*which*~~ believe in themselves can accomplish.
- 2 The ability to motivate people is one of the greatest assets *that* / *who* a leader can possess.
- 3 Do you agree that successful people are those *who* / *which* seize opportunities and take risks?
- 4 Mandela, *that* / *who* is often considered to be the greatest statesman of our time, has most of the qualities *that* / *who* a successful leader has to have.
- 5 The assertiveness training workshop, *which* / *that* starts next month, is designed for anyone *who* / *which* is or will be a team leader.
- 6 The meetings *that* / *who* we hold on Friday afternoons are compulsory for everyone.

**B Complete the text with *who*, *that* or *which*.**

Carl Rogers, *who*<sup>1</sup> is regarded as the founder of the 'person-centred approach', was one of the greatest psychologists of all time. Today, more than two decades after his death, his ideas are still at the core of many leadership training and communication skills courses. His theory, *which*<sup>2</sup> developed over many years of experience with clients, is built on the belief that all human beings want to do the best they can, to realise their potential. Rogers identified a number of features of effective communication, the kind of communication *that*<sup>3</sup> can help people understand and overcome whatever prevents them from fulfilling their potential.

There are three qualities *which*<sup>4</sup> make effective communication possible.

The first, *which*<sup>5</sup> many consider the most important one, is called 'empathy'. It is a quality

*which*<sup>6</sup> anybody *who*<sup>7</sup> is in a position of leadership needs to have. Indeed, good leaders need to be able to see the world through the eyes of those *who*<sup>8</sup> work with them. The second quality is 'genuineness'. A genuine person is someone *who*<sup>9</sup> does not hide their real thoughts, feelings, or intentions.

It is this quality *which*<sup>10</sup> enables you to be the person *who*<sup>11</sup> you really are.

'Acceptance' is the third quality, the one *which*<sup>12</sup> helps you respect and accept people as they are.

Good leaders, *who*<sup>13</sup> also need to be good communicators, have to have those qualities. Many people would say that, in addition, a really good leader is one *who*<sup>14</sup> is able to develop such qualities in others. ■

**C In the job advertisement below, the relative pronouns are missing. Insert the pronouns into the text, where appropriate.**

**Managing Director, circa €70,000 + Benefits**

*which (or that)*  
Mobirex is a leading European company *which* provides high-quality mobile marketing and mobile content solutions. Founded in 1999, Mobirex is a fast-growing company *which* is looking for a visionary leader *who* can respond to the challenge of international growth. The candidate, *who* must have at least five years' experience in the field of mobile technology, *who* will be a highly motivated individual *who* will provide firm strategic leadership. The successful candidate *who* will lead a dynamic team *which* achieved record sales last year.

# Competition

## A Complete each pair of sentences with the same adjective from the box.

cut-throat	aggressive	deep	fierce	heavy
intense	strong	tough	unfair	

- a) The cut-throat competition in PCs is keeping prices relatively low.

b) Alfitel and Deltelcom are engaged in a cut-throat battle for market share.
- a) Sonara reduced their prices so much that they were accused of ..... competition.

b) Brent & Kay have an ..... advantage over their competitors because of their connections with the Board of Trade.
- a) There will be ..... competition for the contract as the terms are excellent.

b) At this time of the year, all fruit growers are involved in ..... activity.
- a) Everybody knows that competition to win a stake in United Telecommunications will be .....

b) Deliveries were delayed owing to ..... storms in the north of the country.
- a) European mobile phone manufacturers are under ..... price competition from Korean companies.

b) A good leader has to be able to make ..... decisions when necessary, and to make them quickly.
- a) Prices have gone down owing to ..... competition.


b) The CEO says the ..... pound is responsible for the fall in exports.

## B Complete the sentences with words from the box. You will not need all the words, and you may use the same word more than once.

across	against	for	off	over	to	up	with
--------	---------	-----	-----	------	----	----	------

- Lowering our prices would be a rather ineffective way of responding to the competition.
- Many corner shops were unable to cope ..... the competition from supermarkets and had to close down.
- If they invest in mobile phone technology, they stand a good chance of catching ..... their competitors.
- Some businesses are finding it difficult to adapt ..... such a volatile market.
- Local clothes manufacturers can no longer fight ..... the competition from global brands.
- If you opened a computer retail shop in our city, you would be ..... very strong competition.


## Lesson 36 Negotiating

**A**  CD2.39 An Italian bicycle manufacturer wants to enter the Swedish market, using an agent. The manufacturer and the agent disagree about some terms of their proposed contract. Listen to the discussion between them and answer the questions.

- 1 Which of these points did the two sides agree on during the negotiation?
  - a) the type of relationship they want
  - b) who sets prices
  - c) payment of commission
  - d) who pays for promotion
- 2 Why does the agent want the contract to be longer than two years?

**B** Match the direct phrases (1–5) to the more diplomatic versions (a–e).

- |  |  |
|--|--|
| 1 We must talk about price first.            | a) Your price seems rather high.             |
| 2 There's no way we can give you any credit. | b) Unfortunately, I can't lower my price.    |
| 3 I want a discount.                         | c) Could you possibly give me a discount?    |
| 4 I won't lower my price.                    | d) I'm afraid we can't give you any credit.  |
| 5 Your price is far too high.                | e) I think we should talk about price first. |

**C**  CD2.40 Listen to and complete the extracts from the negotiation in Exercise A. Then decide whether the speakers are being diplomatic (D) or not diplomatic (ND).

- 1 A non-exclusive contract ..... for us, too.
- 2 No, that's ..... for us.
- 3 We know the market conditions ..... than you.
- 4 I ..... a rate of 15% on all the revenue you obtain.
- 5 Fifteen per cent is too low. We ..... 20%.
- 6 We ..... with this.
- 7 How much ..... ?
- 8 We'll ..... the commission later.
- 9 ....., with a new distributor, we prefer a shorter period.
- 10 It ..... at least three years.

## TESTLAR

Question	Answer 1	Answer2	Answer 3	Answer 4
Do these books belong ---- her?		of	to	on -
---- child needs love.		Some	None	Every All
When are they ---- married?		getting	got	get gets
---- you be at home tonight?		Do	Will	Are Have
She went to Texas last year. So ----.		he didhe was	did he	was he
They really don't know where ---- going?		their	are they	they they are
I haven't bought a dictionary yet.		She ----, either.	haven't	
doesn't has hasn't				
How ---- time do we have? We have only 10 minutes.		many	much	often long
Russel Crowe acts very ----.		good	careful	well bad
When he fell down, he shouted ---- help.		with	to	for from
How long ago ---- married?	were you	get	you were	did you get
have you				
Nora ---- in London for ten years from 1981 to 1991.		has lived	would live	
was living lived				
He is Mrs. Jetsons' ---- husband.		a	an	the -
What does your mother do on Sundays? She ----.		is cooking	cooks	cook is
going to cook				
How ---- water do you drink every day?		a lot	much	many none
How often do you go to the cinema? ----.	Once a week	Two months	in	
June at weekends				
Sue ---- come to school yesterday. She was sick.		didn't not	went	won't
Did you watch the football game? No, we ----.		watch didn't	did	did also
I visited Japan two years ----.	then before	after ago		
---- made your bed yesterday? My mother did.	How	When	Who	What
Write your answers ----. It's a very important exam.		careful	clear	noise
clearly				
What ---- she do? She's a teacher.		does	do	is are
---- she going to visit her friends?		Can	Does	Is Are
Don't panic! She can do it ----.	himself	herself	myself	herselves
She is ---- black jacket today.	wear	wearing	are wearing	wears
I haven't got any money. Never mind. ----	some from the bank.			
	I'll get	I'm getting	I get	I'd get
She has never ---- to New York.		gone	was	been went
Switzerland is ---- than Britain.	as small	smallest	more	small smaller
---- money is this? It's mine.	Which	Where	What	Whose
I ---- an e-mail at the moment.	type	typing	am typing	typed
---- you do any work before you came here?	Did	Do	Have	Can
Who ---- you see at the party?	were	are	did	have
Rafi and Jan work in their ---- shop.	father	fathers'	fathers	father's
He closes his shop ---- 8 o'clock every day.	on	at	in	for



How ---- it work? It works automatically. did do does is  
 It was very expensive ---- I didn't buy it. because so that so but  
 The President went to Egypt ---- plane. with in by at  
 My sister will come by car because she is afraid ---- flying. at of with  
 to  
 ---- did they return? They returned by bus. When Why Where How  
 He put on ---- coat and went out. him mine hers his  
 I ---- be late for work this morning. I've got a lot to do before midday. don't  
 have to couldn't don't mustn't  
 They've lived in that house ---- they were children. for during since  
 until  
 She ---- Adriana when she dresses like that. looks like looks looks alike alike  
 You ---- come with us if you don't want to. must haven't to aren't supposed to  
 don't have to  
 He is not interested ---- that job. at on for in  
 Helen will be here ---- summer. on at in since  
 It doesn't snow in June, ---- it? doesn't does is isn't  
 He will visit us if he ---- in the city. was is were would be  
 The teacher was taking attendance when you ----. were coming came in  
 have come in come in  
 He went ---- the cinema ---- 7:30. at, to in, by to, at to, in  
 She ---- to the library yesterday, ---- she? has gone, has has gone, hasn't  
 went, did went, didn't  
 She ---- to work everyday. walked is walking walks walking  
 ---- two cups on the shelf. It is There is They are There are  
 He's had his dinner, ----? hasn't he isn't he didn't he doesn't he  
 I think my brother has ---- his friends badly and displayed selfishness for a long  
 time. respected treated acted protected  
 ---- is a place where you buy medicine. a bookstore a restaurant a dance club  
 a drugstore  
 ---- is an insect which makes honey. a bee a spider a crocodile a fly  
 ---- are something which is used for cutting paper. litter scissors stocks  
 sharpener  
 ---- is a place where you borrow books. a laundromat a theatre a  
 library a gym  
 Which word means nearly the same as "scream"? find stop sell shout  
 Which word means nearly the same as "happy"? conditions disgusted merry  
 ambitious  
 A soldier is a man who ----. catches thieves paints pictures helps the  
 police fights in a war  
 Which is countable? fox bread wood flour  
 Which verb's past and present forms are the same? play cry cut write  
 Your aunt is your ----. father's brother father's grandson father's sister  
 mother's brother

Which is a desert? Atlantic Sahara Everest Black Sea  
 What is rubbish? something which students eat something which is made of wood something which pollutes something which people like to play with  
 --- we go on holiday? Yes! That's a great Idea. Will Have Shall Do  
 Most university students ..... on campus in their first year. live lives  
 are living living  
 From this graph we can see that the economy ..... at the moment. is  
 improving improves improve is improve  
 They ..... personal computers when my father was a student. didn't have  
 hadn't weren't having haven't  
 I ..... want to be a practicing doctor but now I'm more interested in research.  
 used to was used to wouldused  
 The teacher ..... us how to do the experiment when the fire bell rang. was  
 showing shown showed showing  
 I finished my essay yesterday but ..... it in to the tutor yet. I haven't  
 given I've given I didn't give I have given  
 ..... the experiment three times with different results each time!  
 We've done We did We've been doing We didn't  
 When I arrived the lecture ..... so I didn't find it easy to follow. had  
 started started starting had been starting  
 My sister ..... economics and politics when she goes to university. is  
 going to study studies will study studying  
 There are ..... places left on the course so you'd better apply soon. many  
 much lots of plentiful  
 I don't know whether to accept the job offer. It's ..... a difficult decision  
 the difficult decision difficult decision the decision  
 For those of you new to the company, this leaflet is full of ..... valuable  
 information the valuable information a valuable information the information  
 The manager interviewed ..... candidates in turn. each of the each every  
 of the every  
 I know it's not much of a present but I made it ..... myself be myself  
 me mine  
 This factory produces some of ..... cameras in the world. the best best  
 the most best most best  
 The English ... of sports and ... themselves as good sportsmen. are fond /  
 regard is fond / regards were fond / regards was fond / regards  
 Scientists finally ..... find a cure for the disease after years of research.  
 managed to can could can't  
 She .... a terrible mark in the exam yesterday. got getting get can  
 get  
 My parents encouraged ..... this course. me to do me doing me do  
 me to  
 I wish that man ..... tapping his fingers on the table. It's really annoying  
 me. would stop had stopped stopped had stop

I'm aiming ..... a band in IELTS.      for    on    to    in  
 I can't pick you up from the station on Wednesday because ..... on that  
     I'm having my car fixed I'm fixing my car I need my car fixed      I 'm  
 fixing car  
 Let me show the picture that I ... this week. have drawn am drawing shall be  
 drawing      drew  
 Today ... and ... people come to understand that learning English is ....      more/  
 more /useful many / much / most useful      many / more / more useful      little /  
 less / useful  
 "I've already invited their parents to the party"      Have you?    Shame on you  
     Really?                      Just a minute, please  
 "... is the best policy"    Honesty      Independence      Friendship cooperation  
 "All is ... that ends ...." well/well      good/good                      nice / fine  
     bad/ suddenly  
 "It was ... an interesting book" such    so      the best      more  
 She enjoys swimming and \_\_\_\_\_ at the beach.    sunbathing    speaking      eating  
     drinking  
 Do you agree ...her?      with    by      at      to  
 I arrived..... the station...a taxi.      At/in    Into/by      To/by At/by  
 She was completely blind...her faults.      to      about    on      of  
 There ...news tonight    Is not much    Are not much      are not many      is not  
 many  
 You must work hard ... your English.on      at      for      from  
 He should take care ... his health.      of      on      at      to  
 I think the cotton of Uzbekistan is one of ... in the World.      the best      better  
     good    longer  
 He tried to make as ... noise as possible.      little    less    many    least  
 The weather is much ... pleasant than it usually is at this time.    more    most    bad  
     the most  
 Two heads are ... than one.      better    bad    worse    worst  
 If you ... your work, you can have a break. will finish    finish    have finished  
     had finished  
 Can I have a word with you before I ...?      shall go      went    had gone      go  
 I did not know that he ... this seminar a year before.      attends      was  
 attended      had attended      were attended  
 If you ... the model, we shall make a contract.      will approve    approves  
     approve      approves  
 If she ... where we were going to, she ... to come to.      knows/ will want    had  
 known/ would want      would know/ wanted      knew/ would want  
 Alisher Navoi ... read and write when he was five.      could    may    have to  
     must  
 They were.....after the long journey, so they went to bed.      Tired    Hungry  
     Hot    Lazy  
 I only want ..... little sugar in my tea, please.      a      the      such    an

Who won the soccer .....?      game gain sport throw  
 My car needs ..... repairing to repair to be repair repair  
 I'm sure you're quite ..... but many people disagree with you right write all  
 right serious  
 Do you know where the President of America .....?      lives leaves in habits  
 live  
 The girl ..... standing at the window now. is are was am  
 I'm going ..... for a few days so don't send me any more work. away out were  
 off  
 This summer we went ..... holiday to Greece. on by in off  
 If you can't find me at home, send me a ..... letter email postscript brief  
 What's the difference ..... football and rugby? between with for from  
 I ..... go to see the doctor last week because I was very ill. had to must to  
 have to must  
 The police all ..... uniforms. wear eat use save  
 Do you have ..... children? any very much all  
 ..... do you like to do on the weekends? What Who How Where  
 Every week I work five days and I get two days ..... off after not no  
 I'm going out and ..... have my hair cut have cut my hair let my hair cut  
 my hair be cut  
 I really hope you can find a ..... to this problem. Solution Result  
 Way Conclusion  
 I like Mary for her friendly smile and her ..... of humour Sense Manner  
 Way Impression  
 She ..... to swim when it is hot. loves love loved loving  
 Do you like hot weather ..... not? or but because so  
 I like it ..... it rains. when who why whom  
 Have you ..... made a snowman? ever always forever every  
 The sky is ..... cloudy today. very much many a lot  
 It looks ..... a storm is coming. that as like of  
 Valerie spilled water ..... my paperwork. in on at across  
 My old job was ..... than this one. easiest easier most easy more easier  
 My boss is very ..... nicer nicest nice much nice  
 The janitor cleans the office ..... night. total very all of every  
 John ..... his bicycle every day. ridden rides ride to ride  
 When I was a child I ..... to climb trees. would like liked was liking like  
 It is a good idea ..... every day. exercise exercises to exercise  
 exercising  
 I can't ..... swimming swim swam had swam  
 There ..... a race next week. was will be to be are  
 ..... are you going to get home from work? How Who Which What  
 ..... is that guy talking to your sister? Who Whose Which Whom  
 Let me know ..... you hear from your mother. which when whose who

## Talabalar bilimini baholash va nazorat qilish me'zonlari

Baholash usullari	Baholash mezonlari
Testlar, yozma ishlar, og'zaki savol-javoblar	<b>86-100 ball “a’lo”:</b> Fanga oid nazariy bilimlarni to‘la o‘zlashtira olish. Xulosa va qaror qabul qilish. Ijodiy fikrlay olish. Mustaqil mushohada yurita olish. Olgan bilimlarini amalda qo‘llay olish. Mohiyatini tushuntirish. Tasavvurga ega bo‘lish.
	<b>71-85 ball “yaxshi”:</b> Mustaqil mushohada qilish. Olgan bilimlarini amalda qo‘llay olish. Mohiyatini tushuntirish. Bilish, aytib berish. Tasavvurga ega bo‘lish.
	<b>55-70 ball “qoniqarli”:</b> Mohiyatini tushuntirish. Bilish, aytib berish. Ma’lum bir tasavvurga ega bo‘lish.
	<b>0-54 ball “qoniqarsiz”:</b> Fan bo‘yicha nazariy va amaliy bilimlarni bilmaslik,

### Reyting baholash turlari

Nazorat shakllari		Maksimal ball	Umumiy ball
1	I Joriy nazorat	34	100
2	II Joriy nazorat	36	
3	Yakuniy nazorat	30	

№	Joriy baholash		Maksima l ball	O‘tkazish vaqti
I	Joriy nazorat (40 ball)	MT (30 ball)	70	Semestr davomida
II	Darslarga faol qatnashganlik va o‘zlashtirish darajasi. Amaliy mashg‘ulotlardagi faolligi, amaliy	Mustaqil ta’lim portfolio tarzida (sohaga oid matnlarni tarjima qilish va ularga mashqlar tuzish, xorijiy tilda til o‘rgatuvchi video rolik va hujjatli filmlarni korib ularga topshiriqlar tayyorlash, sohaga oid matnni o‘qib		

	mashg'ulot daftarlarining yuritilishi va holati. Mavzular bo'yicha uy vazifalarining bajarilishi	yoki eshitib ularni tarjima qilib, ularga topshiriqlar tayyorlash, inglizcha – o'zbekcha va o'zbekcha-inglizcha lug'at, prezentatsiya) o'z vaqtida sifatli bajarilishi. Kafedra individual tarzdagi mustaqil topshiriqlar majmuasini ishlab chiqadi.		
<b>III</b>	Yakuniy nazorat	Yozma ish, test, suhbat	30	Attestatsiya haftasi davomida (5- semestr uchun 21-22 haftalar), (6-semestr uchun 41-42- haftalar)



## O'UMning elektron shakli