MINISTRY OF HIGHER EDUCATION, SCIENCE AND INNOVATION
OF THE REPUBLIC OF UZBEKISTAN

SAMARKAND INSTITUTE OF ECONOMICS AND SERVICE

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SAMARKAND STATE INSTITUTE OF FOREIGN LANGUAGES

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ECONOMIC KNOWLEDGE

A training manual for first year students majoring in economics.

Samarkand – 2024

UDK: 811.111:330
B 74
KBK: 81.2Engl+65

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Economic knowledge [Text]: **methodological guide** / SamIES – Samarkand: Stap-sel, 2024. – 282 p.

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This methodological guide contains 45 topics in English related to different directions, which at the same time is very important for listeners and students interested in this area.

Topics given in the methodological manual are intended for all 1-year students of Higher Education a practical foreign language , which includes information on the history of modern commodity trading and the expansion of international trade in fuel, minerals and food in the last decade.

The main task of this methodological manual is to comprehensively illuminate the further development of reading, speaking, listening and writing skills within the framework of the English language.

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The methodological manual was approved at the meeting of the Department of teaching languages by the statement of the meeting No. 8 of March 29, 2024.

Recommended for publication by the decision of the assembly of SamISI Academic methodological council № 7 of April 24, 2024

ISBN: 978-9910-720-51-2

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Introduction

This methodical guide contains 45 topics in English that are related to different areas, and at the same time it is very necessary for listeners and students interested in this area.

The topics given in this guide are for applied foreign language science to all one year students of the Institute. The main task of this methodological manual is to comprehensively shed light on the further development of the skills of reading, speaking, listening and writing within the framework of the English language**.**

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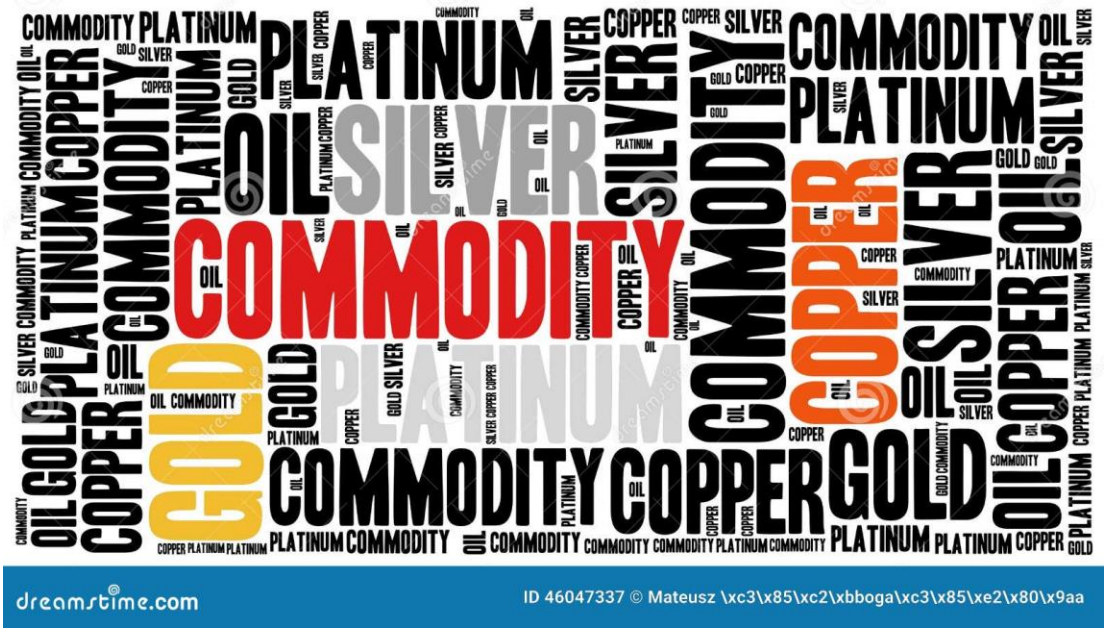
Lesson 1. Commodity

Gram: The future. will; going to; present continuous; present simple

The story of the modern commodities trading industry is part of the history of our time. The vast expansion of international trading in fuels, minerals and food in recent decades is one of the vital building blocks and enablers of globalisation. Independent commodity traders have been at the centre of key economic events, such as the upheaval of global oil markets, since the 1970s. A business once controlled by the integrated oil majors is now largely open to the forces of supply and demand. Traders have harnessed the development of modern capital markets to finance trade and of futures markets to offset risk. They have helped the world cope with seismic and sometimes disruptive shifts in production and consumption, and reversals in the economic cycle. In particular, they have provided logistical and risk management services that have enabled the dramatic rise of new centres of economic growth – and especially the emergence in this millennium of China as the world's premier manufacturing hub. Moving the huge volumes of basic materials needed to fuel and feed this modern industrial revolution requires the services of specialist firms with the appropriate logistical and financial capabilities, global scale and scope, and expertise in and appetite for risk.



Industry estimates suggest that around $10 trillion of commodities are produced and consumed each year around the world. However, commodities are rarely produced and consumed in the same place at the same time. Production occurs in locations that are often far away from

the principal consumption centres. Commodities traders provide vital support for this global model of production and consumption in a complex value chain that includes refining, processing, storage and shipping. This guide sets out to present a thumbnail portrait of commodities trading. Taking the dramatic integration of the global economy over recent decades as a backdrop, it describes the functions and practices of modern commodities trading firms: their basic economic purpose; the different ways in which they provide service to their customers and add value; their approach to managing the individual components of the supply chain and to mastering the many and various risks involved.It aims to inform readers about the specialist nature of the business and the services it provides, and to dispel some of the myths that have grown up around trading over the years. It makes clear that, at its core, this is a physical and logistical business, and not the dematerialised, speculative activity that is sometimes portrayed. It presents a business focusedon moving commodities from where they areproduced to where they are needed with efficiency and at the lowest possible cost; thus serving the interests of both producers and consumers. Trafigura Group, one of the world's largest independent commodity traders, with a focus on oil and petroleum products and metals and minerals, is at the centre of the narrative. The company focus allows us to provide concrete case studies and illustrations. But it also imposes some limitations. We do not claim that this is a definitive guide to all facets of the industry. Other firms will have their own unique characteristics which are not reflected here. Deliberately and inevitably, we have focused on energy, metals and minerals trading, and have made only passing reference to trading agricultural products.But we have tried as far as possible to capture factors that are generic to commodity trading firms and their basic functions and techniques. The document is divided into three sections.

Part A establishes some basic definitions and parameters of commodities, the recent history of energy and metals markets, and the firms that trade them.

Part B explores the nuts and bolts of the trading business and the links in the supply chain, from sourcing the commodities from producers, transporting them by land and sea, and storing them in terminals, tanks and warehouses, to blending them to meet ever varying customer specifications, and delivering them to the right places at the right time.

Part C drills into the more challenging details of risk management, price hedging and finance. The available literature on this topic elsewhere is surprisingly sparse. Its complexities deserve to be properly explored by anyone with a serious interest in the functioning of the contemporary global economy. It is our hope that, however, imperfectly, this study adds to the sum of knowledge on the subject.



Physical commodities are created by natural forces

The trade in physical commodities underpins the global economy. These are the fundamental raw materials from which we build and power our cities, run our transport systems and feed ourselves – the basic stuff of life. But ask the average person what they think of when they hear the word ‘commodity’ and they are more likely to talk about financial markets, Wall Street and speculation.While it is true that commodity markets can be volatile, and a certain breed of financial trader will always be attracted by that, this conception is a world away from the complex, intensely practical business of getting resources out of the ground, moving them across the globe and turning them into the raw materials we use every day.This guide tells the story of how physical commodities get transformed into things we actually need and use, and traders’ role in that. But before we can examine how commodities work, we have tobe clear about what they are.Commodities are basic products, but not every basic product is a commodity. So what makes them different? It is

important to stress their physical nature. Ultimately,one way or another, all commodities come out of the ground. Fundamentally, these are products created by natural forces. That has certain implications. The first is that every shipment is unique – its chemical form depends on exactly when and where it originated. There is no such thing as a standard physical commodity. To be saleable, commodities have to be put into a usable form and moved to where they can be used, at the time they are needed. These transformations – in space, time and form – are key drivers for this business; discussed in detail in later chapters.

*COMMODITIES FOR HEAT, TRANSPORT, CHEMICAL MANUFACTURING AND ELECTRICITY

Bitumen
Condensate
Diesel
Coals
Gasoline
Crude oil
Jet fuel
Natural gas liquids
Fuel oil
Natural gas
Liquefied natural gas (LNG)
Liquefied petroleum gas (LPG)
Naphtha
*PRIMARY
*SECONDARY
Biodiesel
Biofuels
Ethanol
*RENEWABLES
*NON RENEWABLES

Key characteristics

Physical commodities come in all shapes and sizes, but they also have certain characteristics in common:

• They are delivered globally, including by sea, usually in bulk.

• Economies of scale favour bulk delivery. The cost of transportation makes location a significant pricing factor.

• Commodities with similar physical characteristics are exchangeable, but these are not standard items. Exchanging them may have an effect on price and quality.

• There is no premium for branded goods. Pricing is determined by product quality and availability.

• They can be stored for long, in some cases unlimited, periods. It is these characteristics that make commodities suitable for trading in global markets.

Main types:Broadly speaking, physical commodities come in two forms:

*Primary commodities are either extracted or captured directly from natural resources. They come from farms, mines and wells. As natural products that come out of the ground, primary commodities are non-standard – their quality and characteristics vary widely.

*Secondary commodities are produced from primary commodities to satisfy specific market needs. Crude oil is refined to make gasoline and other fuels; concentrates are smelted to produce metals.There may be minor variations in quality depending on how a secondary commodity is produced.

There was an exponential growth in agricultural commodities trading in the 1970s

Commodity trading dates back to agrarian societies. Trading agricultural commodities got underway in an organised way in the US when the Chicago Board

of Trade (CBOT) was established in 1848 It continued to expand over the following century, and then took a leap exponential growth forward in the early 1970s when the Soviet Union started to buy massive trading in the 1970s

amounts of foreign grain to compensate for its failing harvests. At one stage, Moscow was buying a quarter of US grain crops, a level of demand almost comparable to the impact of China on oil and metals markets today. By the mid-1970s the global grain trade was five times its size in the 1930s, and it continues to increase. It is significant, in terms of the way the world economy is moving, that most of the traditional agricultural commodity trading houses such as Cargill or Louis Dreyfus have over the years added energy, metals and minerals to their portfolios. The main categories of agricultural commodity include grains and oilseeds (corn, soybean, oats, rice,wheat), livestock (cattle, pigs,

poultry), dairy (milk,butter, whey), lumber, textiles (cotton, wool) and softs (cocoa, coffee, sugar).

Energy commodities have been pivotal in the development of globalised markets

After crude oil's discovery in economic quantities in Pennsylvania in 1859, it burst onto the scene as a cheap alternative to whale oil in lamps. Petroleum products facilitated new possibilities for transportation and mechanisation. The trade in primary and secondary energy commodities has propelled industrialisation and global growth ever since. In recent decades, global trading firms have emerged that specialise in primary and secondary energy commodities. They have played a central part in globalising the oil trade. They have ridden the wave of resource

nationalism to help producing countries' national oil companies sell their output, and they have used capital markets to finance trade and futures markets to offset risk. They are helping to export the US shale revolution by bringing its oil, gas and petrochemical feedstock to world markets, and are engaged in the pivot of energy markets towards the faster growing Asian economies. Primary energy commodities such as crude, natural gas, natural gas liquids, coal and renewables are refined and processed into many different petroleum products and fuels, from bitumen to gasoline, biodiesel and LNG (liquefied natural gas).

VOCABULARY

English	Uzbek	Russian
substantial fungibility	sezilarli qo'zg'aluvchanlik	существенная взаимозаменяемость
derivative markets-	mahalliy va moliyaviy bozorlari	рынки производных инструментов
supply and demand	talab va taklif	спрос и предложение
property	mol-mulk	собственность
mining product	konchilik mahsuloti	горнодобывающий продукт
universal market	universal bozor-	универсальный рынок
user interface	foydalanuvchi interfeysi-	пользовательский интерфейс
perceived quality	qabul qilingan sifat	воспринимаемое качество -
commodity	tovar	товар
physical commodities	jismoniy tovarlar	физические товары

Questions

1. How many sections are there in commodity?
2. What kind of types of commodities do you know?
3. What commodities are included in secondary resources?
4. What is physical commodity?
5. What are primary commodities?
6. What are secondary commodities?
7. What kind of commodities come in two forms?
8. When was there an exponential growth in agricultural commodities trading?

Exercise 1. Which of the following statements agree with the information in the text? Please write TRUE when the statement is true or FALSE if the statement is false.

1.Independent commodity traders have been at the centre of key economic events, such as the upheaval of global oil markets, since the 1960s

2.Trafigura Group is one of the world's biggest free commodity traders, with a focus on oil and petroleum products and metals and minerals.

3.The product is divided into two functions.

4. Biodiesel,biofuels, ethanol are included in primary commodities.

5. The cost of transportation makes location a important pricing cause.

6. Primary commodities are either extracted or captured directly from non-natural resources.

TEST 1 Question 1-4

NOTES ON SOCIAL PROGRAMME *Example Answer* Number of trips per month: **5**
Visit places which have: • historical interest • good **1** …… • **2** ……
Cost: between £5.00 and £15.00 per person **Note:** special trips organised for groups of **3** …… people **Time:** departure – 8.30 a.m. return – 6.00 p.m.

To reserve a seat: sign name on the **4** …… 3 days in advance

Grammar:

The Future . *will; going to; present continuous; present simple*
Future tensesorms

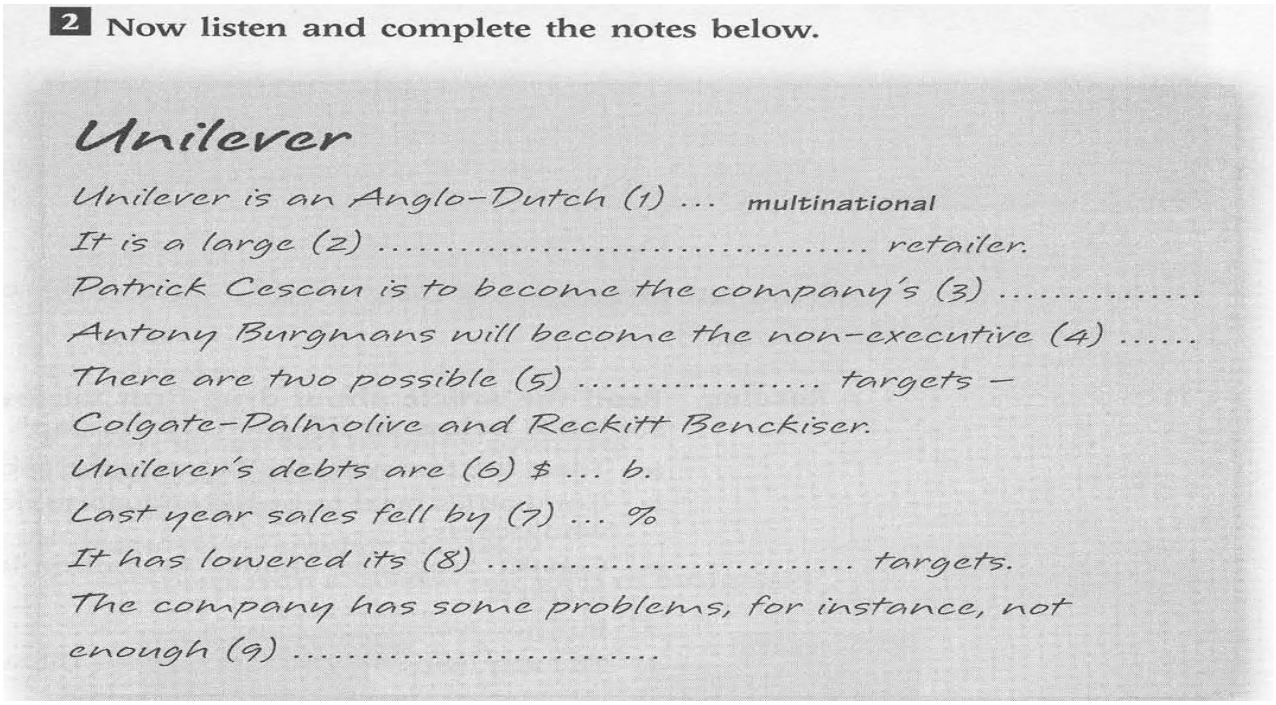
a) in predictions about the future usually with *think, believe, be afraid, probably,* etc. *e.g. I believe life* ***will change*** *in the 21st century.*

b) for on-the-spot decisions or offers. *e.g. It's late.* ***I'll take*** *a taxi home.* ***I'll lend*** *you my car if you want.*

c) for actions/events/situations which will definitely happen in the future and which we cannot control, *e.g. Winter will set in early this year.*

d) for promises, threats, warnings, requests, hopes, etc. *e.g. Stop talking or* ***send*** *you out of the class, (warning)*

a) for plans, intentions or ambitions, *e.g.* ***I'm going to buy*** *a sports car.*



2 Now listen and complete the notes below.

Unilever

Unilever is an Anglo-Dutch (1) … multinational
It is a large (2) …… retailer.
Patrick Cescau is to become the company's (3) ……
Antony Burgmans will become the non-executive (4) ……
There are two possible (5) …… targets –
Colgate-Palmolive and Reckitt Benckiser.
Unilever's debts are (6) $ … b.
Last year sales fell by (7) … %
It has lowered its (8) …… targets.
The company has some problems, for instance, not enough (9) ……

b) in predictions when there is evidence that something will happen in the near future, *e.g. Someone's* ***going to fall*** *over that box if you don't move it.* **present continuous: for fixed arrangements in the near future.** *e.g. He's* ***flying*** *to Turkey next month. He has already booked his flight.* **for timetables/programmes.** *e.g.The ferry leaves at eight o'clock tomorrow morning.* **a) for actions which will be in progress at a stated future time.** *e.g. This time next week he'll be flying to Morocco.*

b) for actions which will definitely happen in the future, as a result of a routine or arrangement, *e.g.* ***I'll be seeing*** *Jim at work later on today.*

c) when we ask politely about someone's plans for the near future, in order to see if our wishes fit in with their plans, *e.g. Will you* ***be going*** *to the dentist this afternoon?' 'Yes, why?' 'Can you make an appointment for me to see him?'* **for actions which will be finished before a stated future time.** *e.g. We* ***will have returned*** *home by Sunday afternoon.* **to emphasise the duration of an action up to a certain time in the future.** *e.g. By the end of this week, she* ***will have been working*** *here for six years.*

Put the verbs in brackets into the correct tense.

1 A: What ...*are you doing*... (you/do) tonight?

B: I ..... (leave) at 7 o'clock to go to the airport.

A: Oh yes, I remember. You ..... (go) on holiday.

2 A: Excuse me, what time ..... (the bus/arrive)?

B: I t ..... (arrive) at 11 o'clock.

3 A: It's cold in here.

B: You're right. I .....(close) the windows.

4 A: Mum, my winter coat needs cleaning.

B: Okay, I ..... (take) it to the dry cleaner's tomorrow.

5 A: Is Jerry coming to the theatre with us next week?

B: I don't know, but I ..... (see) him at football practice tomorrow. I .... (ask) him then.

6 A: How is your project coming along? Is it done?

B: Not yet, but I ..... (finish) it by the time the holidays are over.

7 A: Have you been waiting in this queue long?

B: Yes. By 4 o'clock, I ..... (wait) for two hours.

8 A: What ..... (plan) to do this summer? with words and phrases that refer to the future like *next (week / month ' year), later, tonight, this (afternoon I evening / year / Summer / Winter), in 10 years' time.*

We can use *will* with *still* and *as ever* to emphasise that we do not

expect any changes or that ***Will***

We use *will* to make:

- predictions about the future (Activity 3)
- for promises, quick decisions and offers (Activity 6)

We can use *will* the changes will not have any effect..

1.Complete the passage with *will* and a verb from the box.

be (x 3) work not use do not work have need not be

Working in the future still the same as it is now: the majority of us

Predicting the future of work is not a science. Most employment in Britain in 20 years' time (1)

(2) still for other people doing a

job that is recognisable today. So what (3)

different? Although we (4) the same jobs, we ……(5) in the same way - there will be more flexibility of working hours and where we work. Everything that can be done from home, (6) Companies will be smaller and more specialised; offices will be for 'face time' only, when meeting other people is essential. That (7) wider benefits, too. Half the greenhouse gas emissions in Europe are the result of office work - people's journeys to their workplace, heating and air conditioning. While homeworkers (8) still to keep warm, we (9)……..much energy. But (10) ……. we happy in our jobs? Sadly, in spite of all the corporate attempts to please us, and the chance to work from home a couple of days a week, it seems likely we (11) happier than we are now.

2. Complete the replies using the correct form of the verbs in brackets.

1.Oh no, we've run out of milk again.Don't worry, (go) to the shop.

2.Did Sally bring her holiday photos to show us? No, she's forgotten - (bring) them next week.

3.And what can I get you for your main course today?..... (have) pizza,please.

4.Ali, you're late again. Why can't you be on time for once? I'm sorry, …… (happen) again.

5.I can't put this bag onto the luggage rack; it's much too heavy.

Test

1. "_____ for walks?" "What a good idea! It's so hot today!"

A) Are you going to go B) Did you like going C) Do you like going D) Would you like to go

2. “My bag is so heavy.” “Give it to me. _____ it for you.” A) I’m going to carry B) I carry C) I’ll carry D) I carried

3. I bought some warm boots today because _____ skiing. A) I went B) I’m going C) I’ll go D) I go

4. “Tony’s back from holiday.” “_____ him a ring.” A) I’ll give B) I gave C) I’m going give D) I give

5. “What are you doing tonight?” “We _____ a play at the theatre.” A) saw B) will see C) are going to see D) seeing

6. You can tell me your secret. I _____ anyone. A) am not going tell B) won’t tell C) don’t tell D) didn’t tell

7. “I need to post these letters.” “I _____ shopping soon. I _____ them for you.” A) will go / will post B) am going / will post C) am going / am going post D) go / am going to post

8. “Now, holidays. Where _____ this year?” “We don’t know yet.” A) did you go B) you going C) will you go D) do you going

9. What _____ tonight?

A) do you do B) you do C) are you doing D) did you do

10. “I’m going to university next year” “What _____ study?”

A) you going to B) do you C) did you D) are you going to _

Presentation for the topic **“Commodity”**

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Video for the topic “**Commodity** “

https://youtu.be/4wj2L8TYrFo

Lesson 2. International Management introduction

Gram: Modals I. General notes

This chapter proposes that we are in the midst of a transition period in which

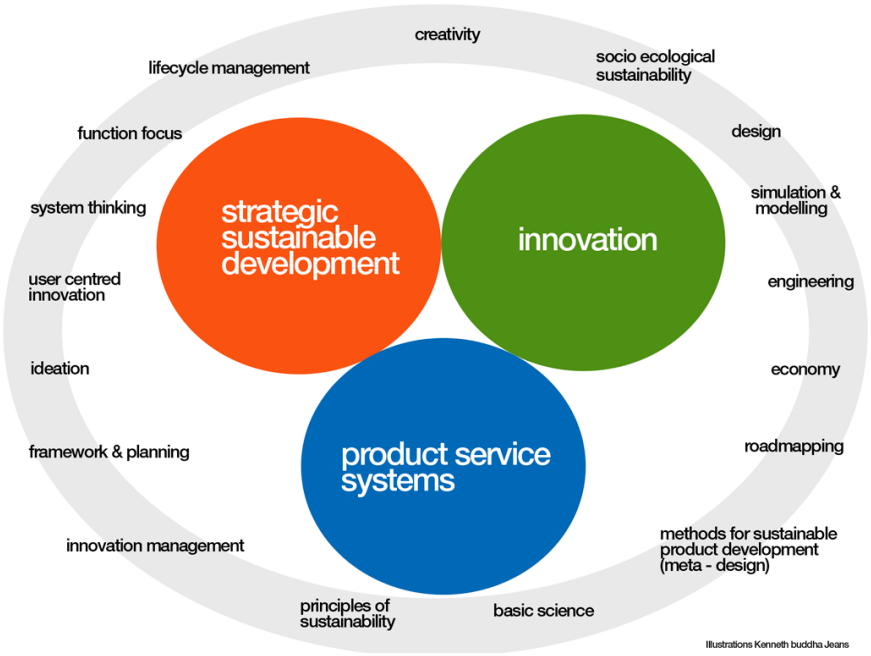
economic competition and international business are the new arenas for international rivalry. International business is the instrument, multinational companies (MNCs) are the force, and international managers are the strategists with which nations attempt to gain a competitive advantage. In such an environment, it is vital for us to understand and learn how to manage international business. Ten major factors underline the importance of international business and the management of such an operation. These factors are discussed in detail.

To study international management, we need to know what international business is. Therefore, we will briefly describe various forms of international business operations. These operations range from the simple import/export to the most challenging foreign direct investment (FDI). The first step in learning how to manage international business is to understand why firms internationalize. We will discuss theories of international expansion to illuminate this issue.

The chapter argues that international management is similar to management of domestic operation, because both are concerned with achieving organizational objectives through the proper utilization of organizational resources. International and domestic management differ in managerial mentality, the complexity of the business-host government relationship, culture, and environment. A short discussion of these issues concludes the chapter.

Perspectives of International Business Activities

International business activities can be viewed from two different perspectives: (1) inward looking and (2) outward looking. These two perspectives are the mirror images of each other. Inward looking: The inward-looking perspective covers a range of transactions that starts from a foreign location and ends up at home. It consists of imports at one end and the management of a wholly-owned foreign subsidiary at the other end. Outward looking: The outward-looking activities have their beginning at home and the ending at a foreign market. Export is the least demanding of the outward- looking transactions, while establishing operational facilities in a foreign country is the most difficult one.



As mentioned above, the firm's internationalization process begins when it starts to buy from or sell to foreigners. The most serious aspect of the process, however, does not start till the firm commits resources to international activities. The type of foreign investment commitment that a firm may make to international business could be analyzed across three dimensions:

1 Scale of investment

2 Ownership arrangement

3 Type of partners

Major Elements of Managing International Business Operations

The **management** of international business is very similar to, and very different from, the management of domestic business. The management of international business and that of domestic operations are similar in that both require the attainment of organizational objectives through coordination of activities and utilization of resources. They are different because of the differences in their respective environments and cultural settings. These differences increase the costs and the risks of operating far-flung foreign operations .

The difference is also due to managerial attitudes and mentality. International business has a multi-environment, multicultural framework. The cultural and environmental diversity adds more complexity and uncertainty to international business. This makes the management of such an operation more difficult.

Three factors make the management of international business difficult:

1 Management view of international business

2 Host country environment

3 MNCs and host government relationships

The difficulty of managing an international business operation is also due to a mismatch between the managerial mentality and the progression of business from a domestic to an international position. When expanding from a domestic position to an international status is not accompanied by a commensurate change in managerial mentality, the firm may not succeed in international competition. For example, a firm that has expanded to different markets and is dealing with the people from different cultures no longer can operate with the mentality of a domestic company.

Major Elements of Managing International Business Operations

Business,Cultural Factors, Factors Host Country,MNC / Host, Management

Environment, Government, Relationship,Mentality, Managing International Business, Operations

Summary

This chapter explained why international business and management are impor- tant to us and why we should learn about them. It was suggested that the pro- longed peace after World War II has changed the nature of international rivalry. The diminishing threat of large-scale military conflict between the superpowers has shifted the emphasis from military supremacy to economic competition. The changing attitudes of nations toward global relationships facilitate increased international business. Therefore, understanding of the concepts and theories of international business and management has gained added importance. To learn about international management, the question of why businesses go international was examined. Included in the examination were theories of international trade, theories of FDI, and international product life cycle.

International business operation covers a spectrum of activities, ranging from exporting to direct investment. Various types of international business operations were described. It was proposed that management of these varied business operations is not the same as that of domestic business. The differences between international management and management of domestic business are due to the complexity of the international environment. Internationalization of the firm involves not only the expansion of the operations abroad but also a change in management mentality. The management view of international business is categorized into four stages: ethnocentric, polycentric, centocentric, and geocentric. The business-host government relationship is a major source of difficulty for MNCs. The flexibility and resourcefulness of integrated global firms, when paired with the sovereign power of host governments, create a challenging and demanding proposition for management. Other factors that make international management different from managing domestic operations are cultural differences and currency exchange fluctuations. These issues will be covered in other chapters.

VOCABULARY

English	Uzbek	Russian
physical product	jismoniy mahsulot	физический продукт
value shop	qiymat do'koni	магазин ценностей
complementary goods	qo'shimcha tovarlar	дополнительные товары
negotiation	muzokaralar	переговоры
dynamic environment	dinamik muhit	динамичная среда
integrate	integratsiyalash	интегрировать
heterogeneous resources	heterojen resurslar	разнородные ресурсы
entrepreneurial alertness	tadbirkorlik hushyorligi	предпринимательская бдительность
infrastructure	infratuzilma	инфраструктура
workforce	ishchi kuchi	рабочая сила

Questions

1 Why is it important to learn about international management?

2 What factors contribute to the increased role of international business in our lives?

3 Explain the reasons for firms' international expansion.

4 Raymond Vernon proposed a three-stage international product life cycle. Describe these stages. Adler and Ghadar suggested the addition of a fourth stage. What are the characteristics of the fourth stage?

5 What is the difference between the inward-looking and outward-looking perspectives of international business?

6 How many different types of international business operation can you identify? Describe in detail a major international business operation.

7 Describe international management.

8 In what ways are international management and the management of domestic operations similar? What are their differences?

TEST 2 Questions 1–5

Choose the correct letter, **A**, **B** or **C**. Example

How long has Sally been waiting? **A** five minutes

B twenty minutes **C** thirty minutes

1 What does Peter want to drink? **A** tea

B coffee

C a cold drink

2 What caused Peter problems at the bank? **A** The exchange rate was down.

B He was late.

C The computers weren't working. **3** Who did Peter talk to at the bank?

A an old friend

B an American man **C** a German man

4 Henry gave Peter a map of **A** the city.

B the bus routes. **C** the train system.

5 What do Peter and Sally decide to order? **A** food and drinks

B just food **C** just drinks

Questions 6–8

Complete the notes below using words from the box. Art Gallery Cathedral

Castle Gardens Markets

Tourist attractions open all day: 6 …… and Gardens

Tourist attractions NOT open on Mondays:

7 …… and Castle Tourist attractions which have free entry: 8 …… and Markets

Questions 9 and 10

Complete the sentences below.

*Write **NO MORE THAN THREE WORDS** for each answer.*

9 The first place Peter and Sally will visit is the..…… . **10** At the Cathedral, Peter really wants to …… .

Grammar rule

The verbs must, can, could, may, might, will, would, shall, should and ought (to) are *modal verbs.*

They express meanings such as obligation, necessity, certainty, ability, possibility, lack of necessity, offers, suggestions, requests, logical assumptions, permission, prohibition, advice and criticism.

Modal verbs: ♦ do not take an -s, *-Ing* **or -ed suffix,** *e.g. She must study.*

♦ are followed by a *bare infinitive* **except for** *ought* **which is followed by a fo -** *infinitive. e.g. He may be ill. (NOT: He may to be Hk) She ought to listen to you.*

♦ go before the subject in questions and are followed by *not* **in negations.** *e.g. Can I talk to you? He couldn't speak.*

♦ **do not usually have tenses. They can refer to the present or the future.** *e.g. You can call now. (present) You can call tomorrow, (future)*

obligation - necessity - duty

must = It is your duty to do sth/you are obliged to do sth

You must stop when the traffic light is red. (= You are obliged to stop when the traffic light is red.)

♦ *prohibition*

mustn't/can't ■ It's forbidden to do sth/ you are not allowed to do sth/ It is against the rules / law

You mustn 't/can't park here. (= You are not allowed to park here. It's against the law.)

♦ *strong advice*

must = I strongly advise you to do sth/

You must behave yourself at school.

(= You really should behave yourself at school, or you 'll get into trouble.)

♦ *logical assumptions* **a)** *positive logical assumptions*

must = I am sure/certain

b) For negative logical assumptions we usually use can't.

a) They must be the boy's parents. (I'm sure they are the boy's parents.) b) They can't be the boy's grandparents. (I'm sure they are not the boy's grandparents.)

♦ *Must* **can only be used to talk about the present or near future. We use** *have to* **when we need to use other tenses.** *e.g. He had to work late yesterday, so he didn't go to the party.*

present simple = *must/have to* **past simple =** *had to* **present perfect =** *have/has had to* **future simple =** *must/will have to*

♦ **must = It Is necessary to do sth**

We use must when the speaker decides that something is necessary.

mustn't ■ It Is forbidden to do sth/vou are not allowed to do sth

We use *mustn't* to express prohibition.

(The young man has made the decision himself.)

I must find a hotel to stay at tonight.

have to = it is necessary to do sth

They mustn't play on the railway track. (Playing on the railway track is forbidden.)

made the decision.

We use have to when somebody else other than the speaker has
I have to wear a uniform at work.
(Somebody else has made the decision.) **Questions and negations with have to are formed with do, does or did. ♦ *Must* and *have to* have different meanings in questions.**

needn't ■ It Isn't necessary to do sth
We use needn't to express lack of necessity.
We can also use don't/
doesn't need to or don't/doesn't have to
for the same purpose.

The farmer **needn't/ doesn't need to I doesn't have to buy** any eggs. (= It isn't necessary for the farmer to buy any eggs.)

Compare the following examples:

Must I do my homework now?

(The boy wants to know whether his mother **insists on** his doing his homework right away.)

Do I have to type these letters now? y

(The secretary wants to know **whether it is necessary** for her to type the letters right away.)

♦ Have got to has the same meaning as have to, and it is usually used in everyday speech. e.g. 'Sorry! I've got to go now. My bus leaves in a few minutes.'

Exercise 1. Fill in the gaps with *mustn't* or *needn't/ don't have to.*

1 A: Shall I help you with your shopping?

B: No, you - :.. I can manage by myself.

2 A: You ..... play football inside the house.

B: I'm sorry. I'll go outside.

3 A: Do you want anything from the supermarket?

B: No, you .....get me anything today, thank you.I'm going out myself later.

4 A: You .....be late for work tomorrow morning.

B: I know. I'll try to arrive early.

5 A: You .....take these books out of the library.

B: I know. It's forbidden.

6 A: Shall I make an appointment for you at the dentist's?

B: No, y o u .....I'll do it myself next week.

Exercise 2. Rewrite the sentences using the word in bold.

2. It isn't necessary for Mark to buy new clothes for the reception.

need *...Mark doesn't need to/needn't buy new clothes for the reception.....*

2 You aren't allowed to pick these flowers.

must .....

3 Sarah is obliged to type her compositions at univer sity.

has .....

4 It wasn't necessary for Paula to make the beds.

need .....

5 It is your duty to obey the law.

must .....

6 It wasn't necessary for Bob to wait for me, but he did.

need .....

7 It is forbidden to throw litter on the beach.

must .....

8 I'm sure Ronald is at home.

must .....

Test.

1.Your clothes smell, and you've got a cough. You _____ smoke.
A) don't have to B) should C) shouldn't D) have to

2. I'm going to bed. I _____ be up early tomorrow.

A) should B) shouldn't C) don't have to D) have to

3. I'd like to meet your boyfriend. You _____ invite him round.

A) must B) have to C) would D) don't have to

4. I _____ tell my parents where I am, then they don't worry.

A) should B) don't have to C) have to D) shouldn't

5. You _____ come with me if you don't want to. I'll go on my own.

A) don't have to B) must C) should D) shouldn't

6. Our train leaves in two minutes! We _____ hurry.

A) would B) have to C) must D) don't have to

7. If you need some help with your homework, you _____ go to the library.

A) should B) mustn't C) have to D) shouldn't

8. If you've got a ticket, you _____ queue. You can go straight in."

A) shouldn't B) don't have to C) have to D) should
9. You _____ tell lies. It's wrong.
A) don't have to B) should C) have to D) shouldn't
10. Geoff works too much. I think he _____ take it easy.
A) must B) have to C) should D) don't have to

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Lesson 3. National and International security

Gram: Modals I. Asking someone to do something

The economic issues related to national security are both broad and complex. In order to keep this report to a manageable length, this study takes the President's 2010 National Security Strategy as a beginning construct and largely limits the analysis to the issues raised there. The purpose of this report is to provide an overview of the economic contributors to national security as well as to furnish links to further resources. Issues, such as reducing the federal budget deficit, immigration, international trade, or innovation, are related to national security in ways that are too numerous and complex to address fully here. Further information can be found in the CRS reports cited or can be obtained by contacting the CRS analysts indicated.

The economic issue of the day now centers on what measures to take to return the economy to its long-term growth path and reduce the gap between the potential and actual levels of U.S. gross domestic product. If the economy were to grow faster, many of the constraints on the federal budget would be eased. There are two major schools of thought on this matter. The Keynesian approach to growth is to continue government deficit spending through the recession and initial recovery phase in order to offset lower consumption by households and reduced levels of investment by businesses. When the economy recovers, the deficit can be reduced. The supply side approach is to cut the federal budget deficit now because deficits may discourage investment by

causing uncertainty about future policy changes that will be needed to restore fiscal balance. The supply side approach also attempts to keep taxes on entrepreneurs low in order to induce them to invest more in productive capacity and create more jobs. Each approach recognizes that the long-term security of the nation depends greatly on having a vibrant and growing economy.



Twenty-First Century Challenges to National Security

The challenge of the twenty-first century is to adapt U.S. policy to account for how the world has changed. These changes can be highlighted by reviewing some traditional perceptions that helped shape U.S. security policy. During the latter half of the twentieth century, five large ideas seemed to have permeated politics in the Western world writ large: • peaceful settlement of issues was better than going to war (no more world wars, although regional conflicts persisted); • other countries would tolerate U.S. hegemony in exchange for keeping the peace; • the United States and Europe could determine policy on most major international issues; the United States could assist countries to democratize because democracies were more likely than dictatorships to have shared values and to keep the peace; and

• Western culture was appealing and more universal than any other.

These fundamental ideas played a large role in shaping and maintaining U.S. national security first in a bipolar world shrouded in the Cold War and then in a more multi-polar system in which countries, such as China, have gained relative economic power and have brought a

different set of interests and values to the table. While each of the above ideas has carried over to a certain extent into the twenty-first century, each also has eroded considerably.4 Similarly, in the economic and financial realm, four large ideas or priorities helped shape both U.S. domestic and international economic policy: • market capitalism was superior to socialism (high standards of living, vibrant entrepreneurs, and innovation were nourished best by free markets); • security considerations trumped economics (e.g., wars had to be won even at high economic cost;

U.S. retaliation against allies in trade disputes [such as those with Japan and South Korea] had to be tempered by its potential impact on alliance relationships); • economic growth and employment were best fostered by monetary and fiscal policy rather than by industrial policies that "picked winners and losers"; and • imbalances in trade and capital flows were largely self correcting (foreign exchange rates determined by capital markets and appropriate government fiscal and monetary policy would bring balance into international accounts). These economic and financial precepts still hold sway, but they are being challenged by an evolving and demanding security and economic environment. The rise of the Asian model of development with mixed market and socialist economies, large state-owned enterprises in China and the Middle East, government intervention into foreign exchange markets, and overt protection of domestic industries from import competition along with chronically large trade deficits and rising national debt of the United States and many European nations have called most of these economic ideas into question. In the globalized and conflicted world of today, the United States may require a more nuanced and direct approach to the economy in order to ensure the long-term security of the nation.

VOCABULARY

English	**Uzbek**	**Russian**
transaction	bitim	операция
determine	aniqlamoq	определить
construct	qurmoq	сооружать
satellite	sun'iy yo'ldosh	спутник
limitation	cheklash	ограничение
monetary policy	pul-kredit siyosati	денежно-кредитная политика
capacity	imkoniyatlar	вместимость
entrepreneur	tadbirkor	предприниматель

Questions

1.What does security imply?

2.What is national security?

3.What do you understand about international security?

4. What kind of approach to growth is to continue government deficit spending through the recession and initial recovery phase in order to offset lower consumption by households and reduced levels of investment by businesses?

5. When can the deficit can be reduced?

6.What kind of approach also attempts to keep taxes on entrepreneurs low in order to induce them to invest more in productive capacity and create more jobs?

7. What do you understand about "Twenty-First Century Challenges to National Security"?

8. What precepts still hold sway, but they are being challenged by an evolving and demanding security and economic environment?

Question 1-4

Complete the notes below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Accommodation Request Form Example Answer

Name: Sara Lim Age: 23

Length of time in Australia: **1**_____ Present address: Flat 1, 539, **2**_____ Road Canterbury 2036

Present course: **3** _____English Accommodation required from: **4** _____7th September

Question 5-7

Choose the correct letter, **A, B or C.**

5 Sara requires a A single room

B twin room C triple room

6 She would prefer to live with a A family

B single person C couple

7 She would like to live in a A flat

B house

C studio apartment

Question8-10 Complete the sentences below.

Write **NO MORE THAN ONE WORD** for each answer.

8 The _____ will be $ 320.

9 She needs to pay the rent by cash or cheque on a _____ basis.

10 She needs to pay her part of the _____ bill.

WRITING:

Some people think that music plays an important role in society, others think it's just a form of entertainment. Discuss both the sides and give your opinion.

SPEAKING: Describe a person who wears clothes that you think are unusual

You should say

• Who is he/she?

• How do you know him/her?

• What kind of clothes does he/she wear?

• Why do you consider that his/her clothing choices are weird?

Grammar time

♦ asking permission

Can/Could/May Might I ...? « Do you/Would you mind I f ...?

We use these structures to ask permission to do something. *Could* and *may* are more polite than

Can Could/Shail I « Would you Hke me t o ...?

We use these struc tures when we offer to do something.

a) (informal)***Can I*** *N o,} can.*

Might **is formal. *Can/Could/Shall*** *I get you anything from the super market?* **+ *suggestions***

We can/couid .../Shall we ...? « Let's .../ How about ~?/What about ~?/

Why don't wo

b) (more formal)

Could/May/Might *I have a look at this report?*

Certainly

We normally reply with *'Certainly.9/'Of course.9/ 'Why not.9/*No, l9m afraid you can't.*

requests

Can/Could/Will/Would you ...?

b) could/might + perfect infinitive = it was possi ble, but it didn't happen

We use these structures when we ask some

r C an/C ould/W ill/ W ould you help me with my French home work please?

are more polite than can and will.

body to do something for us. Would and could

We normally reply with 'Certainly'/'Of course'/ Tm sorry, but I can't.'

Yesterday, there was a terrible accident.

The driver **could have been** killed. (Luckily, he wasn't.)

♦ negative logical assumptions

can't = I'm sure/certain that sth isn't true/real, etc.

For positive logical assumptions we do not use can't; we use must.

♦ Can is used in the present. Could is the past tense of can. We use be able to to form all the other tenses. e.g. I **will be able to** get a job when I finish school. **present simple:** can, am/is/are able to **past simple:** could, was/were able to **present perfect:** have/has been able to **past perfect:** had been able to **future simple:** will be able to **future perfect:** will have been able to

Fill in the gaps w ith an appropriate modal verb. Then, say w hat they express in each sentence.

a) They can't be strangers. (= I'm sure they are not strangers.) b) They m ust know each other. (= I'm certain they know each other.) ♦ **possibility**

a) could/may/mlght + present Infinitive • it is possible/it is likely/perhaps

He could be stuck in traffic.

1 A: ... May/Can/Cbuld... I borrow your pen, please?

The speaker is asking fo r perm ission.

B: No, y o u .....I'm using it. **2** A: I'm bored. What shall we do?

B: We ..... go for a walk.

A: No, we .....because it's raining.

B: Let's watch a video, then. **3** A: My parents told me I ..... go to the party tonight.

B: Never mind, I .....go either. W e ..... stay at home together, though. **4** A: S ir , ... I speak to you for a moment, please?

B: Certainly, but later today; I'm busy now. **5** A: Excuse me?

B: Yes?

A: .....you tell me where the post office is, please?

B: Certainly. It's on the main road, next to the school. **6** A: Is anyone sitting on that chair?

B: No, you .....take it if you want to.

Test

1. My little sister _____ paint pictures alone when she _____ nine, but she _____ now. A) could / can / can B) can / was / could C) couldn't / was / can D) was / can / could

2. Kim _____ ski 4 years ago, but he _____ ski very well now. A) could / can B) can / could C) could / can't D) couldn't / can

3. _____ Ben and Jane married ten years ago? A) Was B) Were C) Are D) Is

4. Tim _____ run very well, but I _____ run like him, because I was bad at running. A) could / couldn't B) could / could C) can / could D) can / can

5. I _____ play football well, but I _____ play ice-hockey very well. A) can't / can B) could / can't C) could / can D) can / could

6. A: _____ Paul play rugby? B: No, he can't. But he can _____ baseball. A) Can / play B) Can / plays C) Does / play D) Does / play

7. A: _____ can't you come to the party? B: Because I have an exam tomorrow. A) When B) * C) Why D) What

8. Adam _____ ride a motorbike and he _____ drive a car. A) can't / can B) can / can C) can / is D) can / can't

9. Adam _____ use a computer, but he _____ program a computer. A) is / isn't B) can / can C) can / can't D) can't / can't

10. Flora _____ drive a car but she _____ ride a motorbike. A) can / can't B) is / can't C) can't / can't D) is / can

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Lesson 4. Monopoly.

Gram: Making suggestions and offers

A monopoly is a single supplier of a product. We need to be careful about defining the market, both in terms of the product (there can be no close substitutes available) and the geographical area covered. Examples might be:

- If there is only one hotel in a town, it has a local monopoly.
- In the UK, a water company (e.g. Severn Trent Water) is the only supplier available to consumers in their area and has a regional monopoly.
- In the pharmaceutical sector, many drugs are protected by patents and the producers are national or global monopolies.

In other industries there are dominant firms: not pure monopolies, but industries where a single firm has a very high market share. For example, Microsoft has (with Windows) a very high share of the market for PC operating systems, but other operating systems are available. The analysis below still applies, with minor variations, in such cases.

A monopoly is a single supplier of a product. We need to be careful about defining the market, both in terms of the product (there can be no close substitutes available) and the geographical area covered.

The UK, a water company (e.g. Severn Trent Water) is the only supplier available to consumers in their area and has a regional monopoly.

In the pharmaceutical sector, many drugs are protected by patents and the producers are national or global monopolies. In other industries there are dominant firms: not pure monopolies, but industries where a single firm has a very high market share.

Given that we will see monopolists tend to earn profits, for a monopoly to be sustainable there cannot be free entry into the industry. Instead there is something that prevents rivals from competing – a barrier to entry. Possible examples include:

- State monopolies: e.g. Transport for London;
- Legal protection patented medicines
- Costs of production: e.g. electricity or water supply;
- Size of the market: e.g. a hotel in a small town.

In each case, either due to government regulation or due to features of the market concerned, other firms cannot (profitably) compete with the existing monopolist.

Given that we will see monopolists tend to earn profits, for a monopoly to be sustainable there cannot be free entry into the industry. Instead there is something that prevents rivals from competing – a barrier to entry. Possible examples include: -State monopolies: e.g. Transport for London;

-Legal protection: e.g. patented medicines;

-Costs of production: e.g. electricity or water supply;

-Size of the market: e.g. a hotel in a small town. In each case, either due to government regulation or due to features of the market concerned, other firms cannot (profitably) compete with the existing monopolist.

Note that, because we assume the monopolist charges a single price, it is not just the additional units that are sold at the lower price – the monopolist has to charge the lower price on every unit sold. This means that marginal revenue is not simply the price (as it was for a competitive firm). The firm earns this price on any additional units sold, but loses a fraction of the price on all earlier units as the price falls. This means that the monopolist's marginal revenue is below the price – and therefore below average revenue.

Natural monopoly

A natural monopoly is an organization that experiences increasing returns to scale over the relevant range of output and relatively high fixed costs. A natural monopoly occurs where the average cost of production "declines throughout the relevant range of product demand". The relevant range of product demand is where the average cost curve is below the demand curve.When this situation occurs, it is always more efficient for one large company to supply the market than multiple smaller companies; in fact, absent government intervention in such markets, will naturally evolve into a monopoly. Often, a natural monopoly is the outcome of an initial rivalry between several competitors. An early market entrant that takes advantage of the cost structure and can expand rapidly can exclude smaller companies from entering and can drive or buy out other companies. A natural monopoly suffers from the same inefficiencies as any other monopoly. Left to its own devices, a profit-seeking natural monopoly will produce where marginal revenue equals marginal costs. Regulation of natural monopolies is problematic. Fragmenting such monopolies is by

definition inefficient. The most frequently used methods dealing with natural monopolies are government regulations and public ownership. Government regulation generally consists of regulatory commissions charged with the principal dutyof setting prices. To reduce prices and increase output, regulators often use average cost pricing. By average cost pricing, the price and quantity are determined by the intersection of the average cost curve and the demand curve. This pricing scheme eliminates any positive economic profits since price equals average cost. Average-cost pricing is not perfect.

Regulators must estimate average costs. Companies have a reduced incentive to lower costs. Regulation of this type has not been limited to natural monopolies.Average-cost pricing does also have so.me disadvantages. By setting price equal to the intersection of the demand curve and the average total cost curve, the firm's output is allocatively in efficient as the price is less than the marginal cost (which is the output quantity for a perfectly competitive and allocatively efficient market).

In 1848, J.S. Mill was the first individual to describe monopolies with the adjective "natural". He used it interchangeably with "practical". At the time, Mill gave the following examples of natural or practical monopolies: gas supply, water supply, roads, canals, and railways. In his *Social Economics*, Friedrich von Wieser demonstrated his view of the postal service as a natural monopoly: "In the face of [such] single-unit administration, the principle of competition becomes utterly abortive. The parallel network of another postal organization, beside the one already functioning, would be economically absurd; enormous amounts of money for plant and management would have to be expended.

Comparing monopoly to perfect competition Monopoly is generally viewed as being worse, both for consumers and for overall welfare, than perfect competition. We will consider this in more detail later in the term when we look at economic concepts of efficiency and measures of welfare. For now, we note the following reasons why we might prefer a competitive market to monopoly: In long-run equilibrium, competitive firms produce at the bottom of their AC curves – i.e. at the lowest possible cost – whereas a monopolist typically produced at a higher average cost.

 Prices are higher in monopoly: a competitive firm produces where P = MR = MC, but a monopolist produces with P > MR = MC.

 To be able to charge this higher price, the monopolist restricts supply. (This follows directly from the downward-sloping demand

curve: higher price must correspond to lower quantity.) For these reason, governments tend to use policy to limit the presence of monopolies, or to restrict their power to set high prices. The following are examples of policies aimed at monopolies:

- Banning practices that provide monopoly power: exclusivity contracts, long-lasting patents.
- Encouraging entry, by reducing the costs of firm creation.
- Establishing a regulation agency (e.g. Ofgem (distribution of gas and electricity), Ofwat (water supply and sewerage)).
-Active competition policy to limit exploitation of market power (e.g. EU action against Microsoft for bundling other software with Windows

1. Assumptions of Monopoly Model

a. single seller
b. no close substitutes
c. price giver
d. blocked entry
e. non-price competition

VOCABULARY

English	Uzbek	Russian
monopsony	monopsoniya	монопсония
marginal cost	marjinal xarajat	предельные издержки
interchangeably	bir-birini almashtirib	взаимозаменяемо
total surplus	umumiy ortiqcha	общий профицит
misconception	noto’g’ri tushuncha	неправильное представление
equilibrium	muvozanat	равновесие
social surplus	ijtimoiy ortiqcha	социальный излишек
jurisdictions	yurisdiksiyalar	юрисдикции
allocatively	ajratilgan	распределительно
fragmenting	parchalash	фрагментирующий

Questions

1. How is it called a single seller in economic term?
2. Can you describe the full meaning of a monopoly?
3. What do you know about marjinal cost?

4. Which year was the J.S. Mill the first individual to describe monopolies with the adjective ‘‘natural’’?

5. In law, what is a monopoly?

6. What is a monopsony?

7. What is a natural monopoly?

8. In 1848, who was the first individual to describe monopolies with the adjective "natural"?

Exercise 1.

Which of the following statements agree with the information in the text? Please write TRUE when the statement is true or FALSE if the statement is false.

1. A **monopoly** (from Greek ‘alone’ and, ‘to sell’) exists when a specific person or enterprise is the only supplier of a particular commodity.

a. The verb monopolise refers to the process by which a company gains the ability to raise prices or exclude competitors.

2. Holding a dominant position or a monopoly in a market isn’t often not illegal in itself.

3. Natural monopoly is the outcome of an initial rivalry between two competitors.

4. Government regulation generally consists of regulatory commissions charged with the principal dutyof setting prices.

5. In 1848, J.S. Mill was the first individual to describe monopolies with the adjective "natural".

Worksheet Monopoly – Starter1.

Fill in the following table for a monopoly’s market characteristics

(Use 3 words maxim).

Market characteristics	Monopoly
1.1Number of firms.	
2Product type	
3Knowledge	
4Barriers to entry & exit	
5Price setting ability	
6Monopoly’s legal definition	

GOODBYE PARTY FOR JOHN

Example	*Answer*
Date:	*22nd December*

Venue: 1 .....

Invitations (Tony)

Who to invite:
- John and his wife
- Director
- the 2 .....
- all the teachers
- all the 3 .....

Date for sending invitations: 4 .....

Present (Lisa)

Collect money during the: 5 .....

Suggested amount per person: 6 $ .....

Check prices for:
- CD players
- 7 .....
- coffee maker

Ask guests to bring:
- snacks
- 8 .....
- 9 .....

Ask student representative to prepare a: 10 .....

Making Suggestions	Accepting Suggestions	Declining Suggestions
Let's go to movies.	Yes, let's go.	No, thank you. I do not feel like going.
Why don't you do your homework before going out?	Ok, I will.	Sorry, I think I will go out first and then do my homework.
How about going to Sam's place first and then to the supermarket?	Yes, let's go. It is a good idea.	No, Let's just go to the supermarket.
I think you should go and meet her.	Ok, if you say so.	Sorry, I can't. I have previous engagement.

Offer means to give something physical or abstract to someone, which can be taken as a gift or a trade. Offer can be given in terms of

food, money, solutions, friendship or a bargain. It can be taken or refused. Social function: to facilitate interpersonal communication between different people.

For example:

- Shall I take you home?
- Do you want help with your homework?

Expressions / Gambits

When making offers, we often use the following expressions.

- May I...?
- Can I ...?
- Shall I ...?
- Would you ...?
- How about I...?

Examples of Offers

- May I give you a hand?
- Can I help you?
- Shall I bring you some tea?
- Would you like another piece of cake?
- How about I help you with this?
- Can I clean the car for you?
- Shall I help you with your homework?
- I will do the washing, if you like.

Making Offers	Accepting Offers	Declining Offers
Can I help you?	Yes, please. I really appreciate it.	It's okay, I can do it myself.
Shall I bring you some tea?	Thank you, it is very kind of you.	No, thank you.
Would you like another helping of cake?	Yes, please. That would be lovely.	No, thanks. I don't want another helping.
How about I help you with this?	Yes, please, that would be very kind of you.	Don't worry, I will do it myself.
Can I take you home?	Thank you, I appreciate your help.	That's alright, I will manage on my own.

Responding to Offers

Let's take a look at the sentence structure to offer something.

Complete the sentences using verbs from the box. Sometimes more than one verb is possible.

could ‘ll mind shall will

1 What ……*shall / could*…… we give him for his birthday?

2 …… you possibly come back later?

3 Would you …… giving me your email address?

4 I …… be careful, I promise.

5 …… you come with me to the hospital?

6 Do you think you …… bring the book in the morning, please?

7. …… I put the boxes over here?

Test

1. ‘Todd was a very talented child.’ – I know. He … play the piano well when he was seven.’

a) couldn’t; b) could; c) can;

2. ‘I’ve just taken a loaf out of the oven.’ – ‘Oh, that’s why I … smell fresh bread when I came home.’

a) was able to; b) can’t; c) could;

3. ‘How was the test?’ – ‘Easy. All students … pass it.’

a) were able to; b) could; c) can’t;

4. ‘What are you doing this summer?’ – ‘I hope I’ll … go on holiday with my friends.

a) could; b) be able to; c) can.

5. ‘I … ride a bicycle until I was eight.’ – ‘Neither could I.’

a) couldn’t; b) could; c) can’t;

6. ‘Was the suitcase heavy?’ – ‘Yes, but I … carry it by myself.’

a) can’t; b) was able to; c) can:

7. ‘… you drive?’ – ‘Yes, but I haven’t got my own car.’

a) Might; b) May; c) Can;

8. ‘… we go out today?’ – ‘That a good idea.’

a) Shall; b) Will; c) Would;

9. ‘… you give me a lift to work tomorrow?’ – ‘Yes. I’ll pick up you at 8 o’clock.’

a) May; b) Shall; c) Will;

10. ‘Where is Collin?’ – ‘I’m not sure. He … be in the study.
a) will; b) could; c) ought

Modal Verb	Subject	Object
Would	you	care for another cup of tea?
Shall	we	take you there?
Could	I	offer you something?
Will	you	have tea with that?

Presantation for the topic:Monopoly
https://avatars.mds.yandex.net/get-vthumb/3187978/4191d95fe919d0cb62b03c77f0805a47/564x318_1

Video for the topic: Monopoly https://avatars.mds.yandex.net/get-vthumb/3819509/2b950a4e342764d079bee86c2bafa60a/564x318_1

Lesson 5.	**Partnerships.** Gram: Asking for, giving and refusing permission

Lesson 5. Partnerships.

Gram: Asking for, giving and refusing permission

The Business Partnership When a proprietor wants to expand a business, one way to do so is to form a partnership, a business formed for profit by two or more co-owners. The rights and duties of a partnership are regulated by laws of the state where it is formed and by a legal agreement made by the co-owners. Usually an agreement specifies the amount of money, each is investing and duties each partner assumes. A partnership agreement also may provide for a «silent partner» who does not take part in the management, but who invests money in the business. The partnership has the advantage of pooling managerial talent. One partner may be qualified in production, another in marketing. The partnership has a favourable tax position when compared with the corporation. Federal taxes are paid by individual partners on their share of earnings, beyond that the business is not taxed. A major disadvantage of the partnership is that each member is liable for all debts of the

partnership; the act of any partner is legally binding upon the others. For example, if one partner takes a large sum of money from the business and wastes it, the others must pay the debt. Partnership has another disadvantage: decision-making is shared. If partners have serious disagreements, the business is failed. Nevertheless, the partnership remains a vital part of the whole business economy.

Each partner declares his or her share of profit or loss on the personal income tax return. There is a special type of partnership, called a limited partnership, where the limited partner is not involved in the management of the firm. This form of organization is useful in such professional fields as law, insurance, and some industries, for example, oil prospecting. But partnership has some disadvantages. Partnership business fails when one of the partners loses his interest or disagrees with the other. Management is the art of things getting done through other people. It includes the personnel who have the right to make decisions that influence company's affairs. There are three management levels: top management, middle management and the operating manager. Middle management includes department managers and plant managers. Operating management icludes supervisors, foremen, etc. Transporting means carrying goods form the place of their production to the place of their selling. Storing is necessary because the consumer desires to buy goods without waiting. Pricing involves of the art determining what price is the best. Selling involves helping consumers to discover their needs.



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VOCABULARY

English	**Uzbek**	**Russian**
chain stores	tarmoq do'konlari	сеть розничных магазинов
compared with	bilan solishtirganda	по сравнению
co-owner	hammuallif	совладелец
debt	qarz	долг
disagreement	kelishmovchilik	несогласие (разногласие)
distribute	tarqatish	распределять
duties	vazifalar	обязанности;
equally	teng	в равной мере
favourable tax position	qulay soliq pozitsiyasi	благоприятное налогообложение
assume	faraz qilmoq	принимать

Questions

1. What is a partnership?
2. How are the rights and duties of a partnership regulated?
3. What is a «silent partner»?
4. What are the advantages of a partnership?

5. What is the major disadvantage of this kind of business?

Exercise 1. . Choose from the right column the Russian equivalents of the English words in the left column .Подберите из правой колонки русские эквиваленты английским словам в левой колонке.

1.expand a business a партнерское соглашение

2.duties of a partnership b вкладывать деньги

3.investments c управленческий талант

4.duties d существенный

5.partnership agreement e благоприятное налогообложение

6.silent partner f налог

7 invest money g быть юридически ответственным

8 managerial talent h вложения, инвестиции

9 favourable tax position i платить долги

10 share of earnings j расширять бизнес

11 tax k тратить деньги не по назначению (впустую)

12 be liable l обязанности

13 pay the debt m доля заработка

14 waste money n обязанности партнерства

15 vital o партнер без права голоса

Exercise 10. Complete the sentences by choosing the appropriate ending.

A partnership is a business of … .

a) a single owner; b) two or more co-owners; c) an institution operated by mangers.

2. The rights and duties of a partnership are regulated by … . a) silent partners; b) the Government of the state; c) the laws of the state and the agreement made by coowners.

3. The advantage of a partnership is … . a) damage of business in serious disagreements of coowners; b) a favourable tax position when compared to the corporation; c) a favourable tax position when compared to the sole proprietorship.

4. The disadvantage of a partnership is … . a) a favourable tax position when compared to the corporation; b) a favourable tax position when compared to the sole proprietorship; c) damage of business in serious disagreements of coowners.

Questions 5 and 6 *Choose* ***TWO*** *letters* ***A-E***.

Which ***TWO*** *things are included in the price of the tour?* **A** fishing trip

B guided bushwalk **C** reptile park entry **D** table tennis
E tennis

Questions 7-10

Complete the sentences below.

*Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.*

7 The tour costs $……

8 Bookings must be made no later than……days in advance. **9** A……deposit is required.

10 The customer's reference number is……

WRITING:

In some countries, a few people earn extremely high salaries. Some people think that this is good for a country, while others believe that the government should control salaries and limit the amount people can earn. Discuss both views and give your opinion.

SPEAKING: Describe an occasion when you were not allowed to use your mobile phone.

You should say

• When was it?
• Where was it?
• Why were you not allowed to use your mobile phone?
• How did you feel about it?

ORAL PRACTICE Dialogue

Susan: Hi, Jim! What are you doing now?

Jim: Nothing interesting!

S.: May I ask you for an advice? You see I am going into business with Mary, you know her.

J.: It sounds well. How many partners are there in you business?

S.: Only Mary and me. We are going to open a small shop. Mary is very good at accounting and I enjoy selling things.

J.: It sounds interesting. Are you both liable? Did you both invest the same amount of money?

S.: Yes, we did. It is better for us to distribute profits and losses equally as well.

J.: Nice for you. I hope your business will be prosperous. Good luck.

S.: Glad to hear it. See you later.

Grammar time

Study the following examples: *e.g. 'Can I take this book?' 'Yes, of course.' (informal)* ***Could*** *I talk to you for a minute?' 'Certainly.' (more polite than can)* ***♦ giving/refusing permission***

a) may/can = you are allowed to do ath

We use *may* and can, but not *might* or *could,* to give permission. *May* is very formal and is not used in everyday speech. *e.g. You can sit here if you like, (everyday speech) Passengers may take only one item of hand luggage on board, (written notice)* **Note: We use *Could I...?* to ask permission, and can or *may,* but not *could,* to reply.** *e.g.* ***'Could I*** *leave a little earlier?' 'Yes, you* ***can.*** *''Yes, you* ***may. '***

b) can*t/may not = you are not allowed to do sth

We use *can't* and *may not,* but not *couldn't,* to refuse permission. *e.g. Students may not wear outdoor shoes on the basketball court. (= Students aren't allowed to...) I 'm sorry, but you can't park here. (NOT:* ***I 'm sorry, but you oouldn't pork horo.)***

requests

May/Might/Can/Could I ...?

We **use these structures to ask for something politely. *Might I ...?* is more formal than *May I ...?* and is not often used.**

May/Can/Could *I have a pen and some paper,* **V** *please?*

Here you are.

10 Rephrase the following sentences in as many ways as possible.

1 Perhaps Laura has left the phone off the hook. ***...Laura may/might/could have left the phone off the hook....***

Surgeons are obliged to scrub their hands before operating on patients..... 3 Do you mind if I open the window?..... 4 It wasn't necessary for Peter to wash the dog, so he didn't.....

5 Emily managed to reach the top shelf, even though she didn't have a ladder..... 6 It's forbidden to copy files without the manager's permission.....

7 Why don't we spend this evening at home?

8 I'm certain Patrick misunderstood my instructions.....

9 I’m sure Helen didn’t know about her surprise party.....

Test

1. Tim _____ run very well, but I _____ run like him, because I was bad at running.

A) could / couldn’t B) could / could C) can / could D) can / can

2. I _____ play football well, but I _____ play ice-hockey very well.

A) can’t / can B) could / can’t C) could / can D) can / could.

3. Last year they _____ in Europe, and visited Germany, _____ they traveled only in Berlin.

A) was / but B) were / but C) were / so D) was / and

4. I _____ born in Amsterdam _____ I live in New York now.

A) was / and B) was / but C) were / and D) were / but

5. She _____ understand English, _____ she can’t speak it.

A) could / and B) can / and C) can / but D) can’t / but

6. I love Netherlands, _____ I came to Amsterdam.

A) and B) however C) for D) so.

7. A: _____ you _____ the piano? B: Yes, _____ .

A) Can / use / I can B) Can / play / I can C) Can / play / I D) Can / use / *

8. A: _____ of food _____ our cook cook? B: Italian & French food.

A) What of / can B) Which / can C) What kind / can D) What / can

9. A: _____ can she _____ the guitar? B: Very well.

A) How / play B) Why / play C) What / play D) When / play

10. A: _____ can they _____ a computer? B: In the office.

A) What time / use B) Where / use C) When / use D) Where / using

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Video for the topic:

https://avatars.mds.yandex.net/get-vthumb/4511902/e444717148652b97550287d38ad52344/564x318_1

Lesson 6. Valuation

Gram: Modals II. Obligation – must and have to. Obligation – mustn't and don't have to

Valuation is the process of determining the present value (PV) of an asset. Valuations can be done on assets (for example, investments in marketable securities such as companies' shares and related rights, business enterprises, or intangible assets such as patents, data and trademarks) or on liabilities (e.g., bonds issued by a company). Valuations are needed for many reasons such as investment analysis, capital budgeting, merger and acquisition transactions, financial reporting, taxable events to determine the proper tax liability.

Common terms for the value of an asset or liability are market value, fair value, and intrinsic value. The meanings of these terms differ. For instance, when an analyst believes a stock's intrinsic value is greater (or less) than its market price, an analyst makes a "buy" (or "sell") recommendation. Moreover, an asset's intrinsic value may be subject to personal opinion and vary among analysts. The International Valuation Standards include definitions for common bases of value and generally accepted practice procedures for valuing assets of all types. Regardless, the valuation itself is done generally using one or more of the following approaches; but see also, Outline of finance § Valuation: Absolute value models ("Intrinsic valuation") that determine the present value of an asset's expected future cash flows. These models take two general forms: multi-period models such as discounted cash flow models, or single-period models such as the Gordon model (which, in fact, often "telescope" the former). These models rely on mathematics rather than price observation. See § Discounted cash flow valuation there.Relative value models determine value based on the observation of market prices of 'comparable' assets, relative to a common variable like earnings, cashflows, book value or sales. This result will often be used to complement / assess the intrinsic valuation. See § Relative valuation there.

Option pricing models, in this context, are used to value specific balance-sheet items, or the asset itself, when these have option-like characteristics. Examples of the first type are warrants, employee stock options, and investments with embedded options such as callable bonds; the second type are usually real options. The most common option pricing models employed here are the Black–Scholes-Merton models

and lattice models. This approach is sometimes referred to as contingent claim valuation, in that the value will be contingent on some other asset; see § Contingent claim valuation there.



In finance, valuation analysis is required for many reasons including tax assessment, wills and estates, divorce settlements, business analysis, and basic bookkeeping and accounting. Since the value of things fluctuates over time, valuations are as of a specific date like the end of the accounting quarter or year. They may alternatively be mark-to-market estimates of the current value of assets or liabilities as of this minute or this day for the purposes of managing portfolios and associated financial risk (for example, within large financial firms including investment banks and stockbrokers).

Some balance sheet items are much easier to value than others. Publicly traded stocks and bonds have prices that are quoted frequently and readily available. Other assets are harder to value. For instance, private firms that have no frequently quoted price. Additionally, financial instruments that have prices that are partly dependent on theoretical models of one kind or another are difficult to value and this generates valuation risk. For example, options are generally valued using the Black–Scholes model while the liabilities of life assurance firms are

valued using the theory of present value. Intangible business assets, like goodwill and intellectual property, are open to a wide range of value interpretations. Another intangible asset, data, is increasingly being recognized as a valuable asset in the information economy.

It is possible and conventional for financial professionals to make their own estimates of the valuations of assets or liabilities that they are interested in. Their calculations are of various kinds including analyses of companies that focus on price-to-book, price-to-earnings, price-to-cash-flow and present value calculations, and analyses of bonds that focus on credit ratings, assessments of default risk, risk premia, and levels of real interest rates. All of these approaches may be thought of as creating estimates of value that compete for credibility with the prevailing share or bond prices, where applicable, and may or may not result in buying or selling by market participants. Where the valuation is for the purpose of a merger or acquisition the respective businesses make available further detailed financial information, usually on the completion of a non-disclosure agreement.

It is important to note that valuation requires judgment and assumptions:

There are different circumstances and purposes to value an asset (e.g., distressed firm, tax purposes, mergers and acquisitions, financial reporting). Such differences can lead to different valuation methods or different interpretations of the method results

All valuation models and methods have limitations (e.g., degree of complexity, relevance of observations, mathematical form)

Model inputs can vary significantly because of necessary judgment and differing assumptions

Users of valuations benefit when key information, assumptions, and limitations are disclosed to them. Then they can weigh the degree of reliability of the result and make their decision.

VOCABULARY

English	Uzbek	Russian
fair value	adolatli qiymat	справедливая стоимость
intrinsic value	ichki qiymat	внутренняя ценность
non-disclosure agreement	oshkor qilmaslik shartnomasi	соглашение о неразглашении
financial reporting	moliyaviy hisobot	финансовая отчетность
acquisitions	sotib olishlar	приобретения
mergers	birlashishlar	слияния
tax purposes	soliq maqsadlari	цели налогообложения
distressed firm	muamoli firma	проблемная фирма

Questions

1. What is import limitations?
2. When did our government announce a new development strategy?
3. What do governments include to intangible assets?
4. What is the transformation to market value?
5. In finance, what is valuation?
6. What are absolute value models?
7. Do all valuation models and methods have limitations?
8. Do you know the most common option pricing models?

Exercise 1. Which of the following statements agree with the information in the text? Please write TRUE when the statement is true or FALSE if the statement is false.

1. In finance, valuation is the process of determining the present value (PV) of an asset.
2. Common terms for the value of an asset or liability are market value, fair value, and intrinsic value.
3. Absolute value models that determine the past value of an asset's expected future cash flows.
4. The most common option pricing models employed here aren't the Black–Scholes-Merton models and lattice models.

5. Publicly traded stocks and bonds have prices that are quoted frequently and readily available.

6. All valuation models and methods have limitations.

Answers

Exercise 1

1.True 2.True 3.False 4.False 5.True 6.True

TEST 6 Questions 1-10

Complete the notes below using **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

LIBRARY INFORMATION

For registration, must take

• two **1** …….. and

• two forms of I.D. e.g. driving licence, **2** ……..Cost to join per year (without current student card): **3** £ ……..

Number of items allowed: (members of public) **4** ……. Login times:four weeks

Fines start at **5** £ ……..

Computers can be booked up to **6** …….. hours in advance Library holds most national papers, a11 **7** ……., and magazines Need **8**……... to use photocopier

Creative Writing class

tutor is John **9** ……. and

• held on **10** ……... evenings

WRITING:

Nowadays the differences between countries are becoming less evident because people follow the same media. Do the advantages of this trend outweigh the disadvantages?

SPEAKING: Describe an argument that two of your friends had.

You should talk about:

• When it happened

• What it was about

• How it was solved

• And how did you feel about it?

Test

1. Your clothes smell, and you've got a cough. You _____ smoke. A) don't have to B) should C) shouldn't D) have to

2. I'm going to bed. I _____ be up early tomorrow. A) should B) shouldn't C) don't have to D) have to

3. I'd like to meet your boyfriend. You _____ invite him round. A) must B) have to C) would D) don't have to

4 I _____ tell my parents where I am, then they don't worry. A) should B) don't have to C) have to D) shouldn't

5. You _____ come with me if you don't want to. I'll go on my own. A) don't have to B) must C) should D) shouldn't

6. Our train leaves in two minutes! We _____ hurry. A) would B) have to C) must D) don't have to

7. If you need some help with your homework, you _____ go to the library. A) should B) mustn't C) have to D) shouldn't –

8. If you've got a ticket, you _____ queue. You can go straight in." A) shouldn't B) don't have to C) have to D) should

9. You _____ tell lies. It's wrong. A) don't have to B) should C) have to D) shouldn't

10. Geoff works too much. I think he _____ take it easy. A) must B) have to C) should D) don't have to

Presentation for the topic: https://image5.slideserve.com/9325089/business-valuation-n.jpg

Video for the topic:https://youtu.be/ZQ8wODESzhs

Lesson 7. Microeconomics.

Gram: Modals II. Necessity – need. Orders and advice

The study of economics is generally broken down into two disciplines.

Microeconomics focuses on how individual consumers and firms make decisions; these individual decision making units can be a single person, a household, a business/organization, or a government agency. Analyzing certain aspects of human behavior, microeconomics tries to explain how they respond to changes in price and why they demand what they do at particular price levels. Microeconomics tries to explain how and why different goods are valued differently, how individuals make financial decisions, and how individuals best trade, coordinate, and cooperate with one another. Microeconomics' topics range from the dynamics of supply and demand to the efficiency and costs associated with producing goods and services; they also include how labor is divided and allocated; how business firms are organized and function; and how people approach uncertainty, risk, and strategic game theory.



Macroeconomics studies an overall economy on both a national and international level, using highly aggregated economic data and variables to model the economy. Its focus can include a distinct geographical region, a country, a continent, or even the whole world. Its primary areas of study are recurrent economic cycles and broad economic growth and development. Topics studied include foreign trade, government fiscal and monetary policy, unemployment rates, the level of inflation and interest rates, the growth of total production output as reflected by

changes in the Gross Domestic Product (GDP), and business cycles that result in expansions, booms, recessions, and depressions.

Micro - and macroeconomics are intertwined. Aggregate macroeconomic phenomena are obviously and literally just the sum total of microeconomic phenomena. However these two branches of economics use very different theories, models, and research methods, which sometimes appear to conflict with each other. Integrating the microeconomics foundations into macroeconomic theory and research is a major area of study in itself for many economists.

VOCABULARY

macroeconomics	makroiqtisodiyot	макроэкономика
microeconomics	mikroiqtisodiyot	микроэкономика
efficiency	samaradorlik	эффективность
monetary policy	valyuta siyosati	денежно-кредитная политика
scarcity	tanqislik,ocharchilik	дефицит
utility	foydalanish	польза
assumption	faraz, taxmin	предположение
scarce resources	taqchil resurslar	скудные ресурсы

Questions

1.What is Macroeconomics?

2. What is Microeconomics?

3. On what microeconomics focuses on?

4. On what macroeconomics focuses on?

5. Who was the earliest recorded economic thinkers?

6. Which type of economy tries to explain how and why different goods are valued differently?

7. Are microeconomics and macroeconomics intertwined and why?

8. What does macroeconomics study?

Exercise 1. Which of the following statements agree with the information in the text? Please write TRUE when the statement is true or FALSE if the statement is false.

1. Economics is the social science that studies how people interact with value.

2. Microeconomics analyzes basic elements in the society, including individual agents and markets.

3. The building blocks of economics are the studies of labor and trade.

4. Two major types of economics are macroeconomics, which focuses on the behavior of individual consumers and producers.

5. One of the earliest recorded economic thinkers was the 8th-century B.C. Greek farmer/poet Hesiod.

6. Microeconomics tries to explain how and why different goods are valued differently.

WRITING:

It is now possible for scientists and tourists to travel to remote natural environments, such as the South Pole. Do the advantages of this development outweigh disadvantages?

SPEAKING: Describe a piece of equipment that is important in your home

You should talk about:

- What is it?
- How do you use it?
- How often do you use it?
- Why is it important

Grammar

Advice

We can use the following structures to say what we

- *should (not)* + infinitive (without *to)*
- *ought to* + infinitive.

Form

Affirmative

*Governments **should stop** complaining about unemployment.*

*In my opinion, the government **ought to provide** free childcare.*

Question

Should + subject + infinitive (without *to)*

***Should** it **be** the responsibility of the family?*

Ought + subject + *to* + infinitive

***Ought** governments **to pay** for childcare?*

Other structures (Activity 3)

- *Why not* -i- infinitive (without *to)?*

***Why not use** it to fund nurseries and encourage more people to go to work?*

- *Why don't (you, they)...? Why doesn't (he, she)...?*

Why don 7 they *use it to fund nurseries?*

Rewrite the advice using the words in brackets.

1 You should go to the library if you want a quiet place to study, (how about

1 You should go to the library if you want a quiet place to study, (how about)

If you're feeling sleepy, why not have a cup of coffee? (should

2.They shouldn't build more roads, they should improve public transport, (stop, start)

2 You could try acupuncture if you want to stop smoking, (what about)

3 If you have a problem with your accommodation, how about going to a local estate agent? (why not)

4 If you want to lose weight, stop eating so many biscuits and start doing more exercise! (shouldn't, should)

5 What about taking the bus to London? It's cheaper than the train, (ought to)

1 Write *You should* or *You shouldn 't* to complete the study skills advice for degree students.

1 rely on your tutor for help.
2 work by yourself.
3 look up unknown words in the dictionary.
4 guess the meaning.
5 know the different types of words.
6 try to read faster.
7 read with a friend.
8 ask questions to test comprehension.
9 look back at the text.

Test

Choose the correct answer.

1. A letter arrives at your house. You are sure it is from Paul.

A It might be from Paul. ® It must be from Paul.

C It may have been from Paul.

2. You have toothache. Your mother gives you some advice.

A You may go to the dentist.

B You should go to the dentist.

C You might go to the dentist.

3. You are looking for your scarf. You think it is upstairs.

A It can't be upstairs.

B It should be upstairs.

C It could be upstairs.

4. Your father told you to do your homework. You tell your friends.

A I will do my homework.

B I have to do my homework.

C I might do my homework.

5. You want your neighbour to babysit for you tonight.

A Would you babysit for me tonight?

B Shall you babysit for me tonight?

C Must you babysit for me tonight?

6.You did the washing-up for your mother, but she didn't expect you to.

A You mustn't have done the washing-up.

B You might not have done the washing-up.

C You needn't have done the washing-up.

7. There was a good film on TV. You are sure John didn't watch it.

A John should have watched it.

B John might have watched it.

C John can't have watched it.

8. You want to have a pet in your flat, but your landlord tells you it isn't allowed.

A You m ustn't keep pets in the flat.

B You needn't keep pets in the flat.

C You will not keep pets in the flat.

9. An old lady is trying to open the door. You offer to do it for her.

A Couldn't I open the door for you?

B Must I open the door for you?

C Shall I open the door for you?

10.You offer to do the shopping, but your mother says it isn't necessary.

A You must do the shopping.

B You needn't do the shopping.

C You could do the shopping.

Presentation:https://youtu.be/nJbWj_kHCJQ

Video :https://youtu.be/1UxA6JzoT-4

Lesson 8. Stocks and shares.

Gram: Modals III. Certainty and possibility

Stock Markets are the means through which securities are bought and sold. The origin of stock markets goes back to medieval Italy.[1] During the 17th and 18th centuries Amsterdam was the principal centre for securities trading hi the world. The appearance of formal stock markets and professional intermediation resulted from the supply of, demand for and turnover in transferable securities. The 19th century saw[2] a great expansion in issues of transferable securities.

The popularity of transferable instruments as a means of finance continued to grow and at the beginning of the 20th century there was an increasing demand for the facilities provided by stock exchanges, with both new ones appearing around the world and old ones becoming larger, more organized and increasingly sophisticated.

The largest, most active and best organized markets were established in Western Europe and the United States. Despite their common European origins there was no single model which every country copied.

Members of stock exchanges drew up rules to protect their own interests and to facilitate the business to be done by creating an orderly and regulated marketplace.

Investors were interested in a far wider range of securities[3] than those issued by local enterprises. Increasingly, these local exchanges were integrated into national markets.

The rapid development of communications allowed stock exchanges to attract orders more easily from all over the country and later the barriers that had preserved the independence and isolation of national exchanges were progressively removed, leading to the creation of a world market for securities. The 1980s saw the growing internationalization of the world securities markets, forcing stock exchanges to compete with each other. Cross-border trading of international equities expanded.

Although many securities were of interest to only a small and localized group, others came to attract investors throughout the world. Increasingly, arbitrage between different stock exchanges ensured that the same security commanded the same price[4] on whatever market it was traded. London, Paris, New York became dominant stock exchanges.

Stock exchanges emerged as central elements in the financial systems of all advanced countries.

Potential investors, insurance companies, pension funds, governments and corporate enterprises see securities as a cheap and convenient means of finance.

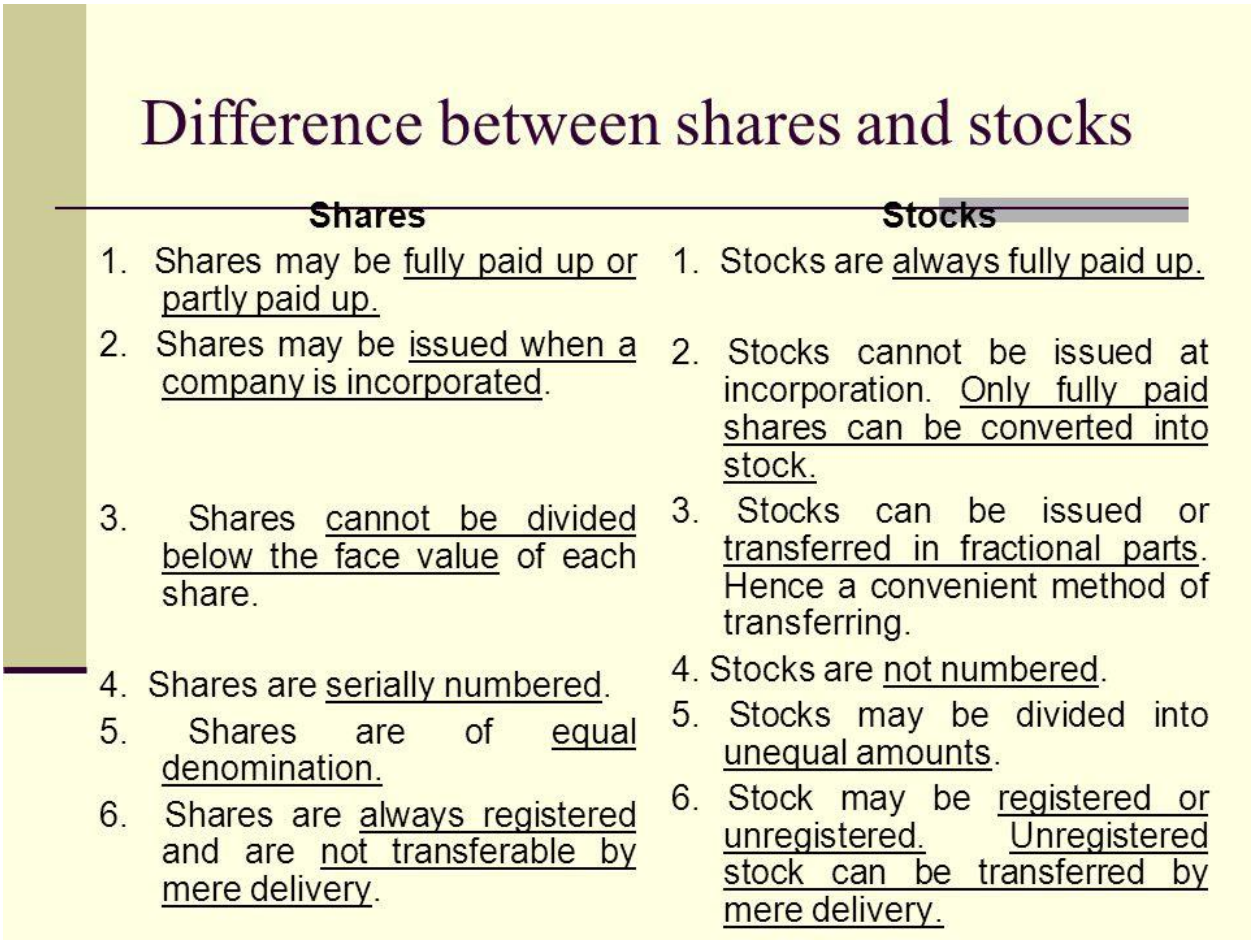
An investor who purchases new securities is participating in a primary financial market. An investor who resells existing securities is participating in a secondary financial market.

There are two basic types of stock markets – (1) organized exchanges, like the New York Stock Exchange (NYSE) or the London Stock Exchange (LSE), and (2) the less formal over-the-counter markets.

The organized security exchanges are tangible physical entities, which have specifically designated members[5] and elected governing bodies – boards of governors.

In contrast to the organized security exchanges, the over-the-counter market is an intangible organization. It is a network of security dealers who buy and sell securities from each other, either for their own account or for their retail clients. The over-the-counter market is normally conducted by telephone and computer reporting of price quotations between brokerage firms that "make a market": that is, agree to buy and sell a particular security. Securities that are not listed on exchanges are traded "over-the-counter". In general these include stocks, preferred stocks, corporate bonds, and other securities.

Investors need complete and reliable information about stocks and markets. In addition to the listings, the financial pages of newspapers in all countries contain price quotations and share indexes which give a broad indication of how the stock market, or a segment of the stock market, performed during a particular day.



VOCABULARY

English	**Uzbek**	**Russian**
a stock marker	birja markeri	фондовый рынок
origin	kelib chiqishi	происхождение, начало, зарождение
principal	asosiy	главный
intermediation	vositachilik	посредническая деятельность
transferable securities	o'tkaziladigan qimmatli qog'ozlar	ценные бумаги, которые могут быть переуступлены другому лицу
expansion	kengaytirish	расширение
facilities	imkoniyatlar	услуги
sophisticated	murakkab	сложный, более современный

Exercises

Ex. 1. Answer these questions:

A. 1. What is the Stock Market? What contributed to the emergence and growth of stock exchanges?

2. Where were best organized stock markets established?

3. What general trend in the stock market development has been observed over the years of its

existence?

4. What stock exchanges have become most dominant? What part do they play in the financial systems

of advanced countries?

5. What are the basic types of stock markets? How are they conducted?

6. Is the stock market of great importance to industry?

Ex. 2. Give derivatives of:

origin *n* trade *v* appearance *n* intermediation *n*

transfer *v* expansion *n* organization *n* regulate *v*

interest *n* different *adj* dealer *n* quote *v*

restrict *v* transaction *n* activity *n* control и examination

WRITING

In the past, most people worked for small businesses, while more people now work for large businesses. What are the advantages and disadvantages of working for large businesses?

SPEAKING: Describe a puzzle that you solved.

You should talk about:

• What is the name of the puzzle?

• How did you come to know about it? • How is this puzzle solve.

Certainty

• Must + infinitive (without to) means that something is surely true. (Activities 3 and 5) ...which must be an important consideration for the leisure centre company.

• Can't or cannot + infinitive (without to) means that something is surely not true. It is the opposite of must be.

Making the choice between the two locations can 7 be easy for them.

• Certainly (not), definitely (not) can also be used to talk about things we are sure about. (Activities 4 and 5)

...Location 2 is certainly more convenient for the townspeople.

...the land price in town will definitely not be as cheap as Location 1.

Note: you cannot use two modal verbs together.

Possibility

when the possibility of something happening is

• Modal verbs may, might, could + infinitive (without to) are used around 50%. Location 1 may be more attractive.

It might attract people from Waston, too. ...where a new leisure centre could be built...

• May and might followed by not can be used when something negative is possible.

They might not be able to provide as many facilities.

• The adverb probably (not) is used when the possibility is more (or less) than 50%. Land is probably cheaper there, too.

Complete the sentences with a word or phrase from the box.

probably not definitely may be probably go might not might have might could make might wait
Selling home-made soup at the college fair a lot of money for charity.

1 I've almost decided - I'll to Greece for my next holiday.

2 Laptops are getting cheaper all the time, so I until next year before I buy one.

3 Revising before taking an examination is a good idea.

4 I haven't made up my mind. I go to the party, but then again I

5 Eating raw chillies is a sensible thing to do, unless you are used to them.

6 I'm not sure if any food will be provided, so I something to eat before I go.

7 There something wrong with her car - perhaps that's why she's late.

1 Complete the sentences using *must be* or *can* 7 *be.*

1 Achieving a 9.0 at IELTS easy.

2 Are you asking me to do your homework for you? You joking!

3 There's a light on in his office - he working late.

4 There aren't any cars outside the house, so it the one where they're having the party.

5 Susan's on holiday in Spain, so that her.

6 He's wearing a white coat and carrying a clipboard; he a doctor.

7 There are three expensive cars in the drive, so they making a lot of money.

8 This phone bill right. It's over £100 and I've only made a few

calls!

I’ve got a sore throat and a headache. I catching a cold

Test

Choose the correct answer.

1 A letter arrives at your house. You are sure it is from Paul.

A It might be from Paul. ® It must be from Paul.

C It may have been from Paul. 2 You have toothache. Your mother gives you some advice.

A You may go to the dentist.

B You should go to the dentist.

C You might go to the dentist. 3 You are looking for your scarf. You think it is upstairs.

A It can’t be upstairs.

B It should be upstairs.

C It could be upstairs. 4 Your father told you to do your homework. You tell your friends.

A I will do my homework.

B I have to do my homework.

C I might do my homework. 5 You want your neighbour to babysit for you tonight.

A Would you babysit for me tonight?

B Shall you babysit for me tonight?

C Must you babysit for me tonight? 6 You did the washing-up for your mother, but she didn’t expect you to.

A You mustn’t have done the washing-up.

B You might not have done the washing-up.

C You needn’t have done the washing-up. 7 There was a good film on TV. You are sure John didn’t watch it.

A John should have watched it.

B John might have watched it.

C John can’t have watched it. 8 You want to have a pet in your flat, but your landlord tells you it isn’t allowed.

A You m ustn’t keep pets in the flat.

B You needn’t keep pets in the flat.

C You will not keep pets in the flat. 9 An old lady is trying to open the door. You offer to do it for her.

A Couldn’t I open the door for you?

B Must I open the door for you?

C Shall I open the door for you? 10 You offer to do the shopping, but your mother says it isn't necessary.

A You must do the shopping.

B You needn't do the shopping.

C You could do the shopping

Presentation:
http://player.myshared.ru/27/1293477/slides/slide_1.jpg

Video: https://youtu.be/Xn7KWR9EOGQ

Lesson 9. Ordinary and preference shares.

Gram: Modals III. Ability (I can..., I'm able to..., I could...)

While both preferred shares and common shares give shareholders ownership in a company, they come with different shareholder rights. Preference shares, also known as preferred shares, have the advantage of a higher priority claim to the assets of a corporation in case of insolvency and receive a fixed dividend distribution. These shares often do not have voting rights and can be converted into common shares.1

One way to think of preference shares is as a hybrid of a bond and a security. For this reason, preference shares are often used by venture capitalists for startup companies.

Dividends

Dividends for preference shares are set at a specific rate. However, owning preference shares does not guarantee dividend payment. Preference shares can be cumulative or noncumulative. For cumulative shares, if a corporation fails to pay a dividend, that dividend amount is owed at some point in the future. The shares accumulate outstanding dividends.

For noncumulative shares, a dividend is lost if it is not paid. The dividends are paid to preference shareholders prior to common owners receiving dividends. Dividends from preference shares (also called qualified dividends) may be given favorable tax treatment, as opposed to dividends paid to common owners (also called ordinary dividends).

2Another type of preference shares is participatory shares. These shares include not only a guaranteed dividend payment but also payment of an additional dividend amount if the corporation meets certain performance goals.

Bankruptcy

In the event of bankruptcy or liquidation, preference shares are paid according to their par value only after payments are made to outstanding bondholders.3 Preference shareholders receive payment prior to common shareholders receiving anything. Still, there is a risk in being behind creditors. Due to this risk, investors may want to focus on preference shares in companies with strong credit ratings where there is a lower likelihood of default.

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Another type of preference shares is participatory shares. These shares include not only a guaranteed dividend payment but also payment of an additional dividend amount if the corporation meets certain performance goals.

In contrast, ordinary shares, also known as common shares, have a lower priority for company assets and only receive dividends at the discretion of the corporation’s management. They are generally entitled to one vote per share.

VOCABULARY

English	Uzbek	Russian
voting rights	ovoz berish huquqi	право голоса
bankruptcy	bankrotlik	банкротство
liquidation	tugatish	ликвидация
par value	nominal qiymat	номинальная стоимость
default	standart	по умолчанию
venture capitalists	venchur kapitalistlari	венчурные капиталисты
dividend	dividend	дивиденд
participatory shares	ulushlar	доли участия

Questions

1. For what investors want to focus on preference shares in companies with strong credit ratings?
2. What do you think Dividend plays important role in preference share sphere?
3. Can you tell the another type of preference shares?
4. For what reason, preference shares are often used by venture capitalists for startup companies?
5. What are dividends?
6. What is participatory shares?
7. What is ordinary shares?
8. What is preference shares?

In the past, knowledge was contained in books. Nowadays, knowledge is uploaded to the internet. Do the advantages of this outweigh the disadvantages?

SPEAKING: Describe Your Holidays

You should talk about:

• where you go for the holidays
• how long they last
• who you go with
• And talk about anything interesting that happens during your holidays.

Grammar time

Ability

***Can, could, be able to* Affirmative**

We use *can* and *could* to talk about ‘general’ ability. This means the ability to do something any time you want to.

*Go on! You **can** do it!*

The contracted negative forms are *can't* and *couldn't.*

Players who can use their weaker foot with proficiency are more valuable in a team than those who ***can't.***

It is also possible to use the form ***be able to*** to talk about present ability, but this is less common.

In pool and snooker, a player can reach further across a table if they ***are able to*** *play with either hand.*

To talk about future ability, we normally use *will be able to.*

With regular practice ***you*** **7/** *be* ***able to*** *use your less dominant hand more easily.*

We can use *could* as a conditional, meaning *would be able to.*

Other phrases

We also use these other expressions to talk about ability (Activities 4, 5 and 6)

- to be *good / bad / clever at* something

Ao, *if you want to be* ***good at*** *using both hands equally well, practice is the key.*

- to *have difficulty with* something
- to *have difficulty in doing* something

You may ***have difficulty in doing*** *these things at first.*

- to *he adept at, skilled at, skilful at* something
- to have *skill at* something.

It takes years to develop real ***skill at*** *juggling*

1 Complete the sentences using the correct forms of *can, could* or *will be able to,*

1 I come round and see you tonight if that suits you.

2 I'm practising really hard, so I think juggle quite well in a few weeks.

3 You be a better surfer if you were ambidextrous.

4 She play tennis really well and she's only ten years old.

5 I hear Katya playing the guitar next door. She's very good!

6 If I use both feet equally well, I'd be a much better skater.

2 Choose the correct alternative.

1 I'm not that good at / bad at pool. I can get a perfect shot and still mess it up!

2 By being ambidextrous you are able to / skilled at do tasks with either hand.

3 He's only six years old but already he is skilled / has no difficulty at reading and writing.

4 He plays the piano so beautifully I think he could / can well become a professional musician one day.

5 She’s broken her leg, so she won’t be able to / can’t walk for a few weeks.

Lesson 10. Inflation.

Gram: Questions and answers. Yes/No questions

Inflation is generally defined as a persistent rise in the general price level with no corresponding rise in output, which leads to a corresponding fall in the purchasing power of money.

In this section we shall look briefly at the problems that inflation causes for business and consider whether there are any potential benefits for an enterprise from an inflationary period.

Inflation variesconsiderably in its extent and severity. Hence, the consequences for the business community differ according to circumstances. Mild inflation of a few per cent each year may pose few difficulties for business.

However, hyperinflation, which entails enormously high rates of inflation, can create almost insurmountable problems for the government, business, consumers and workers. In post-war Hungary, the cost of living was published each day and workers were paid daily so as to avoid the value of their earnings falling.

Businesses would have experienced great difficulty in costing and pricing their production while the incentive for people to save would have been removed.

Economists argue at length about the causes of, and «cures» for, inflation. They would, however, recognize that two general types of inflation exist:

* *Demand-pull inflation*
* *Cost-push inflation*

Demand-pull Inflation

Demand-pull inflation occurs when demand for anation's goods and services outstrips that nation's ability to supply these goods and services. This causes prices to rise generally as a means of limiting demand to the available supply.

An alternative way that we can look at this type of inflation is to say that it occurs when injections exceed withdrawals and the economy

is already stretched (i.e. little available labour or factory space) and there is little scope to increase further its level of activity.

Cost-push Inflation

Alternatively, inflation can be of the cost-push variety. This takes place when firms face increasing costs. This could be caused by an increase in wages, the rising costs of imported raw materials and components or companies pushing up prices in order to improve their profit margins. If money was perfectly neutral, inflation would have no effect on the real economy; but perfect neutrality is not generally considered believable. Effects on the real economy are severely disruptive in the cases of very high inflation and hyperinflation. More moderate inflation affects economies in both positive and negative ways. The negative effects include an increase in the opportunity cost of holding money, uncertainty over future inflation which may discourage investment and savings, and if inflation were rapid enough, shortages of goods as consumers begin hoarding out of concern that prices will increase in the future. Positive effects include reducing unemployment due to nominal wage rigidity, allowing the central bank greater freedom in carrying out monetary policy, encouraging loans and investment instead of money hoarding, and avoiding the inefficiencies associated with deflation.

Today, most economists favour a low and steady rate of inflation. Low (as opposed to zero or negative) inflation reduces the severity of economic recessions by enabling the labor market to adjust more quickly in a downturn, and reduces the risk that a liquidity trap prevents monetary policy from stabilising the economy.

The task of keeping the rate of inflation low and stable is usually given to monetary authorities. Generally, these monetary authorities are the central banks that control monetary policy through the setting of interest rates, by carrying out open market operations and (more rarely) changing commercial bank reserve requirements.

The term inflation appeared in America in the mid-nineteenth century, “not in reference to something that happens to prices, but as something that happens to a paper currency”. Today, however, it is understood as referring to a sustained increase in the general price level (as distinct from short-term fluctuations).

The expression “price inflation” may either be synonymous with “inflation” or reflect some more restrictive definition of “price”. Changes to the wage level are described as “wage inflation” and changes to the

money supply as “monetary inflation”. These terms are sometimes assumed to identify the causative factor.

More specific forms of inflation refer to sectors whose prices vary semi-independently from the general trend. “House price inflation” applies to changes in the house price index while “energy inflation” is dominated by the costs of oil and gas.

Historically, large infusions of gold or silver into an economy had led to inflation. For instance, when silver was used as currency, the government could collect silver coins, melt them down, mix them with other metals such as copper or lead and reissue them at the same nominal value, a process known as debasement. At the ascent of Nero as Roman emperor in AD 54, the denarius contained more than 90% silver, but by the 270s hardly any silver was left. By diluting the silver with other metals, the government could issue more coins without increasing the amount of silver used to make them. When the cost of each coin is lowered in this way, the government profits from an increase in seigniorage. This practice would increase the money supply but at the same time the relative value of each coin would be lowered. As the relative value of the coins becomes lower, consumers would need to give more coins in exchange for the same goods and services as before. These goods and services would experience a price increase as the value of each coin is reduced.

VOCABULARY

English	**Uzbek**	**Russian**
deflation	deflyatsiya	дефляция
price inflation	narx inflyatsiyasi	инфляция цен
large infusions	katta infuziyalar	большие настои
causative factor	sababchi omil	причинный фактор
monetary inflation	pul inflyatsiyasi	денежная инфляция
holding money	pulni ushlab turish	держа деньги
hyperinflation	giperinflyatsiya	гиперинфляция
nominal wage	nominal ish haqi	номинальная зар. плата
reissue	qayta nashr qilmoq	переиздание
reduction	kamaytirish	сокращение

Questions

1. What is inflation?
2. Types of inflation?
3. Will prices all increase at the same rates?
4. What is the main problem with inflation?

5. What is a good example of inflation?
6. What is the opposite of inflation?
7. What does deflation mean?
8. When did the denarius contain more than 90% silver?

Questions 1-5

Complete the notes below.

*Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.*

CHILDREN'S ART AND CRAFT WORKSHOPS • Adults must accompany children under **1** ……

• Cost: £2.50

• Workshops held in: Winter House, **2** …… Street

• Security device: must push the **3** …… to open door

• Should leave car behind the **4** ……..……

• Book workshops by phoning the **5** …… (on 200765)

LISTENING: test1

SECTION 1 Questions 1-10 Complete the notes below. Write ONE WORD AND/OR A NUMBER for each answer.

Example the Main Hall -seats **200**

Room and cost • the 1 ..... Room -seats 100 • Cost of Main Hall for Saturday evening: 2 £ ..... + £250 deposit (3 ..... payment is required) Cost includes use of tables and chairs and also 4 ..... . • Additional charge for use of the kitchen: £25

Before the event Will need a 5 ..... licence • Need to contact caretaker (Mr Evans) in advance to arrange 6 ..... .

During the event • • • • The building is no smoking The band should use the 7 ..... door at the back Don't touch the system that controls the volume For microphones, contact the caretaker

After the event Need to know the 8 ..... for the cleaning cupboard • The 9 ..... must be washed and rubbish placed in black bags • All 10 ..... must be taken down Chairs and tables must be piled .

WRITING:

Despite the benefits for health, fewer people today than ever before exercise by walking. Why is this? What can be done to encourage more walking?

SPEAKING: Describe an experience you had as a member of a tea.

You should talk about:

- Where was it?
- Who were the members of the team?
- What role did you play in this team?
- And explain how you achieved your goal?

Grammar

Yes No Questions are important in English. They are the most basic types of questions. This lesson shows you how to ask and answer these questions. You can find the exercises at the bottom of the page.

Let's start!

Listening T15



1 **Listen to Part 1 of a presentation about the services Google provides and answer the questions.**

1 How does Google make a lot of its money?
through advertising (using an auction approach)
2 How does the auction approach work?
3 What service does AdSense provide?

2 **Listen to Part 2 and make notes on the three new services to Adsense.**

	services	notes
1	marketing	
2	pricing	
3	animated ads	

3 **Listen again and tick the phrases you hear.**

for instance ✓	to put it in simple terms
in other words	i.e.
in brief	I'll come back to that later
as you can see here	let's move on to
to go on to (the next point)	as this chart shows
to sum up	this brings me to
such as	another way of putting that

Yes no questions are basic questions in English. The answer is yes or no. Here are some examples:

- Am I a teacher?
- Are you from France?
- Is she tall?
- Do you like pizza?
- Does he have a brother?

The answers are yes or no, like these examples:

- Yes, I do.
- No, I don’t
- Yes, she does.
- No, he does not.
- Yes, I am.
- No, I am not.
- Yes, you are.
- No, we are not.
- Yes, it is.
- No, she is not.

Yes No Questions use 2 forms:

1. Be 2. Do/Does

Yes No Questions with BE

Structure

BE + SUBJECT + Adjective/Noun

Questions with Be only go with an adjective or noun. This is because be is a verb, so you do not need another verb.

Examples

- Are you a teacher?
- Is she Canadian?
- Are they from Brazil?
- Is David tired?

Here are some questions with answers:

Are you from Brazil?	No, I am not.
Is she your sister?	Yes, she is.
Are Paul and Mike brothers?	Yes, they are.

Is the chair red?	No, it is not.

Yes No Questions with DO

Structure

DO/DOES + SUBJECT + VERB

Examples

- Do you like pizza?
- Does she have a brother?
- Do they want a drink?
- Does Sara live in Boston?

Here are some questions with answers:

Do you like sports?	Yes, I do.
Does he want pizza?	No, he does not.
Do they have the books?	Yes, they do.
Does the computer work?	No, it does not.

You can learn more about do and does questions with this lesson: Do and Does Questions Lesson.

Test

1. "_____ her name Eliza?" "No, _____ ."

A) What / it isn't B) Is / she isn't C) Is / it is not D) Is / it isn't

2. Is your surname Anderson?

A) Yes, you are. B) Yes, it is. C) Yes, I am. D) Yes, my is.

3. "Is she American?" "No, _____ ."

A) hers isn't B) she isn't C) she is not D) she her isn't

4. "____ their names Jack & Benny?" "Yes, _____ ."

A) Are / they are B) Aren't / there are C) Am / their D) Is / they're

5. "Is your dog 2 years old?" "Yes, _____ ."

A) it's B) dog is C) it is D) its

6. "Is your elder brother married?" "No, _____ ."

A) brother isn't B) he isn't C) he is not D) she isn't

7. "Are you from Senegal?" "No, _____ ."

A) I'm not B) I amn't C) I are not D) I not

8. "_____ Martha English?" "Yes, she _____ ." A) Is / isn't B) Are / is C) Is / is D) Are / is

9. “_____ her surname Smith?” “No, it _____ .” A) What / isn’t B) Is / is C) Is / isn’t D) Are / isn’t

10. “Are you a student?” “Yes, I _____ .” A) am B) have C) is D) ‘m not

Presentation: https://image2.slideserve.com/4801010/inflation-n.jpg

Video:
https://www.shutterstock.com/shutterstock/videos/1089655097/preview/stock-footage-rising-inflation-the-word-inflation-on-a-screen-surrounded-by-numbers-prices-currency.webm

Lesson 11. Renewable natural resources

Gram: Questions and answers. Short answers

Natural resources are the things that exist freely in nature human beings use for survival. These things include the water, land, forests, animals, rocks, fossil fuels, and minerals inside the Earth. Human beings did not create natural resources. They have always been a part of the Earth before humans appeared.

Most of the natural resources are connected to each other in some way. For example, water is a natural resource, and there was a limited supply, then other resources such as animal and plants would be affected. Natural resources are consumed directly or indirectly. For example, when animals eat plants they are consuming a natural resource directly. However, the many trees of rain forest act as climate control, flood control, and storm protection. The trees of a forest can also be used as **raw materials** for making houses, furniture, paper, or other items.

Natural resources can be a solid, liquid, or gas. They can also be **organic**, coming from living things, or **inorganic**, coming from a non-living source. They can also be made out of metal or be non-metallic. All natural resources are also either renewable or non-renewable.

Renewable resources are always available and can be easily replaced or recovered. The examples of renewable resources include water, plants, animals, the sun, wind, and a few others. Most renewable resources may be replaced in a short period of time. For example, animals are renewable because they can reproduce young offspring replacing

adult animals in a short period of time. If it takes too many years to replace a resource it is not considered to be renewable.

A renewable resource, also known as a flow resource, is a natural resource which will replenish to replace the portion depleted by usage and consumption, either through natural reproduction or other recurring processes in a finite amount of time in a human time scale. When the recovery rate of resources is unlikely to ever exceed a human time scale, these are called perpetual resources. Renewable resources are a part of Earth's natural environment and the largest components of its ecosphere. A positive life-cycle assessment is a key indicator of a resource's sustainability.

Definitions of renewable resources may also include agricultural production, as in agricultural products and to an extent water resources. In 1962, Paul Alfred Weiss defined renewable resources as: "The total range of living organisms providing man with life, fibres, etc...". Another type of renewable resources is renewable energy resources. Common sources of renewable energy include solar, geothermal and wind power, which are all categorized as renewable resources. Fresh water is an example of renewable resources.

Water resources

Water can be considered a renewable material when carefully controlled usage and temperature, treatment, and release are followed. If not, it would become a non-renewable resource at that location. For example, as groundwater is usually removed from an aquifer at a rate much greater than its very slow natural recharge, it is a considered non-renewable resource. Removal of water from the pore spaces in aquifers may cause permanent compaction (subsidence) that cannot be renewed. 97.5% of the water on the Earth is salt water, and 3% is fresh water; slightly over two thirds of this is frozen in glaciers and polar ice caps. The remaining unfrozen freshwater is found mainly as groundwater, with only a small fraction (0.008%) present above ground or in the air.

Water pollution is one of the main concerns regarding water resources. It is estimated that 22% of worldwide water is used in industry. Major industrial users include hydroelectric dams, thermoelectric power plants (which use water for cooling), ore and oil refineries (which use water in chemical processes) and manufacturing plants (which use water as a solvent),it is also used for dumping garbage.

Desalination of seawater is considered a renewable source of water, although reducing its dependence on fossil fuel energy is needed for it to be fully renewable.

Food is any substance consumed to provide nutritional support for the body.Most food has its origin in renewable resources. Food is obtained directly from plants and animals.

Organic renewable resources come from living things such as animals and trees. **Inorganic renewable** resources come from non-living things such as the water, sun, and wind.

Non-renewable resources cannot be easily replaced once they are destroyed. Examples of these resources include **fossil fuels** such as coal, petroleum, oil, and natural gas. Non-renewable resources may take thousands or millions of years to be replaced. Minerals, though form naturally, are also non-renewable because the rock cycle used in replacing the minerals will take thousands of years. There are also some animals that can be non-renewable if they are in danger of becoming extinct.

Non-renewable resources can also come from organic or inorganic sources.

Finally, there are metallic and non-metallic resources which are inorganic. **Metallic minerals** are those containing metal, are hard, shiny, and can be melted to form other products. Examples include copper, tin, and iron. **Non-metallic minerals** are softer and do not shine, which can include clay and coal.

Natural resources in the world are used for food and drink such as water, farm products, medicines, packaging, and much more. They are used for transportation including cars, trains, boats, airplanes, and others; as well as the fuel used to power them. Another large use of the Earth's natural resources is for housing, buildings, roads, and other construction. This use also includes the energy for the heating and cooling of homes and businesses.

In summary, natural resources are things existing freely in nature, and include renewable and non-renewable things. Some of the resources are organic, meaning they come from living things, such as animals and plants. Other resources are inorganic, coming from non-living things, such as wind, rocks, and fossil fuels. Natural resources can also contain metal or be non-metallic such as coal and clay. The uses for the Earth's natural resources are many, from the food a person eats to the energy used to remain comfortable in a home.

VOCABULARY

English	Uzbek	Russian
energy overheads	qo'shimcha energiya xarajatlari	накладные расходы на электроэнергию
local location	mahalliy joylashuv	местное местоположение
labour	mehnat	труд
green manure	yashil go'ng	зеленый навоз
primary component	asosiy komponent	основной компонент
soil erosion	tuproq eroziyasi	эрозия почвы
chemical fertilizer	kimyoviy o'g'it	химическое удобрение
time scale	vaqt shkalasi	временная шкала

Questions

1. What is a renewable resource?
2. What is the most used renewable resource?
3. Are renewable resources produced naturally?
4. Under what circumstances if any would a renewable resource not be renewable?
5. How efficient is renewable energy?
6. Is fresh water an example of renewable resources?

1) Which of the following resource is inorganic and renewable?

- **A:** Sun
- **B:** Trees
- **C:** Animals
- **D:** Plants

2) Which of the following best describes natural gas?

- **A:** Organic renewable
- **B:** Inorganic renewable
- **C:** Inorganic non-renewable
- **D:** Organic non-renewable

3) All of the following are fossil fuels EXCEPT:

- **A:** Coal
- **B:** Petroleum
- **C:** Oil

- **D:** Wind

4) How long may it take for a non-renewable resource to be replaced?

- **A:** They cannot be replaced.
- **B:** Thousands of years or longer
- **C:** A short period of time.
- **D:** Fifty years

5) Which of the following best defines non-renewable resources?

- **A:** Cannot be easily replaced once they are destroyed.
- **B:** Always available and easily replaced.
- **C:** Are only living things.
- **D:** Are only non-living things.

6) Which of the following are uses for the Earth's natural resources?

- **A:** Transportation
- **B:** Food and drink
- **C:** Homes and buildings
- **D:** All of the above

WRITING:

Nowadays people live longer after they retire. How does this affect individuals and society? What can be done about this?

SPEAKING: Describe a time when you feel bored

You should talk about:

• When was it?
• where was it?
• Why did you get bored?
• How you felt about it?

TEST 12 (Questions 1-10)

Complete the notes below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Example

Title of conference:

Three day cost:

1$ ……

Payment by **2**……or on arrival

Accommodation:

Conference Centre

Answer

Future Direction in Computin **3**£……per night

 near to conference rooms

Guest House

 4 £……per night

 approximately **5**……walk from Conference Centre

Further documents to be sent:

 6 ……

 an application form **Location:**

Conference Centre is on **7**……Park Road, next to the **8**…….. Taxi costs **9** £……or take bus number **10**……from station.

Grammar

We use short answers in English grammar to respond to *yes/no* questions, or to agree with a statement. Positive short answers are formed with *yes + subject + auxiliary verb*, and negative answers with *no + subject + negated auxiliary verb.*

Learn the rules for answering yes/no questions in English with Lingolia and practise using short answers in the exercises.

Example



- Have you got a girlfriend?
- *Yes, I have.*
- Is she nice?
- *Yes, she is.*
- Do you see each other very often?
- *No, we don't.*
- Does she live in the same town as you?
- *No, she doesn't.*
- Can I meet her one day?

- *Yes, you can.*

Exercise 1. Form the general (Yes/No) questions.

Example: My brother likes skating. – Does my brother like skating?

1. He translated a lot of letters into English.
2. I had an early morning call at seven o'clock.
3. Little children like to ask many questions.
4. Their classes will last till four o'clock tomorrow.
5. I've already done this task.
6. She spends a lot of time on her English.
7. My children are at college.
8. They had supper at seven o'clock.
9. I am going to play tennis in the evening.
10. They were writing when I came.
11. She can play the guitar very well.
12. There are many people in the library now.
13. Brazil won the football World Cup in 1994.
14. He has already read a lot of English books.
15. They have classes at 9 every day.

Exercise 2. Form the alternative questions to the words in bold.

*Example: **My brother** likes **skating**. (3)*

- *Does my brother like skating or skiing?*
- *Does your or his brother like skating?*
- *Does your brother or Pete like skating?*

1. **The film** was **exciting**.(2)
2. **Thousands** of people visited the **exhibition**. (2)
3. **He** watches **TV every day**. (3)
4. **They** can go **to the country on Friday**. (3)
5. **She has painted the walls**. (3)

Exercise 3. Change the general questions into indirect ones. Begin your sentences with *Do you know, I wonder* or *Tell me please*.

Example: Has he seen this movie before? – Do you know if/whether he has seen this movie before? Tell me please if/whether he has seen this movie before. I wonder if/ whether he has seen this movie before.

1. Is it common to give a waiter a tip?
2. Does he want to come round this evening?
3. Did you go out last night?
4. Are single-parent families becoming more common in Ukraine?

5. Is there anything you are very proud of?
6. Does she live in the flat above you?
7. Do they watch satellite TV or cable TV?
8. Does the Internet influence our daily life?
9. Did you go to a nursery school?
10. Have the police questioned a number of people about the crime?
11. Are trains more reliable than buses?
12. Has he arranged his meeting for tonight?
13. Are there lots of historical monuments in Vienna?
14. Is there a great mix of people in Paris?
15. Did he book a room at the hotel?

Test

1. "_____ your teachers married?" "Yes, _____ ." A) Is / he is B) Is / he's C) Is / she is D) Are / they are

2. "Is it hot today?" "No, _____ ." A) it isn't B) it is not C) it's not D) it not

3. "Are _____ your parents?" "Yes, _____ ." A) they-their are B) their-they are C) they-they are D) they-they

4. Eliza _____ from Greece. _____ from Poland. A) is / Is B) isn't / She's C) is / Isn't D) is / Is not

5. Ann is _____ wife. A) John's B) John is C) John's is D) John

6. This is not just my computer. It is 4 _____ computer. A) students' B) students's C) student's D) student

7. A: What is _____ ? B: She is a bank manager. A) his job B) she job C) he job D) her job

8. "How old is your brother?" "_____ 29." A) They are B) I am C) It is D) He is

9. "How old _____ Mr. & Mrs. White?" "_____ 50 and 48." A) is / They B) are / They're C) are / They D) */ They are

10. "How old ___, Andrew?" "_____ 21 years old." A) are you / I'm B) is he / He's C) is / He is D) are / I

Presentation: https://image1.slideserve.com/2054843/renewable-resources-n.jpg

Video:https://youtu.be/CXCT2R1K6Ts

Lesson 12. Nonrenewable natural resources.

Gram: Questions and answers. Question words

A non-renewable resource (also called a finite resource) is a natural resource that cannot be readily replaced by natural means at a pace quick enough to keep up with consumption. An example is carbon-based fossil fuels. The original organic matter, with the aid of heat and pressure, becomes a fuel such as oil or gas. Earth minerals and metal ores, fossil fuels (coal, petroleum, natural gas) and groundwater in certain aquifers are all considered non-renewable resources, though individual elements are always conserved (except in nuclear reactions, nuclear decay or atmospheric escape).

Conversely, resources such as timber (when harvested sustainably) and wind (used to power energy conversion systems) are considered renewable resources, largely because their localized replenishment can occur within time frames meaningful to humans as well.

Earth minerals and metal ores are examples of non-renewable resources. The metals themselves are present in vast amounts in Earth's crust, and their extraction by humans only occurs where they are concentrated by natural geological processes (such as heat, pressure, organic activity, weathering and other processes) enough to become economically viable to extract. These processes generally take from tens of thousands to millions of years, through plate tectonics, tectonic subsidence and crustal recycling.

The localized deposits of metal ores near the surface which can be extracted economically by humans are non-renewable in human time-frames. There are certain rare earth minerals and elements that are more scarce and exhaustible than others. These are in high demand in manufacturing, particularly for the electronics industry.

Natural resources such as coal, petroleum (crude oil) and natural gas take thousands of years to form naturally and cannot be replaced as fast as they are being consumed. Eventually it is considered that fossil-based resources will become too costly to harvest and humanity will need to shift its reliance to other sources of energy such as solar or wind power, see renewable energy.

An alternative hypothesis is that carbon based fuel is virtually inexhaustible in human terms, if one includes all sources of carbon-based energy such as methane hydrates on the sea floor, which are vastly

greater than all other carbon based fossil fuel resources combined. These sources of carbon are also considered non-renewable, although their rate of formation/replenishment on the sea floor is not known. However their extraction at economically viable costs and rates has yet to be determined.

At present, the main energy source used by humans is non-renewable fossil fuels. Since the dawn of internal combustion engine technologies in the 19th century, petroleum and other fossil fuels have remained in continual demand. As a result, conventional infrastructure and transport systems, which are fitted to combustion engines, remain prominent throughout the globe.

The modern-day fossil fuel economy is widely criticized for its lack of renewability, as well as being a contributor to climate change.

In 1987, the World Commission on Environment and Development (WCED) classified fission reactors that produce more fissile nuclear fuel than they consume (i.e. breeder reactors) among conventional renewable energy sources, such as solar and falling water. The American Petroleum Institute likewise does not consider conventional nuclear fission as renewable, but rather that breeder reactor nuclear power fuel is considered renewable and sustainable, noting that radioactive waste from used spent fuel rods remains radioactive and so has to be very carefully stored for several hundred years. With the careful monitoring of radioactive waste products also being required upon the use of other renewable energy sources, such as geothermal energy.

The use of nuclear technology relying on fission requires Naturally occurring radioactive material as fuel. Uranium, the most common fission fuel, is present in the ground at relatively low concentrations and mined in 19 countries. This mined uranium is used to fuel energy-generating nuclear reactors with fissionable uranium-235 which generates heat that is ultimately used to power turbines to generate electricity.

As of 2013 only a few kilograms (picture available) of uranium have been extracted from the ocean in pilot programs and it is also believed that the uranium extracted on an industrial scale from the seawater would constantly be replenished from uranium leached from the ocean floor, maintaining the seawater concentration at a stable level. In 2014, with the advances made in the efficiency of seawater uranium extraction, a paper in the journal of Marine Science & Engineering

suggests that with, light water reactors as its target, the process would be economically competitive if implemented on a large scale.

Nuclear power provides about 6% of the world's energy and 13–14% of the world's electricity. Nuclear energy production is associated with potentially dangerous radioactive contamination as it relies upon unstable elements. In particular, nuclear power facilities produce about 200,000 metric tons of low and intermediate level waste (LILW) and 10,000 metric tons of high level waste (HLW) (including spent fuel designated as waste) each year worldwide.

Issues entirely separate from the question of the sustainability of nuclear fuel, relate to the use of nuclear fuel and the high-level radioactive waste the nuclear industry generates that if not properly contained, is highly hazardous to people and wildlife. The United Nations (UNSCEAR) estimated in 2008 that average annual human radiation exposure includes 0.01 millisievert (mSv) from the legacy of past atmospheric nuclear testing plus the Chernobyl disaster and the nuclear fuel cycle, along with 2.0 mSv from natural radioisotopes and 0.4 mSv from cosmic rays; all exposures vary by location. natural uranium in some inefficient reactor nuclear fuel cycles, becomes part of the nuclear waste "once through" stream, and in a similar manner to the scenario were this uranium remained naturally in the ground, this uranium emits various forms of radiation in a decay chain that has a half-life of about 4.5 billion years, the storage of this unused uranium and the accompanying fission reaction products have raised public concerns about risks of leaks and containment, however the knowledge gained from studying the Natural nuclear fission reactor in Oklo Gabon, has informed geologists on the proven processes that kept the waste from this 2 billion year old natural nuclear reactor that operated for hundreds of thousands of years.

VOCABULARY

English	**Uzbek**	**Russian**
radioactive material	radioaktiv material	радиоактивный материал
atmospheric nuclear	atmosfera yadrosi	атмосферный ядерный
chernobyl disaster	chernobil halokati	чернобыльская катастрофа
human radiation	inson radiatsiyasi	излучение человека
fuel	yoqilg'i	топливо

water reactors	suv reaktorlari	водяные реакторы
stable level	barqaror daraja	стабильный уровень
uranium	ran	уран
radioactive waste	radioaktiv chiqindilar	радиоактивные отходы
exposure	ta'sir qilish	воздействие

Questions

1. What are non-renewable resources?
2. What can replace non-renewable resources?
3. Are non-renewable energy sources equally harmful?
4. How can you save non-renewable resources in today's time?
5. How does non-renewable resources affect the environment?
6. When the WCED classify fission reactors?
7. What is the LILW?
8. What is the most common fission fuel?

LISTENING:

Listening T17

1 Listen to another bank executive discussing a bank merger and answer the questions.

1 Which two banks are merging? *UniCredit and HVB*
2 What are the difficulties of the merger?
3 What positive factors may help the merger work?
4 How might Italy's central bank react?
5 What could the future hold for Germany's Commerzbank and for Deutsche?

2 Which of these verbs have the same noun form in the listening?

expand	merge	need	fit	challenge

Choose the correct letter, A, B or C. Study on Gender in Physics

21 The students in Akira Miyake's study were all majoring in

A physics.
B psychology or physics.
C science, technology, engineering or mathematics.

22 The aim of Miyake's study was to investigate

A what kind of women choose to study physics.
B a way of improving women's performance in physics.
C whether fewer women than men study physics at college.

23 The female physics students were wrong to believe that

A the teachers marked them in an unfair way.

B the male students expected them to do badly.

C their test results were lower than the male students'.

24 Miyake's team asked the students to write about

A what they enjoyed about studying physics.

B the successful experiences of other people.

C something that was important to them personally.

25 What was the aim of the writing exercise done by the subjects?

A to reduce stress

B to strengthen verbal ability

C to encourage logical thinking

26 What surprised the researchers about the study?

A how few students managed to get A grades

B the positive impact it had on physics results for women

C the difference between male and female performance

27 Greg and Lisa think Miyake's results could have been affected by

A the length of the writing task.

B the number of students who took part.

C the information the students were given

28 Greg and Lisa decide that in their own project, they will compare the effects of

A two different writing tasks.

B a writing task with an oral task.

C two different oral tasks.

29 The main finding of Smolinsky's research was that class teamwork activities

A were most effective when done by all-women groups.

B had no effect on the performance of men or women.

C improved the results of men more than of women.

30 What will Lisa and Greg do next?

A talk to a professor

B observe a science class

C look at the science timetable

WRITING:

Nowadays people live longer after they retire. How does this affect individuals and society? What can be done about this?

SPEAKING: Describe a person who you think is very open

You should talk about:

• Who is this person?
• How you know this person?
• Why do you think this person is very open?
• Explain how you feel about this person?

Grammar

Question Words in English

The most common **question words** in English are the following:

WHO

WHO is only used when referring to people. (= I want to know the person)

- Who is the best football player in the world?
- Who are your best friends?
- Who is that strange guy over there?

WHERE

WHERE is used when referring to a place or location. (= I want to know the place)

- Where is the library?
- Where do you live?
- Where are my shoes?

WHEN

WHEN is used to refer to a time or an occasion. (= I want to know the time)

- When do the shops open?
- When is his birthday?
- When are we going to finish?

WHY

WHY is used to obtain an explanation or a reason. (= I want to know the reason)

- Why do we need a nanny?
- Why are they always late?
- Why does he complain all the time?

Normally the response begins with "Because..."

WHAT

WHAT is used to refer to specific information. (= I want to know the thing)

- What is your name?
- What is her favourite colour?
- What is the time?

WHICH

WHICH is used when a choice needs to be made. (= I want to know the thing between alternatives)

- Which dish did you order – the pizza or the pasta?
- Which day do you prefer for a meeting – today or tomorrow?
- Which is better - this one or that one?

HOW

HOW is used to describe the manner that something is done. (= I want to know the way)

- How do you cook lasagna?
- How does he know the answer?
- How can I learn English quickly?

With **HOW** there are a number of other expressions that are used in questions:

How much – refers to a quantity or a price (uncountable nouns)

- How much time do you have to finish the test?
- How much is the jacket on display in the window?
- How much money will I need?

How many – refers to a quantity (countable nouns)

- How many days are there in April?
- How many people live in this city?
- How many brothers and sister do you have?

Read more about How much vs. How many.

How often – refers to frequency

- How often do you visit your grandmother?
- How often does she study?
- How often are you sick?

How far – refers to distance

- How far is the university from your house?
- How far is the bus stop from here?

Exercise 1. Match these words : what, where or when.

1. _____does Molly get up? – At 10 o'clock.
2. _____ does Molly have lunch? – At school.

3. _____ does Molly read in the morning? – A book.
4. _____ do Molly's parents get home? – At 6 o'clock.
5. _____ does Molly's family have dinner? – At home.
6. _____ does Molly do after dinner? – She brushes her teeth.

<u>Exercise 2.</u> Ask questions with who, what, how, where, when or why

1. _____ is your name?
2. _____ do you spell your name?
3. _____ are you from?
4. _____ do you live?
5. _____ old are you?
6. _____ is your birthday?
7. _____ tall are you?
8. _____ kind of films do you like?
9. _____ is your favorite singer?
10. _____ is your favorite TV programme?

Test

1. "_____ did you buy your new jacket?" "At supermarket." A) What B) Where C) When D) How

2. "_____ did you pay ?" "$ 1000." A) How many B) How C) How much D) Which one

3. "_____ did you buy?" "A new jacket." A) Who B) When C) How much D) What

4 . _____ did you buy with? A) Which one B) Why C) When D) Who

5. "_____ did you go?" "This morning." A) Why B) What C) When D) How

6. "_____ did you go?" "To buy some new clothes." A) When B) Why C) Where D) How 7. "_____ did you go?" "To the shops." A) When B) Why C) Where D) How

8. "_____ did you go?" "By car." A) When B) Why C) How much D) How

9. "_____ do you want to go?" "To Paris." A) Why B) Where C) How D) What

10. "_____ is she?" "Our cousin." A) Who B) What C) How D) Where

Presentation: https://image1.slideserve.com/1589108/non-renewable-resources-n.jpg

Video: https://youtu.be/Htl2gnwAEuI

Lesson 13. Planning Firm Actions to Implement Strategies

Gram: Questions and answers. About the subject of the verb

Strategy implementation refers to various activities involved in executing the strategies of an organization. In simpler words, strategy implementation puts an organization's strategies into action through various procedures, plans and programs. Strategy implementation involves actions and tasks that are needed to be performed after the formulation of strategies.

It is influenced by management's perspective, as management sets the strategies that are executed in the implementation stage. An effective implementation of strategy is significant for an organization's growth, whereas failure in effective strategy implementation may have negative consequences for an organization.

Learn about: 1. What is Strategy Implementation 2. Definition and Concept of Strategy Implementation 3. Need 4. Features 5. Aspects 6. Categories 7. Types 8. Activities Involved 9. Factors to be Considered 10. Role of Managers

What is Strategy Implementation

Strategy implementation is a procedure through which a chosen strategy is put into action. Strategies are only a means to an end i.e., achievement of organization's objectives which have to be activated through implementation. This is because both strategic formulation and strategic implementation process are intervened into each other.

Strategy formulation and implementation are interconnected though skills and levels of skills are dissimilar. The relationship between the two can be better understood in terms of forward and backward linkages. Forward linkage means elements in strategy formulation influence strategy implementation.

Even formulation process is influenced by factors influencing implementation. This interdependence is termed as backward linkage. Forward linkages are more and stronger as compare to backward linkages. The linkage between formulation and implementation.

Again strategy formulation is merely though while strategy implementation is an action oriented one. Both are different in many respects but closely interlinked into each other.

Strategy implementation is the sum total of the activities and choices required for the execution of a strategic plan. It is the process by which objectives, strategies, and policies are put into action through the development of programs, budgets, and procedures. In a simple way, strategy implementation can be defined as a process through which a chosen strategy is put into action. According to Glueck, “Strategy implementation is the assignment or reassignment of corporate and Strategic Business Unit leaders to match the strategy. The leaders will communicate the strategy to the employees.

Implementation also involves the development of functional policies about the organization structure and climate to support the strategy and help achieve organizational objectives”.

Steiner, Miner and Gray have defined strategic implementation as “Implementation of strategies is concerned with the design and management of systems to achieve the best integration of people, structure, processes and resources in reaching organizational purposes”.

VOCABULARY

English	**Uzbek**	**Russian**
homogeneous	bir xil	однородный
physical attributes	jismoniy xususiyatlar	физические атрибуты
hypothetical violates	gipotetik buzilishlar	гипотетические нарушения
benchmark	benchmark	показатель
excess profits	ortiqcha foyda	сверхприбыли
intangible values	nomoddiy qadriyatlar	нематериальные ценности
pharmaceutical industry	farmatsevtika sanoati	фармацевтическая промышленность
cumulative costs	jami xarajatlar	совокупные затраты

Questions

1. What is strategy implementation?
2. Who will communicate the strategy to the employees?
3. Are strategy formulation and implementation interconnected though skills and levels of skills are dissimilar?
4. What is influenced by factors influencing implementation?
5. According to Glueck, what is strategy implementation?

6. What is an effective implementation of strategy?

7. Can strategy implementation be defined as a process through which a chosen strategy is put into action?

8. What does strategy implementation involve?

TEST 13

Questions 1-5

Complete the notes below.

*Write **NO MORE THAN THREE WORDS** for each answer.*

Transport from Airport to Milton

*Example Answer*Distance: **147** miles

Questions 6-10

Complete the booking form below.

*Write **ONE WORD ANDIOR A NUMBER** for each answer.*

AIRPORT SHUTTLE BOOKING FORMTo: Milton **Date: 6** …… **No. of passengers:** One

Bus Time: 7 ……pm **Type of ticket:** Single **Name:** Janet **8**……..

Flight No: 9…….. **From:** London Heathrow **Address in Milton:** Vacation Motel,

24,Kitchener Street

Fare: $35

Credit Card No: (Visa)**10**……..

LISTENING: test 1 part 4

Complete the notes below.

Write ONE WORD ONLY for each answer.

Biodiversity hotspots • areas containing many different species • important for locating targets for 31 ..... . • at first only identified on land **Boris Worm, 2005** • identified hotspots for large ocean predators, e.g. sharks • found that ocean hotspots: were not always rich in 32 ..... . had higher temperatures at the 33 .... had sufficient 34 ..... in the water **Lisa Ballance, 2007** • looked for hotspots for marine 35 .... • found these were all located where ocean currents meet **Census of Marine Life** • found new ocean species living: under the 36 .... near volcanoes on the ocean floor

Global Marine Species Assessment • want to list endangered ocean species, considering: population size geographical distribution rate of 37 ..... . • Aim: to assess 20,000 species and make a distribution 38 ..... . for each one **Recommendations to retain ocean biodiversity** • increase the number of ocean reserves • establish 39 ..... corridors (e_.g. for turtles) • reduce fishing quotas • catch fish only for the purpose of 40 ..... .

WRITING:

Nowadays, more and more people from different cities are spending more time away from their families. What are the possible reasons and the effects on the people themselves and their families?

SPEAKING: Describe an old friend you got in contact with again.

You should talk about:

• Who he or she is?

• How did you get in contact?

• What is he or she like?

• And explain how you felt about it?

Grammar

Rules for Subject-Verb Agreement Questions –

- It is important to have basic knowledge of English grammar as here you need to know all the basic verbs and grammar formulas.
- Indefinite pronouns like everyone, someone, each one, anybody, somebody, anybody, and more always take singular verbs with them.
- In a sentence, if the subjects are united by ‘either or’ or ‘neither nor’, plus are of dissimilar persons, the verb is compulsory to agree in person as well as a number with its neighbouring noun.
- With words like a number of, many, etc. always take plural form with it. On the other hand ‘the number of’ will always remain singular as it speaks about ‘the’, used for a specific thing.
- The verb becomes plural when there are two subjects combined by “and.”
- The verb becomes singular when there are two nouns in singular forms combined by ‘and’, stating a single person or thing.

The easiest and basic rules for subject-verb agreement is:-

Root Rule– A singular subject takes a singular verb and a plural subject takes a plural verb.

For Example-

- The ***list*** of grocery items ***is/are*** on the dining table.
-
  - Here ***list*** is the subject which is singular, so we choose ‘is’ as the verb.
- The **lists** of every items are kept on the dining table
  - Here, the **‘lists’** is the plural subject, hence we take ‘are’.

Here we have some practice questions for Subject-Verb Agreement – S**UBJECT QUESTIONS**

1 subject question asks about the subject of a sentence.

We use “Who”,”What?” or “Which?”.

Answer Question

The wind broke the window. What broke the window?

Lara is writing an e-mail. Who is writing an e-mail?

The Brown cat ate the liver. Which cat ate the liver?

***Subject questions have the same word order as positive sentences.**

****We don't use auxiliary verbs in subject questions.**

What made that noise? NOT ~~What did make that noise?~~

Which car won the big race? NOT ~~Which car did win the big race?~~

Make questions (dont forget question mark "?")

1 **My key** is on the table.

2 **Marvin** speaks perfect English.

3 **Mum** wasn’t at home.

4 Galatasaray FC won the UEFA cup in 2000.

5 **Clive** has broken his leg .

6 **Luke** read the textbook.

7 **Turkish** is spoken in Azerbaijan. (language)

7 **Our PE teacher** is moody.

8 **The plump boy** kicked the door.

9 **My cousin** moved to Budapest .

10 **Usain Bolt** broke many records.

11 **Everbody** needs love.

12 **Ivan** will make the pizza .

13 **The plant** grew 2 metres tall.

Test

Subject and Verb Agreement (Advanced Level) Quiz

1. For each of the following, choose the sentence in which the subjects and verbs have been correctly identified and in which the subjects and verbs agree. The subjects are in bold and the verbs are underlined.

- A) At the end of the story, **they** was living happily ever after.
- B) At the end of the **story**, they were living happily ever after.
- C) At the end of the story, **they** were living happily ever after.
- D) At the end of the **story**, they was living happily ever after.

2.

- A) **Al** and **Eli** go to the beach to surf with their friends.
- B) **Al** and **Eli** go to the beach to surf with their friends.
- C) Al and Eli goes to the **beach** to surf with their friends.
- D) **Al** and **Eli** goes to the beach to surf with their friends.

3.

- A) When Al and Eli arrive, **they** find that their friends has waxed their boards.

B) When **Al** and **Eli** arrive, **they** find that their **friends** has waxed their boards.

C) When **Al** and **Eli** arrive, they find that their friends have waxed their boards.

D) When **Al** and **Eli** arrive, **they** find that their **friends** have waxed their boards.

4.

A) A group of **children** from that school are not being cooperative.

B) A **group** of children from that school is not being cooperative.

C) A **group** of children from that school is not being cooperative.

D) A group of **children** from that school are not being cooperative.

5.

A) Unless our **staff** members really do cooperate, we will not meet our goals.

B) Unless our staff **members** really do cooperate, **we** will not meet our goals.

C) Unless our **staff members** really do cooperate, **we** will not meet our goals.

D) Unless ourstaff **members** really do cooperate, **we** will not meet our goals.

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Video: https://avatars.mds.yandex.net/get-vthumb/2238565/6c2bf5c2183cda60ffa0c8a532e873c1/564x318

Lesson 14. Managing Change.

Gram: Questions and answers. Agreeing with statements

Everything you need to know about change management. Change management is the effective process of a business change such that executive leaders, managers, and frontline employees work in consonance to successfully implement the technology or organisational changes.

Every organisation in the recent time is facing the pressure for change may be due to globalisation, government initiatives, or any other reason in order to improve productivity, achieve better results.

The pace of change is increasing day-by-day and it is an art to develop the skill of living with the change and also managing the change.

Change Management – Meaning

Change management is the effective process of a business change such that executive leaders, managers, and frontline employees work in consonance to successfully implement the technology or organisational changes. Every organisation in the recent time is facing the pressure for change may be due to globalisation, government initiatives, or any other reason in order to improve productivity, achieve better results. The pace of change is increasing day-by-day and it is an art to develop the skill of living with the change and also managing the change.

Change management is not a singular concept; rather it includes a set of best practices and experiences, which are used to handle both internal as well as external changes. Change management includes effective management of new methods and systems in an on-going organisation.

Change from an existing setup to a new environment has its own set of inherent problems and the problems become multifold when applied in a service institution. It is a continuous, often contradictory process, which brings difficult challenges as well as opportunities. Change is no longer a choice.

So, organisations cannot avoid change. Managers, leaders have to be aware of change and take active role in anticipating, planning, facilitating and implementing organisational change through effective change management strategies. Competencies in managing change can help them to be more effective in moving the organisation from the present towards the future.

Change management is not a stand-alone process for designing a business solution. It is the processes, tools and techniques for managing the people-side of change. It is not a process improvement method. Change management is a method for reducing and managing resistance to change when implementing process, technology or organisational change.

Change management is not a stand-alone technique for improving organisational performance. Change management is a necessary component for any organisational performance improvement process to succeed, including programs like Six Sigma, Business Process Re-engineering, Total Quality Management, Organisational Development, Restructuring, and continuous process improvement. Change management is about managing change to realise business results.

Change management can be defined as ‘the process of managing changes that occurs because of an event’.

Karen Kaiser Clark states ‘Life is change. Growth is optional. Choose wisely.’ Management when defined simply is nothing but making wise choices at the correct time.

Change Management includes the changes that lie within and are controlled by the organisation and those that come to terms with the changes occurring in the surrounding environment, i.e., the events originating outside the organisation and the response to them.

VOCABULARY

English	**Uzbek**	**Russian**
physical product	jismoniy mahsulot	физический продукт
value shop	qiymat do’koni	магазин ценностей
complementary goods	qo’shimcha tovarlar	дополнительные товары
Negotiation	Muzokaralar	Переговоры
dynamic environment	dinamik muhit	динамичная среда
Integrate	Integratsiyalash	Интегрировать
heterogeneous resources	heterojen resurslar	разнородные ресурсы
entrepreneurial alertness	tadbirkorlik hushyorligi	предпринимательская бдительность
executive	Ma’mur	исполнительный
resistance	qarchilik	сопротивление

Questions

1. What is change management?
2. Is change management a singular concept?

3. What about is change management?
4. What does change management include?
5. What is Karen Kaiser Clark states?
6. Which programs does change management includes?
7. Can organisations avoid change?
8. Is change management about managing change to realise business results?

WRITING:

In both education and employment, some people work much harder than others. What makes people work harder than others? Is it always a good thing to work hard?

SPEAKING: Describe a line that you remember from a poem or song

You should talk about:

• What is it?
• What poem/song is it from?
• How did you know about it?
• How do you feel about it?

Grammar

Agreements with affirmative statements are made with **Yes / Of course + pronoun + auxiliary.**

‘It is a nice film.’ ‘Yes. It is.’
‘She is a good girl.’ ‘Of course, she is.’
‘He can speak English well.’ ‘Yes. He can.’
‘She looks upset.’ ‘Yes, she does.’

Agreements with negative statements are made with **No + pronoun + auxiliary + n’t/not.**

‘The apples aren’t ripe.’ ‘No, they aren’t.’
‘She hasn’t come.’ ‘No, she hasn’t.’
‘He can’t help stealing.’ ‘No, he can’t.’

Disagreements with affirmative statements are made with **No + pronoun + auxiliary + n’t/not. But** is often used in disagreement with a question or an assumption.

‘He is drunk.’ ‘No, he isn’t.’
‘You are joking.’ ‘No, I’m not.’
‘Why did you beat him?’ ‘But, I didn’t.’

Disagreements with negative statements are made with Yes / but + pronoun + auxiliary.

‘You can’t do it.’ ‘Yes, I can.’

‘He won’t come.’ ‘But he will.’

‘She didn’t break the glass.’ ‘But she did.’

Additions to remarks

Affirmative additions to affirmative remarks are made with **So + auxiliary verb + subject.**

‘She can swim.’ ‘So can I.’

‘He was late for work.’ ‘So were I.’

‘I have finished the job.’ ‘So has she.’

Negative additions to negative remarks are made with **Nor / Neither + auxiliary + subject.**

‘He can’t swim.’ ‘Neither can I.’

‘She didn’t come.’ ‘Nor did he.’

‘I don’t speak English.’ ‘Neither does he.’

Test

1. If you're agreeing with someone, it means you have _____ views on the topic you're discussing.

○ correct ○ different ○ the same

2. Which is best for listening to people agreeing and disagreeing?

○ a news report ○ a history lecture ○ a political debate

3. Which expression shows you strongly agree with what someone's just said?

○ That's for sure. ○ I'm not so sure. ○ Well, I suppose so.

4. Which expresses weak or unsure agreement on something?

◉ No doubt about it. ○ I doubt it. ○ I guess so.

5. Which expression makes it clear that you're sharing an opinion, not stating a fact?

○ As far as I'm concerned... ○ As far as I can tell... ○ As far as I know...

6. If you say "I couldn't agree with you more", it means you

○ totally agree ○ no longer agree ○ totally disagree

7. Which expresses the strongest disagreement?

○ I'm not so sure about that. ○ Not necessarily. ○ No way.

8. If someone says "Exactly!" after you've shared an opinion, it means they with you.

○ strongly disagree ○ strongly agree ○ might agree

9. What can you say if someone interrupts you before you've finished making your point?

○ You didn't let me finish. ○ You didn't finish me. ○ Sorry, go ahead.

10. What can you say to settle an argument or end a discussion that's getting too heated?

○ I beg to differ. ○ Can I throw my two cents in?

○ Let's just agree to disagree.

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Lesson 15. Human Resource Management Introduction.

Gram: Prepositions I. Place. In, at and on

International Human Resource Management – Introduction International human resource management bears both functional and strategic resemblance to human resource management. Functionally it performs almost the same set of activities as human resource management – recruitment, selection, performance management, compensation, training, industrial relations, career management etc. Strategically international HRM is closely linked to the business strategy of the organization.

Hence international human resource management can be defined as the set of activities involved in hiring, managing performance, compensation, training and relations with employees hired to manage internal operations of a company, with a view to ensure the success of their international business and strategies.

International human resource management differs from domestic human resource management primarily in terms of the complexity associated with managing people across national boundaries.

International human resource management deals with at least three types of employees based on their country of origin:

1. Parent-Country Nationals (PCNs) – Employees belonging to the country where a company's headquarters are located are called as parent-country nationals or home country nationals.

2. Host-Country Nationals (HCNs) – Employees belonging to country where the company has set up a subsidiary or a manufacturing facility are called host- country nationals.

3. Third-Country Nationals (TCNs) – Employees who work in the home or host country facility of the company but are not nationals of either are called third- country nationals.

International HRM also means dealing with issues related to different countries, expatriation, repatriation, cross-cultural issues etc.

International human resource management (IHRM) is the process of procuring, allocating, and effectively utilizing human resources in a multinational corporation. If the MNC is simply exporting its products, with only a few small offices in foreign locations, then the task of the international HR manager is relatively simple.

However, in global firms human resource managers must achieve two somewhat conflicting strategic objectives. First, they must integrate human resource policies and practices across a number of subsidiaries in different countries so that overall corporate objectives can be achieved.

Pulapa Subba Rao defines international human resource management as, performing HRM and its related activities and arranging for related and necessary immigration facilities for prospective and current expatriate employees, by organizations operating in domestic and/or foreign countries.

At the same time, the approach to HRM must be sufficiently flexible to allow for significant differences in the type of HR policies and practices that are most effective in different business and cultural settings.

like Procter & Gamble, IBM, Pepsi and Coca Cola have had extensive International experience and their success can only be attributed to their capability of constantly deploying the right people at the right place, facilitating knowledge and innovation dissemination and constantly identifying and developing talents on a global basis.

Thus for Ford which has a global HR perspective "The company requires understanding different cultures, what motivates people from different societies, and how they are reflected in the structure of international assignments".

VOCABULARY

English	Uzbek	Russian
numeracy	hisoblash	умение считать
preparatory classes	tayyorgarlik darslari	подготовительные классы
factual basis	haqiqiy asos	фактическая основа
mental health	ruhiy salomatlik	психическое здоровье
interdisciplinary	fanlararo	междисциплинарный
budding economist	yosh iqtisodchi	начинающий экономист
maturity	yetuklik	зрелость
innate curiosity	tug'ma qiziqish	врожденное любопытство

Questions

1. What is international human resource?
2. In global firms, must human resource managers achieve two somewhat conflicting strategic objectives?
3. Which organizations have had extensive International experience?
4. What is Parent-Country Nationals (PCNs)?
5. What is Host-Country Nationals (HCNs)?
6. What is Third-Country Nationals (TCNs)?
7. What is International human resource management (IHRM)?
8. Does International human resource management differ from domestic human resource management?

TEST 15 *Questions 1 and 2*

Complete the notes below.
Write ***NO MORE THAN THREE WORDS AND/OR A NUMBER*** *for each answer.*
Example → *Answer* Type

of job required: ..... **Part-time** Student is studying 1.....

Student is in the 2..... year of the course.

Questions 3-5

Complete the table below.

Write ***NO MORE THAN TWO WORDS*** *for each answer.*

Разрыв раздела (на следующей странице)

Position Available	Where	Problem
Receptionist	in the 3.....	evening lectures
4.....	in the Child Care Centre	too early
Clerical Assistant	in the 5.....	evening lectures

Разрыв исключен

Questions 6-10

Complete the form below.

Write ***NO MORE THAN THREE WORDS AND/OR A NUMBER*** *for each answer.*

Разрыв раздела (на следующей странице)

STUDENT DETAILS	
Name:	Anita Newman
Address:	6 Room NO. 7
Other skills:	Speaks some Japanese
Position available:	8..... at the English Language Centre
Duties:	Respond to enquiries and 9.....
Time of interview:	Friday at 10..... a.m.

.....

Test 2

SECTION 3 Questions 21-30

Questions 21-26

Choose the correct letter, A, B or C.

Rocky Bay field trip

21 What do the students agree should be included in their aims?

A factors affecting where organisms live

B the need to preserve endangered species

C techniques for classifying different organisms

22 What equipment did they forget to take on the Field Trip?

A string

B a compass

C a ruler

23 In Helen's procedure section, Colin suggests a change in

A the order in which information is given.

B the way the information is divided up.

C the amount of information provided.

24 What do they say about the method they used to measure wave speed?

A It provided accurate results.

B It was simple to carry out.

C It required special equipment.

25 What mistake did Helen make when first drawing the map?

A She chose the wrong scale.

B She stood in the wrong place.

C She did it at the wrong time.

26 What do they decide to do next with their map?

A scan it onto a computer

B check it using photographs

C add information from the internet

Questions 27 and 28 Choose TWO letters, A-E. Which TWO problems affecting organisms in the splash zone are mentioned? A lack of water B strong winds C lack of food D high temperatures E large waves

Questions 29 and 30 Choose TWO letters, A-E. Which TWO reasons for possible error will they include in their report?

A inaccurate records of the habitat of organisms

B influence on behaviour of organisms by observer

C incorrect identification of some organisms

D making generalisations from a small sample

E missing some organisms when counting

WRITING:

In recent times, economic growth has helped many become richer, both in developed and developing countries. However, those in developed countries are not as happy as they were in the past. Why is this? What can be learned from this?

SPEAKING: Describe a tradition in your country

You should talk about:

• What is it?

• Who takes part in it?

• What activities are there?

• And explain how you feel about it?

Grammar

A preposition of place is a word which helps to describe **where** something or somebody is. A preposition of place describes the **location** of something. There are many prepositions of place in the English language and each of them has several uses.

In this lesson, we will study 3 prepositions of place:

- at
- in
- on

at

Specific point or place

We can use “at” to describe a very specific point or place. Examples:

There in

Enclosed space / a large place with boundaries

We use the preposition “in” for an enclosed space or a place which is surrounded by boundaries. Examples:

The dog is **in** the garden.

is a dog **at** the top of the steps.

on

For a surface

The preposition “on” is often used to describe a surface. Examples:

There’s a clock **on** the wall

Prepositions of Place - Exercise 2

Test

1. It's the best home _____ the world. A) on B) in C) all D) at
2. The front door is _____ the top of the steps. A) on B) at C) in D) by
3. There _____ a photo _____ the television. A) are / on B) is / in C) is / on D) are / in
4. There are two pictures _____ the wall. A) at B) on C) of D) in
5. The cinema is _____ the left. A) in B) at C) off D) on
6. _____ there a table? Yes, there _____. A) Are / are B) Is / is C) Are / is D) Is / are
7. There _____ an armchair. A) any B) is C) are D) some
8. "_____ there any photos?" "No, there _____." A) Are / aren't B) Is / isn't C) Is / aren't D) Are/isn't
9. There _____ magazines under the table. A) is B) are C) some D) any
10. There _____ a post box in front of the chemist's. A) are B) is C) some D) any

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Video: https://avatars.mds.yandex.net/get-vthumb/786445/cbf2c62a094cfc49d25736fe209b2070/564x318_1

Lesson 16. Performance Management

Gram: Prepositions I. Place. Under and on top of; above/over and below, under

Performance management (**PM**) is the process of ensuring that a set of activities and outputs meets an organization's goals in an effective and efficient manner. Performance management can focus on the performance of a whole organization, a department, an employee, or the processes in place to manage particular tasks. Performance management standards are generally organized and disseminated by senior leadership at an organization and by task owners, and may include specifying tasks and outcomes of a job, providing timely feedback and coaching, comparing employees' actual performance and behaviors with desired performance and behaviors, instituting rewards, etc. It is necessary to

outline the role of each individual in the organization in terms of functions and responsibilities to ensure that performance management is successful.

Performance management principles are used most often in the workplace and can be applied wherever people interact with their environments to produce desired effects—schools, churches, community meetings, sports teams, health settings, governmental agencies, social events, and even political settings.

The way performance management is applied is important in getting the most out of the group. It can have a positive impact on how employees perform on a day-to-day basis. In order to avoid a negative impact, it must be applied in a way that does not encourage internal competition, but rather teamwork, cooperation, and trust. This is done through an implementation process of clarifying the work that has to be done, setting goals and establishing a performance plan, frequently providing coaching, conducting a formal review, and recognizing and rewarding top performance.

Managers use performance management to align company goals with the goals of teams and employees in an effort to increase efficiency, productivity, and profitability. Performance management guidelines stipulate clearly the activities and outcomes by which employees and teams are evaluated during performance appraisal. Many types of organization use performance management systems (PMS) to evaluate their business according to their targets, objectives, and goals to achieve the vision of their organization. For example research institute may use PMS to evaluate their research success in achieving specific development targets in line with the institute vision. Complex multifaceted performance drivers such as societal contribution of research may be evaluated along with many other complex performance drivers like research commercialization, research collaborations, in focus of many development areas such as commercial agriculture sector. In such cases research institute may use data-driven real-time PMS to deal with such complex performance management challenges and to be on track of research practices towards development needs of a country in achieving innovations for development of agriculture sector.

To apply performance management principles, a commitment analysis is completed first to create a mission statement for each job. The mission statement is a job definition in terms of purpose, customers,

product, and scope. This analysis is used to determine the continuous key objectives and performance standards for each job position.

Following the commitment analysis is the work analysis of a particular job in terms of the reporting structure and job description. If a job description is not available, then a systems analysis is completed to create a job description. This analysis is used to determine the continuous critical objectives and performance standards for each job.

Werner Erhard, Michael C. Jensen, and their colleagues developed a new approach to improving performance in organizations. Their model is used to stress how the constraints imposed by one's own worldview can impede cognitive abilities that would otherwise be available. Their work delves into the source of performance, which is not accessible by mere linear cause-and-effect analysis. They assert that the level of performance people achieve correlates with how work situations occur to them and that language (including what is said and unsaid in conversations) plays a major role in how situations occur to the performer. They assert that substantial gains in performance are more likely to be achieved by management understanding how employees perceive the world and then encouraging and implementing changes that make sense to employees' worldview.

VOCABULARY

English	**Uzbek**	**Russian**
economic phenomena	iqtisodiy hodisalar	экономические явления
logical basis	mantiqiy asos	логическая основа
dichotomy	dixotomiya	дихотомия
philosophical literature	falsafiy adabiyot	философская литература
debates	munozaralar	дебаты
neutral	neytral	нейтральный
agenda-free	kun tartibidan xoli	повестка дня - свободная
value-free	qiymatsiz	безоценочный

Questions

1. What is performance management?
2. What is PMS?
3. Why do managers use performance management?
4. Why is performance management systems (PMS) used?

5. Who developed a new approach to improving performance in organizations?

6. Are performance management standards generally organized and disseminated by senior leadership?

7. What is the mission statement?

8. If a job description is not available, what is a systems analysis completed?

TEST 16

Complete the form below.

*Write **NO MORE THAN THREE WORDS ANDIDR A NUMBER** for each answe***Sex:*** female **Nationality:** Japanese

Passport number: **2**……. **Age:** 28years **Present address:** Room 21C, Willow College

Length of homestay: approx **3**……. **Course enrolled in: 4**……. **Family preferences:** no **5**…….

no objection to **6**…….

Questions 7-10

Answer the questions below.

*Write **no more than two words** for each answer.*

7 What does the student particularly like to eat? ……. **8** What sport does the student play? …….

9 What mode of transport does the student prefer? …….

10 When will the student find out her homestay address? …….

Test2

SECTION 4 Questions 31-40

Complete the notes below.

Write ONE WORD ONLY for each answer.

Introduction

The designer of a public building may need to consider the building's

function • physical and 31 ..... context

• symbolic meaning

Location and concept of the Concert Hall

On the site of a disused 32 ..... .

Beside a 33 ..... .

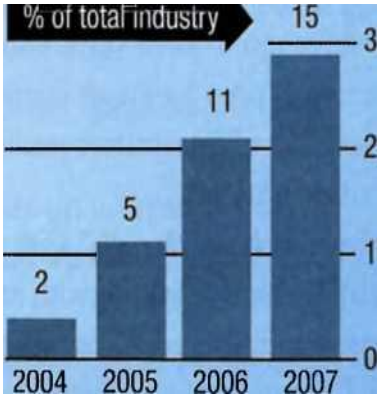
The design is based on the concept of a mystery

Building design

It’s approached by a 34 ..... for pedestrians

The building is the shape of a 35 ..... .

One exterior wall acts as a large 36 ..... .



In the auditorium: • the floor is built on huge pads made of 37 ..... . • the walls are made of local wood and are 38 ..... in shape • ceiling panels and 39 ..... on walls allow adjustment of acoustics

Evaluation

Some critics say the 40 ..... style of the building is inappropriate

WRITING:

Some countries have introduced laws to limit working hours for employees. Why are these laws introduced? Do you think they are a positive or a negative development?

SPEAKING: Describe a family that you like, but it’s not your own

You should talk about:

• Where does this family live?

• Who are the family members?

• What does each person in the family do?

• Explain how you felt about it?

Grammar

**Prepositions **

We use prepositions to show the relationship between

- a noun and another noun
- a noun and a verb
- a noun and an adjective.

The three basic relationships that prepositions of location and movement show are

- vertical relationships (something on, above or below something)
- horizontal relationships (something next to or along something)
- facing relationships (something opposite another thing).

Vertical relationships

on (top of), above, over, up / below, under(neath), down

Note: we use *over* or *under* for prices, ages, speeds, distances and quantities to mean *more than* or *fewer than.* (Activity 7)

There weren't many people on the boat; ***under*** *20, I guess.*

Horizontal relationships

against, at, beside, between, by, in, near, next to, on the left / right (of)

Note: we use

- *at* with a point in space

.. .we arrived at the island...

- *on* with a line or surface
- *in* for something surrounded by something
- Because prepositions describe relationships between things, the preposition we use depends upon how the speaker sees the relationship. Compare
- *The guide met us at the national park office, (inside or outside)*
- *The guide met us in the national park office, (inside)*

1.

Look at the chart and complete the passage with these words.

up to over above under at

High volume

In 2004 sales of digital music came in (1) just 2% of the total revenues in the music industry. This increased to (2) $1 billion in 2005 and rose again in 2006 to (3) $2 billion. By 2007, sales of digital music had risen (4) 15% of total industry revenues to just (5) $3 billion

Test

1. Our government pays great attention ___ the education ___ the youth.

A) -/of B) of/of C) to/to D) to/of E) by/of

2. ___ summer holidays many boys and girls like to go ___ the country ___ their teachers.

A) at/by/to B) into/at/with C) -/to/to D) during/to/with E) during/to/by

3. The girl saw a beautiful garden ___ the end of the corridor with red flowers ___ it.

A) at/in B) at/on C) to/in D) in/in E) of/on

4. At night when there are no clouds ___ the sky you can see many

stars.

A) on B) in C) at D) to E) a/an

5. He is very good ___ maths.

A) in B) at C) - D) about E) with

6. He’s got a very good head ___ his shoulders.

A) over B) beyond C) on D) since E) for

7. I asked him ___ help.

A) in B) about C) for D) by E) with

8. Father was very angry ___ his son: “You’ll be punished according

___ the seriousness ___ your guilt.

A) to/-/of B) for/to/to C) to/to/to D) with/to/of E) with/-/of

9. An electric lamp hangs from the centre ___ the ceiling ___ the table.

A) to/in B) of/above C) to/on D) in/from E) on/near

10. Everybody wanted to come here ___ time.

A) by B) for C) in D) without E) at

11. It is very warm. I am going to take ___ my scarf.

A) out B) in C) off D) for E) of

12. There is something very attractive ___ him.

A) in B) about C) with D) by E) at

13. What is there ___ the ground floor ___ your school?

A) in/in B) on/at C) on/of D) in/at E) near/in

14. They will be fighting ___ political reforms.

A) in B) on C) at D) by E) for

15. It’s better to wait for five minutes before crossing the street than stay ___ a month at the hospital.

A) at B) on C) for D) of E) till

Presentation:

https://image1.slideserve.com/1569928/introduction-to-leadership-n.jpg

Video :

https://avatars.mds.yandex.net/get-vthumb/3185573/a8486c4e7c24e85adb1e7fc0d70c22d3/564x318_1

Lesson 17. Leadership Inroduction

Gram: Prepositions Movement:along,through, across and over

Leadership is the ability of a manager to induce the subordinates to work with confidence and zeal.



Leadership is the potential to influence behaviour of others. It is also defined as the capacity to influence a group towards the realization of a goal. Leaders are required to develop future visions, and to motivate the organizational members to want to achieve the visions.

According to Keith Davis, “Leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together and motivates it towards goals.”

Characteristics of Leadership

1. It is a inter-personal process in which a manager is into influencing and guiding workers towards attainment of goals.
2. It denotes a few qualities to be present in a person which includes intelligence, maturity and personality.
3. It is a group process. It involves two or more people interacting with each other.
4. A leader is involved in shaping and moulding the behaviour of the group towards accomplishment of organizational goals.

5. Leadership is situation bound. There is no best style of leadership. It all depends upon tackling with the situations.

The following points justify the importance of leadership in a concern.

1. **Initiates action-** Leader is a person who starts the work by communicating the policies and plans to the subordinates from where the work actually starts.
2. **Motivation-** A leader proves to be playing an incentive role in the concern's working. He motivates the employees with economic and non-economic rewards and thereby gets the work from the subordinates.
3. **Providing guidance-** A leader has to not only supervise but also play a guiding role for the subordinates. Guidance here means instructing the subordinates the way they have to perform their work effectively and efficiently.
4. **Creating confidence -** Confidence is an important factor which can be achieved through expressing the work efforts to the subordinates, explaining them clearly their role and giving them guidelines to achieve the goals effectively. It is also important to hear the employees with regards to their complaints and problems.
5. **Building morale -** Morale denotes willing co-operation of the employees towards their work and getting them into confidence and winning their trust. A leader can be a morale booster by achieving full co-operation so that they perform with best of their abilities as they work to achieve goals.
6. **Builds work environment-** Management is getting things done from people. An efficient work environment helps in sound and stable growth. Therefore, human relations should be kept into mind by a leader. He should have personal contacts with employees and should listen to their problems and solve them. He should treat employees on humanitarian terms.
7. **Co-ordination-** Co-ordination can be achieved through reconciling personal interests with organizational goals. This synchronization can be achieved through proper and effective co-ordination which should be primary motive of a leader

Write answers for the questions:

1. What is Leadership?
2. According to Keith Davis, what is Leadership?
3. What is motivation point?
4. What does providing guidance mean?
5. What is building morale point?
6. What is creating confidence point?
7. Do you know characteristics of Leadership?
8. Is management getting things done from people and why?

EXERCISE:

What might be the full (written) form for I'<s utterances in the following exchanges?

a A: Surprised?. B: Yes, just a bit.

b A: Difficult exam? . B: No, not too bad.

c A: Biscuit? . B: No thanks. I've just eaten.

d A: Nice car.. B: Thanks. Glad you like it.

e A: Going to rain.. B: Yes, I think you're right.

f A: Drink? . B: Yes, let's.

g A: Starting a new job tomorrow.. B: You're doing what?

h A: Hot! . B: Yes ir is.

TEST 17

Questions 1-2

Choose the correct letter, A, B or C.

Example In the library George found A a book.
B a brochure. C a
newspaper

1 In the lobby of the library george saw A a group
playing music.

B a display of instruments C a video about the festival.

2 George wants to sit at the back so they can A see well.

B hear clearly. C pay less. *Question 3-10*

Complete the form below.

Write ***NO MORE THAN TWO WOEDS ANDIOR A NUMBER*** *for each answer.*

SUMMER MUSIC FESTIVAL BOOKING FORM NAME:

George O'Neill

ADDRESS: 3....., Westsea

POSTCODE: 4..... TELEPHONE:

5.....

Date	Even Price	No.of per tickets	ticket
5 June	Instrumental group–*Guitarrini*	£7.50	2
17	Singer/price	includes 6.....	£6
	2 June	in the garden)	
22	7.....(Anna Ventura)		£7.00
1 June			
23	Spanish dance &Guitar Concert	8£	9.....
June			.....

NB Children/ Students/ Senior Citizens have 10.....discount on all tickets.

LISTENING: Track 21.test3

SECTION 1 Questions 1-10 Questions 1-6 Choose the correct letter, A, B or C.

<u>Free activities in the Burnham area</u>

Example The caller wants to find out about events on A 27 June. B 28 June. © **29 June.**

1 The 'Family Welcome' event in the

A 10 am

B 10.30 am.

c 2 pm.

2 The film that is now shown in the 'Family Welcome' event is about

A sculpture

B painting.

c ceramics

3 When do most of the free concerts take place?

A in the morning

B at lunchtime

c in the evening

4 Where will the 4 pm concert of Latin American music take place?

A in a museum

B in a theatre

c in a library

5 The boat race begins at

A Summer Pool.

B Charlesworth Bridge

c Offord Marina.

6 One of the boat race teams

A won a regional competition earlier this year.

B has represented the region in a national competition.

c has won several regional competitions.

Questions 7-10

Complete the sentences below.

Write ONE WORD ONLY for each answer.

Paxton Nature Reserve

7 Paxton is a good place for seeing rare ..... all year round. 8 This is a particularly good time for seeing certain unusual ..... . 9 Visitors will be able to learn about ..... and then collect some. 10 Part of the ..... has been made suitable for swimming.

WRITING:

Competition for university study is becoming increasingly strong. Why are universities becoming more competent? Is this a positive or a negative development?

SPEAKING: Describe a time you saw children behave badly in public.

You should talk about:

• What was it

• What were the children doing?

• How did the others react to it?

• And explain how you felt about it?

Grammar

• **Facing relationships**

- *across, before, behind, facing, in front of opposite, over*
- **Note:** with *across* and *over* we must say what is between the things. Compare
- *Let's meet in the cafe* ***opposite*** *the theatre.*
- *Let s meet in the cafe* ***across*** *the road from the theatre.*
- **Movement in one direction**
- *around, along, away from, into, onto, out of towards, up (to)*
- *A dragon had gone* ***up to*** *him and attacked him.*
- *As we walked* ***towards*** *the place where the dragons were...*
- **Note:** we use *up to* when we want to say something was very close (touching) another thing, but we use *towards* to say that something approached another thing, but was not close to it.
- **Passing movement**
- *across, over, past, through, up, down*

... through *the forest* Fill in the blanks with into,

Exercise

PREPOSITIONS OF MOVEMENT

onto,over,around,up,out of,across,off or throughI want to travel all .....

Samuel is jumping .....

Mr.Bennett is driving .....the wor ld and see all the obstacle.the tunnel.countries.

Mrs.Ha milton is climbing

The students are going

A strawberry cake is going to..... the stairs.

..... the classroom.

fall ..... the bear's head.

The man is about to fall

The young soldier wants to

A policeman is helping the

.... a rock.

jump ..... the wall.

man go ..... the street.

The boys are going .....

Mr.Fox is going ..... the

The cowboy is going to fall

the tube and having fun.

tent to have some sleep.

..... the horse.

Complete the following sentences using appropriate prepositions.

1. The boy jumped …….. the stream.
a) across b) over c) either could be used here
2. There is a good bakery just …… the road.
a) across b) over c) either could be used here
3. Why are you climbing …….. the wall?
a) over b) across c) either could be used here
4. The boys swam …….. the river.
a) across b) over c) either could be used here
5. We drove …… the tunnel.
a) across b) through c) over
6. The airplane was flying ……. Atlanta.
a) over b) across c) either could be used here
7. The meeting was ……. by 6 o'clock.
a) over b) through c) either could be used here
8. She was booked for driving at ……. 110 mph.
a) above b) over c) either could be used here
9. The River Thames flows …….. London.
a) over b) through c) either could be used here
10. We must go ……. the accounts.
a) through b) across c) either could be used here

Answers

1. The boy jumped **across/over** the stream.
2. There is a good bakery just **across/over** the road.
3. Why are you climbing **over** the wall?
4. The boy swam **across** the river.
5. We drove **through** the tunnel.
6. The airplane was flying **across/over** Atlanta.
7. The meeting was **over** by 6 o'clock.
8. She was booked for driving at **over** 110mph.
9. River Thames flows **through** London.
10. We must go **through** the accounts.

Test

Prepositions of place and movement

1 The reception desk is ___ the centre of the hall

. A in B at C on

2.Look! The shopping center is ___.

A near B on the left C at the left

3 The company is sitting ___ the table.

A onto B into C round

4.We are lucky to have a garage right ___ the house.

A near B among C inside

5.Go ___ the path until you see a high rock.

A out of B from C up

6 We are flying ___ Europe at the moment. A on B over C into

7.A young man jumped ___ his window last night.

A out of B along C under

8 The parrot is ___ the cage. A between B at C inside

9 What are you hiding ___ your back? A in front of B behind C among

10 The title of the article is ___ the page. A at the top of B in the top of C on the top of

11 The ships are carrying their cargos ___ the river. A into B behind C down

12.She's got freckles ___ her nose. A at B along C on

13 Let's have a walk ___ the coast. A over B along C onto

14 There has been an argument ___ Sandra and Lisa. A between B among C under

15 Put the frozen pizza ___ the oven for ten minutes. A out of B across C into

16 This train stops ___ every station. A in B at C on

17 Let's drive ___ the field. It's the shortest way. A through B from C on

18 We spent a few days ___ Florence last week. A at B in C across

19 Put your money and documents ___ the cash desk. A in B round C onto

20 The bus stopped ___ the traffic lights. A in front B in front of C up

21 I think your slippers are ___ the bed. A under B through C between

22 Are there many passengers ___ the plane? A in B at C on

23 Todd is lying ___ bed with fever. A in B onto C near

24 We are going to travel ___ the sea. A inside B across C out of

25 I’m sure Lena is ___ college now. A in B at C into

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Lesson 18. Types of Leaders and Leader Emergence.

Gram: Prepositions I. Movement. In front of, behind, opposite, between; by, beside and next to

We’ve all witnessed a situation at work when a coworker or a team member stepped to the plate in a moment of crisis and took action that exceeded their role requirements, showing clear leadership traits.

This, in a nutshell, is emergent leadership in action. Emergent leadership, as opposed to traditional, assigned leadership, provides a fairly different perspective on organizational management methods.

Instead of climbing the traditional corporate ladder and being officially appointed, emergent leaders take a more gradual, and natural route. Supported by their peers for the exceptional leadership qualities demonstrated, emergent leaders organically acquire leadership roles.

Understanding the traits of emergent leaders can help organizations recognize and support leaders in their teams.

In this blog post, we:

Define emergent leadership traits,

Explain their importance for the success of organizations, and

Provide actionable recommendations on how to foster a culture of emergent leadership in a team.

Bradley L. Kirkman and co-authors of the comprehensive framework on The Emergence of Emergent Leadership define emergent leadership as “the degree to which an individual with no formal status or authority is perceived by one or more team members as exhibiting leaderlike influence.”

We asked Bill Catlette, a Partner at Contented Cow Partners for an expert opinion on emergent leadership. Here’s his definition of the term: “Emergent leadership’ is a process by which someone migrates from

being an individual contributor to one who exerts leadership within a unit or team.”

Simply put, emergent leadership is a form of organizational management that allows individual leaders to emerge *organically*.

In organizations that foster emergent leadership, individuals are recognized for their traits and expertise — regardless of the formal corporate hierarchy rules.

What are the characteristics of emergent leadership?

As a fairly distinct method of leadership, emergent leadership follows unique rules and characteristics not commonly found in the traditional model of leadership.

Let’s get a closer look at some of the key characteristics that define and distinguish emergent leadership from other, more formal methods.

Collaboration — Emergent leadership is characterized by collaborative decision-making and brainstorming, as opposed to the traditional approach that predominantly follows a top-down flow.

Time frame — Emergent leaders build their leadership role in the team over time which contrasts with the assigned leadership where an individual is appointed and assumes the position immediately.

Dominance — By being supported and recognized within the peer group, emergent leaders are more inclined to feel confident and dominant in their performance and decisions.

Involvement — Another key characteristic emergent leaders are identified by is their consistent involvement with the team regardless of the situation or their official position.

What is the difference between assigned and emergent leadership?

As the two opposite leadership methods, assigned and emergent leadership rely on two completely different principles.

Assigned leadership relies on the traditional, top-down organizational hierarchy. This method implies leaders and higher management formally appoint team leaders based on traditionally accepted characteristics such as power, status, and implicit coercion. According to an article by David T. Houglumon that contrasts traditional and emergent leadership and the theories they were grounded in, traditional (assigned) forms of leadership “*focus on power, status, coercion, rank, short-term gains.*”

Conversely, **emergent leadership** follows a more natural process in that informal leaders emerge organically based on how other team members respond to them.

In addition to showing initiative and enjoying the respect of peers, emergent leaders are identified by:

Excellent communication skills,

Creative thinking, and

The ability to influence the decisions of teammates.

What is an emergent leadership example?

Examples of some form of emergent leadership can be identified in virtually any group work setting.

Of course, we can't necessarily classify every incidental instance of leadership-like behavior as the official example of emergent leadership. Specifically because emergent leadership is observed and identified over time, through a repeated display of certain traits and behaviors.

However, it's still important to mention a couple of examples of emergent leadership which — when repeated over time — can signal a clear emergent leadership behavior.

For example, when team members discuss an issue in a business messaging platform such as Pumble, an emergent leader would look for solutions and ways to solve the problem.

Taking initiative, finding the solution, and communicating it clearly to the team is the process usually connected to emergent leadership behavior.

Even though their formal role doesn't require these traits, emergent leaders will demonstrate specific emotional intelligence and critical thinking in understanding the appropriate opportunity to step up and show initiative.

VOCABULARY

English	**Uzbek**	**Russian**
finite	cheklangan	конечный
scarce risks	kam xavflar	незначительные риски
inputs	kirishlar	входные
inelastic	elastik emas	неупругий
chips	chipslar	чипсы
scene	sahna	сцена
competitors	raqobatchilar	competitors
push up	tepaga itarish	поднимать

Questions

1. What is emergent leadership?
2. What are the characteristics of emergent leadership?

3. What is the difference between assigned and emergent leadership?

4. What is dominance method?

5. What is an emergent leadership example?

6. What is collaboration method?

7. What is involvement method?

8. What about an article by David T. Houglumon?

EXERCISE:

Which of the following topics are appropriate for a job interview? Tick the appropriate boxes.

a why rhe applicanr wants rhe job

b wherher rhe applicant has a girlfriend / boyfriend or is married

c how the applicant got on in their last job

d what the applicant's favourite colour is

e what the applicant does in their spare time

f why the applicant thinks that he or she is right for this job

g what time the applicant has dinner

PART THREE (CD Track 22)

Questions 23 – 30

- You will hear two colleagues speaking at a conference about teamwork.
- For each question **23 – 30**, mark one letter (**A**, **B** or **C**) for the correct answer.
- You will hear the recording twice.

23 What does Nigel say about teams?

A Real teams work closely together towards the same aim.

B There are more management teams than others in companies.

C Most executive teams are structured in similar ways.

24 Sandra says that executive teams often

A enjoy great camaraderie.

B resemble political interest groups.

C fail to carry out key tasks.

25 What does Sandra say about the team at Mix?

A They fail to reach financial targets.

B They do not work well as a group.

C They make life difficult for other staff.

26 Which of the following does the Mix team do?

A delegate effectively

B regularly update other colleagues by email

C come up with lots of new ideas

27 Nigel came to the conclusion that

A management teams are often unsuccessful.

B executives sometimes need a lot of team-building training.

C there are frequent problems with international teams.

28 What kind of company often has ineffective teams?

A multinational companies

B businesses run by the founder

C small, family-owned enterprises

29 Problems are at their worst when companies have

A taken on more managers than they need.

B reached a certain age and size.

C become too big for their premises.

30 What often happens in companies?

A Executives get moved from department to department.

B External consultants run training sessions for executives.

C Teamwork is talked about but rarely if ever happens.

WRITING:

In many workplaces, online communication is now more common than face-toface meetings. Do the advantages of this trend outweigh the disadvantages?

SPEAKING: Describe an area of science that you are interested in

You should talk about:

• What is it?

• What do you learn from it?

• When did you get interested in it?

• **And explain why you enjoy it so much?**

Exercise 3

Write the correct preposition of place in each gap. You must use all the prepositions in the table below.

above behind beside between in front of next to opposite over under



1Diego is standing _____ Laura (2).
2Laura is standing _____ the table (6).
3The pans are hanging _____ the table (6).
4David is standing _____ Martha (5).
5Martha is standing _____ David (4).
6The table is _____ the pans (3).
7The painting is _____ Martha (5).
8The red chilies are hanging _____ the cooker.
9You can see Martin _____ Diego (1) and Laura (2).

Grammar Test

1. There're bookcases ____ the corners.
on
at

in

2. There’s a clock ____ the chest of drawers.

in

on

at

3. There’s a toy car ____ the lamp.

across

on

next to

4. There’re books ____ the bookcase.

on

at

in

5. There’s a picture ____ the wall.

over

at

on

6. There’s a plant ____ the chest of drawers and the bookcase.

in front of

between

opposite

7. There’s a lamp ____ the bookcase.

behind

next to

in front of

8. There’s a picture ____ the chest of drawers.

near

at

over

Test

1. Prepositions of movement are usually used with verbs of motion. Which is a verb of motion?

○ to be ○ to go ○ to do

2. Choose the correct preposition: The Earth goes _____ the sun once a year.

○ across ○ past ○ around

3. My dog was lying on the sofa, so I yelled, "Get _____ !"

○ out of ○ from ○ off

4. Which is NOT correct? "The bridge went _____ the river."

○ on ○ over ○ across

5. Which is correct? "How far is it _____ the station from here?"

○ from ○ to ○ away from

6. They drove _____ the French border.

○ in ○ towards ○ into

7. To score in soccer, you must get the ball _____ the goalkeeper and into the net.

○ through ○ across ○ past

8. We usually feel the most exhausted after running _____ a steep hill.

○ up ○ down ○ around

9. Which are the correct prepositions? Donald fell _____ the boat and _____ the water.

○ down, in ○ off, into ○ out of, onto

10. The prisoners escaped _____ a tunnel they'd dug _____ the prison wall.

○ under, through ○ out of, over ○ through, under

Presentation: https://image1.slideserve.com/2233190/types-of-leadership-n.jpg

Video : https://video-preview.s3.yandex.net/OQ8sGgIAAAA.mp4

Lesson 19. Leadership Needs in the 21st Century.

Gram: Prepositions II. Time. At, on and in

The 21st century has been characterized by constant change and disruption. During this period the world has reached milestones never achieved before in history, which have greatly influenced the way people work and live. The dotcom boom, technological innovations (personal computing, entertainment), invention of the smartphone, emergence of digital as a platform and the advent of social media are some of the groundbreaking events that have taken place in a short span of time. They have significantly impacted how organisations work and how business are conducted globally.

An overarching consequence of these events has been the explosion and democratization of information. Combined with the accelerated pace of technology-driven globalisation, information has led to the creation of a flatter, seamless and fluid global economy.We have also witnessed the rapid rise of emerging economies like China and India resulting in a shift in global economic power.

All of these changes have significantly impacted the role of **leadership** in modern organizations. Modern leaders now have the challenging task of guiding their organisations through a complex and continually shifting global economic landscape. The impact of these strategic forces are felt not only at a country level, but filtered down to industries, markets, segments and individual products and **brands**. Effective leadership in these modern times requires a proactive approach towards managing change and its impact on long-term organizational growth.

A good example of a company that was eliminated from the marketplace due to its leadership's inability to effectively manage disruption and change was Kodak. Kodak was at one time the world's biggest film company. However, its leadership team failed to fully embrace the revolutionary transition from film to digital as it was afraid that digital may cannibalize its film business, which was its core business. Kodak was eventually put out of business and had to exit the market in many of its product streams due to the dramatic drop in demand for film printing during and after the digital revolution. Blockbuster, Pets.com and Nokia are other examples whose demise were linked to their inability to understand the misalignment of their products with how the markets were evolving.

This article will provide insights into some of the challenges that leadership in the 21st century faces, and the qualities that leadership will need to possess in order to effectively tackle these challenges.

Challenges faced by 21st century leadership teams

Leadership is a trait in an individual that enables him or her to influence the behaviour of others to achieve a goal or to get them to do things they would not otherwise have the skills or motivation to do. As individuals our needs, motivations and definitions of satisfaction have gone through a significant change in recent times. The continuously evolving global business environment has impacted both our personal and professional lives profoundly. In such uncertain times, leadership

matters even more. The challenges faced by leaders in the 21st century include:

Geopolitical volatility: Geopolitical factors can cause sudden but destructive damage to organizations. Unstable geopolitical environments can chase away capital investments and drain financial assets. High geopolitical volatility could also lead to stricter government regulations in local markets, which makes it more costly for organizations to conduct business in certain geographies. Geopolitical risks have increasingly become a significant challenge for leadership teams as most of the components remain outside their control (e.g. governments, regulations, environment, trade, labour markets etc.).

Technological disruptions: The 21st century has been characterised by technological disruption, with futurologists and trend experts saying, "disruption is a norm today". Technological disruption has impacted organizations in all industries and sectors, starting from healthcare to manufacturing to computing. Data mining firms are building databases of human DNA to evolve the science of personal identification, 3D printers are being used to print building equipment, everyday products, entire houses and artificial human organs, and the combination of cloud computing and artificial intelligence has magnified the scope of data-driven decision making.

These are only a few examples of how technology has disrupted the norm in the 21st century. Linked to these technological disruptions is the emergence of entrepreneurship and startups. Startups are nimble, agile and have the ability to significantly disrupt business models through new ways of creating and selling products. All these changes have significant impact on the business and operating models of organizations and the way consumers need to be served in today's and tomorrow's markets.

Economic and political uncertainty: When organizations filter down geopolitical risks at an individual country level, they have to deal with economic and political uncertainty. Any organization (regardless of size) prefers to operate in stable economic and political environments. Country environments characterised by frequent labour strikes, social unrest and chaos can have severe detrimental impact on revenues, profits and investments.

In the 21st century, managing economic and political uncertainty has become a critical leadership challenge. As organizations increasingly look at expanding quicker and startups look at scaling up faster,

economic and political uncertainty needs to be accounted for in any form of growth strategy.

Shifting demographics: There have been major demographic changes occurring on a global scale, which include changing family structures (increase of dual-income and single-parent families), ageing population (requiring more health and welfare services) and increase in labour diversity. These shift in demographic makeups mean that the demand for a company's products and services is subjected to continuous fluctuations. It also means that there is a constant pressure on a company's portfolio of products to remain relevant. For leadership teams, this is a challenge in terms of creating forecasts for growth or for mapping out a sustainable growth strategy.

Implications for next generation leaders

The above-mentioned challenges warrant **next generation leadership** to take a different approach in the 21st century when it comes to managing and growing their organizations. Here are some implications for **boardrooms** to consider while creating their leadership strategies in the 21st century:

Having a balanced short-term and long-term lens: Organizations are always under constant pressure to showcase short-term business wins over long-term strategies. The need to report quarterly earnings and profits to appease shareholders and financial analysts require organisations to adopt a short-term lens. But long-term strategies, which require commitment of organizational resources and deep thinking, are critical for success in today's times. This constant tug-of-war between short-term and long-term objectives creates uncertainty and increases risk when it comes to capital expenditure and resource allocation decisions.

VOCABULARY

English	Uzbek	Russian
impress	taassurot qoldirish	впечатление
invitation	taklif	приглашение
mentor	mentor	наставник
mail room clerk	pochta xonasi xodimi	служащий почтового отделения
peers	tengdoshlar	сверстники
feedback	fikr-mulohaza	обратная связь
official reviews	rasmiy sharhlar	официальные обзоры
check-ins	ro'yxatdan o'tish	регистрация заезда

Questions

1. Was Kodak at one time the world's biggest film company?
2. Have geopolitical risks increasingly become a significant challenge for leadership teams as most of the components remain outside their control?
3. What are always under constant pressure to showcase short-term business wins over long-term strategies?
4. Are organizations always under constant pressure to showcase short-term business wins over long-term strategies?
5. Can geopolitical factors cause sudden but destructive damage to organizations?
6. Why are 3D printers being used to?
7. When has managing economic and political uncertainty become a critical leadership challenge?
8. Has technological disruption impacted organizations in all industries and sectors?

EXERCISE

If a journalist rang you and asked you the following questions for a celebrity interview, how would you answer? Make notes in the spaces provided.

a) How do you relax?
b) How would you like to be remembered?
c) If you could change one thing about your appearance, what would it be?
d) What is the most important lesson life has taught you?
e) What is your greatest fear?
f) What is your greatest regret?
g) What is your most vivid childhood memory'
h) What makes you happy?
i) What three words best describe you?
j) What words or phrases in English do you use most often?
k) When you were a child, what was your favourite food'
l) Which living person would you most like to meet?
m) Who or what is the greatest love of your life?
n) Who's your favourite person and why?

LISTENING: test3

Listening 1 T2

1 Listen to the first part of a radio programme about the Kellogg School of Management. The speaker refers to three types of company and student. Make notes on them below.

	type of company	type of student
1	*Large international corporation*	*All senior staff paid to attend*
2		
3		

2 Which areas of work do students at Kellogg come from?

SECTION 3 Questions 21-30 Complete the table below. Write ONE WORD ONLY for each answer.

Subject of drawing	**Change to be made**
A 21 ..... surrounded by trees	Add Malcolm and a 22 ..... noticing him
People who are 23 .....outside the forest	Add Malcolm sitting on a tree trunk and 24…….
Ice-skaters on 25 ..... covered with ice	Add a 26 ..... for each person

Questions 27-30 Who is going to write each of the following parts of the report? Write the correct letter. A-D, next to Questions 27-30.

A Helen only
B Jeremy only
C both Helen and Jeremy D neither Helen nor Jeremy

Parts of the report

27 how they planned the project …….
28 how they had ideas for their stories ……..
29 an interpretation of their stories …….
30 comments on the illustrations……

Writing:

Some people say that history has little or nothing to offer, while others say that the study of the past helps the present. Discuss both the view and give your opinion.

SPEAKING: Describe an ambition you have for a long time.

You should talk about:

• What is it?

• What did you do for it?

• When can you achieve it?

• Explain why you have this ambition?

Grammar

Prepositions of time

In

We use the preposition *in* when we want to talk about what happened in a month, season, year or century. *The original bell was cast* ***in 1856.***

In December *of that year it cracked and had to be broken up.*

Over the years the clock has been stopped by snow ***in Winter.***

At

We use the preposition *at* to refer to clock times.

He does this from a phone in the clock room ***at five minutes to the hour*** *precisely.*

On

We use the preposition *on* when we want to mention the day something happens.

The clock is wound up by hand three times a week ***- on Mondays, Wednesdays and Fridays.***

1 Choose the correct alternative.

1 Big Ben was cast in / at the nineteenth century.

2 The bell is never wound up in / at weekends.

3 The bell sometimes stops working during / following Winter.

4 A sounding experiment was carried out on the first bell before / in December 1856.

5 The bell is still working well after / nearly 150 years.

6 Do you think the bell will still be working by / before the end of

the twenty-first century?

2 Complete the sentences using an appropriate time preposition or expression.

1 The Summer term ends June 30th.
2 The train leaves 3.30.
3 What did you do the weekend?
4 My flat tends to be very cold Winter. I need to buy a new heater.
5 I'll phone you the morning.
6 She's written many books her long career.
7 They've been great friends the years.

Test

1. I usually stay at home _____ night.
A) at B) with C) in D) over
2. I called you _____ seven o'clock yesterday.
A) in B) on C) at D) of
3. Can't you come _____ your bicycle?
A) in B) with C) on D) by
4. She arrived _____ Friday.
A) in B) on C) at D) over
5. We'll go _____ Rio _____ June.
A) * - in B) at - on C) to - on D) to – in
6. I was born _____ September 9th.
A) in B) on C) at D) of
7. John and Mary are talking _____ the telephone.
A) * B) to C) on D) with
8. Classes began _____ last week.
A) in B) * C) at D) on
9. They took my temperature _____ the operation.
A) before B) by C) * D) of
10. Do you want sugar _____ your tea ?
A) with B) on C) by D)
* 91. I'm afraid _____ falling trees.
A) from B) of C) with D) at

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Lesson 20. Security of Services in economy

Gram: Prepositions II. Time. By, until, till, in, during and for

Broadly construed, economic security is the ability of people to meet their needs consistently. It is connected to both the concept of economic well-being and the notion of the modern welfare state, a governmental entity that commits itself to providing baseline guarantees for its citizens' security.

Attempts to ensure economic security are meant to serve as a check against instability in the market, which scholars say has become more important in the years since the fall of the Soviet Union and the predominance of market capitalism. It may be even more relevant in light of declining labor bargaining power since the 1970s in post-industrial economies, such as the United States, and economic insecurity caused by COVID-19.

KEY TAKEAWAYS

Economic security refers to the ability of people to meet their needs consistently.

The concept is important for individuals and nations, where it is a factor in assessing national security, and it's connected to the concept of economic well-being.

Cultural standards are involved in determining economic security.

Climate change, growing fears and anxieties around the globe, COVID-19, and big technological changes have increased economic insecurity significantly in recent years.

Understanding Economic Security

"Economic security" can be understood as a term for how well people are able to regularly meet their needs. "Economic insecurity," its opposite, happens when there aren't enough resources to pay for food, housing, medical care, and other essentials.

Cultural standards play a role in determining what's included in the list of essentials for economic security, meaning that both what counts as economic security and how it is worked out have changed over time. The

International Committee of the Red Cross, an organization that tries to improve economic security globally, has identified five key livelihood outcomes to track economic security:

Food consumption

Food production

Living conditions

Income

The capacity of civil society organizations and the government to meet people's needs.

Indeed, economic security relies on the perception of security in addition to quantifiable material or financial conditions. Economic security can be captured in numerous ways depending on the level of analysis under consideration, ranging from the effects of foreign investments on national economics to the ability of laborers to access health insurance. Notably, researchers for the United Nations have said that the measurements for economic security do not adequately capture volatility.

In Article 25, the United Nations' Universal Declaration of Human Rights delineates the right to a reasonable standard of living and to "security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond their control."

Climate change, growing fears and anxieties around the globe, big technological changes, and COVID-19 have increased economic insecurity significantly in recent years, which has caused institutions such as the United Nations to comment that the risks to economic security are growing faster than policies to redress the problem.

National Security and Economic Security

Nationally, economic security refers to a country's ability to pursue its own developmental goals for its economy, and it is often explicitly linked to national security. This encompasses broad concerns about balance of trade, the impacts of foreign investments on national markets, and private–public partnerships.

National economic well-being is a concept traditionally calculated in gross domestic product (GDP) terms and intimately connected to economic security, but it has increasingly broadened to include factors such as national happiness.

Economic security is also related to the concept of a welfare state, which is a governmental entity committed to guaranteeing baseline

protections for its citizens' well-being as a way of protecting against the market risks that arise from old age, misfortune, or unemployment.

Economic Security in the U.S.

19th Century

Traditionally, economic security was ensured by assets, labor, family, and charity. However, hits would break down irrevocably during the Industrial Revolution in the U.S., according to historical accounts.

With the Industrial Revolution, wage labor became a mainstay of modern economies at the same time that the population underwent urbanization and moved away from the extended family unit, which had previously provided some economic stability. Life expectancy increased at an unprecedented rate. As a result, laborers found themselves increasingly at the mercy of market forces outside of their control. This would open up the space for new programs

VOCABULARY

English	**Uzbek**	**Russian**
anti-competitive behaviours	raqobatga qarshi xatti-harakatlar	антиконкурентное поведение
cartel	kartel	картель
frequent interaction	tez-tez shovqin	частое взаимодействие
inflate prices	narxlarni oshirish	завышать цены
market transparency	bozor shaffofligi	прозрачность рынка
deviation	burilish	отклонение
entry barriers	kirish to'siqlari	барьеры для входа
collusion	kelishuv	сговор

Questions

1. What is economic security?
2. What is GDP?
3. By whom was economic security was ensured?
4. Did wage labor become a mainstay of modern economies at the same time?
5. What does economic security rely on?
6. How many key livelihood outcomes is The International Committee of the Red Cross identified to track economic security?

7. Have researchers for the United Nations said that the measurements for economic security do not adequately capture volatility?

8. What kind of role do Cultural standards play?

LISTENING:

Listening 2 T3

I Now listen to the second part of the programme. Make notes below on how Kellogg has responded to challenges facing the business school.

challenges facing Kellogg	changes to courses at Kellogg	other changes at Kellogg
Tough business school market (number of job placements and starting salaries for MBA graduates). No automatic top job offers.		



Test 3

SECTION 4 Questions 31-40

Complete the notes below. Write ONE WORD ONLY for each answer.

ETHNOGRAPHY IN BUSINESS

Ethnography: research which explores human cultures. It can be used in business: to investigate customer needs and 31 .... • to help companies develop new designs.

Examples of ethnographic research in business Kitchen equipment Researchers fou!1d that cooks could not easily see the 32 .... in measuring cups.

Cell phones In Uganda, customers paid to use the cell phones of entrepreneurs. • These customers wanted to check the 33 ..... used.

Computer companies • There was a need to develop 34 ..... to improve communication between system administrators and colleagues.

Hospitals • Nurses needed to access information about 35 ..... in different parts of the hospital.

Airlines • Respondents recorded information about their 36 ..... while travelling.

Principles of ethnographic research in business • The researcher does not start off with a hypothesis.

the Language

• Participants may be selected by criteria such as age. 37 ..... or product used. • The participants must feel 38 ..... about taking part in the research. • There is usually direct 39 ..... of the participants.

• •

The interview is guided by the participant. A lot of time is needed for the 40 ..... of the data . Researchers look for a meaningful pattern in the data .

WRITING:

Childhood obesity has become a serious problem in recent years. What are the primary causes of this? What measures should be taken to reduce childhood obesity?

SPEAKING: Describe an event you attended in which you didn't like the music played

You should talk about:

• What was the event?

• Where were you?

• What was the music like?

• Explain why you didn't like the music?

Grammar

Functional Time Prepositions

The following time prepositions have a more functional usage and show how two or more events relate to each other in time. For example, *Lisa jogs before dinner* means Lisa jogs first and eats dinner second. These time prepositions can be hard to translate and are best learned through conversation.

Preposition	Use	Examples
Before	earlier than	**Before** work, Tony eats breakfast.
from... to	start time... end time	Tony works **from** 9 AM **to** 5 PM.
from... until/till	start time... end time	Tony works **from** 9 AM **until** 5 PM.
For	amount of time	Tony works **for** eight hours.
During	within a time	**During** the day, Tony eats a small snack and lunch.
By	before a point of time	**By** 5 PM, Tony is quite hungry again.
After	later than	**After** work, Tony goes home and eats dinner.
In	within an amount of time	Tony eats four times **in** twelve hours.

To vs. Until vs. Till

Both *to* and *until* express similar ideas, but there is a difference in usage between the two words. *To* is a preposition, and it must be followed by a noun, most frequently a clock time such as 3:45 PM.

Until is both a preposition and an adverb, which means it is more flexible. *Until* can be followed by any time noun or even an entire clause. If you are confused, you can use *until* and that will always be right.

Till is a short, less formal version of *until*. *Till* (also written as *'til*) is more common in spoken English, songs, and poetry.Jane stayed from 3:30 to 5:30. Jane stayed from 3:30 until 5:30.

Prepositions of Time - Exercise 2

Fill in on, in, at, for, until, from - to or during. 1. I'll be at the office [ ] 7 o'clock. 2. I'll be back [ ] half an hour. 3. I suddenly felt ill [ ] the examination. 4. They were working in the garden [ ] 3 o'clock [ ] seven o'clock. 5. Carol got married [ ] 1994. 6. The book was easy to read. So, I read it [ ] a day. 7. They have lived there [ ] 20 years. 8. We were at the party [ ] midnight. 9. They were at school [ ] 2 o'clock. 10. I saw

him ____ the morning. 11. I did my homework ____ the evening. 12. She started dancing ____ 6 and now she's a great star. 13. He learned to drive a lorry ____ three weeks. 14. He waited ____ they were quiet. 15. In summer he always goes jogging ____ Sundays.

Test

1. Я собираюсь в Москву в мае. I’m going to Moscow … May.
   - on
   - in
   - at
2. Я родился в 1997 году. I was born … 1997.
   - on
   - in
   - at
3. Аманда не будет работать в пятницу. Amanda won’t work … Friday.
   - on
   - in
   - at
4. Я вернусь через час. I’ll be back … an hour.
   - from
   - in
   - at
5. Вечеринка у Анны начнется в 8 часов. Ann’s party will start … 8 o’clock.
   - on
   - in
   - at
6. Я не видел Тома с его дня рождения. I haven’t seen Tom …. his birthday party.
   - from
   - since
   - till

7. Курс начинается 1 октября. The course begins … the 1st of October.

- on
- at
- in

8. Мне кто-то звонил во время экзамена. I had a phone call … the examination.

- during
- for
- in

9. Тим работал вчера с 8 до 12. Tim was working … 8 … 12 yesterday.

- since… till
- since… to
- from… till

10. Моя бабушка живет здесь на протяжении 10 лет. My granny has been living here … 10 years.

- since
- for
- during

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Video: https://youtu.be/WF1YThoZnCk

Lesson 21. An economizing problem

Gram: Prepositions III. Expressions with prepositions

The Economizing Problem

Economics is concerned with decision-making. An economic decision is one that allocates resources, time, money, or something else of use or value. The fundamental question in economics is called the economizing problem. The economizing problem follows directly from the definition of economics offered in Chapter 1. The economizing problem involves the allocation of resources among competing wants.

The economizing problem exists because there is scarcity. Scarcity arises because of two facts; (1) there are unlimited human wants, but (2) there are limited resources available to meet those wants. In other words, scarcity exists because we do not have sufficient resources to produce everything we want. Perhaps at some date in the future, a utopian world may be obtained where everyone's desires can be fully satisfied -- most economists probably hope that will not happen in their lifetimes because of their own self-interest. Economists do not differentiate between wants and needs in examining scarcity. Unfortunately, the want of a millionaire for a new Porsche is not differentiated from the need of a starving child for food in the aggregate. However, in a realistic sense, social welfare and the implications of needs versus wants are partially addressed later in this chapter in the discussions offered for allocative efficiency and economic systems. The concept of scarcity is embedded in virtually every analysis found in economics. Because there is scarcity there is always the question of how resources are allocated and the effects of allocations on various economic agents. Each decision allocating resources to one use or economic agent is also, by necessity, a decision not to allocate resources to an alternative use. To fully understand the idea of scarcity, each of its components must be mastered. The following section of this chapter examines resources. The next sections will examine economic efficiency, opportunity costs and allocations, before proceeding 88 to the production possibilities model and economic systems.

Resources and factor payments The resources used to produce economic goods and services (also called commodities) are called factors of production. These resources are the physical assets needed to produce commodities. The way that these resources are combined to produce is called technology. For example, a man with a shovel digging a ditch is one technology from which ditches can be obtained. Another technology that can produce the same commodity as a man with a shovel is a backhoe and an operator -- the former is more labor intensive, and the latter is more capital intensive. Land is a factor of production. Land includes space, natural resources, and what is commonly thought of as land. A building lot, farm land, or a parking space is what people normally think of when they think of land. However, iron ore, water resources, oil, and other natural resources obtained from land are also one dimension of this factor of production. Another, perhaps equally important dimension, is space. The location of a building site for a business is an important

consideration. For example, a retail establishment may succeed or fail because of location, therefore location is another important aspect of the resource called land. The factor payment that accrues to land for producing is rent. Productivity is the key Head to Head (Lester Thurow, New York: William Morrow and Company, Inc., 1992, p. 273.) If the "British disease" is adversarial labor-management relations, the "American disease" is the belief that low wages solve all problems. When under competitive pressure, American firms first go the low-wage nonunion parts of America and then on to succession of countries with ever-lower wages. But the strategy seldom works. For a brief time lower wages lead to higher profits, but eventually other with even lower wages enter the business (low wages are easy to copy), prices fall, and the higher profits generated by lower wages vanish. The search for the holy grail of high profitability lies elsewhere -- in a relentless upscale drive in technology to ever-higher levels of productivity -- and wages. Since rapid productivity growth is a moving target and therefore hard to copy, high long-run profits can be sustained.

But to get the necessary human talent to employ new technologies, large skill investments have to be made. High wages have to be paid, but paradoxically high wages also leave firms with no choice but to go upscale in technology. High wages and high profits are not antithetical -- they go together. 89 Capital includes the physical assets (i.e., plant and equipment) used in the production of commodities. Often accountants refer to capital as money balances that are earmarked for the purchase of plant or equipment. The accounting view of capital is not the physical asset envisioned by economists (in reality the difference is one of a future claim (the accountant's view) and a present stock of capital (the economist's view) and is not trivial). Capital receives interest for its contributions to production. There is one important variation on capital. Economists also called the skills, abilities, and knowledge of human beings as human capital. Human capital is a characteristic of labor. Human capital can be acquired (i.e., education) or may be something inherent in a specific individual (i.e., size, beauty, etc.). This subject will be examined in more depth in Chapters 10 and 11. Labor includes the broad range of services (and their characteristics) exerted in the production process. Labor is a rather unique factor of production because it cannot be separated from the human being who provides it. Human beings also play other roles in the economic system, such as consumer that complicates the analysis of labor as a productive factor. The amount

of human capital possessed by labor varies widely from the totally unskilled to highly trained professionals and highly skilled journeymen. Labor also includes hired management, and the lowest paid janitor. Labor is paid wages for its contribution to the production of commodities. Entrepreneur (risk taker) is the economic agent who creates the enterprise. Entrepreneurial talent not only assumes the risk of starting a business, but is generally responsible for innovations in products and production processes. The vibrancy of the U.S. economy is, in large measure, due to a wealth of entrepreneurial talent. This factor of production receives profits for its contribution to output.

VOCABULARY

English	Uzbek	Russian
economic decision-	iqtisodiy qaror	экономическое решение
competitive pressure	raqobat bosimi	конкурентное давление
entrepreneurial talent	tadbirkorlik qobiliyati	предпринимательский талант
allocation-	ajratish	распределение
aggregate-	agregat	совокупный
dimension	o'lchov	измерение
ditch	ariq	ров
scarcity	tanqislik	дефицит
contribution	hissa	вклад
janitor	farrosh	дворник

Questions

What is the economizing problem? What, precisely does scarcity have to do with this? Explain.

Draw a production possibilities curve that illustrates a one-to-one trade-off between the two goods, what would cause such a production possibilities curve? Explain.

Compare and contrast the various economic systems? Is a mixed system best? Explain.

Differentiate between explicit and implicit costs. Is this differentiation important in economic decisions? Explain.

Multiple Choice:

Which of the following factors of production are not properly matched with their factor payments?

A. Land - profits B. Labor - wages C. Capital - interest D. All are properly matched

Unemployment can be illustrated with a production possibilities curve. Which of the following illustrates unemployment? A. A shift to the left of the curve B. A shift to the right of the curve C. A point on the inside of the curve D. A point on the outside of the curve

Which of the following is an implicit cost of your obtaining a college education if you go to school exclusively? A. Tuition B. Books and supplies C. Income lost from a job you didn't take D. All of the above

The U.S. economy is closest to which of the following economic systems? A. Mixed B. Pure Capitalism C. Pure Command D. None of the above

TRUE-FALSE

A laissez faire, purely capitalistic economy will always result in economically efficient distributions of resources. {FALSE}

100 If the assumption of a fixed technology is relaxed in the production possibilities curve model, then the exact position and shape of the curve will be impossible to show using a single line. {TRUE}

The former Soviet Union was an example of pure Communism and the Swedish economy an example of pure socialism. {FALSE}

Opportunity cost is an example of an implicit cost. {TRUE

Listening ⊙ T4 **1 Six people talk about the qualities of successful leaders. Listen and match each speaker with one of the qualities.**

a Ability to develop talent ☐
b Self-confidence ☐
c Ability to take unpleasant decisions 1
d Clarity of thought ☐
e Ability to judge people ☐
f Effective communication skills ☐

Grammar: Prepositions III. *Expressions with prepositions*

A **preposition** is a short word such as *in/from/by* that is used to connect words in English.

- Prepositions are used with **time**: *I arrived <u>at</u> 9:30 <u>on</u> Tuesday.*
- Prepositions are used with **place**: *I put the book <u>on</u> the shelf.*

Certain **adjectives** and **verbs** are also combined with specific prepositions. This pairing of words is called **collocation**.

- Prepositions used with **adjectives**: *afraid <u>of</u>, surprised <u>by</u>, interested <u>in</u>*
- Prepositions used with **verbs**: *go <u>to</u>, arrive <u>at</u>, think <u>about</u>*

Set expressions

***<u>1.</u>* Fill in the blanks with *<u>by, on, in, out of, off</u>* (means of transport)**

1. I decided not to go_____ car.

2. Two men with guns got _____ the car and went into the shop.

3. It takes him about half an hour to get there_____ bike and about twenty minutes_____ bus.

4. They go to New York_____ plane.

5. When your bus arrives you get_____ it. If you want to leave it, you get_____ it.

6. I like walking_____ the train.

7. They decided to go to Bristol_____ sea.

8. It's not far. We can go there_____ foot.

9. Don't wait outside. When a taxi stops for you I'll tell you and you'll get_____ it.

Exercise 2.

1. I'm very angry ☐ Helen for such appalling behaviour.**2.** Thanks for your help. It was very kind ☐ you.**3.** Our house is very close ☐ the school we attend.**4.** The movie I watched yesterday was very similar ☐ that we watched on Friday.**5.** I'm so fed up ☐ my job that I'll probably resign.**6.** Everyone is afraid ☐ their own life.**7.** The room was full ☐ mess and we were hardly able to move.**8.** I'm sorry ☐ the accident. I hope everything will be good.**9.** Sue isn't interested ☐ music while other members of her family can't imagine a single day without it.**10.** I would never think that she might be so rude ☐ someone else.**11.** I'm really sorry ☐ my yesterday's behaviour. It was totally out of order.**12.** I was very disappointed ☐ the film. It was hopeless.**13.** He was very nice ☐ you, Kate. I think he likes you very

much.**14.** Paul is very good _____ maths but his parents underestimate his gift.**15.** I'm sick and tired _____ my life. I must change everything to feel happy.

Test

1. He _____ blind _____ the car accident _____ the beach. A) came / in / on B) went / in / on C) went / on / in D) came / in / in

2. My friend _____ a present _____ me _____ the Ramadan Holiday last year. A) give / to / in B) give / at / to C) gives / to / at D) gave / to / on

3. It _____ a lot _____ our holiday. A) didn't rain / during B) didn't / during C) didn't rained / on D) not rain / in

4. What a man he is! He _____ his passport and_____ keys _____ his car yesterday. A) forgot / lose / of B) forget / lost / of C) forgot / lost / of D) forgot / lost / from

5. A: Did you watch a football match _____ TV? B: No, I didn't. But it was broadcast _____ radio. A) on / in B) on / on C) in / in D) in / to

6. Can I talk _____ Mr. Adams _____ your mobile phone? A) with / on B) on / in C) on / on D) to / on 9. It _____ a really bad joke; no one laughed _____ his joke. A) was / with B) was / at C) were / at D) is / at

7. I learned _____ the Internet that a pop concert is _____ the third _____ November. A) in / on / of B) on / in / of C) in / in / of D) on / on / of

8. Who's the blonde girl _____ the first row?

A) in B) on C) at D) over

9. You'll find the poem _____ page .

A) at B) on C) in D) *

10. They lived in this city _____ 1980.

A) since B) for C) about D) before

11. The Greens lived in London _____ six years.

A) since B) for C) in D) at

12. A: _____ is Amanda's birthday? B: It is _____ the 25th _____ December.

A) What / on / in B) When / on / of C) When / in / on D) What / on / of

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Video: https://avatars.mds.yandex.net/get-vthumb/985278/1e52cc67c0264a0d540befa4b70db8d8/564x318_1

Lesson 22. Leasing and short-term loans

Gram: Prepositions III. Verb + preposition

Short-term business loans help business owners get a quick infusion of capital into their businesses when they need it most. Typically, these loans are repaid within a period of up to one year. In contrast, traditional business loans have a longer repayment period, with some as long as 25 years. Depending on your needs, there are many types of short-term business loans available.

Based on factors like your credit history and your business's financial status, the interest rates for these loans will vary. Interest rates on short-term loans may be higher than traditional business lending alternatives, but the shorter repayment period may mean business owners will pay less over the life of the loan.

Short-term loans also offer a variety of other benefits, from faster funding to simpler application processes. Let's take a closer look at why opting for a short-term business loan may be the right strategy to meet your cash flow needs.

The Advantages of Short-Term Business Loans

Before diving into the different types of short-term business loans, it's helpful to understand why people choose them.

Other business owners, for example, may be facing a tight cash flow month or want to make a one-time investment in equipment that will quickly pay for itself. The idea of getting tied down to a long-term loan isn't a good fit for their needs. Instead, they're looking for solutions that will help them with a temporary cash flow deficiency.

There are several advantages for small business owners who choose short-term business loans:

Shorter repayment period: When you're budgeting for repayments, thinking about having monthly payments for 10 or 20 years can be daunting. Accessing capital for your business and repaying it within a short period of time can keep you moving toward your goals while eliminating the stress of long-term debt. You may feel more

comfortable taking on a payment for a short-term business loan that fits your business's long-term plans.

Lower total interest paid: Many business owners assume that short-term loans have high interest rates — and some do. Yet when you consider paying interest for just 12 months instead of over 10 years, for example, your total costs and interest paid may actually be less. Consider a business owner who takes out a $10,000 loan to boost their inventory when goods are running low. A short-term loan with a 10 percent annual interest rate paid over one year would have a monthly payment of approximately $879, with the business owner paying $549.91 in total interest throughout the year. The same loan — with identical terms — spread out over ten years would have a lower monthly payment of $132 but would include $5,858.09 paid in interest over the life of the loan. That's a significant difference in total costs.

Fewer fees: Depending on the lender, many types of short-term business loans have fewer fees than traditional loans. For traditional business loans, a lender will often charge a percentage of the loan for processing. This origination fee can add one percent or more to your total cost. Other lenders will charge a prepayment penalty to business owners who want to pay off their loans early.

Simpler application processes: Applying for a business loan can be a lengthy process, requiring years of business documentation and months of consideration. Lenders that specialize in different types of short-term business loans usually have simpler application processes. It's often possible to apply online, supply basic business documentation and receive an answer within hours or days — instead of weeks.

Higher approval rates: Many types of short-term business loans are often easier to qualify for than long-term loans. In addition to a simpler application process, short-term loan lenders may look at your business through a different lens than traditional lenders. Your sales, successful history in business and other factors will come into play. As a result, these types of loans have higher approval rates than traditional loans.

Faster access to funds: The reality for business owners is that when you're considering a business loan, you typically don't have months to wait. There's often an immediate need for cash, whether you're covering for late customer payments, employee payroll is due, or a growth opportunity is ripe for the taking. Depending on the lender you

end up choosing, a short-term business loan can mean money is put into your account within days, rather than weeks or months.

Why Do People Take Out Short-Term Business Loans?

Even when considering the advantages of short-term loans, you may be wondering why business owners take out this type of funding. The reality is, when you start a small business, it's often impossible to imagine the full range of scenarios you'll encounter. From market fluctuations in customer demand to delays in receiving payments, many factors can impact how much money you have in the bank on any given day.

Some common reasons people take out various types of short-term business loans include:

Late customer payments: A local construction company with a healthy client base may make an impressive annual income. Delays in client payments or a change in credit terms, however, could mean there aren't enough funds in their bank account to cover monthly expenses. Different types of short-term business loans can help cover costs until accounts receivable catches up.

Changes in credit terms: If your business relies on credit terms, a change in those terms can have devastating consequences. For example, a mechanic who has a 60-day term to pay suppliers for spare parts can often use the cash flow that comes in from customer repairs. When their parts supplier changes the terms to 30 days, it can become more difficult to stay on top of monthly bills. Tapping into different types of short-term business loans can cover immediate needs, while the mechanic builds up a cash buffer or looks for a new supplier with better terms.

.***Leasing equipment:*** Leasing equipment can get expensive, yet it may be essential to completing a job. A construction company might have a chance for a lucrative contract, but needs access to a bulldozer or other expensive equipment. An equipment leasing loan or other types of short-term business loans make it easier for the business owner to lease the equipment and close the deal.

Taking advantage of a discount: Sometimes business owners have a chance to cut their expenses by buying in bulk, but doing so requires having cash on hand. For example, a dentist might be able to take advantage of a significant discount by buying a year's worth of medical supplies in advance. A short-term business funding solution can provide the cash needed to do that, and the savings can quickly be put toward repaying the loan.

VOCABULARY

English	Uzbek	Russian
short-term business loans	qisqa muddatli biznes kreditlari	краткосрочные бизнес-кредиты
infusion	infuzion	вливание
financial status	moliyaviy holat	финансовое положение
cash flow	pul oqimi	денежный поток
annual income	yillik daromad	годовой доход
cash buffer	naqd pul buferi	денежный буфер
penalty	jazo	штраф
monthly bills	oylik to'lovlar	ежемесячные счета
leasing loan	lizing krediti	лизинговый кредит
spare	zaxira	запасной

Questions

1.What is Short-term business loan?
2.Do you know The Advantages of Short-Term Business Loans?
3.What is Higher approval rates?
4.Why Do People Take Out Short-Term Business Loans?
5. Could you *take advantage of a discount?*

Listening 1 ⊙ T5

1 **Put the words in the correct order to make presentations phrases. Then listen to an extract from the presentation about strategic planning and tick the phrases that you hear.**

1 to like I'd finally you remind that
Finally, I'd like to remind you that

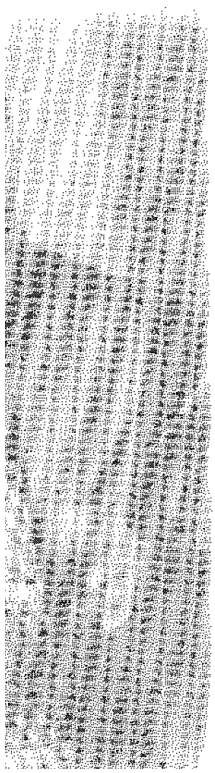
2 start talk I before my just to I'd thank like

3 my brings this me to next point

4 found have hope I you my useful comments

5 any have if you questions be I'll to happy them answer the at end

6 this can slide on next you see



2 **Now look at the audioscript on page 81. Find words with similar meanings.**

1 goals *objectives*
2 possible _____
3 expansion _____
4 dangers _____
5 evaluation _____
6 allows _____
7 possibilities _____
8 vital _____
9 successful _____
10 rivals _____

Grammar.

Prepositions

angry at/with sb for sth annoyed with sb for sth complain to sb about sb/sth different to/from sb/sth

polite to sb rude to sb shout at sb wait for sb/sth differ from sb/sth write to sb

Choose the correct answer.

2 5 a Underline the correct preposition.

1 ‘Do you like going to the cinema?’ ‘Yes. I usually ...0... at least once a month.’

1 Mary is always polite *to/at* her parents. 2 Sam was told off for being rude *at/to* his teacher. 3 The policemen shouted *at/to* the thieves who tried to run away. 4 Jessica waited *to/for* the bus for an hour in the rain. 5 Rosie is writing *to/at* her pen-friend. 6 I am angry *about/with* Sue for taking my favourite shirt. 7 He was annoyed with his brother *in/for* making so much noise. 8 I’m going to complain to my boss *with/about* the lighting in the office. 9 John’s opinions differ *to/from* Anne’s, so they argue a lot. 10 The film is different *from/at* the book.

Phrasal Verbs

get away: escape

get on: 1) make progress (also get along) 2) enter a bus, train, etc. (opp. get off) get on with sb: have a friendly relationship with sb; get along with sb get through: 1) reach sb by telephone 2) manage to finish sth

Fill in the gaps with the correct phrasal verb.

1 I ...*get on*... very well ...*with*... *my new* neighbours, (get along with) 2 I tried t o ..... all morning but the phone was engaged, (reach sb by telephone) 3 I’ll go home early tonight if I ..... all my work, (manage to finish) 4 T o m .....the bus outside the cinema, (entered) 5 The police chased the thieves but they managed to ..... (escape)

Test

1. I’ll dry the dishes if you _____ them _____. A) put / away B) find / out C) put / out D) wash / up

2. ‘Can you _____ the time of the next train to London?’ ‘O.K. I’ll phone the station.’ A) put away B) find out C) put out D) clear up

3. “Look at these shoes! They’re brand new, and the heel’s fallen off already.” “_____ them _____ and change them, then.” A) Put / away B) Find / out C) Put / out D) Take / back

4. “Oh, dear! The washing machine isn’t working. I haven’t got any clean clothes, and I’ve got to go to work. What am I going to do?’ ‘Don’t worry. I’ll ___ them all ___. Just go to work.’ A) put / away B) find / out C) sort / out D) clear / up

5. The fire was so intense that it took the firemen three hours to _____ it _____. A) put / away B) find / out C) put / out D) clear / up

6. The government wants to _____ a new scheme to encourage people to start their own businesses. A) put away B) find out C) try out D) clear up

7. ‘Can I _____ these jeans _____ please?’ ‘Sure. The changing rooms are over there.’ A) put / away B) try / out C) put / out D) try / on

8. I won’t be able to go shopping with you today, I’m afraid. I’ve got a lot to do at the moment. Can we _____ it _____ till next week? A) put / off B) find / out C) put / out D) take / back

9. I don’t mind your baking a cake, but just make sure you ___ everything __ when you’ve finished. A) put /away B) clear / up C) put / out D) take / back

10. ‘What should I do with this form?’ ‘_____ it _____.’ A) Find / out B) Fill / in C) Put / out D) Clear / up

Presentation:https://image.slideserve.com/502784/chapter-21-n.jpg

Video: https://avatars.mds.yandex.net/get-vthumb/4259802/9444cf8e76ea0d291557da44242d2725/564x318_1

Lesson 23. Monopoly

Gram: Prepositions III verb + object + preposition

What is 'Monopoly'

Definition: A market structure characterized by a single seller, selling a unique product in the market. In a monopoly market, the seller

faces no competition, as he is the sole seller of goods with no close substitute.

Description: In a monopoly market, factors like government license, ownership of resources, copyright and patent and high starting cost make an entity a single seller of goods. All these factors restrict the entry of other sellers in the market. Monopolies also possess some information that is not known to other sellers.

Characteristics associated with a monopoly market make the single seller the market controller as well as the price maker. He enjoys the power of setting the price for his goods.

A monopoly is a supplier of a product or service that has no competitors – it is the sole provider in a market. Some people also include a market with just two or three suppliers – but that is not a 'pure monopoly'.

The word monopoly may refer to the situation in which there is only one supplier of a product or a service, or the supplier itself.

Not to be confused with a monopsony, which relates to a single buyer of a product or service with many sellers – for example, the only buyer of fighter jets is the country's air force. The United States, UK, France, Israel and Russia have many defense companies but just one buyer in their home country – the government (the military). Even defense suppliers that export generally have just one client in each nation.

VOCABULARY

English Uzbek Russian
Substitute o'rniga qo`ymoq заменять
Entity tashkilot организация
Restrict chegaralamoq органичивать
Dice oshiq, shaqol игральная кость
Jets reaktiv samaliyot реактивный самолёт
Nation millat, xalq нация
Defense mudofaa защита
Refer nazarda tutmoq ссылаться
Restrict chegaralamoq, cheklamoq органичивать
Entry kirish, kirish huquqi вход

Questions

1.What is monopoly with example?

2.What is the true meaning of monopoly?

3.What are the 5 examples of monopoly?
4.Why is it called monopoly?
5.What is monopoly strategy?
6.What are 3 examples of monopolies?
7.What is an example of a monopoly today?
8.Is Apple a monopoly?

Prepositions

We use prepositions to show the relationship between

- a noun and another noun
- a noun and a verb
- a noun and an adjective.

The three basic relationships that prepositions of location and movement show are

- vertical relationships (something on, above or below something)
- horizontal relationships (something next to or along something)
- facing relationships (something opposite another thing).

Vertical relationships

on (top of), above, over, up / below, under(neath), down

Note: we use *over* or *under* for prices, ages, speeds, distances and quantities to mean *more than* or *fewer than.* (Activity 7)

There weren't many people on the boat; ***under*** *20, I guess.*

Horizontal relationships

against, at, beside, between, by, in, near, next to, on the left / right (of)

Note: we use

- *at* with a point in space

.. .we arrived at the island...

- *on* with a line or surface
- *in* for something surrounded by something

...in Kintamani on Bali

Because prepositions describe relationships between things, the preposition we use depends upon how the speaker sees the relationship. Compare

The guide met us at the national park office, (inside or outside)

The guide met us in the national park office, (inside)

Facing relationships

across, before, behind, facing, in front of opposite, over

Note: with *across* and *over* we must say what is between the things.

Compare

Let's meet in the cafe ***opposite*** *the theatre.*

Let s meet in the cafe ***across*** *the road from the theatre.*

Movement in one direction

around, along, away from, into, onto, out of towards, up (to)

A dragon had gone ***up to*** *him and attacked him.*

As we walked ***towards*** *the place where the dragons were...*

Note: we use *up to* when we want to say something was very close (touching) another thing, but we use *towards* to say that something approached another thing, but was not close to it.

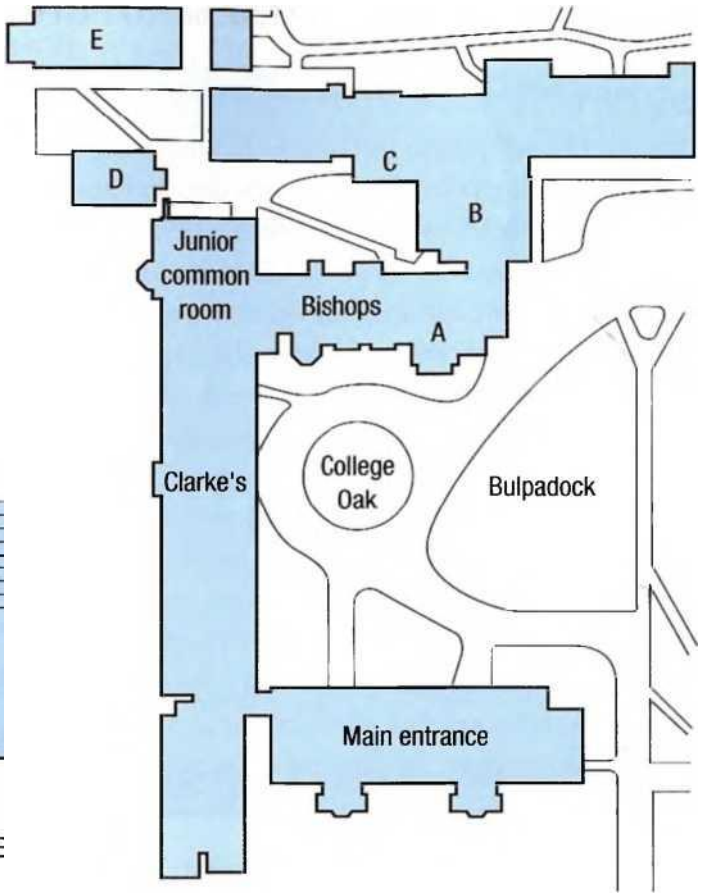
Passing movement

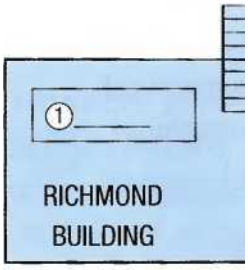
across, over, past, through, up, down

... through *the forest*

2 Read the passage in Activity 1 again and count the prepositions of location and movement.

3 (§) Play Track 17. Listen and label the rooms on the map. Choose your answers from the box and write them next to 1-5.





R reception

C cafe

T toilets

SS Student Services

SSC self-study centre

4 **(§) Play Track 17. Listen again and complete the sentences with prepositions of location.**

Yes, it’s in C101, just (1) this building here. ...just there, and (2) you, you’ll

see the main stairs into the main part of the building. ...you’ll see the main stairs in front of you, and Student Services (3) And (4) is the main reception ...You’ll see student **(§) Play Track 18. Listen and label the map.**

Write the correct letter next to 1-5.

1 Senior common room

2 Kitchens

3 Foundation Studies office

4 Sharwood room

5 Dining room

6 **(§) Play Track 18. Listen again and complete the sentences with prepositions of movement.**

7 Go straight on (1) the College Oak... go (2) Bishops... Go right(3) the path... Go (4) the stairs, (5) the senior commonroom building and straight (6) the other side... Go (7) Sharwood Court.

Test

1. It takes about five minutes to walk _____ the bridge. A) * B) to C) at D) till

2. I took the train _____ Dover to Ostend. A) by B) on C) * D) from

3. David was very busy _____ the afternoon. A) * B) on C) at D) in

4. Toshio is _____ Japan. He isn’t American. A) of B) in C) at D) from

5. Bob ran 100 meters _____ 11 seconds.
A) in B) at C) on D) with

6. They arrived _____ plane. A) by B) on C) with D) at

7. “Did they come _____ bus ?” No, they came _____ foot.
A) on / on B) by / on C) with / by D) by / with

7. Switch _____ the light. It’s getting dark.
A) of B) off C) out D) on

8. Is there a fridge _____ your kitchen?
A) at B) on C) with D) in

9. I’m still waiting _____ the Blue Train.

A) to B) * C) for D) of

10. What was the temperature _____ Ankara yesterday?

A) at B) of C) in D) off

11. I look forward _____ meeting you next month. A) at B) for C) with D) to

12. “You can’t come in ____ a ticket,” the man told us. A) without B) through C) by D) with

13. I get up _____ six o’clock _____ Tuesdays. A) at / on B) at / in C) about / at D) around / in

14. My father takes a nap _____ dinner. A) with B) after C) on D) at

15. When people go _____ picnic they always eat a lot. A) * B) on C) to D) at

PPT

https://www.slideshare.net/dgwessler/monopoly-

VIDEO

https://www.google.com/search?q=monopoly+video&oq=monopoly+vedio&aqs=chrome.

Lesson 24. Monopolistic competition

Gram : Preposistions III verb + object + preposition

Monopolistic Competition – definition and examples

Definition: Monopolistic competition is a market structure which combines elements of monopoly and competitive markets. Essentially a monopolistic competitive market is one with freedom of entry and exit, but firms can differentiate their products. Therefore, they have an inelastic demand curve and so they can set prices. However, because there is freedom of entry, supernormal profits will encourage more firms to enter the market leading to normal profits in the long term.

A monopolistic competitive industry has the following features:

- Many firms.
- Freedom of entry and exit.
- Firms produce differentiated products.

- Firms have price inelastic demand; they are price makers because the good is highly differentiated
- Firms make normal profits in the long run but could make supernormal profits in the short term
- Firms are allocatively and productively inefficient.

Monopolistic competition long run

Demand curve shifts to the left due to new firms entering the market.

In the long-run, supernormal profit encourages new firms to enter. This reduces demand for existing firms and leads to normal profit. I

Efficiency of firms in monopolistic competition

- Allocative inefficient. The above diagrams show a price set above marginal cost
- Productive inefficiency. The above diagram shows a firm not producing on the lowest point of AC curve
- Dynamic efficiency. This is possible as firms have profit to invest in research and development.
- X-efficiency. This is possible as the firm does face competitive pressures to cut cost and provide better products.

Examples of monopolistic competition

- Restaurants – restaurants compete on quality of food as much as price. Product differentiation is a key element of the business. There are relatively low barriers to entry in setting up a new restaurant.
- Hairdressers. A service which will give firms a reputation for the quality of their hair-cutting.
- Clothing. Designer label clothes are about the brand and product differentiation
- TV programmes – globalisation has increased the diversity of tv programmes from networks around the world. Consumers can choose between domestic channels but also imports from other countries and new services, such as Netflix.

Limitations of the model of monopolistic competition

- Some firms will be better at brand differentiation and therefore, in the real world, they will be able to make supernormal profit.

- New firms will not be seen as a close substitute.
- There is considerable overlap with oligopoly – except the model of monopolistic competition assumes no barriers to entry. In the real world, there are likely to be at least some barriers to entry
- If a firm has strong brand loyalty and product differentiation – this itself becomes a barrier to entry. A new firm can't easily capture the brand loyalty.
- Many industries, we may describe as monopolistically competitive are very profitable, so the assumption of normal profits is too simplistic.

Questions

What is the best example of monopolistic competition?
What are 5 examples of monopolies?
Is Coca Cola a monopolistic competition?
What are 3 examples of monopolies?
Is Apple a monopolistic company?
Is KFC a monopolistic competition?

VOCABULARY

English	Russian	Uzbek
curve	изгиб	egri chiziq
allocativey	аллокативный	taqsimlash
marginal	маргинальный	marginal
overlap	перекрывать	bir –biriga yopishib qolmoq
assumes	предполагает	taxmin qilmoq
supernormal	сверхнормальный	g`ayritabiiy
allocatively	аллокатиивно	taqsimlangan holda
inefficient	неэффективний	samarasiz
substitute	заменять	almashtirmoq

Read the passage and write TRUE, FALSE or NOT GIVEN.



Big Ben is the name of the bell in the famous clock at the Houses of Parliament in London. The bell was named after Sir Benjamin

Hall, who commissioned the bell as part of the rebuilding of the Palace of Westminster following a fire there in 1834. The original

bell was cast in 1856 but during a sounding test in December of that year it cracked and had to be broken up shortly after. A new bell was installed two years later - in 1858. This second bell has been a tourist landmark and symbol of London ever since.

The clock is wound up by hand on Mondays, Wednesdays and Fridays. The process takes over an hour because it is not possible to wind while it is chiming. And when it is going a bit fast or a bit slow (which is nearly always the case) a mechanic places or removes a penny from the pendulum; adding one speeds up the clock by two-fifths of a second a day. The keeper of the clock checks the clock by ringing up the speaking clock. He does this from a phone in the clock room at five minutes to the hour precisely, before going to the belfry to check that the hammer on Big Ben strikes on the hour. Over the years the clock has been stopped by snow in Winter and mechanical failure but is still going strong. And it looks likely that it will continue to ring out across London during the twenty-first century too.

1 Sir Benjamin Hall's nickname was Big Ben.

2 The bell made in 1856 was later replaced.

3 The clock is wound up three times during the week

4 Repairs to the clock are usually carried out in Winter.

Prepositions of time

In

We use the preposition *in* when we want to talk about what happened in a month, season, year or century. *The original bell was cast* ***in 1856.***

In December *of that year it cracked and had to be broken up.*

Over the years the clock has been stopped by snow ***in Winter.***

At

We use the preposition *at* to refer to clock times.

He does this from a phone in the clock room ***at five minutes to the hour*** *precisely.*

On

We use the preposition *on* when we want to mention the day something happens.

The clock is wound up by hand three times a week - ***on Mondays,***

Wednesdays and Fridays.

Other prepositions

If we want to be less precise about when something happened, we can use approximate expressions and prepositions, such as *over, nearly, by, before, shortly after, following.*

We often use these words

• when the exact time of an event is not known

• **when events happen gradually, continuously or several times.**

Listening

Listen to a conversation between a customer and a teller. Choose the correct answers.

1. What is the conversation mainly about?

A opening an account
B exchanging currency C cashing a check D depositing money

2. What does the teller warn the man about?

A a service fee
B a lack of dollars
C an incorrect total
D a low exchange rate

PPT:https://my.gov.uz/uz/applying-state-mortgage-grant-v2/applicat-information

VIDEO:https://www.youtube.com/watch?v=8a3gXThQeK0

Lesson 25. Economic resources

Gram : Prepositions III Phrasal verbs

Economic resources are the factors used in producing goods or providing services. In other words, they are the inputs that are used to create things or help you provide services. Economic resources can be divided into human resources, such as labor and management, and nonhuman resources, such as land, capital goods, financial resources, and technology.

An **economy** is a system of institutions and organizations that either help facilitate or are directly involved in the production and distribution of goods and services. Economic resources are the inputs we use to produce and distribute goods

and services. The precise proportion of each factor of production will vary from product to product and from service to service, and the goal is to make the most effective use of the resources that maximizes output at the least possible cost. Misallocation or improper use of resources may cause businesses, and even entire economies.

What are economic resources? **Economic resources** are components used to produce goods or services for consumption or use. Economic resources can also be defined as factors of production. While money is one type of economic resource, it is not the only one. Some economists define economic resources using land, labor, capital, and entrepreneurship as the factors of production. Other economic theories include six factors in the definition: land, labor, capital, information, business reputation, and business ownership risk

Why Are Economic Resources Important?

Economic resources play a vital role in economic theory that associates each type of resource with an outcome. For example, laborers expect wages for the work they perform. Different types of resources offer different expected outcomes, and appropriate and wise use of available resources can determine the success or failure of a venture.

Different types of businesses need different types of economic resources, and some businesses will not require all of the different kinds of resources. For instance, a business that resells Internet domain registrations will not be likely to need natural resources. A carpentry business, on the other hand, will rely heavily on a natural resource such as lumber as a component of the business.

The carpentry business, likewise, will be affected if the price of lumber increases, while the Internet domain company will likely feel no effects from instability in lumber prices. It is crucial for businesses to consider the types of economic resources required to perform their services or to produce their goods, and a business that lacks appropriate economic resources will be unlikely to succeed.

Economic Resources: Examples

All businesses require economic resources, but the manner in which businesses use these resources vary. For example, a business may own a large parcel of land from which it could expect a capital return. The business could rent the land for some type of commercial venture or it might instead harvest timber for sale. The business manager will need to examine a variety of factors to determine the best and most profitable use of the land.

Economic resources are another term for factors of production. They include human resources such as labor and entrepreneurship and non-human resources such as land and capital. Sometimes we refer to them briefly as inputs or resources. Resources are essential for us. They are a prerequisite for starting and operating a business. And they are the factors used to produce goods and services. Then, we can fulfill our needs and wants from the goods and services produced by the business.

Types of economic resources

Economists divide economic resources into four types:

1. Land
2. Labor
3. Capital
4. Entrepreneurship

Land as economic resources

Although only abbreviated and called land, this term has a broader meaning. It doesn't just refer to lands like areas for agriculture, shops, warehouses, factories, or offices. But, it includes all the natural resources available on planet earth. Therefore, some writers prefer the word "natural resources" as a substitute vocabulary.

And, in economics, rent is a reward for land.

Natural resources include what is available on the earth's surface, rivers, forests, and lakes. They include the soil and the mineral resources contained therein. Examples of natural resources are:

- Wood
- Geothermal
- Fish
- Coal
- Oil
- Gas
- Coal
- Gold
- Silver
- Iron

In general, we group them into two categories: renewable and non-renewable resources.

- **Non-renewable resources** are scarce, limited in number, and cannot be replenished. They can be exhausted if we continue to exploit them. Metallic minerals oil, natural gas, and coal are examples.
- **Renewable resources** will not run out if we consume them, or we can increase their number. Examples are fish in the sea and wood in the forest. Another example is agricultural and plantation products, which, after we harvest, we can plant again.

Land resources are useful for various purposes in production. It is useful for agricultural land, factory locations, retail, and offices. Agricultural commodities, minerals, and petroleum are inputs for raw materials and energy. Furthermore, we can also use water and wind as energy sources to generate electricity.

Capital as economic resources

In the economic definition, capital refers to physical capital or capital goods, i.e., man-made tools to assist the production process. They range from simple tools like hoes to more complex ones like car assembly machines. Other examples are production equipment, logistics vehicles, and computers.Economists say the reward for capital is interest.Capital goods help businesses produce more output. However, unlike raw materials and components, they are not part of the output.

Instead, businesses use them to assist in processing inputs such as raw materials into outputs.

Entrepreneurship as economic resources

Entrepreneurship refers to the effort or activity by individuals taking risks to set up a business. Those who do it we call entrepreneurs. They bring together the other three factors to produce a good or service. Then, as a reward, the entrepreneur hopes to make a profit.Entrepreneurship has two main functions:

1. Combines and organizes the other three factors. They combine natural resources, labor, and capital to be ready for use in the production process.

2. Take risks and organize production activities. For example, they must divide operating activities into several business functions. They also have to take the risk if the business fails to survive.

In a small business, such as a home business, an individual performs both functions. But in large companies with more complex operations, the entrepreneurial function is shared between management and shareholders.

Questions

1.What are economic resources?

2.Why Are Economic Resources Important?

3.How many types are divided into economic resources?

4.What is included in natural resources?

VOCABULARY

English Russian Uzbek

economic resources экономические ресурсы iqtisodiy resurslar
nonhuman resources нечеловеческие ресурсы insoniy bo’magan resurslar
land земля yer
labor труд mehnat
entrepreneurship предпринимательство tadbirkorlik
agricultural commodities сельскохозяйственные товары qishloq xo’jalik tovarlari
output выход chiqish
warehouse склад ombor
input вход kirish
reward награда mukofot

Listen to two Americans talking about their family's financial situation. What rising costs concern each speaker?

Speaker 1 Speaker 2----------

Speaker 1

1 the whole economy's *in a*

2 their mortgage *repayments*

*And when it is going a bit fast or a bit slow (which is **nearly** always the case) a mechanic places or removes a penny from the pendulum; adding one speeds up the clock by two-fifths of a second a day.* **Note:** *Nearly* can only be used after the verb *to be.*

*He does this from a phone in the clock room at five minutes to the hour precisely, **before** going to the belfry to check that the hammer on Big Ben strikes on the hour.*

*It had to be broken **up shortly after.***

*...as part of the rebuilding of the Palace of Westminster **following** afire.*

We can use *during* instead of *in* with periods of the day or week, months, seasons, years, decades and centuries.

It looks likely that it will ring out across Lond

1 **the passage in Activity[7]1 again and underline the expressions and prepositions of time.**

2	□			2	□
3	□	*on*	***during***	3	□
4	□			4	□
5	□			5	r]
6	r]			6	n
7	□			7	n
8	□				
9	□				

Choose the correct alternative.

1 Big Ben was cast in / at the nineteenth century.

2 The bell is never wound up in / at weekends.

3 The bell sometimes stops working during / following Winter.

4 A sounding experiment was carried out on the first bell before / in December 1856.

5 The bell is still working well after / nearly 150 years.

6 Do you think the bell will still be working by / before the end of

the twenty-first century?

1 **Complete the sentences using an appropriate time preposition or expression.**

1 The Summer term ends June 30th.
2 The train leaves 3.30.
3 What did you do the weekend?
4 My flat tends to be very cold Winter. I need to buy a new heater.
5 I'll phone you the morning.
6 She's written many books her long career.
7 They've been great friends the years.

Test

1. He had the keys of the city presented _____ him. A) to B) in C) on D) for

2. In Britain milk is supplied _____ each house in bottles. A) at B) to C) with D) in

3. The government supplies them _____ the basic necessities. A) at B) to C) with D) on

4.I entirely agree _____ you; that road is very dangerous. A) in B) on C) at D) with

5. Will you just run _____ the facts again? A) to B) with C) over D) off

6. Drug abuse brought _____ his death. A) over B) up C) at D) about

7. He gets _____ 40 cigarettes a day. A) through B) off C) over D) with

8. He agreed _____ all the proposal we made. A) with B) on C) to D) at

9. He aimed his gun _____ a policeman, and fired. A) by B) to C) at D) of

10. People are always accusing me _____ being forgetful. A) for B) at C) of D) with

11. The condemned man appealed _____ the court for mercy. A) at B) by C) with D) to

12. Could you run _____ 10 copies of this hand-out, please? A) at B) off C) on D) out of

13. He has applied _____ the banker _____ a loan. A) at / for B) to / for C) for / for D) to / on

14. They went _____ sleep for several days. A) without B) out of C) for D) off

15. I must apologize _____ you _____ not answering your letter at once. A) from / for B) at / for C) from / in D) to / for

16. I met Mike this morning, he was asking _____ you. A) about B) of C) after D) to

PPT

https://www.slideshare.net/MuhammadYousufAbdulQ/economic-resources

VIDEO

https://www.google.com/search?q=economic+resources+video&oq=economic+resources

Lesson 26. An economic system

Gram : -ing form The – ing forms as subject before , after , when , while , since

Economic System Definition

The economic system refers to the system of economic processes like production, consumption, and investment prevailing in a geographical location. The role and significance of the participants like government and private entities vary with the types of the economic system.

What to produce, how to produce, when to produce, how it is distributed, and which entity controls the economic processes are some of the questions to be considered to understand and interpret the design of an economic system. For example, in capitalism dominated by the free market, prices and production decisions are greatly controlled by private entities, and government intervention is minimal.

Types of Economic System

There are different types. Let’s look into a brief description of the following types:

Traditional Economic System

It is based on and gives significance to the customs and traditions of a country’s citizens. People engage in trade or barter systems for their

survival, and the production, distribution, and policies are influenced by culture. It is vastly based on agriculture. It can be majorly seen in underdeveloped and developing nations. It is also known as a subsistence economy. It is also believed that every other economy involves a history of the traditional system, and if observed closely, parts of the traditional economy can still be seen in them.

In a **traditional economy**, societies and communities follow their ancient culture and are not dominated by technological integration. It is majorly centered around local communities and families and operates through a barter exchange. They usually export agricultural products and **raw materials** to developed nations in exchange for finished goods.

Command Economic System

In **Command economy**, the government or a central authority plan and control the vital processes in the economy. It doesn't entertain other forms of the economy with the potential to pave the way for competition and the free flow of ideas. It exhibits a government system making production, consumption, and **investment decisions**. Hence forming a monopoly owned by the government.

Market Economic System

Minimal or no government intervention and economic processes shaped by the **law of supply and demand** are properties of this type. There exist free competition and free flow of ideas where entities utilize all possible opportunities, promote innovations and sell their products based on the price accepted by the consumers. Private entities can develop an appreciable level of power when functioning in this type of system. **One of the examples** is the individual favored **capitalism**.

Mixed Economic System

A **mixed economic system** originates when a system is made of specific principles from different economic systems. It is the amalgamation of the market, traditional, and command economies. Most of the world's economies are becoming mixed economies. It is perfect when the countries advocate for **globalization**. A country can identify global opportunities, export what it does best, and import what other countries produce best.

In a mixed economy, the **private sector** booms because the laws encourage it. Every citizen is allowed to live and earn freely. The law of supply and demand contributes significantly to the price determination process, and at the same time, the government can implement control measures like **price ceiling** to protect consumers.

Examples

China: It is one of the popular examples of a socialist market economy but not a pure socialist economy. There are private companies in China, but the government has the predominant role in the economy; they plan, manage and exercise direct control over the national economy.

Belarus: It is a country in Eastern Europe. Even if they state their system as market socialism, the framework resembles the properties of a command economic system where the central government owns most of the businesses and banks and controls the production and distribution of goods. Of course, there are reforms and deregulations, but still, the public sector dominates the **economy**, and government intervention is significant.

United States: The structure in the United States is an example of a mixed economy because encouragement for the free market and government intervention for the public good exists concurrently. Hence, reflecting the characteristics of capitalism and socialism.

Questions

What are the four main types of economic systems?

What are examples of economic systems?

VOCABULARY

English Uzbek Russian
Barter – ayirboshlamoq - бартер
Survival – mavjud bo`lish, bor bo`lish - выживание
Subsistence – arang kun ko`rish, muhtojlikda yashamoq - пропитание
Implement – bajarmoq, ijrosini ta`minlamoq - реализовать
Advocate – qo`llav quvvatlamoq, qo`llab qo`vvatlovchi, tarafdor - адвкат
Deregulations – deregulyatsiyalar - дерегуляциялар
Prevailing –ustunlik qilish - превалирующий
Entites –sub`ektlar - субъкты
Interpret – talqin qilish - интерпретировать
Integration – birlashish qo`shilish - интеграция
Amalgamation – birikma - слиян

Test

1. I liked the movie _____ I didn’t like the book. A) until b) but C) so D) when

2. I went to university, _____ Sandy didn't. A) until B) so C) but D) and

3. She married _____ she was just eighteen. A) when B) until C) but D) and

4. We were together nearly every day _____ we left school twelve years later. A) when B) until C) so D) and

5. I didn't see Sandy very often _____ we talked on the telephone. A) and B) but C) until D) when

6. We stopped for three-quarters of an hour _____ New York Airport. A) at B) in C) over D) on

7. Where is your mother? Is she _____ the hairdresser's again? A) in B) on C) at D) *

Listen to a conversation between a customer and a teller. Choose the correct answers.

What is the conversation mainly about?

A opening an account

B exchanging currency C cashing a check D depositing money

What does the teller warn the man about?

A a service fee

B a lack of dollars

C an incorrect total

D a low exchange rate

PPT:https://www.slideshare.net/iirmjaipur/economic-system

VIDEO:https://www.google.com/search?q=AN+economic+system+video&oq=AN+economic+system+video&aqs=chrome

Lesson 27. The freedom of enterprise

Gram : To or _ ing ? Verb + to infinitive . Make and let

What Is Free Enterprise?

Free enterprise, or the free market, refers to an economy where the market determines prices, products, and services rather than the government. Businesses and services are free of government control. Alternatively, free enterprise could refer to an ideological or legal system

whereby commercial activities are primarily regulated through private measures.

Free Enterprise

Free Enterprise As Law and Economics

In principle and in practice, free markets are defined by private property rights, voluntary contracts, and competitive bidding for goods and services in the marketplace. This framework is in contrast to public ownership of property, coercive activity, and fixed or controlled distribution of goods and services.Legal codes resembling free enterprise systems were not common until much later. The original home of contemporary free markets was England between the 16th and 18th centuries. This growth coincided with, and probably contributed to the first industrial revolution and birth of modern capitalism. At one time, the English legal code was completely free of international trade barriers, tariffs, barriers to entry in most industries, and limitations on private business contracts.

The opposite of a free enterprise economy is a planned, controlled, or command economy.

Characteristics of Free Enterprise

In the absence of central planning, a free enterprise legal system tends to produce capitalism although it is possible that voluntary socialism or even agrarianism could result. In capitalist economic systems, such as that of the United States, consumers and producers individually determine which goods and services to produce and which to purchase. Contracts are voluntarily entered into and may even be enforced privately; for example, by civil courts. Competitive bidding determines market prices.

Free enterprise may also be referred to as free trade or free market.

Goals of Free Enterprise

There are a number of goals in which a free enterprise society hopes to achieve. When a free enterprise society in fully operational, consumers often have freedom, efficiency, stability, security, growth opportunities, and justice.

Freedom: The overriding goal of a free enterprise is freedom. This is the freedom of choice, freedom to express oneself through the creation of any product you'd like, or freedom to charge or pay what you prefer.

Efficiency: By allowing markets to regulate themselves, inefficient companies are theoretically at-risk of being eliminated as market participants will not choose them and government policy won't fund

them to keep them alive. In addition, there may be less processes or procedures to transact in a free enterprise.

Stability: A free enterprise strives to be self-sustaining by having markets rooted in consumer preference. Instead of monetary or fiscal policy dictating economic circumstances, the long-term goal for free enterprise is to have the consumers shape the economy in a more predictable, stable manner than a government may be able to.

Security: In a free enterprise, every individual should feel their goods and rights are protected. This means having the ultimate choice on what to make, what to sell goods for, and what they're allowed to consume or acquire.

Growth Opportunities: At the heart of free enterprise is the notion that individuals should be able to pursue profit-making opportunities without government limitation. This means every individual has greater potential for success when given greater flexibility.

Justice: Each individual should have the same rights as everyone else in a free enterprise. There is no favoritism or special circumstances granted to certain people in a free enterprise; every market participant faces the same rules without benefit from government policy.

Questions

What is the concept of freedom of enterprise?
What is an example of freedom of enterprise?
What was freedom for free enterprise?
Why is freedom of enterprise important?

VOCABULARY

English Uzbek Russian
enterprise faoliyat, biznes предприятие
bidding summasini aytmoq, taklif qilmoq торги
coercive majburiy принудительный срок
resemling o`xshamoq, o`xshash напоминает
tariffs narx qo`yish, tariflar тарифы
framework ramkaga solish карказ
Predictable predicbashorat qilsa bo`ladigan предсказуемый

at-risk xavf ostida риск
privately xususiy приватно
absence yo`qlik отсутствие
enforced majburiy принудительныы

*** Listen to a conversation between a bank customer and a teller. Choose the correct answers.**

0 Why is the customer upset?

A *t* He cannot find his debit card.

B He could not access the ATM.

C He was unable to make a deposit.

The could not find a bank while traveling.

1 What can you infer about ATM deposits?

A They do not always require a PIN.

B They are not available immediately.

They cannot be made in other countries.

D They are less secure than branch deposits.

1 Read the passage and complete the diagram labels.

Choose NO MORE THAN THREE words from the passage for each answer.

LATEST SWISS ARMY KNIFE TECHNOLOGY

Imagine having fingerprint recognition, bluetooth and a laser in your Swiss army knife! The company which has made pocket knives for more than a century and still supplies the Swiss army has managed to produce a model which provides you with all the tools you would ever want or wish to use. It even allows you to deliver boardroom presentations! It enables you to store documents, too,

because the removable flash drive has a memory capacity of 32 gigabytes. If you decide to give a

presentation, you can point the laser at projected images. The bluetooth technology means that you can even choose to use the tool as a remote computer mouse! You don't even need to touch your computer! The memory stick is security protected by your fingerprint. This biometric fingertip sensor stops anyone hacking into the information, even if you happen to lose the knife. The technology also lets you put all your passwords for Internet banking and shopping websites onto it. It doesn't expect you to remember them - it automatically does it for you.



1 Removable flash drive with a 32-gigabyte to store documents.

2 Flash drive will only work if you place your finger on a

3 Bluetooth-powered remote control which can act as a .....

4 The laser enables you to point at

Verb + gerund / infinitive

Verbs normally followed by the infinitive with *to:*

afford, choose, decide, expect, forget, happen, remember, want, manage, need

• *The company which has made pocket knives for more than a century and still supplies the Swiss army has **managed to** produce a model which offers you all the tools you could possibly want to use.*

• *If you **decide to** give a presentation, you can point the laser at projected images.*

• *You don't even need to touch your computer[1].*

• *The bluetooth technology means that you can even choose to use the tool as a remote computer mouse:*

Verbs normally followed by *ing:*

appreciate, avoid, enjoy, involve, practise, suggest, spend time, imagine, finish

• *Imagine having fingerprint recognition, bluetooth and a laser in your Swiss army knife!*

Verbs that can be used in the form: verb + object + to: *allow, expect, need, want, wish, order, leave, ask*

- *It even **allows you to** deliver boardroom presentations.*
- *It doesn't **expect you to remember** them. It automatically does it for you.*

Verbs normally followed by the infinitive without to:

make, let

- *The technology **lets you put** all your passwords for Internet banking and shopping websites on to it.*

2 Read the passage from Activity 1 again. Put the verbs from the passage into one of the following groups.

A verbs followed by infinitive with *to*
B verbs followed by *-ing*
C verbs followed by an object and *to*
D verbs followed by infinitive without *to*
E verbs followed by an object and *-ing*

A
B
C ...
D
E

3 Choose the correct alternative.

1 It allows / lets you to store all your Internet passwords.
2 The Bluetooth technology lets / offers you go back and forward in a presentation.
3 I can't find my Swiss army knife! If you happen see / to see it, let me know!
4 How did the company manage to develop / developing a knife that can only be unlocked by a fingerprint?
5 Imagine owning / to own a knife like that!
6 I can afford to buy my own knife! I don't expect / expect you to pay for it!

4 Complete the sentences using the correct form of the verb in brackets.

1 I didn't want (work), so I spent the day relaxing in the garden.
2 Did you remember (book) the seats?
3 Leave the dishes. I don't expect you (do) them for me!
4 You don't need (ask) my permission every time you want (leave) the room!
5 He offered (lend) me the money but I didn't take it.
6 You are required (complete) three assignments this term.

7 Do you happen (know) where the nearest bank is?

8 Could you imagine (win) a million pounds on the lottery?

Test

1. We've decided _____ married in the spring. A) get B) to get C) getting D) got

2. I hope _____ some money soon. A) earning B) earn C) to earn D) to earning

3. I want _____ a film on TV this evening. A) seeing B) see C) see to D) to see

4. I'm looking forward _____ you again soon. A) to see B) seeing C) to seeing D) see

5. I _____ my job soon. A) think changing B) am thinking of changing C) am thinking to change

D) think change

6. This book is full _____ pictures. A) with B) in C) to D) of

7. Julie is married _____ Sam. A) in B) with C) to D) at

8. I don't agree _____ him. A) for B) at C) with D) to

9. He isn't good _____ French. A) at B) in C) to D) of

10. My brother is interested _____ math. A) to B) in C) of D) at

11. Look _____ those birds! A) at B) to C) for D) in

12. Are you afraid _____ flying? A) with B) at C) in D) of

13. Wait _____ me in the street. A) to B) for C) at D) in

14. Bill is looking _____ his keys but he can't find them. A) for B) at C) to D) in

15. Please ask _____ help if you want. A) to B) for C) of D) in

16. Do you work _____ someone special? A) at B) for C) of D) in

17. Can I speak _____ you for a minute? A) with B) of C) at D) for

18. Barbara hopes _____ a lawyer. A) become B) to become C) of becoming D) becoming

19. I'd love ____ with you. A) to going B) go C) to go D) going

10. She enjoys _____ the news on television. A) watching B) to watch C) to watching D) watch

11. I'm looking forward _____ more free time. A) to having B) to have C) of having D) having

12. Do you want _____ it again? A) try B) trying C) to trying D) to try

13. We're _____ a party next Saturday. Would you like _____? A) have / to go

B) having / to come C) had / to have D) having to / had

PPT:https://www.slideshare.net/bogeybear/free-enterprise

VIDEO:https://www.google.com/search?q=The+freedom+of+enterprise+video&oq=The+freedom+of+enterprise+video&aqs=chrome.

Lesson 28. "Sound economics" and "Good politices"

Gram: Conditionals I , Conditional sentences

There are many definitions of economics. For the purposes of this article, SHTA will use the following definition:

"A social science that studies how individuals, governments, firms and nations make choices on allocating scarce resources to satisfy their unlimited wants"

Every time we choose one thing over another, whether on a personal, a community or a national level, it is in fact an economic choice. There are many tools to judge these decisions and a lot of metrics to define them, in the end the result is always an subjective one as individual priorities always vary. There are very few facts when it comes to forecasting conclusions about economics.

The SHTA is the leading private sector representative on Sint Maarten. One of the SHTA's mandates is advocating for the private sector. Here is a brief outline of some of our positions.

1. The private sector generates income. Tax revenue can only be generated by the private sector.

2. Don't spend more than you can afford is one of THE most important economic principles.

3. The opportunity cost must always be considered.

4. Economics and econometrics are not exact sciences and there are no absolutes.

5. Things change, internally and externally, policy needs to change as well. A good decision today may not be a good decision a year from now.

6. In the private sector, bad economic decisions are swiftly punished, swiftness in the inverse proportion to the size of the business.

Sint Maarten's economic structure can be termed both small and open. The #1 economic driver is tourism (but unfortunately is not treated as such). We will term our economy, as defined by our borders, population, fiscal structures, public sector and private sector as SXM INC. We are a business entity with a lot of branches, some profitable and some not. SXM INC. on a daily basis deals with the allocation of scarce resources, while dealing with other entities on the "outside". Compared to the "outside" our economy isn't that large.

This results in limitations when it comes to decision making, resources are limited, we do not enjoy economies of scale, our principal export is services (i.e. vacation experiences) and it is a very competitive market.

As such we have limited macro-economic tools at our disposal to influence our economic progress, our statistics are poor and not generated on a timely basis, therefore rendering them useless when swift and timely major economic decisions need to be made.

1. SHTA does not agree with economic facts and figures as presented by government. Without having more access to the figures it is very difficult to prove that presented figures are wrong. Bad figures led/lead to bad decisions.

2. SHTA contends that the private sector part of our economy is shrinking, while the public sector part increases. SHTA does not consider this to be sustainable.

3. SHTA contends that public sector growth has put an increased burden on the shrinking private sector. In most cases this additional burden has not resulted in improved economic infrastructure. Neither sector can survive this trend.

4. SHTA contends that in order to improve our economic prospects, public sector functioning and responsibilities need to be (re)evaluated.

5. Governments payroll expenses since 10-10-10 have only increased, continuously shifting political alliances and coalitions have played a large role in this.

There are hundreds of pages of reports some by renowned institutions like the IMF and the World Bank, some by local institutions

like our Central Bank, the SER, the SMTA and the SHTA, that point out the direction the Public sector should take in order to improve economic prospects. Needless to say that apart from being paid “lip-service” most of the recommendations have not been implemented. This lack of implementation is usually blamed on lack of public sector resources, meaning, first pay more taxes and THEN we can do it, turnover tax being a prime example. When

SHTo reiterate, these policies are: a monetary policy aimed at medium-term price stability; a fiscal policy aimed at reducing public debt-to-GDP ratios; trade liberalization; and meaningful structural reformatWhat are the primary goals of sound economic management?

To maintain a strong economy, the federal government seeks to accomplish three policy goals: **stable prices, full employment, and economic growth**.

is a member of the Caribbean Hotel & Tourism Association

Questions:

What is sound economic policy?
What does it mean to be sound in something?
What is sound definition and example?
What does healthy and sound mean?

VOCABULARY

English Uzbek Russian
representative guruh/tabaqaga oid предстиватель
revenue daromad, kirim дохот
swiftly tez, ildam быстро
swiftness tezlik стремительность
rendering ma`lum holatga tushurish рендеринг
implementation ijrosini ta`minlash, bajarish реализация
reiterate takrorlash рендеринг
reformat qayta formatlash повторяю
fiscal moliyaviy фискальниы

Read the passage and complete sentences 1-3 with the correct endings A-E.

Some people argue that it is too late to do anything about global warming, while others say it should be taken more seriously. What is your opinion on this?



Many scientists agree that if carbon dioxide emissions continue to grow at current rates, then the level of this gas in the atmosphere will double during this century. However, even if there is a slight increase in the global temperature, this will lead to climate change, affecting the temperature of the Earth, the frequency and strength of storms, and the length of seasons. If this happens, increasing temperatures will raise sea levels, causing flooding along coastlines worldwide. Furthermore, when the environment changes, many endangered species are not going to survive. If climate change is happening, we must work together against its worst effects.

1 There will be twice the amount of carbon dioxide
2 If there is even a small rise in world temperature
3 Many animals already in danger

A sea levels go up.

B the duration of the seasons will change

C in the next 100 years.

D will not have enough to eat.

E will not be able to survive.

First conditionals

We use real conditionals for possible results based on real situations. Conditional sentences have two parts

- the *if*- clause
- the result clause.

We can put the *if*— clause first or we can put the result clause first. We do not need a comma when the result clause comes first.

***If** this **happens,** increasing temperatures **will raise** sea levels.*
*Increasing temperatures **will raise** sea levels **if** this **happens.***

Form

Affirmative

We can use tenses such as present continuous or present perfect in

the *if* modal verbs in the result clause.

***If** climate change **is happening,** we **must** work together against its worst effects.*

If+	present tense present continuous present perfect	subject +	will be going to must should could	+ verb

Negative

Like zero conditionals (Unit A27), we can make either or both parts of the sentence negative.

***When** the environment **changes,** many endangered species **are not going to** survive.*

If+ verb subject + *will (not)* + verb -J

With first conditionals, *if* can be replaced by *when* to say we believe the result of the condition is more

certain to happen. We can use *if..., then...* to focus on the result.

If** the level of carbon dioxide **continues** to grow, **then** the level of carbon dioxide in the atmosphere **will

***double** during this century.*

We use *even if* to show that something may happen whatever we do.

***Even if** there is a slight increase in the global temperature, this **will lead** to climate and weather changes.*

Question

***Yes I No* questions**

***If** the Earth s temperature increases, **will** we be able to stop animals becoming extinct?*

***Wh-* questions**

Who will be** affected most **if** global warming **is happening?

1 **Read the passage in Activity 1 again and count the number of first conditional sentences.**

2 **Read the passage and correct the mistakes. There are four mistakes.**

Theories X and Y

In 1960 Douglas McGregor formed two theories about employee motivation: Theory X and Theory Y. Theory X says that people dislike work - and if people will dislike work, their manager needs to control

them. On the other hand, Theory Y says that work is natural and if the job is satisfying, when the result will be a good worker. Under Theory Y, if managers will explain problems to their employees, they see better results than when they simply are telling their employees to do something.

conversation between a bank customer and a loan officer. Choose the correct answers.

0 What is the conversation mostly about?

A inquiring about getting a loan

Listen B completing a loan application C understanding the details of a loan D negotiating the term of a loan

1 What will the customer most likely do next?

A sign the loan

B ask a question C make an early payment D complete an application

Match each sentence from the condition box with one from the result box and use them to write longer sentences.

condition

1 You think the equipment for your laboratory experiment is too old.

2 Your computer is old and crashes often.

3 Agata doesn't use her dictionary very much.

4 Your friend is playing computer games all night.

5 The value of the dollar may fall.

result

You think his eyesight may get damaged.
You could lose your work.
American products will be cheaper to buy.
The experiment may not work.
Her vocabulary is not improving.

PPT

https://www.google.com/search?q=Sound+economics+and+good+politices+PPTchrom

VIDEO

https://www.google.com/search?q=Sound+economics+VIDEo&oq=Sound+economics+VIDEo&aq=chrome

Lesson 29. The freedom of choice

Gram: Conditional I, Zero Conditional

"Making choices and decisions for ourselves is an important part of who we are. It is fundamental to having control over our own lives and important for securing all other rights: If we are not allowed to make our own decisions, how can we have a voice in anything else that is important to us?" Self-advocates from "Global Report on the Right to Decide" There is no reference in either the US constitution or the UN Universal Declaration of Human Rights about the right to make a choice or a decision. Perhaps this is because making choices is such a basic part of everyday life that it is taken for granted. But for many people with disabilities, this is not so. People with disabilities have long been over-protected and not allowed to make many of the decisions that impact their lives. To fully exercise the rest of their rights, people have to be able to make choices: where to live, where to work, how to manage their money, what clothing they want to buy and wear, what to do for fun, what friends to hang out with, what services and supports are desired, how to furnish their home, what daily schedule works best, how they want their future to look like, and so on. People with disabilities are like everyone else – people are defined by the choices they make in life. Without the power to make choices, people appear to be less human, and may be less respected. Lately there has been a realization of the importance of people to have greater control over their own lives. This is an important element in the HCBS Final Settings Rule which emphasizes person-centeredness and selfdetermination for people receiving that funding. Legal entities like judges and attorneys, have begun to develop better ways to assess the need for more restrictive decision-making supports, like full guardianship and have begun to encourage consideration of other less intrusive supports, like supported decision making or power of attorney. People must have education, exposure, and experience to have knowledge they need to make good decisions. Then they have to be empowered to make a decision without being over-protected or unduly pressured. A wide array of options needs to be available, so people can judge the "pros and cons" of each option based on his/her own values, needs, priorities, and desires. Decisions need to be "real" and not token decisions that are meaningless. Supporters must be careful to not judge people's choices, and support people to make mistakes, if there is no real harm. This allows dignity of risk which promotes learning.

Questions

1.What is the definition of freedom of choice?
2.What is the right of freedom of choice?
3.Why is freedom of choice so important?

VOCABULARY

English Uzbek Russian
securing ta`minlash - закреплений
selfdetermination o`z taqdirini o`zi belgilash – самоопределение
attorneys advakatlar - адвкатиы
restrictive cheklovchi – ораничительниые
guardianship vasiylik, vasiylik qilish - опека
dignity qadr- qimmat - достоинство
unduly nohaq - неправоьерно
exposure tashqi ta`sir ostiga qolish - экспозиция
empowered vakolatli - уполномоченний

Choose the most suitable headings from the box below for sections A-C.

INTERNATIONAL OFFICE - HERE TO HELP

A Where do you go if you want some advice? Our role is to support and advise you during your studies. If you want help with your visa and you don't know where to go, or if you are having problems with your accommodation, we can try to help you.

B If you want to see us, office hours are between 9.30 am and 4.30 pm Monday to Thursday. When you want to call us, telephone 0800 835222 - it's free. If we are not here, you can always leave a message. When we pick up messages we call the person back right away.

C Alternatively, if you want to book an appointment with an adviser online, send an email to us, then we can arrange a time to see you. Of course, if you don't need help, don't call us!

i Opening times and contacting us ii International Office trips iii International Office duties iv Contacting us electronically v People in the International Office

A
B
C

Zero conditionals

We use real conditionals to talk about results based on real events and situations. Real conditionals are divided into zero and first conditionals. When we know the same result always happens after an event or situation, we use a zero conditional.

***If** you **want** to see us, office hours **are** between 9.30 am and 4.30 pm, Monday to Thursday.*

Form

Conditional sentences have two parts:

- the *if*- clause
- the result clause. (Activity 1)

We can put the *if*- clause first, or we can put the result clause first. We do not need a comma when the result clause comes first.

*Office hours **are** between 9.30 am and 4.30 pm, Monday to Thursday **if** you **want** to see us.*

We can use present continuous and past tenses with real conditional sentences, as well as modal verbs like *can* and passive forms. (Activities 3, 4 and 6)

***If** you **are having** problems with your accommodation, we **can try** to help you.*

*Janos **stopped** studying if he **felt** tired and **took** a break instead.*

With zero conditionals, *if* can be replaced by *when* to make the result of the condition more certain.

***When** you want to call us, **telephone 0800** 835222.*

We use *then* to focus on the result of the condition.

***If** the International Office is closed for lunch, **then** leave a note at main reception.*

Because real conditionals refer to something that is generally true, we can use adverbs of frequency (Unit A9) like *always* and *never* with them.

***If we** are not here, you can **always** leave a message.*

Negative

We can make the *if*- clause or the result clause or both clauses negative, but this changes the meaning of the sentence. (Activity 6)

*If you **don I need** help, don't call us!*

*If you **don't know** how to use the University computer system, we **teach** you how to do it.*

Question

***Yes I No* questions**

***Do** students **go** to their tutors **if** they need advice?*

***Wh-* questions**

***Where do** you **go if** you **want** some advice?*

1 Read the passage in Activity 1 again and underline the zero conditional sentences.

2 Match the beginnings with the ends of the quotations.

1 If the facts don't fit the theory,	A don't annoy him by asking if there is anything you can do. Think up something appropriate and do it. (Edgar Watson Howe)
2 If you have only one smile in you,	B you're part of the problem. (Sydney J. Harris)
3 If a friend is in trouble,	
4 If you don't like something change it. If you can't change it, change your attitude.	
5 If you're not part of the solution,	

icanes are enormous heat engines that generate huge amounts of energy. When a thunderstorm (1) forms / is forming / formed over the Atlantic, it (2) gains / is gaining / gained in size and power. The Atlantic ocean acts as a giant solar collector, and when the seas are over 27 degrees Celsius, low pressure (3) is created / creates / created, making warm air rise. If the warm air (4) is rising / rises / rose, a cycle is created and more warm air comes up from the sea into the atmosphere. At the same time, dry air from the upper atmosphere is sucked into the low-pressure centre.

If upper level winds and surface winds (5) are blowing / blow / blew in opposite directions, then the storm .

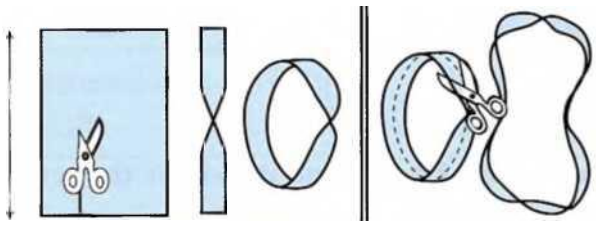
Look at the diagram and complete the passage using the correct form of the verbs in the box.

take separate want stick find cut (x2)

If you (1) ..... to make a Moebius strip, (2) ..... a strip of paper about 250 mm long by 25 mm wide and twist it once. When you (3) ..... the ends of the paper together, you (4) .....that the strip has strange properties. If the band (5) .....in half (along the length of the paper), the strip forms one long strip. If the band (6) ..... a third of the way across and cut around once again, then the strip (7) .....

How to make a Moebius strip

Cut a strip of paper about 250 mm long x 25 mm wide and twist it once. Stick the ends together to form a band.



How to double the length of a Moebius strip __



into two strips - one twice as long as the

6 Match the meanings.

If you need help, call me.	There's no reason to call me if you don't
If you don't need help,	you.
If you need help, don't	I'll only speak to you if you don't want
If you don't need help,	Talk to someone else if you need help.
	Talk to me when you want some help.

7 Complete the sentences using the correct form of the words in brackets.

1 If you the sand and salt mixture through a filter, it the sand from the salt,

(pour / separate)

2 I need to finish this essay. Don't me when I to do my homework,

(disturb ! try)

3 I'm sorry, visitors are not allowed at the moment. If Kristina better later, you

her. (feel / see)

4 If you the answer immediately, read the question again carefully,

(not find / not worry)

5 When we're making porcelain, the temperature must be over l,200°C. If the clay , the

temperature (not harden / not high enough

4 If there is even a small rise in world temperature

5 Many animals already in danger

1 ® **Play Track 1. Listen to Part 1 of an IELTS interview and complete the notes.**

Petros (1) English and (2) as a waiter. He (3) to study at university. After that, he (4) his father's business in Athens. Petros (5) his studies, but he (6) a problem paying his fees.

Play Track 3. Listen to the conversation between two IELTS candidates and tick the activities they have done.

	Candidate A	Candidate B
Send application	□	
Receive confirmation	□	□
Find passport		□
Watch speaking test		□
Bo practice test	I	
Buy alarm clock	□	□

Play Track 3. Listen again, and complete the rule for jet and *already*.

Yet is used with and sentences.

Already is used with sentences.

PPT:https://www.slideshare.net/palveluseteli/freedom-of-choice

VIDEO:
https://www.youtube.com/watch?v=bSZZNCQK8Uc

Lesson 30. Pricing a product

Gram: Conditional I, First Conditional

The 5 most common pricing strategies

can keep There are a host of factors to consider when pricing your produc

Price your offer too low, and you leave money on the table. Price it too high, and you can say goodbye to sales that could have made your year.

Finding the ideal price means choosing a pricing strategy that's appropriate for your company's circumstances.

“How much the customer is willing to pay for the product has very little to do with the seller’s cost and has very much to do with how much they value the product or service they’re buying,” says Eric Dolansky, Associate Professor of Marketing at Brock University in St. Catharines, Ont.

The 5 most common pricing strategies

Cost-plus pricing. Calculate your costs and add a mark-up.

Competitive pricing. Set a price based on what the competition charges.

Price skimming. Set a high price and lower it as the market evolves.

Penetration pricing. Set a low price to enter a competitive market and raise it later.

Value-based pricing. Base your product or service’s price on what the customer believes it’s worth.

Finding the right price range

Your customer needs to find that your price falls within their range of what’s acceptable, and your ability to price is constrained by your costs.

In the chart below, the floor of your pricing is your total costs for what you’re selling. The ceiling, or highest price, is the number at which your customer values your offer. Above this price, you lose the sale because the customer feels that your price exceeds the value he or she gets from your offer.

Between the floor and ceiling sits a price your customer will find acceptable.**Price floor and price ceiling**

To choose the right price within your customer’s acceptable range, consider the main factors that affect price:

- operating costs
- scarcity or abundance of inventory
- shipping costs
- fluctuations in demand
- your competitive advantage

perception of your price

Choosing the right pricing strategy

1. Cost-plus pricing

Many businesspeople and consumers think that cost-plus pricing, or mark-up pricing, is the only way to price. This strategy brings together

all the contributing costs for the unit to be sold, with a fixed percentage added onto the subtotal.

Dolansky points to the simplicity of cost-plus pricing: "You make one decision: How big do I want this margin to be?"

The advantages and disadvantages of cost-plus pricing

Retailers, manufacturers, restaurants, distributors and other intermediaries often find cost-plus pricing to be a simple, time-saving way to price.

Let's say you own a hardware store offering a large number of items. It would not be an effective use of your time to analyze the value to the consumer of each nut, bolt and washer.

Ignore that 80% of your inventory and instead look to the value of the 20% that really contributes to the bottom line, which may be items like power tools or air compressors. Analyzing their value and prices becomes a more worthwhile exercise.

The major drawback of cost-plus pricing is that the customer is not taken into consideration. For example, if you're selling insect-repellent products, one bug-filled summer can trigger huge demands and retail stockouts. As a producer of such products, you can stick to your usual cost-plus pricing and lose out on potential profits or you can price your goods based on how customers value your product.

2. Competitive pricing

"If I'm selling a product that's similar to others, like peanut butter or shampoo," says Dolansky, "part of my job is making sure I know what the competitors are doing, price-wise, and making any necessary adjustments."

That's competitive pricing strategy in a nutshell.

You can take one of three approaches with competitive pricing strategy:

Co-operative pricing

In co-operative pricing, you match what your competitor is doing. A competitor's one-dollar increase leads you to hike your price by a dollar. Their two-dollar price cut leads to the same on your part. By doing this, you're maintaining the status quo.

Co-operative pricing is similar to the way gas stations price their products for example.

The weakness with this approach, Dolansky says, "is that it leaves you vulnerable to not making optimal decisions for yourself because you're too focused on what others are doing."

Questions

1. Can you combine pricing strategies?
2. What is an example of pricing?
3. How do you price a product?
4. What is new product pricing with example?

VOCABULARY

English Uzbek Russian
evolve rivojlantirmoq эволюция
pentetration ichiga kirib boorish проникновение
shipping costs yetkazib berish narxi стоимость доставка
perception aniqlash, fahimlash восприятие
bug filled xato biln to`ldirilgan наполненный ошибками
stockouts zaxiralar запасы
dismissive rad etuvchi пренебрежительно
coexist bir vaqtda сосуществовать
subtract ayirmoq вычесть
penetration yo`l toppish, ichiga kirish спроникновение
comparable taqqoslab bo`ladigan опоставимый

1 Match each sentence from the condition box with one from the result box and use them to write longer sentences.

condition

1 You think the equipment for your laboratory experiment is too old.

2 Your computer is old and crashes often.

3 Agata doesn't use her dictionary very much.

4 Your friend is playing computer games all night.

5 The value of the dollar may fall.

result

You think his eyesight may get damaged.
You could lose your work.
American products will be cheaper to buy.
The experiment may not work.
Her vocabulary is not improving.

1 .....

2 .....

3 .....

4 .....

5 .....

2 Complete the sentences with the correct form of the verbs in brackets.

1 If you.....already.....dinner, we.....straight to the cinema, (have / go)

2 Don't worry about finding a bed for me. I.....with Helen if Mike.....you. (stay / visit)

3 You.....a lot of money to the library if you.....that book soon, (pay / not return)

4 If you.....back late at night again, I.....you out of the flat, (come / lock)

5 If you still.....the project, I.....you at the weekend, (not finish / help)

6 If you.....to Budapest, you.....the Fisherman's Bastion, (go / visit)

7 Alex.....your car if he.....it already, (fix ! do)

8 If you.....to live off-campus, you.....to make arrangements well in advance,

(plan / need)

3 Complete the questions.

1 .....Shabana,.....her the lecture was very useful? (you see / you tell)

2 How was the interview? What.....you the job? (you do *i* they offer)

3 .....sorry,.....him? (Joe says / you forgive)

4 .....the date to give in our report,.....the course? (w'e miss / we fail)

5 What.....more than 150 words for task 1? (happen /1 write)

Read the passage and complete the summary.

Writing task 2

Many of the problems in the world today are caused by overpopulation. Governments should limit the number of children people have. How far do you agree or disagree with this statement?

I agree with the first part of the statement, but not with the second. It is true that there are too many people in the world today, but if people were better educated, I believe this could solve the problem. It is often poorer people who have a lot of children. They might not do this if they understood the problems it causes. If they had proper education in schools, they would know how to control their lives. If the women used birth control and didn't have so many children, they would be able to go back to work, and then they would have more money. However, if the government punished people for having children, people who are already poor would become even poorer. If that happened, who would suffer? The children would, of course. If only governments would spend more money on education, we could avoid the problem altogether.

The writer believes that the solution to (1).....is to give people a better (2).....
Many large families belong to (3).....parents, who don't understand the (4).....
which can result. Women could use (5).....to limit the size of their families, meaning they
could return to (6).....to earn (7).....Government regulation would only result in
more suffering for the (8).....

Unreal conditionals - second conditional

We use unreal or second conditional forms when we talk about a situation which is imagined. The verbs are in the past tense, but we imagine the situation is in the present. (Activities 3 and 5)

Form

Affirmative

If + past simple + *would / could / might* + infinitive

If they had proper education in schools, they would know how to control their lives.

Or:

They would know how to control their lives if they had better education in schools.

Negative

Either clause can be made negative, or both clauses.

*They **might not** do this if they **understood** the problems it causes.*

*If the women **didn't have** so many children they **would be able** to go back to work.*

Note: we cannot say *would can*.

Question

***Yes / No* questions**

Would** the children **suffer, if** that **happened?

I/W?- questions

If** that happened, who **would suffer?

Note: When the subject of the *if*- clause is *I*, the verb *to be* is often *were*, not *was*.

If I were the president of the USA, I would live in the White House.

I wish / If only

We use *I wish* and *If only* to talk about things we would like to be true, but are not. They are both used in the same way. (Activity 4)
I wish / If only + would / could + infinitive

I wish / If only *governments* ***would spend*** *more money on education.*
Other verbs are used in the past tense:
I wish / If only *they* ***had*** *better education.*

Read the passage again and underline the examples of the second condition

Complete the sentences using the correct form of the verbs in brackets.

1 If governments (spend) less money on developing weapons and more on health and
education, the world (be) a better place.

2 In an ideal world, everybody (have) enough to eat.

3 If I (rule) the country, I (build) houses for homeless people.

4 There (be) a lot more happiness if there (be) no more wars.

5 Which people you (help) if you (win) £1,000,000?

6 I (not touch) that red button if I (be) you - it looks dangerous.

7 If teachers and nurses (earn) a higher salary, they (have) more respect.

8 If leaders of some countries (value) people more and money less, fewer people (starve).

If 1 had more money, Id buy a car.
I ***wish*** *I* ***had*** *more money.* ***If only*** *I* ***could buy*** *a car.*

1 I want to go to England, but I can't get a visa.
I wish .....
If only .....

2 I'd like to study psychology, but I have to work.
If only .....
I wish .....

If I didn't have eight cats, Id go on holiday.
I ***wish*** *I* ***could go*** *on holiday.* ***If only*** *I* ***didn*** *7* ***have*** *eight cats.*

3 I'd love a big piece of chocolate cake, but I'm on a diet.
I wish.....
If only.....

4 This lecture is so difficult. I can't understand what he's saying.
If only.....
I wish.....

1 (§) Play Track 12. Listen to the lecture about overpopulation, and complete the sentences.

1 If we had fewer people, there and food for everyone.

2 If the average north American, we would need six planets the size of Earth.

3 Statistics show that the average Chinese woman , if there was no law against it.

4 If they all had the lifestyle of a citizen of the USA, how much for the rest of us?

Test

1. I ___ my work in time if you ___ me. A) shall do / help B) should do / helps C) do / will help D) have done / help E) had done / would help

2. The British people think, if you ___ tea ___ you. A) were depressed / cheers B) are depressed / will cheer C) shall be depressed / will cheer D) have been depressed / cheered E) had been depressed / was cheered

3. If you ___ wisely you ___ cheerfully. A) command / will be obeyed B) commanded / would have been obeyed C) had commanded / would be obeyed D) command / will obey E) will command / are obeyed

4. If it ___ this winter, we ___ skiing. A) snow / go B) snows / shall go C) snowed / went D) snowed / had gone E) had snowed / had gone

5. I ___ them some money if they ___ me for. A) send / ask B) sent / asked C) will send / will ask D) would send / ask E) shall send / ask

6. If I ___ shopping I ___ some food tomorrow. A) went / shall buy B) go / buy C) am going / would buy D) go / shall buy E) had gone / would buy

7. We ___ for a walk if the weather___ fine. A) shall go / will be B) go / is C) shall go / is D) go / will be E) goes / will be

8. lf the weather ___ fine we ___ for a walk.

A) was / shall go B) is / shall go C) will be / shall go D) is / go E) was / went

9. Mike ___ certainly if he ___ not busy.

A) comes / is B) will come / will be C) will come / is D) comes / will be E) come / will be

10. I ___ next week if I can ___ a train ticket.

A) go / get B) shall go / got C) went / got D) shall go / get E) was going / get

11. I ___ happy if I ___ the university.

A) shall be / shall enter B) am / shall enter C) am / enter D) shall be / enter E) was / enter

PPT :https://www.slideteam.net/product-pricing-ppt-samples-download.html

VIDEO:https://www.google.com/search?q=pricing+a+product+video&oq=pricing+a+product+video&aqs=chrome

Lesson 31. What is competitive assessment ?

Gram : Conditional I . Unless

Creating a profitable business requires offering a product or service that consumers will buy at a price that produces enough revenue for the business to cover its expenses. Fulfilling this objective is complicated by the fact that most businesses face competition from other companies engaged in selling similar products and services. A competitive assessment or competitive analysis is a business-planning tool that attempts to account for the presence of competitors and their potential impact on business decisions.

Competitive Assessment Basics

1. A competitive analysis is an assessment of the competition in a certain market aimed at informing business decisions. An assessment typically involves creating a list of competitors and creating a profile for each competitor that includes information such as the types of products and services they sell, their market share, marketing strategies, and notable strengths and weaknesses. The assessment may also include comparisons between a business's specific products and services and the offerings of competitors.

Purpose of a Competitive Assessment

1. The purpose of a competitive assessment is to help managers account for the presence of competitors when making business decisions. Identifying the strengths and weaknesses of competitors can allow managers to exploit weaknesses, emulate strengths, or avoid competing in areas where other companies are especially strong. Failure to account for the presence of competitors can result in bad business decisions. For example, if a certain neighborhood already has a well-established auto repair shop, it might not be a wise to open a similar

shop in that area. On the other hand, a new shop that specializes in different or complementary services might have a better chance of being successful.

Business Plans

1. A business plan is a document that outlines all aspects of a business, including its mission, goals, management structure, product offerings and financial information. Creating a business plan is an important step in the process of creating a new business. Business plans should include a market analysis that contains a competitive analysis. Thinking about competition in the planning stages before launching a business can help managers avoid costly mistakes.

Considerations

1. While competition can make it more difficult for a business to achieve profitability, it also presents a possible avenue for exiting the market. Large companies often purchase small innovative competitors to bolster their own products and services. Founders of small bushiness sometimes have the goal of eventually selling their companies to larger competitors because such sales can be very lucrative for the owners.

Questions

What is competitive analysis explain with examples?

What is a competitive strength assessment?

Why is competitor assessment important?

What is customer competitive assessment?

VOCABULARY

English Uzbek Russian
revenue daromad, kirim доход
presence ishtirok etish, qatnashish наличие
mission vazifa миссия
lucrative serdaromad доходный
avenue yo`l, imkoniyat авеню
bolster qo`llab-qo`vatlamoq, kuchaytirmoq болстер
exploit foydlanmoq эксплойт
eventually oxirida, natijada в конце

noteable ajoyib, nodir известный

1 Complete the sentences using the correct form of the verbs in brackets.

1 If governments (spend) less money on developing weapons and more on health and education, the world (be) a better place.

2 In an ideal world, everybody (have) enough to eat.

3 If I (rule) the country, I (build) houses for homeless people.

4 There (be) a lot more happiness if there (be) no more wars.

5 Which people you (help) if you (win) £1,000,000?

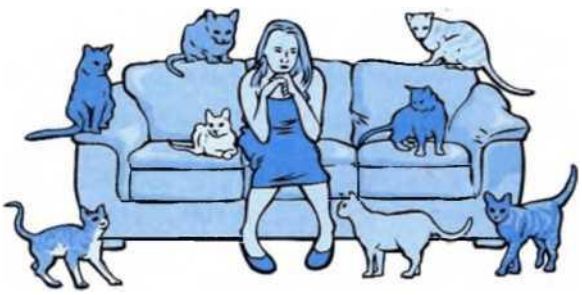
6 I (not touch) that red button if I (be) you - it looks dangerous.

7 If teachers and nurses (earn) a higher salary, they (have) more respect.

8 If leaders of some countries (value) people more and money less, fewer people (starve).

2 Study the examples and complete the sentences with *I wish* or *If only*.





If 1 had more money, Id buy a car.
*I **wish** I **had** more money. **If only** I **could buy** a car.*

1 I want to go to England, but I can't get a visa.
I wish…….
If only……

2 I'd like to study psychology, but I have to work.
If only……
I wish……

If I didn't have eight cats, Id go on holiday.
*I **wish** I **could go** on holiday. **If only** I **didn** 7 **have** eight cats.*

3 I'd love a big piece of chocolate cake, but I'm on a diet.
I wish.....
If only.....

4 This lecture is so difficult. I can't understand what he's saying.
If only.....
I wish.....

(§) Play Track 12. Listen to the lecture about overpopulation, and complete the sentences.

1 If we had fewer people, there and food for everyone.
2 If the average north American, we would need six planets the size of Earth.
3 Statistics show that the average Chinese woman , if there was no law against it.
4 If they all had the lifestyle of a citizen of the USA, how much for the rest of us?

PPT:https://www.slideteam.net/swot-analysis-video-production-company-profile-ppt-diagrams.html

VIDEO:https://www.google.com/search?q=What+is+competitive+assessment+video&oq=What+is+competitive+assessment++video

Lesson 32. A sole proprietorship

Gram : Conditional II

A Sole proprietorship can be explained as a kind of business or an organization that is owned, controlled and operated by a single individual who is the sole beneficiary of all profits or loss, and responsible for all risks. It is a popular kind of business, especially suitable for small business at least for its initial years of operation. This type of businesses

is usually a specialized service such as hair salons, beauty parlours, or small retail shops.

Definition of Sole Proprietorship:

- It is that type of business organization which is owned, managed and controlled by a single owner.
- The word "sole" means "only" and "proprietor" notes to "owner".
- A sole proprietor is the beneficiary of all profits.
- All risks are to be borne by the sole proprietor.
- The sole proprietor has unconditional and full control over its business.
- **Example:** *Beauty parlour, barbershop, general store and sweet shop run by a single owner.*

Also Check: Difference Between Sole Proprietorship and Partnership

Features of Sole Proprietorship:

(1) Formation and Closure

- This type of business organization is formed by the owner himself.
- No legal conventions are obliged to start the sole proprietorship form of organization.
- In some instances, the legal formalities are required or the owner should have a particular license or a certificate to run the business.
- The owner can close the business at his own discretion.
- **Example:** *Goldsmith or a person running a medical shop should have a license to run this type of business*.

(2) Liability

- In the sole proprietorship business, the sole owner has unlimited liability.
- In this case, the owner is himself liable to pay all the liabilities. If he takes a loan for its business then he will be liable for all the debts.
- Hence, he is personally liable for all the debt which can be recovered by his personal estate when funds are insufficient.
- **Example:** *A loan taken by the owner of the sweet shop is solely responsible for the repayment of the loan to the bank.*

(3) Sole Risk Bearer and Profit Recipient

- A sole proprietor is only the one who bears all risks which are related to its business.
- All the profits or losses which are earned from the business are to be enjoyed by the sole owner.

(4) Control

- As all the rights and responsibilities lie with the sole proprietor that is why he controls all the business activities.
- No one can interfere in the business activities of a sole proprietor.
- Hence, only the sole proprietor can modify his plans accordingly.

(5) No Separate Entity

- According to the accounting system, the owner and the business are considered as two separate entities.
- But the law does not make any distinction between the sole trader and its business.
- Hence, without the sole trader, the business has no identity because he is the only person who performs all the business activities.

(6) Lack of Business Continuity

- Death, imprisonment, physical ailment, insanity or bankruptcy of the sole proprietor will directly affect the business or it may cause shutting down of the business.
- In the case of the beneficiary, successor or legal heir of sole proprietor, he can run the business on behalf of the proprietor.

Questions

What are 3 advantages of a sole proprietorship?

What are 5 characteristics of a sole proprietorship?

What is an example of a company that is a sole proprietorship?

What is Entrepreneurship?

VOCABULARY

English Uzbek Russian
proprietorship mulkchilik собственность
beneficiary foydalanuvchi бенефициар
parlours salon салоны
ailment kasallik болезнь

insanity aqli norasolik безумие
fulfillment bajarish выполнение
gain foyda yutuq гейн
anspiring intilivchan амбициозные
heir merosxo`r наследник

Unreal conditionals - third and mixed conditionals

We use third conditionals when we are talking about:

- the past and what might have happened in a certain situation
- regrets, or what we could have done better. (Activity 3)

If *they* ***had ended*** *their meeting without further action, America* ***would have been*** *very different.*

We can use *should have, could have, might have* instead of *would have.*

We can use the past perfect continuous (Unit A13) in the *if*- clause instead of the past perfect (Unit A12) when we want to focus on the length of time of the action.

If *Elizabeth Cady Stanton and her friends* ***had not met,*** *women* ***might not have won...***

With mixed conditionals the clauses refer to different times; for example, the *if*- clause may refer to the present and the result clause may refer to the past. (Activity 4)

Their rights ***would be*** *very different today* ***if*** *the Women s Rights Movement* ***had not been formed.***

Question

Yes I No **questions**

Would *the 1972 Equal Rights Amendment* ***have been passed if*** *it* ***had not been*** *for the Movement?*

Wh- **questions**

How *different* ***would*** *women s lives* ***have been if*** *the Women s Movement* ***had failed?***

2 Read the passage again and underline the examples of the third conditional.

3 (§) Play Track 13. Listen and complete the form.

Final project feedback form

Project subject: new archaeological sites in (1)

About project:

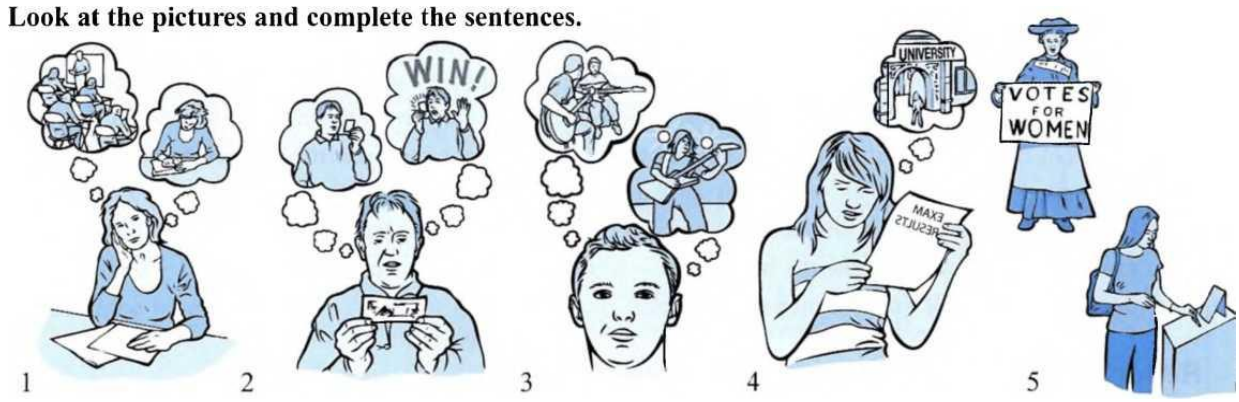
-group good at (2) , but would have done (3) activities

-group good at (4) - but one group member didn’t (5)

-would have been better if the team (6) earlier.

Question: would the team have worked well without the pressure (7) ?

If the student had to do the project again she would have (<5>) and



started sootier.

1 If I had arrived at the start, I would have understood the lecture. (arrive / understand)

2 (buy / win)

3 (learn / be)

4 (pass / go)

5 (not fight / not be able)

5 Choose the correct alternative.

1 If John hadn't missed the bus, we wouldn't still have waited / be waiting for him.

2 If email hadn't been invented, we would have written / write letters more often.

3 Arzu wouldn't be working for her present employer if she had got / gets a better offer.

4 You wouldn't have such a bad headache if you had taken / took a painkiller.

5 If I had enough money, I'd go / went to America to do a Masters degree.

PPT:https://www.slideshare.net/MRshakin/sole-proprietorship

VIDEO:https://www.google.com/search?q=A+sole+preprietorship+video&oq=A+sole++preprietorship+video&aqs=chrome

Lesson 33. Equities

Gram: Conditional II

Equity is the amount of money that a company's owner has put into it or owns. On a company's balance sheet, the difference between its liabilities and assets shows how much equity the company has. The share price or a value set by valuation experts or investors is used to figure out the equity value. This account is also called owners' equity, stockholders' equity, or shareholders' equity.

What does equity mean?

Equity, also called shareholders' equity or owners' equity for privately held corporations, is the amount of money given to a company's shareholders if all of its assets were sold and all of its debts were paid off. In the case of an acquisition, it is the value of the company's income minus any debts that are not part of the deal. A company's book value could also be its shareholders' equity. Equity is one of the most common ways that analysts judge a business's financial health. The value of equity is determined from the balance sheet of the company.

The Way Owner Equity Works

The equity equation determines the current situation of the company. It does this by comparing exact numbers that show what the company owns and what it owes. A company raises money by selling shares, which are used to invest in projects, and pay for operations. The company's assets grow as a result.

A company can get money by issuing debt (like loans or bonds) or stock (by selling a stock). Most investors choose equity investments because they give them a bigger chance to benefit from a company's growth and profits.

Equity is important because it shows how much an investor has invested in a business based on how many shares they own. When you own stock in a company, you can make capital gains and get dividends. Also, if a person owns equities, he or she can vote on how the company is run and who should be on the board. Because of these benefits, shareholders are more likely to stay involved with the organization.

There may be negative or positive shareholder equity. If it's negative, the company's debts are greater than its assets. If this keeps happening, the company is said to be insolvent. Investors usually don't want to put their money into companies with negative shareholder equity

Shareholder equity alone is not a good way to tell how healthy a company's finances are. Still, when combined with other tools and measures, an investor can get a good idea of how healthy the company is.

How to figure out shareholder equity and what formula to use?

Using the accounting equation, you can use the following formula and calculation to figure out a company's equity:

Owners' equity = total assets - total liabilities

This information can be found on the balance sheet, where you should do the following four things:

Find the company's total assets on the balance sheet for the period.

On the balance sheet, each type of liability should be listed separately.

To find the shareholders' equity, take the total liabilities and subtract them from the total assets.

Keep in mind that you will get the total assets if you add up all of the debts and all of the equity.

Shareholder equity is also the sum of a company's share capital, retained earnings, and the value of its treasury shares. This method is less common, though. The use of a company's total assets and total liabilities is a better indicator of its financial health than just the use of its total assets.

Ownership and Equity Components

The percentage of net income not dispersed as dividends is known as retained profits, and it is a component of shareholder equity. If you think of the profits that have been set aside or saved for the future as retained earnings, you're on the right track. As the company continues to invest a portion of its profits, retained earnings grow. Stockholders' equity contributions may one day exceed the amount of cumulative retained earnings. For companies that have been around for a long time, stockholders' equity tends to be dominated by the value of the company's retained earnings.

Different kinds of equity

The idea of equity is important for more than just judging a company. In a broader sense, equity is a way to figure out how much you own of any asset after you take away all the debts that go with it.

Here are some of the most common types of equity:

A share of ownership in a company, shown by a stock or other security.

On a company's balance sheet, this is the amount of money given by the owners or shareholders plus the amount of money that the company has kept (or losses). This is sometimes called "shareholder equity" or "equity of stockholders."

The difference between the value of the securities in a margin account and the amount borrowed from the brokerage for margin trading.

The difference between how much a house is worth right now. Please take all steps necessary to ascertain that any information and content provided is correct, updated and verified. ET hereby disclaims any and all warranties, express or implied, relating to the report and any content therein.

Questions

1.What is equities in simple words?
2 What are equities with example?
3. What are equities vs stocks?
4. What are the 3 types of equity?

VOCABULARY

English Uzbek Russian
equitiy tenglik эквити
valuation baholash оценки
acquisition orttirish, erishish приобретение
insolvent to`lovga qurbi yetmaydigan неплатежеспособный
liability majburiyat, javobgarlik ответственность
subtract ayirmoq, olib tashlamoq вычтите
disclaims rad etilgan, inkor qilingan отказы
vouch kafolat, kafil bo`lmoq вауч

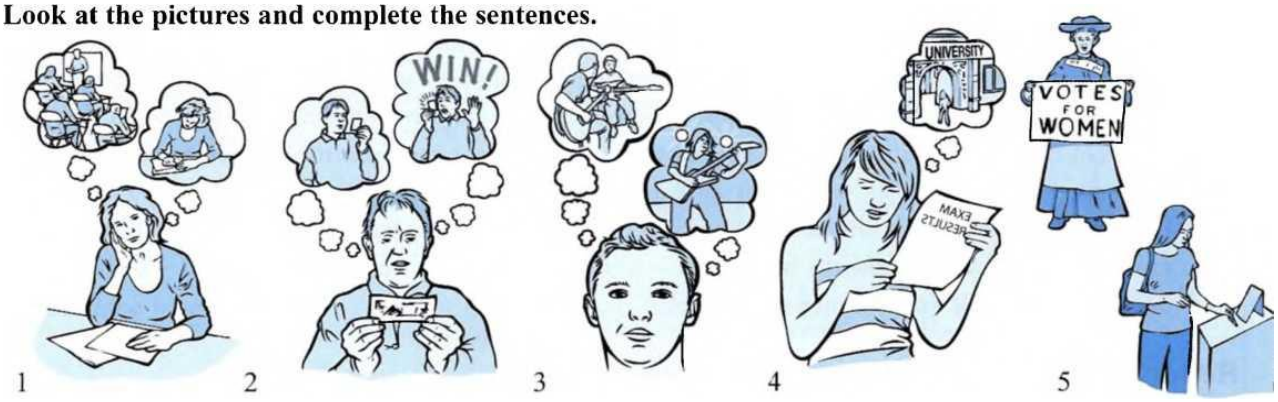
Play Track 13. Listen and complete the form.
Final project feedback form
Project subject: new archaeological sites in (1)
About project:
-group good at (2) , but would have done (3) activities
-group good at (4) - but one group member didn’t (5)

-would have been better if the team (6) earlier.

Question: would the team have worked well without the pressure (7) ?

If the student had to do the project again she would have (<5>) and

Look at the pictures and complete the sentences.



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1 If I had arrived at the start, I would have understood the lecture. (arrive / understand)

2 (buy / win)

3 (learn / be)

4 (pass / go)

5 (not fight / not be able)

1 Choose the correct alternative.

1 If John hadn't missed the bus, we wouldn't still have waited / be waiting for him.

2 If email hadn't been invented, we would have written / write letters more often.

3 Arzu wouldn't be working for her present employer if she had got / gets a better offer.

4 You wouldn't have such a bad headache if you had taken / took a painkiller.

5 If I had enough money, I'd go / went to America to do a Masters degree.

PPT :https://www.slideshare.net/TarunSharma17/equitysharesppt

VIDEO:https://www.google.com/search?q=equity+video&oq=equity+video&aqs

Lesson 34. Oligopoly

Gram: Conditional II . I wish

An oligopoly is a market structure in which a few firms dominate. When a market is shared between a few firms, it is said to be highly concentrated. Although only a few firms dominate, it is possible that many small firms may also operate in the market. Some examples of oligopolies include the car industry, petrol retail, pharmaceutical industry, coffee shop retail, and airlines. In each of these industries, a few large companies dominate. Considering the market for air travel, major airlines like British Airways(BA) and Air France often operate their routes with only a few close competitors, but there are also many small airlines catering for the holidaymaker or offering specialist services. Similarly, while the 'Big Six' energy suppliers dominate the UK market, with a combined market share of 78% for electricity supply (according to the energy regulator, Ofcom, there are currently 54 active suppliers.

Oligopolies may be identified using concentration ratios, which measure the proportion of total market share controlled by a given number of firms. When there is a high concentration ratio in an industry, economists tend to identify the industry as an oligopoly..

The main characteristics of firms operating in a market with few close rivals include:

Firms operating under conditions of oligopoly are said to be interdependent , which means they cannot act independently of each other. A firm operating in a market with just a few competitors must take the potential reaction of its closest rivals into account when making its own decisions. In the case of petrol retailing, a seller like Texaco may wish increase its market share by reducing price, but it must take into account the possibility that close rivals, such as Shell and BP, who may also reduce their price in retaliation. An understanding of game theory and the Prisoner's Dilemma helps appreciate the concept of interdependence.

Strategy

Strategy is extremely important to firms that are interdependent. Because firms cannot act independently, they must anticipate the likely response of a rival to any given change in their price, or their non-price activity. In other words, they need to plan, and work out a range of

possible options based on how they think rivals might react. Oligopolists have to make critical strategic decisions, such as:

Whether to compete with rivals, or collude with them.

Whether to raise or lower price, or keep price constant.

Whether to be the first firm to implement a new strategy, or whether to wait and see what rivals do. The advantages of 'going first' or 'going second' are respectively called 1st and 2nd-mover advantage. Sometimes it pays to go first because a firm can generate *head-start* profits. 2nd mover advantage occurs when it pays to wait and see what new strategies are launched by rivals, and then try to improve on them or find ways to undermine them.

Oligopolies and monopolies frequently maintain their position of dominance in a market might because it is too costly or difficult for potential rivals to enter the market. These hurdles are called *barriers to entry* and the incumbent can erect them deliberately, or they can exploit natural barriers that exist.

Questions

Which is the best example of oligopoly?

What are examples of oligopoly companies?

Is Coca Cola An example of oligopoly?

What are real life examples of oligopolies?

VOCABULARY

English Uzbek Russian
Oligopolt oligopolit олигополит
Retail chakana savdo розничная
Rivals raqiblar соперники
Hurdles to`siqlar препятствия
Incumbent amaldagi действующий
Exploit ekspluatatsiya qilmoq эксплойт
Collude til biriktirish сговориться
Undermine buzmoq подрыв
Erect ko`tarmoq эрект

1 (§) Play Track 5. Listen to the speaker and complete the sentences with a number for each answer.

1 The avalanche happened at o'clock.

2 He counted from one to before taking each handful of snow.

3 He managed to get out of the snow after digging for hours.

4 He lay on top of the snow for hours before being rescued.

The activity is great for practising First Conditionals. Ask your students to complete the sentences with their own ideas according to the example.

E.g. If you throw something away, you will need it the next day.

1. If you park a long way from where you are going …
2. If you forget to take your umbrella …
3. If your baby goes to sleep late …
4. If you change the line in a supermarket …
5. If you are in a hurry …
6. If you leave your mobile phone at home …

2. Superstitions

Another thing you can do while practising First Conditionals is using superstitions and ask students to come up with the consequences.

E.g. If you break a mirror, you will have seven years of bad luck.

1. If you make a wish when you see a shooting star …
2. If you put salt on the doorstep of a house …
3. If you open an umbrella in the house ..
4. If you walk under a ladder …
5. If a cat crosses your path …
6. If you find a four-leafed clover.
7. If a cat licks its tail …

To make the activity even more challenging, ask your students to search for superstitions in different cultures on the Internet.

3. Conditional train

The game can be played both for practising First and Second Conditionals. Here the teacher says or writes a sentence on the board, e.g. *If the weather is good, I will go to the park.* Then the first student in line must say a sentence starting with the second part of the sentence said by the teacher, e.g. *If you go to the park, I will come with you.* Continue playing the game until one of the students fails to come up with new ideas.

Test

1. If the help ___ in time, the experiment ___ tomorrow afternoon. A) had offered / would he completed B) was offered / will be completed C) had been offered / would be completed D) is offered / would be completed E) are offered / will be completed

2. . If you ___ these pills yesterday you ___ well now. A) had taken / would be B) took / would be C) had taken / had been D) took / will be E) would take / would be

3. . If I had gone to the party last night, I ___ tired now. A) will be B) am C) would be D) would have been E) was

4. . She didn't know if the letter ___ by the time she ___ A) would be delivered / will come B) would deliver / comes C) will be delivered / came D) would have been delivered / came E) was delivered / came

5. . If he ___ English well, he ___ the article without difficulty yesterday. A) knew / would have translated B) know / had been translated C) has known / will have translate D) would know / will translate E) would have known / would have translated

6. . If you ___ harder last year you ___ English well now. A) worked / had known B) work / will know C) had worked / would know D) will work / know E) would work / would have known

7. . If you ___ harder you ___ more money and now you ___ to buy a car. A) have worked / would earn / could B) had worked / would have earned / would be able C) had worked / would earn / will be able D) has worked / would have earned / could E) worked / would earn / might

8. . If you ___ your swimming suit you would be able to go for a swim now. A) don't leave B) weren't leaving C) will not leave D) haven't left E) hadn't left

9. .If you ___ the dictionary yesterday I ___ to translate the article today. A) had given / would be able B) give / am able C) gave / will be able D) will give / am able E) have given / was able

PPT :https://www.slideshare.net/hellogarg/oligopoly-market

VIDEO:https://www.google.com/search?q=OLigopoly+video&oq=OLigopoly+video&aqs=chrom

Lesson 35. Consulting and research

Gram : The passive ; to have something done

What is a Research Consultant?A research consultant is a specialist that performs targeted research and provides a final report to the client. This type of consultant is most commonly found in scientific, government or **engineering** services firms. The need for these types of specialist services is standard in these industries, as permanent staff are not experts in the specific areas.

Scientific companies range from pharmaceutical to oil production firms. The **types of research** consultants are just as varied. A pharmaceutical company may need to use a research consultant for information on specific techniques, existing patents and proposed product design and other items.

Research consultants perform targeted research for a client, usually in the science, government or engineering fields.

To become a research consultant, you must have at least a master's degree in your area of specialty. A **PhD** is preferred, as is at least ten years of industry specific experience. The ability to work quickly and efficiently is critical, as the period for these types of services is usually quite short.

Many university professors and researchers also provide consulting services to industry. There are conflict of interest policies surrounding these types of arrangements. It is important to ensure that these arrangements do not influence the academic's research and conclusions that may contradict a company’s plans or public statement.

Research consultants may work on a freelance basis with multiple clients.

To find work as a research consultant, you must first establish a professional reputation in your field. This involves a consistent quality and output of work. Publish articles in well-known journals and make presentations at conferences. This type of position requires at least five years of steady, high quality output. During this period, employment opportunities exist in industry and in post secondary educational institutes as a lecturer or researcher.

Drug makers are among companies that employ research consultants.

When hiring a research consultant, make a list of exactly what types of services they are required to perform. Think about the output required,

written report or presentation. Review prior written work to determine if it will meet the needs of your audience. Many research consultants register with consulting firms that specialize in a particular industry. These firms build a clientele and reputation that allows large companies and government agencies to contact them for specialized personal as needed.

Research consultants are commonly found in scientific services firms.

Most consultants aim to work in this type of environment. It allows the researcher to focus on their area of expertise and completing their consulting assignments. An **independent consultant** spends at least one full day on looking for new opportunities, administrative matters and **bookkeeping**. The use of a centralized firm provides added benefits and the ability to reach a wider client base.

Questions

1.What is the difference between research and consulting?
2.Why is research important in consulting?
3.What is the role of consultant in a research project?
4.What is the difference between action research and consulting?

VOCABULARY

English Uzbek Russian
reputation obro` репутация
output ishlab chiqarish hajmi выход
bookkeeping buxgalteriya hisobini yuritish бухалтерия
prior oldin, ilgari приор
pharmaceutical farmatsevtikaga oid фармацевтически
existing mavjud bor, amaldagi существующие
expertise bilim va tajriba экспертиза
centralized markazlashtirilgan централизованно
exactly aynan ровно

1 (§. Play Track 4. Listen to the fresher's week announcements and decide which of the actions are:

1 happening now, or around now
2 completed
3 repeated

A Cancellation of lecture

B Lectures in Sunleigh lecture theatre

C Register taken

D New students enrol

E New students go to their accommodation

F Lunch in canteen - 12.30



1 Read the passage and choose the correct answer.

The -*worCcC's favourite drink*

Coffee is the second largest export in the world after oil and around two billion cups are consumed every day, making it the world's favourite drink. Where is coffee grown? Two thirds of the world's coffee supply is produced in Central and South America and one third is grown in Brazil. Large amounts of coffee are also grown in Indonesia, Colombia and Vietnam. Worldwide, six million metric tonnes of coffee are produced in countries within 1,600 kilometres of the equator — it isn't produced in colder countries. It takes 4,000 coffee beans to make half a kilo of coffee and 60 to 70 beans are used to make an espresso.

1 .....is the largest export in the world.
A gold B coffee C oil

2 ..... of coffee is from Brazil.
A one fifth B one quarter C one third

3 ..... coffee beans are used to make an espresso coffee.
A 1,600 B 60-70 C 4,000

Present simple passive

We use the passive when

- we are interested in what is produced and not in the producer do not
- we know who is doing the action
- we do not need to know[7] who is doing the action.

Form

Affirmative

Object + *to be* + past participle *Two billion cups* ***are consumed*** *every day.*

Negative

Object + *to he* + *not* + past participle

It ***isn't produced*** *in colder countries.*

Question

Yes / No **questions**

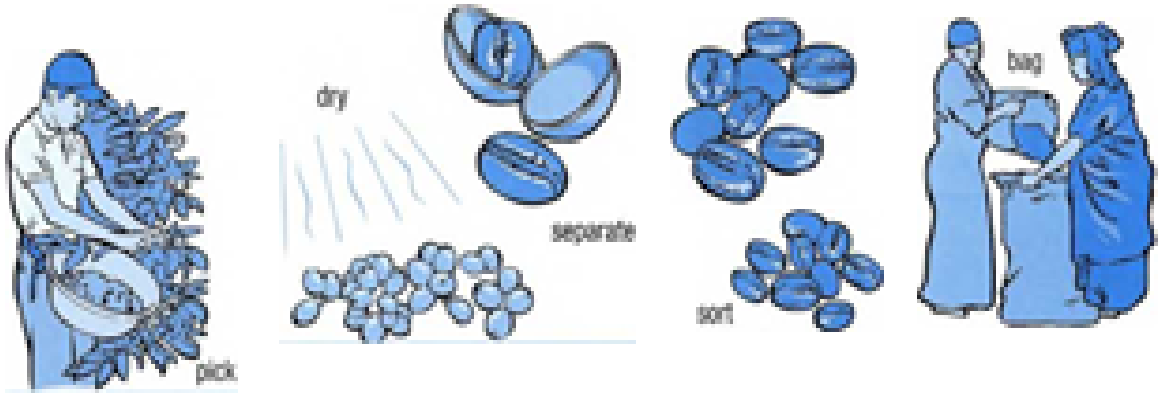
to be + object + past participle ***Is*** *coffee* ***grown*** *in Brazil?*

Wh- **questions**

Question word + *to he* + object past participle

Where ***is*** *coffee* ***grown?***

Read the passage in Activity 1 again and underline the passive verbs.



2 Look at the pictures and complete the passage. Coffee beans are really the seeds of a fruit. Coffee trees produce coffee cherries, which turn bright red when they are ripe and ready to pick. There are three parts to making coffee: harvesting, sorting and roasting. There is usually one coffee harvest per year. Coffee cherries (1)by hand. Then the beans (2) and

(3) .....from their dry shells. The green coffee beans (4)..by size and weight. The beans

(5).....and then they are transported around the world in large containers. About seven million tonnes

of green coffee are transported worldwide each year.

3 Write the questions.

1 When / coffee beans / pick .....

2 How / coffee cherries / harvest .....

3 How / the beans / sort .....

4 How / the beans / transport .....

5 Read the passage again and answer the questions in Activity 4.

6 Complete the passage using the verbs in the box. Not all the verbs are in the passive.

heat produce roast turn down harvest turn occur

After the beans (1).....and sorted, the green coffee beans (2).....in ovens. Roasting is where coffee's flavour comes from. The green coffee beans (3)to temperatures of about 288°C. The beans first (4)..... a yellow colour and smell a little like popcorn. The beans are heated for another eight minutes until the beans 'pop' and double in size. Then the temperature (5).....to 204°C and the beans go brown. They are roasted for a further three to five minutes until the second 'pop' (6)..... This means that the beans are ready. The length of the roasting time depends on the type of coffee which (7)-.....shorter for

the task and the student's response, and put the stages of the diagram in order.

Writing task 1

The diagram shows how fish are tinned. Write a report describing the process.

The diagram, shows how Jish are tinned after they have been caught. First, they are cleaned. When they have been cleaned, they are washed and soaked. Then they must be preserved with salt because they have not been cooked. After they have been put in tins, the tins are sealed and labels are put on. When the labels have been put on, they are ready to be put in a box and stored in a warehouse. Why have the fish been tinned? Because they will keep longer that way.

1 cleaned 2 .... 3 .....

5 ..... 6 .... 7 8

I / You / We / They	have	been	found.
He / She / It	has		

...after they ***have been caught***

I/You/We/They	have (haven't) not	been	found.
He / She / It	has (hasn't) not		

...they ***have not been cooked***

Present perfect passive

We can use the present perfect passive

- to write about stages in a process which are already complete

- when the person or thing which causes the action is not known
- when the person or thing which causes the action is not important.

Form

Affirmative Negative

Question

***Yes / No* questions**

Have	I / you / we / they	been	found?
Has	he / she / it		

***Wh*- questions**

Why have the fish been tinned?

Read the passage in Activity 1 again and count the number of (a) present passive and (b) present perfect verbs.

2 **Complete the passage using the verbs in brackets. Use present perfect passive or present simple passive**

3



When you post a letter, it (1) (collect) and taken to the post office. After it

(2) (take) there, it (3) (put) through a machine

which cancels the stamps. When the stamps (4) (cancel), it is ready to

(5) (sort) by district. After this (6) (do), the letters

(7) (deliver) to the correct house and street by the local postman - but only if the

letter (8) (address) correctly by the sender.

2 Correct the incorrect sentences.

1 Alien life have been discovered on the planet Europa.

2 46 species of butterfly have been disappeared because of global warming.

3 Many books have been written on the subject of study skills for students.

4 This book has been written by our Professor of Chemistry in 2001.

5 Has the examination been taken by all the students in the International Department?

6 The classrooms have not cleaned properly this term.

7 30 kilos of potatoes have been eaten in the canteen every day.

8 I cannot finish my dissertation this week because my laptop has been stolen.

PPT:https://www.slideshare.net/mohitchhabra/better-looking-presentations-presentation/3-Research_Consulting

VIDEO:https://www.google.com/search?q=consulting+and+research+video&oq=consulting+and+eserarch+video&aqs=chrome..

Lesson 36. What are the functions of marketing ?

Gram : Reported speech II, Reporting what someone said

Marketing is imperative to your business's success, but it entails more than advertising your product or service. You'll find seven functions of marketing that inform your team's operations: marketing information management, financing, product and service management, pricing, promotion, selling, and distribution.This post will explore these functions and provide actionable resources to help you build a robust marketing strategy.

What are the functions of marketing?

The seven functions of marketing are marketing information management, financing, product and service management, pricing,

promotion, selling, and distribution. To help your business grow, you need each area to come together and build a productive marketing approach.

Why do you need to understand all 7 marketing functions?

You might be wondering why you need to understand each of the functions of marketing. You might also be trying to understand how they all tie back to marketing — aren't other teams responsible for some of them?

7 functions of marketing

Ready to dive deeper into the functions of marketing and how you can implement them into your strategy? Keep reading for an overview of each!

1. Marketing information management

Functional marketing relies on robust data. Marketing information management systematically gathers and reports on data relevant to your marketing processes. This information includes:

Determining your target market: To succeed, you must target your strategies to a specific customer group that aligns with your offering and goals.

Understanding your target market: Once you've determined your target market, you'll need to thoroughly understand their wants, needs, and goals to craft a marketing strategy that resonates with them.

2. Financing

All business endeavors must secure financing to operate. While your company needs funds to get off the ground, you and your marketing team will also need continual funding to support your marketing strategies.The data you collected in the marketing information management stage will help you secure these funds. You should also look at data from past campaigns, particularly the metrics that tie into your overall business goals and key performance indicators (KPIs).

3. Product and service management

Your product or service stands at the center of all marketing strategies. After all, you need an excellent product for your marketing efforts to mean anything.While research and development teams might be responsible for creating new products, this stage is a vital marketing function, too.As a marketing leader, you should work closely with your research and development team to ensure your business creates an offering that will resonate with your target audience — and continue learning from your target audience post-launch.

4. Pricing

Pricing is one of the most critical functions of marketing because the price you set determines your audience's willingness to buy. However, setting your price is a complex process influenced by psychology and customer perceptions.For instance, designer purse brands can price their products much higher than generic brands.Why can two brands employ such different prices? Because of branding and how customers perceive the designer labels.When you consider those factors, you can see some reasons why higher-end brands carry more substantial price tags. For instance, those brands might have a cause-driven business model focused on sustainability or offer an elite brand community.

5. Promotion

Promotion is the function of marketing most people probably think of first. After all, a large part of marketing involves getting your offering seen by your target audience and communicating its value to them.

6. Selling

Once you've communicated your offering's value, you need to close the sale. While your sales team might ultimately accomplish this goal, selling remains a critical marketing function.

Your marketing strategy should communicate with customers at every stage of the buyer's journey, nurturing them down the funnel towards a sale. You can do so by using a robust mix of communication channels and targeting your content to each stage.For instance, you could publish blog posts that generate awareness and encourage buyers to sign up for an email list.

7. Distribution

Now that you've created an effective product, communications strategy, and sales funnel, you need to get your offering to the buyers. Your distribution strategy consists of where you sell your product and deliver it to your customers. Distribution channels might include:Distribution matters to marketing because it fulfills the purpose of your communications. You've worked hard to get people to buy your product, and now you need to deliver.

Questions

1.What are main functions of marketing?

2.What are the 10 functions of marketing?

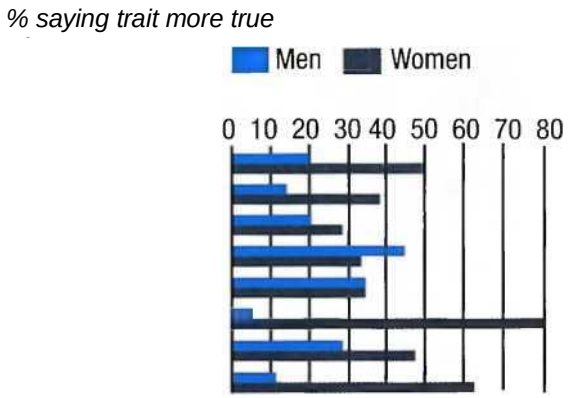
3.What are the 4 function of marketing?

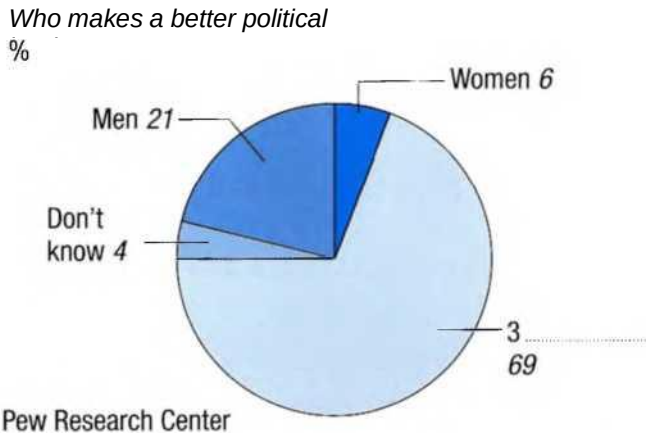
4.What are the 8 major marketing functions?

VOCABULARY

English Uzbek Russian
explore ……. o`rganmoq исследовать
robust sog`lom здоровый
implement qurol, asbob осуществлять
aligns safga tuzmoq выранивает
endeavors urinishlar индеворс
secure xavfsiz, xotirjam безмятежный
champaigns kompaniyalar компании
resonate aks sado bermoq резонат
willingness tayyorgarlik готовность
funnel tutun chiqaradigan quvur воранка
distribution tarqatish, taqsimlash распространени

Read the task and the student's response, and label the charts.





Source: Pew Research Center

America's views on leadership and gender

Most important leadership traits

Honest

Intelligent

Hardworking Decisive

1

2

Outgoing Creative

Writing task 1

The first chart shows the results of a survey on leadership and gender. The second chart shows the results of a survey asking who makes the best leader. Write a report describing the information.

The results of a survey in America by the Pew Research Center regarding the most important leadership qualities in men and women showed significant differences. For men, over 40% said that decisiveness was the most important quality. For women, Americans told Pew Research Center that compassion was the most important thing. Surprisingly, they said compassion was not important at all for men. Americans believed the next most important quality for men was ambition, but in contrast, they told the Pew Research Center that the next most important characteristic for women leaders was to be creative. Interestingly, when they were asked whether it was important for a woman to be ambitious, people put this characteristic in sixth position for women, but second for men. When they were asked who would make the best leader - whether a man or a woman was the best - 69% of people said that men and women were equal.

Reported speech

We use reported speech when we write or talk about what other people say. (Activity 3)

We often use *say* or *tell* to introduce what the person said. With *tell* we use the structure *tell* + person + what they said. *Over 40% said that decisiveness was the most important quality. For women, Americans told the Pew Research Center that compassion was the most important thing.*

We can use other verbs such as *believe*, *think* or *state.*

With reported speech we need to change the verb tense of the original sentence.

*'Decisiveness **is** the most important quality.' * 40%o said that decisiveness **was** the most important quality.*

Form

Direct speech	**Reported speech**	**Tense change**
Compassion **is** the most important thing.	*They said compassion **is / was** the most important thing.*	present > present *or* present ► past
Eisa **is working.**	*Jemal said Eisa **was working.***	present continuous ► past continuous
They **didn't like** the film.	*They said that they **hadn't liked** the film.*	past > present perfect
1 **have done** my homework.	*Phung said that she **had done** her homework.*	present perfect > past perfect
Wei's **been waiting** for hours.	*Wei told me that he **had been waiting** for hours.*	present perfect continuous > past
You **can't** sit next to the door.	*The lecturer told the student that she **couldn't** sit next to the*	present modal verb > past modal verb

I **must** finish this essay.	*Nawaf said that he **had to** finish his essay.*	*must > had to*
I'll help you with your presentation.	*Rana told Sultan she **would** help him.*	*will > would*
I **no change: past continuous, past perfect, past perfect continuous**		

Other changes		
Person I think ambition is important in a leader.	***She** said she thought ambition was important.*	*I * he/she we ► they*
Place I wish Jon was **here** with us.	*Jules said she wished Jon had been **there** with us.*	*here > there*
Time It's raining here **now.**	*Ebru said it was raining there **then.***	*now > then / at that time* *my * his / her* *today * that day / on Monday yesterday * the day before / the previous day* *tomorrow > the next day / the following day* *last week > the week*
Demonstrative **These** are my books.	*He said **those** were his books.*	*this > that these > those*

Question

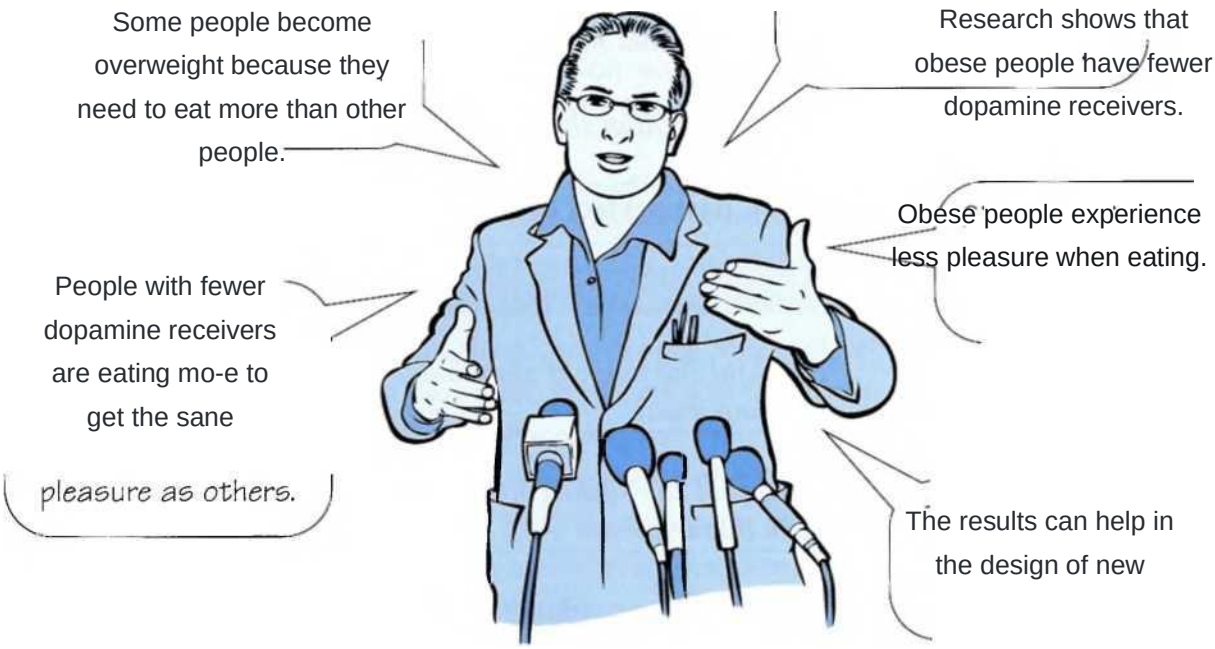
Yes I No questions

In reported speech we use *ask / want to know + if! whether.*

Is it important for a woman to be ambitious? ► They were asked whether it was important for a woman to be ambitious.

Note: the sentence structure after *ask* or *want to know* is the same as the affirmative form.

Read the passage in Activity 1 again and underline the sentences with *say* or *tell* - write these again in direct speech.Read the sentences and complete the report.



When food is not Pleasure

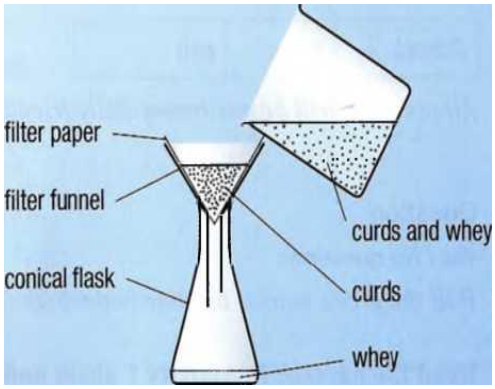
Researchers have found that obese people may be overweight not because they love food, but because eating is not rewarding for them. A US study said some people (1) to eat more food than normal to activate their brain's reward chemicals and satisfy their appetites. Researcher Dr Eric Stice said the research (2) fewer dopamine (the chemical important to the sense of reward) receivers, so they overate to compensate for this decrease in reward. He believes that people with fewer dopamine receivers (3) food to experience the same pleasure as other people. He went on to say that (4) less pleasure when eating, and therefore ate more to compensate. Dr Stice told the journal *Science* that (5) in the design of new treatments for appetite control.

1 Play Track 7. Listen and complete the report. Use past simple or past simple passive.

In this experiment, glue (1) from milk.

First, a cupful of milk (2) with some vinegar in a beaker. Then the mixture (3)

and (4) until it (5) into curds and whey. The whey (6) into a flask, leaving the curds in the funnel.



After that, the curds

(7) ..... with a paper towel, and some water

(8) ..... The curds and water (9)

again. The glue (10) by sticking pictures

in notebooks.

PPT :https://www.slideshare.net/DevikaAntharjanam/abhinv-kumar

VIDEO:https://www.google.com/search?q=What+are+the+functions+of+marketing+video&oq=What+are+the+functions+of+marketing+video&aqs=chrome

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Lesson 37. A constant – cost industry

Gram: Reported speech II

Constant-cost industry refers to an industry where input prices do not change when industrial output changes. One reason is industry demand for input resources only covers a small portion of the total demand for these resources. Constant costs also occur when an increase in demand does not affect production costs.

In this industry, supply increases as much as an initial increase in demand. Hence, prices return to their original levels in the long run. As a result, the long-run supply curve is horizontal (perfect elastic) because the cost curves of each company are unaffected by changes in industrial output.

Examples of constant-cost industry

Examples of constant-cost industries are the pencil industry and internet storage space. As more companies enter the pencil industry, the demand for wood to produce pencils increases. However, because the pencil industry covers a small portion of wood demand, the price of timber is unchanged.

Likewise, as Internet users continue to grow, there is an increase in demand for storage space. However, because storage space is relatively large to meet the entire market, storage space costs do not go up. As a result, the long-run supply curve is horizontal.

Examples of constant-cost industries are the **pencil industry and internet storage space**. As more companies enter the pencil industry,

the demand for wood to produce pencils increases. However, because the pencil industry covers a small portion of wood demand, the price of timber is unchanged.

What causes a constant cost industry?

A constant-cost industry occurs because **the entry of new firms, prompted by an increase in demand**, does not affect the long-run average cost curve of individual firms, which means the minimum efficient scale of production does not change.

A constant-cost industry is one in which: **resource prices remain unchanged as output is increased**. An increasing-cost industry is associated with: an upsloping long-run supply curve.

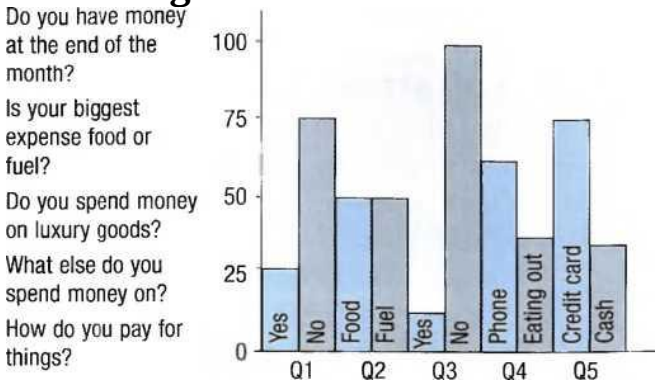
Questions

What is constant cost industry examples?
What causes a constant cost industry?
What is a constant cost industry quizlet?
What is constant cost industry equilibrium?

VOCABULARY

English Uzbek Russian
Input – ma`lmot kiritmoq ; kiritilgan ma`lumot - ввод
Curve –egri chiziq ; egmoq -
Output – ishlab chiqarish hajmi -выход
Timber – qurilish taxtasi - древесно
Pencil – qalam bilan yozmoq - карандаш
Entry –kirish - въезд
Constant – cost –doimiy xarajat - постоянная
Up-sloping - yo`qoriga qiyalik - наклонный
Storage – saqlash - хранение
Initial – birinchi, ilk - начальная
Long –run –uzoq muddat davom etadigan - долгосрочный

Look at the charts and complete the passage with reported questions using the words in brackets.



Where the money goes!

In a survey of students' spending patterns, researchers asked (1) (if / have *I* money) at the end of the month - only 25% said they did. When students were asked (2) (if *I* spend *I* more money) on Jood or Juel, 50% said they spent more money on Juel, and another 50% said on Jood. The survey asked (3) (ij / spend / money) on luxury goods, but only 10% told researchers they bought luxury items. When they were asked (what *I* spend *I* money on), 60% said they spent money on mobile phones and a Jurther 40% said they spent money on eating out. Finally, researchers wanted to know (how *I* pay) Jor things, and most students said they used credit cards.

1 **(§) Play Track 14. Listen and complete the sentences with NO MORE THAN THREE words.**

Lili: Were you ill today? You (1) a good lecture about accounting this morning.

Andreas: No, I'm not ill. I (2) a lot about accounting lately, and I'm not

really interested in it. I (3) to take the option in it.

Lili: Dr Kesevan covered more than just accounting. He (4) about the marketing mix too - the 4Ps: Product, Price, Place and Promotion.

Andreas: Oh, really. I (5) about that.

Lili: Well, it was only a short introduction; he (6) talk about it in more detail next week, so you (7) make sure you're there.

Andreas: Don't worry — 1(8) there for sure.

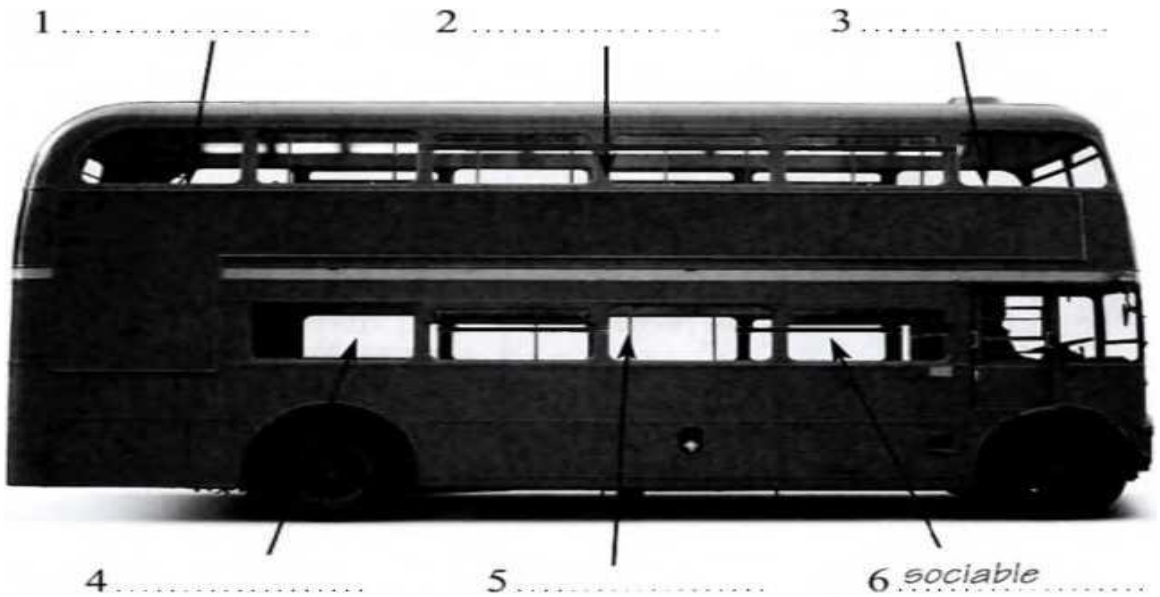
2 **Write the conversation again using reported speech.**

Lili asked Andreas if he had been ill. She said that he had missed a good lecture about accounting that morning.

Read the passage and label the picture. Choose NO MORE THAN THREE words from the passage for each answer.

PERSONALITY AND WHERE YOU SIT ON A BUS It has been suggested in a recent study that there are definite patterns in people's behaviour depending on where they sit on a double-decker bus. Researchers from Salford University discovered that forward-thinking people sat at the front of the bus and noticed that the independent-minded chose the middle. It was also noted that those with a rebellious character usually opted for the rear.The findings revealed seven distinct groups of passengers.

Passengers at the front on the top deck are said to be forward thinkers, while those at the back are believed to be rebellious types who tend to guard their own personal space. Passengers sitting in the middle are thought to be independent thinkers because they read a newspaper or listen to music during their journey. It is claimed that people who sit on the bottom deck at the front are outgoing and sociable, while those in the middle are strong communicators. Passengers who head for the rear of the downstairs deck are said to be risk takers. The researchers defined one final group as chameleons and explained that these are travellers who do not care where they sit because they feel that they can fit in anywhere.



Reporting verbs

We use reporting verbs when we write or talk about what other people say or think. We may report the views of a group of people (such as a group of researchers).

With the verbs *believe, claim, explain, think, suggest, note* and *discover,* we use

Verb + *that* + what they said or thought.

When we use reporting verbs, we need to change the original sentence (see Unit A31 for a table of verb changes).

These reporting verbs can be used in the passive, introduced by *it:*

• *believe, claim, suggest, note, report* and *think.*

It was also noted that *those with a rebellious character usually opted for the rear.*

It is claimed that *people who sit on the bottom deck at the front are outgoing and sociable.*

Passengers at the front on the top deck ***are said to be*** *forward thinkers, while those at the back* ***are believed to be*** *rebellious types who tend to guard their own personal space.*

Some reporting verbs describe a function rather than report words. Examples are *admit*, *suggest* and *agree.*

1 **Read the passage in Activity 1 again and underline the reporting verbs.**

2 **Classify the parts of the bus with the passengers' comments. Write the correct letter A, B or C.**

A front B middle C back

1 'OK, I suppose it is true to say that I don't always obey the rules.'

2 'You see, it's like this. I always think ahead and don't only focus on the present.'

3 'I really do mean it! I can take responsibility for myself.'

4 'Yes, I feel the same way. I also like to keep my distance from other passengers.' n

5 'That's quite correct. I prefer being around other people.'

6 'I think I find it quite easy to express my ideas clearly.'

7 'You may not believe me but I always want to try something new even when there's a chance I won't succeed.'

8

Match the statements in Activity 3 with the correct reporting verbs A-G.

1	5	A explain	E	admit
2	.. 6	B claim	F	reckon
3	7	C confirm	G	insist
4		D agree		

5 **Rewrite the highlighted statements in Activity 3 using an appropriate reporting verb.**

1 He admitted that he didn't always obey the rules.

2

3

4
5
6

5 (§) Play Track 15. Listen to the recording and complete the sentences below. Write NO MORE THAN TWO WORDS AND *I* OR A NUMBER for each answer.

1 items go missing on buses, trains and taxis in London every year.
2 Items which passengers frequently leave are mobile phones, and
3 Approximately of items are reclaimed by their owners.
4 Lost items are retained by the lost property office for a period of
5 One unusual item of lost property was a briefcase which contained

6 Complete the summary using the verbs in brackets.

(1) ..... (think) that Transport for London deals with more than 130,000 items of lost property each year on its buses, trains and taxis. (2) (understand) that last year alone over 10,000 mobile phones (3) (hand in). A spokesman for the lost property office (4) (explain) that items were auctioned off if they (5) (remain) unclaimed after a period of three months. The office has dealt with some very unusual items over the years. (6) (believe) that someone once (7) (find) a briefcase containing £10,000!

How much do you know about the IELTS test? Try to answer the questions.

IELTS QUIZ

1 Do you know the name of one of the three organisations which
2 administer the IELTS test?
3 What is the correct word for the examiner who asks the
4 questions in the
5 IELTS speaking test?
6 What do we call the place where the test is taken?
7 What is the day of the week when the test is usually taken?
8 What is the reason why most people take the IELTS test?
9 Can a doctor whose IELTS score is 6.5 work for the National
10 Health Service in Great Britain?
Name a type of question which might be in the listening test.
What is the word for a person who sits in the room while people are taking an examination? .....

Can you name the part of the IELTS test that takes about 35 minutes? What is the maximum length of time that you should spend on Writing task 1?

Play Track 16. Listen and check your answers.

Defining relative clauses

A defining relative clause gives you essential information about the subject of the sentence. In the questions in Activity 1, it is not possible to leave out the relative clause and still be able to answer the question. For example, for question 1, *Do you know the name of one of the three organisations?*

does not make sense. We need to know more about the organisations before we can answer.

Relative pronouns

Depending on the type of subject, there are various relative pronouns we can use.

Person + *who*
*What is the correct word for **the examiner who** asks the questions in the IELTS speaking*

Person + *whose*
*Can **a doctor whose** IELTS score is 6.5 work for the National Health Service in Great*

Thing + *which / that* (*that* is less formal)
*Name **a type of question which** might be in the listening test. Can you name **the part of the IELTS test that** takes about 35 minutes?*

Time + *when*
*What is **the day of the week when** the test is usually taken?*

Place + *where*
*What do we call **the place where** the test is taken?*

Reason + *why*
What is the reason why most people take the IELTS test?

Leaving out the relative pronoun

When the pronouns *which / that* or *who(m)* refer to the *object* of the sentence, they can be left out.

What is <u>the maximum length of time</u> (which / that) <u>you</u> should spend on Writing task 1?

object subject

Combine the clauses into sentences using *who, whose, which / that, when, where* or *why.*

1	Those are the people	A	Her dog bit the Vice Chancellor.
2	I'd like to buy a book	B	I will be teaching this afternoon.
3	He isn't the same man	C	He was in the canteen yesterday.
4	That reminds me of the day	D	She set fire to the school.
5	Do you know the reason	E	I saw real snow for the first time.
6	That lady over there is the one	F	Their test papers have been lost.
7	The police are looking for the girl	G	The sky is blue.
8	There are some subjects	H	It will help me to pass the test.
9	Is this the room	I	All the clocks go back in Europe.
10	The end of Autumn is the time	J	They are harder to learn than

1 Find seven sentences in the reading passage which do not need a relative pronoun. Rewrite them without the pronoun.

Charles Darwin (1809-1882)

Charles Darwin was the man who first put forward the theory of evolution. This is the theory which suggests animals and plants can change over time to become more successful. The book which he wrote was *On the Origin of Species.*

Darwin studied medicine, but it was a subject which he hated. He thought Religious Studies was a topic that he might be more interested in. Consequently, he went to study Theology at Cambridge. There he met a man who was a botanist, Reverend John Henslow. He encouraged Darwin to go on the sea voyage which would provide him with the evidence for his theories. South America was the place where he gathered most of his information.

When he returned to England, he wrote about his theory. These were papers which he did not publish until 1859. This was the same year that he published his book. Many scientists who read the book were shocked. Most people believed God had created the universe.

Darwin believed in God but he could not ignore the evidence which he had found. He married a woman whom he loved very deeply, Emma Wedgewood. In later life, Darwin suffered a painful illness which hardly left him for a day. He died in 1882, after a life which has changed the way we see the world.

1 5
2 6
3 7

PPT

https://www.slideshare.net/ShriramPurankar/industry-analysis

VIDEO

https://www.google.com/search?q=A+constant+-cost+inddustry+video&oq=A+constant+-cost+inddustry+video

Lesson 38. A simulataneous consumption

Gram: Reported speech II

People frequently “consume” multiple things simultaneously, from eating chips while watching TV, to listening to classical music while strolling through a museum. Some forms of this simultaneous consumption have increased as much as 35% per year), to the point where 87% of people now use more than one media device at a and approximately one third of U.S. adults watch television all or most of the time while eating meals with their family . The present research explores the enjoyment of these simultaneous consumption experiences, and proposes that it depends not only on the stimuli being paired, but also how each individual processes the experience. Specifically, it matters how one perceptually combines the stimuli.

Research into how people enjoy a singularly focused consumption experience has intensified in the last decade, yet much less research has focused on the enjoyment of simultaneous consumption. One exception is work on food and beverage pairings that has identified both cognitive and perceptual relationships that potentially make for better pairings). Much of this past work has examined which stimulus properties create liked pairings, with the common result that it has proven difficult to find universally true principles for predicting hedonic liking of a particular pairing .Other related work has explored how music can affect the taste of beer or wine.These past works, and more generally the well-known notion of product complementarity in economics, show that simultaneous consumption involves a different hedonic calculus than simply summing the singular experiences.

Our work focuses instead on how this simultaneous enjoyment depends on the way one processes the multiple stimuli.

At some level, the richness of every experience offers a nearly endless myriad of “stimuli” that together comprise simultaneous consumption. To provide structure to our research question, we define four key aspects of the stimuli that can create simultaneous consumption. First, the stimuli should each provide a hedonic benefit rooted in

enjoyment. This distinguishes simultaneous consumption from most research on multitasking), and reflects that people generally do not consider utilitarian tasks to be consumption (e.g., cleaning the house, driving a car). Second, the stimuli should be focal aspects of the experience. As such, our notion of simultaneous consumption would not include mindless activities (e.g., breathing or walking), or background stimuli (e.g., temperature and noise in the room).

Third, the stimuli should be different enough such that people do not have an overwhelming tendency to categorize them at a single higher level .For instance, people are unlikely to view eating a handful of multi-colored M&Ms. as simultaneously consuming six different stimuli. Fourth, and perhaps most importantly, the stimuli should be commonly consumed either together or in isolation. Examples could include reading a book and listening to music, or eating ice cream and sliced fruit, but not a hot dog with mustard (as the latter is typically not consumed by itself).

If one simultaneously consumes two stimuli that are clearly non-complementary (e.g., angry music during a romantic movie), then holistic processing could instead lower enjoyment by focusing more attention on the lack of complementarity.

Questions

1.Inflation What are examples of simultaneous consumption?
2.What is simultaneous activity of production and consumption?
3.Can service be separated from the production activity?

VOCABULARY

English Uzbek Russian
Simulataneous bir vaqtda bo`ladigan одновременно
Strolling sayr qilmoq прогуливающийся
Paired juftlashgan парный
Intensified kuchaygan интенс
Beverage ichimlik напиток
Perceptual idrok etuvchi перцепционный
Endless cheksiz, tuganmas бесконечный
Utilitariat manfaatparast утилитарист
Mindless aqliy qobiliyatni talab qilmaydigan безмозглый
Overwhelming haddan tashqari подавляющий
Mustard xantal горчица

1 (§) Play Track 8. Listen and match the answers with the questions.

Question 1 Answer
Question 2 Answer
Question 3 Answer
Question 4 Answer
Question 5 Answer
Question 6 Answer

A No. You can use it, if you want to go out.
B Yes, do you need stamps or anything?
C I'm going to drive there. Would you like a lift?
D No, my presentation ends before lunch.
E Sorry, I didn't realise it was so late. I'll ask them to leave.
F I'll be out in a couple of minutes.

Combine the clauses into sentences using *who, whose, which / that, when, where* or *why*.

1 Those are the people	A Her dog bit the Vice Chancellor.
2 I'd like to buy a book	B I will be teaching this afternoon.
3 He isn't the same man	C He was in the canteen yesterday.
4 That reminds me of the day	D She set fire to the school.
5 Do you know the reason	E I saw real snow for the first time.
6 That lady over there is the one	F Their test papers have been lost.
7 The police are looking for the girl	G The sky is blue.
8 There are some subjects	H It will help me to pass the test.
9 Is this the room	I All the clocks go back in Europe.
10 The end of Autumn is the time	J They are harder to learn than

2 Find seven sentences in the reading passage which do not need a relative pronoun. Rewrite them without the pronoun.

Charles Darwin (1809-1882)

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most of his information.

When he returned to England, he wrote about his theory. These were papers which he did not publish until 1859. This was the same year that he published his book. Many scientists who read the book were shocked. Most people believed God had created the universe.

Darwin believed in God but he could not ignore the evidence which he had found. He married a woman whom he loved very deeply, Emma Wedgewood. In later life, Darwin suffered a painful illness which hardly left him for a day. He died in 1882, after a life which has changed the way we see the world.

Test

1. “The people who I looked after are very well.” She said that the people who she _____ after _____ very well. A) were looking / are B) have looked / are C) would looked / were D) had looked / were

2. “You’ll have to make up your mind soon.” She told me I _____ make up my mind soon. A) had to B) will have had to C) would have to D) could have to

3. “It’s a quite flat, and the neighbors are nice.” “Mrs. Deon said it __a quite flat, and the neighbors __ nice.” A) has been / are B) is / were C) was / were D) had been / have been

4. “I need £100 deposit.” Then she said she _____ £100 deposit. A) needs B) had needed C) needed

D) have needed

5. We said that we were leaving on Saturday. We said, “_____” A) You are leaving on Saturday

B) We leave on Saturday C) We are leaving on Saturday D) You were leaving on Saturday

6. The secretary told me that Mr. Rich had gone out. The secretary told me, “_____”

A) Mr. Rich was going out B) Mr. Rich goes out C) Mr. Rich has gone out D) Mr. Rich is going out

7. Bill said he didn’t like to study. Bill said, “_____” A) I don’t like to study B) You don’t like to study

C) He doesn’t like to study D) We don’t like to study

8. The old lady said she wasn’t feeling well. The old lady said, “_____” A) I’m not feeling well

B) She isn’t feeling well C) I don’t feel well D) She hasn’t been feeling well

9. Carol said that she would see me the next day. Carol said, "_____" A) You will see me tomorrow

B) I will see you tomorrow C) She will see you tomorrow D) She will see me tomorrow

10. You told me that you would be careful. You said to me, "_____"

A) You will be careful

B) You would be careful C) I will be careful D) Be careful

12. He asked me what I was reading. "_____?" he asked me.

A) What do you read B) What you are reading

C) What are you reading D) What you were reading

13. I asked the clerk if they had a double room. "_____?" I asked the clerk.

A) Have you got a double room

B) Did you have a double room C) Is there a double room D) They have got a double room

14. I asked her what her name was. "_____?" I asked her.

A) What is your name B) What my name was C) What is her name D) What her name is

15. They asked me if I was Turkish. "_____?" they asked me.

A) You are Turkish B) Am I Turkish

C) Are they Turkish D) Are you Turkish

16. My father told me to do my homework. My father said, "_____"

A) You do your homework

B) You don't do your homework C) I don't do my homework D) Do your homework

PPT:https://www.slideshare.net/ShriramPurankar/industry-analysis

VIDEO:https://www.google.com/search?q=a+simultaneous+consumption+videos&oq=A+simulataneous+consumption+videso&aqs=chrom

Lesson 39. Strategic management introduction

Gram: Relative clauses, which, who, where, whose

What is strategic management?

Strategic management is the ongoing planning, monitoring, analysis and assessment of all necessities an organization needs to meet its goals and objectives. Changes in business environments will require organizations to constantly assess their strategies for success. The strategic management process helps organizations take stock of their present situation, chalk out strategies, deploy them and analyze the effectiveness of the implemented management strategies. Strategic management strategies consist of five basic strategies and can differ in implementation depending on the surrounding environment. Strategic management applies both to on-premise and mobile platforms.

What are the benefits of strategic management?

Strategic management is generally thought to have financial and nonfinancial benefits. A strategic management process helps an organization and its leadership to think about and plan for its future existence, fulfilling a chief responsibility of a board of directors. Strategic management sets a direction for the organization and its employees. Unlike once-and-done strategic plans, effective strategic management continuously plans, monitors and tests an organization's activities, resulting in greater operational efficiency, market share and profitability.

Strategic management concepts

Strategic management is based around an organization's clear understanding of its mission; its vision for where it wants to be in the future; and the values that will guide its actions. The process requires a commitment to strategic planning, a subset of business management that involves an organization's ability to set both short- and long-term goals. Strategic planning also includes the planning of strategic decisions, activities and resource allocation needed to achieve those goals.

Having a defined process for managing an institution's strategies will help organizations make logical decisions and develop new goals quickly in order to keep pace with evolving technology, market and business conditions. Strategic management can, thus, help an organization gain competitive advantage, improve market share and plan for its future.

Five stages of strategic management process

There are many schools of thought on how to do strategic management, and academics and managers have developed numerous frameworks to guide the strategic management process. In general, the process typically includes five phases:

assessing the organization's current strategic direction;

identifying and analyzing internal and external strengths and weaknesses;

formulating action plans;

executing action plans; and

evaluating to what degree action plans have been successful and making changes when desired results are not being produced.

Effective communication, data collection and organizational culture also play an important part in the strategic management process -- especially at large, complex companies. Lack of communication and a negative corporate culture can result in a misalignment of the organization's strategic management plan and the activities undertaken by its various business units and departments. (See Value of organizational culture.) Thus, strategy management includes analyzing cross-functional business decisions prior to implementing them to ensure they are aligned with strategic plans.

Types of strategic management strategies

The types of strategic management strategies have changed over time. The modern discipline of strategic management traces its roots to the 1950s and 1960s. Prominent thinkers in the field include Peter Drucker, sometimes referred to as the founding father of management studies. Among his contributions was the seminal idea that the purpose of a business is to create a customer, and what the customer wants determines what a business is. Management's main job is marshalling the resources and enabling employees to efficiently address customers' evolving needs and preferences.

Questions

1.What is strategic management introduction essay?

2. What is strategic management and its purpose?

3. Who introduced the concept of strategic management?

VOCABULARY

English Uzbek Russian
Ongoing – davomiy - текущий
Implementation – bajarish, amlga oshirish - реализация
Executing – ijro etuvchi - исполнниитель
Misalignment – notekis - несоосность
Align – safga tuzmoq - строиться
Traces – alomat - следы
Enabling – imkon berish - включение
Frameworks – ramka - рамки
Existence – mavjudlik - существование
Evolving – rivojlanmoq - эволюция
Internal ichki - внутренние

Read the passage and complete the summary with NO MORE THAN THREE words.

UMer *in desert cities*



Desert cities in the US and the Middle East, which include Phoenix and Riyadh, may be living on borrowed time as water supplies become undrinkable, says a UN report. Riyadh, which is the capital city of Saudi Arabia, is situated in the centre of the Arabian Peninsula, and has a population of over four million people, many of whom are foreigners (about 35%). Although the city is located in a very arid area, where temperatures can reach 45°C in Summer, it still receives some rainfall. Today, Riyadh has developed into a dynamic city, in which government, education and commerce are important elements. But, for people who live in the world s desert regions, life may become increasingly unbearable as already high temperatures rise and water is used up or turns salty.

Cities in the desert may be in danger as water supplies cannot be (1) Riyadh is centrally

(1) in Saudi Arabia and has a population of four million, some of whom come from

(2) Although it is in a dry area, it gets some (4) , but increasingly, its people

and others living in desert cities will find life difficult (5) as

temperatures rise.

Non-defining relative clauses

We use non-defining relative clauses

- to give additional information or more detail about something
- to avoid repeating information.

*Riyadh, **which is the capital city of Saudi Arabia,** is situated in the centre of the Arabian Peninsula.*

We put commas around the extra information in the sentence - if the additional information is at the end of the sentence, we put a comma after the main clause only.

We do not use *that* in non-defining relative clauses and we always include the relative pronoun. (Activities

1 and 4)

We use *in which* and *on which* in formal writing to be more exact about places and times and to avoid ending the sentence with a preposition, which sounds informal. (Activity 6)

*Riyadh has developed into a dynamic city', **in which** government, education and commerce are important elements.*

When we want to give more detail we can use *which means / shows (that)...*

Complete the passage using relative pronouns and punctuate where necessary.

Making glass

Huge containers (1) hold the raw materials for glassmaking. The base material is silica

(2) is normally found as sand but may contain other materials (3)

To add extra information about all or part of something, or for people, we use

all / part / bo	*of which / whom*
most / many / some	
neither/none	

or to talk about a period of time, we use

at/by/during	*which time/point*
at/by	*which point*

can

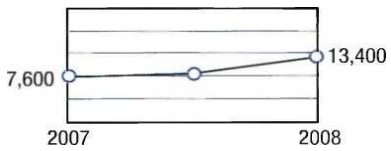
produce greatly different results. The materials are delivered by rail to the factory (4)

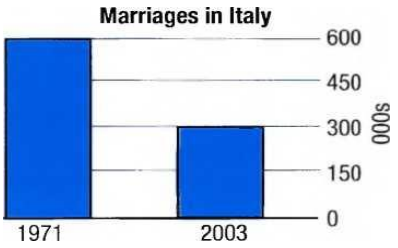
the mixture is melted at 1,425-l,600°C in pots (5) are called refractory pots.

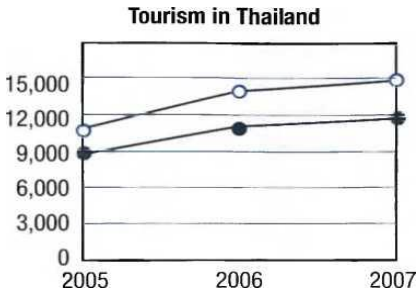
Refractory pots hold up to 1,400 kg of glass. Loading, melting and working go on continuously from (6) the fires are first lit until they are

extinguished at the end of a period called 'a campaign'. A campaign may

4 Look at the graphs and complete the sentences.







last as long as ten years.

o number of tourists
• hotel rooms in use

Singapore: number of people being made

37% \ □ leaving home
63% \ □ staying home

1 If we look at the first graph, in Singapore, we can see that there has been
a significant increase in people out of work, (show / number of people being made unemployed)

2 We can see that in 2003, 37% of men in Italy lived at home, of marriage
to under 300,000. (may account for / falling rate)

3 There was a very sharp rise in tourism in Thailand from 2005 to 2007,
a similar rise in the number of hotel rooms in use. (mean / be)

1 Join the sentences with a relative clause.

1 The speed of economic growth is influenced by many factors. We can control some of these.

2 The rugby society has many members. Three members of the society play for Bradford Bulls.

3 The Prime Minister has visited Japan many times. The most recent time was in May.

4 The Prime Minister had dinner with the Prime Minister of Japan. He made a speech during dinner.

2 Rewrite the sentences in a more formal way.

1 I live in Izmir, which is the city my parents still live in.

I live in Izmir, the city

2 Gyorgi hurt her head in the accident, which she can’t remember much about.

Gyorgi hurt her head in the accident,

3 Banks work to improve customer confidence, which they rely on for their business.

Banks work to improve customer confidence,

1. That's the palace _____ the King lives. A) who B) which C) where D) when

2. They are the policemen _____ caught the thief. A) where B) who C) which D) *

3. He gave him a watch _____ stopped after

1 **® Play Track 9. Listen again and complete the sentences from the talk.**

1 You to prove who you are.

2 Remember, you leave your bags and coats outside the test room.

3 People have asked me if they use a dictionary in the test.

4 Dictionaries .

5 You remember to switch off your mobile phone.

6 You take it into the exam room.

7 You talk to any other candidates.

8 He or she let you in.

9 During the test you ask about any of the questions.

10 Remember you transfer your answers to the answer sheet.

11 You remove any part of the test.

After the test you wait for around two weeks for the results.

Test

1. The Red Lion is the pub _____ we met for a drink.

A) which B) that C) where D) when

2. Here are the letters _____ arrived this morning.

A) who B) which C) * D) where

3. That's the house _____ I was born.

A) when B) that C) where D) which

4. Where is the woman _____ ordered the fish.

A) who B) which C) when D) where

5. The hotel _____ we stayed was very comfortable.

A) which B) that C) where D) when

6. I bought the coat _____ was in the shop window.

A) who B) where C) that D) *

7. He's the man _____ Anna loves.

A) which B) * C) this D) when

8. The film star gave a party _____ cost $10.000.

A) * B) who C) which D) where

9. The man _____ you met at the party was a famous film star.

A) who B) when C) where D) which

10. What's the name of the woman _____ was wearing the gold dress?

A) * B) which C) where D) who

11. You're reading the book _____ I wanted to read.

A) when B) who C) which D) where

12. There's someone at the door _____ wants to speak to George.

A) who B) that C) which D) *

13. I don't like food _____ is very spicy.

A) which B) * C) who D) when

14. That's the dictionary _____ Bill gave me for my birthday.

A) * B) who C) when D) where

15. Those are old cars _____ only take leaded petrol.

A) who B) when C) * D) which

16. Do you like the people _____ Sarah invited to her party?

A) which B) who C) where D) when

PPT :https://www.slideshare.net/SuzanaVaidya/chapter-i-introduction-to-strategic-management

VIDEO:https://www.google.com/search?q=strategic+management+introduction+video&oq=strategic++management+introduction+video&aqs=chrome

Lesson 40. An economic princliple

Gram : So, such, too, enough

What is economics? Answering this question can be quite complex but this article will provide you with a simple answer and a short introduction to economics. We will cover the study of economics, its origin, methodology, and the problem that every economist faces.

What is Economics?

Economics attempts to describe both individuals and group economic behaviour, as well as interpersonal and intergroup economic interactions.

Economics is the study of how people make choices and decisions with scarce resources.

Most of the resources in our world are limited, be it time, money, or natural resources. Thus, individuals make constant decisions about what to buy or produce, how to produce it and for whom, and what to consume. Economics studies these behaviours.

The origins of Economics

As civilisations evolved, so did the way people provided goods and services for themselves. Some of the first economic ideas emerged in 380 BCE when Plato described his ideal state with universally accessible private property and division of labour. However, thinkers focused on economic decision-making as a philosophical and moral question for centuries.

Modern economics appeared as a distinct academic discipline only in the eighteenth century following the publication of Adam Smith's *The Wealth of Nations* (1776). That is why he is considered the father of Economics.

The Industrial Revolution began in Europe and America around 1760, and that brought the transition from largely rural, agricultural societies to industrialised, urban ones. This caused a shift towards the so-called market economy. In his book, Smith argued that the market is a self-sufficient organism guided by the 'invisible hand'. It consists of individuals focused on their self-interest, that they satisfy because they make rational decisions.

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Positive economics

Normative economics

Positive economics

Positive economics focuses on facts and on describing cause and effect phenomena. Positive economics makes statements that can be falsifiable and avoids making judgements about the observed phenomena.

A **positive economic statement** is a factual statement that can be scientifically examined to verify if it is true or false.

Consider the following economic statement: 'If the pension scheme was cancelled, a million elderly lives would be lost to diabetes'. This is

a positive economic statement as it can be scientifically tested to see if it's true.

Normative economics

Normative economics focuses on what people should do. This is especially true in the case of the government. Should the government make an effort to minimize unemployment, keep inflation under control, and create a more equitable distribution of income and wealth? Most individuals believe that all of these goals are desirable. Thus, they all fall under normative economics. Unlike positive economics, these aren't observable and falsifiable statements that we can study with the scientific methods; they don't necessarily happen and are ideal

Questions

What are the 5 basic economic principles?
What are the 4 economic principles?
What are the 7 economic principles?
What are the 10 economic principles?

VOCABULARY

English Uzbek Russian
attempt sa`y-harakat попытка
phenomena hodisalar феномен
falsifiable soxtalashtira oladigan фальсифицруемый
desirable orzu qilingan желаемый
observable ko`zga tashlanadigan наблюдаемый
self- sufficient o`z – o`zini tainlash самодостаточний
invisible ko`rinmas невидимый
discipline intizom порядкаб дисциплина

Read the passage and write TRUE, FALSE or NOT GIVEN.

Tie (Detectors



Polygraphs (or lie detectors) measure changes in the body that often occur when people tell lies, such as breathing rhythms and body temperature. They can even monitor the response of the eye during questioning. If the iris contracts too suddenly, this may indicate

that a person is lying. The questions used fit

into three categories. The first are a set of control B

questions such as Have you ever borrowed anything

and not returned it?' These are questions which almost everyone should answer 'yes' to, but which may be too uncomfortable for some people to give honest answers to. These are followed by irrelevant questions such as 'Do you think you drink too much coffee?' 'Do you take enough exercise?' They can help distract the respondent from the relevant questions that follow. These are specific questions such as 'Did you drive too fast last night and exceed the speed limit?' that should determine whether you are telling the truth or not. The problem is that polygraphs only really work with those who become stressed when they lie. Those able to remain calm enough can easily beat the test. Recent scientific research also suggests that the tests themselves may not be reliable enough. One study has found their level of accuracy to be as low as 65%.

1 Polygraphs are more commonly known as lie detectors.

2 There are three different types of question used during polygraph tests.

3 People taking the test are asked every question twice.

4 Specific questions are followed by irrelevant questions.

5 The majority of questions asked during a polygraph test are irrelevant.

6 There is general agreement among scientists that polygraphs are unreliable.

Too many / much

We use *too* to say that something or someone has an excessive amount of a quality. We use it before an adjective without a noun or an adverb.

Did you drive too fast?

We use *too many* or *too much* before a noun.

Do you think you drink too much coffee?

Enough

We use *enough* to say something is sufficient. It comes after an adjective or adverb. It comes before a noun.

Do you take ***enough*** *exercise?*

Those able to remain calm ***enough*** *can easily beat the test.*

As... as

We use *as* •+• adjective / adverb •+• *as* to say that something or

someone is like something or someone else, or that one situation is like another.

One study found their level of accuracy to be as low as 65%.

1 Read the passage again and underline examples of *too, enough* and *as... as.*

2 Read the grammar rules again and classify them as referring to A *too,* B *enough* or C *as... as.*

1 means more than you want or more than is good for you .]
2 comes before an adjective [ ]
3 means as much as you need or is good for you [ ]
4 is placed after an adjective or adverb [ ]
5 describes the similarity between things or people

3 Rewrite the sentences using *too* or *enough.*

1 He is strong. He can carry the machine.
2 You are very young. You can't take the test.
3 She was nervous. She couldn't answer the questions.
4 You weren't calm. You didn't pass the test.
5 She is very honest. She doesn't tell lies.
6 I'm not very clever. I can't understand how the machine works.

4 Complete the sentences using an appropriate phrase with *too, enough,* or *as... as.*

1 The film wasn't funny I thought it would be. I didn't laugh once!
2 I can't drink this tea. There's sugar in it.
3 We couldn't get a good view of the stage. There were people in front of us.
4 I won't go back to that restaurant. There was choice for vegetarians.
5 I can't see to read in this room. There's li

§ Play Track 11. Listen and complete the summary.Now you have reached the second year of your degree, it's time to (1your tutor and (2) independently. You (3) adictionary to look up all the words you don't know; you (4) the context to guess the meaning. Students (5) recognising the type of word. The other thing you (6) is to improve your reading speed. First of all, (7) with a friend? When you have finished reading, (8) each other questions to test how well you have understood? But

when you do this, (9) look back at the text again. Instead, you (10) how much you remember.

PPT :https://www.slideshare.net/mscuttle/basic-economic-principles-presentation

VIDEO:https://www.google.com/search?q=An+economic+princliple+video&oq=An+economic+princliple+video&aqs=chrome

Lesson 41. Changes in the structure of the economy

Gram : Linking words I . because , as , since

This article is about changes in market dynamics and economic systems. For structural change in statistical and econometric models, see Structural break.

In economics, **structural change** is a shift or change in the basic ways a market or economy functions or operates.

Such change can be caused by such factors as economic development, global shifts in capital and labor, changes in resource availability due to war or natural disaster or discovery or depletion of natural resources, or a change in political system. For example, a subsistence economy may be transformed into a manufacturing economy, or a regulated mixed economy may be liberalized. A current driver of structural change in the world economy is globalization. Structural change is possible because of the dynamic nature of the economic system.

Patterns and changes in sectoral employment drive demand shifts through the income elasticity. Shifting demand for both locally sourced goods and for imported products is a fundamental part of development. The structural changes that move countries through the development process are often viewed in terms of shifts from primary, to secondary and finally, to tertiary production. Technical progress is seen as crucial in the process of structural change as it involves the obsolescence of skills, vocations, and permanent changes in spending and production resulting in structural unemployment. What are the structure of an economy?

Economic structure is a term that describes **the changing balance of output, trade, incomes and employment drawn from different**

economic sectors – ranging from primary (farming, fishing, mining etc) to secondary (manufacturing and construction industries) to tertiary and quaternary sectors (tourism, banking, software .

Questions

What are the 6 basic economic principles?
What is the first economic principle?
Why are economic principles important?
What is an example of a principle?

VOCABULARY

English Uzbek Russian
Liberalized liberallashtirilgan либерализованный
Elasticity elastiklik эластичность
Tertiary uchunchi darajali третич
Crucial muhim решающий
Quaternary to`rtlamchi четвертичний
Ranging o`zgaruvchan ранжирование
Obsolescence eskirish устаревание
Depletion kamayish, ozayish истощение

Choose so that or in order to to complete the sentences.

1. I have started an English course _____ improve my English.
2. I'm studying very hard nowadays _____ I can pass my class.
3. I went to bed early _____ wake up early.
4. We all put on our jackets _____ keep warm.
5. One should exercise regularly _____ keep their body in shape.
6. Make sure your bags are tagged _____ you can find them easily.
7. I had to take a cab _____ I wouldn't be late for my appointment.
8. I took my digital camera with me _____ I could take some photos during my trip.
9. I need to take out a loan from a finance company _____ buy a new car.

10. Jason turned off the radio [ ] he could concentrate on his work.

Choose the correct conjunction.

1. I did my best to pass my English exam yet / so I failed.

2. I will get my car serviced and / for there is something wrong with the brakes.

3. The suspect went to the airport and / yet tried to use a license that had his brother's identification on it or / but he got caught.

4. Nobody expected Sam to get the job nor / so did I.

5. We can go to a Chinese restaurant or / and a Mexican, I don't really mind.

6. It was raining heavily and / so we decided to stay at home. 7. Everybody was eager to participate the charity walk or / but the manager.

8. I got a seat in the front row for / yet I was really interested in the lecture topic.

9. My brother and / nor I will retire soon and go sailing around the world.

He can speak English so / and Spanish fluently, but / or his French is not so good.

(§) Play Track 12. Listen to the lecture about overpopulation, and complete the sentences.

1 If we had fewer people, there and food for everyone.

2 If the average north American, we would need six planets the size of

Earth.

3 Statistics show that the average Chinese woman , if there was no law

against it.

4 If they all had the lifestyle of a citizen of the USA, how much for the rest

of us?

Test

SO, SUCH

1. We had … a good time.

A) so B) so a C) such D) such a

2. It was … lovely weather that we spent the whole day in the garden.

A) so B) so a C) such D) such a

3. Why did you buy … much food?

A) so B) so a C) such D) such a

4. It was … lovely weather that we couldn't help going for a walk.

A) so B) so a C) such d) such a

5. Why did you buy … a lot of food?

A) so B) such C) too B) very

6. I didn't know … many people here.

A) so B) such C) some D) hardly5. Did you invite Ann to the party?

No, I … her but I changed my mind.

A) invited B) had invited

C) was inviting D) was going to invite

7. We hadn't expected to have … many problems.

A) such B) so C) such a D) enough

PPT :https://www.slideshare.net/prasadsekhar/economic-development-structural-changes

VIDEO:https://www.google.com/search?q=changes+in+the+structure+of+the+economy+video&oq=changes+in+the+structure+of+the+economy

Lesson 42. A static economy

Gram : Linking words I . So, and therefore . To and in order to

Static economic efficiency refers to a situation in which it is not possible to improve the allocation of resources in an economy without changing the quantity of resources available.

This means that, given the existing stock of factor resources (factor inputs) such as land, labour, capital and enterprise, the economy is producing the maximum possible output and there is no way to reallocate those resources to produce more of one good without producing less of another good.

In other words, the economy is operating at its production possibility frontier, where it is not possible to produce more of one good without sacrificing the production of another good.

Static efficiency is different from **dynamic efficiency**, which refers to the use of resources in the most productive and efficient way over time.

Dynamic efficiency takes into account the fact that resources and technology can change over time, and that it is possible to improve the allocation of resources by investing in new technologies and education.

Static economic efficiency is often used as a benchmark to evaluate the performance of an economy, and policies that promote static efficiency are aimed at ensuring that resources are used in the most productive and efficient way possible.

So static efficiency refers to allocative efficiency and productive efficiency

Allocative efficiency

Allocative efficiency refers to the allocation of resources in an economy such that the goods and services produced reflect the preferences and needs of society. This means that the right goods and services are being produced in the right quantities and are being distributed to the people who value them most.

Productive efficiency

Productive efficiency, on the other hand, refers to the use of the least amount of resources to produce a given quantity of goods and services. This means that the economy is producing goods and services at the lowest possible cost.

Questions

1.What is a static economy?
2.What is static and dynamic economy?
3.What is dynamic economy?
4.What is static economics explain it with features?
5.What means static example?
6.What is static and its examples?

VOCABULARY

English	Russian	Uzbek
alloction	выделение	ajratma, ajratma miqdori
input	вход	kiritilgan ma`lumot
enterprise	предприятие	tashabbuskorlik
frontier	граница	chegara,
sacrificing	жертва	qurbon qilmoq
reallocate	перераспределять	qayta taqsimlash
benchmark	орентир	balandlik belgisi
distributed	распределенний	taqsimlangan
quantities	количества	miqdor , hajm
refer	ссылаться	nazarda tutmoq

Grammar
What is the difference between 'so' and 'therefore'?

Basically, “so” can be used to mean “therefore,” but “therefore” does not necessarily mean “so.”

Therefore means “for that reason.” As in: *You lied on your resume and you are therefore fired*. I could just as easily rephrase that to: *You lied on your resume and so you’re fired*.

But “so” means other things in other contexts:

1. An intensifier: *Why are there so many questions about thermometers?*
2. A statement that what you just heard is irrelevant: *So what?*
3. A signal that you’re about to say or ask something: *So: when did you start dating my daughter?*
4. A way of referring to a previously mentioned person, place, thing, situation, or idea: *It is so*.

In none of these examples could you replace “so” with “therefore” and make any sense.

Test

SO, SUCH

1. We had … a good time. A) so B) so a C) such D) such a

2. It was … lovely weather that we spent the whole day in the garden.

A) so B) so a C) such D) such a

3. Why did you buy … much food?

A) so B) so a C) such D) such a
4. It was … lovely weather that we couldn’t help going for a walk.
A) so B) so a C) such d) such a
5. Why did you buy … a lot of food?
A) so B) such C) too B) very
6. I didn’t know … many people here.
A) so B) such C) some D) hardly5. Did you invite Ann to the party? No, I … her but I changed my mind.
A) invited B) had invited
C) was inviting D) was going to invite
7. We hadn’t expected to have … many problems.
A) such B) so C) such a D) enough

PPT :https://www.slideshare.net/prasadsekhar/economic-development-structural-changes

VIDEO:https://www.google.com/search?q=changes+in+the+structure+of+the+economy+video&oq=changes+in+the+structure+of+the+economy

Lesson 43. Uninsurable and insurable risks

Gram : Linking words II But, although , though

Insurable risk

Business insurance is designed to protect your company against *insurable risk,* or the likelihood of a loss. But it's important to understand that even the most comprehensive insurance policies don't cover every type of risk.

What is an insurable risk?

Insurable risks are risks that insurance companies will cover. These include a wide range of losses, including those from fire, theft, or lawsuits.

When you buy commercial insurance, you pay premiums to your insurance company. In return, the company agrees to pay you in the event you suffer a covered loss.

By pooling premiums from many policyholders at once, insurers are able to pay the claims of the few who do suffer losses, while providing protection to everyone else in the pool in case they need it.

What risks are not covered by business insurance?

The losses covered under small business insurance policies differ among insurance companies. For the best protection, it's wise to select the broadest coverage you can afford.

However, no insurance company will cover every risk. Some losses are simply impossible to value or too costly, too probable, or too susceptible to manipulation. These are known as uninsurable risks.

For example, most errors and omissions insurance policies won't cover you if a client sues you for not paying a bill or for stealing a customer or employee. And, of course, any allegation related to a criminal act or intentional wrongdoing on your part is generally uninsurable. For instance, if you intentionally damage your own property or injure someone, your insurance coverage won't apply.

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Examples of insurable and uninsurable business risks

Consequential losses are also generally uninsurable. Let's say you're sued for a mistake you made while providing services to a client. Your policy will likely cover that. But if you lose that client as a result of your mistake and go out of business, those losses aren't covered.

Carriers also won't insure risks that are considered inevitable, such as providing property insurance to a business when a wildfire is burning just miles away. Additionally, they don't cover gradual damage related to maintenance or wear and tear, such as an old, leaky roof.

For a business risk to be insurable, it typically must meet a few criteria:

The risk is potentially costly enough that a business is willing to pay a premium to protect against it.

The risk can’t be so catastrophic that the insurer would never be able to pay for the loss.

The risk is well-defined and has a clear, measurable value that can’t be influenced by the policyholder.

The risk is random, not within the policyholder’s control, and the policyholder cannot cause or influence the loss.

There must be a sufficient number of insureds subject to the same risk, so that all policyholders’ combined premiums can share in the cost of any losses – but it must be unlikely that all policyholders will suffer a loss at the same time.

Limitations of coverage

Ultimately, whether or not a specific risk will be insured is defined by the policy. Some types of high-risk occurrences may be covered, but only up to predetermined dollar limits.

Even within the same policy, different types of covered losses may have different limits or exclusions. There may also be limits on the total amount of covered losses that an insurer will pay.

Depending on the type of coverage, deductibles may also apply. For example, if your property insurance policy has a $10,000 deductible, the insurer won't pay any claim less than $10,000, and will pay only for losses beyond the first $10,000. In other words, if a loss totals $30,000, the insurer will pay $20,000, and you will be responsible for the $10,000 deductible.

A policyholder may choose to pay a higher premium for insurance with higher payout limits and/or lower deductibles. They may also elect to pay lower premiums for a policy that provides lower benefits in the event of a claim.

Know your insurance policy

Be sure you understand your specific policy benefits, as well as what isn't covered. With the exception of property coverage, the insurance company will generally not write a check to reimburse a customer (an insured) for their losses.

Additionally, liability insurance policies only cover the defense and settlement of claims filed against the insured. They do not pay for the costs when an insured sues another party.

Insurance is just one part of a comprehensive risk management strategy. You may need to employ other tactics to mitigate risk exposure.

Questions

What are uninsurable risks?

What is the difference between insurable and uninsurable?

What are 5 examples of non-insurable risk?

What is an example of non-insurable risk?

VOCABULARY

English Uzbek Russian
liability – javobgarlik ma`suliyat - ответственности
defense – mudofaa - защита
settlement – bitim, kelishuv - поселка
mitigate – yumshatmoq, yengillashtirmoq - смягчить
reimburse – to`lamoq , qoplamoq - возместить
deductibles – chigirmalar - франшизы
premium – sug`urta puli - премиум
policyholder – politsiyachi – страхователь полицивачи
unsurer – ishonchsiz - ненадежный
random – tasodifiy - нещпределенность
lawsuit – sud jarayoni – судебний процесс
coverage – matbuot, voqea – hodisalarni yoritish – репортаж

What is the difference between although and though?

1 **used as conjunctions**

You use although or though to introduce a subordinate clause in which you mention something that contrasts with what you are saying in the main clause. Though is not used in very formal English.

I can't play the piano, although I took lessons for years.

It wasn't my decision, though I think I agree with it.

You can put even in front of though for emphasis.

She wore a coat, even though it was a very hot day.

Don't put `even' in front of although.

Be Careful! When a sentence begins with although or though, don't use `but' or `yet' to introduce the main clause. Don't say, for example, `Although he was late, yet he stopped to buy a sandwich'. You say `Although he was late, he stopped to buy a sandwich'.

Although he was English, he spoke fluent French.

Though he hadn't stopped working all day, he wasn't tired.

Don't use although or though in front of a noun phrase. Don't say, for example, `Although his hard work, he failed his exam'. You say `In spite of his hard work, he failed his exam' or `Despite his hard work, he failed his exam'.

In spite of poor health, my father was always cheerful.

Despite her confidence, Cindy was uncertain what to do next.

2 **`though' used as an adverb**

Though is sometimes an adverb. You use it when you are making a statement that contrasts with what you have just said. You usually put though after the first phrase in the sentence.

Fortunately though, this is a story with a happy ending.

For Ryan, though, it was a busy year.

In conversation, you can also put though at the end of a sentence.

I can't stay. I'll have a coffee though.

Although is never an adverb.

Although / Though

After although we use a subject + verb. a. Richard worked on his project all night although he was tired. b. They don't spend much money although they are rich. c. Andrew passed the exam although he didn't study at all. d. Amber wants to go out although she is sick. e. Although it rained a lot, the students enjoyed their holiday.

Despite / In Spite Of

After in spite of we use a noun, a pronoun or V-ing form. a. Berk won the prize in spite of the difficult conditions. b. They went on holiday in spite of the bad weather conditions. c. Steve waited outside for 2 hours in spite of the cold. d. We arrived on time in spite of the traffic jam. e. In spite of all her careful plans, Laura made a lot of mistakes. f. They didn't want to buy anything in spite of having a lot of money. Responding to serious customer complaints

(§) Play Track 13. Listen and complete the form.

Final project feedback form

Project subject: new archaeological sites in (1)

About project:

group good at (2) , but would have done (3) activities

group good at (4) - but one group member didn’t (5)

would have been better if the team (6) earlier.

Question: would the team have worked well without the pressure (7) ?

If the student had to do the project again she would have (<5>) and started sootier.

Test

1. … what I said last night, I … love you.

A) In spite/still B) Though/yet

C) Despite of/no longer D) Despite/still

2. I couldn't sleep despite … very tired.

A) I was B) I am C) I had been D) being

3. I didn't get the job … I had all the necessary.

A) though B) in spite of

C) despite D) in spite

4. … all my careful plans, a lot of things went wrong.

A) Although B) Though

C) In spite D) Despite

5. Keith decided to give up his job … I advised him not to.

A) in spite B) despite of

C) though D) despite

6. It's quite warm. It's a bit windy …

A) in spite B) although

C) though D) despite

7. He has to work every day. He … works on Sundays.

A) even if B) as C) yet D) even

8. The shop is always quite crowded but today it's … more crowded than usual.

A) even B) yet C) as D) like

9. I'll probably see you tomorrow. But … I don't, we're sure to see each other before the week-end.

A) though B) as C) when D) even if

10. She didn't look at me … she passed me in the street.

A) if B) as C) like D) as if

11.You moved … I took the photograph.

A) like B) as if C) despite D) just as

12. … the day went on, the weather got worse.

A) Though B) As C) like D) In spite of

PPT:https://www.slideshare.net/iirmjaipur/economic-system

VIDEO:https://www.google.com/search?q=Uninsurable+and+insurable+risks+video

Lesson 44. Changes in the general economic environment

Gram: Linking word II. Both ….and, either …or

Economic environment

The term economic environment refers to all the external economic factors that influence buying habits of consumers and businesses and therefore affect the performance of a company. These factors are often beyond a company's control, and may be either large-scale (macro) or small-scale (micro).

Macro factors include:

Employment/unemployment

Income

Inflation

Interest rates

Tax rates

Currency exchange rate

Saving rates

Consumer confidence levels

Recessions

Micro factors include:

The size of the available market

Demand for the company's products or services

Competition

Availability and quality of suppliers

The reliability of the company's distribution chain (i.e., how it gets products to customers)

While companies often can't control their economic environment, they can evaluate economic conditions before choosing to enter a particular market or industry or pursue other strategies.

What is Economic Change?

Digital transformation, the Fourth Industrial Revolution, and disruption are all phrases that describe this rapid rate of change. Economic change is the process of new market conditions creating a domino effect of changes throughout an economy. Some businesses fail, and others spring up to take their place. New industries are formed, while others disappear forever. Consumers demand different products at different prices with different qualities and respond accordingly by switching or failing businesses. Economic change exists when the market for goods and services undergoes substantial transformation or

adjustment due to new opportunities or pressures from competitors, consumers, suppliers, or other market forces. It involves significant alterations that affect major sectors in a country, region, and even globally.

Reasons for Economic Change

Sometimes the reasons for economic change are minor, and other times they are primary and cause widespread disruption. Economic change involves opportunity and risk. On the one hand, innovations or resources often open up new opportunities for investment that had not been available previously; on the other hand, these changes also bring risks of failure. There are several reasons why the economy might change. These reasons include:

Gross Domestic Product (GDP). It calculates the value of all products and services produced in a country in a given period. If a new invention leads to an increase in production, it will lead to a rise in consumption and, therefore, to an increase in GDP. If a natural disaster leads to a decrease in production, it will lead to a reduction in consumption and, therefore, a decline in GDP.

Exchange rates. These are the rate at which one country's currency can be exchanged for another. Exchange rates can indicate a country's economic strength, and when the domestic currency is more potent, it affects its ability to trade positively. If the domestic currency is weak, it negatively affects trade within a country.

Interest rates. These are the rate at which money is loaned. They offer a great insight into what investors expect in the future. When interest rates are high, it indicates that investors expect low economic growth and they are more concerned about risk. When interest rates are low, investors are more optimistic about the future and more comfortable with risk.

Taxation. It shows how confident a government is with its economy. High levels of tax favor government projects but limit the citizens. However, low taxation rates can be favorable for the long-term economic growth of a country.

Technology. Technology is one of the leading causes behind the increase in production. For example, discovering a new resource will often lead to a significant increase in production due to access to a previously unavailable resource.

Understanding the reasons for economic change can help to identify when an economy is likely to change and when it is time to take action.

Economic Change Types

Economic change, also known as economic transformation, can involve various processes, such as moving from one kind of economy to another. There are many instances where economic change happens gradually over extended periods of time. However, there are other times when the process is much quicker and more abrupt. For example, agricultural economies have transformed into industrial economies, and information economies are becoming more common.

Questions

1.What are the economic social and environmental impacts?
2.What is economic environment and social environment?
3.What are the 3 E's of environment?
4.What is the purpose of an ESMS?

VOCABULARY

English Uzbek Russian
external tashqariga oid наружно
rate foiz ставка
disruption putur, buzish разрушение
indicate ko`rsatmoq, bildirmoq укажите
instances misol, namuna экземпляры
abrupt bexosdan, qo`qqisdan инезапный
favorable iltifotli, marxamatli благоприятно
taxation soliqqa tortish налогообложение
income foyda, daromad доход
reliability ichonchlilik надежность

Grammar : BOTH NEITHER

1. ____ my parents are doctors. My mother works in a hospital and my father is a dentist.
2. I gave the boys ten euros ____.
3. Insects live on ____ continent.

4. After losing the game , we [ ] were disappointed and went home .

5. [ ] of my two brothers are married.

6. [ ] of the family members knows exactly what they have to do.

7. It doesn't matter which of the two coats you wear. They are [ ] lovely.

8. I spent the [ ] evening preparing for my speech tomorrow.

9. [ ] you do what I say or I'll complain to the boss.

10. [ ] option is good for for us. We'll lose votes no matter what we do.

11. [ ] living things need air to breathe.

12. [ ] of us has to inform the headmaster about what they intend to do.

Exercise 2

Choose the correct forms of *both*, *either*, *neither* to complete the sentences.

1 Can [ ] you or Lisa take me to the station?

2 [ ] of them could take me to the station, so I had to take a taxi.

3 A: Are you from Spain or from Italy? B: [ ]. I'm from Portugal.

4 [ ] can win this game.

5 With a tourist visa, you can [ ] work nor study.

6 He showed us two apartments but we didn't like [ ] of them.

7 [ ] John and Sara were invited.

8 The tennis game was fantastic. [ ] players were great.

9 The match was really boring. [ ] team played well.

10 You can choose [ ] of those two presents. Which one do you prefer?

(§) Play Track 14. Listen and complete the sentences with NO MORE THAN THREE words.

Lili: Were you ill today? You (1) a good lecture about accounting this morning.

Andreas: No, I'm not ill. I (2) a lot about accounting lately, and I'm not

really interested in it. I (3) to take the option in it.

Lili: Dr Kesevan covered more than just accounting. He (4) about the marketing mix too - the 4Ps: Product, Price, Place and Promotion.

Andreas: Oh, really. I (5) about that.

Lili: Well, it was only a short introduction; he (6) talk about it in more detail next week, so you (7) make sure you're there.

Andreas: Don't worry — 1(8) there for sure.

Speaking time

Related tests: Questions Business

- Could I ask you some questions about your business?
- When did you start your business?
- Are you only a service provider?
- Do you have any service expansion plan?
- Do you have international presence?
- Do you think recession is affecting your business?
- What is the strength of your employees?

Test

1.- …, I don't mind.

A) Neither B) Nothing

C) Either D) Both

2. I couldn't decide which one to choose. Good books! I like …

A) Neither B) None C) Either D) Both

3. Come and see me … time you want.

A) some B) no C) any D) both

4. If anyone wants to leave early, … can.

A) it B) they C) them D) I

5. How much money have you got?

A) None B) No C) Nothing D) Neither

6. … system of government is perfect.

A) None B) Neither of C) Both D) No A) quite B) rather C) yet D) any longer

PPT:https://www.slideshare.net/khurshidahmad13/the-general-economic-environment

VIDEO:https://www.google.com/search?q=changes+in+the+economic+environment

Lesson 45. Changes in the structure of the economy

Gram : Linking words II . When . until . before . after , as soon as , while

What is Structural Change?

Structural change refers to a dramatic shift in the way an industry or market functions, usually brought on by major economic developments.

Understanding Structural Change

Structural change shifts the assumptions used to determine courses of action, for instance, changing the way market orders are processed. A major driver of structural change is innovation. Areas of the economy with large research and development (R&D) components could have big impacts on existing methodology.

For example, the advent of the smartphone was a huge change for both businesses and consumers as products, such as flashlights and cameras, saw demand wane as their functionality was readily available to everyone as part of a compact device whose primary use was something else. This led to the development of "apps" (applications) for everything, including monitoring a bank or commercial account, finding information, and making purchases.

Other factors that can often spark structural change include new economic developments, global shifts in the pools of capital and labor, changes in resource availability due to war or natural disaster, changes due to the supply and demand of all resources, and changes in the political landscape with either a new regime coming to power or major overhauls in existing laws, especially with regard to business regulation and taxation.

Not only will businesses have to adapt to the new order, so will markets. For example, in the futures market, crude oil is usually in contango, which means that oil for delivery in the future is more valued than spot oil is today. If there are production cutbacks, either by decree from producing countries or political instability in the producing regions of the word, fears of scarce reserves will arise. The oil market may then undergo a structural change. Demand for near-term oil may increase, as

people would fear lower supply levels in the future. Consequently, the market may shift to backwardation, where oil today is more valuable than future oil.

Technology and Structural Change

Agricultural advancements led to the rise of factory farming. Even labor unions caused changes in the workplace forcing companies to adapt. Technological proliferation is causing a structural change in service industries with online shopping, self-ordering kiosks in fast food restaurants, and voice operated devices to access information and order products without using a phone call or, even, a computer.

On a country level, structural changes in productivity could transform an economy from a developing nation to an emerging and, eventually, a developed nation. Technical progress is seen as crucial in bringing about structural change as it involves the obsolescence of skills, vocations, and permanent changes in spending and production.

The key to effect structural change is the dynamism that is inherent in that system. Currently, globalization is driving the structural change that is causing the economies of the world to adapt, and that is possible solely due to the dynamic nature of the global economic system.

Questions

1.What are 3 economic changes?
2.What are 3 examples of economics?
3.What makes economic to change?
4.What are good examples of economics?

VOCABULARY

English Uzbek Russian
inherent o`ziga xos врожденный
dynamism dinamizm динамизм
cutbacks qaytqrish, qisqartirish сокращения
advent yetib kelish, kelish прибытие
wane kamaymoq убывать
regime tartib,rejim режим
overhauls capital ta`mirlash капитальный ремонт
crude chala ishlangan сырой
backwardation orqaga qaytarish слидка
crucial hal qiluvchi ahamiyatga ega решающий

Grammar: Before, after, as, as soon as

Before

- We should finish this exercise before 4.00. - I need to buy a present before James comes. - Before starting any business, it's a good idea to write a business plan.

- Where did you live before coming to America? Correct - Where did you live before ~~to come~~ to America? Incorrect

After

- I'll see you after work. - Camilla won't be home until after midnight. - David got promoted after just two years with the company.

As - Time

- I dropped my keys as I left my apartment. - His health improved as he exercised more. - As time went by his English got better.

- I woke up as the sun was rising. - She arrived as you were leaving.

As - Reason

- I'm going to bed early as I have to get up early tomorrow. - As we're not busy, let's meet this afternoon for lunch.

As soon as

- I'll give you a call as soon as I have finished. - As soon as they go out let's eat lunch. - We'll send payment as soon as you fax the signed contract.

English exercise "Before, after, as, as soon as" created by anonyme with The test builder. 1. You will not be hungry [ ] you eat. (after - before) 2. [ ] the sun set, the shadows lengthened. (After - As) 3. Every night, [ ] brushing my teeth, I go to bed. (after - before) 4. [ ] the girl fell asleep, she had a strange dream. (After- Before) 5. [ ] I was building a fire, smoke kept getting in my eyes. (As - Before) 6. I want to graduate from high school [ ] possible. (after - as soon as) 7. [ ] he started the car, the engine made a strange sound. (As - Before) 8. You have to pack your suitcase [ ] you go to the airport. (after - before) 9. Just [ ] I was picking up my glasses, they fell out of my hand. (as - before) 10. [ ] I get my driver's license, I'm going to drive to your house. (As soon as - Before)

Test

1. I will have a bath _____ I go to bed. A) when B) if C) before D) until

2. I’m coming to London tomorrow. I’ll ring you _____ I arrive. A) before B) when C) until D) if

3. _____ it is a nice day tomorrow, we can go swimming. A) If B) Until C) When D) Before

4. Wait here _____ I get back. A) until B) before C) as soon as D) when

5. _____ you have any problem, just ask for help. A) When B) After C) Before D) Until

6. I want to get home _____ Jim comes back. A) if B) before C) until D) when

7. I’m going to have driving lessons _____ I pass my test. A) before B) when C) if D) until

8. Give me your address _____ you go home. A) if B) before C) as soon as D) until

(§) Play Track 15. Listen to the recording and complete the sentences below. Write NO MORE THAN TWO WORDS AND *I* OR A NUMBER for each answer.

1 items go missing on buses, trains and taxis in London every year.

2 Items which passengers frequently leave are mobile phones, and

3 Approximately of items are reclaimed by their owners.

4 Lost items are retained by the lost property office for a period of

5 One unusual item of lost property was a briefcase which contained

Speaking

How can I practice business English speaking?

What are activities for speaking?

How do you make business lessons fun?

What should I read to improve business English?

What are the topics for business English?

How can I improve my business speaking skills?

PPT :https://www.slideshare.net/prasadsekhar/economic-development-structural-changes

VIDEO:https://www.google.com/search?q=changes+in+the+structure+of+the+economy+video&oq=changes+&aqs=chrome

GLOSSARY

Ability-to-pay principle The idea that those who have greater *income* (or *wealth*) should pay a greater proportion of it as taxes than those who have less income (or wealth)

Actual investment The amount that *firms* invest; equal to *planned investment* plus *unplanned investment* .

Advertising A seller's activities in communicating its message about its product to potential buyers.

Agency shop A place of employment where the employer may hire either *labor union* members or nonmembers but where those who do not join the union must either pay union dues or donate an equivalent amount of money to a charity.

Aggregate expenditures The total amount spent for final goods and services in an economy.

Backflows The return of workers to the countries from which they originally migrated.

Balance on current account The exports of goods and services of a nation less its imports of goods and services plus its *net investment income* and *net transfers* in a year.

Balance on goods and services The exports of goods and services of a nation less its imports of goods and services in a year.

Barrier to entry Anything that artificially prevents the entry of firms into an industry.

Budget deficit The amount by which the expenditures of the Federal government exceed its revenues in any year.

Capital Human-made resources (buildings, machinery, and equipment) used to produce goods and services; goods that do not directly satisfy human wants; also called capital goods.

Capital and financial account The section of a nation's *international balance of payments* that records (1) debt forgiveness by and to foreigners and (2) foreign purchases of assets in the United States and U.S. purchases of assets abroad.

Capital gain The gain realized when securities or properties are sold for a price greater than the price paid for them.

Capital-intensive commodity A product that requires a relatively large amount of *capital* to be produced.

Change in demand A change in the *quantity demanded* of a good or service at every price; a shift of the *demand curve* to the left or right.

Change in supply A change in the *quantity supplied* of a good or service at every price; a shift of the *supply curve* to the left or right.

Developing countries Many countries of Africa, Asia, and Latin America that are characterized by lack of capital goods, use of nonadvanced technologies, low literacy rates, high unemployment, rapid population growth, and labor forces heavily committed to agriculture.

Dividends Payments by a corporation of all or part of its profit to its stockholders (the corporate owners).

Domestic capital formation The process of adding to a nation's stock of *capital* by saving and investing part of its own domestic output.

Domestic output *Gross* (or net) *domestic product;* the total output of final goods and services produced in the economy.

Domestic price The price of a good or service within a country, determined by domestic demand and supply.

Durable good A consumer good with an expected life (use) of 3 or more years.

Earnings The money income received by a worker; equal to the *wage* (rate) multiplied by the amount of time worked.

Economic cost A payment that must be made to obtain and retain the services of a *resource;* the income a firm must provide to a resource supplier to attract the resource away from an alternative use; equal to the quantity of other products that cannot be produced when resources are instead used to make a particular product.

Economic efficiency The use of the minimum necessary resources to obtain the socially optimal amounts of goods and services; entails both *productive efficiency* and *allocative efficiency*.

Economic profit The total revenue of a firm less its economic costs (which include both explicit costs and implicit costs); also called "pure profit" and "above-normal profit.

External debt Private or public debt owed to foreign citizens, firms, and institutions.

Financial services industry The broad category of firms that provide financial products and services to help households and businesses earn *interest ,* receive *dividends ,* obtain *capital gains ,* insure against losses, and plan for retirement. The industry includes *commercial banks , thrift institutions ,* insurance companies, mutual fund companies, pension funds, and securities firms.

Fixed cost Any cost that in total does not change when the *firm* changes its output; the cost of *fixed resources*.

Free trade The absence of artificial (government-imposed) barriers to trade among individuals and firms in different nations.

Gross domestic product (GDP) The total market value of all *final goods and services* produced annually within the boundaries of the United States, whether by U.S.- or foreign-supplied resources.

Human capital The knowledge and skills that make a person productive.

Imports Spending by individuals, *firms*, and governments for goods and services produced in foreign nations.

Income A flow of dollars (or purchasing power) per unit of time derived from the use of human or property resources.

Individual demand The demand schedule or *demand curve* of a single buyer.

Labor force Persons 16 years of age and older who are not in institutions and who are employed or are unemployed and seeking work.

Labor union A group of workers organized to advance the interests of the group (to increase wages, shorten the hours worked, improve working conditions, and so on).

Macroeconomics The part of economics concerned with the economy as a whole; with such major aggregates as the household, business, and government sectors; and with measures of the total economy.

Market economy An economy in which the private decisions of consumers, resource suppliers, and firms determine how resources are allocated; the market system.

Monopoly A market structure in which the number of sellers is so small that each seller is able to influence the total supply and the price of the good or service.

National income Total income earned by resource suppliers for their contributions to gross domestic product plus taxes on production and imports; the sum of wages and salaries, rent, interest, profit, proprietors' income, and such taxes.

Partnership An unincorporated firm owned and operated by two or more persons.

Real income The amount of goods and services that can be purchased with nominal income during some period of time; nominal income adjusted for inflation.

Savings account A deposit in a commercial bank or thrift institution on which interest payments are received; generally used for

saving rather than daily transactions; a component of the M2 money supply.

Shortage The amount by which the quantity demanded of a product exceeds the quantity supplied at a particular (belowequilibrium) price.

Sole proprietorship An unincorporated firm owned and operated by one person.

Total spending The total amount that buyers of goods and services spend or plan to spend; also called aggregate expenditures.

Trade balance The export of goods (or goods and services) of a nation less its imports of goods (or goods and services).

Unemployment The failure to use all available economic resourcesto produce desired goods and services; the failure of the economy to fully employ its labor force.

Unemployment rate The percentage of the labor force unemployed at any time.

Value of money The quantity of goods and services for which a unit of money (a dollar) can be exchanged; the purchasing power of a unit of money; the reciprocal of the price index.

Variable cost A cost that in total increases when the firm increases its output and decreases when the firm reduces its output.

Wage The price paid for the use or services of labor per unit of time (per hour, per day, and so on).

World price The international market price of a good or service, determined by world demand and supply.

X-inefficiency The production of output, whatever its level, at a higher average (and total) cost than is necessary for producing that level of output

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ECONOMIC KNOWLEDGE

A training manual for first year students majoring in economics.

Editor: Bobodustov Z.N.
Edited by: Hamrayev D.

Recommended for publication by the decision of the assembly of SamISI Academic methodological council № 7 of April 24, 2024

© "STAP-SEL" L.L.C. Editorial office, Samarkand - 2024.

ISBN: 978-9910-720-51-2

8375

Samarkand Institute of Economics and Service
was published in the printing department.
Order № 0092A/24, 50 copy

Certificate № **025316.**
Address: Samarkand city, Shakhrukh street 60,
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