

**O'ZBEKISTON RESPUBLIKASI OLIIY VA O'RTA MAXSUS
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Xorijiy til (Financial and business English)

*B2 level English manual for students
in the direction of Management*

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PREFACE

“Financial and business English ” is B2 level English manual for students of finance and business English in Higher Education. It aims to help these students to extend and develop a wide variety of language skills and to acquire a knowledge of business in English. Reach selection of motivating and informative, authentic and semi-authentic texts to improve both reading and listening skills with variety topics are presented in themed topics. Interactive activities focus on learners’ “can do” statements and follow the principles of the Common European Framework of Reference requirements.

The material in “Financial and business English” is based on skills development and communicative tasks. The book consists of 18 topical lessons and each lesson starts with colorful lead-in activity shifting students’ focus on the topic. Lead-in activity followed by listening and speaking, reading and writing activities respectively.

- The **reading** texts are mostly authentic or adapted from original sources - specialist magazines, computer programs, reference manuals and websites. The tasks are designed to develop a variety of reading strategies, such as skimming, scanning, matching texts to pictures, etc.
- The **listening** passages include conversations, interviews, online tutorials, podcasts, lectures, etc. It can be helpful to start the listening tasks with a pre-listening activity, such as pre-teaching vocabulary, 'brainstorming' the topic, etc.
- The **speaking** tasks develop oral skills through quizzes, discussions, information-gap and problem solving activities.
- The **writing** tasks include describing objects and diagrams, summarizing texts, writing essays with pros and cons, making predictions, writing posts for online forums, writing emails, faxes and letters, etc.

“Financial and business English” does not require specialist knowledge of business, but it is advisable for teachers and students to understand the basic concepts and terminology of each unit.

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LESSON 1. INDUSTRIES AND COMPANIES

1. Work in pairs and answer the questions.

1.What are the largest five industries in your country or region? Use those listed below to help you.

aluminum industry, chemical industry, steel industry, pulp and paper industry, plastic industry, textile industry, oil and gas industry, pharma industry, fishing industry, forestry industry, farming industry,mining industry



What are their products? Who are their clients?

2.How are they supplied with power? Do some of them have their own power plants or are they supplied by other energy companies?

3. Which consume(s) the most energy? Rank them on a scale of 1–5 according to how much electricity they consume.

2.Match the words with their definitions.

1. representative			a. when several companies in an industry sell the same product or service resulting in lower prices and better customer support			
2.Industrial Revolution			b. the act of taking a government-controlled industry and opening it up to private companies for the purpose of introducing competition			
3. a fee			c.Change in technology, brought about by improvements in machinery and by use of steam power			
4. competition			d. someone who talks for a company			
5. deregulation			e. a way of selling a company’s product either directly or via distributors.			
6. a monopoly			f. a charge for a professional service			
7. distribution channel			g. when one company (or the government) has control over an industry and does not allow competition			
1	2	3	4	5	6	7

3.Listen and write the types of industry you hear.

1. _____

2. _____

3. _____

4. _____

4.Listen again and complete the table.

Industry	Involves.....
Primary Industries	Extract raw materials from the land or sea e.g. oil, iron ore, timber, fish.
Manufacturing industrymanufacture of raw materials, into

	another product by manual labour or 1_____.
Services industrythey provide 2_____ to other people and industries.
Quaternary Industries	Involve the use of high tech industries. People who work for these companies are often 3_____ within their field of work.
Goods	The raw material cotton is extracted by 4_____ industries The cotton may then be turned into an item of clothing in the 5_____ industry.that the item of clothing meets the 6_____ that it claims too.

5.Work in five groups. Jigsaw reading and speaking.

- 1.Group A Read the stage 1.
2. Group B Read the stage 2.
3. Group C Read the stage 3.
4. Group D Read the stage 4.
5. Group E Read the stage 5.

Share the Information with the groups.

The Globalization of Companies and Industries

“Going global” is often described in incremental terms as a more or less gradual process, starting with increased exports or global sourcing, followed by a modest international presence, growing into a multinational organization, and ultimately evolving into a global posture. This appearance of gradualism, however, is deceptive. It obscures the key changes that globalization requires in a company’s mission, core competencies, structure, processes, and culture.

The Five Stages of Going Global

1. In the first stage (market entry), companies tend to enter new countries using business models that are very similar to the ones they deploy in their home markets. To gain access to local customers, however, they often need to establish a production presence, either because of the nature of their businesses (as in service industries like food retail or banking) or because of local countries' regulatory restrictions (as in the auto industry).

2. In the second stage (product specialization), companies transfer the full production process of a particular product to a single, low-cost location and export the goods to various consumer markets. Under this scenario, different locations begin to specialize in different products or components and trade in finished goods.

3. The third stage (value chain disaggregation) represents the next step in the company's globalization of the supply-chain infrastructure. In this stage, companies start to disaggregate the production process and focus each activity in the most advantageous location. Individual components of a single product might be manufactured in several different locations and assembled into final products elsewhere. Examples include the PC industry market and the decision by companies to offshore some of their business processes and information technology services.

4. In the fourth stage (value chain reengineering) companies seek to further increase their cost savings by reengineering their processes to suit local market conditions, notably by substituting lower-cost labor for capital. General Electric's (GE) medical equipment division, for example, has tailored its manufacturing processes abroad to take advantage of low labor costs. Not only does it use more labor-intensive production processes—it also designs and builds the capital equipment for its plants locally.

5. Finally, in the fifth stage (the creation of new markets), the focus is on market expansion. The Global Research Institute estimates that the third and fourth stages together have the potential to reduce costs by more than 50% in many industries, which gives companies the opportunity to substantially lower their sticker prices in

both old and new markets and to expand demand. Significantly, the value of new revenues generated in this last stage is often greater than the value of cost savings in the other stages.

6. Work in the same groups and share the Information from the given paragraph.

Answer the questions.

1. Why are some industries more global than others?
2. Why do global industries appear to be concentrated in certain countries or regions?
3. Most would consider the oil, auto, and pharmaceutical industries global industries, while tax preparation, many retailing sectors, and real estate are substantially domestic in nature. Others, such as furniture, lie somewhere in the middle. What accounts for the difference?

7. Language PRACTICE. Articles. (See grammar reference).

a) Put *a/ an* or *the* in each space, or leave the space blank.

1. We went by train to the west of England.
2. people who live in Netherlands are called Dutch.
3. judge sent me to prison for ten years.
4. Columbus was one of first people to cross Atlantic.
5. As captain of ship, I have complete authority.
6. David learned to play violin when he was at university.
7. Trafalgar Square is near Charing Cross Station.
8. Did you read book I lent you last week?
9. We'll put up shelves and then go to cafe for something to eat.
10. Is that present Bill gave you for Christmas?

b) Underline the most suitable phrase in each sentence

1. Is this *a person/ the person* you told me about?

2. This is the *only cinema/ an only cinema* in the area.
3. Philip has just bought *the Thames barge / a Thames barge*.
4. I'm going to *the British Museum / British Museum* this afternoon.
5. Are you going *to church / the church* on Sunday?
6. Do you have *a milk jug / milk jug*?
7. *The prime minister/ Prime minister* will give his speech this afternoon.
8. *The computer / Computer* has already changed our lives dramatically.
9. I haven't been to *an open-air theatre / open-air theatre* before.
10. Here is *a thousand pounds / the thousand pounds* I owe you.

8. Write the companies' names of these icons and what do they do?

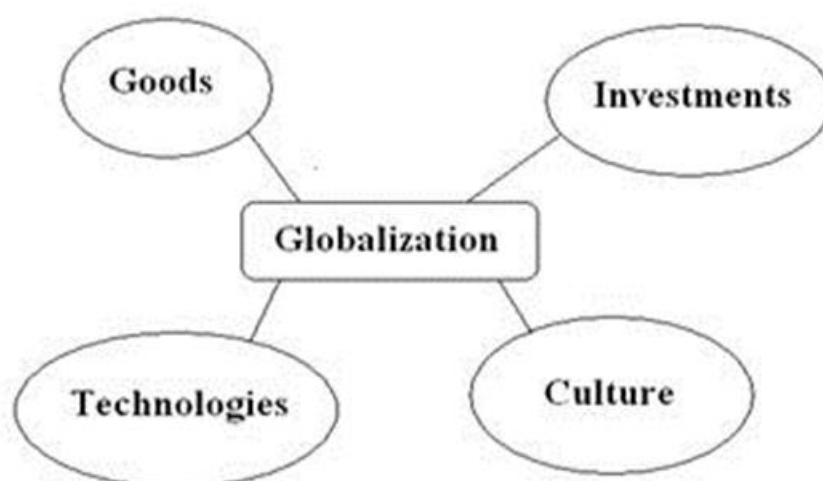
	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____

Which of these companies do you or would you like to work for?

LESSON 2. GLOBALIZATION

1. Work in pairs and discuss these questions .

1. What is globalization?
2. Who is doing globalization?
3. What is being globalized? Speak on globalization using the diagram.



2. Sort out only economy words in the box.

Appreciate, board, laptop, pencil, bankrupt ,millioner, bankruptcy, car, budget , capital, cash, competition, consumer, consumer, goods, market, cost , cost, crash, credit, currency, debt ,deficit , deposit ,depression , economics , pencelen, economy , house, finance , fiscal , global , inflation , boring, interest ,teacher, international , invest, school, investment

3. Listen and choose the best answer.

1. Globalization has grown due to advances in

- a. transportation and community
- b. transportation and communication technology
- c. transport and common technology

2. Globalization involves goods and services, and the economic resources of

- a. capital, technology and data
- b. technology, capital and data
- c. data, capital and technology

3. Large-scale globalization began in the

- a. 1830s
- b. 1820s
- c. 1840s

4. In the late 19th century and early 20th century, the connectivity of the world's grew very quickly.

- a. economical position
- b. economical cities
- c. economies and cultures

5. The term globalization is recent, only establishing its current meaning in the

- a. 1980s
- b. 1970s
- c. 1960s

6. Academic literature commonly subdivides globalization into three major areas:

- a. economic, cultural and political globalization
- b. economic and political globalization
- c. cultural and political globalization

4. Read the text and match the paragraphs (1-6) and the headings (A-G).

There is one heading you do not need.

- A Factors responsible for globalization
- B The natural process of evolution
- C Measures to fight globalization
- D International eating habits
- E The world may turn boring
- F Cultural and informational exchange

G All in the same boat

1. Both economists and politicians claim that globalization cannot be stopped – people have to accept it and adapt to the new environment. Anti-globalists, in my eyes, just have lost touch with reality, whatever they do – they cannot stop the logical development of our society. Economic development requires border free zone, as companies cannot perform their best in the cramped conditions of local markets. National economies are integrating into the international economy and the process is accelerating rapidly.

2. One may think that the process of globalization was caused and launched mainly by economic forces, which is not quite correct. It is caused by a combination of economic, social, cultural, political and technological reasons. Communication technologies created new unprecedented business opportunities which boosted economic processes. In fact, telecommunicating and teleconferencing enable business people to trade across the continents. Multimillion deals can be negotiated and signed using electronic means, money can be transferred in seconds, and goods can be delivered in hours from one continent to another.

3. The cultural life of people has changed too. Due to global TV broadcast and the Internet they can exchange information quickly and easily. Nowadays, people living in Europe are well informed about the cultural traditions and mentality of people who inhabit South America or Australia and vice versa. And if they want to learn something new, they can easily find the information. Some national cultural objects have turned into global. No one can say now that the Beatles is just the English group – it's a global phenomenon, which belongs to the whole world.

4. Another example of integration of national cultures is the spread of culinary traditions. Italian dishes may be cooked and served in America, there are lots of Indian and Greek restaurants in Paris, and no one in Moscow considers hot and spicy Chinese food as something exotic. We have an opportunity to taste various dishes regardless of the country where we live. Due to globalization people have a much wider choice than they used to have, and they find it very beneficial.

5. However, there are two sides to every medal, and it refers to globalization too. In spite of the obvious advantages, its negative consequences shouldn't be neglected either. Getting global, unfortunately, means losing your national identity. Global music, fashion, mass media makes us more and more alike. The world is getting less diverse and therefore less interesting.

6. Furthermore, the global world gets more vulnerable as crises and catastrophes become global too. That is they can affect anyone in any country. Having started in one country the financial and economic crises expands via multinational banks and corporations all over the world causing bankruptcy and unemployment across the globe. The negative impact on the environment is not local either – it affects everyone living on the planet.



5. Discuss these questions.

1. What images spring to mind when you hear the word 'globalization'?
2. How has globalization affected your life? How would your life be different if globalization hadn't happened?
3. Is globalization good for the world?
4. Do you think it's possible to ignore globalization?
5. What has your country contributed to globalization?

6. What will globalization look like fifty years from now? Do you think globalization will make us all the same in the future?

6. Language PRACTICE. Propositions. (See grammar reference).

a) Underline the most suitable prepositions.

1. I got *at / to* station just in time to see Jack *getting from / off* the train.
2. The café is *among / between* the chemist's and the butcher's and *across / opposite* the library.
3. Sue lives *at / in* Wales, which is country *at / in* the west of Britain.
4. I was brought up *in / on* an island *near / night* to the coast of Scotland.
5. Travelling *by / in* your own car is better than going *by / on* foot.
6. Jack was leaning *by / against* the wall with his hands *in / into* his pockets.
7. Ann had a hat *on / over* her head and a veil *above / over* her face.
8. We arrived *at / in* England *at / in* Gatwick Airport.
9. I left my bags *at / from* the station *at / in* a lift luggage locker.
10. Peter came running *into / to* the room and threw his books *at / onto* the floor.

b) Complete each sentence with a suitable word or phrase from the box.

According to	because of	instead of	apart from	by means of
In favour of	on behalf of	as for	in case of	regardless of

- 1 I think I'd rather have coffee instead oftea
- 2the danger, Paul ran back into the burning house.
- 3..... .fire, smash the glass and push the button.
4. Personally I'm banning cigarette smoking completely!
5. I would like to thank you,..... everyone who was rescued.
- 6..... you , no - one else knows that I have escaped.
- 7..... Steve, he believes that we should stay where we are.
8. Jim managed to climb into the house.....a leader he found.
- 9..... the rain , the match was postponed.

10.....the timetable , the next train isn't for two hours.

7. Speak on the following questions.

- 1) Is globalization positive or negative or a combination of positive and negative?
 - 2) What are pros (give 5 points) and cons (give 5 points) of globalization for the world's culture?
 - 3) The effects of globalization on modern culture in “developed” countries and on indigenous cultures?
1. What are the key points of globalization?
 2. Have you ever heard about “anti-globalization” movement?

8. Write your attitude to globalization. Use the following word combinations:

1. As far as I know...
2. To my knowledge...
3. For all I know...
4. Intensive efforts have been devoted to...
5. The efforts continue in the direction of...
6. It appears that the (process) will...
7. To sum up...

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

LESSON 3. CORPORATE STRATEGY AND STRUCTURE

1. In pairs discuss the following questions.

1. What does Corporate Strategy mean?
2. What is corporate structure?
3. What is the relationship between structure and strategy?
4. What is a Competitive Advantage?



2. Match the words with their definitions.

	Words			Definitions					
1	Accounts Dept.			a	person responsible for day-to-day running of a dept.; executive officer				
2	shareholder			b	department that puts goods on market, inc. packaging, advertising etc				
3	headquarters			c	department responsible for finding customers and making sales				
4	manager			d	department responsible for administering a company's financial affairs				
5	Marketing Dept.			e	a table or plan showing a company's structure graphically				
6	organisation chart			f	department responsible for finding and buying everything for a company				
7	Personnel Dept.			g	department responsible for recruitment and welfare of staff or employees				
8	Production Dept.			h	person who holds or owns shares in or a part of a company or corporation				
9	Purchasing Dept.			i	department responsible for physical creation of product				
10	Sales Department			j	a company's principal or main office or centre of control				
1	2	3	4	5	6	7	8	9	10

3.Listen and complete the sentences.

1. Corporate strategy provides the 1_____ for the businesses to achieve their long term objectives.
2. Corporate strategy is created based on the 2_____ of the organization.
3. Corporate strategy is verbally expressed in the company 3_____.
4. A strategic business unit can consist of a product line, division, or other 4_____ centers.
5. Strategy need to be changed according to the expected 5_____ in the demand.
6. Influence the nature of 6_____ through vertical integration and political actions such as lobbying.

4.Complete the sentences with the words given in the box.

Corporate strategy

Corporate refers to an organization. So, corporate strategy is the overall strategy for the company. It 1)..... the direction for the company to travel in future. The corporate strategy can be defined as the 2)..... planning for an organization giving the direction and the goal. Direction refers to the way in which the 3) wants to reach the final objectives. The goal can be growth, retention / survival or harvest. Further, corporate strategy 4)..... the markets and businesses in which the company looks forward to operating. The company may enter new markets or exit from existing markets which all

are possibilities of a 5)..... strategy with due justification. Corporate strategy is 6)..... by its culture, stakeholders, resources, markets the company operates in, the environment, the vision and mission, etc. Corporate strategy can primarily 7).....on the areas of organizational structure, profitability, improvements on the balance sheet, change management, diversification, reducing dependency on one segment and joint venture. Such tasks are more towards a shift of organizational policy decisions and results in major changes in the organization. While the other sub-sector strategies 8)..... more on day to day improvements and activities.

corporate	influenced	gives	long-term
concentrate	company	defines	focus

5..Listen again and answer the questions.

1.What is the difference between corporate strategy and business strategy?

2.What is responsible for establishing the corporate strategy?

3. What does the strategy formulation phase at the business level deal with?

6.Read the text and translate the words in bold from the text.

1. permeate-_____

2. configuration-_____

3. subordinates-_____

4. hierarchy-_____

5. decentralized-_____

6. split up-_____

Company structure

Organizations **permeate** all levels of our lives. Organizations exist for one reason: they can accomplish things that individuals cannot. Organizations are characterized by their goal-directed behavior. They have goals and objectives that can be achieved more efficiently and effectively by the concerted action of individuals and groups. Organizations are essential to the way our society operates. To work effectively in organizations, managers must have a clear understanding of the organizational structure. Viewing an organization chart on a piece of paper or framed on a wall, one sees only a **configuration** of positions, job duties, and lines of authority among the parts of an organization. However, organizational structures can be far more complex than that. An organization's structure is the formal pattern of activities and interrelationships among the various subjects of the organization. Most organizations have a hierarchical or pyramidal structure, with

one person or a group of people at the top, and an increasing number of people below them at each successive level. There is a clear line or chain of command running down the pyramid. All the people in the organization know what decisions they are able to make, who their superior (or boss) is (to whom they report), and who their immediate **subordinates** are (to whom they can give instructions). Some people in an organization have colleagues who help them: for example, there might be an Assistant to the Marketing Manager. This is known as a staff position. Yet the activities of most companies are too complicated to be organized in a single **hierarchy**. Today, most large manufacturing organizations have a functional structure, including (among others) production, finance, marketing, sales, and personnel or staff departments. This means, for example, that the production and marketing departments cannot take financial decisions without consulting the finance department.



Functional organization is efficient, but there are two standard criticisms. Firstly, people are usually more concerned with the success of their department than that of the company, so there are permanent battles between, for example, finance and marketing, or marketing and production, which have incompatible goals. Secondly, separating functions is unlikely to encourage innovation. Yet for a large organization manufacturing a range of products, having a single production department is generally inefficient. Consequently, most large companies are **decentralized**. An inherent problem of hierarchies is that people at lower levels

are unable to make important decisions, but have to pass on responsibility to their boss. One solution to this is matrix management, in which people report to more than one superior.

A further possibility is to have wholly autonomous, temporary groups or teams that are responsible for an entire project, and are **split up** as soon as it is successfully completed. Teams are often not very good for decision-making, and they run the risk of relational problems, unless they are small and have a lot of self-discipline. In fact they still require a definite leader, on whom their success probably depends.

7. Read the text again and define whether the statements are True or False.

1. Organizations can do things that people can not. _____
2. Organizations are important for our society operations. _____
3. Managers have not to understand the organizational structure. _____
4. Organizational structures are more complicated than a configuration of an organization. _____
5. Many organizations don't use hierarchical structure. _____
6. A staff position is the same with an Assistant. _____
7. Big manufacturing organizations mostly have a pyramidal structure. _____
8. All large companies are decentralized. _____

8. Language PRACTICE. Countable and uncountable nouns. (See grammar reference).

a) Underline the most suitable word in each sentence.

1. Different countries have different *weather/ weathers*
2. All areas of the skin are in fact covered in tiny *hair/ hairs*.
3. We've looked at the menu and we all like *chicken / chickens*
4. Jack is a millionaire and owns a lot of *business / businesses*.
5. Have you got a copy of the complete work / works of Dante?
6. None of the passengers had insured their *baggage / baggages*.
7. Students must pass their *paper / papers* to the front.
8. I'm afraid we can't find cheap *accommodation / accommodations* for all of you .

b) Complete each sentence with *a/an, some* or by leaving the space blank.

1. When the play ended, there waslengthy applause.
2. I can't come out tonight. I have. homework to do.
3. Sue receivedexcellent education.
4. The inside is strengthened withsteel frame
5. My friends bought me..... coffee maker for my birthday.
6. David has just bought..... new furniture.
7. Let me give you..... advice.
8. My trousers need pressing. Can you lend me iron?

WRITING

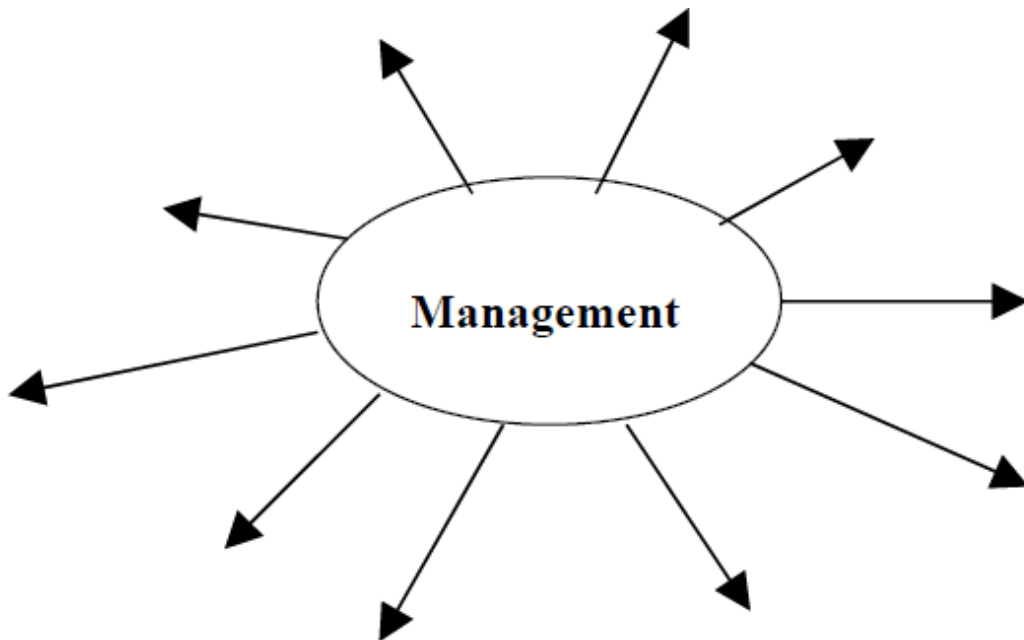
Imagine that you and other managers feel that your company's system of perks needs improving, or employee retention might become a critical issue. One of the directors has asked you to put forward your ideas in writing. Write an informal proposal (in 200-250 words) for the director.

Your proposal should:

- describe what are, in your views, the shortcomings of the present system of perks
- suggest a number of alternatives
- explain what kind of perks you think would work best, and why.

LESSON 4. MANAGING PEOPLE

1. What associations come to your mind when you hear the word 'management'? Complete the mind-map.



2. Could you explain the difference between the notions 'manager', 'administrator' and 'entrepreneur'?

3. What would you prefer: to be an entrepreneur or a manager; or maybe both? Explain your choice.

4. How do you understand these sentences about management given below. Share your ideas with the class.

"The task of management is to make people capable of joint performance, to make their strengths effective and their weaknesses irrelevant."

—Peter Drucker,
management guru and author
(1909–2005)

"If your staff is happy, you are doing your job. People don't often leave jobs—and, in particular, bosses—they like. Treat people the right way and you will have disciples for life."

—Tom Markert,
author of *You Can't Win a Fight with Your Boss*

2. Match the synonyms relating management.

1	goal				a	to cope													
2	to strive				b	to create													
3	profit				c	duties													
4	to charge with responsibility				d	employees													
5	scope of authority				e	to try													
6	staff				f	to organise													
7	efficient				g	aim													
8	to design				h	surplus													
9	to deal with				i	effective													
10	to establish				j	to make responsible													
1		2		3		4		5		6		7		8		9		10	

3. Read the text and find the definition of a *manager*, an *administrator* and an *entrepreneur*. See how much your ideas are similar to the information in the text.

A manager - _____

An entrepreneur - _____

What is Management?

Actually, management as we understand it today is a fairly recent idea. Most economists in the eighteenth and nineteenth centuries, for example, wrote about factors of production such as land, labour and capital, and about supply and demand, as if these were impersonal and objective economic forces which left no room for human action. An exception was Jean-Baptiste, who invented the term 'entrepreneur', the person who sees opportunities to use resources in more productive ways. Entrepreneurs are people who are alert to so-far undiscovered profit opportunities. They perceive opportunities to commercialize new

technologies and products that will serve the market better than it is currently being served by their competitors. They are happy to risk their own or other people's capital. They are frequently unconventional, innovative people. But entrepreneurship isn't the same as management, and most managers aren't entrepreneurs. So, what's management? Well, it's essentially a matter of organizing people. Managers, especially senior managers, have to set objectives for their organization, and then work out how to achieve them. This is true of the managers of business enterprises, government departments, educational institutions, and sports teams, although for government services, universities and so on we usually talk about administrators and administration rather than managers and management. Managers analyse the activities of the organization and the relations among them. They divide the work into distinct activities and then into individual jobs. They select people to manage these activities and perform the jobs. And they often need to make the people responsible for performing individual jobs form effective teams. Managers have to be good at communication and motivation. They need to communicate the organization's objectives to the people responsible for attaining them. They have to motivate their staff to work well, to be productive, and to contribute something to the organization. They make decisions about pay and promotion. Managers also have to measure the performance of their staff, and to ensure that the objectives and performance targets set for the whole organization and for individual employees are reached. Furthermore, they have to train and develop their staff, so that their performance continues to improve. Some managers obviously perform these tasks better than others. Most achievements and failures in business are the achievements or failures of individual managers.

4. Work in pairs. Read the text again and find the manager's functions.

5. Divide the managerial functions, you have just listed, into four groups.

Planning:	Organizing:	Directing:	Controlling:
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

6.Dos and Don'ts

As a manager, you need to hold yourself in a high standard. Which of these are good actions for managers and which ones are not so good? Write Do or Don'ts before each one.

- 1._____plan your work and work your plan.
- 2._____manage by fear and intimidation.
- 3_____begin a plan without a specific goal.
- 4._____keep a positive attitude.
- 5._____give instructions, not orders.
- 6._____overdelegate.
- 7._____abdicate your responsibility for the outcomes of a goal.
- 8._____foster collaboration and teamwork.
- 9._____critize your staff in public.
- 10._____creat opportunities for people to succeed.
- 11._____empower subordinates with responsibility.
- 12._____fox the problem, not the blame.
- 13._____be dishonest when you have bad news to deliver.
- 14._____tune out an employee who is telling you something you don't want to hear.
- 15._____listen before you speak.

Work with your partner and make a list of Dos and Don'ts of managing people._____

7.SELF-ASSESSMENT QUIZ

How do you see yourself as a manager. Read each of the following statements and indicate whether you agree or disagree. Then check your score at the end.

1.I consider myself a good judge of character.

Agree

Disagree

2.I trust people to do the right thing.

Agree

Disagree

3.If someone comes to me with a problem at work, I take time to listen and offer help without being judgmental.

Agree

Disagree

4.When a co-worker doesn't understand something, I don't lose my patience.

Agree

Disagree

5.I think it is best not to be very close

friends with someone I manage.

Agree

Disagree

6.It is better to make the right decision than a popular one.

Agree

Disagree

7.I'm good at delegating work.

Agree

Disagree

8.I know how to motivate people.

Agree

Disagree

9.It is better to give instructions than orders.

Agree

Disagree

10.People would say I have integrity.

Agree

Disagree

Scoring. Give yourself 1 point for every question you answered "Agree" and 0 point for every question you answered "Disagree".

Analysis.

8-10 You have the potential to be an excellent manager of people.

5-7 You could use some work on people-management skills.

0-4 You have a lot more to learn if you want to effectively manage people.

8.Language PRACTICE. Adjectives. (See grammar reference). Put one suitable word in each space, beginning with the letter given.

- 1.Is William feeling any **better**.....today?
- 2.Everyone ate a lot, but Chris ate the m..... .
- 3.What's the l..... news about the situation in India?
- 4.I'd feel a lot h..... if you let me help
- 5.Graham has been sinking d..... into debt lately.
- 6.It's 35 degrees today! It must be the h..... day so far this year.
- 7.Only £45? Is that all? Oh well, it's b..... than nothing.
- 8.He had to wait a f..... two months before he got his promotion.
- 9.Ruth wore her b..... dress to her sister's wedding.
- 10.Harry has got over the w..... of this cold.

9.Write a composition 'Management in my every-day life'.

LESSON 5. OPERATIONS MANAGEMENT

1. In pairs discuss the following questions.

1. What is operation management?
2. What is the role of the Operation Manager?
3. What does operations management consist of?



2. These verbs have one initial meaning, but their usage is different. Match the verbs and the nouns to make word partners.

to manage

to run

to administrate

to rule

to lead

to supervise

business

country

people

company

3. Listen to the recording about operations management and define whether the statements are True or False.

1. Operations management redesigns business operations. _____
2. Operations management is not primarily concerned with planning, organizing and supervising. _____
3. The operations function requires management of both the strategic and day-to-day production of goods and services. _____
4. Operations strategy includes production planning and inventory control. _____

4.Listen again and complete the sentences with One or Two words.

Operations management is primarily concerned with planning, organizing and supervising in the contexts of production, 1..... or the provision of services. It is concerned with managing an entire production system which is the process that 2..... inputs (in the forms of raw materials, labor, and energy) into outputs (in the form of goods and/or services), or 3..... a product or services. Operations produce products, manage quality and 4..... service. Operation management covers sectors like 5..... systems, hospitals, companies, working with suppliers, customers, and using technology. Operations is one of the major functions in an organization along with supply chains, marketing, finance and 6.....

5. Comment on the following statements. Which of them do you agree with?

A manager should know where you are and what you're doing at all times during working hours.

A manager should not criticize or praise.

A manager should not interfere in disagreements between members of staff.

A manager should be available at all times to give staff advice and support.

A manager should keep distance from staff and not get involved in socializing outside work.

A manager should use polite language at all times.

A manager should work longer hours than the staff.

A manager should comment on the personal appearance of the staff.

A manager should not ask people to do things they are not prepared to do themselves.

6. Circle the correct word or phrase.

Production /Direct cost is a cost incurred by a business when manufacturing a good or producing a service. These costs combine raw material and labor. **Manufacturing /Direct** cost is an expense that can be traced directly to (or identified with) a specific cost center or cost object such as a department, process, or product. It is well-known that **Continuous /Flaw** production means the

manufacture of products requiring the sequential performance of different processes on a series of multiple machines receiving the material for manufacture through a closed channel. **Flow /Continuous** production is an activity that involves a continuous movement of items through the production process. This means that when one task is complete the next task must start immediately. Work in **progress/Semi-finished** products is material that has entered the production process but is not yet a finished product. Therefore, it refers to all materials and partly finished products that are at various stages of the production process. Production overheads/productivity - indirect expenses associated with processes used to produce a good or service. **Make on/Assemble-to-order** means manufacturing or assembly process geared to satisfy customer-requirements only upon receiving a customer's order. **An assembly line/Continuous** production is a manufacturing process in which parts are added as the semi-finished assembly moves from work station to workstation where the parts are added in sequence until the final assembly is produced.

7.Language PRACTICE. Comparative clauses. (See grammar reference).

Complete each sentence with the most suitable word or phrase .

1. I really think that apologizing is ... c..... you can do.

A not as much as **B** a little **C** the least **D** as far as

2.I can't stand this weather. It's getting.....

A more and more **B** worse and worse

C coldest and coldest **D** further and further

3.Although Brenda came last, everyone agreed she had..... her best.

A done **B** made **C** had **D** got

4.I wish Charles worked as hard as Mary.....

A did **B** can **C** will **D** does

5.The more you water this plant, theit will grow.

A best **B** tall **C** wetter **D** faster

6.From now on, we won't be able to go out as much as we.....

A were **B** had **C** used to **D** will

7. I've never owned..... Independent cat as this one!

A a more than **B** such an **C** a so **D** as much an

8.Brian has been working since he was promoted.....

A much harder **B** as harder **C** just as hardly **D** more hardly

9.I've been feeling..... tired lately, doctor.

A such a **B** the most **C** more and more **D** much

10.This exercise will give youpractice.

A farther **B** much more **C** as better **D** a lot

7.Case Study. Read the case and discuss the following questions in groups. Which operational decisions helped the company to innovate products? What practical steps did the management take to meet the consumers' requirements?

Design-to-Value Exercise Helps Company Innovate Products, Compete More Effectively Senior executives at a large, low-cost manufacturer of appliances and white goods were concerned about the sluggish performance of its household fan business. It had long been among the top local players in the company's home country, an emerging market, but was now losing domestic share in two important - and fiercely competitive - product categories. A stagnant product portfolio was partly to blame. The company had been focusing on operations and had neglected to revisit fan designs for a couple of years. Meanwhile, an innovative upstart, also from an emerging market, had begun competing with the manufacturer, both at home and in developed markets. The threat served as a wake-up call: establishing a stronger platform for growth, would require the company to step up its product development capabilities while maintaining - or even improving upon - its low-cost edge. The company started by conducting research to identify unmet needs among middle-income (and aspiring middle-income) families in emerging markets. As

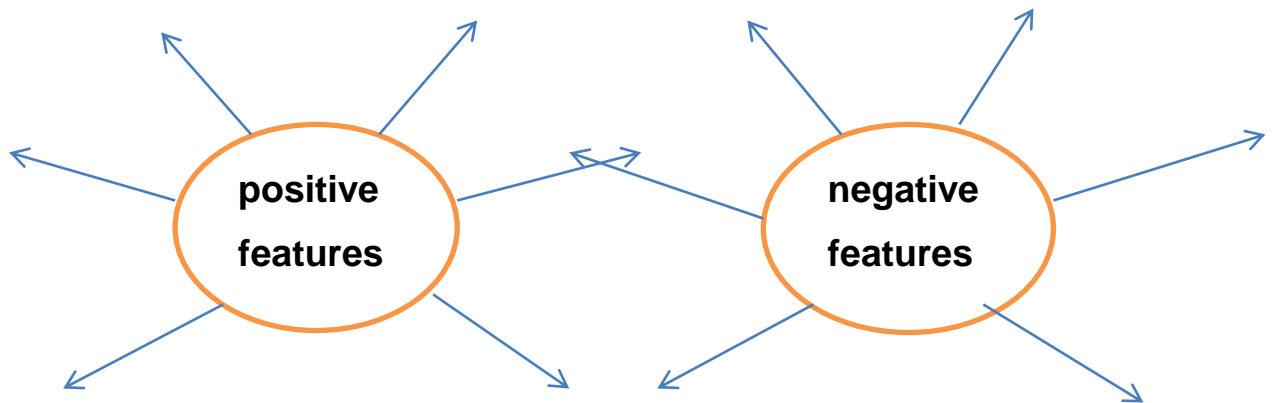
these approaches started generating concepts for new products, the company ran surveys that forced consumers to choose between various product features and price points and then used conjoint analysis to discern how much customers were willing to pay for various options. Its results were intriguing. For example, the ethnographers observed that urban middle-class aspirants hated how dirty the blades of ceiling fans became after prolonged use. Conjoint analysis showed that some consumers would pay a premium for models that were easier to clean. Similarly, the work identified profitable niches for fans with built-in, rechargeable batteries (in case of power outages), as well as portable models for families that wanted one fan to serve several household purposes. The company began pursuing these and other designs, including concepts tailored for consumers in developed countries. Next, the executives brought together a group of designers, purchasers, marketers, product engineers, and others to conduct a series of product teardowns involving the company's - and the competitors' - fans. By seeing how different models stacked up, the executives hoped to spark fresh thinking that would improve the new designs and to learn whether competing products had unexpected cost or technological advantages. The exercise helped the company to meet both its goals. Purchasers and product engineers, for instance, believed that the company was already striking the right balance between quality and price in its materials and components. Yet the teardown showed that as compared with competitors, the company was "overbuilding" its products significantly and that identical -or even better - product performance was possible at a lower cost if the team was willing to rethink its design approaches. Some of the resulting design changes were quite straightforward and even, in retrospect, obvious. Yet the team acknowledged that the new ideas did not click until the teardown, when the evidence was spread out on the table for discussion.

Come up with your solution of the situation described in the case.

LESSON 6. PRODUCTION

1. In pairs answer these questions.

1. What kind of products do you prefer to purchase? What are the main criteria for your choice?
2. Work with your partner and make a list of features (both positive and negative) that a product could have.



Innovation and Invention

verb	noun (uncountable)	noun (countable)	noun (person)
design: to make plans drawings for how something is to be made	design	a design	a designer
develop: to make a new idea successful, for example by making or improving a product	development	a development	a developer
innovate: to think of new ideas, methods, products, etc.	innovation	an innovation	an innovator
invent: to design and make something for the first time	invention	an invention	an inventor
-	technology: the practical or industrial use of scientific discoveries	a technology	a technologist

2. Match the expressions (1-6) with their meanings (a-f).

1 copyright infringement

2 intellectual property

3 patent application

4 proprietary information

5 royalty payment

6 licensing agreement

a) a payment to the owner of a design, or to an author

b) an arrangement between the owner of a design and someone else, allowing them to use the design for money

c) when someone uses another's text, pictures, etc. without permission

d) when an inventor asks the authorities to officially recognize an invention as his/her property

e) designs, ideas, etc. that belong to someone

f) the law relating to designs, ideas, etc. that belong to someone

1	2	3	4	5	6

3. Listen and complete the sentences.

1. It is the act of creating output, a good or service which has _____ and _____ to the utility of individuals.

2. The degree to which the needs are satisfied is often accepted as a _____ of economic well-being.

3. The most important forms of production are: _____ production, public production, _____ production.

4. The need satisfaction increases when the _____ of the commodities improves.

5. Economic well-being also increases due to the growth of _____.

6. Public production and household production are financed by the incomes generated in _____.

4.Listen again and write a short summary about production.

5.Read and answer the questions.

a) What is ‘product life cycle’? What stages does it have? What happens with a product during each stage?

b) Read the text and check your ideas.

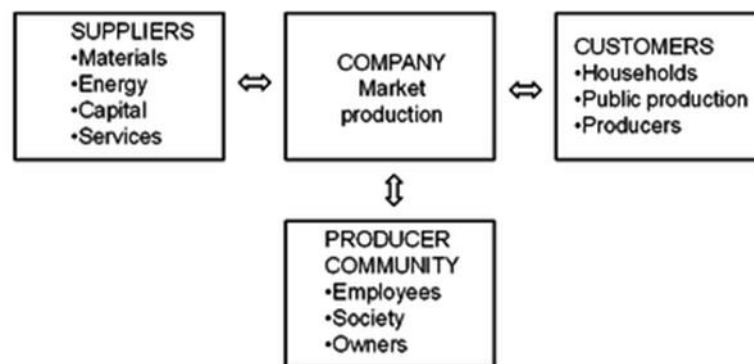
Product Life Cycles

The sales of most products change over time, in a recognizable pattern which contains distinct periods or stages. The standard life cycle includes introduction, growth, maturity and decline stages.

The introduction stage, following a product’s launch, generally involves slow growth. Only a few innovative people will buy it. There are probably no profits at this stage because of the heavy advertising, distribution and sales promotions expenses involved in introducing a product onto the market. Consumers must be made aware of the product’s existence and persuaded to buy it. Some producers will apply a market-skimming strategy, setting a high price in order to recover development costs. Others will employ a market penetration strategy, selling the product at as low a price as possible in order to attain a large market share. There is always a trade-off between high current profit and high market share.

During *the growth period*, ‘early adopters’ join the ‘innovators’ who were responsible for the first sales, so that sales rise quickly, producing profits. This generally enables the producer to benefit from economies of scale. Competitors will probably enter the market, usually making it necessary to reduce prices, but the competition will increase the market’s awareness and speed up the adoption process.

When the majority of potential buyers have tried or accepted a product, the market is saturated, and the product reaches its *maturity stage*. Sales will stabilize at the replacement purchase rate, or will only increase if the population increases. The marketing manager has to turn consumers' brand preference into brand loyalty. Most products available at any given time are in the maturity stage of the life cycle. This stage may last many years, and contain many ups and downs due to the use of a succession of marketing strategies and tactics. Product managers can attempt to convert non-users, search for new markets and market segments to enter, or try to stimulate increased usage by existing users. Alternatively they can attempt to improve product quality and to add new features, sizes or models' or simply to introduce periodic stylistic modifications. They can also modify the other elements of the marketing mix, and cut prices' increase advertising, undertake aggressive sales promotions' seek new distribution channels' and so on, although here additional sales generally come at the cost of reduced profits.



A product enters *the decline period* when it begins to be replaced by new ones, due to advances in technology, or to changes in fashions and tastes. When a product has clearly entered its decline stage, some manufacturers will abandon it in order to invest their resources in more profitable or innovative products. When some competitors choose to withdraw from a market those who remain will obviously gain a temporary increase in sales as customers switch to their product.

6. Read the text, and then decide whether the statements are True or False .

1. The introduction stage of a new product is not usually profitable. _____
2. During the introduction stage, marketers are trying to create brand preference. ____
3. A producer seeking maximum profits will apply a market-penetration. _____
4. The entry of competitors onto the market will make more consumer aware of the product and stimulate them to try it. _____
5. At the maturity stage, producers begin to benefit from scale. _____
6. The maturity stage is generally the longest. _____
7. Once the maturity stage is reached, marketers concentrate on finding new customers. _____
8. A product enters the decline stage when it begins to become obsolete. _____
9. A product can experience temporary sales increases during its decline stage. ____

7. Language PRACTICE. Indirect speech. (See grammar reference).

Underline the most suitable verb form in each sentence.

1. Helen asked me if I liked visiting old buildings.

'Do you like/ Did you like visiting old buildings?' asked Helen

2. Bill asked Mary if she had done anything the previous weekend.

'Have you done/ Did you do anything last weekend?'

3. The policeman asked me if the car belonged to me.

'Does/ Did this car belong to you?' asked the policeman .

4. Fiona asked me if I had seen her umbrella anywhere.

'Did you see/ Have you seen my umbrella anywhere?' asked Fiona

5. Joe asked Tina when she would get back.

'When will you get / have you got back?' asked Joe

6. Eddie asked Steve who he had been to the cinema with.

'Who did you go/ had you been to the cinema with?' asked Eddie.

7. My parents asked me what time I had got home the night before.

'What time did you get / have you got home last night?' my parents asked.

8. David asked a passer-by if it was the right road for Hastings .

'Is/ Was this the right road for Hastings?' asked David.

LESSON 7. MARKETING

1. In pairs discuss these questions.

1. What is marketing?
2. What does marketing include?
3. How do you understand “marketing”?

What is Marketing?

There are many different definitions of marketing. Which definition is right in your view? Give reasons for the most correct one.

- ‘The all-embracing function that links the business with customer needs and wants in order to get the right product to the right place at the right time’
- ‘The achievement of corporate goals through meeting and exceeding customer needs better than the competition’
- ‘The management process that identifies, anticipates and supplies customer requirements efficiently and profitably’
- ‘Marketing may be defined as a set of human activities directed at facilitating and consummating exchanges’



In short, all definitions are right. They all try to embody the essence of marketing:

2. Study the meaning of the following words:

1. appraise (v) – fix a price for smth, say what smth is worth;
2. appreciate (v) – judge rightly the value of smth; put a high value of smth;
3. calculate (v) – find out by working with numbers;
4. estimate (v) – form a judgement about, calculate;

5. evaluate (v) – find out, decide, the amount or value of smth.

3.Listen to a part of an interview with Bobur Babayev, Vice President, Marketing, at Pearson Education, talking about successful marketing.

Interviewer: What is the difference between marketing and selling?

Bobur: Selling begins when a product or service becomes available for consumption or use. This function covers retailers' awareness and confidence on the product and cultivating customer advocacy for the maker of the product or service.

Marketing, on the other hand, is much broader in scope and starts long before the selling process takes place. It covers everything about the market, the consumer, and the brand.

Interviewer: Bobur, what is the key to successful marketing?

Bobur: Well, the key to successful marketing involves many different things. Most people would say successful marketing is just a good creative campaign. Some people would go further than that and say it involves many good marketing communications: reaching the right people, clear marketing messages and working well with sales teams to get the right sales channels.

But the most common definition of marketing is just two words: customer orientation. What does that actually mean though? It really means four things: producing what customers want, when they want it, at the right price and in a way that's profitable for the company, and I believe in that definition very strongly.

Interviewer: What makes a successful marketing manager?

Bobur: To be successful marketing manager you must:

- Have the effective sales skills.
- Fill your work with passion.
- Master the corporate balancing act.
- Understand your domains.
- Enough experience to understand what a given project may typically cost, is able to prepare a budget.

4.Listen again and make a Role play on this interview.

5. Match the words in column A with their synonyms in column B:

A	B
1) identify	a) commodity
2) item	b) producer
3) product	c) buyer/client
4) manufacturer	d) estimate
5) customer	e) article

6. Read the text and answer the following questions.

1. What is marketing?
2. What does marketing strategy include?
3. What are the functions of a marketing manager?
4. What is a marketing mix?
5. How were the important elements of the marketing mix defined?
6. Tell about the four Ps.
7. What does product mean for marketing?
8. What is a key activity in any modern business?

What is marketing?

Marketing is the process of studying wants and needs and satisfying them by exchanging goods and services; this results in satisfied buyers and creates profits for sellers.

Nowadays, general marketing strategy includes such essential elements as planning, market research, new product development, sale and the so-called communications mix which comprises advertising, public relations, direct mail and special events such as product shows, conferences and exhibitions.

An essential part of marketing is **marketing research**. The object of it is to find out what consumers want and advise producers the standard of quality, style of packaging, choice of brand name and general design of the products.

To maintain some control over the marketing functions in a firm, many businesses have created a position called marketing manager.

A marketing manager plans and executes the conception, pricing, promotion, and distribution of ideas, goods and services to create exchanges that satisfy individual and organizational goals.

When developing programs to satisfy markets wants and needs marketing managers work with several variables known as the marketing mix. **A marketing mix** is the strategic combination of product decisions on packaging, pricing, distribution, credit, branding, service, complaint handling, and other marketing activities.

Traditionally the important elements of the marketing mix are defined as the four **P's**:

Product (quality, product range, and packaging);

Place (where product is available and how it is distributed)

Promotion (how the potential consumers should be reached and how the company should push its products);

Price (the cost to the buyer of goods and services; credit, retail margins).

Implementation of marketing concept begins and ends with marketing information about customers — first to determine what customers need, and later to evaluate how well the firm is meeting those needs.

Marketing really means nothing if we don't have the product that appeals to people. Product development, then, is a key activity in any modern business.

From a marketing viewpoint a product is not just the physical good or service. A product consists of all the tangibles and intangibles that consumers evaluate when deciding whether or not to buy something. Thus a product is a washing machine, car, or bottle of Cola, but the product also consists of: price, package, store surroundings, image created by advertising, guarantee, reputation of the producer, brand name, service, buyers' past experience. When people buy a product, they evaluate all these things and compare products in all these dimensions.

7.Fill in the gaps using the words given below. Some words are to be used twice:

Words for reference: customers; needs; place; price; product; profit.

1. Marketing is concerned with getting the right ... to the right ... at the right ...
2. Marketing is about meeting customer ... at a
3. Marketing makes it easier for ... to do business with you.

8. Language PRACTICE. Reported speech. (See grammar reference). Put the correct form of one of the verbs in the box into each space .

Admit apologize ~~deny~~ offer remind advise confess suggest accuse

1. 'No, it's not true, I didn't steal the money! '

Jean denied stealing the money /that she had stolen the money

2. 'Why don't we go to the cinema this evening? '

Peter going to the cinema / that they went to the cinema.

3. 'I've broken your pen. I'm awfully sorry, Jack '

David..... for breaking Jack's pen.

4. 'Don't forget to post my letter, will you, Sue? '

DianaSue to post her letter .

5. 'Let me carry your bag, John.'

Harry..... to carry John's bag.

6. "All right, it's true, I was nervous"

The leading actorto being nervous/ that he had been nervous.

7. "If I were you, Bill, I'd buy a mountain bike."

Stephen.Bill to buy a mountain bike.

8. "You murdered Lord Grand, didn't you, Mr Burns!"

The inspector..... Mr Burns of murdering Lord Grand.

9. "It was me who stole the money" said Jim .

Jim to stealing the money .

9. Read the interviews of four consumers talking about different products. Decide which of the four Ps each speaker is discussing: product, price, promotion or place.

A I really wanted it. But when I tried to buy it, I just couldn't get it anywhere. My friend heard that it was in one shop and he queued up for ages, but they'd run out by lunch time.

B The company held a party on a river boat to launch their new campaign. It was absolutely fantastic. We also got a free gift at the end.

C The shoes were really expensive but definitely worth it. I think the fact that they are so expensive really distinguishes them from the competition.

D I've had this briefcase for 20 years and it still looks good. The material is high quality and long-lasting.

Think of some products you have bought recently. Why did you buy them?

Which of the four Ps influenced your decision to buy?

10. Use the following tips to make notes on the four Ps of one of your company's products or services. Then use your notes to give a short presentation of the product or service to the class.

Product: What are the important aspects of your product? Why do people want to buy your product?

Price: What factors affect your price?

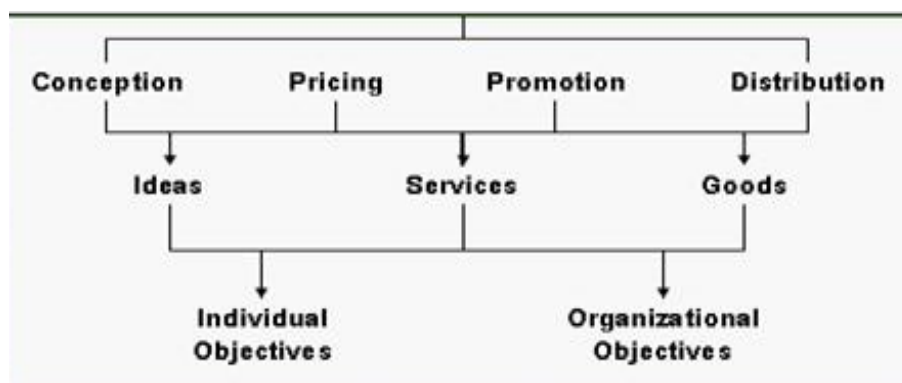
Placement: When and where is your product available to customers?

Promotion: List the ways in which you reach customers. What are your contact points?

LESSON 8. DISTRIBUTION AND PROMOTION

1. In pairs discuss the following questions.

1. What do you know about distribution and promotion?
2. What channels of distribution do you know?
3. What types of promotion do you know? With your partner describe this diagram.



2. Match the words from A with one from B to make word combinations.

- | | |
|-------------|--------------|
| 1. sale | a. centre |
| 2. shopping | b. account |
| 3. bargain | c. liability |
| 4. stock | d. executive |
| 5. product | e. price |
| 6. money | f. hunter |
| 7. account | g. order |

3. You are going to listen about some functions of distribution channels. Listen and complete the table.

Functions of distribution channels (in a few words)
1.
2.
3.
4.
5.
6.
7.
8.

4.Listen again and choose the best answer.

1.A thorough study of the market is really.....

- a.profitable
- b. important
- c.effective

2.The distribution channels is also..... for promoting the product.

- a.responsible
- b.representive
- c.reproductive

3.Discuss price and other offers related to the product as per the..... demand.

- a.market
- b.buyer
- c.seller

4.Providing to the financial requirements for the smooth working of the..... chain.

- a.disturbing
- b.distribute
- c.distribution

5.Read the text and then decide which of the three summaries on the next page most fully and accurately expresses its main ideas.

Promotional Tools

Marketing is often defined as a matter of identifying consumer needs and developing the goods and services that satisfy them. This involves developing the right product, pricing it attractively, and making it available to the target customers, by persuading distributors and retailers to stock it. There are generally several stages involved in a consumer's decision to buy a new product. A well-known acronym for this process is AIDA, standing for Attention, Interest, Desire, and Action. According to the familiar '4 Ps' formulation of the marketing mix - product, price, place and promotion - attracting attention, arousing interest and persuading the consumer to act are all part of promotion. Marketing textbooks

conventionally distinguish four basic promotional tools: advertising, sales promotion, public relations, and personal selling, which together make up the marketing communications mix.

For consumer goods, the most important tool is generally advertising. Advertising is often combined with sales promotions, such as free samples, coupons and competitions. For industrial goods, particularly specialized ones, the most important tool is often personal selling. Sales reps can build up relationships with company buyers, and can be very useful in persuading them to choose a particular product. The fourth promotional tool is public relations (frequently abbreviated as PR): activities designed to improve or maintain or protect a company's or a product's image. Public relations includes things like company publications, most notably the annual report, sponsorship, community relations programmes, the lobbying of politicians, and the creation of news stories, all designed to get publicity for the company or a particular product. Companies often attempt to place information in news media to draw attention to a product or service. Quite apart from financial considerations, the advantage of publicity is that it is generally more likely to be read and believed than advertising. It can have a great impact on public awareness that could not even be achieved by a massive amount of advertising. Within the limits of their budget, marketers have to find the optimal communications mix of advertising, sales promotion, personal selling, and publicity, without neglecting the other elements of the marketing mix, i.e. the possibility of improving the product, lowering its price, or distributing it differently.

First Summary

Marketing involves making a good, cheap product and convincing customers to buy it by way of a good communications mix. For consumer goods' this is generally done with advertising and sales promotions. For specialised industrial goods, this is done by personal selling. Publicity, such as favourable mentions of a company's products in news media, is also useful.

Second Summary

Marketing involves four basic elements: advertising, sales promotion, public relations, and personal selling. The first three of these are used for consumer goods, the last for industrial goods. These tools, along with product improvement, price reductions, and distribution channel innovations, makeup the communications mix.

Third Summary

Marketing involves producing the right product, pricing it attractively, making it available to potential customers, and promoting it. With consumer goods, this largely involves advertising and sales promotions. For industrial goods, personal selling is often more important. Publicity is also a useful tool as it is cheaper and generally more credible than advertising. Marketers have to combine these tools to create the best possible communications mix.

6.Look through the text again and answer the questions.

1. What are the main four groups of promotional tools?
2. What does the acronym AIDA stand for?
3. What does '4Ps' mean?
4. What type of products is the personal selling used?
5. What is the difference between PR and publicity?

7.Classify the following 28 terms into four groups, according to which of the four major communications or promotional tools they belong to.

annual reports	leaflets
billboards or hoardings	lobbying
brochures or booklets	mailings
catalogues	packaging
commercials	point-of-purchase displays
community relations	posters
company publications	price reductions
competitions and contests	print ads
couponing sales	presentations

demonstrations	sales reps
donations to charity	samples
free gifts	sponsorship
free trials	symbols and logos
telemarketing	trade fairs and shows

Advertising	Sales promotions	Public relations	Personal selling
.....
.....
.....
.....

8. Language PRACTICE. Collocations. (See grammar reference).

Complete each sentence with a word from the box. Each word is used several times

do have take make give

1. Take one of these pills three times a day before meals.
2. All the dishes on the menu look good, but I think I'll.....the fish.
3. Can I a suggestion? Why don't we have the party on a different day
4. He said he wouldme a lift to the airport.
5. I can't stand hot and stuffy rooms. Theyme a headache
6. I don't usually.....well in mathematics, but I'm quite good at English.
7. I like babysitting, although the children always..... such a mess.
8. I wonder if they have that dress in my size? I..... a size 10.
9. I'll everything I can to help.
10. I'm sorry, I..... absolutely no idea.
- 11 In your revision you should.. priority to tenses.
12. It doesn't matter if you don't win. Just..... your best.

WRITING.The company you work for faced the problem of an inefficient customer service. You were asked to analyze the situation (what do the customers complain about?) and give the recommendations how the service could be improved. Write a report to present your ideas. Follow the structure of a report.

A report should be well organized with information presented in a logical order.

Structure of a report:

- Title
- Introduction
- Findings
- Conclusions
- Recommendations

Introduction usually includes:

- who asked for the report
- why the report is being written
- the purpose of the report

The introduction sometimes contains the *Procedure* – where/how you got the information.

Findings are the facts you discovered.

Conclusions are what you think about the facts and how you interpret them.

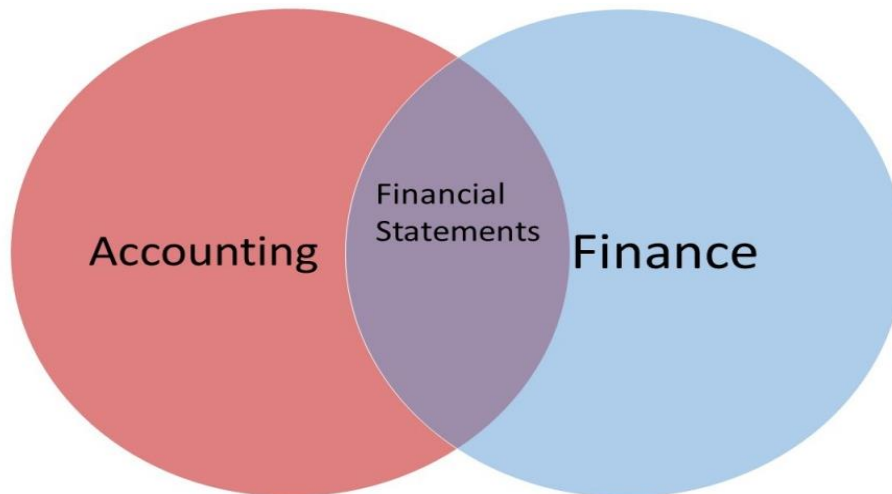
Recommendations are practical suggestions as to what should be done to solve the problem, remedy the situation.

LESSON 9.

ACCOUNTING AND FINANCIAL STATEMENTS

1. In pairs discuss these questions.

1. What is accounting and why is it necessary?
2. How do you explain financial statements?
3. What are the objectives of financial statements?



2. Match the words with their definitions.

1.	Account	a. a person whose job is to inspect or keep accounts.					
2.	Accountant	b. a document that lists goods that have been supplied or services that have been done, and says how much money you owe for them.					
3.	Audit	c. a person who carries out an audit					
4.	Auditor	d. when sales reach a level where revenue match costs, a company or product breaks even.					
5.	A balance sheet	e. a detailed record of all the money that a person receives and spends.					
6.	An invoice	f. a written statement of the amount of money & property that a company or person has, including amounts of money that are owed or are owing.					
7.	Break-even	g. all the money a company owes to other companies for goods or services received					
8.	Accounts payable	h. the inspection of an organization's annual accounts					
1	2	3	4	5	6	7	8

3.Listen and correct the sentences.

1.Accounting is not the backbone of any organization and offers a wide number of attractive careers within it.

2.Other roles include the payroll clerk irresponsible for processing staff salaries and the tax which occurs from them.

3.A good accountants team actually works to save the company money by minimizing the tax payable.

4.Often the majority of the work in these smaller practices is done by bookers.

5. Auditor's job is to sure that the accounts were done in the correct way and that everything was accounted for.

6. Working as an audit is very different from other accountancy work as there is no routine.

4.Read the text and focus on the main types of financial statements. Speak on:

1. The difference between historical cost accounting and current cost accounting.
2. The main business statements.

In accounting, it is always assumed that a business is a going concern, i.e. that it will continue indefinitely into the future, which means that the current market value of its fixed assets is irrelevant, as they are not for sale. Consequently, the most common accounting system is *historical cost accounting*, which records assets at their original purchase price, minus accumulated depreciation charges. In times of inflation, this understates the value of appreciating assets such as land, but overstates profits as it does not record the replacement cost of plant or stock or inventory . The value of a business's assets under historical cost accounting – purchase price minus depreciation - is known as its net book value. Countries with

persistently high inflation often prefer to use *current cost or replacement cost accounting*, which values assets (and related expenses like depreciation) at the price that would have to be paid to replace them (or to buy a more modern equivalent) today. Company law specifies that shareholders or stockholders must be given certain financial information. Companies generally include three financial statements in their annual reports. The *profit and loss account* or *income statement* shows revenue or earnings or income and expenditure. It usually gives figures for total sales or turnover, and costs and overheads or overhead. The first figure should obviously be higher than the second, i.e. there should be a profit. Part of the profit goes to the government in taxation, part is usually distributed to shareholders (stockholders) as a dividend, and part is retained by the company.

The *balance sheet* shows a company's financial situation on a particular date, generally the last day of the financial year. It lists the company's assets, its liabilities, and shareholders' (stockholders') funds. A business's assets include *debtors or accounts receivable* as it is assumed that these will be paid. Liabilities include *creditors or accounts payable*, as these will have to be paid. Negative items on financial statements, such as creditors, taxation, and dividends paid, are usually enclosed in brackets.

In accordance with the principle of *double-entry bookkeeping* (that all transactions are entered as a credit in one account and as a debit in another), the basic *accounting equation* is $\text{Assets} = \text{Liabilities} + \text{Owners' (or Shareholders') Equity}$. This can be rewritten as $\text{Assets} - \text{Liabilities} = \text{Owners' Equity or Net Assets}$. This includes share capital (money received from the issue of shares), share premium or paid-in surplus (any money realized by selling shares at above their nominal value), and the company's reserves, including the year's retained profits. Shareholders' equity or net assets are generally less than a company's market capitalization (the total value of its shares at any given moment, i.e. the number of shares times their market price), because net assets do not record items such as goodwill.

5. Complete the following sentences using the text given above.

1. Companies record their fixed assets at historical cost because ...
2. Historical cost accounting usually under estimates, . . .
3. Countries with a regularly high rate of ...
4. Company profits are usually split, ...
5. Double-entry bookkeeping requires that ...
6. A company's net assets consist of...
7. A company's stock market capitalization ...
8. Flows of cash both in and out of the company ...

6. Find words or phrases that correspond with the definitions below.

takeover bid, stockbroking, loan, capital, stocks or shares, bonds, merger, portfolio, bankrupt, returns, deposits, deregulation.

1. Money placed in a bank - _____
2. A sum of money borrowed from a bank- _____
3. The money invested in a business- _____
4. Certificates representing part-ownership of a company- _____
5. Certificates of debt issued by governments or companies to raise money- _____
6. When one company combines with another one- _____
7. When one company offer to buy or acquire another one- _____
8. Buying and selling stocks or shares for clients- _____
9. All the investments owned by an individual or organization- _____
11. Unable to pay debts or continue to do business- _____
10. The profits made on investments- _____
12. The ending or relaxing of legal restrictions- _____

7. Language PRACTICE. Phrasal verbs. (See grammar reference). Complete each sentence with the most suitable word or phrase.

1. The weather was fine, and everyone was ...B..... the coast.
A going in for B making for C joining in D seeing about
2. How much money do you manage to.....
A come into B go in for C deal with D live on
3. There isn't any sugar, I'm afraid. You'll have to.
A run out B put up with C do without D make for

4. I was passing their house, so I Claire and Michael .
A. dropped in on B. came up with C. got on with D. ran into
5. I don't really..... winter sports very much.
A. deal with B. face up to C. go in for D. get round to
6. Losing my job was a great shock, but I think I'mit.
A. seeing to B. putting up with C. standing for D. getting over
7. Sheila's gone tohaving a new phone installed.
A. see about B. deal with C. get round to D. ask after
8. I've had to..... a lot of insulting behaviour from you!
A. look down on B. put up with C. stand up for D. get on with
9. The hotel was terrible, but the wonderful beach our disappointment.
A. got over B. faced up to C. saw to D. made up for
10. Jack has decided to the time he spends watching television .
A. run out of B. see to C. cut down on D. come up with

Writing an e-mail.

Writing e-mails is very essential nowadays. More and more people communicate online, e-mailing is considered as one of the most effective ways of communication. Mostly business people, office workers, students exchange e-mails for the business and personal purposes. Here are some ideas about writing e-mails. What should the writer include and avoid in the piece of writing.

Compare and discuss two samples of e-mail letter writings.

Subject: Hello! Hi Jack!!! My name's Sevara and I'M FROM TASHKENT!!! I bet you haven't had students from here B4 ;-) ;-) That's probably coz we're so amazing at languages, that we don't need any extra help? except me – I need all the help I can get!! FYI: the problem really started when I was in primary school, and my parents, who had been arguing non-stop since I was a little baby, got divorced and decided that I should be adopted as they couldn't decide who should have custody of me. If I had been in their situation, I think I probably wouldn't have

known either!! Anyway, this was all a bit traumatic, so all my school subjects suffered, especially English. HAHAAHAAA ONLY JOKING!!!! :-)) (Actually, don't tell anyone, but I'm actually quite a good student? but if anyone found out, my reputation would be ruined, so shhhhhh!) BTW do u do courses for uni students? How many lessons/week? Is there any extra stuff after school, SO I CAN MEET SOME COOL PEOPLE? How about trips? Give me all the info you can, man. Sevara (although all my mates call me Sevai!!)

Dear Mr Jones, I'm a university student from Tashkent and I'm writing to get some information about your language courses this summer. I've got a few questions:

1. Do you do a course for university students, which helps them with their essay writing skills?
2. How many hours a week are the courses?
3. What sort of accommodation do you offer?
4. What after-school activities are there?
5. Do you do any trips to other towns in the UK?

I'm hoping to come over in June, so if you can get back to me as soon as possible.

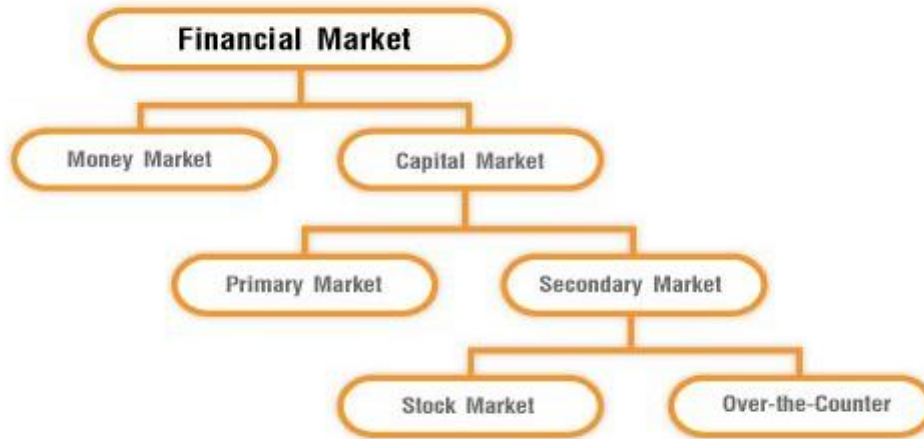
Write an e mail to the course enrollment "How to become an accountant " which is organized by the authority of Accounting centre.

- Give personal information
- Ask about starting date/time/fees/course duration
- What courses are you aimed to attend/requirements
- Qualification and certification etc.

LESSON 10. FINANCIAL MARKET

1. In pairs discuss these questions.

1. What are the types of financial markets?



2. What are the characteristics of financial market?

3. What is the main function of financial markets?

2. Find words or phrases that correspond with the definitions below.

Investment put option bull market financial intermediary prospectus financial system mutual fund coupon rate diversification bear market

1. the act of redirecting resources from being consumed today so that they may create benefits in the future; the use of assets to earn income or profit.....
2. the system that allows the transfer of money between savers and borrowers....
3. institution that helps channel funds from savers to borrowers.....
4. fund that pools the savings of many individuals and invests this money in a variety of stocks, bonds, and other financial assets.....
5. spreading out investments to reduce risk.....
6. an investment report to potential investors.....
7. the interest rate that a bond issuer will pay to a bondholder.....
8. the option to sell shares of stock at a specified time in the future.....
9. a steady rise in the stock market over a period of time.....
10. a steady drop in the stock market over a period of time.....

3.Listen to an extract from a specialist about financial markets. Write three important functions of financial markets.

1. _____

2. _____

3. _____

4.Listen again and complete these extracts with ONE or TWO words.

1.Financial markets play a key role in the economy by stimulating growth influencing economic performance of the actors, affecting _____.

2.Well organized financial markets seem to be remarkably efficient in _____.

3.Investors can readily sell their _____ through the mechanism of financial markets.

4. Information costs refer to costs incurred in evaluating the _____ merits of financial assets.



5. Read the paragraphs and match them with the headings.

1. Financial markets help to provide liquidity
2. Financial markets help to finance the economy
3. Financial markets, a communication tool
4. Financial markets, a protective instrument

A. Financial markets allows companies to finance themselves by raising capital, either by issuing bonds (debt securities) or shares (titles of property). This allows them to finance business growth and their projects, by having access to long-term finance, rather than short term finance such as bank loans. For investors (whether individual savers, institutions, banks, etc.), financial markets offer the opportunity to invest capital in exchange for a return called a "dividend", and the prospect of added value if their assets appreciate. In summary, financial markets put companies that need money in contact with players who have funds to invest.

B. Financial markets are places where supply meets demand, and therefore they offer a significant level of liquidity. They are the reference markets for international investors to invest their capital: each day buyers and sellers throughout the world carry out their transactions. It is this high level of liquidity which benefits both companies and cities, because it is an indispensable means of funding, offering extensive output.

C. Financial markets allow all investors in the market to protect themselves against a multitude of risks (currency risk, interest rate risk, risk of price reductions, etc.), in particular through derivatives. For example, businesses use currency SWAPs to protect themselves against exchange risks, or interest rate SWAPs to protect themselves against the interest rate risk. Other derivatives such as futures, options or forward contracts are used as part of risk management, whether it is banks managing their exposure or companies protecting themselves against the price variations in the raw materials they need for their business (oil for an airline for example).

D. Multinationals now use financial markets as a communication tool, especially through advertising effects. Although the majority of market players use

financial markets for the traditional function of raising funds, large global companies such as Google and Facebook use them to impress the competition. Indeed, Facebook's initial public entry offering created a lot of talk, a story that certainly made even the most hesitant about new communication techniques aware of this company's strength. The respective takeovers of Tumbler and Instagram by Yahoo and Facebook, for overvalued prices, was primarily a communication strategy to impress market players and spread their financial power.

6. Read the text and define whether the statements are True or False.

1. For investors financial markets don't give the opportunity to invest capital in exchange for a return called a "dividend"._____
2. Financial markets put companies that need money in contact with players who have funds to invest._____
3. Financial markets are places where supply meets demand, and therefore they offer a significant level of liquidity._____
4. Financial markets don't let all investors in the market to protect themselves against a multitude of risks._____
5. Multinationals never use financial markets as a communication tool, especially through advertising effects._____
6. Social network was primarily a communication strategy to impress market players and spread their financial power._____

7. Language PRACTICE. Modal verbs: Present and Future. (See grammar reference).

a) Underline the most suitable word or phrase in each sentence.

1. We can't be lost. *It isn't allowed / I don't believe it.*
2. Jane is bound to be late. *She always is / She must be.*
3. Late-comers are to report to the main office. *It's a good idea / It's the rule.*
4. You don't have to stay unless *i t's necessary / if you don't want to.*
5. Astronauts must feel afraid sometimes. *They're supposed to / It's only natural .*
6. You can't come in here. *It isn't allowed / I don't believe it.*

b) Complete each sentence so that it contains *might, might not, must, mustn't, can* or *can't*. More than one answer may be possible

1. Don't stand up in the boat! You mightfall in the river!
2. Sue says she's stuck in traffic and she..... be late.
3. You reallystart spending more time on your work.
4. Tell Peter he..... stay the night here if he wants to.
5. That's a really stupid idea! You..... be serious, surely!
6. You..... realize it, but this is very important to me.
7. Don't be silly. You..... expect me to believe you!
8. We're not sure but we..... go to Prague for Christmas this year.

8. Writing. Make a report

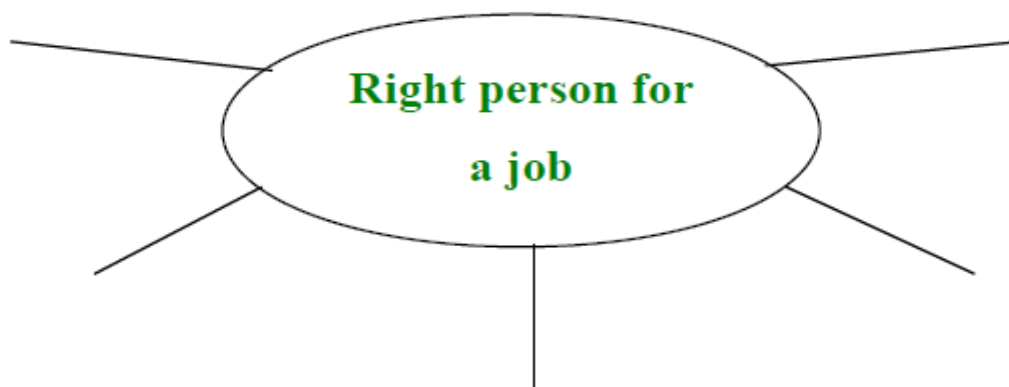
The aim of this Activity is to investigate one business and to try to analyse its current position, as well as suggest some future strategic direction that the company could take. You should try to utilize the various methods at your disposal for carrying out the analysis - it could, for example, be a SWOT analysis or you could choose to analyze the company's current mission statement and corporate culture. Key issues to think about will be:

1. What is their current market position?
2. Who are their key target markets?
3. Who is their main competition?
4. What key trends are going to affect the business in the coming years?
5. Will the business still be in existence in ten years time? If so, in what form?

LESSON 11.HUMAN RESOURCES

1.In pairs discuss these questions.

- 1.What is human resource in simple words?
- 2.What are Human Resources examples? Brainstorm ideas how to find right person for a job. Complete a mind-map.



3.Read the information below. Translate the sentences with the words in bold.

The process of finding people for particular jobs is **recruitment**, or **hiring**. Someone who has been recruited is a **recruit**, or in American English, a **hire**. The company **employs** or **hires** them, they **join** the company. A company may recruit employees directly or use outside recruiters, **recruitment agencies** or **employment agencies**. Outside specialists called **headhunters** may be called on to **headhunt** people for very important jobs, persuading them to leave the organizations they already work for. This process is called **headhunting**. Managers found in this way are **headhunted**. Executives may be persuaded to move company by the promise of a **golden hello**: a large sum of money or some other **financial enticement** offered by the company they move to.

2.Match the verbs 1 to 6 to the nouns a) to f) to make word partnerships.

- | | |
|-----------------|-----------------------|
| 1. to train | a) a vacancy / post |
| 2. to shortlist | b) an interview panel |
| 3. to advertise | c) the candidates |
| 4. to assemble | d) references |
| 5. to make | e) new staff |
| 6. to check | f) a job offer |

Now decide on a possible order for the events above from the employer's point of view.

3. Read the talk of consultant about the recruitment process to check your answers.

Well, what usually happens is that an employer will advertise a vacancy or new post – sometimes both inside and outside the company. Then, after they have received all the applications, they shortlist the candidates, choosing those who appear to meet their criteria. Next, they will assemble an interview panel and call the candidates to an interview. Some employers choose to check references at this stage to avoid delays later, while others wait until after the interview when they have chosen one of the candidates. Provided the panel are happy, the employer will make a job offer and the successful candidate starts work. Often they attend induction sessions or are given a mentor who helps to train new staff.



4. You will hear the interview given by David Smyth, the Personnel Manager of a major European insurance company, answering questions about the way he selects candidates. In the first extract he talks about the four points listed below. Listen and number them in the order in which he mentions them.

- 1** the mistakes a candidate can make in an interview
- 2** the qualities a candidate must have
- 3** his advice to interviewees
- 4** the kinds of things a candidate is expected to know

5.Listen again and choose the best answer.

1. It is important that the guy has a good.....

- a. manner
- b. temper
- c. skill

2. He expects the person concerned to have a fairly good knowledge of.....

- a. what salary he expects
- b. what the company performs
- c. what the colleague knows

3. According to the personal Manager how many items are very important?

- a. two
- b. three
- c. four

4.What is his 3 advice? Put them in order.

- a. relationship, right question, listen
- b. right question, relationship, listen
- c. listen, right question, relationship

6. Read the two case studies below and answer these questions.

- 1 What job did the men do?
- 2 Why were their employers upset?
- 3 Who apologized? Who accepted the change?
- 4 Who intends to sue his employer? Why?

Case 1

John Humphries aged 62, is a lorry driver who is proud of being well-dressed for work. However, his employer told him that he must not come to work in a collar and tie to drive his 17-tonne lorry. If he did so, he faced the sack. When working, Mr Humphries, an ex-Royal Airforce man, wore dark blue trousers, a light blue shirt, and a red and grey striped tie. He felt he looked smart and impressed the customers. 'If you present yourself properly, you look good and get respect,' he said. Mr Humphries' employers were not impressed when he refused to give up his

collar and tie. They wanted him to conform to the company's new image of casual clothing such as T-shirts or sweat shirts. They even threatened to dismiss him if he didn't accept their new dress code. Union officials advise him to accept the change and follow the company's policy. He agreed.

Case 2

Yoshiaki Nishiura, a 25-year-old lorry driver from western Japan, was sacked because he dyed his hair brown. (This is a popular fashion with a growing number of young Japanese.) Although he apologised and dyed it back again, he was still fired. His employer, Mr Yamago, believed that behaviour like Mr Nishiura's undermined discipline and corrupted morale. He blamed it on American influence. 'We need drivers to maintain a professional appearance to make a good impression,' he said. A Japanese journalist said, 'Japanese firms expect all employees to look the same and think the same.' When you enter a company, you sign away your human rights.' Mr Nishiura is going to sue his employer for unfair dismissal.

Discuss these questions

1. What do you think of:
 - a) the employers' decisions?
 - b) the employees' reactions?
2. How important is your personal appearance at work? Think about formal clothing, uniforms, men with earrings, and tattoos, etc.

7. Language PRACTICE. Modal verbs: Past. (See grammar reference).

Rewrite each sentence so that it contains *can't*, *might*, *must*, *should* or *needn't*.

1. I'm sure that David took your books by mistake.

David must have taken your books by mistake

2. It was a mistake to park outside the police station.

.....

3. It was unnecessary for you to clean the floor.

.....

4. I'm sure that Liz hasn't met Harry before.

.....

5. Heather possibly hasn't left yet.

.....

6. I'm sure they haven't eaten all the food. It's not possible!

.....

7. Jack is supposed to have arrived half an hour ago.

.....

8. Perhaps Pam and Tim decided not to come.

.....

9. I think it was the cat that took the fish from the table!

.....

10. It was a waste of time worrying, after all!

.....

8. Match the adjectives in column A to the nouns in column

growing

dismissal

human

appearance

company

number

professional

rights

good

discipline

unfair

impression

9. Now complete these sentences with word partnerships from the list.

1. It is important to make a at an interview by dressing appropriately.

2. In a case of, an employee may sue a company to get their job back or to receive financial compensation.

3. A of firms realize that their employees' appearance is important. Therefore, many companies are introducing dress codes for their staff.

4. If a management allows staff to be absent from work without reason, this will affect

5. When dealing with customers directly, it is important to have a

6. Some people say that being able to go on strike and having a minimum wage are basic

10. Complete the text using words or phrases from the box.

curriculum vitae (CV) / resume	probationary period	interview
application form	psychometric test	covering letter

These days many applicants submit their1 speculatively to companies they would like to work for. In other words, they do not apply for an advertised job but hope the employer will be interested enough to keep their CV on file and contact them when they have a vacancy. When replying to an advertisement, candidates often fill in a / an2 and write a / an3. The employer will then invite the best candidates to attend a / an4. Sometimes candidates will take a / an5 before the interview to assess their mental ability and reasoning skills. These days it is normal for successful candidates to have to work a / an6 in a company. This is usually three or six months; after that they are offered a permanent post.

11. Writing.

a) Which of these words would you use to describe yourself in a work or study situation? Add any other useful words.

- motivated • confident • reliable • proud • dedicated • loyal
- determined • charismatic • honest • adaptable • resourceful • meticulous

b) Compare your answers with a partner. Which of the qualities do you think are the most important to be successful in a job? Why?

LESSON 12.

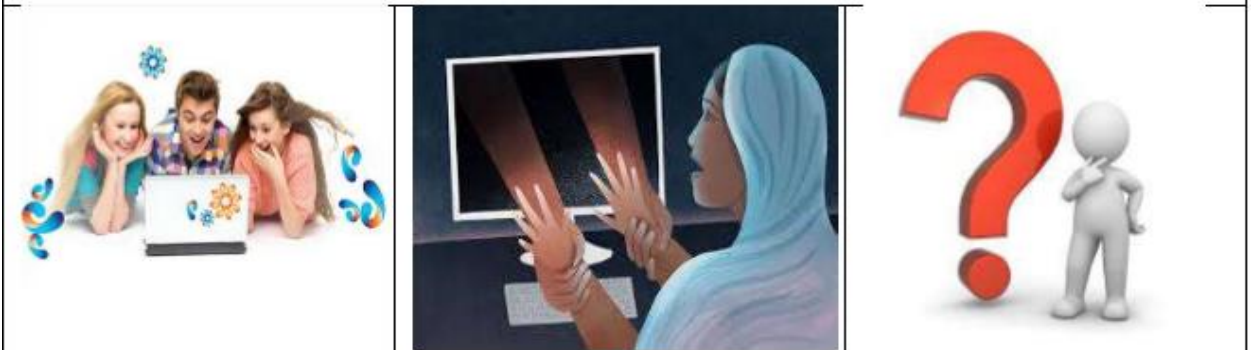
INFORMATION COMMUNICATION TECHNOLOGIES

1. Discuss in groups.

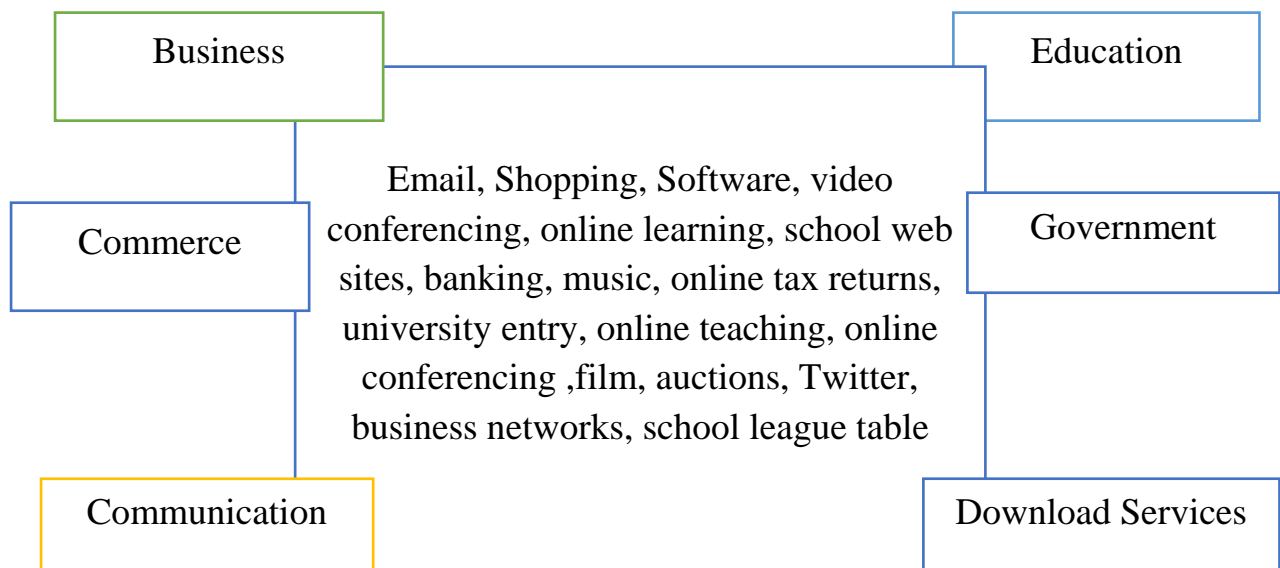
1. How technology has both improved our lives and created new threats to environmental and human health?
2. How immensely different our lives are today compared with our earliest ancestors?



WHAT IS THE MESSAGE OF THESE PICTURES?



2. Work in teams. Read the subtitles in the central frame and match them with headings.



3. Listen and complete the form below using NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

Online course details

The course includes weekly lessons and (1)_____.

All lecturers are (2)_____ and (3)_____ teachers.

The course usually lasts (4)_____.

Each course will be four to (5)_____ a week.

To participate in the video sessions is not (6)_____.

Students will have (7)_____ options.

Even students will get a (8)_____.

E-mail (9)_____.

Tel: (10)_____.

4. Read about E-commerce and M-commerce and tell the main difference between them.

Criteria	E-commerce	M-commerce
Definition	Electronic Commerce (E-commerce) refers to the activities of buying and selling products and services with the use of electronic systems such as the internet.	Mobile Commerce (M-commerce) refers to the process of buying and selling products and services with the use of internet/cellular data.
History	1970's	1990's
The use of Internet	Mandatory	Not mandatory (allow the use of offline mode, might not

		work properly though)
Connectivity	Smaller	Larger owing to the bigger number of mobile users
Mobility	Limited	Less limited because of lighter weight and smaller size leading to easier to carry
Reach	Only at the places where the electricity and the internet are available	Broader due to its portability
Payment gateway	Credit cards	Caller's rate, mobile banking or user's credit card
Usage	Less simple because of more complicated user interface and more functions	Simple because all functions have been simplified
Platform used	Web stores	Web stores (mobile version/web app), hybrid app, native app
Cost	Less costly for the creation a web store and the use of internet	More costly for the creation of a mobile app and the use of cellular data

5.Read again and decide whether the statements are True or False.

- 1.E-commerce only refers to the activities of purchasing.
- 2.M-commerce was known before E-commerce.
- 3.For E-commerce the use of Internet is necessary.
- 4.E-commerce connectivity is larger than M-commerce's.
- 5.Mobility of E-commerce is not limited very much.
- 6.For E-commerce you can pay only with credit cards.
- 7.Usage of M-commerce is not complicated.
- 8.E-commerce costs much money than M-commerce.

6.Language PRACTICE. Verb+ing/ verb+to +infinitive. (See grammar reference).

a)Complete each sentence with a suitable form of the verb in brackets.

1. Pauline couldn't manage (eat).....to eat ...all the ice cream.
2. I've decided (not sell)..... my bike after all.
3. A witness reported (see)Terry at the scene of the crime
4. William pretended (not notice)..... the 'No Parking' sign .
5. I suppose I tend (buy)..... more books than I used to .
6. Sometimes I regret (move)..... to this part of the country .
7. Did you notice anyone (wait)..... outside when you left?
8. Mark expects (finish)..... work round about 6.00.
9. One of the boys admitted (start)the fire.
10. We really can't go on (waste)so much money like this.

b)Complete each sentence with a suitable form of the verb in brackets.

1. I really miss (play) playing. tennis like I used to.
2. I'm sorry. I meant (write).....to you, but I've been busy.
3. Martin failed (pay)the rent on time yet again.
4. It's not worth (buy)..... a return ticket.
5. Have you ever considered (work)..... as a teacher?
6. I promise I won't forget (feed)..... the cat .
7. We've arranged (meet)..... outside the school at 4.30.
8. If you've got a headache try (take) an aspirin.

7.Writing .Complaint letter is a letter you write to complain about something. It could be something you have purchased or a bad service that you have received, or an accident that happened to you. You must describe it and demand appropriate actions from relevant people. There are three paragraphs in this type of letter:

Paragraph 1 The reason for your complaining about and what happened.

Paragraph 2 What did you do to resolve the situation and how do you feel about the problem.

Paragraph 3 Write what you would like to do and what will you do if they don't do what you want.

8.Sort out expressions in the box into three columns.

The ideal solution would be, I am writing to complain about, I regret to inform you that your service wasn't good, I am writing in regard to, You can imagine how unhappy I was to discover, I hope you can settle this matter by, I would like to draw your attention to, I insist on getting a refund of...

Paragraph 1	Paragraph 2	Paragraph 3

9. Write a letter of complaint to the manager of an online shopping site about a product that you bought and aren't happy with. In your letter:

- Give Information about your order.
- Explain about the problem with the product.
- Say what you want the manager to do about it.

Dear Sir/Madam,

I am writing to express my dissatisfaction with _____

You can't imagine how unhappy I was to discover _____

I hope you can settle this matter by ...(doing something) _____

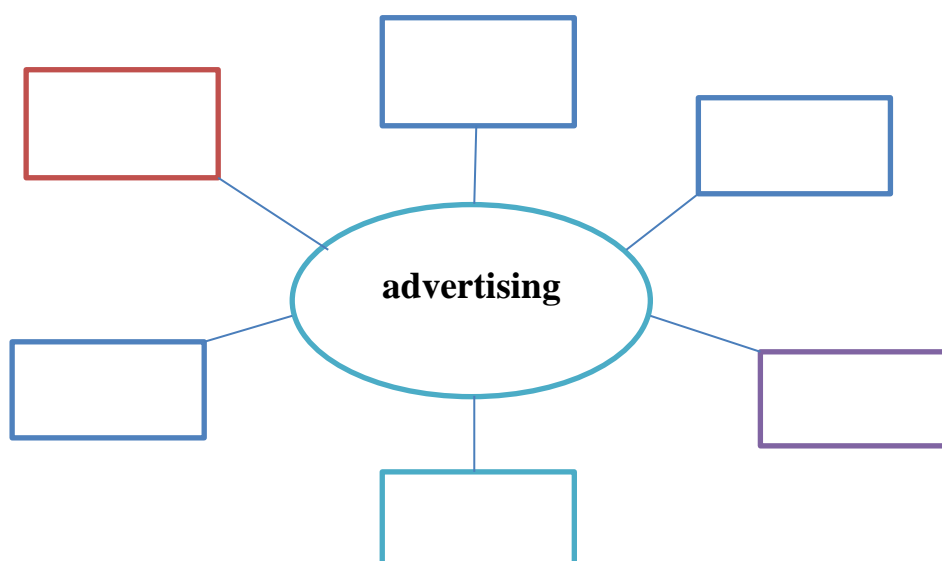
Yours sincerely/ faithfully,

LESSON 13.ADVERTISING

1.How do you understand
“Advertising is a key to
success”?



2.What types of advertisement do you know?



3.What is the most popular way of advertising?

4. How is advertising spread in your country?

2.Write definition for each word or word phrase given below. Use the internet if necessary.

1. Advertising-_____

2. Word-of-mouth advertising-_____

3. Institutional or prestige advertising-_____

4. Persuasive advertising -_____

5. Commercials-_____

6. Classified advertisements-_____

7. Junk mail-_____

8. Spam-_____



3. Read the text and focus on different types of advertising and mass media used.

In the eyes of the business world and of many economists, advertising serves an indispensable function. It helps consumers to choose among competing products. Also, by spurring demand for products, it extends the possibilities of mass production and thus leads to economies of scale and to lower consumer costs. Indeed, advertising is sometimes depicted as “the engine of prosperity”.

Advertising informs consumers about the existence and benefits of products and services, and attempts to persuade them to buy them. The best form of advertising is probably *word-of-mouth advertising*, which occurs when people tell their friends about the benefits of products or services that they have purchased. Yet virtually no providers of goods or services rely on this alone, but use paid advertising instead. Indeed, many organizations also use *institutional or prestige advertising*, which is designed to build up their reputation rather than to sell particular products. Advertising may be described under three headings:

1. descriptive; 2. persuasive; 3. both descriptive and persuasive together.

Descriptive advertising gives the most important facts about the product. It is the cheapest form of advertising and is used a lot by the small traders selling through the local paper. It will usually say:

1. what the product is; 2. how much it will cost; 3. where it may be obtained.

Persuasive advertising tries to persuade people that the product which is being advertised has a special quality or usefulness which makes it much better than other similar products. It is used a lot in television advertising where consumers are persuaded to think that if they buy that product they will become very popular or very happy.

This is the area in which advertising is often criticized. Advertising is sometimes misleading. Although it is illegal for advertisers to make untrue statements about their goods, services or prices, they still make their wares seem unduly attractive. They pander to our egos and our vanities. They create a demand which would not otherwise exist.

It is easy to say, "I'm not influenced by the adverts!" Everyone is influenced to a certain extent. There was recently some research on *subliminal advertising*. The word 'coffee' flashed on the television screen. It happened so quickly that no-one was aware it had happened. For just a fraction of a second it registered on the viewers' subconscious. The result? A surprising number of people chose to make coffee at that precise moment. Of course, it could have been a coincidence but it was highly unlikely.

Any paid form of non-personal communication through the *mass media* about the product by an identified *sponsor* is advertising.

Sponsors are people or firms that pay for radio or TV programmes in return for advertising. Sponsors may be a nonprofit organization, a political candidate, a company or an individual. Advertising is used when sponsors want to communicate with a number of people who cannot be reached economically and effectively through personal means.

Mass media used include magazines, direct mail, radio, television, billboards or hoardings, newspapers where advertisements are placed. Advertisement is an announcement in a newspaper, on television, or on a poster about something such as a product, event, or job. The forms *advert* and *ad* are also used. Advertisements on the radio and TV are called *commercials*. Classifieds,

flyers, handbills, junk mail and spam are also forms of advertising. *Classified advertisements* (also classifieds or want ads) are small adverts placed in a newspaper by people wishing to buy or sell something, to find a job, etc. Handbills is the type of advertisements used by local traders. They are expensive in labour costs and not very effective. *Junk mail* is advertisements that you receive through the post, which you have not asked for and which you do not want. *Spam* is unwanted e-mail advertisements sent to a large number of people.

4.Choose the right words from your active vocabulary.

1. The best form of advertising is probably ... advertising.
2. Many organizations also use ... or ... advertising, which is designed to build up their reputation rather than to sell particular products.
3. ... advertising gives the most important facts about the product.
4. ... advertising tries to persuade people that the product which is being advertised has a special quality or usefulness which makes it much better than other similar products.
5. It is ... for advertisers to make untrue statements about their goods, services or prices.
6. Advertising which invisibly registers information on the viewers' subconscious is called
7. Advertisements on the radio and TV are called
8. ... are small adverts placed in a newspaper by people wishing to buy or sell something, to find a job, etc.

5.Decide which of the following statements are correct.

1. It is legal to make untrue statements about goods.
2. Adverts influence all people.
3. Advertising creates an extra demand.
4. The manufacturers want their revenue to exceed their costs.
5. The mass media used in advertising include only radio and television.
6. A sponsor may be anyone who has money.

7. Advertising is generally accepted as a short-run investment.

6. Answer the following questions.

- 1.. What kinds of mass media are used in advertising?
2. In what way does advertising differ from news and publicity?
3. Why might it be fairer to compare advertising with the purchase of capital equipment?
4. What does the evaluation of advertising still rely on?
5. What is the difference between the descriptive advertising and the persuasive one?
6. What is meant by informative advertising?
7. What is persuasive advertising criticized for?

7. Language PRACTICE. Transitive and Intransitive verbs. (See grammar reference).

a) Underline the most suitable verb form in each sentence.

1. Their new house *hasn't been finished* / *wasn't finished* yet.
2. The robbers *were arrested* / *have been arrested* as soon as they left the bank.
3. Sue told us her baby *is born* / *had been* born two weeks earlier than expected.
4. If there is too much snow, the match *has been cancelled* / *will be cancelled*
5. By the time we got there, the rain *had stopped* / *had been stopped*.
6. When *were you told* / *have you been told* about the new rules?
7. Most of the passengers *were swimming* / *were swum* easily to the shore.
8. The winning horse *was ridden* / *was riding* by Pat Murphy.
9. I looked again for the old main, but he *was vanished* / *had vanished*.
10. I don't think that you *will be asked* / *are being asked* to show your passport.

b) Put each verb in brackets into a suitable passive form.

1. I'm sorry, but this carpet (already sell) has..already..been..sold.
2. The old house on the corner (knock down)last year.
3. When exactly (John give)..... his prize?
4. Most people agree that America (not discover)..... by Christopher Columbus, but by the Vikings .

5. All complaints about products (deal with)..... by our customer services department.
6. Police confirmed that the murder weapon (since discover)..... in a nearby lake.
7. It (announce).....yesterday that the government has decided not to raise income tax .
8. Good news! I (ask)to take over as the new manager
9. I don't believe that this play (write)by Shakespeare.
10. Ann really likes (invite)..... to dinner parties.

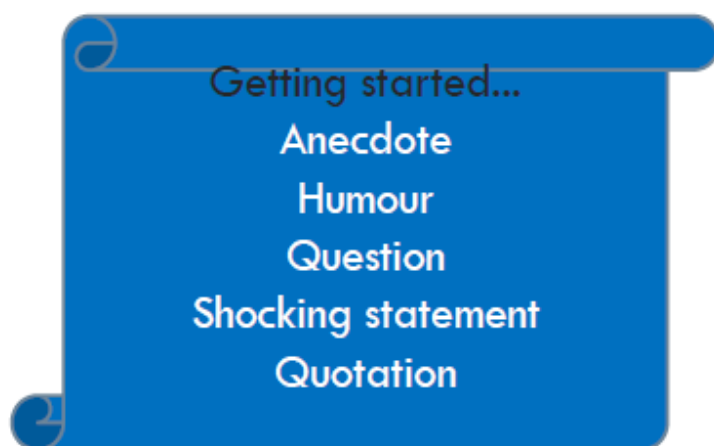
8.Writing. Some people say that advertising encourages us to buy things that we really do not need. Others say that advertisements tell us about new products that may improve our lives.

Which view point do you agree with?

LESSON 14. PRESENTATION SKILLS

1. In pairs discuss these questions.

1. How can you present confidently in English?
2. How can you keep people's attention when presenting?
3. How can we keep our audience interested?
4. How can we communicate with the audience?



2. Complete the following presentation excerpts using the words below.

after that	finally	illustrate	outline	to start with	then
describe	specifically	purpose	sum up	thank	tell you

Good morning, everybody. I hope you are all doing well today and I'd like to 1 _____ you all for being here. Today I am here to 2 _____ about our latest product, and more 3 _____ about how it works and what it does. I'd also like to 4 _____ the products' features and 5 _____ inform you about where you can get it and how 6 _____, I'd like to briefly 7 _____ our current marketing policy in Uzbekistan. 8 _____, I'll 9 _____ some of the problems we have encountered in our market share. 10 _____, I'll 11 _____ our progress this year and continue on with our main 12 _____ for being here; the product.

3.You are going to listen to 8 steps for preparing a presentation. Listen and complete the table.

8 steps (in a few words)
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

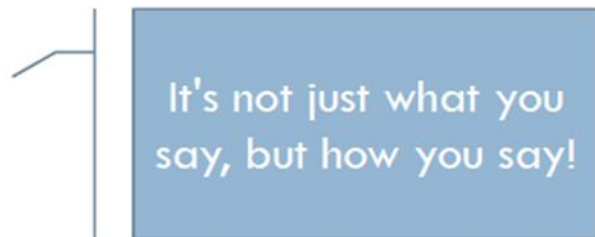
4.Listen again and check your answers. Compare your answers with your partner.

5.Read and translate the text.

Presentations skills and public speaking skills are very useful in many aspects of work and life. Effective presentations and public speaking skills are important in business, sales and selling, training, teaching, lecturing and generally entertaining an audience. Developing the confidence and capability to give good presentations, and to stand up in front of an audience and speak well, are also extremely helpful competencies for self-development too. Presentations and

public speaking skills are not limited to certain special people - anyone can give a good presentation, or perform public speaking to a professional and impressive standard. Like most things, it simply takes a little preparation and practice. The formats and purposes of presentations can be very different, for example: oral (spoken), multimedia (using various media - visuals, audio, etc), powerpoint presentations, short impromptu presentations, long planned presentations, educational or training sessions, lectures, and simply giving a talk on a subject to a group on a voluntary basis for pleasure.

Presentation skills relate to how you prepare, write, rehearse and deliver your presentation. Developing your presentation skills can help you deliver your presentation with better clarity and confidence.



Effective Business Presentation skill is one of the most important leadership and management skills. Your ability to communicate your ideas, inventions and messages will help you lead and manage your team, followers or audience.

According to research, the importance and value of any Effective Business Presentation skills relies upon the following factors:

7% for WHAT is being presented

40% for WHO is presenting

53% of HOW s/he presents

In order for you to be a good presenter, you need to learn the good presentation skills techniques. Effective business presentation skills also require that you design your presentation before you deliver it.

Effective business presentation skills require that you exhibit confidence and relaxed. Your good preparation and rehearsal of your presentation reduces your nerves tension and helps you avoiding errors. So, in order to acquire the above mentioned presentation skills techniques, you need to plan your presentation. You need to keep in mind that 60% of your presentation is read from your body language.

You need to grab the attention of your audience within the first 3-5 minutes. Otherwise, you will notice that they star staining at everything in the room except you. Most likely, they will start thinking about their love lives, problems, next things to do when they leave. Leaving is something they will all try to do, but feel bad to leave you alone in the room.

Presentations: opening:

Sample 1.

“Ladies and gentlemen, thank you very much for coming along here today. I hope my presentation isn’t going to take too long and that you will find it interesting. The purpose of today’s presentation is to discuss how we can improve internal communications within our company.

Now let me begin by explaining that I’d like to talk about the business case for better communication; secondly, I want to cover different styles and methods; and finally I would like to finish off by talking about some of the basics we need to have in place to deliver good quality, consistent communications across the company. I’d be very happy to invite you to ask questions at the end of the session and I’m sure there’ll be plenty of time for us to discuss some of the points that have been raised.”

Sample 2.

“Good afternoon, ladies and gentlemen. Thank you for finding the time to come and join me for this presentation this afternoon. My name is Tim Mason, I’m a retail consultant, and many of you will have seen me shadowing you in your jobs and looking through the accounts and so on in the company over the last week.

I've invited you here today to have a look at my findings. First, I'd like to have a look at the performance of the company, the sales of the company over the last three years; then I'd like to have a look at our market share in the women's wear market and look at our competitors; and thirdly, I'd like to suggest some improvements in our range of women's wear. At the end I'd be happy to answer any of your questions."

Now look at the presentation body:

After you have greeted your guests, you will begin to go through the main body of your presentation. It's very useful to have some visual aids - some slides, pictures or graphs that help explain what you are saying. Sometimes they can also help to keep your audience interested in your presentation!

Sample 1.

"If you have a look at this first graph, you can see that our sales topped 50 million the year before last. Then last year sales dropped to 40 million, with a slight recovery at the end of the financial year. However, this year sales have continued to drop to an all time low of 30 million. Now let's look at our market share. As you can see, we have 25% of the market share, 10% down on last year."

Sample 2.

*"A good example of how important internal communications are is shown by some findings from research that we have recently undertaken. Good communications is a very key factor in staff motivation. If you look at this slide, you will see how important it is to get the basics in place. You need to identify your communication requirement, agree your objectives and success criteria, identify your target audiences, define the content of your message and determine the style of delivery. A good illustration of the communication process is when all those basics fall **into** place naturally."*

And we can use these phrases for presentations closing:

Sample 1. *Well, thanks very much for listening to my talk. Any questions?*

Sample 2. *Thank you very much for your attention .Are there any questions?*

6.Read and translate.

To sum up ... To summarize...

Right, let's sum up, shall we?

Let's summarize briefly what we've looked at...

If I can just sum up the main points...

Finally, let me remind you of some of the issues we've covered...

To conclude... In conclusion ... In short ...

So, to remind you of what I've covered in this talk ...

Unfortunately, I seem to have run out of time, so I'll conclude very briefly by saying that

Invitation to discuss / ask questions

I'm happy to answer any questions.

Does anyone have any questions or comments?

Please feel free to ask questions.

Would you like to ask any questions? Any questions?

7.Language PRACTICE. Linking words. (See grammar reference). Decide which answer (A. B. C or D) best fits each space.

Owning a car

Owning a car has several advantages (1)A.....you can go wherever you want, whenever you want .You don't have to depend on public transport and (2) you feel more independent. (3).....you are able to give lifts to friends , or carry heavy loads of shopping (4) , there can be problems, especially if you live in a city .Running a car can be expensive, and you have to spend money on items(5)petrol ,servicing the car ,and repairs. You might also have problems with parking ,as everywhere is becoming more and more crowded with cars (6)most people feel that the advantages of owning a car outweigh the disadvantages. (7) most young people of my age start driving as soon as they can . (8).....I think that cars nowadays have become essential , but I also feel that they cause a lot of problems ,(9).....they are noisy and dirty.(10)the large numbers of cars on the road means that most towns and cities are organized for the convenience of cars, and the needs of pedestrians are ignored.

- | | | | | |
|----|---------------------|---------------|-------------------|----------------|
| 1 | A First of all | B as a result | C personally | D Besides this |
| 2 | A however | B personally | C since | D as a result |
| 3 | A In contrast | B In my view | C Besides this | D however |
| 4 | A On the other hand | B To sum up | C Thus | D For example |
| 5 | A as | B such as | C owing to | D then |
| 6 | A Finally | B Secondly | C However | D As |
| 7 | A For | B Next | C As well as this | D consequently |
| 8 | A For example | B Personally | C nevertheless | D However |
| 9 | A For example | B However | C thus | D since |
| 10 | A As a result | B moreover | C personally | D For example |

8. Write some guidelines for making a good presentation. Following them, make a presentation on your specialty.

Step 1 _____

Step 2 _____

Step 3 _____

Step 4 _____

Step 5 _____

LESSON 15.COMPETITION AND COMPETITIVENESS

1.In pairs discuss these quotations about competition in business. Explain the meaning of them.



2.Give the definition to the following words: *to compete*, *competition*, *competitor*, and *competitiveness*. Compare your definitions with definitions given by your group mates.

If a company:	
enters/penetrates	it starts selling there for the first time.
abandons/ gets out of/ leaves	it stops selling there.
dominates a market	it is the most important company selling there.
corners/ monopolizes	it is the only company selling there.
drives another company out of	it makes the other company leave the market, perhaps because it can no longer compete.

2.Listen and choose the best answer.

1. Competition is a way of developing commodity production and type of competition of economic elements for

- a. consultant predictions
- b. consumer preferences
- c. consumer profits

2. The development of competition and evaluation the competitiveness of the enterprise became possible only in the conditions of the capitalist

- a. modern farming
- b. modern trades
- c. mode of farming

3. Assessing the competitiveness of a product or service, and scale intensity of competition is determined by the rate of loss of benefits in.....

- a. profits
- b. profile
- c. prohibits

4. In order to avoid dishonest methods of competition, the state issues regulatory rules of

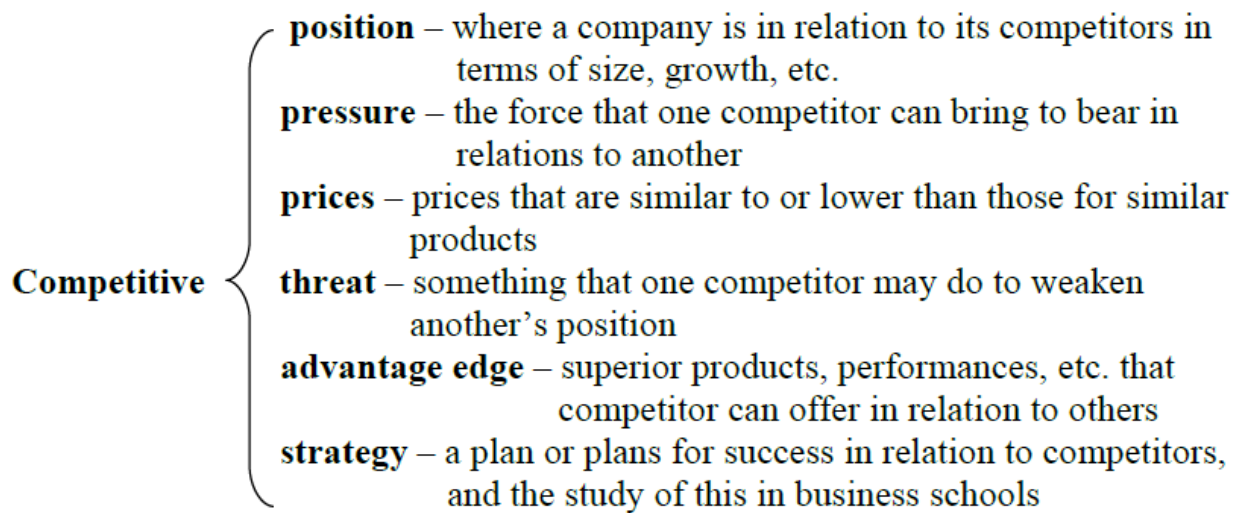
- a. compete regularly
- b. competition regulations
- c. competitors regulations

3. ‘Competing’ and ‘Competitive’

Competing and Competitive are adjectives related to competition. Two companies may produce competing products – products that compete with each other.

A competitive product is one that has real and specific benefits in relation to others of the same type.

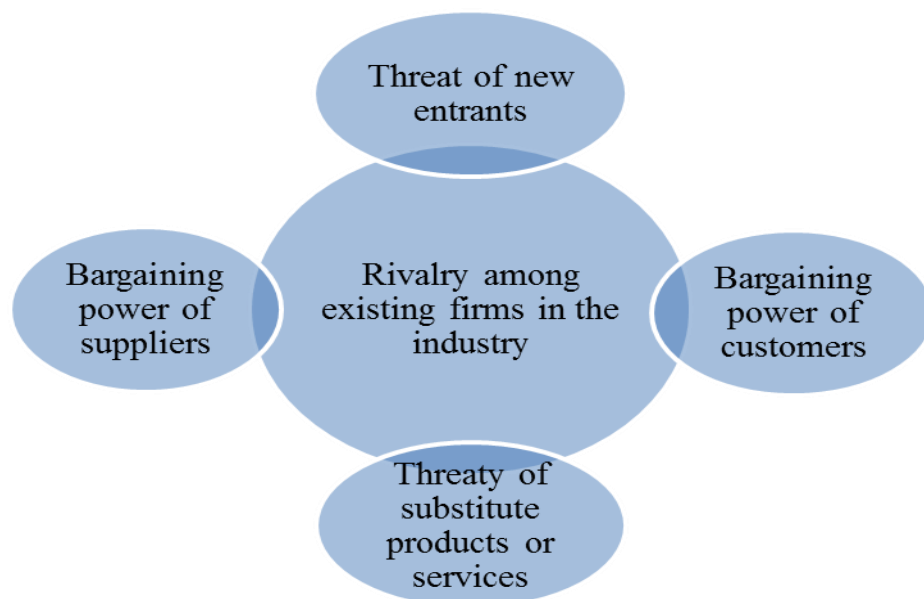
Competing { **bids** – price offers for a company in a takeover
offerings – products from different companies
suppliers – companies offering similar products or services
technologies – technical ways of doing something



4. Use the correct form of the words in brackets to complete the sentences.

1. European films do not export well: European movies barely
(abandon/corner/penetrate) the US market.
2. In the 1970s, Kodak (corner/enter/leave) the instant photography market, until then (abandon/dominate/penetrate) by Polaroid.
3. The Hunt brothers tried to fix silver prices and to (corner/enter/leave) the silver market, (enter/drive out/monopolize) all competitors.
4. In the 1940s, MGM (abandon/get out of/monopolize) the market on film musicals. But by the late 1950s, Warner Bros had also started buying film rights to musicals.

5. Read the text and then decide which of the three summaries on the next page most fully and accurately expresses its main ideas.



In two very influential books, *Competitive Strategy* (1980), and *Competitive Advantage* (1985), Michael Porter argued that growth and diversification alone do not guarantee a company long-term success. Instead, success comes from having a sustainable competitive advantage, which derives from the value a company creates, in excess of its production costs, and passes on to its customers. Size alone guarantees nothing: industry leadership is an effect of competitive advantage, not a cause. Contrary to popular belief, a company's optimum market share is rarely very large.



Porter outlines five competitive forces at work in an industry: rivalry among existing firms, the threat of new entrants, the threat of substitutes, and the bargaining power of both buyers and suppliers. Inter-firm rivalry affects prices, advertising and sales budgets, and so on. The threat of the entry of new competitors in an industry limits the prices a company can charge, and often results in expensive investment designed as a deterrent. The power of large buyers such as retail chains, and the possibility of consumers switching to cheaper substitute products, both limit prices. Powerful suppliers determine the cost of raw materials. Successful firms are the ones which sustain their competitive advantage by making sure they retain their value, and that it isn't lost to industry rivals, new entrants, or lower prices, or appropriated by powerful buyers or suppliers.

Within these competitive constraints, Porter isolates three generic strategies that can give a company a competitive advantage: cost leadership (a cheaper product); differentiation (a better product than those of competitors); or focus on a narrow

market segment. He criticizes buying companies rather than beating them, and diversification for its own sake, suggesting - like most other prominent business authors - that companies should rather look for strategic, synergy-producing links among business units in related industries.

First Summary

Michael Porter argues that success comes from growth, diversification, low production costs, and having a competitive advantage. Firms must protect this advantage against competitors, new entrants, and their customers. A competitive advantage can be the result of having a cheaper or better product than competitors, or diversifying into unrelated market segments.

Second Summary

Michael Porter argues that success comes from having a long-term competitive advantage in creating value and passing it on to customers. Firms must ensure that the value they create isn't eroded by competitors, or appropriated by buyers or suppliers. A competitive advantage can result from cost leadership, differentiation, or succeeding in a narrow market segment.

Third Summary

Michael Porter argues that success comes from competitive advantage and a small market share. Companies have to prevent competitors entering their industry, and ensure that competitors or customers do not reduce their profits. Success can come from having a cheaper or a better product, from focusing on a narrow market segment, or from diversification into new industries.

6. Match up the words below to make collocations from the text.

- | | |
|----------------|---------------|
| 1. bargaining | a. advantage |
| 2. business | b. costs |
| 3. competitive | c. entrants |
| 4. cost | d. leadership |
| 5. inter-firm | e. power |
| 6. market | f. rivalry |
| 7. new | g. segment |
| 8. production | h. units |

7. Language PRACTICE. Question tags. (See grammar reference).

Asking for advice

You don't happen to know how this music system works, (1)?
(2) had I bought it (3) I regretted spending so much money I
haven't even got the instruction booklet, on the box. (4) did I
completely fail to understand the instructions, then I accidentally threw the booklet
away. Now I, never understand, it (6) I said to myself (7) my money, I
thought, but then I remembered you. You do an electronics course, (8)/
Let's look at it together, (9), and try to understand it. You press this
button first, (10)? Then (11) this little red light, and then
nothing happens when you try to put in a CD. The screen here should light up,
(12)? You can work out how to use it, (13)? Don't do that! It
says here on the box: ' (14) should an unqualified person remove this
panel'. Well, you are unqualified, (15)? What do you mean, do it
yourself!

- | | | | |
|----------------|---------------|---------------|-------------------------|
| 1 A are you | B is it | C do you | D isn't it |
| 2 A No sooner | B After | C Not only | D as soon as |
| 3 A that | B but | C and | D than |
| 4 A Not only | B Seldom | C no once | D only then |
| 5 A than | B but | C so | D and |
| 6 A can't | B Won't I | C Will I | D can I |
| 7 A it goes | B goes it | C Goes there | D there goes |
| 8 A isn't it | B haven't you | C didn't you | D don't you |
| 9 A do we | B don't it | C shall we | D aren't we |
| 10 A don't you | B isn't it | C can't you | D won't you |
| 11 A on comes | B comes on | C it comes on | D comes it on |
| 12 A does it | B should it | C shouldn't | D won't it |
| 13 A isn't it | B don't you | C can't you | D can't it |
| 14 A Not only | B only then | C Never | D Under no circumstance |
| 15 A isn't it | B are you | C Don't you | D aren't you |

LESSON 16. BUSINESS ETHICS

1. In pairs discuss these questions.

1. When do you use the word 'ethics'?
2. What does it mean for you?
3. What is specificity of business ethics in your view? How can ethics influence successful business activity?



2. Match the words with their definitions.

words			definitions		
1. corporate social responsibility			a. physical and mental health and happiness		
2. ethics			b. treating people equally regardless of gender, age, marital status, sexual orientation, disability, race or religion		
3. welfare			c. recognising duties and obligations towards society		
4. Fair Trade			d. donations from companies to local communities		
5. equal opportunities			e. helping small-scale producers by paying a fair price for commodities		
6. corporate giving			f. principles or rules of conduct accepted by society		
1	2	3	4	5	6

3.Listen to this extract from a lecture on business and ethics and write down the order in which the topics below are first mentioned.

- 1.How a manufacturing business chooses suppliers
- 2.How business cares for the environment
- 3.How a company can help the local community
- 4.The responsibility a company has towards society
- 5.How a company treats its employee

4.Listen to the lecture again and complete the student's notes. Write one word in each gap.

- 1 Business and ethics relate to how company conducts its business to make a _____.
2. Corporate social _____ programmes help create prosperous inclusive _____.
3. Employees should be treated _____ and with respect.
4. Recruitment on basis of _____ opportunity.
5. _____ businesses should choose suppliers carefully
6. Companies should pay suppliers on _____.
7. Companies should minimize _____ consumption and waste products.
8. Can give _____ to community projects.

5.Before you read discuss questions with your partner:

- 1.Are the concepts “corporate culture” and “business ethics” related?
- 2.What do you think business ethics deals with?



Ethics is the system of moral principles, rules of conduct, and morality of choices that individuals make. Business ethics is the application of moral standards to business situations. Business ethics has become a matter of public

concern. All business people face ethical issues daily, and they stem from a variety of sources. Although some types of issues arise infrequently, others occur regularly. Let's take a closer look at several ethical issues.

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

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

3. *Conflict of Interest.* Conflict of interest results when a business person takes advantage of a situation for his or her own personal interest rather than for the employer's or organization's interest. Such conflict may occur when payments and gifts make their way into business deals. A wise rule to remember is that anything given to a person that might unfairly influence that person's business decision is a bribe, and all bribes are unethical.

4. *Communications.* Business communications, especially advertising, can present ethical questions. False and misleading advertising is illegal and unethical, and it can infuriate customers. Sponsors of advertisements aimed at children must especially careful to avoid misleading messages. Advertising of health-related products must also take precautions against deception.

5. *Relationships.* Business ethics involves relationships between a firm and its investors, customers, employees, creditors, and competitors. Each group has specific concerns, and each exerts some type of pressure on management. Investors want management to make financial decisions that will boost sales, profits, and returns on their investments. Customers expect a firm's products to be safe, reliable, and reasonably priced. Employees want to be treated fairly in hiring, promotion, and compensation. Creditors require bills to be paid in time

and the accounting information furnished by the firm to be accurate. Competitors expect the firm's marketing activities to portray its products truthfully.

6. Discuss this list of unethical activities. In your opinion, which are the worst?

Are any common in your country?

- 1 Avoiding paying tax
- 2 Claiming extra expenses
- 3 Using work facilities for private purposes (for example, personal phone calls)
- 4 Accepting praise for someone else's ideas or work
- 5 Selling a defective product (for example, a second-hand car)
- 6 Using your influence to get jobs for relatives (nepotism)
- 7 Ringing in sick when you are not ill
- 8 Taking extended lunch breaks
- 9 Giving good references to people you want to get rid of
- 10 Employing people illegally

7. Work in groups. Discuss the ethical questions below. A different person should lead the discussion of each issue.

1 You have a shortlist of people for the post of Sales Manager. One of the female candidates is clearly the best qualified person for the job. However, you know that some of your best customers would prefer a man. If you appoint a woman you will probably lose some sales. What should you do?

2 Your company, a large multinational, has a new advertising campaign which stresses its honesty, fairness and ethical business behaviour. It has factories in several countries where wages are very low. At present it is paying workers the local market rate. Should you increase their wages?

3. A colleague in a company which tests medical equipment has been making bad mistakes recently at work. This is because she has a serious illness. You are her friend and the only person at work who knows this. She has asked you to keep it a secret. What should you do?

4. You are directors of a potato snack manufacturing company. Research has shown that any price increase causes an immediate dip in sales (although sales recover within six months). It has been suggested that you could maximize your profits by simply reducing the weight of the product in the packets and maintaining the current price. What should you do?

8.Language PRACTICE. Relative pronoun. (See grammar reference).
Underline any relative pronouns that can be left out in these sentences.

1. I think that my boss is the person who I admire most.
2. Harry, who was tired, went to bed very early.
3. We're taking the train that leaves at 6.00.
4. Have you seen the book that I left here on the desk?
5. The film which we liked most was the French one.
6. My radio, which isn't very old, has suddenly stopped working.
7. The clothes which you left behind-are at the reception desk.
8. The couple who met me at the station took me out to dinner.
9. Last week I ran into an old friend who I hadn't seen for ages.
10. Don't cook the meat that I put in the freezer - it's for the dog.

Do you agree with this statement? Give your reasons.

[illegible]

LESSON 17.

SOCIAL ENGLISH AND CULTURAL AWARENESS

1. In pairs discuss the following questions.

1. Why is it important to learn foreign languages?
2. Why are foreign languages socially demanded today?
3. Is it difficult to learn languages? Why?
4. What is socio cultural awareness?

5. How do you develop cultural awareness?



“..learning another language is the quickest way to understanding that the way you think about the world is not universal; it is shaped by your culture” (Welsey)

How do you understand these sentences?

2. Listen and complete the table with your partner.

Cultural Awareness - Important Tips for Success	
Your note	Your partner's note

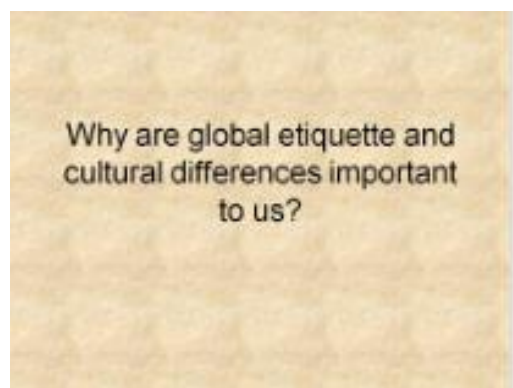
3.Listen again and choos the most appropriate word.

Cultural awareness involves recognizing **different/difficult** beliefs, values and customs that other people have that are based on their origins or upbringings. Cultural awareness positions people to be more **successful/sensitive** in both personal and professional relationships. Origin and personal experiences shape beliefs, values and customs. Cultural awareness is the ability to notice and respect these differences. Showing consideration for the cultural norms of others makes a person more **hospitable/hospital** in a home country, and better equipped to fit in when traveling abroad.

To ensure respect of different cultures, people must first be aware of cultural differences. Race and **ethnicity/ethical** are the main cultural differences that influence attitudes and behaviors, as stated by a representative from Walden University. A person's nationality often defines their beliefs, thoughts, **interests/interesting** and outlooks. Religion, economic status are also integral parts of people's identities and belief systems. Showing sensitivity to differences and inviting others to share their cultural **experiences/experienced** can be an effective way to foster cultural awareness and feelings of inclusion.

4.Read the text and choose the best title for the text.

Employees must utilize sensitivity for the influence of culture on both communication and etiquette. Cultural etiquette often has significant differences, which present challenges for people who are trying to work together.



For example, regular eye contact is a sign of engagement when people are communicating in the United States. However, eye contact can be perceived as domineering and disrespectful in Japan, according to Rebecca Bernstein from Point Park University. In fact, Japanese people often show respect for others by avoiding

eye contact. Thus, moderating eye contact may help Americans build rapport and mutual respect when communicating with people of Japanese heritage. In the United States, people maintain a fast pace, and they often greet each other professionally with firm handshakes. However, in France, professionals tend to be more laid-back and informal, usually greeting each other with kisses on both cheeks. In America, this practice would seem inappropriate; however, in France, people may be offended by the absence of a kiss.

Recognizing cultural differences and accepting these differences in a respectful and affirming manner helps everyone to feel valued. Because worldwide travel is readily accessible, more people will likely experience situations that demand cultural awareness in their interactions with others. The ability to have positive verbal and nonverbal communication with others who have different backgrounds and beliefs broadens perspectives and enhances the ability to collaborate effectively. Key Considerations:

- Be aware of your own cultural influences.
- Be aware of judging other people's behaviour and beliefs according to the standards of your own culture.
- Be aware of making assumptions about cultural influences and applying generalizations to individuals.
- Understand that the behaviour and beliefs of people within each culture can vary considerably.
- Understand that the extent to which people adopt practices of their new country and retain those from their cultural background can vary within communities, even within families.
- Understand that not all people identify with their cultural or religious background.
- Increase your knowledge about different cultural practices and issues through cultural background information sessions and/or resources and cultural awareness training.
- Understand the importance of appropriate communication.

5. Discuss these questions.

1. Have you experienced issues with local etiquette going against your native culture?

2. Did you feel uncomfortable? How did you react?

3. What do you think are the cultural differences between the USA and the British?

6. Read the social English expressions and match the sentences 1-10 with a-b to complete the dialogue.

1	Thanks for the use of the car. I've filled it up, incidentally.				a	Sure, go ahead.		
2	I can't seem to get this collar off the cat. It's rather fiddly.				b	Actually, 5.00 would suit me better.		
3	Could I borrow your car tonight?				c	Not at all. Anytime.		
4	I'm afraid Mrs Davies can't be disturbed at the moment. Can I help you at all?				d	I'll give you a hand, if you like.		
5	I can get away early on Thursday. I'll pick you up at 4.30.				e	It's ok. I wouldn't want to put you to trouble.		
6	Well, I'm OK, but poor Kevin was laid off yesterday.				f	Oh, you needn't have.		
7	Thanks very much for filling in for me yesterday.				j	Oh dear, I'm sorry to hear that.		
8	Would you like me to drop off the kids after school?				h	Yes. Could you ask her to get back to me? It's about...		
1	2	3	4	5	6	7	8	

7. In small groups Role play the following situations, including the small talk.

- Meet a supplier in reception and chat before you start your meeting
- You are using a drinks machine at the same time as a colleague
- Meet a foreign client at the airport and take them to their hotel in your car, chatting to them as you are driving
- You are using the internet during your lunch break and talking about what you are reading with the colleague who sits next to you.

8.Language PRACTICE. Relative clauses. (See grammar reference). Make one new sentence from each pair of sentences. Begin as shown, and use the word given in capitals.

1. Brenda is a friend. I went on holiday with her. **WHO**

Brenda is the friend who I went on holiday with

2. This is Mr Smith. His son Bill plays in our team. **WHOSE**

This is Mr Smith

3. Her book was published last year. It became a best seller. **WHICH**

Her book

4. This is the bank. We borrowed the money from it. **WHICH**

This is the bank from

5. I told you about a person. She is at the door. **WHO**

The person.....

6. Jack's car had broken down. He had to take a bus. **WHOSE**

Jack,

9.Writing. Write about the cultural similarities and differences between Uzbekistan and another country. You may choose any country you know or you have been to. .

Uzbekistan		? (any country)	
Cultural similarities		Cultural differences	
<hr/>		<hr/>	
<hr/>		<hr/>	
<hr/>		<hr/>	
<hr/>		<hr/>	
<hr/>		<hr/>	
<hr/>		<hr/>	

LESSON 18. BUSINESS CAREERS

1. In pairs discuss these questions.

1. What are the highest paying business careers?
2. What are the best business jobs?
3. Which business major is the best?
4. What jobs make the best money?



2. Listen widely spread interview questions while getting a new job. Sort out information from the candidate's responds. Write candidate's ideas in the lines.

1. Why does he want to work in this industry?

-He loves

2. What personal information is given in the interview?

-He is very and

3. Nowadays he is busy

4. What does he think of his previous boss?

-His last boss

5. What is the reason for leaving his current role?

-He has

6. What are his expectations in five years?

-In five years

7. What's his greatest weakness?

-He likes However

8. What salary is he expecting?

-He would like to

9. Why should the company hire him?

-He really wants

10. What is his greatest failure, and what did he learn from it?

- One of the biggest mistake he made was

3. Work with a partner. Look at the puzzle and find at least 15 jobs.

W	B	E	H	J	L	S	C	A	E	C	Z	S	V
S	A	N	A	L	I	T	A	C	Q	O	C	B	N
G	N	Q	R	G	H	G	U	C	W	N	O	F	D
V	K	N	S	V	C	E	D	O	C	T	O	R	J
K	E	B	M	V	H	N	I	U	B	R	R	E	Q
O	R	C	J	C	I	E	T	N	O	O	D	R	Y
M	A	N	A	G	E	R	O	T	L	L	I	F	H
U	X	C	S	F	F	A	R	A	J	L	N	G	J
I	U	Z	A	Q	L	L	T	N	P	E	A	N	S
T	D	F	J	M	Z	I	S	T	O	R	T	U	P
C	X	Z	C	V	B	S	B	F	U	A	O	O	L
R	E	C	R	U	I	T	E	R	Y	S	R	W	E
A	B	N	M	J	K	L	G	H	F	D	R	T	T

- | | | |
|---------|----------|----------|
| 1 _____ | 6 _____ | 11 _____ |
| 2 _____ | 7 _____ | 12 _____ |
| 3 _____ | 8 _____ | 13 _____ |
| 4 _____ | 9 _____ | 14 _____ |
| 5 _____ | 10 _____ | 15 _____ |

4. Work in small groups. Complete the table answering the given questions.

What do you think in which job you can earn the most money?	
Which job is the most useful to society?	
Which job is the most stressful?	
Which job requires you to get the most training?	
Name 3 jobs that are the most joyful?	

Share your answers with classmates and discuss.

5. Read the text. Tell about the main goal in your life and answer the following questions:

a) Why do you want it?

b) How do you want to achieve it?

c) Are there people which can help you?

d) What qualities should you have to be a professional?



10 ways to be professional

1. Competence. You're good at what you do – and you have the skills and knowledge that enable you to do your job well.

2. Reliability. People can depend on you to show up on time, submit your work when it's supposed to be ready, etc.

3. Honesty. You tell the truth and are upfront about where things stand.

4. Integrity. You are known for your consistent principles.

5. Respect for Others. Treating all people as if they mattered is part of your approach.

6. Self-Upgrading. Rather than letting your skills or knowledge become outdated, you seek out ways of staying current.

7. Being Positive. No one likes a constant pessimist. Having an upbeat attitude and trying to be a problem-solver makes a big difference.

8. Supporting Others. You share the spotlight with colleagues, take time to show others how to do things properly, and lend an ear when necessary.

9. Staying Work-Focused. Not letting your private life needlessly have an impact on your job, and not spending time at work attending to personal matters.

10. Listening Carefully. People want to be heard, so you give people a chance to explain their ideas properly.

6. Complete the sentences.

1. You can achieve success only by _____.
2. New _____ help you to move up the career ladder.
3. Every man must have the main _____ in his life.
4. Every employee must raise his level of _____.
5. Well-educated people make a great contribution to the _____ of the world.

Words: *goal, development, efforts, qualification, skills.*

7. Language PRACTICE. Work and employment VOCABULARY. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

Leaving a job

I recently left my job in an (1).....advertising..... ADVERTISEMENT
agency after a disagreement with my boss. She accepted my
(2)..... but warned me that because of the RESIGN
(3) situation, I might have to get used to the idea ECONOMY
of being (4) for a while. I thought that she EMPLOY
was trying to make a point, but after I had made over
fifty(5)..... to other companies, I realized that she APPLY
was right. Although I am a (6)..... designer, I QUALIFICATIONS
didn't receive any offers of a job. After that I tried
working from home, but it was not very(7)..... PROFIT
Then I became an (8)in a fast-food restaurant, EMPLOY
even though my(9) were extremely low. EARN

7. Writing a CV. Discuss with a partner. Are these sentences True or False?

1. A CV is a document with information about you.T/F
2. You use a CV to get a job.T/F
3. You should put your photo on your CV.T/F
4. Your CV should be 3 or 4 pages long.T/F
5. It's OK to have mistakes (spelling, grammar) on your CV.T/F
6. All information on your CV must be in full sentences.T/F
7. Employers usually look at a CV for about 2 minutes.T/F

A CV is a document that lists your qualifications previous and current employment. It is included as part of a job application and is intended help to you sell yourself and your abilities to a potential employer.

Here is a sample CV. Use this template and design your own.

Bobokulov Akmajon CV

I am a multimedia programmer with qualifications and experience. I am looking for a job in computer programming sphere in Tashkent.

Personal details

Address: 56/8/3 Chilanzar, Tashkent, Uzbekistan

Email: akmaljondjj@gmail.com Phone: +998998591804

Date of birth: 18 April 1995

Education and qualifications

2010-2013: Shakhrisabz Lyceum of Information Technology, Kashkadarya (Uzbekistan). Diploma in Telecommunication engineer

2017-present: student of Tashkent University of Information Technology 4th course, Telecommunication Technology faculty

Work experience

2011-2012: engineer of Exchange in Shakhrisabz.

2017-present: network administration for the Internet Provider (EVO company) in Tashkent.

Skills

Languages: Uzbek(fluent); English (advanced); Russian(elementary);

Computers: Microsoft Office (Word, Excel and PowerPoint), Network administration(Cisco CCNA,CCNP):

UZ driving license

Interests

I enjoy football and played for the men's team at university.

References

Mr Khurshid Urakov, English Lecturer, Everest company: khurshidurakov@mail.ru

Mr Umrullo Alayev, main network administration of Uztelecom, in Tashkent uztelecom@mail.uz

Use the template and design your own CV.

..... CV

I am.....
.....

Personal details

Address:

Email:

Phone:

Date of birth:

Education and qualifications

year:

year:.....

Work experience

year:

.....

year:.....

.....

Skills

Languages:

Computers:

.....

Interests

I enjoy

.....

.....

References

.....

.....

GRAMMAR REFERENCE

Articles

Indefinite article (a/ an)

With something we refer for the first time.

I've just had a great idea.

With one of a group of things.

Shall we choose a book from this catalogue?

Where we use an adjective to describe a noun.

Cairo is a very big city. It's a beautiful day.

With someone's job.

Peter is a truck driver.

Meaning per.

He was doing ninety miles an hour.

He earns 500 \$ a week.

Definite article

With nouns we have mentioned previously

*There is a bedroom. **The bedroom** is quite large.*

With nouns we mention for the first time, but where it is clear which person or thing we are talking about.

Can you pass the marmalade?

Where there is only one of the thing.

The moon is full tonight.

With national groups.

The British drink far too much tea.

With classes of people.

The rich get richer and the poor get poorer.

Prepositions

Movement

Prepositions used with verbs of motion (*come, go, run, etc*) show the direction of the movement.

Jack ran out of the room. Sue moved towards the door.

Other examples: *to, into, across, around, along, up, down, past*

Position and place

Prepositions can show position.

*Ted was sitting **next to** Janet. The bank is **opposite** the cinema.*

Other examples: *before, below, beside, in front of, near, on top of under*

Prepositions can show place.

*I live **in** France, Sue lives **on** an island. John is **at** school.*

Other uses

Prepositions are also used in time expressions^

Prepositions cover a wide range of other meanings.

*This book is **about** Napoleon.*

*I can't drink tea **with** / **without** sugar.*

Countable and uncountable nouns

Countable nouns

A countable noun has a singular and a plural form. We can use a singular or plural verb with it. We can use numbers with it.

*Where is **my** shirt?*

*Where are **my** shirts?*

a shirt, shirts, some shirts, four shirts

Uncountable nouns

An uncountable noun has only one form. We can only use a singular verb with it, We cannot use numbers with it.

*Here is **some** advice for you.*

advice, some advice

However, we can count an uncountable noun indirectly by using phrase like *a piece of, a bit of*.

*When I left home my mother gave me **two** useful **bits** of advice.*

*I've found out **several** interesting **pieces** of information.*

A few uncountable nouns end in -s, but they follow the normal rules for uncountable nouns and have a singular verb.

*The **news** is very bad today.*

***Billiards** is an interesting game.*

Making comparisons

Comparative adjectives

Comparatives with -er

One-syllable adjectives, and two-syllable adjectives ending in -y, generally add -er to make the comparative form (with y changing to i). Adjectives ending in -e add only -r, *small, smaller early, earlier late, later*

Comparatives with more

Other adjectives of two or more syllables, use *more* or *less*, *more / less modern more / less interesting*

Comparatives with -ctor more

A small group of two-syllable adjectives have both forms. Examples are: *clever, common, narrow, polite, quiet, simple, tired, polite, politer / more polite*

Irregular comparatives

Irregular comparatives are;

good, better bad, worse far, further /further

Note that *farther* has two meanings; a normal meaning of *more far*, and another meaning of just *more*.

How much further do we have to go? (more far)

I can't really advise you any further, (more)

Old has a regular form *older*, and an irregular form *elder* that is used as an adjective for people, especially members of a family.

This is my elder sister.

Superlatives

Superlatives follow similar rules to comparatives in paragraphs .1 and 2 above.

One - syllable adjectives use *(the) -est* and longer adjectives use *(the) most*.

small, smaller, the smallest early, earlier, the earliest late, later, the latest interesting, more interesting, the most interesting

Irregular forms are:

good, the best bad, the worst.

Comparative clauses

With *than*

Food here is more expensive than I thought

With *not as ... as* or *not so ... as*

Being a nurse is not as interesting as being a doctor.

With *(just) as ... as*

Living in the country is just as expensive as living in London.

With *such ...as*

I've never been to such a good party as that one.

With a superlative adjective and present perfect simple, often with *ever*.

*This is **the worst** film I've ever seen*

When we compare actions we can use an auxiliary at the end of the sentence.

*I can swim a lot better than Jack. OR I can swim a lot better than Jack **can** You paid more for your car than me. OR You paid more for your car than I **did**.*

Note how modals like *can* are repeated, but other verbs use a form of *do*.

Indirect speech

Tenses move back in time after a past tense reporting verb.

*'I agree'. Peter said **he agreed**.*

*'I'm leaving'. Jane said she **was leaving**.*

But the past perfect remains the same,

*'No, I **hadn't** forgotten'. Greg said that **he hadn't** forgotten.*

For Modals (*can, may, must, should* see Grammar 14.)

Main verb changes

In complex sentences, only the first verb is changed.

'I was walking home when I saw the accident'.

*James said **he had been walking** home when he saw the accident.*

Reference words

Some words referring to people, places and time change in indirect speech, because the point of reference changes.

*'I'll see **you here tomorrow**, Jack,' said Mary.*

*Mary told Jack she would see **him there the next day**.*

*'I gave **you this yesterday**.'*

*John said he had given **it to her the day before**.*

Other words of this kind appear in the practice section.

Without tense changes

Present tense reports

If the reporting verb is in the present tense, there is no change,

*Brenda **says** she's arriving at about 6.00.*

Past tense reports

If the reported words are always true, there is no change.

*Harry told me that **he still likes you**.*

If a message is being repeated immediately, there is no change.

*Mary said **she's too busy to come**.*

Questions

Reporting questions

Yes / No questions are reported using *if*. The verb does not have a question form, but has the form of a normal statement. There is no question mark.

"Do you like hamburgers?"

Charles asked me if I liked hamburgers.

Reporting verbs

Say or tell

We *say* something and we *tell* somebody.

I said I could meet you this evening, but I'm really busy I told you I mild meet you this evening, but I'm really busy.

We can use *to* after *say*, but we never use *to* between *tell!* and the object.

I said to him that I'd meet him this evening.

Other reporting verbs

Exercises 8 and 10 in the practice section use some other common reporting verbs. The meaning and grammar of each verb can be found in a good dictionary and should be learned. For example;

*She suggested **going** to the beach. (suggest + -lag form)*

*She offered **to give** me a lift. (offer + infinitive)*

*She reminded **me to call** my mother (remind + object + infinitive)*

Phrasal verbs 1

Verbs are often followed by particles like *back off*, *through*, *up*, etc (the word *particle* means adverb or preposition). Sometimes both verb and particle have their normal meaning. At other times there is a new meaning when they are put together. Compare:

*Can you **bring up** the radio from downstairs?* (normal meaning)

*She has **brought up** two children on her own*

(new meaning = *look after until adult*)

The term 'phrasal verb' is used for the second case, where the verb + particle together has a special meaning. Phrasal verbs are common in informal English.

Often one phrasal verb can have several different meanings and the correct one is only clear from the context.

There are four types of phrasal verbs. It is unusual to use *all* as a single-word subject or object. Instead we use *everything* to mean *all the things*.

phrasal verbs with two particles.

phrasal verbs with one particle; there must be an object; the particle is inseparable.

phrasal verbs with one particle' there must be an object; the particle can be separated from the verb.

phrasal verbs with one particle.; there is no object.

Modal verbs: present and future

Ability

Can* and *be able to

Can, like all modal verbs, cannot be used in an infinitive or continuous form. We use ***be able to*** in situations where we need these forms.

*I'd like to **be able to** swim.*

***Not being able to** swim is annoying.*

Certainty and uncertainty

Must* and *can't

These words have a meaning related to certainty - they are used to make deductions. This is when we are sure or almost sure about something because it is logical. This usage is especially common with the verb *be*.

*You **must** be tired after your long journey.* (I'm sure you are)

*That **can't be** Sue. She's in Brazil.* (I'm sure it's not possible)

These words are also used in other ways: *must* for obligation (see next section) and *can('t)* for ability (see above).

May*, *might* and *could

These words all express uncertainty or possibility. *Could* is not used with *not* in this context.

*I **might** go out, I don't know. I **could** get wet!*

The meaning, for all three words is approximately 50 per cent probability. But if we stress the modal verb strongly in speech the probability is reduced.

*I **might** see you later if I finish my work, but don't count on it.*

(*might* is strongly stressed in speech)

Should and ought to

These words are both used for obligation (see next section). But they also have a meaning related to certainty - they are used when, we expect that something will happen.

*Brenda **should be** home by now. (I expect that she is)*

Be bound to

This is used to say that something is certain to happen in the future.

*You're **bound to** see Paula if you go there. (I'm sure you will)*

Modal verbs: past

Ability

Could and able to

We use *could* when we talk about general past ability',

*When / was young, I **could** run very fast.*

*When Anna was young, she **couldn't** swim.*

We use *was able to* when we talk about one specific past action.

*Luckily, Mary **was able to** help us.*

*Unfortunately, they **weren't able to** save the dog.*

Certainty and uncertainty

Must have and can't have

These are used to make logical deductions about, past actions.

*I **must have left** my wallet in the car. (I am sure I did)*

*Jim **can't** have noticed you. (I am sure he didn't)*

Note that we cannot use *must not have* for impossibility or *can have* for possibility.

May have, might have and could have

These express possibility or uncertainty about past actions,

*Jean **might have missed** the tram. (perhaps she did)*

*She **may have taken** a later train. (perhaps she did)*

*Tim **might not have got** your letter. (perhaps he didn't)*

*Tim **may not have got** your letter. (perhaps he didn't)*

*You **could have been** killed! (it was a possibility)*

Could have is not normally used with *not* with the meaning of possibility or uncertainty,

Was / Were to have

This describes something which was supposed to happen,, but didn't, It is formal in

use. The form *have* does not change.

He was to have left yesterday, (he was supposed to leave, but he didn't)

Verbs followed by the Infinitive

Some verbs can only be followed by the infinitive. These include: afford, appear, choose, fail, happen, help, long, manage, offer, prepare, refuse, tend, wait, want

I can't afford to go on holiday abroad this year.

The car appears to have broken down.

I chose not to go to university.

Gerry failed to arrive on time.

I happened to be passing so I dropped in.

Some verbs can be followed by an object + infinitive: *ask, tell, advise, order*

David asked me to give this to you.

I told you not to do that!

Verbs followed by the infinitive, or a that-clause

Some verbs can be followed by the infinitive or a that-clause. These include: agree, arrange, decide, demand, desire, expect, hope, intend, learn, plan, pretend, promise, seem, threaten, wish

Tom agreed to meet us outside the cinema.

Tom agreed that he would meet us outside the cinema.

We arranged that we would leave at 5.30.

John decided to take the bus.

John decided that he would take the bus.

Verbs followed by -ing, or infinitive without to

Some verbs can be followed by an object + -ing, or an infinitive without *to*. There is a change in meaning. These verbs are sometimes called 'Verbs of perception' and include: feel, hear, listen to, notice, see, watch

If we see or hear only part of the action, or it continues, we use the -ing form. If we see or hear the whole action from beginning to end, we use the infinitive without *to*. Compare:

I felt the train moving. (continuing action)

I felt the train move. (one completed action)

Some of these verbs can be used with a *that-clause* with a change of meaning.

I feel that you should look for another job. (believe)

I've just heard that the match is off. (receive news)

See that you lock up when you leave. (make sure)

Passives

Transitive and intransitive verbs

Only verbs with an object (transitive verbs) can be made passive.

They sent the letter. The letter was sent

They arrived late, (cannot be made passive)

Verbs with both direct and indirect objects can be made passive in two ways:

They sent me the letter. I was sent the letter.

The letter was sent to me.

Some transitive verbs cannot be made passive in some uses. For example *like* and *hve*. *T like this place*, (a passive form of this sentence is not possible)

Focus on important information

By placing the object at the beginning of the sentence, the passive can change the focus of interest In a sentence.

United wens beaten by Arsenal, (we are more interested in United)

The passive is used in a variety of contexts. Notice how the agent (person who does the action) is unimportant, unknown or clear from the situation.

Impersonal statements *Students are asked not to smoke.*

When the agent is unknown *My bike has been stolen!*

(Here we could say *Someone / They have stolen my bike.*)

Reason

Because, as and since

As and since have the meaning of because and can begin a sentence.

As /since it was late, we decided to go home.

In formal, written language we can use *for* to mean because, but it cannot begin sentence,

Peter has given up sailing for he doesn't have the time.

Because of, on account of due to and owing to

We can use all these words in place of because of

Everyone was depressed on account of / due to! owing to the bad weather.

Note this difference:

Sue's success was due to her hard work, (noun + be + due to)

Sue succeeded owing to her hard work (verb + owing to)

Question tags

Sometimes a simple statement is too short and does not help the conversation to develop in a friendly way.

You're French.

The other person does not know what to say. We can add a tag to the end of the statement so that it becomes a question.

You're French, aren't you?

Now the other person knows that they have to reply and the conversation can

continue.

If the intonation of the tag rises it is a genuine question. The other person will probably continue the conversation.

A: You're French, aren't you?

B: Yes, that's right. I was born in a town in the north of France although now I live ...

If the intonation falls, it is just checking information. The first speaker will probably continue.

A: You're French, aren't you?

B: Yes, that's right.

A: I thought you were. Have you met Pierre? He's from France as well.

Tags are formed using auxiliaries (*do, be, have* or a modal),

Helen lives here, doesn't she?

You left early, didn't you?

Jack was born in Italy, wasn't he?

You will help me, won't you?

Someone's got to pay, haven't they?

Non-defining clauses add extra information. They are separated by commas in writing, and by a pause on either side (where the commas are) in speaking. We generally use *which* not *that* in non-defining clauses,

The book, which I hadn't read, was still on the shelf.

This gives extra information about the book. We could miss out the relative clause and the meaning would still be clear

Relative clauses

Subject or object

Relative clauses give extra information about a noun in the main clause.

Relative clauses begin with a relative pronoun (*who, which, that, whom, whose*).

The relative pronoun can refer to the subject of the clause.

That's the woman who bought my car.

The woman (subject) bought my car (object).

Or the relative pronoun can refer to the object of the clause.

*This is the car **that I used to own.***

I (subject) used to own the car (object).

Note how sentences are combined.

Subject: *This is Jean. She bought my car.*

Jean is the person who bought my car.

She is not repeated, as *the person* is now the subject.

Object: *That is Jean's car. I used to own it.*

That's the car that I used to own.

It is not repeated, as *the car* is now the object.

Defining or non-defining

Defining clauses give important information which tells us exactly what is being referred to.

The book, which you lent me is really good.

This indicates which book we are talking about. Without the relative clause, it might be difficult to understand the meaning.

Which, who and that

That instead of which

When we talk about things, *that* is often used instead of *which* in defining clauses. This is very common in speech.

Is this the home that you bought?

That instead of who

When we talk about people, *that* can be used instead of *who* in defining clauses. This is less common, but we still do it, especially in speech.

Have you met the boy that Sue is going to marry ?

Which in non-defining clauses

That cannot be used to introduce a non-defining clause.

The hotel, which was a hundred years old, was very comfortable.

Prepositions

That cannot be used after a preposition.

This is the car (that / which) I paid £2000 for. (speech)

This is the car for which I paid £2000. (formal)

GLOSSARY

"A" credit customers:

Customers who can obtain a loan from traditional lenders, because they have perfect credit.

Account:

The total claims and/or invoices against a particular customer; how much is owed by a specific customer for goods or services rendered.

Advance Rate:

The specific percentage of the income stream advanced to a client by the party providing financing,

Amortization:

The payment of debt in installments of principal and interest for a proscribed time, at the end of which, the debt will have been paid in full. Mortgages, as well as many other loans, are paid in this gradual, systematic method.

Articles of Incorporation:

The legal document filed by the founders of a corporation with a U.S. state. Once the articles have been approved, the state issues a Certificate of Incorporation. These two documents compose the Charter of Incorporation.

Assign ability:

The authority and ability to assign (or sell) an income stream to a separate entity.

Assignee:

The entity who obtains the right to an asset, through gift or purchase.

Assignment:

The transfer of any debt instrument and/or its rights, title or interest from one party to another.

Assignor:

The party who is transferring an asset, through gift or sale, the assignor forfeits the rights to the asset which is being assigned.

Authorized Signatory:

Someone who is legally able to enter a binding contract on behalf of a business.

Bad Debt:

Debt which has been written off as uncollectible due to delinquency.

Balance sheet:

The accounting tool used to show the current financial condition of a business. It is a financial statement which records assets on the left side of the sheet and liabilities and net worth on the right side of the sheet.

Bankruptcy:

The state of insolvency of a legal entity that does not have the financial means to pay their incurred debts as they come due. This status is initiated via petition by creditors, or by the bankrupt entity itself.

Beneficiary:

An entity entitled to inherit assets upon death of the owner and/or receive the benefits/proceeds, of a life insurance policy, when the insured person dies.

Bill of Exchange:

A financial instrument in with the buyers signature, acknowledging debt for goods/services received.

Bill of Lading:

A document providing instructions to the shipping company, used when transporting goods.

Bill of Sale:

A legal document used for certain merchandise, to transfer the title of ownership from seller to buyer.

Blanket Assignment:

A legal transfer of accounts receivable ownership, present and future, as collateral for financing.

Break Even Point:

The scope of operation where revenues equal costs.

Broker:

An individual who pairs clients with providers. In the case of financing, a broker helps those in need of funds with various financial entities.

Business-based income streams:

Cash flow originating from another business, or a government agency.

Capital Net Worth:

Assets minus liabilities. This is the worth of all assets after all debts have been satisfied.

Cash flow:

How money enters and leaves a business or household, Money enters a business through revenues or funding; it leaves a company in the form of expenses.

Cash flow specialist:

This term can refer to either a buyer of debt instruments, or a cash flow broker.

Cash flow transaction:

Any time that an income stream is purchased by an outside party.

Commercial Credit Insurance:

Insurance available to businesses which protects against large losses from delinquent accounts which are declared uncollectible.

Collateral:

An asset (real estate, a vehicle, etc.) that is pledged to secure the repayment of a loan. Collateral will be seized by the lender if the borrower defaults.

Collateral-based income streams:

When collateral is used to secure debt instruments.

Collectability:

The ability to collect accounts receivable. In the case of a funding source, accounts receivable is specific to the future income stream payments which have been purchased from a client.

Commission:

A fee paid to a broker for their services.

Concentration:

The percentage of a client's accounts receivable which is owed by a single customer. If the percentage is high, then it is considered to be a large concentration, and high risk.

Consumer-based income streams:

Debt instruments purchased from a private individual, as opposed to a business.

Conversion:

Making a client out of a qualified prospect.

Corporation:

A legal entity, which is separate and distinct from the individuals who own it; the corporation can own property, incur debts, sue, or be sued. It is possible to become a corporation through charter of a U.S. State or the Federal Government.

Current Liabilities:

Debts that must be paid in one year, or less. Items to be found on a balance sheet under current liabilities include Accounts Receivable, Notes Payable, Bank Loans Payable, Taxes Payable, Wages, and long-term debt which is due within one year.

Credit Analysis:

The comprehensive analysis which measures the estimated creditworthiness of a potential client.

Creditor:

The person or company owed to by a debtor.

Debt instrument:

A debt that is owed from one party to another. The future payment(s) are also known as cash flow instruments or income streams.

Debtor:

The entity who is in debt. The debtor has borrowed, and makes payments to repay his debt to the creditor.

Default:

The non-fulfillment of a legal promise, duty, or other obligation. (e.g. to pay a debt).

Delivery Evidence:

In shipping, this document serves as proof of the delivery and invoicing of goods.

Direct Mail:

Marketing through sending advertising and solicitations to large numbers of potential customers through the mail.

Discount Fee:

In the case of factoring, the discount fee is dependent upon the number of days until the receivable paid. The basis of the fee is the discount rate, which is set prior to the purchase of the accounts receivable and is listed in the Discount Schedule.

Face value:

The current principal balance on a debt instrument.

Factoring:

Accounts receivable financing where the funding source purchases invoices from its clients.

Fictitious name:

The legal statement which can be filed when a person uses a different name for business dealings.

Foreclosure:

The seizure of property in court for a debt that is in default.

unding source:

An entity that purchases income streams, or otherwise provides funding to businesses.

Government-based income streams:

Accounts receivable paid by a government entity. Government-based income streams can be paid directly by a government agency, or via an insurance company.

Hypothecation:

The process of using borrowed funds to invest in a debt instrument, and using security interest in the debt instrument as the loan's collateral.

Income stream:

A debt that is owed from one party to another. The future payment(s) are also known as cash flow instrument or a debt instrument.

Indemnification:

A promise to, under outlined circumstances, compensate for loss or damage

Institutional lenders:

Banks (local and regional), savings and loan associations, mortgage companies, and other finance companies and commercial lenders.

Insurance-based income streams:

The receiving of cash flows from insurance companies. Insurance-based income streams can be paid out to individuals or businesses.

Intangible personal property:

Something of value which is not a tangible asset. Intellectual property is the most common type of intangible personal property (e.g. copyrights, trademarks, patents, etc)

Investment-to-value ratio:

A financial equation used to measure the security of a creditor's position and the likelihood that a foreclosure would result in a recoup of the investment.

Invoice:

A debt instrument specifying the amount the customer owes for delivered goods or

services. The trading and/or selling of invoices occurs in a type of financing called factoring.

Joint venture:

A contractual agreement which binds multiple people or business together for the purpose of a specific task, operation, or goal.

Lead:

Information which may be useful in a search for prospective clients.

Leverage:

The depth of an entity's reliance upon borrowed money, this is measured by using the ratio of debt to total assets.

Liabilities:

The total amount owed (to all creditors), with the exception of ownership equity. Also see Current Liabilities and Long Term Liabilities.

Lien:

Liens are used in the world of finance, and also in the justice system. It is the claim against a property by a creditor/a court. A lien is removed once the debt is paid/a court ruling is satisfied.

Lien Search:

Due diligence involving a thorough search to see if there are any claims against the property of a business or an individual. Main sources of information in a lien search are the County Clerk's and Secretary of State's offices.

Limited liability company (LLC) :

A legal structure for businesses which is designed to combine attributes of corporate and partnership structures.

Line of Credit:

An arrangement with a set total credit which may be extended by a lender to a specific borrower. Having a line of credit allows the client much more flexibility in that they can borrow up to that sum at any time, with little or no additional paperwork; this also is useful in planning operating expenses.

Loan-to-value ratio:

A ratio used to test how likely the owner of a property is to default, based on measuring how heavily mortgaged the property is.

Long Term Liabilities:

Debts which are due only after a year's time. This is called funded debt, and will be found on a balance sheet in the Liabilities section.

Marginal credit customers:

Lenders who generally pay debt, but have some late/slow payment patterns.

Market value:

The current price that the educated, interested consumer would purchase something.

Mechanics Lien:

A lien on property (such as a building or an invoice) given to secure compensation to contractors and other workers involved in construction or other property improvement, A mechanics lien usually takes first precedence in the event of other liens on the same property.

Mortgage:

A contractual instrument which pledges real property as security for a debt. A mortgage is a type of lien.

Negative Cash Flow:

This occurs when total expenses exceed total income. In this situation, there are no profits, and increasing debt.

Note:

A written promise to pay. A note should include the amount, the name of the creditor and the date by which the money is promised.

Notice of Pre-lien:

A document provided by a contractor or provider of materials to the owner of real property, This notifies the owner that a lien against the real property will be sought if invoices for materials or services being provided for the improvement of the real property remain unpaid.

Notification:

In factoring, when an invoice is purchased from a client, the debtor on that invoice can be notified, and be asked to pay the factor directly.

Non-Notification:

In confidential factoring, notification does not occur, and the debtors on the purchased invoices remain ignorant that their debt has been purchased.

Non-Recourse Factoring:

In Non-Recourse Factoring, the responsibility for debt collection falls directly on the factor. If the customer is unable to pay off the debt, the loss is assumed by the factor.

Overhead:

Business costs which are unrelated to production or sale of goods or services. Some examples of overhead include office rent, a flat fee telephone line, or a company car. Overhead expense remains unchanged regardless of sales.

Owner financing:

In this arrangement, a.k.a. seller financing, the seller of tangible personal property

accepts a promissory note in lieu of immediate payment of a portion or the entirety of the purchase price.

Partnership:

This is a legal business structure which is one of the most common. A partnership is legally similar to a Sole Proprietorship, except it involves joint ownership in a business.

Payee:

A person or business who is a creditor and is interested in selling his income stream for cash. In this glossary, the payee is generally referred to as the client.

Payer:

The entity who owes the debt on an income stream. In this glossary, this person is generally referred to as the customer or the debtor.

Personal guaranty:

This is the opposite of non-recourse. In this instance, the seller assumes personal responsibility and liability, effectively guaranteeing the income stream.

Portfolio:

A group of debt instruments which are all of the same type.

Pre-ship Invoice:

This is an invoice for services or goods which have yet to be delivered. indicating the amount due for which indicates the amount due from a customer to pay for goods or services which have NOT yet been delivered.

Privately held:

In factoring, this term is used to refer to debt which is owed to an individual or a business, as opposed to a financial institution.

Principal:

Generally, this term refers to the owner of a privately held business. However, during a financial transaction, the buyer and seller are both called principals.

Profit and loss statement:

This financial statement gives a historical view of an entity's income and expenses.

Promissory note:

A written debt instrument which lists a specified amount promised to a particular party, to be paid over a outlined time period.

Purchase Order:

The document or form used to request goods or services.

Quantity Discount:

Any price reduction which is results from of purchasing in larger volume or bulk.

Rate of Return:

The return on an investor's capital. Also called Yield.

Rebate:

The return of reserve funds to the client by a factor.

Recourse:

In recourse factoring, the client is liable to the factor, regardless of whether the customer pays or not.

Replevin:

A court action which occurs when the rightful owner or property is unable to retrieve it from the person holding the property. A factor might file to seize non-real estate property given as security for a defaulted debt.

Reserve:

This is money held by a factor as a form of guaranty. It is given to the in order to cover any defaults or other payment delinquencies. Any excess reserve is rebated to the client after the allotted time has elapsed.

Reserve Account:

A tracking method used by factors to invoices as they are paid and to track remaining invoices.

Satisfaction:

Satisfaction has occurred when the debtor has paid everything due, and the obligation is discharged.

Schedule of Accounts:

This report lists information on purchased accounts. It is provided by a factor to his client.

Seasoning:

How much time payments have been being made on a debt instrument.

Secondary market:

Privately held income streams can be sold by the owners for cash in the secondary market.

Security:

Assets given or promised to a creditor, so as to ensure that a loan is repaid..

Securitization:

The bundling and resale of income streams to investors, both private and public. This is regulated by the SEC.

Security interest:

An interest in non-real estate assets created under the Uniform Commercial Code (see below), This interest is given as security for an obligation.

Seller:

The entity holding a debt instrument, with a desire to sell it.

Servicing:

This includes administrative duties such as accounting, insurance, tax, payment collection and follow-up and loan analysis.

Sole proprietorship:

The legal business structure that is the default option for a small business. It simply means that a business is owned and operated by an individual. If a business fails to file for a different structure, they are automatically considered by the government to be a sole proprietorship.

Subordination:

This occurs when a creditor states in writing that the debt due to a different creditor has higher priority, than does debt owed to himself.

Tail:

The back half of the payment stream, when a separate entity has rights and interest in the first half. This is often a balloon payment.

Tangible personal property:

Tangible assets, excluding real estate (cars, jewelry, boats, etc)

Time value of money:

A financial concept regarding the differing value of money received today, versus in the future or past.

Title insurance:

Title insurance protects the beneficiary from suffering any damages due to real estate titling issues. This insurance can be issued to the payor or to the payee.

Title policy:

The policy which provides title insurance. Title insurance protects the beneficiary from suffering any damages due to real estate titling issues. A title policy can be issued to the payer or to the payee.

Trade Discount:

A discount in the event that payment is received by a certain date.

Trial balance printout:

A table listing the loans in a specific portfolio along with their payment schedule. Most portfolio transactions require a trial balance printout.

Unseasoned:

A lease or other long term debt with few, if any, payments made on it.

Verification:

In factoring, this is a step of the due diligence process in which the validity of an invoice is confirmed by the customer.

Yield:

The ratio of income over a specified period of time to the total cost over that time. Yield is a measure of the return on an investor's capital investment.

TAPESCRIPTS

LESSON 1 Industries and companies

Types of industries

Primary Industries

Extract raw materials (which are natural products) from the land or sea e.g. oil, iron ore, timber, fish. Mining, quarrying, fishing, forestry, and farming are all example of primary industries.

Secondary Industries (sometimes referred to as Manufacturing industry)

Involve the manufacture of raw materials, into another product by manual labour or machines.

Secondary industries often use assembly lines e.g. a car factory.

Tertiary Industries (sometime referred to as Services industry)

Neither produce a raw material nor make a product.

Instead they provide services to other people and industries.

Tertiary industries can include doctors, dentists, refuse collection and banks.

Quaternary Industries

Involve the use of high tech industries.

People who work for these companies are often highly qualified within their field of work.

Research and development companies are the most common types of businesses in this sector.

All of the companies are linked in one way or another. For example:

The raw material cotton is extracted by primary industries.

The cotton may then be turned into an item of clothing in the secondary industry.

Tertiary industries may advertise the goods in magazines and newspapers.

The quaternary industry may involve the product being advertised or researched to check that the item of clothing meets the standards that it claims too.

LESSON 2 Globalization

Globalization and Economic Policy

Globalization is the process of interaction and integration among people, companies, and governments worldwide. As a complex and multifaceted phenomenon, globalization is considered by some as a form of capitalist expansion, which entails the integration of local and national economies into a global, unregulated market economy. Globalization has grown due to advances in transportation and communication technology. With the increased global interactions comes the growth of international trade, ideas, and culture. Globalization is primarily an economic process of interaction and integration that's associated with social and cultural aspects. However, conflicts and diplomacy are also large parts of the history of globalization, and modern globalization.

Economically, globalization involves goods and services, and the economic resources of capital, technology, and data. Also, with the expansions of global markets liberalize the economic activities of exchange of goods and funds. *Globalization and its Impacts on the World Economic Development*. The steam locomotive, steamship, jet engine, and container ships are some of the advances in the means of transport while the rise of the telegraph and its modern offspring, the Internet and mobile phones show development in telecommunications infrastructure. All of these improvements have been major factors in globalization and have generated further interdependence of economic and cultural activities around the globe.

Though many scholars place the origins of globalization in modern times, others trace its history long before the European Age of Discovery and voyages to the New World, some even to the third millennium BC. Large-scale globalization began in the 1820s. In the late 19th century and early 20th century, the connectivity of the world's economies and cultures grew very quickly. The term *globalization* is recent, only establishing its current meaning in the 1970s. In 2000, the International Monetary Fund (IMF) identified four

basic aspects of globalization: trade and transactions, capital and investment movements, migration and movement of people, and the dissemination of knowledge. Further, environmental challenges such as global warming, cross-boundary water, air pollution, and over-fishing of the ocean are linked with globalization. Globalizing processes affect and are affected by business and work organization, economics, socio-cultural resources, and the natural environment. Academic literature commonly subdivides globalization into three major areas: economic globalization, cultural globalization, and political globalization.

LESSON 3 Corporate strategy and structure

Corporate Strategy vs Business Strategy

Difference between corporate strategy and business strategy is that the corporate strategy is concerned with the overall purpose of the organization while business strategy is concerned about a particular business unit and the way it should be planned to be more competitive in the market. Now I try to explain the difference between corporate strategy and business strategy.

Corporate strategy provides the guidelines for the businesses to achieve their long term objectives. When developing a corporate strategy, it is essential to determine

the purpose and the scope of the organizational activities. Then about the nature of its business by considering the environment in which it operates, its marketplace position and the level of competition it faces.

Corporate strategy is created based on the vision of the organization. This is the most important level of strategy since it is heavily influenced by the investors in the business activities and acts to guide strategic decision-making throughout the business. Corporate strategy is verbally expressed in the company mission statement. Usually, in every organization the top management is responsible for establishing the corporate strategy.

A strategic business unit can consist of a product line, division, or other profit centers that can be planned separately from the other business units of the company. At this level, there are less strategic issues relating to the coordination of operating units and about developing and achieving a sustainable competitive advantage for the manufactured goods and services.

The strategy formulation phase at the business level deals with:

- Positioning of the business against rivals.
- Strategy need to be changed according to the expected changes in the demand.

- Influence the nature of competition through vertical integration and political actions such as lobbying.

LESSON5 Operations management

Operations management

Operations management is an area of management concerned with designing and controlling the process of production and redesigning business operations in the production of goods or services. It involves the responsibility of ensuring that business operations are efficient in terms of using as few resources as needed and effective in terms of meeting customer requirements. Operations management is primarily concerned with planning, organizing and supervising in the contexts of production, manufacturing or the provision of services. It is concerned with managing an entire production system which is the process that converts inputs (in the forms of raw materials, labor, and energy) into outputs (in the form of goods and/or services), or delivers a product or services. Operations produce products, manage quality and creates service. Operation management covers sectors like banking systems, hospitals, companies, working with suppliers, customers, and using technology. Operations is one of the major functions in an organization along with supply chains, marketing, finance and human resources. The operations function requires management of both the strategic and

day-to-day production of goods and services.

In managing manufacturing or service operations several types of decisions are made including operations strategy, product design, process design, quality management, capacity, facilities planning, production planning and inventory control. Each of these requires an ability to analyze the current situation and find better solutions to improve the effectiveness and efficiency of manufacturing or service operations.

LESSON 6 Production

Production

Production is a process of combining various material inputs and immaterial inputs (plans, know-how) in order to make something for consumption . It is the act of creating output, a good or service which has value and contributes to the utility of individuals.

Economic well-being is created in a production process, meaning all economic activities that aim directly or indirectly to satisfy human wants and needs. The degree to which the needs are satisfied is often accepted as a measure of economic well-being. In production there are two features which explain increasing economic well-being. They are improving quality-price-ratio of goods and services and increasing incomes from growing and more efficient market production.

The most important forms of production are:

- market production
- public production
- household production

In order to understand the origin of the economic well-being, we must understand these three production processes. All of them produce commodities which have value and contribute to well-being of individuals.

The satisfaction of needs originates from the use of the commodities which are produced. The need satisfaction increases when the quality-price-ratio of the commodities improves and more satisfaction is achieved at less cost. Improving the quality-price-ratio of commodities is to a producer an essential way to improve the competitiveness of products but this kind of gains distributed to customers cannot be measured with production data. Improving the competitiveness of products means often to the producer lower product prices and therefore losses in incomes which are to compensated with the growth of sales volume.

Economic well-being also increases due to the growth of incomes that are gained from the growing and more efficient market production. Market production is the only production form which creates and distributes incomes to stakeholders. Public production and household production

are financed by the incomes generated in market production. Thus market production has a double role in creating well-being, i.e. the role of producing goods and services and the role of creating income. Because of this double role market production is the “primus motor” of economic well-being and therefore here under review.

LESSON 7 Marketing

Listen to a part of an interview with Bobur Babayev, Vice President, Marketing, at Pearson Education, talking about successful marketing.

Interviewer: What is the difference between marketing and selling?

Bobur: Selling begins when a product or service becomes available for consumption or use. This function covers retailers’ awareness and confidence on the product and cultivating customer advocacy for the maker of the product or service.

Marketing, on the other hand, is much broader in scope and starts long before the selling process takes place. It covers everything about the market, the consumer, and the brand.

Interviewer: Bobur, what is the key to successful marketing?

Bobur: Well, the key to successful marketing involves many different things. Most people would say successful marketing is just a good creative campaign. Some people would go further than that and say it involves many good marketing communications: reaching the right

people, clear marketing messages and working well with sales teams to get the right sales channels.

But the most common definition of marketing is just two words: customer orientation. What does that actually mean though? It really means four things: producing what customers want, when they want it, at the right price and in a way that’s profitable for the company, and I believe in that definition very strongly.

Interviewer: What makes a successful marketing manager?

Bobur: To be successful marketing manager you must:

- Have the effective sales skills.
- Fill your work with passion.
- Master the corporate balancing act.
- Understand your domains.
- Enough experience to understand what a given project may typically cost, is able to prepare a budget.

LESSON 8 Distribution and promotion

Distribution channel

Distribution Channels is the route or the path taken by a product as it moves from producer to consumer. This channel or the route, which connects the producer with the consumer in the transfer of ownership of a product may be direct or indirect. A channel of distribution is called direct when the manufacturer supplies the goods directly to the ultimate consumer and uses no intermediaries. I would like tell about some Functions of Distribution Channels

- 1.The main function of a distribution channels is to the association the gap between production and consumption.
- 2.A thorough study of the market is really essential. A good marketing plan depends upon the detailed market study.
- 3.The distribution channels is also responsible for promoting the product. Awareness regarding products and other offers should be created among the consumers.
- 4.Creating contacts or prospective buyers and maintaining a link with existing ones.
- 5.Understanding the customer's needs and modifying the offer consequently.
- 6.Discuss price and other offers related to the product as per the customer demand.
- 7.Storage and distribution of goods
- 8.Providing to the financial requirements for the smooth working of the distribution chain.

LESSON 9 Accounting and financial statements

Introduction to accounting

When deciding on a future career a lot of people don't give accountancy a second thought. Most people don't realize how varied the world of accounting is and in fact it is often seen as boring. The truth is that accounting is the backbone of any organization and offers a wide number of attractive careers within it. Below you will hear about just some of the more common careers in the field of accountancy. When we

consider the accounts team within a company, we generally think about clerks, both sales ledger clerks and purchase ledger clerks recording the financial information from all transactions the company makes. Other roles include the payroll clerk responsible for processing staff salaries and the tax which occurs from them. Higher up the hierarchy we have the management accountant who finalizes the accounts and prepares the annual financial statements. The people doing these jobs make sure that the directors or owners of the company always know its true financial position. However, accounting is more than just reporting financial data. A good accounts team actually works to save the company money by minimizing the tax payable and delaying payments so companies can earn interest from their banks. These job roles are not so clear in smaller accounting practices, where the accounting staff often need to perform various tasks from meeting clients to helping with loan applications. Often the majority of the work in these smaller practices is done by bookkeepers. Generally, the owner of the practice is the most senior accountant and is usually a chartered accountant, which means that their signature is accepted on the financial statements.

The job opportunities for accountants don't stop there: auditors are the

police of the accounting world and when they are called into a company it is their job to ensure that the accounts were done in the correct way and that everything was accounted for. The most feared of these auditors are the government auditors who are sent to companies suspected of somehow breaking the rules. Working as an auditor is very different from other accountancy work as there is no routine; you work in many locations and have contact with many people. Although, you should be thick-skinned as often the accounting staff in companies do not like the idea of being audited.

LESSON 10 Financial market

A Financial market is a market for creation and exchange of financial assets. Financial markets play a key role in the economy by stimulating growth influencing economic performance of the actors, affecting economic welfare. This is achieved by financial infrastructure, in which entities with funds allocate those funds to those who have potentially more productive ways to invest those funds. A financial system makes it possible a more efficient transfer of funds.

Financial markets play a pivotal role in allocating resources in an economy by performing three important functions.

1) Financial Markets facilitate Price Discovery:

The continual interaction among numerous buyers and sellers who throng financial markets helps in establishing the prices of financial assets. Well organized financial markets seem to be remarkably efficient in price discovery. That is why economists say: “If you want to know what the value of a financial asset is, simply look at its price in the financial market”.

2) Financial Markets provide liquidity to financial assets:

Investors can readily sell their financial assets through the mechanism of financial markets. In the absence of financial markets which provide such liquidity, the motivation of investors to hold financial assets will be considerably diminished. Thanks to negotiability and transferability of securities through the financial markets, it is possible for companies and other entities to raise long term funds from investors with short term and medium term horizons. While one investor is substituted by another when a security is transacted, the company is assured of long term availability of funds.

3) Financial Markets considerably reduce the cost of transacting:

The two major costs associated with transacting are search costs and information costs. Search costs comprise explicit costs such as the expenses incurred on advertising when one wants to buy or sell an asset and implicit costs such as the effort

and time one has to put in to locate a customer. Information costs refer to costs incurred in evaluating the investment merits of financial assets.

LESSON 11 Human resources

Personnel Manager: The most important thing when interviewing a candidate is his character, his ability to react, his intelligence and his suitability for the position that ... which ...for which he is being interviewed.

Interviewer: And uh, to what extent does the person's appearance influence your decision?

Personnel Manager:It doesn't influence the decision, uh, but it does have some bearing on the decision,if you can take the difference between the two. It is important that the guy, the person, is well presented, is neat and tidy, and that he has a good manner, uh, because that shows a lot about his personality.

Interviewer: Do you expect the candidate to be prepared in any way for the interview, or how should he prepare himself for the interview?

Personnel Manager: Well, it's not a question of preparing himself. In the position in which I am, uh, normally the candidate's had at least one or maybe two interviews with other members, more junior member of staff before he gets to my level, unless the particular candidate is going to report to me, and in which case I expect the person concerned to have a fairly good knowledge of: (1) what

the company does, (2) what he's going to be expected to do, and (3) who he's going to report to. Those things, those three items are very, very important and if the candidate, uh, does not give an impression of either understanding one of those three items, then obviously then he gets marked down accordingly.

Interviewer: What would your advice be to a candidate, er, going to an interview? How would you advise him?

Personnel Manager: Uh, the first thing I would say to him is first of all to listen, secondly, to ask the right questions, and thirdly, perhaps the most important, is to create the right relationship which is, I guess, an adult-to-adult relationship with the interviewee or the interviewer. It is very important and that's what I said before is when you get a yes-man in front of you, or a yes-woman, then that person is obviously not creating an adult-to-adult conversation. He's creating an adult-to-child conversation and in most cases, managers are not, if they're good and they know what they want, they're not going to be interested in employing a child.

LESSON 12 ICT

Online course

Student: Good morning.

Operator: Good morning. Program design and Computer languages course of TUIT. Saida is speaking. How can I help you?

Student: I'm Rustamov Ilhom. I'd like to get some Information about your online course which is available for TUIT students.

Operator: Yes sure. Program design and Computer languages course includes weekly lessons and assignments, as well as discussion boards and optional video meetings so students can interact with each other and with the instructor.

Student: Who are the instructors?

Operator: The instructors for this course are often the same lecturers who teach traditional classes at TUIT. They are all experts in their field and experienced teachers.

Student: How long is the course?

Operator: The course usually corresponds to the traditional ten weeks of the University quarter system.

Student: What kind of time commitment is required?

Operator: On average, each course requires at least four to six hours a week. This includes weekly readings, completing assignments, watching video lectures, and participating in online class discussions.

Student: How often will the class meet online? Are there designated times to participate online?

Operator: The courses are asynchronous so you can log in and participate in the class whenever it's convenient for you. However, there's one exception: Instructors schedule a video meeting at a specified time

during the week. It is not mandatory that students participate in the video sessions. However, this is a good time to ask questions and interact directly with the instructor.

Student: Do I need to purchase course materials?

Operator: Yes. After you register for a course, you will receive a list of the required texts. Even if you already own a particular book, we ask that you ensure that you have the same edition as your classmates to facilitate page referencing, reading assignments, and discussion.

Student: Are the courses graded?

Operator: Yes, of course. Students will have three grading options. The online courses can be taken for 1) a letter grade, 2) credit/no credit, or 3) no grade. If you complete the course successfully you will be given a Certificate.

Student: How do I register for an online course?

Operator: You can visit our website pd&clonlinecourse.tuit and register or contact us by e mail onlinestudies@tuit.edu or call 235 45 67

Student: Thank you for your valuable information.

LESSON 14 Presentation skills

PREPARING A PRESENTATION

STEP 1 Think about the context of the presentation: who are the audience, and what are their interests? how big will the audience be? how long is the presentation to be? what

equipment is available for visual aids?
what about time for questions?

STEP 2 Decide on your topic. Think carefully about the main point or points that you want to communicate. You should be able to write these clearly in one or two sentences.

STEP 3 Structure the content. Most people begin with an unordered collection of ideas, and then put them into sequence. Then decide on the relative weight of each section of the talk.

STEP 4 Think of ways of catching the listeners' interest: examples, anecdotes, impressive statistics, interesting quotations.

STEP 5 It is useful to 'rough-draft' visual aids at this stage, because they can help you make the sequence of points more clear and logical. Think about whether some information should be put into handouts.

STEP 6 Check overall length, and the relative weight of sections. A little too short is better than even a little too long. As a rough guide, allow about one minute for every 100 words, plus time if necessary for changing transparencies. One A4 page, double-spaced, takes about 3 minutes of speaking time.

STEP 7 Finish preparation of visual aids. If you are using PowerPoint data projection, slides on transparency are a useful back-up in case of last-minute technical problems.

STEP 8 REHEARSE your presentation, as often as necessary.

Do not omit this step! You can practice alone, or ask a friend or colleagues to listen to you. With practice, you will become more fluent and at ease. Make sure you speak simply, but in academic not conversational style. Project your voice across the room. You will find this slows your speech. Check the timing carefully and make adjustments if necessary. Mark a time reference at one or two points in the presentation.

LESSON 15 Competition

Competition

Competition is a way of developing commodity production and type of competition of economic elements for consumer preferences in order to obtain maximum profit. In translation, "competition" means "colliding", and, being in modern society a regulator of volumes and rates of production, encourages the manufacturer to introduce scientific and technological achievements and increase labor productivity.

The development of competition and evaluation the competitiveness of the enterprise became possible only in the conditions of the capitalist mode of farming.

The optimal intensity of competition and the assessment of the competitiveness of goods on the market assumes the following as the goal of the policy in this area:

- rapid introduction of technical progress in the production of goods

and services, the so-called innovation policy under the pressure of competition;

- flexible adaptation and re-profiling of enterprises under the influence of consumer inclinations.

Assessing the competitiveness of a product or service, and scale intensity of competition is determined by the rate of loss of benefits in profits, that is, how quickly innovative methods of production are used by competitors. And first of all, this indicator depends on the speed and speed of competing companies and their response to the leap of quality and technology of the enterprise going in the forefront, as well as to the dynamism of demand.

In any system of market economy, there is the danger of avoiding competitors from compulsory risks and norms closely related to the condition of free competition, and then an accurate assessment of the company's competitiveness can not be carried out. In order to avoid dishonest methods of competition, the state issues regulatory rules of competition regulations. These rules and regulations guarantee:

- product quality;
- the very existence of competition;
- the position of the price and quality of goods or services in the focus of competition;
- the proportionality of the service price to other contract terms;

- the presence of trademarks, which are protected by legal norms and confirm the quality of products;

LESSON 16 Business ethics

Business ethics

I'm going to talk about business and ethics. First I'll look at what is meant by business ethics. Then I'll examine the kind of ethical considerations companies need to address, how they can go about doing business in a more ethical way, and look at some examples of ethical business practices.

So what are business ethics and why are they seen as important in today's business climate? Business ethics relate to how a company conducts its business in order to make a profit. Although the primary goal of the company may be to make money, it also recognizes that it has a responsibility towards the society in which it operates. The term 'corporate social responsibility' is often used, and nowadays many companies have strong corporate social responsibility programs designed to help create a prosperous, inclusive society.

Now I'll look at some basic ethical considerations that a company needs to address. The first area is how the company treats its employees. All employees should be treated fairly and with respect. A company that cares for its workers' welfare will tend to have a happier workforce and a lower turnover of staff. It is also

important that workers are recruited on a basis of equal opportunity.

The second area is how a company conducts its day-to-day business. In a manufacturing business, this includes how suppliers of raw materials are chosen and treated. A good example of this is the Fair Trade movement. This initiative ensures that small-scale farmers are paid directly and at a fair price for their crops. A company should also look at its policy on paying suppliers, and ensure that payments are made on time.

Another ethical consideration is the impact the business has on the environment.

Manufacturing companies should strive to ensure that production is clean and careful, and look for ways to minimize energy consumption and waste products.

Finally, a company can also decide to give something back to the community it operates in. This can be in the form of 'corporate giving' programs, where donations are given to community projects, or by initiating schemes to improve the local community and encouraging employees to work on these schemes.

LESSON 17 Social English and cultural awareness

Cultural Awareness - Important Tips for Success

Cultural awareness involves recognizing different beliefs, values and customs that other people have that are based on their origins or upbringings. Cultural awareness

positions people to be more successful in both personal and professional relationships. Origin and personal experiences shape beliefs, values and customs. Cultural awareness is the ability to notice and respect these differences. Showing consideration for the cultural norms of others makes a person more hospitable in a home country, and better equipped to fit in when traveling abroad.

To ensure respect of different cultures, people must first be aware of cultural differences. Race and ethnicity are the main cultural differences that influence attitudes and behaviors, as stated by a representative from Walden University. A person's nationality often defines their beliefs, thoughts, interests and outlooks. Religion, economic status are also integral parts of people's identities and belief systems. Showing sensitivity to differences and inviting others to share their cultural experiences can be an effective way to foster cultural awareness and feelings of inclusion.

Practicing cultural awareness of others extends respect to people from different cultures. Cultural awareness also involves making adjustments and adaptations as necessary in different social and professional situations. It could be easy for someone to inadvertently offend someone else from a different cultural background with an overly direct communication style. In the workplace, diversity

presents both opportunities and challenges. Different perspectives allow work teams to discuss more options to achieve better results. Using sensitivity and flexibility helps people navigate diverse social and professional situations to avoid offending others.

Recognizing cultural differences and accepting these differences in a respectful and affirming manner helps everyone to feel valued. Because worldwide travel is readily accessible, more people will likely experience situations that demand cultural awareness in their interactions with others. The ability to have positive verbal and nonverbal communication with others who have different backgrounds and beliefs broadens perspectives and enhances the ability to collaborate effectively.

LESSON 18 Business careers

1. Why do you want to work in this industry?

“I’ve always loved business world, but my interest in business really started when I was at school. I think that this profession can give many opportunities. Taking into account the economic development in our country, hundreds of joint ventures have appeared in every city and I believe this career has prosperous future and I want to contribute to the improvement of business and economy in our country.

2. Tell us about yourself

“I’m really energetic, and a great communicator. Working in this sphere for five years helped me build confidence, and taught me the importance of my job. I’ve also got a track record of success. A week ago I have become one of administrators of our gymnasium website. I am supposed to add topics in forum, monitor censorship. Now the site participates in the competition of educational institutions, and I want to help it. Now I study language “C” and I firmly intend to become a programmer. I am sure, that’s my vacation.”

3. What do you think of your previous boss?

“My last boss taught me the importance of time management – he didn’t pull any punches, and was extremely deadline-driven. His no-nonsense attitude pushed me to work harder, and to meet deadlines I never even thought were possible.”

4. Why are you leaving your current role?

“I’ve learned a lot from my current role, but now I’m looking for a new challenge, to broaden my horizons and to gain a new skill-set – all of which, I see the potential for in this job.”

5. Where do you see yourself in five years?

“In five years I’d like to have an even better understanding of this industry. Also, I really love working with bigger projects. Ultimately, I’d like to

be in some type of main administrator programmer at this company, where I can use my skills and industry knowledge to improve the company."

6. What's your greatest weakness?

"I like to prototype a lot and would volunteer to prototype and experiment with new technologies when needed. However I need someone to help me stay focused on the high level design and not sweat the small stuff"

7. What salary are you looking for?

"I'm more interested in the role itself than the pay. That said, I'd expect to be paid the appropriate range for this role, based on my five years of experience. I also think a fair salary would bear in mind the high cost of living here in New York City."

8. Why should I hire you?

"As, I have just started my career, I don't have practical achievements, but I really want to practically explore and experience my potential by delivering the best services to the company. It will be my honor to work

with you and this organization. I am the best fit for this job profile, due to my outstanding programming, analytical and problem solving skills. Also, I have practical experience in many operating systems."

9. What is your greatest failure, and what did you learn from it?

"One of the biggest mistake I made was I shared my new-created program which could lead me to success with my colleague. I was planning to sell my product to the company to which I was planning apply for a job. My colleague used my trust as a weapon and betrayed me. I started not to trusting everybody and choose a friend very carefully."

10. How do you explain your gap in employment?

"My work is important to me, so I won't be satisfied with any old job. Instead of rushing to accept the first thing that comes my way, I'm taking my time and being selective to make sure my next role is the right one."

ANSWER KEY

LESSON 1. INDUSTRIES AND COMPANIES

Ex.2.Match the words with their definitions.

1.d 2.c 3.f 4.a 5.b 6.g
7.e

Ex.3.Listening

1. Primary Industries
2. Secondary Industries/ Manufacturing industry
3. Tertiary Industries/ Services industry
4. Quaternary Industries

Ex.4.Listen and complete.

1.machines 2.services 3.highly qualified
4.primary 5.secondary
6.standards

Exs.7.Language Practice.

- a)1 -, the 2 the,the ,the 3 the, -, - 4 -, the, the 5 the/ -, the, - 6 the, - 7 -, - 8 the, - 9 the, the, - 10 the, -
- b) 1 the person 2 the only cinema 3 a Thames barge 4 the British museum
6 a milk jug 7 the prime minister 8 The computer 9 an open-air theatre
10 the thousand pounds

LESSON 2. GLOBALIZATION

Ex.3.Listening.

1.b 2.a 3.b 4.c 5.b 6. a

Ex.4.Reading.

1.B 2.A 3.F 4.D 5.E 6.G

Ex.6.Language Practice

- a)1 to, off 2 between, opposite 3 in, in
4 on, near 5 in, on 6 against, in 7 on, over
8 in, at 9 at, in 10 into, onto
- b)1 instead of, 2 regardless of 3 in case of
4 in favour of 5 on behalf of 6

apart from 7 as for 8 by means of 9 because of 10 According to

LESSON 3.CORPORATE STRATEGY AND STRUCTURE

Ex.2.Matching.

1.d 2.h 3.j 4.a 5.b 6.e 7.g 8.i 9.f
10.c

Ex.3.Listening.

1.guidelines 2. vision 3.mission statement
4.profit 5. changes 6. Competition

Ex.4.Completing.

1)gives 2)long-term 3) company
4)defines 5)corporate
6)influenced 7)focus 8)concentrate

Ex.7.Reading

1.True 2.True 3.False 4.True 5.False
6.True 7.False 8.False

Ex.8.Language Practice

a)1 weather 2 hairs 3 chicken 4 businesses
5 works 6 baggage 7 papers 8 accomodation

b) 1 blank 2 some/blank 3 an 4 a 5 a 6 some
7 some 8 an

LESSON 4. MANAGING PEOPLE

1.g 2.e 3.h 4.j 5.c 6.d
7.i 8.f 9.a 10.b

Ex.6.Dos and Don'ts

1 Do 2 Don't 3 Don't 4 Do 5 Do 6 Don't
7 Don't 8 Do 9 Don't 10 Do 11 Do 12 Do 13 Don't 14 Don't 15 Do

Ex.8.Language Practice

1 better 2 most 3 latest 4 happier 5 deeper
6 hottest 7 better 8 further 9 best 10 worst

LESSON 5.Operations management.

Ex.3.Listening

1.True 2.False 3.True 4.False

Ex.4.Listening

1.manufacturing 2.converts
3.delivers 4.create 5.banking
6.human resources.

Ex.7. Language Practice.

1 C 2 B 3A 4D 5D 6C 7B 8A 9C 10B

LESSON 6. PRODUCTION.

Ex.2. Matching.

1.c 2.e 3.d 4.f 5.a 6.b

Ex.3.Listening

1.value,contributes 2. Measure
3.market, household 4. quality-price-
ratio 5. Incomes 6. market production

Ex.6. Reading.

1.T 2.F 3.T 4.T 5.F 6.F 7.T 8.T 9.T

Ex.7.Language Practice

1 Do you like 2 Did you do 3 Does 4
Have you seen 5 will you get 6 did
you go 7 did you get 8 is

LESSON 7.MARKETING

Ex.8.Language Practice.

1 denied 2 suggested 3 apologized 4
reminded 5 offered 6
admitted/confessed 7 advised 8
accused 9 confessed

LESSON 8. DISTRIBUTION AND PROMOTION

Ex.4.Listen

1.b 2.a 3.b 4.c

Ex.8.Language Practice.

1 Take 2 have 3 make 4 give 5 give 6
do 7 make 8 take 9 do 10 have 11
give 12 do

LESSON 9. ACCOUNTING AND FINANCIAL STATEMENTS

Ex.2.Matching

1.e 2.a 3.h 4.c 5.f 6.b
7.d 8.g

Ex.3.Listen and correct the sentences.

1.not(-) 2. Irresponsible (responsible)
3.accountants (accounts) 4.bookers
(bookkeepers) 5.sure (ensure) 6.audit
(auditor)

Ex.6.

1.deposits 2. Loan 3.capital 4.stocks
or shares 5.bonds 6.merger
7.takeover bid 8.stockbroking
9.portfolio 10.bankrupt 11.returns
12.deregulation

Ex.7.Language Practice.

1B 2D 3C 4A 5C 6D 7A 8B 9D 10C

LESSON 10. FINANCIAL MARKET

Ex.2.Definition

1.investment 2.financial system
3.financial intermediary 4.mutual
fund 5.diversification 6.prospectus
7.coupon rate 8.put option 9.bull
market 10.bear market

Ex.4 Listening.

1.economic welfare 2.price discovery
3.financial assets 4.investment

Ex.5.Reading

1B 2A 3D 4C

Ex.6.

1.F 2. T 3.T 4.F 5.F 6.T

EX.7.Language Practice.

a)1 I don't believe it 2 She always is
3 It's the rule 4 if you don't want to 5
It's only natural 6 It isn't allowed
b) 1 might 2 might 3 must 4 can 5
can't 6 might not 7 can't 8 might

LESSON 11.HUMAN RESOURCES

Ex.5.Listening

1.a 2.b 3.b 4.c

Ex.7.Language Practice.

1.David must have taken your books by mistake.

2.You shouldn't have parked outside the police station.

3.you needn't have cleaned the floor.

4.Liz can't have met Harry before.

5.Heather might not have left yet.

6.They can't have eaten all the food.

7.Jack should have arrived half an hour ago.

8.Pam and Tim might have decided not to come.

9.The cat must have taken the fish from the table.

10.You needn't have worried after all.

LESSON 12. ICT

Ex.3.Listening

1.assignments 2.experts

3.experienced 4.ten weeks 5.six hours 6.mandatory 7.three grading 8.certificate

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Ex.5.Reading.

1.f 2.f 3.t 4.f 5.t 6.t 7.t 8.f

Ex.6.Language Practice

a)1 to eat 2 not to sell 3 seeing/having seen 4 not to notice/not to have noticed 5 to buy 6 moving/having moved 7 waiting 8 to finish/ to have finished 9 starting 10 wasting

b)1 playing 2 to write 3 to pay 4 buying 5 working 6 to feed 7 to meet 8 taking

LESSON 13. ADVERTISING

Ex.7.Language Practice

a)1 hasn't been finished 2 were arrested 3 had been born 4 will be

cancelled 5 had stopped 6 were you told 7 were swimming 8 was ridden 9 had vanished 10 will be asked
b)1 had already been sold 2 was knocked down 3 was John given/will John be given 4 was not discovered 5 are dealt with/will be dealt with 6 has since been discovered 7 was announced 8 have been asked 9 was written 10 being invited

LESSON 14. PRESENTATION SKILLS

Ex.2.Complete.

1.thank 2.tell you 3.specifically 4.illustrate 5.finally 6.to start with 7.describe 8.then 9.outline 10.after that 11.sum up 12.purpose

Ex.7.Language Practice.

1A 2D 3C 4A 5B 6C 7D 8B 9D 10B

LESSON 15.COMPETITION AND COMPETITIVENESS

2.Listening.

1.b 2.c 3.a 4. B

Ex.7.Language Practice.

1C 2A 3D 4A 5B 6C 7D 8B 9C 10A
11A 12C 13C 14D 15D

LESSON 16. BUSINESS ETHICS

Ex.2.Matching.

1.c 2.f 3.a 4.e 5.b 6.d

Ex.3.Listening.

4,5,1,2,3,

Ex.4.Listening

1.profit 2.responsibility ,society 3. Fairly 4.equal 5.manufacturing 6.time 7.energy 8.donations

Ex.8.Language Practice

1 who 2 none 3 none 4 that 5 which 6 none 7 which 8 none 9 who 10 that

LESSON 17. SOCIAL ENGLISH AND CULTURAL AWARENESS

Ex.6.Read and match.

1.f 2.d 3.a 4.h 5.b 6.j
 7.c 8.e

Ex.8.Language Practice

1.Brenda is the friend who I went on holiday with.

2.This is Mr Smith,whose son Bill plays in our team.

3.Her book, which was published last year, became a best seller.

4.This is the bank from which we borrowed the money.

5.The person who I told you about is at the door.

6.Jack, whose car had broken down, had to take a bus.

LESSON 18. BUSINESS CAREERS

Ex.6. Complete.

1.effort 2.skills 3.goal 4.qualification
5.development

Ex.7.Language Practice.

1 advertising 2 resignation 3
economic 4 unemployed 5
applications 6 qualified 7 profitable 8
employee 9 earnings 10 retirement

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“Ingliz tili” fanidan
amaliy mashg’ulotlar bo’yicha
“Financial and business English”
nomli o’quv qo’llanma.
Toshkent kimyo-texnologiya instituti
ta’lim yo’nalishidagi bakalavr talabalari uchun

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