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OLIIY VA O‘RTA MAXSUS TA‘LIM VAZIRLIGI**

SAMARQAND IQTISODIYOT VA SERVIS INSTITUTI

“TILLARNI O‘QITISH” KAFEDRASI

«Tasdiqlayman»
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prorektor _____ prof.Q.J.Mirzayev
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**Xorijiy til
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R.D.Samandarov - SamISI “Tillarni o'qitish” kafedrası dotsenti

Taqrizchilar:

Shermatov A. A. SamDCHTI “Ingliz tili nazariyasi va amaliyoti”

Kafedrası dotsenti:

Boltaqulova G.F-SamDCHTI “Ingliz tili nazariyasi va amaliyoti”

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1.1 - modul

New Uzbekistan.

Text :Gram: Adjective position, Adjective order

Uzbekistan is a country of Central Asia, located north of Turkmenistan and Afghanistan. With an area of 447,000 square kilometers (approximately the size of Spain or California), Uzbekistan stretches 1,425 km (885 mi) from west to east and 930 km (580 mi) from north to south. It borders Turkmenistan to the southwest, Kazakhstan to the north, and Tajikistan and Kyrgyzstan to the south and east.

Uzbekistan is not only one of the larger Central Asian states but also the only Central Asian state to border all of the other four. Uzbekistan also shares a short border with Afghanistan to the south. As the Caspian Sea is an inland sea with no direct link to the oceans, Uzbekistan is one of only two "doubly landlocked" countries—countries completely surrounded by other landlocked countries. The other is Liechtenstein.

Uzbekistan's climate is classified as continental, with hot summers and cool winters. Summer temperatures often surpass 40 °C (104 °F); winter temperatures average about −2 °C (28 °F), [citation needed] but may fall as low as −40 °C (−40 °F). Most of the country also is quite arid, with average annual rainfall amounting to between 100 and 200 millimeters (3.9 and 7.9 in) and occurring mostly in winter and spring. Between July and September, little precipitation falls, essentially stopping the growth of vegetation during that period of time.

Despite Uzbekistan's rich and varied natural environment, decades of environmental neglect in the Soviet Union have combined with skewed economic policies in the Soviet south to make Uzbekistan one of the gravest of the CIS's many environmental crises.[1] The heavy use of agrochemicals, diversion of huge amounts of irrigation water from the two rivers that feed the region, and the chronic lack of water treatment plants are among the factors that have caused health and environmental problems on an enormous scale.

Environmental devastation in Uzbekistan is best exemplified by the catastrophe of the Aral Sea. Because of diversion of the Amu Darya and Syr Darya for cotton cultivation and other purposes, what once was the world's fourth largest inland sea has shrunk in the past thirty years to only about one-third of its 1960 volume and less than half its 1960 geographical size. The desiccation and salinization of the lake have caused extensive storms of salt and dust from the sea's dried bottom, wreaking havoc on the region's agriculture and ecosystems and on the population's health. Desertification has led to the large-scale loss of plant and animal life, loss of arable land, changed climatic conditions, depleted yields on the cultivated land that remains, and destruction of historical and cultural monuments. Every year, many tons of salts reportedly are carried as far as 800 kilometers away. Regional experts assert that salt and

dust storms from the Aral Sea have raised the level of particulate matter in the Earth's atmosphere by more than 5%, seriously affecting global climate change.

The Aral Sea disaster is only the most visible indicator of environmental decay, however. The Soviet approach to environmental management brought decades of poor water management and lack of water or sewage treatment facilities; inordinately heavy use of pesticides, herbicides, defoliants, and fertilizers in the fields; and construction of industrial enterprises without regard to human or environmental impact. Those policies present enormous environmental challenges throughout Uzbekistan.

VOCABULARY

Environment – atrof-muhit

Impact – ta'sir

Fertilizer- ug'it

Industrial Enterprises- sanoat korxonalari

Historical and cultural monuments- tarixiy va madaniy yodgorliklar

Economic policy- iqtisodiy siyosat

Population's health- aholi salomatligi

Rainfall- yog'ingarchilik

Desertification- sahroga aylanish, cho'lga aylanish

Questions

1. What do you think about current reforms in our country?
2. Are there typical features in the environment of Uzbekistan?
3. How many citizens are there in Uzbekistan?
4. What do you think about the heavy industry of Uzbekistan?

B1 Adjective position

Adjectives usually go before nouns:

I bought a white T-shirt. (not a T-shirt white)

▲ Adjectives don't change. (not some whites T-shirts)

Adjectives go after some verbs (e.g. *be, get, become, look, seem, appear, sound, taste, smell, feel*):

They're comfortable and they'll look good with the skirt.

The material felt really soft.

▲ A few adjectives (e.g. *afraid, alone, asleep, awake*) cannot go before a noun:

The cat was asleep on the bed. (not The asleep cat was on the bed.)

-C1

B2 Adjective order

When there are two or more adjectives, they go in this order:

	opinion	size/age/shape	colour	materials	
a	lovely	short	black	wool	skirt
a	beautiful		grey	leather	bag
my	favourite	long	black		boots
some		old	blue		jeans

We put *and*

- ◆ between two colour adjectives: *a black and white belt*
- ◆ between two adjectives after a verb: *Clothes shops are always boring and crowded.*
- ▲ We don't say ~~*my favourite and long and black boots*~~

Exercises for grammar

1. Anna likes Joanna, but Maria doesn't like _____.
A) her B) them C) your D) their
2. Kate is _____ than any other actress on TV.
A) as pretty B) not pretty C) prettier D) the prettiest
3. Some people think that life was _____ a hundred years ago.
A) badly B) worst C) well D) better
4. A bee is _____ than a bird.
A) smaller B) smallest C) the smallest D) small
5. A bicycle moves _____ than a car.
A) slowly B) fast C) very slow D) more slowly
6. Concorde is _____ other planes.
A) the safest B) safest C) as safe as D) safer
7. Other planes are not so _____ Concorde.
A) more expensive B) expensive
C) expensive as D) as expensive
8. It was a very _____ journey.
A) interesting B) more interested
C) interested D) interestingly
9. What are the _____ sports in Turkey?
A) interested B) as interesting C) better than D) most popular
10. This team is bad. It plays _____.
A) badly B) bad C) not good D) well

1.2 - modul

My future profession.

Gram: Adjectives ending in -ing and -ed, Nouns used as adjectives.

My future profession (Accountant)

Plans for future is a problem that worries not only me, but my friends, classmates, parents and teachers. The reason is that at the age of 17 we have to make a very important choice in our life – the choice of a profession. On the one hand, I'm adult enough to have an opinion of my own about what I'm interested in and what I'm good at. On the other hand, at this age we lack life experience and our desires sometimes don't coincide with our possibilities. That's why it's very important to have somebody to give us a piece of advice. Such people are our parents, teachers and friends.

As for me, I want to be an economist. I like to read books of economics, research articles and analyze them. Nowadays this profession has become one of the most useful, modern and interesting. Also, I want to study economics as I'm very interested in current economic processes both in our country and in other countries. It's not a secret that our country (Russia, Ukraine, Belorussia, Kazakhstan) is now through a difficult periods of times. That's why it's very important for our country to have efficient economists to raise our economy at a high level.

I hope that I'll be a good economist. Like many other people I would like to spend a year abroad working as an economist. It would give me an opportunity to borrow the experience and to see the world.

So, I'll do everything to become a good economist and I'm sure I'll never regret my decision to follow this career.

There are plenty of different professions. Some of my friends want to be doctors, others want to be lawyers or journalists, some want to become designers, IT workers.

But I've always had a particular interest to advertising. So, I've already decided what I want to do, when I grow up. I want to have a job where I can apply my creative skills. I'd like to have a job of a creative director in an advertising agency.

If you want to be a good art director, you need to be creative. The way advertisement motivates people to do something what they actually didn't plan to do is fascinating. I also strongly believe that work of creative director can be compared with art. A good advertisement is really an art object.

I strongly believe that if I am persistent and ambitious, everything becomes possible. However, I'm absolutely convinced that without good grades at school the success in one's future career is out of the question.

A child usually dreams to be a doctor, a teacher, a firefighter or even an astronaut in the future. These professions are very important, so it is wonderful when child's dream comes true and he or she becomes an expert in the particular field, for example, in medicine.

I think that everyone should work. It may be easy or difficult work, well-paid or low-paid. However, what is even more important is that the work must bring the joy. Of course, the salary is important nowadays but if you are not happy with your job, the salary will mean almost nothing. In this case you should find something else, something that will make you smile. This work even may become just a little addition to the main job.

My dream is to become an interpreter in the future. Why have I chosen this particular profession? The answer is quite simple. I like studying foreign languages and cultures. When I study a new foreign language, a new world seems to be opened to me. I can find something unusual, unique, fascinating or even strange there but it is the wonderful experience.

The profession of an interpreter gives you an opportunity to meet new people from different countries or social groups. It teaches you to make decisions right here and right now. It is the experience that you cannot get even being a translator, for example. This is the main reason why I want to be an interpreter. I will do my best to become an interpreter in the future because this is the work that can make me happy.

VOCABULARY

Translator- tarjimon

Firefighter- o't o'chiruvchi

Convince- ko'ndirmoq, ishontirmoq

Lawyer - huquqshunos

Journalist – journalist

Economist- iqtisodchi

Classmate – sinfdosh

Interpreter- tarjimon

Questions.

1. What is your future profession?
2. What do you think about particular superiorities of certain professions?
3. What should you do to become a good specialist?
4. Why have You chosen this particular profession?

B3 Adjectives ending in *-ing* and *-ed*

Some adjectives have two forms: *-ing* and *-ed*. The adjectives have different meanings:

<i>-ing</i> adjectives describe people and things	<i>-ed</i> adjectives describe feelings
<i>Clothes shops are boring.</i>	<i>I'm bored.</i>
<i>That's surprising news.</i>	<i>We're surprised.</i>
<i>Computer shops are interesting.</i>	<i>You're not interested in clothes.</i>

Exercises for grammar

1. What are the _____ sports in Turkey?
A) interested B) as interesting C) better than D) most popular
2. It was a very _____ journey.
A) interesting B) more interested
C) interested D) interestingly
3. He has a lot of friends. He is _____ than Tony.
A) much less friendly B) less friendly
C) the most friendly D) more friendly
4. The Boeing 747 makes _____ noise than Concorde.
A) much B) less C) most D) least
5. Who sings the _____ in your class?
A) happy B) more happily C) happily D) most happily
6. Which student in the class works _____ ?
A) more careful B) less careful
C) the most carefully D) the least careful
7. I think my answer on the test was _____.
A) the best possible choice B) best beyond all the choices
C) the better of all choices D) the possible best choice
8. It was a _____.
A) thirty-minute show B) TV show thirty minute
C) thirty minutes TV show D) TV show of thirty minute
9. We saw _____ last week.
A) award winning of French film
B) A French film award winning
C) an award winning French film
D) a film of French winning award
10. The nurse is very _____. She spoke _____.
A) politely / politely C) polite / politely
B) politely / polite D) polite / polite

1.3 - modul

The role of foreign language in our lives.
Gram: Using adverbs, Forming adverbs, Irregular adverbs.

Learning a foreign language is not an easy thing. It is a long and slow process that takes a lot of time and efforts. Nowadays it is especially important to know foreign languages. Some people learn languages because they need them for their work, others travel abroad, for the third studying languages is a hobby. Everyone, who knows foreign languages can speak to people from other countries, read foreign writers in the original, which makes your outlook wider.

It is not surprising that many intellectuals and well-educated people are polyglots. I study English. Nowadays English has become the world's most important language in politics, science, trade and cultural relations. Over 300 million people speak it as a mother tongue. The native speakers of English live in Great Britain, the United States of America, Australia and New Zealand. English is one of the official languages in the Irish Republic, Canada, the South Africa Republic. English is one of the official languages of the United Nations Organization and other political organizations. Half of the world's scientific literature is in English. It is the language of computer technology.

To know English today is absolutely necessary for every educated person, for every good specialist. The English language is a wonderful language. It is the language of the great literature. It is the language of William Shakespeare, Jonathan Swift, Walter Scott, Charles Dickens. The great German poet Goethe once said, "He, who knows no foreign language, does not know his own one". That is why in order to understand oneself and environment one has to study foreign languages.

Language is an essential form of communication. So, the more languages you speak, the more friends you have. My parents have always wanted me to know several languages. I started learning English and French at the age of 6. By that time I already knew Russian and Georgian languages.

When I was a child, I didn't understand how important it is to learn at least one foreign language. Now I know that learning languages helps you in many ways. First of all, I started paying more attention to grammar and overall structure of my native language. Secondly, I'm going to pass an English language exam next year. I'm pretty sure that it will be fine, as I've been a diligent student. Besides, my parents and teachers say I'm capable of learning several languages. I have a good memory and good linguistic ability. Thirdly, I'm sure that the knowledge of foreign languages will be beneficial for my future career.

Moreover, it is a good way to find new penfriends from different countries and to keep in touch with them. That's how I learned some peculiarities of English and French culture. On top of that, last year I participated in an international exchange program, which was a good way to practice my speaking skills. We went to London and stayed there for a week with our English friends. Then, we hosted them in our town.

After I graduate from school, I want to enter a linguistic university to become an interpreter. But that's not all. After the university, I'd like to continue my studies abroad in the English or French speaking environment. In my opinion, it is the best way to improve the language skills and to make new friends.

VOCABULARY

Specialist- mutaxassis

French speaking environment- fransuz tili muhiti

Linguistic- tilga oid

Cultural relations- madaniy aloqalar

Beneficial- fordali

Native- mahalliy

Polyglot- ko'p tilli

Questions

1. What benefits can learning foreign languages bring to us?
2. When did you start learning foreign languages(at what age) ?
3. Why is it important to be bilingual or polyglot?
4. Is it easy to learn foreign languages?

B1 Using adverbs

Adjectives tell us about a **noun**:

He's a careful cyclist.

Adverbs tell us about a **verb**:

He cycles carefully.

Adverbs say how often, where, how much, how and when:

	how often?	verb	how?	where?	when?
<i>I</i>	<i>often</i>	<i>come</i>		<i>here</i>	<i>on Friday lunchtimes.</i>
<i>She</i>		<i>is waiting</i>	<i>patiently</i>	<i>at her friend's house.</i>	

Adverbs can be one word or a phrase:

*I'm getting on my bike **now**.*

*I'm **outside my office**.*

▲ Some verbs are followed by adjectives not adverbs. (See Unit 1 Grammar B1.):

*You **sound miserable**. That's **unfair**. I **feel happy**.*

B2 Forming adverbs

Adjective + **-ly** → adverb

perfect + **-ly** → *perfectly*

usual + **-ly** → *usually*

B3 Irregular adverbs

Well is the adverb for *good*:

He's a good boss. He treats us well.

▲ *Well* is also an adjective (= not ill):

I had stomach-ache last week but I'm well this week.

C2 Look at each word in *italics* and decide whether it is correct. If not, write the correct word.

- 1 They listened *careful* when the instructor told them what to do. *carefully*
- 2 The weather today is *well*.
- 3 We trained *hardly* because we had an important match.
- 4 We have a *weekly* spelling test in English.
- 5 I slept *bad* because there was a thunderstorm.
- 6 He answered the question *correctly*.
- 7 I arrived at school *lately* and missed the beginning of the lesson.
- 8 Cara's cousin gave her a *friendly* wave as he left.
- 9 I could understand quite *good* because the teacher spoke *clear*.
- 10 We worked *fast* and finished *early*.

1.4 - modul

How to improve competence. Gram:Comparative and superlative adjectives, Comparing nouns

What are competencies?

Before we can say anything useful about competence development, it is important to agree on a clear definition of competencies. They are often conflated with skills while the two are clearly distinct concepts.

The main difference between a competency and a skill is that competencies make up a much broader category than skills.

Competencies are the sum of:

-The specific knowledge someone has on a certain topic or within a certain field. One or multiple skills. Skills mainly refer to physical and mental actions and tasks that someone has mastered.

-The attitudes and character traits of an individual. Such as someone's attitude towards colleagues, someone's sense of duty, or their temperament.

In this blog you will read all about the difference between competencies and skills. You will also find practical examples of both terms.

What is competence development?

Today's labor market is a dynamic environment. Digitization continuously demands new competencies and skills while a lot of traditional jobs are disappearing or losing ground. In addition, an increasing proportion of companies and government institutions needs highly qualified employees who are eager to learn and prepared to grow along with the organization.

On the flip side, today's professionals are demanding as well. A lot of millennials don't just work to pay the bills but are also looking for a meaningful position that offers growth opportunities and satisfaction. In a recent study, almost two-thirds of participating employees preferred a job with a moderate income and a lot of growth opportunities over something unchallenging and monotonous yet royally paid.

This means that employers and employees both benefit from competence development. But what exactly does the term mean? Competence development is the practice of developing one or several competencies in a specific way and in a particular direction..

'Development' refers to:

Improving existing competencies. Ways of accomplishing this include targeted exercise, gaining additional knowledge and changing your attitude.

Adding new competencies to your professional arsenal. This involves continuous learning and openness to new challenges.

From an organizational perspective, competence development serves two main purposes:

To improve the alignment between the competencies of employees and the strategic goals of the organization.

To stimulate and develop employee involvement in the organization. The result? Content staff and less attrition.

Benefits

Good competence development offers many benefits, both for organizations and individual employees. These are the main benefits:

1. Improved competitiveness

Competence development improves the match between the strategic goals of an organization and the competencies of its employees. This strengthens your competitive position and makes the organization more future-proof.

2. Improved decision-making

Competence development facilitates careful mapping of all the strengths and weaknesses of your workforce. This information allows you to increase the efficiency of your business processes and avoid over or understaffing any specialized projects.

3. Recruitment and retention become easier

No organization wants to be a revolving door. In view of business continuity, it is important to attract the right people and commit them to the organization for an extended period of time. Competence development makes this easier. You gain an understanding of what competencies you need, while employees who get to develop themselves at your organization consider you an appealing employer.

4. Improved service

Does your workforce have the right competencies? Delivering top-notch service will be easier. The quality of your services and products gets a boost, which improves results and strengthens the bond with your clients. Very important in an era where personalization and high service levels act as driving forces behind added value and customer loyalty.

5. Improved safety, fewer risks Once all employees have a clear understanding of competencies and skills, production lines and production processes can be organized safely from start to finish. The benefit: improved safety and fewer occupational accidents.

6. Prepared for the future

Is one of your employees approaching retirement age? Or has someone left your organization unexpectedly? Competence development allows you to prepare high-potential staff for their future role, ensuring you've got the right successor on board at all times.

7. Employee growth

Competence development is an effective tool for facilitating personal and professional growth. The method offers employees a better understanding of their own potential, allowing them to sharpen existing and develop new competencies in a more targeted way.

VOCABULARY

Specific – maxsus

Traits– xususiyatlar

Duty – majburiyat

Workforce – ishchi kuchi

Satisfaction – qoniqish

Recruitment – jalb qilish

Accomplish – amalga oshirmoq

Questions

1. What are competencies?
2. What is competence development?
3. Why do people leave their organizations unexpectedly?
4. Do the majority of workforce in your region have the right competencies?

adjective	comparative	superlative
one syllable:		
<i>long</i>	+ <i>-er</i> → <i>longer</i>	+ <i>-est</i> → <i>the longest</i>
ending in <i>-e</i> <i>nice</i>	+ <i>-r</i> → <i>nicer</i>	+ <i>-st</i> → <i>the nicest</i>
ending in one vowel + <i>-b, -d, -g, -n, -p</i> or <i>-t</i> <i>big</i>	double the last letter + <i>-er</i> → <i>bigger</i>	double the last letter + <i>-est</i> → <i>the biggest</i>
two syllables:		
<i>famous</i>	+ <i>more</i> → <i>more famous</i>	+ <i>the most</i> → <i>the most famous</i>
ending in <i>-y</i> <i>dirty</i>	<i>-y</i> and + <i>-ier</i> → <i>dirtier</i>	<i>-y</i> and + <i>-iest</i> → <i>the dirtiest</i>
three syllables:		
<i>popular</i>	+ <i>more</i> → <i>more popular</i>	+ <i>the most</i> → <i>the most popular</i>

▲ Some adjectives are irregular:

good → better → the best, bad → worse → the worst, far → further → the furthest

*His latest song is **better** than his last one. He's **the best** singer in the band.*

*This magazine is **worse** than that one. It's **the worst** magazine I've ever read.*

Exercises for grammar

1. The food looked perfectly _____ to me.
A) well B) nicely C) deliciously D) good
2. A bicycle moves _____ than a car.
A) slowly B) fast C) very slow D) more slowly
3. Concorde is _____ other planes.
A) the safest B) safest C) as safe as D) safer
4. Other planes are not so _____ Concorde.
A) more expensive B) expensive
C) expensive as D) as expensive
5. It was a very _____ journey.
A) interesting B) more interested
C) interested D) interestingly
6. What are the _____ sports in Turkey?
A) interested B) as interesting C) better than D) most popular
7. The Taylors have three sons. They are all clever, but Bill is outstanding. He is _____ of all.
A) a lot clever B) the least cleverest
C) the cleverest D) far much cleverer
8. She went _____ a sheet when she heard the news.
A) as white as B) as light as C) as mute as D) as deaf as
9. The _____ the problem _____ it is to find a solution.
A) more complicated / hardly
B) most complicated / the hardest
C) more complicated / the harder
D) more complicated / the hardest
10. Although we hear about terrible air crashes, flying is still the _____ way to travel. It is much _____ than walking down the road!
A) safer / a lot safe B) safest / safer
C) less safer / safer D) least / a lot safer

1.5 - modul

Globalization. Gram: –present simple

Globalization is a controversial issue for business and governments throughout the world. We recognize globalization mainly through its effects. It's a bit like electricity — we can not see it, but we certainly observe what it does.

Globalization can be described as a process by which the people of the world are unified into a single society and function together. This process is a combination of economic, technological, sociocultural and political forces. It's a movement of people, goods, capital and ideas due to increased economic integration.

Globalization is a controversial issue mainly because different groups interpret it in different ways. For its opponents globalization is a threatening word. It prompts visions of large multinationals dominating the world in pursuit of ever-higher profits. Many pressure groups fear that globalization threatens the environment as well as national cultures — they predict that it will make the rich nations richer and the developing countries even poorer than they are. But its supporters have another point of view. They believe that increasing and freer trade between nations will offer prosperity and economic growth for all countries and businesses.

So globalization is likely to be a hot potato for the twenty-first century. As far as the benefits are concerned there it's possible to name next statements:

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So globalization is likely to be a hot potato for the twenty-first century. As far as the benefits are concerned there it's possible to name next statements:

1. An opportunity to get acquainted with cultures of different nations;
2. A variety of choice for consumers: when they can buy in their local stores and supermarkets not only home-produced goods but also foreign ones;

3. Transnational corporations create additional work places for local people, at the same it is convenient for these large corporations as well: they may locate the labour-intensive part of their production process in countries with a relative abundance of labour in order to minimize their costs;
4. Another point is risk-sharing. It's more reasonable to invest money not in one company but to create an international company with great amount of subsidiaries in various countries, so it won't have so serious consequences if one of them will not stand cut-throat competition;
5. This cut-throat competition in the local markets between domestic and foreign producers leads to production of high-quality goods.

The disadvantages of globalization are:

1. Pollution of the environment (and there one peculiarity should be admitted — developed countries try to locate their harmful for the environment factories and works not in their own countries but in developing countries);
2. Globalization destroys cultural identity, for example Europeans usually try to impose their customs and traditions on Asian people;

VOCABULARY

Cultural identity – madaniy o'zlik

Custom – urf-odat

Sociocultural – ijtimoiy-madaniy

Unified– birlashgan

Transnational – transnatsional

Reasonable – maqbul

To get acquainted – tanishmoq

Abundance- mo'llik, serobgarchilik

Questions

1. What is the globalization?
2. What benefits can the process of globalization bring?
3. What is a hot potato for twenty first century?
4. Why globalization is similar with electricity?

B1 Present simple

+	<i>I/you/we/they + verb</i>	<i>I live in Durrington.</i>
	<i>he/she/it + verb + -s</i>	<i>She lives in Durrington.</i>
-	<i>I/you/we/they don't + verb</i>	<i>He doesn't live in Durrington.</i>
	<i>he/she/it doesn't + verb</i>	
?	<i>Do I/you/we/they + verb</i>	<i>Do you live in Durrington?</i>
	<i>Does he/she/it + verb</i>	

▲ We use *do* to make questions and negatives for all verbs except *to be*.

+	<i>I am ('m)</i> <i>you/we/they are ('re)</i> <i>he/she/it is ('s)</i>	<i>I'm here.</i>
-	<i>I am not ('m not)</i> <i>you/we/they are not (aren't)</i> <i>he/she/it is not (isn't)</i>	<i>They aren't here.</i>
?	<i>Am I ...?</i> <i>Are you/we/they ...?</i> <i>Is he/she/it ...?</i>	<i>Is she here?</i>

We use the present simple:

- for habits and things which happen regularly:
I go there most weekends.
especially with *always, never, usually, often,* and *sometimes*:
The tour usually lasts about one hour.
- for permanent situations:
I live in Durrington.
We don't see animals in the city centre.
- for general truths:
Many tourists enjoy coach tours.

-C1, C2

Exercises for grammar

- The weather is awful, it ____ all day.
A) rains B) is raining C) rained
D) has rained E) has been raining
- Who goes sightseeing?
A) Nina does. B) We shall. C) We did.
D) I did. E) She has.
- Look! The cat ____ your cutlet.
A) is eating B) was eating C) eats
D) has been eating E) had eaten
- You don't like horror films, do you?
- ____ . They are so terrifying.
A) Yes, I can. B) No, I can't. C) No, I don't.
D) Yes, I do. E) No, we didn't.
- She ____ a journalist nowadays.
A) are B) was C) is
D) were E) am
- What place ____ the youth of our country occupy in all branches now?
A) did B) shall C) is
D) does E) will
- Look! There ____ a man sitting at the first table near the door. He ____ at us.
A) was/looks B) had been/looked
C) were/had looked D) is/is looking
E) is/was looking
- Let me show the picture that I ____ this week.
A) am drawing B) shall be drawing C) have drawn
D) drew E) will be drawing
- Paul ____ a student of Cambridge University.
A) were B) are C) am
D) be E) is
- This is the 7th year Ann and Mary ____ this school.
A) has attended B) have been attending
C) had been attending D) are attending
E) were attending

1.6 - modul

Education in Uzbekistan. Text :Gram: Present continuous

The Ministry of Higher and Specialized Secondary Education is responsible for the higher education system and its restructuring. During the transition period, higher education was hindered by a shortage of laboratories, libraries, computers, data banks, and publishing facilities to disseminate research findings; however, progress can also be seen. There are 62 higher education institutions, including 2 academies (in Uzbekistan, as it was in the Soviet system, the word academia means the top-level research and educational institutions), 16 universities (universitet), and 44 institutes (institut). In 1999 to 2000 the system provided education to about 200000 students.

In Samarkand, the institute of tourism and economy and now the silk road tourism university are functioning.

Finally, there is the Uzbek State Institute for Physical Training, the Tashkent Institute of Railway Engineers, the Institute for Civil Aviation, and the University of World Economics and Diplomacy. The latter comes under the auspices of the President and prepares students majoring in journalism, world diplomacy, and economics.

The Soviet-style higher education system differed greatly from the western model. A five-year education was equal to the Master's degree level in the West, for example. Today this causes confusion in recalculating the degrees. Educational authorities therefore decided to adopt the western system and reduce higher education programs to four years. According to some sources, the transition from five-years of higher education to the international system with Bachelor's (four years) and Master's degrees (two years) has been completed. However, according to American Council for Collaboration in Education and Language Study (ACCELS) administering the American Educational Advising Center (EAC) in Tashkent, only some of the accredited higher education institutions have changed. One example is the University of World Economics and Diplomacy that offers Bachelor's degrees after four years of study and Master's degrees after two additional years of study. Medical institutes have five to six year programs depending on specialty.

In Uzbekistan, all universities and institutes are public. Private institutions of higher education are not yet available. To be admitted to university-level studies, an individual must complete any form of secondary school and have either a Certificate of Complete Secondary Education or a Diploma equal to this certificate. Because higher education in the Soviet system was free and the government provided assistance in the form of stipends, the demand

for the university seats was always very high. Thousands of people competed for the limited slots (sometimes over 10 candidates per slot). This system allowed universities and institutes to select the best individuals by giving entrance exams, but caused millions to be deprived of the opportunity for higher education. Additionally, admission occurred only once a year for the same program. Unfortunately, results of these examinations and selections were too often influenced by high-ranking officials and senior leaders trying to help their youngsters. This was the area where nepotism, clannishness, and even corruption were normal. This caused even the most talented and gifted school graduates to be rejected.

Since 1993, entrance exams have been changed to tests. All entrance tests take place step by step through out the republic. Admission to higher educational institutions is based primarily on merit. However, in some institutions, authorities require an interview to determine the student's aptitude and motivation in a given field. Universities and institutes also require a basic medical check to ensure that students are free from all types of infections and fit to pursue their studies.

Traditionally, universities and institutes were divided into faculties. Faculties are like schools (of business or of education, for example) in American universities. They are structural units reflecting major fields of specialization. Faculty is further divided into specific chairs (departments) dedicated to narrower specialties. As an example, it may be the German language chair and French language chair within the faculty of Foreign languages. Since 1995, due to the processes of democratization, many institutions introduced admission on a contractual basis with tuition charges paid by the student.

Classes generally last five to six hours a day every day of the week. Students often study on Saturdays and usually have 30 to 36 hours of studying a week. Semester courses have exams twice a year. Semester requirements allow no more than five examinations.

In 1998, almost 300 educational and research institutions employed over 25,000 scientists and researchers. Most talented graduates from the university or institute enter aspirantura (postgraduate training—first level). After three years of study, two to three exams, and the writing and Defending of a dissertation, a Candidate Nauk degree (Candidate of Sciences, which is equivalent to a Ph.D.) is conferred by the Cabinet of Ministers. Candidate Nauk (unlike the Ph.D. in the United States) is not a terminal degree. The highest scientific level is the Doktor Nauk (Doctor of Sciences) degree, which is approximately equal to the postdoctoral level in the United States. Because this degree is highly honored and influential, the government places significant requirements on those pursuing it. To apply for this degree and/or to enter doktorantura, an individual must:

- become a distinguished researcher in their chosen field
- provide a very broad generalization for the field of study,

patent and implement a very important (revolutionary) invention
discover or establish a new field of research or new science.

VOCABULARY

EDUCATIONAL INSTITUTIONS- Ta'lim Institutlari

Silk road-Ipak yo'li

Education system- Ta'lim tizimi

Bachelor degree- Bakalavr darajasi

Specialization-Mutaxassislik

Research- Tadqiqod

Requirements-Talablar

Scientific- Ilmiy

Chairs (Departments)-Bo'lim

Compulsory- Majburiy

Secondary school- O'rta maktab

Questions:

1. How many institutions are there in Uzbekistan?
2. What do you think about the advantages and disadvantages of the education system in our republic?
3. Can you describe the educational system of Uzbekistan?
4. At what age do uzbek children start attending to school?

B2 Present continuous

+	<i>I am ('m) + -ing</i> <i>you/we/they are ('re) + -ing</i> <i>he/she/it is ('s) + -ing</i>	<i>We're visiting Durrington this week.</i>
-	<i>I am not ('m not) + -ing</i> <i>you/we/they are not (aren't) + -ing</i> <i>he/she/it is not (isn't) + -ing</i>	<i>I'm not visiting Durrington this week.</i>
?	<i>Am I + -ing ...?</i> <i>Are you/we/they + -ing ...?</i> <i>Is he/she/it + -ing ...?</i>	<i>Are you visiting Durrington this week?</i>

We use the present continuous

◆ for the present moment:

The bus is now turning into Queens Road.

What are you doing? I'm listening to you.

◆ for temporary situations:

This week our tours are taking a little longer.

An international company is using that building for a conference. (= They don't use it all the time.)

Exercises for grammar

1, We _____ watching a good documentary _____ BBC World now.

A) are / in B) am / on C) are / on D) is / in

2, I always _____ credit card.

A) pay / by B) am paying / with

C) 'm paying / by D) pay / with

3, A: What _____ you _____?

B: I'm a lecturer.

A) do / do B) are / do C) is / do D) do / doing

4, Is my English _____ better.

A) gets B) get C) getting D) to get

5, He _____ as a clerk in a bank.

A) working B) work C) works D) to work

6, I _____ going to wash it tonight.

A) do B) am C) are D) do

7, We _____ having dinner at the moment.

A) do B) is C) are D) did

8, What _____ your parents going to do when they retire?

A) is B) do C) are D) did

9, What time _____ Maria usually arrive at school?

A) does B) is C) do D) did

10, I'm looking _____ Jane. Do you know where she is?

A) about B) for C) at D) in

1.7 - modul

Education in the USA.

Gram: The Present Continuous Tense. *State verbs, Have got and have.*

There are three main levels of higher education: undergraduate studies (bachelor's degree), graduate studies (master's degree) and postgraduate studies (doctor's degree).

The minimum age for enrolment at university is usually 17 or 18, and some 40 percent of college students are 25 or over, many of them completing advanced degrees.

Degree level courses are offered by over 4000 accredited colleges and universities, with a wide variety of admission requirements and programs. Of the total college population of 19 million students (14 million in public colleges and 5 million in private), around 1 million are international students, roughly half of which are working on graduate level degrees. Hundreds of American colleges recruit students from countries such as China, the UK, India and South Korea. Although the terms 'college' and 'university' are often used interchangeably, a college may be independent or part of a university (both colleges and universities are also referred to simply as schools).

An American university typically offers a blend of natural and social sciences, technical, and humanistic studies. IN undergraduate programmes, students are usually 18 to 22 years old and attend college for four years to earn a bachelor's degree in arts or science (BA or BS). On the other hand, a university is usually composed of an undergraduate college of arts and sciences, plus graduate and professional schools and facilities. The four years of undergraduate study for a bachelor's degree are referred to as 'freshman', 'sophomore', 'junior' and 'senior' year (also used in high schools).

One of the most surprising and unique aspects of the US education system is that many of the most prestigious universities are private foundations and receive no federal or state funds (their main source of income, in addition to fees, is endowments). The most famous universities include the Ivy League universities (called as such because they're old enough for ivy to have grown on the walls): Brown, Columbia, Cornell, Dartmouth, Harvard, Pennsylvania, Princeton and Yale. The Ivy League, together with the 'heavenly seven' or 'seven sisters' (Barnard, Bryn Mawr, Mount Holyoke, Radcliffe, Smith, Vassar and Wellesley) of once all-female colleges, are some of the most prestigious American universities.

The academic standards of American colleges and universities vary greatly, and some institutions are better known for the quality of their social life or sports teams than for their academic achievements. Establishments range from vast educational 'plants' (with as many as 50,000 students) offering the most advanced training available, to small private academies emphasising personal instruction and a preference for the humanities or experimentation.

Major universities are like small cities with their own shops, banks, police and fire departments, and are usually renowned for the excellence of their teaching, research facilities, libraries and sports facilities.

The main difference between higher education in the US and that in many other countries is that in the US, the system is designed to keep people in education rather than screen them out. Some 70 percent of American high school graduates (57 percent of whom are female) go on to some sort of higher education (a total of over 19 million). Many Americans see a bachelor's or master's degree, rather than high school graduation, as the natural completion of school life. With certain exceptions, American colleges and universities are geared to the average rather than the brighter student.

The academic standards required to earn a bachelor's degree in the US are lower than in many other countries. Some colleges accept almost any high school graduate and are disparagingly referred to as 'diploma mills' (which has diminished the value of degrees). It's at the graduate level (where students study for a master's degree) that American universities are seen at their best and where students receive an education rivalling that of any country.

VOCABULARY

Educational Institutions- Ta'lim Institutlari

Education system- Ta'lim tizimi

Bachelor degree- Bakalavr darajasi

Research- Tadqiqod

Secondary school- O'rta maktab

Master degree – magistr darajasi

Academic achievements- ilmiy muvaffaqiyatlar

Questions.

1. What age is the minimum age for enrolment at university in USA?
2. Which universities are the most famous in USA?
3. What percentage of graduates are female in USA?
4. What features of American education system are similar with the education in our country?

B2 Present continuous

+	<i>I am ('m) + -ing</i> <i>you/we/they are ('re) + -ing</i> <i>he/she/it is ('s) + -ing</i>	<i>We're visiting Durrington this week.</i>
-	<i>I am not ('m not) + -ing</i> <i>you/we/they are not (aren't) + -ing</i> <i>he/she/it is not (isn't) + -ing</i>	<i>I'm not visiting Durrington this week.</i>
?	<i>Am I + -ing ...?</i> <i>Are you/we/they + -ing ...?</i> <i>Is he/she/it + -ing ...?</i>	<i>Are you visiting Durrington this week?</i>

We use the present continuous

◆ for the present moment:

*The bus **is** now **turning** into Queens Road.*

*What **are** you **doing**? I'm **listening** to you.*

◆ for temporary situations:

*This week our tours **are taking** a little longer.*

*An international company **is using** that building for a conference. (= They don't use it all the time.)*

(We also use the present continuous for the future, see Unit 12.)

-C3

B3 State verbs

Some verbs almost always use simple tenses not continuous tenses:

*Most people **prefer** the new theatre. (not ~~Most people are preferring~~ the new theatre.)*

*I **like** chocolate ice cream. (not ~~I'm liking~~ chocolate ice cream.)*

Here are some important state verbs:

belong, hate, have/have got (= possess, see below), hear, know, like, love, mean, prefer, realise, recognise, remember, see, understand, want, wish

-C4

B4 Have got and have

+	<i>I/you/we/they have got ('ve got)</i> <i>he/she/it has got ('s got)</i>	<i>I've got a new car.</i>
-	<i>I/you/we/they have not got (haven't got)</i> <i>he/she/it has not got (hasn't got)</i>	<i>She hasn't got a new car.</i>
?	<i>Have I/you/we/they got ...?</i> <i>Has he/she/it got ...?</i>	<i>Have they got a new car?</i>

+	<i>I/you/we/they have</i> <i>he/she/it has</i>	<i>I have a new car.</i>
-	<i>I/you/we/they don't have</i> <i>he/she/it doesn't have</i>	<i>She doesn't have a new car.</i>
?	<i>Do I/you/we/they have ...?</i> <i>Does he/she/it have ...?</i>	<i>Do they have a new car?</i>

Exercises for grammar

1. We _____ having dinner at the moment.

A) do B) is C) are D) did

2. Are you _____ a good time?"

"Yes, we _____."

A) having / are B) have / is

C) having / do D) have / aren't

3. We're going to Paris _____ a holiday.

A) to have B) have C) having D) had

4. I _____ tennis this afternoon.

A) 'm playing B) play C) playing D) plays

5. Sally _____ a breakfast at the moment.

A) has B) having C) is having D) had

6. We _____ watching a good documentary _____ BBC World now.

A) are / in B) am / on C) are / on D) is / in

7. A: _____ are you doing under the trees?

B: I'm _____ my keys.

A) What / looking off B) Whom / looking in

C) When / looking up D) What / looking for

8. _____ she got a dress _____ white?

A) Does / in B) Has / on C) Have / in D) Has / in

9. She's _____ jeans.

A) wearing B) wear C) to wear D) wore

10. We are not _____ outside.

A) go B) went C) going D) to go

1.8 - modul

The environment.

Gram: Past simple – forms. Past simple – use.

Our planet Earth is only a tiny part of the universe, but nowadays it's the only place where we can live. People have lived on our planet for many years. They lived and live on different continents, in different countries. People depend on their planet, the sun, animals and plants around them. Environment is everything in the world around us that surround and affects all life on earth, including the air, food, water, plants, animals and other.

Environment is the place where we live. Since ancient time nature has served man, being the source of his life. For thousands of years people lived in harmony with environment and it seemed to them that natural riches were unlimited. But man's interference in nature began to increase with the development of civilization. Our ecology becomes worse and worse with every new day. Many species of animals and birds are disappearing nowadays. People destruct wildlife, cut down trees to make furniture. They forget that people can't live without trees and plants, because they fill air with oxygen.

There are a lot of ecological problems. The most serious ecological problems are: noise from cars and buses; destruction of wildlife and countryside beauty; shortage of natural resources; the growth of population; pollution in its many forms. Water is everywhere, but there is no ocean or sea which is not used as a dump. Many rivers and lakes are poisoned too. Fish and reptiles can't live in them. People can't drink this water. So we have to clean the water environment. Another problem is air pollution. Air pollution influents the health of people. For example: ultraviolet radiation from the sun can cause skin cancer. Normally the ozone layer in the atmosphere protects us from such radiation, but if there are holes in the ozone layer ultraviolet radiation can get to the earth. Many scientists think that these holes are the result of air pollution. Also we have problem with nuclear pollution. Nuclear pollution cannot be seen but its effect can be terrible. To make air clear clean again we need good filters at nuclear power stations, at factories, in cars and buses.

Another problem is growth of population. They don't have enough places to live. They need more water, more food. So it is the reason of the shortage of the natural resources. It is very difficult to solve this problem. Also one of the most serious problems is greenhouse effect. It works like this: sunlight gives us heat. Some of the heat warms the atmosphere and some of the heat goes back into space. Nowadays the heat can't go into space. That's why winter and summer temperatures in many places have become higher. If the temperature continues growing up the snow on the mountains and ice will melt, so the most of the earth will be under water. So every person has to understand how important it is to solve these problems, which endanger people's life.

Today, our planet carries over seven billion people. Yet its capacity to provide for each one of these individuals is threatened by population growth, climate change, deforestation, collapse of fisheries, desertification, air pollution

and scarcity of fresh water. The full extent of our shared global environmental problems goes far beyond the well-publicised challenge of global climate change (or global warming). In fact, one of the elements often forgotten is the complicated relationship between human beings and their environment. In the early years of the conversation around environmental protection, some argued that the planet's resources were there for our collective consumption. However, there are limits to growth and this raises a range of important issues for international relations. Our population quadrupled between 1900 and 2000. This growth, coupled with abrupt climate change events and further compounded by rapid industrialisation and fast urban expansion, have combined into a perfect storm of negative environmental processes that put pressure on the capacity of Planet Earth to sustain life. As students of IR, we ought to recognise that the environment is one of the areas where much work remains to be done, particularly because cooperative approaches to environmental protection have had a very mixed record despite the grave implications of failure.

It is often hard to assess whether international cooperation efforts have had any real effect on society's wellbeing, the quality of our environment, or even the construction of long-term relationships between states. One form of evaluation takes place through the study of environmentally focused 'megaconferences'. These large-scale events bring together representatives of national governments, intergovernmental secretariats, non-governmental organisations, academics and industry actors to engage in conversations about the state of the environment. They usually focus on a particular issue at hand. What makes these megaconferences interesting is that their goal is to engage in productive collaborative efforts to reach agreement and consensus on specific strategies to protect the environment and solve global challenges.

Historically, the two environmental issues that have gained the most attention have been climate change and biodiversity. Both of these issues came up at the Earth Summit in Rio de Janeiro in 1992 – formally called the United Nations Conference on Environment and Development. Nevertheless, most scholars will recall the 1972 United Nations Stockholm Conference on the Human Environment as the first large-scale environmentally focused megaconference. The Stockholm Conference was also the starting point for the first global coordination mechanism for environmental protection, the United Nations Environment Programme (UNEP). This conference was also the first one where participants explicitly linked human health with environmental and ecosystem health in their discourses.

VOCABULARY

Participant- ishtirokchi

Ecosystem- iqtisodiy tizim

Deforestation- o'rmonlarning kesilishi

Atmosphere- atmosfera

Ecological problems- ekologik muammolar

Consumption- iste'mol qilish

Wildlife– yovvoyi tabiat

Representatives – vakillar

Nuclear power stations- atom elektr stansiyasi

Question

1. What is a greenhouse effect?
2. When was United Nations Stockholm Conference taken place?
3. Are there any ecological problems in our planet?
4. How can air pollution effect to the human health?

B1 Past simple – forms

In the past simple

- ◆ we add *-ed/-d* to regular verbs: *want* → *wanted*, *hope* → *hoped*, *shop* → *shopped*

+	I/you/he/she/it/we/they + verb + -ed/-d	I phoned you.
-	I/you/he/she/it/we/they did not (didn't) + verb	She didn't phone me.
?	Did I/you/he/she/it/we/they + verb	Did you phone me?

- ◆ some verbs are irregular and do not end in *-ed/-d*: *buy* → *bought*, *go* → *went*, *make* → *made* (See p.viii.)

+	I/you/he/she/it/we/they + irregular past verb	I went to the cinema.
-	I/you/he/she/it/we/they did not (didn't) + verb	They didn't go to the cinema
?	Did I/you/he/she/it/we/they + verb	Did you go to the cinema?

- ◆ *to be* has two forms (*was* and *were*)

+	I/he/she/it was you/we/they were	I was there.
-	I/he/she/it was not (wasn't) you/we/they were not (weren't)	They weren't there.
?	Was I/he/she/it ...? Were you/we/they ...?	Were you there?

B2 Past simple – use

We use the past simple

- ◆ for completed actions, events and situations in the past:

*I **wanted** to see the new film.*

*Your phone was on but you **didn't** answer.*

*Why **didn't** you answer?*

*She **left** the desk and **ran** out of the building.*

Exercises for grammar

1. How long _____ in America?
A) you stay B) did you stay
C) stayed you D) you staying
2. The weekend was boring. I _____ anything.
A) don't do B) no do
C) didn't do D) wasn't doing
3. Carol _____ hard for her exam last week.
A) didn't study B) isn't studying
C) don't study D) aren't study
4. Last weekend I _____ some friends and we _____ a meal.
A) see / having B) saw / have
C) seeing / had D) saw / had
5. What time _____ home last night?
A) did you get B) you get
C) do you get D) did you got
6. " _____ born?"
"I was born in London."
A) When did you B) Where were you
C) Where are you D) Where do you
7. Romans _____ a unique system of the Roman alphabet.
A) improved B) developed
C) persuaded D) exchanged
8. Romans, Greek and Egyptians are all _____ nations.
A) ancient B) old C) dated D) modern
9. They've _____ on a double-decker bus.
A) travel B) traveled C) traveling D) travels
10. He _____ cooking when he _____ 15 years old.
A) started / was B) has started / has been
C) 's started / was D) started / has been

1.9 - modul	Introduction to accounting. Gram: Past continuous – forms. Past continuous – use.
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Activity 1. Look at the new words and write down

English	Uzbek	Russian
<i>Entity</i>	mohiyat asos	Сут, сущестност
Purchase	sotib olish	покупка
<i>Assets</i>	mol mulk	фонди, активи
<i>Liabilities</i>	majburiyat qarz	Финансовое обязательство
Debt	qarz	Долг
<i>expectations</i>	ishonch	надежда
Bankrupt	bankrot	банкрот
Quantifiable	miqdor	Поддающийся количественному определению
Fraud	qalloblik	Мошенничество
Manipulating	ustalik bilan boshqarmoq	Манипулируют

Activity 2. Make up simple statements using these new words

Nature and purpose

We begin our accounting studies by giving a brief explanation of what accounting *is* and what it *does*. We will then tell you something of what it *doesn't* do. For our purposes we will use the following definition of accounting: Accounting is a service provided for those who need information about an entity's financial performance, its assets and its liabilities.

This definition contains a number of features that require some explanation:

- *Service.* Accounting is of assistance to other people – if nobody wanted the service, there would be no such thing as accounting.
- *Information.* The information traditionally collected by accountants is restricted to what can be quantified and translated into monetary terms.
- *Entity.* An entity is a jargon term used by accountants to describe any type of organisation, e.g. a person running his (or her) own business or a company.
- *Financial performance.* The financial performance is usually judged by matching incomes received with expenditure incurred over a period of time (usually one year) to calculate profit made in that period.
- *Assets.* In accounting, an asset is regarded as being a resource acquired by an entity as a result of a past event and that will result in a future economic benefit for the

entity. For example, the purchase of plant and machinery will provide a benefit over very many years and thereby help the entity generate income in those years.

- **Liabilities.** A liability in accounting is defined as an obligation arising from a past event. For example, you may have bought some furniture but you don't have to start paying for it until next year. So for the time being, what you owe is a debt or an obligation, i.e. a liability.

The above summary shows that accounting information is somewhat restricted:

- It relates to only one entity (although it is possible to aggregate accounting information for groups of entities).
- It has to be quantifiable.
- It must be capable of being converted into monetary terms.
- It relates to an arbitrary period of time.
- A distinction is made between economic benefits that relate to past, current and future periods.

Activity 3 Read the text and find 10 words related to economy

Activity 4 Answer the questions

Questions.

1. What is accounting?
2. What is meant by the word 'account'?
3. What is meant by an 'entity'?
4. What name is given to the system that accountants use to record information?
5. What are the three basic questions that the owner of a business might ask?
6. What is an asset?

B3 Past continuous – forms

We form the past continuous of all verbs with *was/were* + *-ing*:

I/he/she/it was + verb + *-ing*

you/we/they were + verb + *-ing*

I/he/she/it was not (wasn't) + verb + *-ing*

you/we/they were not (weren't) + verb + *-ing*

Was I/he/she/it + verb + *-ing ...?*

Were you/we/they + verb + *-ing ...?*

I was having a coffee.

We weren't having a coffee.

Were they having a coffee?

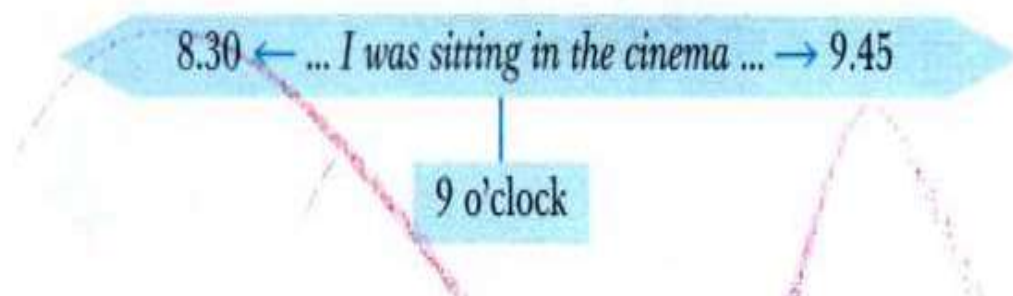
▲ We do not use state verbs in the past continuous. (See Unit 4.)

B4 Past continuous - use

We use the past continuous

- ◆ for an unfinished activity around a time in the past:

*At nine o'clock I **was sitting** in the cinema.*



- ◆ for a past activity beginning before a past event and continuing until or after it. For the event we use *when* + the past simple:

*I **was talking** to the manager **when** you rang me.*

(I started talking to the manager) ... *I was talking* ... (I continued talking)

You rang me

*When I went out, you **were having** a shower.*

- ◆ for two activities at the same time in the past (often with *while* or *and*):

*I **was sitting** near the ticket desk **and** the manager **was talking**.*

I was sitting

the manager was talking

*I **was having** a coffee **while** I **was waiting**.*

I was having a coffee

I was waiting

Exercises for grammar

Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous*.

1. When I (to ring) up my friend, he (to sleep). 2. When grandfather (to watch) TV, he (to fall) asleep. 3. When my friend (to come) to see me, I (to do) my homework. 4. When I (to go) to the stadium, I (to meet) Kate and Ann. 5. When Nick (to ring¹) me up yesterday, I (to help) mother. 6. When the children (to walk) through the wood, they (to see) a fox. 7. When I (to come) home, my sister (to wash) the floor. 8. When Mike (to play) in the yard, he (to find) a ball. 9. When I (to draw) yesterday, I (to break) two pencils. 10. When I (to meet) Tom, he (to go) to the shop. 11. When I (to look) out of the window, the children (to play) hide-and-seek. 12. I (to go) to the theatre yesterday. 13. At seven o'clock yesterday I (to go) to the theatre. 14. What you (to do) at 5 o'clock yesterday? -I (to play) the piano. 15. When I (to come) to ' school, the children (to stand) near the classroom. 16. We (to play) in the yard the whole evening yesterday. 17. When I (to prepare) breakfast in the morning, I (to cut) my finger. 18. Last year I (to go) to the United States. 19. You (to go) to Great Britain last year? -- No, I (to go) to France. 20. What you (to do) yesterday? — I (to translate) a very long article.

Tests

1. I was born in Africa _____ 1970.

A) on B) at C) in C) last

2. _____ Saturday evening we went out to a concert.

A) Last B) In C) For D) On

3. While I _____ this morning, I _____ my money. I don't know how.

A) shopped / lose B) was shopping / lost

C) shopped / was losing D) shop / lose

This morning I __ (4) __ to work. I __ (5) __ to go by bus because the sun __ (6) __. While I __ (7) __ past the supermarket, I __ (8) __ something strange. A man __ (9) __ near me and he __ (10) __ a song very loudly on his own!

4. A) was walking B) walked C) walk D) walking

5. A) didn't want B) wasn't wanting

C) don't want D) am not wanting

6. A) shone B) is shining C) was shining D) shines

7. A) walked B) am walking C) was walked D) was walking

8. A) was seeing B) saw C) am seeing D) see

9. A) passed B) was passing C) pass D) passes

10. A) sang B) sing C) was singing D) song

1.10 - modul

Mass media.
Gram: Present perfect.

Mass media refers to a diverse array of media technologies that reach a large audience via mass communication. The technologies through which this communication takes place include a variety of outlets. Broadcast media transmit information electronically via media such as films, radio, recorded music, or television. Digital media comprises both Internet and mobile mass communication.

Internet media comprise such services as email, social media sites, websites, and Internet-based radio and television

Mass Media simply means technology that is intended to reach out to the target audience, It refers to means of communication to reach the target audience. There is an evolution of the way mass media has been used from Pictorial representation at an early age, Newspaper, and Magazines to videos, and high tech media which involves the Internet and Computers. It is a source of information, entertainment, advertisement, and marketing to everyone across the world.

Mass Media is a medium to communicate the large masses whether oral, written, or broadcast to a larger audience. There was a time when people use to switch on the radio for listening bulletin information or pick up the newspaper for reading daily headlines and information to know what is going on in the world all-around with a cup of tea in their hands.

But with time, technology has changed and there are other media introduced to convey information to the masses such as:

- Books and Magazines
- Televisions
- Internet videos
- Films and
- Documentaries

There are various types of mass media we people, even the children who are at home watching cartoons and geography channels is also a kind of mass media.

There are 6 types of Mass Media:

Traditional Media

Print Media

Electronic Broadcasting Media

Outdoor Media

Transit Media

Digital Media or New Media

There are various types of mass media that provide us with various types of Political, Religious, Economics and Social related news and information to the masses or larger audience through print media or digital media.

Each media has its significance in some or the other way. For example newspapers, a print provides news headlines and information in rural areas and urban areas as well as a TV which also provides information, news and entertainment shows through a digital medium.

Traditional Media

Traditional Media is considered as the oldest form of mass media, which transfers culture and tradition from generation to generation. People over some time developed different ways of communicating through local languages and written mediums. Communication tools have been developed over some time from customs, rituals, beliefs, and practices of society.

There are various forms of Traditional media:

Folk Songs and Music

Theatres and Drama

Fairs and Festivals

Print Media

Print Media is defined as a Print form of information that is provided to the larger audience and is a part of mass media. During Ancient times or Early Age, information is conveyed to the masses through manuscripts.

Before the invention of the Printing press, the articles and printed matters are to be handwritten that was made available to a larger audience.

Transmitting information and news when the public is outside their homes are also known as Outdoor Media or Out of Home Media. The importance of outside media is that it provides information related to new products, social information or advertisement purposes to the masses.

Transit media revolve around the concept of advertising when customers are out of home and are going through any transport or on the go to public places.

Advertisements are displayed on the public transport and vehicles on which brand promotion of a product and services takes place.

Activity 1. Read the text and find how many grammar words are there?

Nouns	Adjectives	adverbs	pronouns	prepositions	conjunctions

Activity 2. Read the text and fill in tables

Advantages of mass media	Disadvantages of mass media

VOCABULARY

Restriction- ta'qiq

Advertisements- reklamalar

Medium- vosita

Promotion- targ'ibot, tashviiqot

Audience- tomoshabin

Concept- konseptsiya, tamoyil

Questions

1. What is the mass media?
2. How many types are there in mass media?
3. Is the place of advertisements important for mass media?
4. What is the difference between traditional media and print media?

B1 Present perfect

We form the present perfect with *has/have* + past participle.

The past participle

- ♦ for regular verbs (*want* → *wanted*) and a few irregular verbs (*make* → *made*) is the same as the past simple.
- ♦ for most irregular verbs is different from the past simple (*break* → *broke, broken*; *go* → *went, gone*). (See p.viii.)

I/you/we/they **have** + past participle

They've arrived.

he/she/it **has** + past participle

I/you/we/they **have not (haven't)** + past participle

He hasn't arrived.

he/she/it **has not (hasn't)** + past participle

Have I/you/we/they + past participle ...?

Has it arrived?

Has he/she/it + past participle ...?

-C1

Exercises for grammar

Раскройте скобки, употребляя глаголы в *Present Perfect* или *Past Simple*.

1. At last I (to do) all my homework: now I shall go out,
2. The building of the house (to begin) early in April.
3. The rain (to stop) but a cold wind is still blowing.
4. We already (to solve) the problem.
5. He (to come) a moment ago.
6. I never (to speak) to him.
7. He just (to finish) his work.
8. You (to make) any spelling mistakes in your dictation?
9. It (to be) very cold yesterday.
10. When you (to meet) him?
11. I (not to see) him. since 1987.
12. How many mushrooms you (to gather)?
13. Where you (to put) the newspaper? I want to read it, but cannot find it anywhere.
14. The new school (to begin) working last year.
15. You (to read) all the books on this shelf?
16. I (not to see) my cousin since last year.
17. Why you (to put) these things in the wrong place?
18. Why you (to leave) the door open? You will catch cold sitting in the draught.
19. "We (not to meet) for such a long time!" said my friend. "Yes, indeed," I answered, "and we both (to grow)."
20. What books you (to read) when you (to live) in the country?

TESTS

1. She _____ traveled to most parts of the world.

A) have B) is C) has D) will

2. _____ you ever _____ in a car accident?

A) Has / been B) Have / been

C) Have / be D) Have / was

3. “_____ you _____ to Russia.”

“Yes, I _____ .”

A) Had / be / haven't B) Has / been / have

C) Have / be / have D) Have / been / have

4. Have you _____ your homework?

A) do B) to do C) done D) did

5. I haven't done it _____ .

A) yet B) already C) just D) since

6. I have _____ done it.

A) yet B) ago C) just D) since

7. Monica _____ many tournaments?

A) have / won B) has / win

C) have / win D) has / won

8. I've never _____ anyone who _____ more than you.

A) saw / eats B) seen / eat C) saw / eaten D) seen / eats

9. Angela _____ Thai food but Frank _____ .

A) have eaten / hasn't B) has ate / hasn't

C) have ate / hasn't D) has eaten / hasn't

10. _____ she already bought a new car?

A) Did B) Has C) Does D) Have

1.11 - modul	Economic relations. Gram: Present perfect and past simple.
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Activity 1. Before reading the text write your best persons to make a good relation.

Activity 2. Before reading the text write Uzbekistan's best economic realtion countries

Economic relations are one fundamental key for understanding the workings and transitions of past societies and for grappling with how and why those societies varied. Although archaeology has many goals, addressing such big complicated issues about long-term societal variation and change is certainly at the forefront of much archaeological thought, and the broad range of field and analytic research that is synthesized here under the rubric of economic archaeology is essential for moving forward on these issues. Over the last 50 years or so, buoyed by a new corpus of techniques and ways to conceptualize the archaeological record, scholars have forged a more dynamic economic archaeology that has endeavored to determine not only what people ate and how they financed their central institutions but also how and why shifts in these basic relations affected the course of local and regional histories.

Through the comparative examination of production, distribution, consumption, and stratification in different global regions, the discipline has made great progress in defining the many diverse ways that past societies worked and also sometimes why they did not. Such data are important for enlightening aspects of the past that rarely find their ways into written histories. They also enable us to understand the histories and consequences of past economic strategies that have been employed, and in what ways do contemporary economic relations truly vary from the practices employed at different points in the human past. This is not trivial, as it is now allowing us to correct and modify the notions and theories of economists and social theorists about premodern economics that often were born in the context of little or inadequate empirical information.

Despite the advances that have been made, economic archaeology remains at a young stage. The menu of questions waiting to be tackled remains robust and multi-disciplinary in implication and approaches. Yet in many, if not most, regions of the world, we still lack the systematic regional (and even macroregional) settlement surveys, the intensive site-based studies with rigorous collection strategies, and the domestic excavation results that provide the starting point for many kinds of economic investigation. At the same time, many faunal and floral as well as compositional analyses remain at a largely descriptive level, estranged from the economic archaeological questions that they are so necessary to elucidate. Conceptually, we need to find broadly acceptable means to define marketing behavior and better ways to capture labor relations in the past. Finally, we must find a way to work systematically on the

different scales of economic behavior from the macro- or world scale down to the transactions that took place between the co-residents of a house. As our archaeological efforts are practiced at these multiple scales, archaeology's chances to develop consensus answers to the big comparative issues regarding societal diversity, how it came to be, and how it changes over historical time will increase.

International economics is concerned with the effects upon economic activity from international differences in productive resources and consumer preferences and the international institutions that affect them. It seeks to explain the patterns and consequences of transactions and interactions between the inhabitants of different countries, including trade, investment and transaction.

VOCABULARY

International economics- xalqaro iqtisodiyot

Interaction- o'zaro ta'sir, o'zaro aloqa

Consensus- murosa, kelishuv

Archaeological- arxeologik

Contemporary- hozirgi

Transaction- kelishuv, bitim

Diversity- xilma-xillik

International institutions- xalqaro institutlar

Questions

1. What is the economic relations?
2. What is important for enlightening aspects of the past that rarely find their ways into written histories?
3. What make us enable to understand the histories and consequences of past economic strategies?
4. What is the fundamental key for understanding the workings and transitions of past societies?

B2 Present perfect and past simple (for past simple forms see Unit 5)

We use the present perfect **not** the past simple

- ◆ for past events when the exact time is not important, but the result is interesting now:
*They **have moved** to another town.* (= They don't live here now.)

*She's **passed** her driving test.* (= She can drive to work.)

*The bus **has arrived**.* (= We can get onto it.)

- ◆ for a period of time beginning in the past and continuing to now (often with *since* and *for*):

*You **have worked** very hard.*

some time in the past → now

*You've **worked** very hard.*

*I've **worked** there for two months.*

*I've **worked** there since April.* (= I still work there now.)

We use the past simple **not** the present perfect

- ◆ for past events at a particular time:

*They **moved** in July.*

*She **passed** her driving test yesterday.*

*The bus **arrived** at six.*

- ◆ for a period of time beginning and ending in the past (sometimes with *for*):

*You **worked** very hard last year.*

last year → now

*You **worked** very hard.*

*She **worked** at the cinema for ten months.*

(= But she doesn't work there now.)

- ◆ *not* with *still* and *yet* and in questions with *yet*:

*I **still haven't dried** my hair.* (= it's wet)

*I **haven't put** the balloons up **yet**.* (= I want to – they're on the floor)

*Have the guests **arrived yet**?*

- ▲ *Still* goes before the verb and *yet* goes after it.

- ◆ for questions asking *how long* until now:

*How long **have you known** Annie?*

- ◆ for actions and events started in the past which are finished, often with *ago*:

*I **dried** my hair half an hour **ago**.* (= it was wet but it's dry now)

*I **didn't put** the balloons up.* (= because I decided not to have a party)

- ◆ for questions asking *when*:

*When **did you meet**?*

Exercises for grammar

Раскройте скобки, употребляя глаголы в *Present Perfect* или *Past Simple*.

1. He (to be) abroad five years ago. 2. You (to be) in the Caucasus last year? 3. They (to leave) England when he (to be) still a child. 4. He (not yet to come) back. 5. He (to go) already? 6. When you (to see) him last? 7. I (not to see) him for ages. 8. His health (to improve) greatly since I (to see) him last. 9. Last night I (to feel) tired and (to go) to bed very early. 10. Where you (to spend) your holidays? 11. You ever (to spend) your holidays in the Crimea? 12. While travelling in the Crimea I (to meet) your friend. 13. I never (to visit) that place. 14. He (to visit) that place last year. 15. I just (to get) a letter from Tom. 16. You (to take) any photographs while travelling in the south?

TESTS

1. Have you _____ your homework?
A) do B) to do C) done D) did
2. She has _____ to Portugal.
A) going B) went C) gone D) went
3. She's _____ the letter. She _____ it yesterday.
A) wrote / wrote B) written / written
C) wrote / written D) written / wrote
4. Mason _____ his homework 10 minutes ago, but I've not finished mine _____.
A) finished / yet B) finish / just
C) finished / just D) finish / just
5. A- Have you ever _____ a holiday in India?
B- Yes, we have. We _____ there in 2000.
A) had / 've gone B) * / went
C) had / went D) have / went
6. First he _____ his jumper, then _____ his best shirt.
A) took off / put on B) took after / put on
C) turned up / tried on D) tried on / turned up
7. Angela _____ Thai food but Frank _____.
A) have eaten / hasn't B) has ate / hasn't
C) have ate / hasn't D) has eaten / hasn't
8. I _____ John yesterday.
A) see B) seen C) 'm seeing D) saw
9. _____ she already bought a new car?
A) Did B) Has C) Does D) Have
10. They've _____ on a double-decker bus.
A) travel B) traveled C) traveling D) travels

1.12 - modul	Branches of accounting Gram: Other uses of the present perfect. <i>Have gone and have been.</i>
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Activity 1 . Read the new words and write them down

English	Uzbek	Russian
Supplementing	таминлаш	Добавлять, пополнять
<i>bookkeeping</i>	бухгалтерия	бухгалтерия
<i>trial</i>	из , асorat	след
Management	бошкариш	управление
Various	турлича	разный
Supply	таминлаш	снабжение
Extract	чикариб олиш	Вытаскиват, извеликат
accompanied	хамрохлик	сопровождать
Governance	тартибга солиш	Порядок управления
monetary	пулга оид	монетный, денежный

Activity 2 . Read the new words and make up simple statements

Activity 3 . Read the the text and underline new words

Activity 4 . Read the text and answer the questions given below.

Financial accounting may be regarded as being the accounting process that ends with the preparation of the financial statements.

Financial reporting is the process of analysing, supplementing and communicating the information included in the financial statements to those users who either need it or want it.

Bookkeeping

An important sub-branch of financial accounting is *bookkeeping*. Indeed, bookkeeping may be regarded as the foundation on which the entire discipline of accounting is built. It is a mechanical task involving the collection of basic financial data. The data are entered in special records known as *books of account* and they are then extracted in the form of a *trial balance*. The trial balance enables the financial statements to be prepared.

The CIMA definition of bookkeeping is as follows:

Management accounting

Management accounting has grown out of nineteenth-century financial accounting.

The CIMA definition is as follows:

This definition is accompanied by a statement explaining the following:

There then follows a list of various functions of management accounting. The list includes strategy development, planning, control, funding, governance and information supply.

Cost bookkeeping

CIMA does not give a specific definition of cost bookkeeping but it does define the verb 'to cost':

So by combining this definition of 'cost' with the definition of 'bookkeeping' given earlier, we can arrive at a suitable working definition of cost bookkeeping:

Recording of monetary transactions, appropriately classified, in the financial records of an entity. (CIMA, Official Terminology, 2005) The application of the principles of accounting and financial management to create, protect, preserve and increase value for the stakeholders of for-profit and not-for-profit enterprises in the public and private sectors. (CIMA, Official Terminology, 2005) Management accounting is an integral part of management. It requires the identification, generation, presentation, interpretation and use of relevant information to . . . : To ascertain the cost of a specified thing or activity. (CIMA, Official Terminology, 2005) The recording of monetary transactions, appropriately classified, in the financial records of an entity in order to ascertain the cost of a specified thing or activity.

Auditing

CIMA defines an audit as follows:

So auditing is the process of carrying out that investigation.

Not all entities have their accounts audited but it is a legal requirement for some entities, e.g. large limited liability companies.

Auditors are usually trained accountants who specialise in checking whether the accounts are credible, i.e. whether they can be believed.

1. List three user groups of accounting information.
2. What are the six main branches of accounting?
3. Of which main branch of accounting does cost accounting form a part?
4. What is the difference between 'bookkeeping' and 'cost bookkeeping'?
5. Explain the difference between 'bankruptcy' and 'liquidation'.

B3 Other uses of the present perfect

We use the present perfect

- ◆ with *just* for an event a short time before now:

I've just met her. (= a few minutes ago)

- ◆ with adverbs *already*, *before*, *ever* and *never*, meaning 'before now' (see also Unit 2):

We've already met.

Has he ever met her?

We've met before.

- ◆ with superlatives (see Unit 3):

You make the best pizza I've ever eaten.

- ◆ after the expressions *the first/last etc. time*:

That's the second time you've asked me.

B4 *Have gone and have been*

▲ *To go* has two forms in the present perfect: *have gone* and *have been*. The meanings are different.

||

||

Exercises for grammar

Put “**been to**” or “**gone to**” .

1. Jim is on holiday. He’s gone to Italy.
2. Hello! I’ve just --- to the shops. I’ve bought lots of things.
3. Alice isn’t here at the moment. She’s --- to the shop to get a newspaper.
4. Tom has. --- out. He’ll be back in about an hour.
5. ‘Are you going to the bank?’ ‘No, I’ve already --- to the bank.’

TESTS

1. My brother’s _____ to America 4 times.
A) been B) gone C) went D) being
2. It’s good to see you again. Where have you _____ ?
A) gone B) being C) been D) went
3. _____ you ever _____ in a car accident?
A) Has / been B) Have / been
C) Have / be D) Have / was
4. “_____ you _____ to Russia.”
“Yes, I _____ .”
A) Had / be / haven’t B) Has / been / have
C) Have / be / have D) Have / been / have
5. She has _____ to Portugal.
A) going B) went C) gone D) went
6. Monica _____ many tournaments?
A) have / won B) has / win
C) have / win D) has / won
7. I’ve _____ the latest Star Wars film. I _____ it last week.
A) seen / saw B) see / saw C) seen / seen D) saw / saw
8. She’s _____ the letter. She _____ it yesterday.
A) wrote / wrote B) written / written
C) wrote / written D) written / wrote
9. She is only 14 years old, but she _____ many tournaments in her life.
A) already won B) ‘s already won
C) already win D) ‘ve already won
10. _____ Sandra _____ ridden a horse?
A) Has / never B) Have / never
C) Have / never D) Has / ever

1.13 – modul	Accounting rules and regulations Gram: Past perfect.
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Activity 1. Look at the words given below and write them down.

English	Uzbek	Russian
conventional	Одатдаги	обычный, обывновенный
Adopted	олиш , фойдаланиш	принимат
Identify	ойдинлаштириш	опазнавать
Boundary	чегара, хад	граница, межа
measurement	Улчов	размер, мерка
Line	Чизик	верёвка, линь
Concern	хавотир, безовта	Заинтересованным,безпокойство
Periodic	Даврий	периодический
Distinguish	Ажратиш	различить
Trader	Савдогар	Тарговец

Activity 2. Make up simple statements with the new words.

Activity 3. Read the text and find out new words from the text.

Dozens of conventional rules have been adopted over the centuries but it is possible to identify fairly clearly the most common ones. We have selected 14 rules for our purposes. For convenience, we have grouped them into three categories: (1) boundary rules; (2) measurement rules; and (3) ethical rules (see Figure 2.2). We start with what we call ‘boundary’ rules, i.e. where we draw the line at what should be reported.

Boundary rules

There are four important boundary rules: entity, periodicity or period of account, going concern and monetary quantities.

Entity

It is customary to keep strictly separate the affairs of a business from the private affairs of its owners by setting up, for example, separate personal and business bank accounts. In practice, it is not always easy to distinguish precisely between what is ‘business’ and what is ‘private’, especially in the cases of sole trader and partnership entities. The close interrelationship between what are effectively two separate entities is shown in Figure 2.3.

Periodicity (or Period of Account)

If a company is set up today, then the year end of that company would be 12 months from today. The year end does not have to coincide with the calendar year end of 31 December or the tax year end: the year end can be any date. What that means is that the accounting period is accepted to be 12 months. This is an arbitrary period of time especially in the case of entities that have an unlimited life. In the western agrarian world, it does reflect the four seasons of the year although this time period is now of little relevance to manufacturing and service

entities. Indeed, in the fashion industry, for example, a much shorter accounting period might be more appropriate since fashions and tastes change quite quickly. A year is, however, a practical period of time because most people can relate to what happened last year, whereas it is much more difficult to do so over (say) a five-year period.

Going concern

In accounting, an entity is said to be a *going concern* if it is assumed that it will continue in business for the foreseeable future for at least the next 12 months from the accounting year end. If this is not the case, then different accounting procedures would be adopted. Even so how is it possible to determine with any certainty whether an entity is a 'going concern' especially when business is bad, such as in a recession? Ultimately there is judgement involved in making such an assessment.

Activity 4. List three advantages and disadvantages of preparing financial accounts only once a year.

Advantages	Disadvantages
1	1
2	2
3	3

Activity 5. Read the text and answer the following questions

1. In an accounting context name three other terms that are similar in meaning to 'rules'.
2. Identify three categories of accounting rules.
3. What accounting rule is used to describe a defined period of time?
4. What is a going concern?
5. What is matching?

B1 Past perfect

We form the past perfect with *had* + past participle. (See notes on past participles in Unit 6 and the table of irregular verbs on p. viii.)

+	<i>I/you/he/she/it/we/they had</i> + past participle	<i>We'd eaten lunch.</i>
-	<i>I/you/he/she/it/we/they had not (hadn't)</i> + past participle	<i>I hadn't eaten lunch.</i>
?	<i>Had I/you/he/she/it/we/they</i> + past participle ...?	<i>Had they eaten lunch?</i>

→C1

- ◆ in sentences that have *when* + past simple, to show that one event happened before the other:

<i>When I arrived, Stefan had finished his work.</i> =	1 He finished work
	2 (later) I arrived.

Exercises for grammar

Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Perfect*.

1. When I (to come) home, mother already (to cook) dinner. 2. When father (to return) from work, we already (to do) our homework. 3. When the teacher (to enter) the classroom, the pupils already (to open) their books. 4. Kate (to give) me the book which she (to buy) the day before. 5. Nick (to show) the teacher the picture which he (to draw). 6. The boy (to give) the goats the grass which he (to bring) from the field. 7. Mother (to see) that Nick (not to wash) his hands. 8. The teacher (to understand) that Lena (not to do) her homework. 9. I (to know) that my friend (not yet to come). 10. Tom (to return) from the cinema at five o'clock. 11. Tom (to return) from the cinema by five o'clock. 12. I (to finish) my homework at seven o'clock. 13. I (to finish) my homework by seven o'clock. 14. He (to think) that he (to lose) the money. 15. Ann (to tell) me that she (to see) an interesting film. 16. When I (to wake) up yesterday, father already (to go) to work. 17. Nick (to think) that his father (not yet to come) home. 18. Mary (to tell) us that she (to cook) a good dinner. 19. Yesterday I (to find) the book which I (to lose) in summer. 20. When we (to come) to the station, the train already (to leave).

TESTS

- Lisa _____ me a lift because I _____ the bus.
A) gave / missed B) have given / have missed
C) gave / had missed D) had gave / missed
- When I got to the office, I _____ that I _____ to lock the front door.
A) had realized / forget B) realized / had forgotten
C) realized / forget D) had realized / had forgotten
- After they _____ their work, they _____ home.
A) had finished / went B) finished / went
C) had finished / had gone D) finished / had gone
- I _____ you at 8.00, but you _____ just _____ out.
A) call / have / gone B) called / have / gone
C) called / had / gone D) have called / have / gone
- After I _____ to the news, I _____ to bed.
A) listened / went B) had listened / went
C) have listened / had gone D) listen / go
- I _____ to sleep until I _____ my homework.
A) don't go / did B) had not gone / had done
C) didn't go / did D) didn't go / had done
- I had read the book _____ I saw the film.
A) when B) before C) until D) after
- _____ I had had a bath I went to bed.
A) Before B) Soon as C) After D) Until
- "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
- As soon as he _____ his driving test, he _____ a car.
A) passed / bought B) had passed / bought
C) passes / had bought D) passed / had bought

1.14 – modul	Seesights of the world. Gram: Past perfect and past simple.
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Activity 1. In your version write 5 best sightseeing places of the world.

Activity 2. Look at the table and fill in it.

Sightseeing places in Samarkand	Sightseeing places in Bukhara	Sightseeing places in Kharezm

There are tons of amazing sights in different corners of the world, all well-worth a visit but to help you in planning your next trip, we have piled up 10 best sights of the world that guarantee everything from enjoyment to adventure to full unwinding. Head and enjoy!

Grand Canyon in the United States

People from all over the world come here to look at the most beautiful view of the world, which becomes a living picture in the style of impressionist painters especially during sunset. The best point of view is Hopi Point. It shows a large plot of the Canyon. The best time to visit Grand Canyon is from April to May or from September to October, when the weather is good and there are not so many people.

View of Hong Kong from Kowloon

Huge lighted skyscrapers of Hong Kong are best seen from the Kowloon Peninsula. Victoria Harbor is discharged from the starry sky, and on a dark background of skyscrapers seem fantastic illustration from “Star Wars”. Particularly memorable is the moment, when at 8 pm light turn on and the sky turns blooms, like during a laser show. One of the busiest cities of the world with millions of people arriving and leaving every month Hong Kong hotel booking is the first thing to do as the decision is made to print this stunning view of the city in your memory forever.

Pang Nga Bay, Thailand

This is the famous bay between the island of Phuket and mainland Thailand with a lot of limestone pillars, hanging hundreds of meters above sea level. Ten thousand years ago people were able to walk between them, as if between the skyscrapers of Hong Kong, and now tourists visiting the site can see only the peaks.

View of Manhattan Rockefeller Plaza

Empire Street Building got a serious competitor. The classical view of the city from its top loses sight from a viewing platform at Rockefeller Center, mainly because of the incredible panorama of Central Park. If you give a good look, you can even see Yankee Stadium in the Bronx.

Ngorongoro Crater in Tanzania

Ngorongoro Crater is one of the largest calderas of the world, which are formed when the volcano blows up and fails inside the mountain itself. The result is a beautiful circular valley, surrounded by a chain of mountain peaks. At the edge of calderas are located hotels from which you can observe the immense natural swimming pool, elephants, lions and wildebeest antelope. You can see all these from a safe distance, of course.

View of St. Paul's Cathedral from Waterloo Bridge in London

Waterloo Bridge, hailed by many poems and paintings from the beginning of the XIX century, is situated in the bend of the River Thames and offers a traveler to get to one of the most beautiful views in London. St. Paul's Cathedral, even among the construction cranes and tall buildings, looks like a dowager queen of the English Parliament.

Golden Gate Bridge, San Francisco

It would be worth to take a good walk on the Golden Gate Bridge on foot to fully enjoy the view, but the cars in traffic jams weave at speeds of pedestrians and this is not attractive at all. So it is better to get to Hawk Hill and sit on a bench in the park, enjoying the view of the bay and bridge.

Machu Picchu in Peru

Mysterious deserted town, situated high above the valley of Rumba in central Peru, is surrounded on three sides by steep slopes. It appears before the tourists hovering in the air, and clouds, swim past the ruins, adding a special entourage in this giddy picture.

Yucatán Peninsula, Chichen-Icha, Mexico

Only 365 steps to the top of El Castillo, the head temple of Maya, and the traveler will see a unique picture of the wild jungles of Yucatan, which stretches as far as you can see. And only with good binoculars you will be able to search out other ruins, rising above the thick canopy of vegetation.

View of Sydney from Taronga zoo

It is difficult to say what city is the world's most beautiful – Rio de Janeiro, Hong Kong or Sydney? In any case, the view on a sunny Sydney from the Taronga zoo through a full marina bay to the Opera building, port and tower of the city is unforgettable.

VOCABULARY

Immense- ulkan, buyuk

Disconnect- aloqani uzmoq

Valuations- qiymatlar

Exchange – almashtirmoq, ayirboshlash

National economy – milliy iqtisodiyotlar

Adventure- sarguzasht

Competitors- raqobatchilar, bellashuvchilar

Commodity- Tovar, mol, iste'mol buyumi

Activity 3 Answer the questions

1. Give some examples of seesights of the world
2. Where are located St. Paul's Cathedral?
3. Why are seesights important for countries' economy?
4. What is the name of the famous bay with a lot of limestone pillars?
5. Which city is famous for its huge lighted skyscrapers?

B1 Past perfect

We form the past perfect with *had* + past participle. (See notes on past participles in Unit 6 and the table of irregular verbs on p. viii.)

+	<i>I/you/he/she/it/we/they had</i> + past participle	<i>We'd eaten lunch.</i>
-	<i>I/you/he/she/it/we/they had not (hadn't)</i> + past participle	<i>I hadn't eaten lunch.</i>
?	Had <i>I/you/he/she/it/we/they</i> + past participle ...?	<i>Had they eaten lunch?</i>

-C1

B3 Past perfect not past simple

We always use the past perfect not the past simple with *already*, *ever*, *never* and *just* when we mean before a time in the past:

They'd just started the year I left. (not *They just started the year I left.*)

I had already decided to become an engineer. (not *I already decided*)

I'd never seen anything like it. (not *I never saw*)

▲ *Already*, *ever*, *never* and *just* go between the auxiliary and the main verb.

-C2

B4 used to

+	I/you/he/she/it/we/they used to + verb	<i>I used to live in the city.</i>
-	I/you/he/she/it/we/they did not (didn't) use to + verb	<i>They didn't use to live in the city.</i>
?	Did I/you/he/she/it/we/they use to + verb...?	<i>Did she use to live in the city?</i>

We make negatives and questions with *did* like a regular verb in the past simple (see Unit 5).

▲ There is no present tense of *used to* (**not** ~~*I use to*~~ etc.). We use the present simple (see Unit 4).
I meet my friends on Saturday evenings. **not** ~~*I use to meet my friends on Saturday evenings*~~

Exercises for grammar

Раскройте скобки, употребляя глаголы в Past Simple или Past Perfect.

1. He (to study) French before he (to enter) the university. 2. Lanny (to say) that he (to get) his education in Cape Town. 3. The boy (to want) to act the main part in the play because he (to organize) the theatre. 4. Lanny (not to know) who (to attack) him in the darkness. 5. The girl (to be) glad that she (to find) a seat near the window. 6. Suddenly he (to remember) that he (not to ring) her up in the morning. 7. By the time the train (to reach) the city, he (to make) friends with many passengers. 8. When his uncle (to leave), he (to hurry) to the station to book a ticket. 9. She (to think) that Gert and Lanny (to quarrel). 10. By the time we (to come) to see him, he (to return) home. 11. During the holidays my friend (to visit) the village where he (to live) in his childhood. 12. When they (to enter) the hall, the performance already (to begin). 13. When I came home, my mother (to tell) me that she (to receive) a letter from grandfather. 14. Where you (to work) before you (to enter) the institute? 15. By two o'clock the teacher (to examine) all the students. 16. On my way to school I (to remember) that I (to leave) my report at home. 17. All my friends (to be) glad to hear that I (to pass) all the examinations successfully. 18. Poor Oliver (to lie) unconscious on the spot where Sikes (to leave) him. 19. He (to open) his eyes, (to look) around and (to try) to remember what (to happen) to him. 20. All the passengers (to see) at once that the old man (to travel) a great deal in his life.

TESTS

1. Lisa _____ me a lift because I _____ the bus.

A) gave / missed B) have given / have missed

C) gave / had missed D) had gave / missed

2. I _____ her for everything she _____.

A) thanking / did B) thanked / had done

C) have thanked / has done D) had thanked / had done

3. When I got to the office, I _____ that I _____ to lock the front door.
A) had realized / forget B) realized / had forgotten
C) realized / forget D) had realized / had forgotten
4. After they _____ their work, they _____ home.
A) had finished / went B) finished / went
C) had finished / had gone D) finished / had gone
5. I took my family to Paris last year. I _____ there as a student, so I _____ my way around.
A) was / know B) were / knew
C) had been / have known D) had been / knew
6. After I _____ to the news, I _____ to bed.
A) listened / went B) had listened / went
C) have listened / had gone D) listen / go
7. I had read the book _____ I saw the film.
A) when B) before C) until D) after
8. I _____ to sleep until I _____ my homework.
A) don't go / did B) had not gone / had done
C) didn't go / did D) didn't go / had done
9. I _____ the book back to the library after I _____ reading it.
A) take / finished B) have taken / have finished
C) took / had finished D) had taken / finished
10. I didn't recognize him because he _____ a haircut.
A) had had B) has C) had D) have had

1.15 – modul	International accounting standards. Gram: Past Perfect tense. <i>Used to.</i>
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Activity 1. Look at the table and write down new words.

Activity 2. Make up simple statements with these words

English	Uzbek	Russian
Issue	чоп етиш	выход, выпуск
Aim	Ният	намерение, цел
Basis	Асосий	основа
Private	Шахсий	частный, личный
Trustees	Васий	член правления, совета
Profit	Фойда	выгода, полза
Voluntary	Валантёр	добровольный
Donors	Донор	даритель, донор
Appoints	Белгилаш	назначать
breakthrough	Юксалиш	прорыв
Insurance	Сугурта	страхование

Activity 3. Read the text and find out new words.

International Accounting Standards are issued by what is now called the International Accounting Standards Board (IASB). The IASB was originally created in 1973 as the International Accounting Standards Committee (IASC) but it changed its name in 2001. The main aim of the IASC was to make financial statements much more comparable on an international basis. It was hoped to achieve this aim by issuing International Accounting Standards (IASs). The IASB's aim is similar.

It operates through a body called the International Financial Reporting Standards Foundation (IFRS Foundation). The IFRS Foundation is an independent, private, notfor-profit sector organisation governed by 22 trustees from a number of different countries and professional backgrounds. It is funded by a voluntary system of donors from international accounting firms, business associations and organisations and central banks. The IFRS Foundation appoints the IASB's board of 14 members who are recruited from many wide-ranging backgrounds. It also finances, governs and oversees the IASB. The IASB works closely with national standard setting bodies (such as the FRC in the United Kingdom) to ensure that accounting standards throughout the world are as comparable as possible. The number of countries either permitting or requiring the use of its standards continued to grow to 120 by the beginning of 2016. The big breakthrough came in 2002 when the European Union decided that as from 2005 publicly traded companies should adopt its standards. The next big hurdle facing the IASB is to encourage the United States to adopt its standards. Discussions

have been taking place for some years. The indications are that the United States is 'mindful' to do so (using diplomatic language) but to 23 date the discussions have not been successful. We return to this point later in the chapter.

The IASB's standards are called *International Financial Reporting Standards* (IFRSs). Between 2001 and the Spring of 2016, 15 IFRSs had been issued and were still effective. The topics that they deal with include such matters as insurance contracts (IFRS 4) and operating segments (IFRS 8). In addition, 26 of the original International Accounting Standards (IASs) were still in use in the Spring of 2016. The problems that they deal with range from the presentation of financial statements (IAS 1) to one coping with agriculture activity (IAS 41). Many of these accounting standards are highly technical and are certainly way beyond what you need to know until you become a very senior manager. Now that we have given you some idea of the importance and status of both the FRC and the IASB in accounting regulation, we are in a position to examine what these two bodies have done to improve their performance. We do so in the next section.

Activity 4 Read the text and look at the numbers given below then find out What do they mean?

1. 1973 2. 22 3. 14 4. 120 5. 2002 6. 26 7. 2016

Activity 5. Read the text and copy the abbreviated words then write the full version.

B1 Past perfect

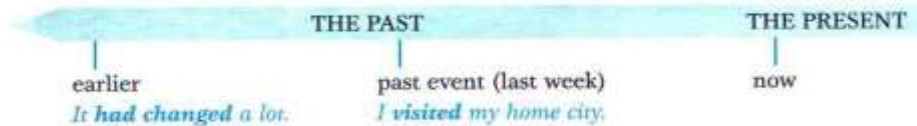
We form the past perfect with *had* + past participle. (See notes on past participles in Unit 6 and the table of irregular verbs on p. viii.)

+	<i>I/you/he/she/it/we/they had</i> + past participle	<i>We'd eaten lunch.</i>
-	<i>I/you/he/she/it/we/they had not (hadn't)</i> + past participle	<i>I hadn't eaten lunch.</i>
?	<i>Had I/you/he/she/it/we/they</i> + past participle ...?	<i>Had they eaten lunch?</i>

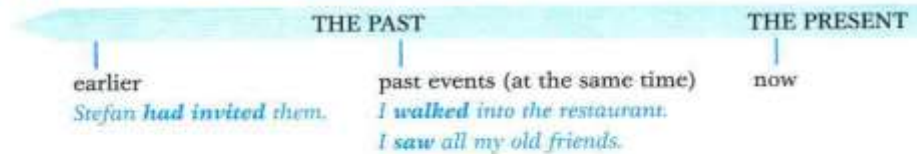
We use the past perfect

- to talk about something that happened before a past event:

*Last week I **visited** my home city. It **had changed** a lot.*



*I **walked** into the restaurant and I **saw** all my old friends. Stefan **had invited** them to join us.*



- in sentences that have *when* + past simple, to show that one event happened before the other:

<i>When I arrived, Stefan had finished his work. =</i>	1 He finished work
	2 (later) I arrived.

Exercises for grammar

- Lisa _____ me a lift because I _____ the bus.
A) gave / missed B) have given / have missed
C) gave / had missed D) had gave / missed
- I _____ her for everything she _____.
A) thanking / did B) thanked / had done
C) have thanked / has done D) had thanked / had done
- When I got to the office, I _____ that I _____ to lock the front door.
A) had realized / forget B) realized / had forgotten
C) realized / forget D) had realized / had forgotten
- After they _____ their work, they _____ home.
A) had finished / went B) finished / went
C) had finished / had gone D) finished / had gone
- I took my family to Paris last year. I _____ there as a student, so I _____ my way around. A) was / know B) were / knew
C) had been / have known D) had been / knew
- After I _____ to the news, I _____ to bed.
A) listened / went B) had listened / went
C) have listened / had gone D) listen / go
- I had read the book _____ I saw the film.
A) when B) before C) until D) after
- I _____ to sleep until I _____ my homework.
A) don't go / did B) had not gone / had done
C) didn't go / did D) didn't go / had done
- I _____ the book back to the library after I _____ reading it.
A) take / finished B) have taken / have finished
C) took / had finished D) had taken / finished
- I didn't recognize him because he _____ a haircut.
A) had had B) has C) had D) have had

1.16 – modul	Financial accounting. Past Perfect tense.
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FINANCIAL ACCOUNTING

1. Recording data
2. Sole trader accounts
3. Company accounts
4. Other entity accounts

Activity 1. Look at the table and write down new words

English	Uzbek	Russian
receivables	Qabul qilinadigan	Godniy k prinyatiya
<i>Discount</i>	нарх пасайиш, чегирма	скидка
cash	Пул	денги
claim	талаб етиш	требовать
invoice	хисоб варақ	счёт-фактура
<i>drawings</i>		виручка
owner	Эгаси	хозяин
transactions	Келишув	дело, сделка
receipts	Чек	квитанция
<i>inventory</i>	Инвентар	изобретатель

Activity 2. Make up simple statements from words in the table

Activity 3. Read the text and find out the new words from the text.

Debtors/receivables

Debtor accounts record what is owed to the entity by its customers for goods or services sold to them on credit (see also *trade debtors*). The debtors accounts are also known as *receivables*.

Discounts allowed

Discounts allowed are cash discounts granted to the entity's customers for the prompt

settlement of any debts due to the entity. The amount of cash received from debtors

who claim a cash discount will then be less than the total amount for which they have

been invoiced.

Discounts received

Discounts received relate to cash discounts given by the entity's suppliers for the prompt payment of any amounts due to them. So the amount paid to the entity's creditors will be less than the invoiced amount.

Drawings or dividends

The term *drawings* has a special meaning in accounting. The *drawings account* is used to record what cash (or goods) the owner of an unincorporated business has withdrawn from the business for his personal use. In the case of a company, we talk about *dividends* which represent the money paid to the shareholders out of the company profits. These are essentially the same.

Petty cash

The *petty cash account* is similar to both the cash at bank account and the cash account. It is usually limited to the recording of minor cash transactions, such as bus fares or tea and coffee for the office. The cash used to finance this account will normally be transferred from the bank account.

Sales

The *sales account* records the value of goods sold to customers during a particular accounting period. The account includes both cash and credit sales. It does not include receipts from (say) the sale of a motor car originally purchased for use within the business.

Inventory

Inventory includes goods which have not been sold at the end of an accounting period. In accounting terminology, this would be referred to as the *closing inventory*. The closing inventory at the end of one period becomes the *opening inventory* at the beginning of the next period. In the United Kingdom, inventory is often referred to as *stock*.

Purchases

The term *purchases* has a restricted meaning in accounting. It relates to those goods that are bought primarily with the intention of selling them (normally at a profit). The purchase of some motor cars, for example, would not usually be recorded in the *Purchases Account* unless they have been bought with the intention of selling them to customers. Goods not intended for resale are usually recorded in separate accounts. Some purchases may also require further work to be done on them before they are eventually sold.

Trade creditors/payables

Trade creditor accounts are similar to creditor accounts except that they relate specifically to what is owed to suppliers for purchases of stock on credit. The trade creditors accounts are also known as *trade payables*.

Trade debtors/receivable

Trade debtor accounts are similar to debtor accounts except that they also relate specifically to what is owing for sales made to customers on credit. The trade debtors accounts are also known as *trade receivables*.

Trade discounts

Trade discounts are a form of special discount. They may be given for placing a large order, for example, or for being a loyal customer. Trade discounts are deducted from the normal purchase or selling price. They are not recorded in the books of account and they will not appear on any invoice.

Other income

Other income accounts such as interest on cash deposits, rental income or dividend

income would be set up as such income was earned by an entity.

Expenses

Expense accounts such as rent, advertising, wages and many more would be set up to record the various expenses incurred by an entity.

Assets

Individual *asset accounts* will be set up to record the acquisition of other assets (in addition to the cash and inventory mentioned above), such as motor vehicles, land, fixtures and fittings. In the case of both expenses and assets, cash is paid out ordinarily. The difference is that an expense is used up (so that cash pays for the consumption of a service, for example, accountant fees) whereas an asset is something that the business is able to get benefit from in future periods (e.g. computers and accounting software installed on them).

Once the bookkeeper has chosen the accounts in which to record all the transactions for a particular accounting period, it is then necessary to decide which account should be debited and which account should be credited. We examine this problem in the next subsection.

Activity 4. Which two ledger accounts would you use in recording each of the following transactions?

- (a) cash sales
- (b) rent paid by cheque
- (c) wages paid in cash
- (d) a supplier of goods paid online by PayPal
- (e) goods sold on credit to Ford.

Activity 5. Read the text and answer the following questions.

1. Why do you think the way accounting records are kept is still the same as that adopted by the merchants of Venice in the fifteenth century?
- 2 What do you think is the role of computers in the maintenance of accounting records? Do we still need accountants if most of the accounting nowadays is processed on a computer?

3 What do you think would be your responsibility as managers for the integrity of accounting information and the security of computer systems?

PAST PERFECT TENSE

+

S + had + past participle + ...
She had finished the test.

-

S + had not/hadn't + past participle + ...
She hadn't finished the test.

?

Had + S + past participle + ...?
Had she finished the test?

Usage	Example
To describe an action finished before another past action	Richard had gone out when his wife arrived in the office.
Describe an action that happened before a specific time in the past	Christine had never been to an opera before last night.
To describe cause and effect (combine with Past Simple)	I got stuck in traffic because there had been an accident.
To emphasize the result of an activity in the past	I had been to London twice by the time I got a job in New York.





PAST PERFECT TENSE

WORKSHEET




1 - I _____ this town before today. (not, visit)	had not visited
2 - Jenifer began to run after she _____ the snake. (see)	
3 - Bob _____ her before the party began. (meet)	
4 - She _____ the graduation before the end of 2019. (complete)	
5 - The kid _____ asleep before 9 o'clock. (fall)	
6 - Tom _____ smoking when the doctor advised him. (quit)	
7 - I was hungry. I _____ for six hours. (not, eat)	
8 - The patient _____ medicine before the doctor came. (take)	
9 - Jonathon _____ a lot of money before he turned 40. (earn)	
10 - My friend asked if I _____ her parrot. (see)	
11 - What _____ before leaving school? (you, learn)	
12 - He _____ to Italy. (not ever go)	
13 - I _____ the hall before the exam started. (reach)	
14 - When I came home, they _____ the meal. (eat)	
15 - Where _____ when I came to meet you? (you go)	

1.17 – modul	Double-entry bookkeeping. Gram: Nouns. <i>Plurals.</i>
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Activity 1. Look at the table and write down new words

English	Uzbek	Russian
<i>value</i>	Qabul qilinadigan	Годный к принятию
withdrew	нарх пасайиш, чегирма	скидка
scrutiny	Пул	денги
equation	талаб етиш	требовать
twofold	хисоб варак	счёт-фактура
<i>drawings</i>		виручка
Owner	Эгаси	хозяин
transactions	Келишув	дело, сделка
Receipts	Чек	Квитанция
<i>inventory</i>	Инвентар	Изобретатель

Activity 2. Make up simple statements from words in the table

Activity 3. Read the text and find out the new words from the text.

We are going to explain how a *handwritten* double-entry bookkeeping system works, even though these days most systems are computerised. We do so because both systems use the same accounting principles and the principles are much easier to follow in a simple handwritten system.

debit: *meaning to receive, or value received;*

credit: *meaning to give, or value given.*

Scrutiny of bookkeeping practices increases

Toshiba withdrew its earnings guidance and scrapped its year-end dividend payout on Friday, saying it had found improper accounting on some of its infrastructure projects. Investor scrutiny on bookkeeping practices by Japanese companies has also increased following a \$1.7bn accounting scandal at medical equipment maker Olympus in 2011.

Just as the accounting equation reflects the twofold effect of every transaction, so does a double-entry bookkeeping system. This means that each transaction must be recorded twice. A change to the accounting system is called an *entry* and so we talk about making entries in the accounts (remember that an *account* is simply a history or a record of a particular type of transaction).

Accounts used to be kept in various bound books referred to as ledgers and all the *ledgers* used in a particular accounting system are known collectively as the *books of account*.

The effect of entering a particular transaction once in one ledger account and again in another ledger account causes the balance on each of the two accounts either to go up or to go down (like the accounting equation). So a transaction can

either *increase* or *decrease* the total amount held in an account. In other words, an account either *receives* (i.e. accepts) an additional amount or it *gives* (i.e. releases) it. This receiving and giving effect has given rise to two terms from Latin that are commonly used in accounting:

In one sentence describe what is meant by each of the following terms:

(a) An account is

(b) A ledger is

(c) Debit means

(d) Credit means

Questions

1. What is the interest rate?
2. What are the differences between borrowers and lenders?
3. Should borrowed money be repaid in a lump sum by a pre-determined date or in periodic installments?
4. What is the principal?
5. Do most mortgages use simple interest or compound interest?

B1 Plurals

Some things we wear or use are always plural. They are made of two parts which cannot be separate: *trousers, pyjamas, shorts, jeans, tights, pants, sunglasses, glasses, scissors*. They have a plural verb:

My trousers are new. (not My trouser is new.)

These shorts are dirty. (not This short is dirty.)

Other things we wear can be singular. They are made of two parts which can be separate: *shoe/shoes, sock/socks, earring/earrings*.

▲ The word *clothes* is never singular: *I bought some new clothes. (not I bought a new clothe.)* **-C1**

C Grammar exercises

C1 Which of the plural words in the box can we also use in the singular form?

boots bracelets clothes earrings gloves
jeans shorts socks shoes tights

C2 Look at this notice from a holiday cottage. For each of the underlined words, add *s* if it is plural countable.

Rose Cottage, Hobbs Farm, Newton, Near Norwich

Welcome!

To help you enjoy your stay, we offer some 1 advice for 2 visitor s

You can use 3 euro in Norwich city centre but you need English 4 money at the shop in Newton village. This shop sells good 5 bread and you can buy fresh 6 vegetable from the farmhouse. For other 7 food use the 8 shop in Ridby or Walcot.

If you want some 9 information about 10 travel and 11 traffic in the Ridby area, try the local radio station.

Notes

If you want to listen to 12 music please remember to keep the volume down. Please use only garden 13 chair in the garden. Do not take any sitting-room 14 furniture outside.

Please be careful not to bring any 15 sand or 16 stone into the cottage from the beach.

Thank you - enjoy your stay!

Поставьте следующие существительные во множественное число (обратите внимание на артикли: неопределенный артикль во множественном числе опускается, определенный артикль сохраняется).

A star, a mountain, a tree, a shilling, a king, the waiter, the queen, a man, the man, a woman, the woman, an eye, a shelf, a box, the city, a boy, a goose, the watch, a mouse, a dress, a toy, the sheep, a tooth, a child, the ox, a deer, the life, a tomato.

Поставьте следующие словосочетания во множественное число.

This tea-cup, this egg, that wall, that picture, this foot, that mountain, this lady, that window, this man, that match, this knife.

Запомните:

this is — these are that is — those are there is — there are it is — they are

1.18 – modul	Resources, inputs, technology and output Gram: A(n), the and no article.
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Activity 1. Look at the table and write down new words

English	Uzbek	Russian
input	kiritish	Вход, исход
corporate	korporativ	общий
asset	aktiv	актив, ценность
derivatives	lotinlar	производные
measure	o'lchash	мера, размер
competitors	raqobatchilar	конкуренцы
output	chiqish	Выход, результат
accomplishing	bajarish	выполнение

Activity 2. Read the text and find out the new words from the text.

Management resources are **the inputs of corporate management**. They consist of personnel, assets, investment and information. Sales, profit, market share, etc., are the output of corporate management. They, and their derivatives, are the measures by which we judge management performance.

This includes performing tasks such as **analyzing your strengths and weaknesses**, understanding trends within your industry, understanding trends outside of your industry, and understanding what your competitors are doing. Once you've collected this information, then you're ready to put your strategy together.

In terms of specific project management concepts, the term output refers specifically to **any particular services, results, and or products that are generated as a result of a particular project related process**.

One of our favourite models for work is IPO: Input – Process – Output. **Inputs are the resources invested in accomplishing a task, and typically include time, money, and effort**. Process refers to what is done in order to accomplish a task. The output is, obviously, the accomplishment itself.

A, THE, ZERO ARTICLE

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A/AN	USES	EXAMPLES
	First mention	I saw an old woman and a dog in the park.
	Jobs	Paula is a teacher.
	Descriptions	Paris is an interesting city.
THE	USES	EXAMPLES
	Second mention	I saw a man and a dog. The man was old.
	Specific things	The children are in the garden.
	Only one thing	The moon looks beautiful today.
	Common places	We are going to the park.
	Superlatives	He is the best student in the class.
	Musical instruments	My daughter plays the violin.
ZERO ARTICLE	USES	EXAMPLES
	General meaning	I don't like children (=children in general).
	Meals	What time do you have breakfast ?
	Years, months, days	2005 was a great year.
	TV	There's a good film on TV .
	Languages, school subjects	He doesn't speak English . I study biology .
	Next, last	We went to the theater last week.

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B4 The or no article

Places

There is no article before

- ♦ continents, most countries, states, cities, towns, villages:
Europe, Italy, London, Florida but we say **the** *Netherlands*.
- ♦ buildings and places that use the name of their town:
Manchester Airport, Cardiff Station, Edinburgh Castle, Durham University
- ▲ We say *at school, at work, at home* and *in bed*.

We put *the* before

- ♦ names of countries that include a word like *Republic* or *States*:
the *United States, the Czech Republic*
- ♦ oceans, seas and rivers: **the** *Pacific Ocean, the Danube* but not before lakes: *Lake Ontario*.
- ♦ regions: **the** *Far East, the north*
- ♦ groups of islands: **the** *Philippines*
- ♦ deserts and mountain ranges: **the** *Kalahari, the Himalayas* but not before one mountain:
Mount Everest
- ♦ the environment: **the** *sea, the coast, the seaside, the beach, the country, the mountains, the hills, the sky, the sun, the moon*

Exercises on the article

- Complete the dialogues with a / an, the OR zero article. Where more than one answer is possible, consider any differences in meaning.
- 1 A: What's the matter?
B: I've been working in the garden all afternoon and my back aches.
- 2 A: Can you remember when we last saw Alex?
B: It was Sunday in June, I think.
- 3 A: When did you get your laptop?
B: July 15th last year. I remember because it was also day I passed my driving test.
- 4 A: I haven't seen Subin for months.
B: He's been away in South Africa for Winter.
- 5 A: I've spent afternoon on the phone to my mother.
B: Why? Is there a problem?
- 6 A: Shall we go out walking on Sunday? B: No, I'm busy this weekend.
- 7 A: Do you remember when Mateo did all the cooking?
B: Of course. It was Christmas the rest of us had flu.

1.19 – modul

Bad and doubtful debts

Gram: Countable and uncountable nouns.

Activity 1. Look at the table and write down new words

English	Uzbek	Russian
adjustment	moslashish	корректирование
Annual accounts	Yillik hisoblar	Годовая финансовая отчетность
Bad and doubtful debts	Yomon va shubhali qarzlar	Плохие и сомнительные долги
Claim profit	Foyda olish	Заявить о прибыли
overestimated	ortiqcha baholangan	переоценен
allowance	nafaqa	разрешение
output	chiqish	выход
expense	xarajat	расход

Activity 2. Read the text and find out the new words from the text.

The main adjustment made in finalising the annual accounts involves making adjustments for bad debts and an allowance for bad and doubtful debts. The realisation rule allows us to claim profit for any goods that have been sold, even if the cash for them is not received until a later accounting period. This means that we are taking a risk in claiming the profit on those goods in the earlier period, even if the legal title has been passed to the customer. If the goods are not eventually paid for, we will have overestimated the profit for that earlier period. Fortunately, there is a technique whereby we can build in an allowance for any possible *bad debts*, as they are called. This is quite a tricky operation and so we will need to explain it in two stages: first, how to account for bad debts and, second, how to allow for the possibility that some debts may be *doubtful*.

Bad debts

Once it is clear that a debt is bad (i.e. it is highly unlikely it will ever be paid), then it must be written off to the statement of profit or loss immediately as an expense. This means that we have to charge it to the current year's statement of profit or loss even though it may relate to an earlier period. This is because it is usually impractical to change accounts once they have been finalised because the owner may have already taken his profit out of the business in cash. On the statement of financial position we then show trade receivables *after* deducting any bad debts that have been written off.

Countable & Uncountable Nouns



Countable Noun



Can be counted

E.g: an apple, a school, 1 picture, 2 pictures, etc


Can take singular or plural verbs

There is a book on the table.
Those houses are very big, aren't they?

Go with a/an/the/my, etc in the singular

She bought an umbrella.

Can be used alone with some/any/many/few in the plural

I love (some) carrots 



Uncountable Noun



Can not be counted

E.g: sugar, information, water, understanding, etc

Always take singular verbs

There is some water in that pitcher.

Do not go with a/an/two, etc

Can you hear music?

Can be used alone or with some/any/much/little, etc

There is little information about the weather.

Can use a/an, one/two with coffee, tea...when we talk about a cup/glass/bottle

Can I have two teas, please (two cups of tea)

Circle the correct word or phrase.

- 1 Your money **is** / **are** on the table in the dining room.
- 2 The advice you gave me **was** / **were** really useful. Thanks!
- 3 The cakes in that shop **looks** / **look** absolutely delicious.
- 4 There **has** / **have** been a lot of bad news recently.
- 5 Your homework **was** / **were** late. Please do it sooner next time.
- 6 **Does** / **Do** the information about the museum include the opening times?
- 7 We need new furniture in the dining room. **It's** / **They're** very old and scratched.
- 8 The fish in this tank all **seems** / **seem** to be ill.
- 9 I love your hair. **It's** / **They're** really soft.
- 10 Oh, no! The rice **has** / **have** gone all over the floor!

1.20 – modul	Company accounts(limited liability) Gram: The or no article.
-------------------------	--

Activity 1. Look at the table and write down new words

English	Uzbek	Russian
limited liability	mas'uliyati cheklangan	ограниченная ответственность
shareholders	aktsiyadorlar	акционеры
to inspection	tekshirish uchun	к осмотру
disclosed	oshkor qilingan	раскрыт
proprietors	mulkdorlar	собственники
bankruptcy	bankrotlik	банкротство
sole trader	yakka tartibdagi tadbirkor	индивидуальный торговец
partnership entity	sheriklik sub'ekti	товарищество

Activity 2. Read the text and find out the new words from the text.

There are many different types of companies but the most common ones are private limited liability companies and public limited liability companies. By law, all companies have to prepare a set of annual accounts and supply a copy to their shareholders. They also have to file a copy with the Registrar of Companies, i.e. send it to the Registrar. This means that the accounts are then open to inspection by the public. The amount of detail disclosed or published in company accounts (i.e. included) depends upon their type and size.

So the concept of *limited liability* was born although it was not entirely an innovation of the nineteenth century. It eventually received legal recognition in 1855 when the Limited Liability Act was passed. The Act only remained in force for a few months before it was repealed and incorporated into the Joint Stock Companies Act 1856. By distinguishing between the private and public affairs of business proprietors, the 1855 Act effectively created a new form of legal entity. Since the 1850s, Parliament has passed a number of other Companies Acts, all of which have continued to give legal recognition to the concept of limited liability.

The important point about a limited liability company is that no matter what financial difficulties it may get into, its members cannot be required to contribute more than an agreed amount of capital, so there is no risk of its members being forced into bankruptcy. The concept of limited liability is often very difficult for business owners to understand, especially if they have formed one out of what was originally a sole trader or a partnership entity.

When to Use No Article	Ex amples
Used for meals	Breakfast 
Used for sports and games	tennis 
Used for planets	Jupiter 
Used for names of people, books and plays (unless it is part of the title)	Romeo and Juliet 
Used for lakes	Lake Victoria 
Used for mountains	Mount Everest 
Used for single Islands	Jamaica 

Do the grammar exercise

Articles

Choose:

- 1- There is _____ ant on my desk.
- 2- I bought _____ car. _____ car is expensive.
- 3- I travelled to _____ United States last year.
- 4- I like watching _____ moon at night.
- 5- I want to buy _____ ice cream for my sister.
- 6- We have to protect _____ Earth.
- 7- The museum has _____ dinosaur skeleton. _____ dinosaur skeleton is enormous.
- 8- I have _____ orange if you are hungry.

1.21 – modul

The statement of property or loss Gram: Determiners and pronouns I. *Some and any.*

Activity 1. Look at the table and write down new words

English	Uzbek	Russian
basically	asosan	по сути
sole trader entities	yakka tartibdagi tadbirkorlar	индивидуальные предприниматели
identical format	bir xil format	идентичный формат
apparent	ravshan	очевидный
tax paid	to'langan soliq	уплаченный налог
pay tax	soliq to'lash	платить налог
pay dividends	dividendlar to'lash	выплачивать дивиденды
retention	saqlash	по сути

Activity 2. Read the text and find out the new words from the text.

As we suggested earlier, the preparation of a company's statement of profit or loss is basically no different from that of sole trader entities. Almost an identical format or structure may be adopted and it is only after the net profit stage that some differences become apparent – that is where corporation tax paid on profits is shown. It is very similar to the sole trader example used in the previous chapter so that you can easily see the differences.

The company's net profit for the year is appropriated (or used) in three ways:

- to pay tax;
- to pay dividends;
- for retention within the business.

The appropriation of tax is shown as part of the statement of profit or loss. The other appropriations of profit are shown on a separate statement.



Some vs Any in English



- **Some** is used to mean 'a little' and 'a few'.
- Also, **some** can be used with both countable and uncountable nouns. When used with countable nouns, it means a few, when used with uncountable nouns, it means a little.
- **Some**, when used with countable nouns, nouns are plural and when used with uncountable nouns, they are always singular.

Example Sentences;

- I asked her to lend me **some** money.
- I have got **some** money in my purse.
- She needed **some** medicine yesterday but we didn't find any open pharmacy last night.
- He will bring **some** friends to the party next week.



Any is used to mean 'no' or 'zero'.

Any can be used with both countable and uncountable names.

When it is used with countable nouns, they are always plural.

When it is used with uncountable nouns, they always become singular.

Example Sentences;

- I will not see him **any** more.
- There isn't **any** butter.
- There aren't **any** clothes in the wardrobe.
- We don't have **any** money.



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Do the grammar exercise.

Fill SOME/ ANY in the gaps:

- I don't have _____ money in my pocket, but I have _____ money in the bank.
- Are there _____ letters for me this morning?
- I never have _____ breakfast. I'm not hungry in the morning.
- You have _____ lovely pictures in your house.
- Are you Canadian? I have _____ good friends in Canada.
- Don't buy _____ bread at the shops. There's a lot in the kitchen.
- Do you have _____ brothers or sisters?
- There aren't _____ shops in my village, just a Post Office and a pub.
- I want _____ cheese. Is there _____ in the fridge?
- _____ people like flying, but other people don't.
- There was _____ rain during the night.

1.22 – modul	Economic indicators. Gram: Determiners and pronouns I. <i>Somebody, anybody, nobody, everybody etc.</i>
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Activity 1. Look at the table and write down new words

English	Uzbek	Russian
economic indicator	iqtisodiy ko'rsatkich	экономический показатель
economic performance	iqtisodiy ko'rsatkichlar	экономические показатели
application	ilova	заявление
indices	indekslar	индексы
earnings reports	daromad hisobotlari	отчеты о доходах
consumer leverage ratio	iste'molchilarning kredit ko'rsatkichi	коэффициент кредит. потребителя
broadband internet penetration	Internetga keng polosali kirish	проникновение широкополосного интернета
retail sales	chakana savdo	розничные продажи
money supply changes	pul taklifining o'zgarishi	экономический показатель

Activity 2. Read the text and find out the new words from the text.

An **economic indicator** is a statistic about an economic activity. Economic indicators allow analysis of economic performance and predictions of future performance. One application of economic indicators is the study of business cycles. Economic indicators include various indices, earnings reports, and economic summaries: for example, the unemployment rate, quits rate (quit rate in American English), housing starts, consumer price index (a measure for inflation), consumer leverage ratio, industrial production, bankruptcies, gross domestic product, broadband internet penetration, retail sales, stock market prices, and money supply changes.

Top Economic Indicators and How They're Used

- Gross Domestic Product (GDP)
- The Stock Market.
- Unemployment.
- Consumer Price Index (CPI)
- Producer Price Index (PPI)
- Balance of Trade.
- Housing Starts.
- Interest Rates.

What's the Difference?

<p>ANYBODY (Anyone) Any person. It doesn't matter which person. -There is a hobby club near my place. Anybody can join.</p>	<p>SOMEBODY (Someone) A person who is not known, named or specified. -We need to complete this work in time. Somebody must volunteer.</p>
<p>EVERYBODY (Everyone) Every person. -There were so many people. Everybody had a great time.</p>	<p>NOBODY (No one) No person. -Nobody is here yet, we have reached earlier than expected.</p>

Do the grammar exercise

Anybody, anything, somebody, something

Choose the appropriate indefinite pronoun:

- 1) Give me _____ interesting to read.
- 2) I do not know _____ about this man.
- 3) If _____ extraordinary happens, ring me up immediately.
immediately.
- 4) _____ has taken my book.
- 5) Is there _____ in the room now?
- 6) Will you have _____ to eat?
- 7) He asked the secretary if there was _____ waiting for him.
- 8) _____ is knocking at the door, I'll go downstairs and open it.
- 9) There is _____ in the box, look; it's my gift for your Birthday.



1.23 – modul	Financial reporting Gram: Determiners and pronouns I. <i>Much, many, a lot, a few, a little.</i>
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Activity 1. Look at the table and write down new words

English	Uzbek	Russian
Financial reporting	Moliyaviy hisobot	Финансовый отчет
quarterly basis	har chorakda	ежеквартально
invest or loan money	sarmoya yoki qarzga pul	вкладывать или ссужать деньги
income statements	daromadlar to'g'risidagi hisobotlar	отчеты о доходах
balance sheets	balanslar	баланс листов
cash flow statements.	pul oqimi to'g'risidagi hisobotlar.	отчеты о движении денежных средств.
statement of retained earnings		
revenue	taqsimlanmagan daromadlar to'g'risidagi hisobot	отчет о нераспределенной прибыли
ultimately	daromad	доход

Activity 2. Read the text and find out the new words from the text.

Financial reporting is a **standard accounting practice** that uses financial statements to disclose a company's financial information and performance over a particular period, usually on an annual or quarterly basis.

In simple terms, a financial report is critical for understanding how much money you have, where the money is coming from, and where your money needs to go. Financial reporting is important for management to make informed business decisions based on facts of the company's financial health. Potential investors and banks will also use your company's financial reporting to decide if they want to invest or loan you money.

A financial statement is a written record that discloses a company's financial details and business activities. These statements are audited for accuracy by the government, accounting firms, or independent accountants.

The **four key types of financial statements** found within a financial report include income statements, balance sheets, a statement of retained earnings, and cash flow statements.

Income Statement

An income statement, also known as the profit and loss statement, summarizes a company's revenue, expenses, and profits. The income statement essentially shows how much the business earned or lost during a period of time and ultimately determines a company's net income or "bottom line."

Balance Sheet

A balance sheet delivers a snapshot of a company's assets, liabilities, and stockholders' equity at a single point in time.

Statement of Retained Earnings

A statement of retained earnings reveals a company's changes in equity during a standard accounting period.

Cash Flow Statement

A cash flow statement (CFS) shows the amount of cash coming in and out of a business. The CFS gives stakeholders an idea of how a business operates and manages cash to pay off debt and fund current expenses and future investments.

Quantifiers

Quantifier	Use	Example
<i>many</i>	● countable nouns, usually in negative statements and questions	<i>There aren't many programmes on TV that I find interesting.</i>
<i>much</i>	● uncountable nouns, usually in negative statements and questions	<i>My dad never shows much interest in the news.</i>
<i>a lot of / lots of</i>	● countable and uncountable nouns in positive statements	<i>That film has won a lot of / lots of awards. What a lot of luggage you've got!</i>
<i>a few</i>	● countable nouns, means 'some'	<i>There have been a few scandals in the papers recently.</i>
<i>a little</i>	● uncountable nouns, means 'some'	<i>They say that a little knowledge is a dangerous thing.</i>
<i>few</i>	● countable nouns, means 'not many'	<i>Richard has few interests outside work.</i>
<i>little</i>	● uncountable nouns, means 'not much'	<i>The police have little information about the robbery.</i>

H Choose the correct answer.

- If you have time at the end of the exam, check your answers.
A few B a few C little D a little
- Give me minutes and I'll be ready.
A few B a few C little D a little
- We've only got milk left so get some when you go shopping.
A few B a few C little D a little
- Just practice every day and you'll soon be able to play the piano.
A few B a few C little D a little
- We were disappointed that of the members came to the youth club party.
A few B a few C little D a little
- Sprinkle sugar on the strawberries.
A few B a few C little D a little
- I suppose now I'm 43, I have hope of playing football for England.
A few B a few C little D a little
- Could you help me with exercises I don't understand?
A few B a few C little D a little
- There's coffee left, if anyone wants some.
A few B a few C little D a little
- Becoming an astronaut is so demanding that people manage it.
A few B a few C little D a little
- I'll meet you in half an hour - I've got e-mails to write first.
A few B a few C little D a little
- Many people feel there's point in voting, even in a general election.
A few B a few C little D a little

1.24 – modul	Chairman’s statement Gram: Determiners and pronouns II. <i>This, that, these and those.</i>
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Activity 1. Look at the table and write down new words

English	Uzbek	Russian
Chairman’s statement	Rais bayonoti	Заявление председателя
shareholders	aktsiyadorlar	акционеры
adverse trading conditions	noqulay savdo sharoitlari	неблагоприятные торговые условия
corporate activities	korporativ faoliyat	корпоративная деятельность
labour relations	mehnat munosabatlari	трудовые отношения
acknowledgement	e'tirof	подтверждение
funding sources	moliyalashtirish manbalari	источники финансирования
achievement	muvaffaqiyat	достижение

Activity 2. Read the text and find out the new words from the text.

Chairman’s statement is a report by a company's chairman once a year that gives information to shareholders about the company's performance during the past year: In his chairman's statement **he stated that the group had had a difficult year in adverse trading conditions.**

Chairman's speech highlights **corporate activities, strategies, researches, labour relations, main achievements, focuses on future goals, growth.** In corporate annual report, the chairman's speech may not always be found but may be provided to shareholders as a separate document.

How can we write a chairman’s report?

Give a brief overview of **organizational opportunities** and activity during the past quarter or year. Be detailed but brief. Next describe the biggest achievements with acknowledgements and thanks to everyone involved in the project. Discuss each achievement or program separately and thank the donors or funding sources.

This - That - These - Those

Demonstratives



English Grammar

singular

plural

here

this

these

there

that

those

Demonstrative Pronouns

singular **This** is a red pen.

plural **These** are blue pens.

Demonstrative Pronoun + Verb*

* or by itself. - e.g. Do you want **this**?

Demonstrative Adjectives

singular **This** pen is red.

plural **These** pens are blue.

Demonstrative Adjective + Noun



this book

(here / close)



that book

(there / not close)



these books

(here / close)



those books

(there / not close)



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This => object / thing / person near you.



This is my book.



This is my dog.



This computer is a stupid machine.

These => objects / things / persons near by you.



These books are mine.



I can't read these words.



These members are listening to my speech.

That => object / thing / person far from you.



That car is my father's.



That star is very far from the Earth.



I'd like to go to that country!

Those => objects / things / persons far from you.



Those two men seem to be late.



Those towers are so far!



Look at those stars.

THIS - THAT / THESE - THOSE

Put in THIS or THESE (HERE!!!)

_____ book	_____ children	_____ woman
_____ books	_____ trousers	_____ teeth
_____ house	_____ tooth	_____ foot
_____ houses	_____ jeans	_____ teacher
_____ pencils	_____ men	_____ people
_____ mice	_____ pupil	_____ child

Put in THAT or THOSE (THERE!!!)

_____ house	_____ boys	_____ buildings
_____ houses	_____ animals	_____ birds
_____ horse	_____ man	_____ secretary
_____ horses	_____ people	_____ windows
_____ girl	_____ car	_____ office

Change the sentences into the PLURAL

This book is good. _____
This office is near the bank. _____
That is my notebook. _____
This boy is fourteen years old. _____
That dog is black. _____
This is my house. _____
That is a tall building. _____
This girl has got a doll. _____

Put in THIS, THAT, THESE or THOSE

_____ is my ball in my hand and _____ is your ball over there.
_____ is my cup here and _____ is your cup on the table over there.
_____ is Sally's bike in front of the door and _____ is her coat here.
_____ is Simon's pen on the floor over there and _____ here is his rubber.
_____ are our parents and _____ are our neighbours over there.
_____ is my sandwich here and _____ is Tom's sandwich over there
_____ are Tony's friends and _____ are my friends over there
_____ aren't Johnny's books but _____ are his books under the table over there.

1.25 – modul	The annual accounts Gram: Determiners and pronouns II. <i>All, most, some, no and none.</i>
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Activity 1. Look at the table and write down new words

English	Uzbek	Russian
income tax returns	daromad solig'i bo'yicha deklaratsiyalar	налоговые декларации о доходах
The intent	Niyat	Намерение
provide public disclosure	oshkoralikni ta'minlash	предоставлять публичное раскрытие
stakeholders	manfaatdor tomonlar	заинтересованные стороны
loss account	zarar hisob	счет убытков
a great deal	juda katta	отличная сделка
mandatory	majburiy	обязательный
rigorous analysis	jiddiy tahlil	тщательный анализ

Activity 2. Read the text and find out the new words from the text.

What is an Annual Account? Company accounts are a description of the financial performance of an organisation for 12 months. Every year, they are prepared for filing income tax returns and consist of a **balance sheet, profit and loss statement, and cash flow statement.**

The intent of the required annual report is **to provide public disclosure of a company's operating and financial activities over the past year.** The report is typically issued to shareholders and other stakeholders who use it to evaluate the firm's financial performance and to make investment decisions.

The financial data required to prepare accounts comprises income, expenses, assets, liabilities, and equity. Full annual accounts, which all active companies must prepare for members and HMRC, should generally include: **a balance sheet. a profit and loss account.**

What is the difference between annual accounts and financial statements?

Financial statements can cover statements issued regarding interim periods as well as end of year; **annual accounts are only at close of financial year.**

The various *reports* included in a company's published annual report and accounts are important for non-accountants because they provide a great deal of background information about the company and its operations. Much of this information is now mandatory either by statute or by professional

requirements.

Apart from the periodic summary, most of the accounts section is mandatory. The information that it contains is considered vital because it tells shareholders and other users what profit the company has made, what its cash flow is like, what assets it owns and what liabilities it has incurred.

Such information can provide the basis for a rigorous analysis of the company's performance in order to help assess its future prospects.

HOW TO USE: NO, NONE, NONE OF

NO

no + noun

- There was no bus today, so I walked.
- Were no stores open today?
- No reason was given for the delay.
- No girl should be denied an education.



NONE

- I drank all the coffee! There is none left.
- I was looking for love, but I found none.



NONE OF

"none of" as a subject:

Both singular verbs (formal) and plural verbs are accepted.

None of you is guilty.
None of you are guilty.

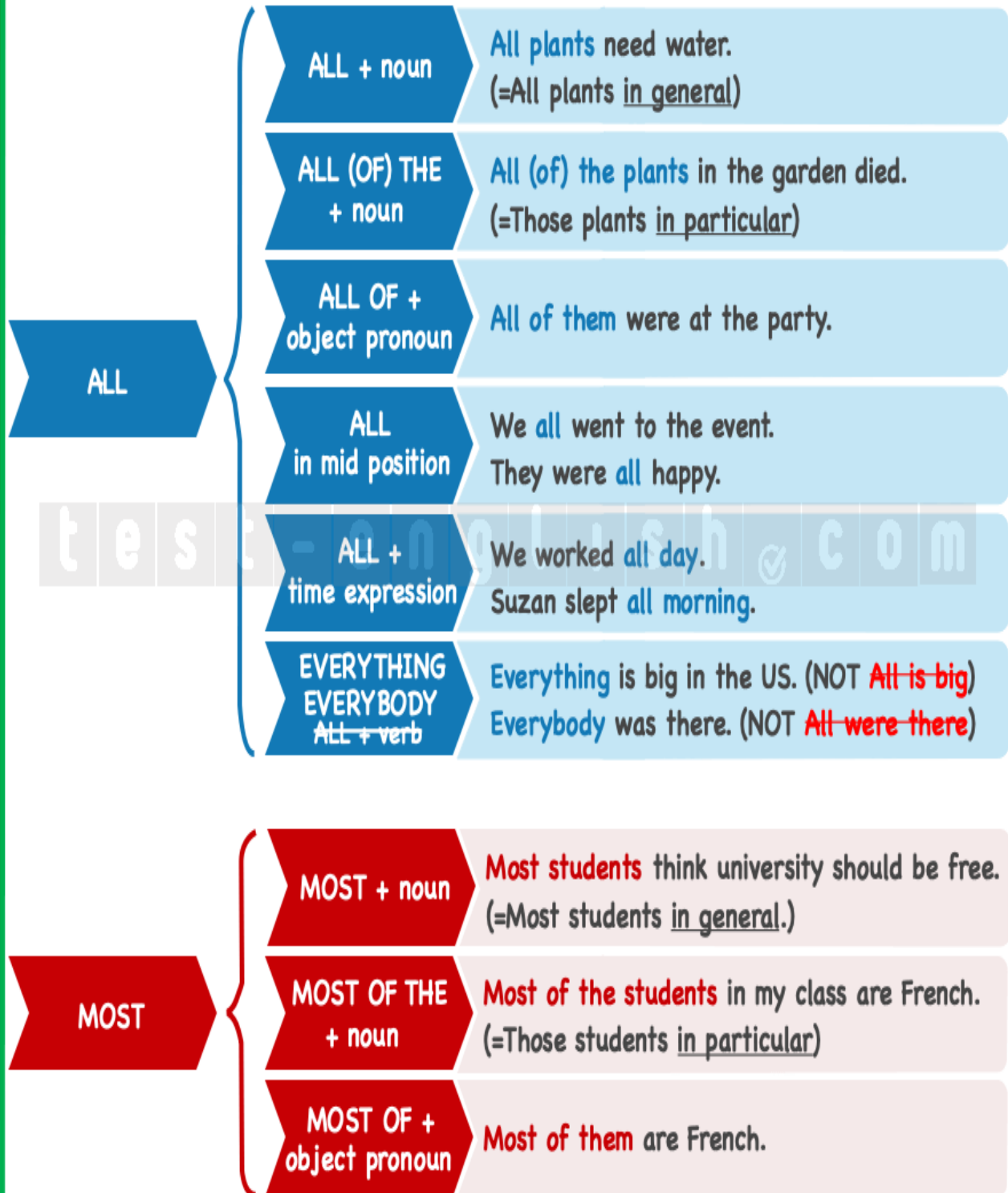
none of

+ the + noun
+ this/that
+ pronoun
+ possessive

- None of the students took the test.
- None of this is your fault.
- None of us forgot to vote.
- None of his friends came to the party.

ALL, MOST – QUANTIFIERS

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WORKSHEET 10**NAME** _____

Use **ALL**, **MOST**, **SOME**, **NONE**, or **NO** to complete the sentences below.

1. _____ of my friends will play with me. It makes me so sad.
2. There is _____ juice left in the refrigerator.
3. _____ people like vanilla ice cream, but not me.
4. There is _____ space left in this box.
5. I would like _____ pizza, please.
6. Can _____ of you please be quiet?
7. We were hungry for _____ of the day, until we finally ate dinner.
8. You can play a mean trick on the teacher if you want, but I want _____ part of it.
9. _____ of the children wanted any cake.
10. Do you have _____ time to talk?
11. Sorry, I have _____ time to talk to you now, but maybe later.
12. I think _____ of these bananas have gone bad. Only one looks good to eat.
13. _____ of these movies look terrible. Let's just have _____ coffee instead.
14. A few of my relatives live in the United States but _____ of them live here in Korea.

1.26 – modul

Group Accounts

Gram: Determiners and pronouns II. *Both, either, neither.*

Activity 1. Look at the table and write down new words

English	Uzbek	Russian
Group accounts	guruh hisoblari	Счета группы
total financial results	umumiy moliyaviy natijalar	общие финансовые результаты
readily comparable	osonlik bilan solishtirish mumkin	легко сопоставимый
broken down	buzilgan	сломан
consolidating	mustahkamlash	консолидация
consolidated statement	konsolidatsiyalangan bayonot	сводный отчет
substitute	o'rnini bosuvchi	заменять
considered	ko'rib chiqilgan	считается

Activity 2. Read the text and find out the new words from the text.

Group accounts - **accounts that show the total financial results of a group of companies for a particular period**, rather than the separate results of each company: In preparing group accounts, both companies translate foreign currencies into terms of pounds.

The purpose of group accounts is **to report the results and financial position of the businesses in a way that makes them readily comparable**, even though they have different legal structures.

There are five main types of accounts in accounting, namely **assets, liabilities, equity, revenue and expenses**. Their role is to define how your company's money is spent or received. Each category can be further broken down into several categories.

The main significance of these relationships is that you can expect the published accounts to be those of the *group*, i.e. in effect, as though it were one entity (or 'family') so that any intergroup activities (such as sales between group companies or transfers of funds within 'the family') are ignored. This involves adding together all the accounts of the group companies, or *consolidating* them. Using IASB terminology, you can, therefore, expect a published set of accounts to include a *consolidated* statement of profit or loss and other comprehensive income, a *consolidated* statement of changes in equity, a *consolidated* statement of financial position and a *consolidated* statement of cash flows. Note that


instead of using the term 'consolidated' some companies substitute 'group'. Such statements are now considered in turn in the following sections.

Both

'Both' is use for two people or things as a group. Both is use for plural nouns.

Example:

Both students can take the test.



Either

'Either' is use for two things as individuals. Either is use with a singular noun.

Example:

'Which day is better for you?'
'Either day is OK.'

Sunday Monday

Neither

'Neither' is use when talking of two people or things as individual in negative sentence. 'Neither' is use for singular noun.

Example:

Mayo speaks neither English nor Japanese.

~~English~~ ~~Japanese~~

Both - Either - Neither



Both = the two alternatives
= this AND that

Either = one of the two alternatives
= this OR that

Neither = none
= not this AND not the other

<p>BOTH</p> <p>English AND Spanish</p> <p>I can speak both English and Spanish.</p>	<p>EITHER</p> <p>English OR Spanish</p> <p>I can speak either English or Spanish. Which is easier for you to understand?</p>	<p>NEITHER</p> <p>French NOR Arabic</p> <p>I can speak neither French nor Arabic.</p>
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Both...and, either...or, neither...nor

We use both...and – together to emphasize two people or things	We use either...or together to emphasize that there is an alternative	We use neither...nor together to emphasize that two alternatives are not possible, likely or true
Both Ann and Jane like Maths.	You can have either a dog or a cat for your birthday.	Neither Ted nor Mark <u>likes</u> snakes. Neither Ted nor his friends <u>like</u> snakes.

I Underline the correct word.

- Neither / Either** Sarah nor her sisters are very tall.
- I don't like **either / neither** football or rugby very much.
- John Brick is **both / either** thoughtful and generous.
- The shop assistant in the shop persuaded me to buy **either/both** the skirt and the jacket.
- Neither / Either** Bob nor Sam went to university.
- Adult crocodiles are **either / both** strong and lively.
- You can have **neither / either** a cake or a doughnut, but not both!

II Rewrite the incorrect sentences.

- We can either stay in nor go out.

- I spoke to both Ann or Sally.

- She neither apologized nor explained.

- Neither Joe or Tom came to the party.

- Nick was both tired and hungry when he arrived home.

III Make up sentences, linking these ideas. Use both...and, either...or, neither...nor. Example: Kate plays the violin. And she sings. Kate both plays the violin and sings.

- We can watch TV or we can play computer games now.
We can either _____
- Alan couldn't read Chinese. And he couldn't write it.
Alan could neither _____
- I didn't know Sam's address. My sister didn't know his address.
Neither I _____
- My new flat is larger than my old flat. And it is closer to my office.
My new flat is both _____
- Dan didn't meet Tom's sister. And he didn't meet Tom's brother.
He didn't meet either _____
- It was a very boring lecture. It was very long too. The lecture _____
- Jill is on holiday and so is her sister. Both _____



IV Complete the text. Use both...and, either...or, neither...nor.

Dangerous pets.

Sometimes people keep crocodiles as their pets. They are 1 _____ easy 2 _____ cheap to look after. These reptiles look 3 _____ cute 4 _____ harmless as babies. But that won't last long. Crocodiles can reach over 14 feet in length. As a result the adults can be 5 _____ very strong 6 _____ very dangerous. Crocodiles aren't vegetarian. They eat 7 _____ fish 8 _____ meat. They need 9 _____ space 10 _____ expensive equipment.

Crocodiles are 11 _____ tolerant 12 _____ tame, they can't be 13 _____ friendly
14 _____ loving.

Think twice before you decide to have such an exotic but dangerous pet.

1.27 – modul	Independent auditor’s report. Gram: Determiners and pronouns II. <i>Each and every</i>
-------------------------	--

Activity 1. Look at the table and write down new words

English	Uzbek	Russian
official opinion	rasmiy fikr	официальное мнение
accuracy of the financial statements	moliyaviy hisobotlarning aniqligi	точность финансовой отчетности
ensure	ta'minlash	гарантировать
compliant	mos	послушный
fiscal laws and regulations	solliq qonunlari va qoidalari	налоговые законы и правила
integrity of performing	ijro etishning yaxlitligi	честность выполнения
financial books	moliyaviy kitoblar	финансовые книги
avoid conflicts	ziddiyatlardan saqlaning	избегать конфликтов

Activity 2. Read the text and find out the new words from the text.

An independent Auditor's Report is an official opinion issued by an external or internal auditor as to the quality and accuracy of the financial statements prepared by a company.

The independent and external audit report is typically published with the company's annual report. The auditor's report is important because banks and creditors require an audit of a company's financial statements before lending to them.

One of the primary goals of an independent auditor is to examine the company's financial statement to ensure the financial books are accurate and compliant with fiscal laws and regulations.

An independent auditor is typically used to avoid conflicts of interest and to ensure the integrity of performing an audit. Independent auditors are often used—or even mandated—to protect shareholders and potential investors from the occasional fraudulent or unrepresentative financial claims made by public companies.

The independent (i.e. external) auditor’s report is usually found before the financial statements. The independent auditor is required to do the audit and then to report to the shareholders in accordance with relevant legal and regulatory requirements. Most reports will be short – probably no longer than one page – and unless some highly unusual events have taken place, most auditors’ reports will be very similar.

EACH, EVERY, ALL

EACH	EVERY	ALL
<p>Use each when referring to individual members of a group, one at a time.</p>	<p>We use every to talk about collectively things more than individually. It means each, all.</p>	<p>It means total. We use it to talk about the total number of things.</p>
<p>Examples;</p> <ul style="list-style-type: none"> • Each artist sees things differently. • The soldiers each received a medal. • We need each other. • They hated each other. 	<p>Examples;</p> <ul style="list-style-type: none"> • I shave every morning. • She wanted to get away from everyday life. • I take a break every three hours. • Every artist is sensitive. 	<p>Examples;</p> <ul style="list-style-type: none"> • I stayed home all day instead of going to work. • All men are equal. • All cheetah are fast. • All children need care. • He ignored her all day.



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Each



Every

Usage

→ We use **EACH** when referring to individual members of a group, one at a time.



Examples

- **Each** individual item has a number.
- I gave **each** of the boys an apple.
- **Each** man is the architect of his own fate.
- You should allocate the same amount of time to **each** question.

Usage

→ We use **EVERY** to talk about collectively things more than individually. It means each, all.

Examples

- **Every** man has his own habit.
- A golden key opens **every** door
- **Every** failure one meets with adds to one's experience.
- **Every** family has a skeleton in the cupboard.

every — each

every

▪ Use it for talking about a group of people or things larger than two and think of them as whole (unlimited amount).

Example: **Every** plant needs water.

▪ You use **every** to show that something is repeated regularly.

Example: She drinks coffee **every** morning.

▪ Use **every** with a noun (singular).

every dog / **every** teacher

every time — every year (month, week, day) - every morning (evening, night) - every weekend ...



each

▪ Use it for talking about a group of people or things but think of them as individuals, separately, one by one (limited amount).

▪ You can use **each** with a noun (singular):

each boy / **each** father

Example: **Each** boy in our class likes English.

▪ You can use **each** alone (without a noun) or

each of + plural of noun

Example: **Each of** the dresses is beautiful.

each of us - each person here

each other



1. family in our street has got a car.
2. The three girls were playing and was dirty.
3. My grandparents come to us weekend.
4. morning I have a cup of tea.
5. We have got Maths on of these days: Monday, Wednesday and Friday.
6. Nearly child likes sweets.
7. There are four windows on side of the house.
8. teenager likes to go to the movies.
9. of these girls here is a Maths genius.
10. cat likes milk.



11. of these people here is a good swimmer.
12. He's got two brothers. of them is very friendly and nice.
13. flower must be watered.
14. She likes of her classmates.
15. day we have lunch at one p.m.
16. of us had a nice summer.
17. Is of you ready?
18. She must take a pill three hours.
19. Tim visits us now and then.
20. time Tim meets Sheila he smiles at her.
21. of the boys here is very fashionably dressed.
22. He comes to see me day.
23. of them knew the answer.
24. She visited her aunt in London year.
25. Some people don't watch TV evening.



26. I'd like to have long hair. girl in my class has got long hair.
27. Mum gave of us a glass of milk.
28. There are trees on side of the street.
29. He reads the newspaper morning.
30. child wants to have toys.
31. The two sisters love other very much.



1.28 – modul

Basic economic problems. Gram: Determiners and pronouns III. *Possessive 's, of.*

Activity 1. Look at the table and write down new words

English	Uzbek	Russian
problem of scarcity	tanqislik muammosi	проблема дефицита
basic problems	asosiy muammolar	основные проблемы
handlooms	qo'l san'atlari	ручные ткацкие станки
commodity.	tovar.	товар.
society opts	jamiyat tanlaydi	общество выбирает
distribution of the goods	tovarlarni taqsimlash	распространение товаров
current consumption	joriy iste'mol	Потребляемый ток
production capacity	ishlab chiqarish quvvati	производственная мощность

Activity 2. Read the text and find out the new words from the text.

If there is a central economic problem that is present across all countries, without any exception, then it is the problem of scarcity. This problem arises because the resources of all types are limited and have alternative uses. If the resources were unlimited or if a resource only had one single use, then the economic problem would probably not arise. However, be it natural productive resources or man-made capital/consumer goods or money or time, scarcity of resources is the central problem. This central problem gives rise to four basic problems of an economy. In this article, we will look at these basic problems in detail.

The Four Basic Problems of an Economy

As discussed in the paragraph above, the central economic problem of scarcity of resources is broken down into four basic problems of an economy. Let's look at each of them separately.

Basic Problems of an Economy – #1 – What to Produce?

What does a society do when the resources are limited? It decides which goods/service it wants to produce. Further, it also determines the quantity required. For example, should we produce more guns or more butter? Do we opt for capital goods like machines, equipment, etc. or consumer goods like cell phones, etc.? While it sounds elementary, society must decide the type and quantity of every single good/service to be produced.



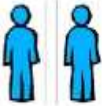

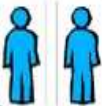

Browse more Topics under Introduction To Business Economics

- Meaning Of Business Economics
- Nature of Business Economics
- Scope of Business Economics
- Capitalist Economy
- Socialist Economy

NAME: _____ DATE: _____

GRAMMAR WORKSHEET

POSSESSIVE: -'S and -S'

<p>singular nouns: add -'s</p> <p>example: boy → boy's</p> 	<p>The boy's bicycle is blue.</p>  <p>It belongs to the boy.</p>
<p>plural nouns: add -s'</p> <p>example: boys → boys'</p> 	<p>The boys' bicycles are blue.</p>  <p>They belong to the boys.</p>
<p>some irregular plural nouns: add -s</p> <p>example: children → children's</p> 	<p>The children's bicycles are blue.</p>  <p>They belong to the children.</p>



- Join the sentences below by using possessive forms. Study the boxes above.

1. The student has a pen. The pen is on the table.

The student's pen is on the table.

2. The man has a car. The car is in the garage.

3. My friends had a party. The party was fun.

4. The women have kids. The kids are playing.

5. India has a population. The population is very large.

6. The children have a mother. The mother is over there.

7. My sisters have friends. The friends are interesting.

8. The teachers had a meeting. The meeting was last week.

1.29 – modul	Interpretation of accounts. Gram: Determiners and pronouns III. <i>Personal pronouns, possessive pronouns and possessive determiners</i>
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Activity 1. Look at the table and write down new words

English	Uzbek	Russian
to interpret	talqin qilish	интерпретировать
to convert	aylantirish	для преобразования
to construe	tushunmoq	строить
incorporating data	ma'lumotlarni o'z ichiga oladi	включение данных
verdict	hukm	приговор
hidden meaning	yashirin ma'no	скрытый смысл
for the evidence	dalillar uchun	для доказательства
interpreting accounts	hisoblarni talqin qilish	перевод счетов

Activity 2. Read the text and find out the new words from the text.

The verb 'to interpret' has several different meanings. Perhaps the most common is 'to convert' or 'to translate' the spoken word of one language into another, but it also has other meanings such as 'to construe', 'to define' or 'to explain'. We will use the latter meaning. Our definition of what we mean by the *interpretation of accounts* may then be expressed as follows:

Information overload yet information is limited

By this stage of your accounting studies you will no doubt have realised that the amount of information contained in a set of accounts prepared for *internal* purposes is considerable.

A detailed explanation of the financial performance of an entity incorporating data and other quantitative and qualitative information extracted from both internal and external sources.

The 'interpretation of accounts' - A set of accounts is like a book, which contains the story of a business. The numbers, disclosures and other information in the accounts tell part of the story but like any good book, there is also hidden meaning. The relationships between the numbers in the accounts help us to get to that hidden meaning and understand the full picture. You will often see, for example, a newspaper screaming in large headlines that Company X has

made a profit of (say) £50 million. In absolute terms £50 million is certainly a lot of money but what does it mean? Is it a lot compared with what it took to make it? Is it a lot compared with other similar companies? How does it compare with previous years? Is it meeting investors' expectations? The relationships between balances in the accounts help answer some of these questions. Others cannot always be answered directly from the financial statements themselves. The figures may have to be reworked and then compared with other similar data. So 'reading' the accounts and understanding the story of a business (in other words, interpreting accounts) is a type of detective work: you look for the evidence, you analyse it and then you give your verdict.

Possessive Determiners and Pronouns

Solution:

Often when we tell something belongs to somebody, we use the words **this** or **these**

this: when you talk about one thing or person Δ or \ddagger

these: when you talk about more than one thing or person $\Delta\Delta$ or $\ddagger\ddagger$


We use possessive pronouns to tell whose thing it is.

Possessive determiners are:
my, your, her, his, its, our, your, their

Possessive pronouns are:
mine, yours, hers, his, its, ours, yours, theirs


Now look at the picture and describe whose hat it is!

Example:
These are their hats.
It is theirs.




This is my hat.

It is mine.




This is his hat.

It is his.




These are our hats.

They are ours.




This is her hat.

It is hers.



This is your hat.

It is yours.



These are their hats.

They are theirs.

Student: _____

Date: / /

Worksheet: Possessive Determiners

Definition:

Possessive determiners are used to show ownership and they agree with the nouns they modify.

There are seven weak possessive pronouns in modern English: *my, your, his, her, its, our, and their.*

Note: These possessive adjectives are **not** used with articles.

Subject Pronouns

Possessive determiners

I	My
He	His
She	Her
It	Its
We	Our
You	Your
They	Their

Examples:

His name is Peter.

Her book is new.

Our dog is small.



01. Fill in the blanks with the correct possessive pronouns.

- You have a young teacher. _____ teacher is young.
- London has beautiful parks. _____ parks are beautiful.
- Giraffes have long neck. _____ neck is long.
- We have a big apartment. _____ apartment is big.
- Pinocchio has a big nose. _____ nose is big.
- Angelina has a pretty face. _____ face is pretty.

02. Write their names.

Model: I - Magda

My name is Magda.

- We- Tom and Karen _____
- He- Bob _____
- She- Jane _____
- It- Bingo _____
- I- Kim _____

03. Choose the best alternative to complete the sentences.

- Betty and Paul have big eyes. _____ eyes are big. A () Her B () Their C () Its
- My mother is from Bahia. _____ state is Bahia. A () My B () Her C () Our
- My grandpa is Italian. _____ nationality is American. A () Our B () Their C () His

04. Write sentences.

Model: My new friend is small.
Our house is small.

My _____
His _____
Her _____
Its _____
Our _____
Your _____

05. Change the Personal Pronouns by the Possessive determiners.

- He - Motorcycle - His motorcycle
- She - Book - _____
- They - schoolbags - _____
- We - test - _____
- You - Brother - _____

HOMEWORK

Write 10 sentences using the studied possessive determiners. Use personal information!

★ Well Done!!! ★

1.30 – modul	Ration analysis Gram: Determiners and pronouns III. <i>Reflexive pronouns</i>
-------------------------	---

Activity 1. Look at the table and write down new words

English	Uzbek	Russian
Ratio analysis	Ratsional tahlil	Анализ соотношения
quantitative method	miqdoriy usul	количественный метод
liquidity	likvidlik	ликвидность
operational efficiency	operatsion samaradorlik	операционная эффективность
profitability	rentabellik	рентабельность
cornerstone	burchak toshi	краеугольный камень
fundamental equity	asosiy kapital	фундаментальный капитал
gearing ratios	uzatish nisbati	передаточные числа

Activity 2. Read the text and find out the new words from the text.

Ratio analysis is a quantitative method of gaining insight into a company's liquidity, operational efficiency, and profitability by studying its financial statements such as the balance sheet and income statement. Ratio analysis is a cornerstone of fundamental equity analysis.

Ratios are usually grouped into five broad categories (although there is some overlap between them):

- liquidity (solvency) ratios;
- profitability ratios;
- efficiency ratios;
- investment ratios and
- gearing (leverage) ratios.

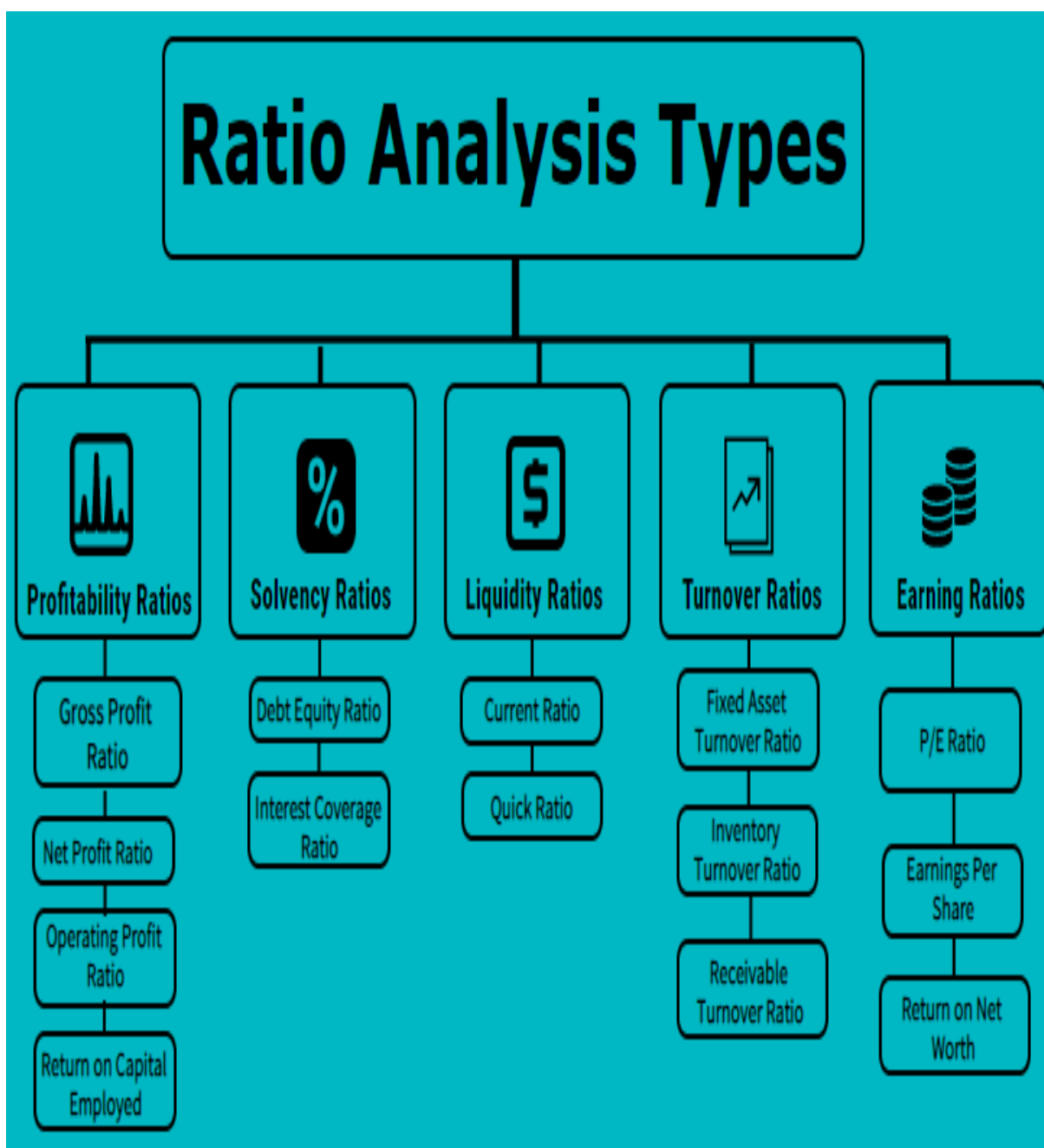
Liquidity (solvency) ratios measure the extent to which an entity is able to settle its current liabilities and remain solvent. In other words, they try to assess how much cash the entity has available in the short term (this usually means within the next 12 months) and if assets can be turned into cash quickly in order to settle current liabilities.

Profitability ratios measure the extent to which an entity has been able to generate an adequate return in relation to the resources it had.

Efficiency ratios tell us how an entity has been managed, i.e. how well its resources have been looked after by those running the business.

Investor ratios relate to the market value of company shares and dividends and are of interest to investors in listed companies primarily.

Gearing (leverage) ratios provide information about the funding structure of a business and measure the extent to which an entity is able to settle its non-current obligations, i.e. repay its debt funders. A ratio can be represented in the form of a fraction using the ratio formula. The ratio formula for any two quantities say a and b is given as, $a:b = a/b$. Since a and b are individual amounts for two quantities, the total quantity combined is given as (a + b).



Reflexive Pronouns

English With Life

Reflexive personal pronouns include *myself*, *himself*, *herself*, *itself*, *ourselves*, *yourself*, *yourselves*, and *themselves*. These are used to refer back to the subject of the clause in which they are used:

I	Myself	I've told <u>myself</u> that a hundred times.
We	Ourselves	We can amuse <u>ourselves</u> for an hour or two.
You (singular)	Yourself	You are too young to go out by <u>yourself</u> .
You (plural)	Yourselves	Did you see it <u>yourselves</u> ?
They	Themselves	Children will educate <u>themselves</u> under right conditions.
He	Himself	He took the whiskey bottle out of the cabinet and poured <u>himself</u> a drink.
She	Herself	Jennifer prepared <u>herself</u> for the journey.
It	Itself	This chair automatically adjusts <u>itself</u> to your height.

I	Myself
You	Yourself
He	Himself
She	Herself
It	Itself
We	Ourselves
You	Yourselves
They	Themselves

NAME: _____ DATE: _____

GRAMMAR WORKSHEET

REFLEXIVE PRONOUNS



I		myself.
You		yourself.
He		himself.
She	helped	herself.
It		itself.
You (plural)		yourselves.
We		ourselves.
They		themselves.

We use a reflexive pronoun to refer back to the subject of the sentence or clause. Reflexive pronouns end in "-self" (singular) or "-selves" (plural).

We can also use reflexive pronouns for emphasis (as "intensive pronouns"). For example, "*I did the homework myself*" emphasizes the fact that nobody helped me to do my homework.

- Complete each of the sentences below.

1. My brother likes to practice his English by talking to himself.
2. James wasn't careful and he cut _____ with a knife.
3. My sister and I looked at _____ in the mirror.
4. The repair shop was closed, so I fixed the car _____.
5. Did you enjoy _____ at the party last night?
6. Cats can get clean by licking _____.
7. (A) Did the cleaners cleaned the house? (B) No, I did it _____!
8. Mr. Smith burned _____ while he was cooking.
9. He dried _____ after he took a shower and went downstairs.
10. Can you teach _____ to play the piano?
11. My little sister dressed _____. She didn't need any help.
12. Why is your dog scratching _____? Does it have fleas?
13. John and Thomas, did you ask _____ the question?
14. Mrs. Brown, please help _____ to the cookies and drinks.
15. I introduced _____ to my new classmates.