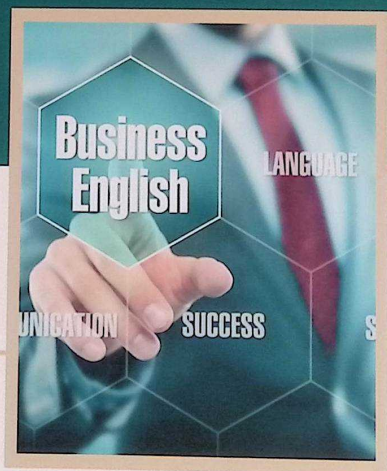


DAVRONOVA FOTIMA PIRNAZAROVNA

BUSINESS ENGLISH COURSE



I COURSES

**O'ZBEKISTON RESPUBLIKASI OLIY TA'LIM, FAN VA
INNOVATSIYALAR VAZIRLIGI**

**SAMARQAND DAVLAT VETERINARIYA MEDITSINASI,
CHORVACHILIK VA BIOTEXNOLOGIYALAR UNIVERSITETI**

DAVRONOVA FOTIMA PIRNAZAROVNA

BUSINESS ENGLISH COURSE

**(1 COURSES)
O'quv qo'llanma**

**«IDEAL PRESS» nashriyoti
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Mazkur o'quv qo'llanma ingliz tili fanining o'quv dasturiga asosan tayyorlandi.

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O'zbekiston Respublikasining Ta'lim to'risidagi qonuni, "Kadrlar tayyorlash milliy dasturi" va Vazirlar Mahkamasining "Davlat ta'lim standartlarini tasdiqlash to'g'risida"gi qarorida barcha o'quv fanlari, shu jumladan, chet tillarni o'qitishni mazmunini tubdan yaxshilash dolzarb vazifalardan biri ekanligi ta'kidlangan. Shu nuqtai nazardan bugungi kunda chet tillarni o'qitishga katta e'tibor qaratilmoqda.

Ushbu ingliz tili fanidan tayyorlangan o'quv qo'llanma nomutaxassislik OTMlarda ingliz tilini o'rganayotgan iqtisodiyot, buxgalteriya, menejment kabi ta'lim yo'nalishi birinchi kurs talabalari uchun mo'ljallangan bo'lib, talabalarda o'qish va gapirish ko'nikmalarini rivojlantirish bilan birga iqtisodiyot, buxgalteriya kabi ta'lim yo'nalishiga oid terminologiya bilan yaqindan tanishib borishadi. Bundan tashqari talabalarda matnga oid topshiriqlar va mashqlar bajarish malaka va ko'nikmalarini rivojlantirishga ham xizmat qiladi.

Ushbu o'quv qo'llanma Samarqand davlat veterinariya meditsinasi, chorvachilik va biotexnologiyalar universitetining Ilmiy-uslubiy Kengashida muhokama qilingan va nashrga tavsiya etilgan.

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ANNOTATSIIYA

Ushbu o'quv qo'llanma 60410100-Iqtisodiyot, 60410200-Buxgalteriya hisobi, 60410800-Menejment ta'lim yo'nalishlarida tahsil olayotgan talabalar uchun mo'ljallangan bo'lib, o'quv dasturidagi 30 ta mavzuni qamrab oladi. Har bir darsda grammatikaga oid nazariy ma'lumotlar, matnga doir yangi so'zlar, savollar hamda mustahkamlash uchun mashq va topshiriqlar asosida shakllantirilgan. Mavzuni mustahkamlash uchun berilgan mashq va topshiriqlar iqtisodiyot, buxgalteriya, menejment kabi ta'lim yo'nalishlariga doir ilmiy matnlar asosida ishlab chiqilgan. CEFR talablari asosida talabalarda matnni o'qib tushunish (reading), so'zlashish (speaking), yozish (writing) ko'nikma va malakalarini shakllantirishga alohida e'tibor qaratilgan bo'lib, o'qituvchilarga dars samaradorligiga xizmat qiladigan yangi interfaol o'qitish usullaridan foydalanib dars o'tish imkoniyatini beruvchi mashqlar va topshiriqlar o'z aksini topgan. Bundan tashqari o'quv qo'llanma talabalarga mustaqil ta'lim mavzulari bo'yicha ham foydali manba bo'lib xizmat qiladi.

ANNOTATION

This study guide is intended for students studying in 60410100-Economics, 60410200-Accounting, 60410800-Management, and covers 30 topics in the curriculum. Each lesson is based on theoretical information about grammar, new words related to the text, questions and exercises and assignments for reinforcement. Exercises and tasks given to strengthen the subject were developed on the basis of scientific texts related to educational areas such as economics, accounting, and management. Based on the requirements of the CEFR, special attention is paid to the formation of students' reading, speaking, writing skills and competencies. Exercises and tasks that provide the opportunity to study using teaching methods are reflected. In addition, the study guide will be useful for students on independent study topics.

АННОТАЦИЯ

Данное учебное пособие предназначено для студентов, обучающихся по специальностям 60410100-Экономика, 60410200-Бухгалтерский учет, 60410800-Менеджмент, и охватывает 30 тем учебной программы. Каждый урок основан на теоретической информации о грамматике, новых словах, связанных с текстом, вопросах и упражнениях, а также заданиях для закрепления. Упражнения и задания для закрепления предмета были разработаны на основе научных текстов, относящихся к таким образовательным областям, как экономика, бухгалтерский учет, менеджмент. Исходя из требований CEFR, особое внимание уделяется формированию у учащихся навыков и компетенций чтения, говорения и письма. Отражены упражнения и задания, которые дают возможность учиться с использованием методов обучения. Кроме того, учебное пособие будет полезно студентам при самостоятельном изучении тем.

KIRISH

O'zbekiston Respublikasi mustaqillikka erishgach, ta'lim tizimida ko'plab o'zgarishlar ro'y berdi. Hozirgi taraqqiyot davrida O'zbekistonda ham barcha sohalar bilan bir qatorda qishloq xo'jaligi sohasida ham ingliz tiliga katta e'tibor qaratilmoqda. Shu bilan birga har bir soha vakillari chet tillarini, jumladan ingliz tilini bilishi ham hozirgi kunning asosiy talablaridan biri hisoblanadi.

Fikrimizning dalili sifatida, 2021-yil 19-maydagi "O'zbekiston Respublikasida xorijiy tillarni o'rganishni ommalashtirish faoliyatini sifat jihatdan yangi bosqichga olib chiqish chora tadbirlari to'g'risida"gi PQ-5117-sonli qarorlari, shuningdek, mazkur sohaga tegishli boshqa me'yoriy-huquqiy hujjatlarda belgilangan vazifalarni keltirish joiz.

O'quv qo'llanma Samarqand davlat veterinariya meditsinasi, chorvachilik va biotexnologiyalar universitetining iqtisodiyot, buxgalteriya sohasida tahsil olayotgan birinchi bosqich talabalari uchun mo'ljallangan bo'lib, undan ko'zlangan asosiy maqsad talabalarning ingliz tilida o'qiy olishi, talaffuz qila olishi va gaplar tuza olishlari va shu bilan birga, talaba mutaxassislik faniga doir bo'lgan matn va terminlarni ingliz tilida bilishi, o'z mutaxassisligi bo'yicha fikrlarini bayon qila olishi e'tiborga olingan. O'quv qo'llanmadagi matnlar, mashqlar talabalarning mustaqil fikr yuritishlariga, gaplarni ingliz tilida to'g'ri tuzishlariga, ularni matnlar ustida ishlashlariga, so'z ma'nolarini, jumalarni anglashga, og'zaki nutqini rivojlanishiga, o'zaro fikr almashinishiga xizmat qiladi.

Tabiiyki, qo'llanmaning shakllantirilish maqsadida, iqtisodiyot, buxgalteriya sohasiga doir matnlar olingan bo'lib, talabalar o'z mutaxassisliklari bo'yicha o'z sohasi terminlarini va boshqa ma'lumotlarini ingliz tilida o'rganishlari mumkin, ingliz tilini mukammal egallashlarida shuningdek olingan bilimlarni amaliyotda qo'llashda o'z kasbdoshlari bilan o'zaro muloqotga kirishi, uni amaliyotda qo'llashlariga yo'naltirilgan.

O'quv qo'llanma 1-bosqich talabalari 60310100-Iqtisodiyot, 60410100-Buxgalteriya hisobi, 60410800-Menejment ta'lim yo'nalishlari uchun yaratilgan. Har bir darsning tuzilishida ma'lum mavzu boyicha matn berilgan bo'lib, shu matn asosidagi kalit so'zlar asnosida

matn ustida savol-javob tarzida ma'lumotlar keltirilgan. Shuningdek, bir necha xil mashqlar grammatik qoidaga ko'ra berilgan bo'lib ularning ko'pchiligi talabalarning og'zaki nutqini o'stirishga, ya'ni gapirish ko'nikmalarini shakllantirishga qaratilgan. Shu bilan birga har bir qishloq xo'jaligiga doir mavzu hamda grammatik ketma ketlikdagi qoidalar mavzuni mustahkamlashga xizmat qiladi.

LESSON 1. MY FAMILY. HAVE AND HAVE GOT.

TASK I. English Alphabet. Learn Alphabet and write spelling dictation.

There are 26 letters in the English language, of which 20 are consonants, 5 are vowels, and 1 is a semi-vowel.

Aa [ei]	Hh [eich]	Oo [ou]	Vv [vi:]
Bb [bi:]	Ii [ai]	Pp [pi:]	Ww [ˈdʌblyu:]
Cc [si:]	Jj [jei]	Qq [kyu:]	Xx [eks]
Dd [di:]	Kk [kei]	Rr [ɑ:]	Yy [vai]
Ee [i:]	Ll [el]	Ss [es]	Zz [zed]
Ff [ef]	Mm [em]	Tt [ti:]	
Gg [ji:]	Nn [en]	Uu [yu:]	

TASK II. Some pronunciation rules- Ba'zi talaffuz qoidalari

th - [s yoki z], The (ze), This (zis), Brother (braze), Thing (sing), Three (sri)

ph - [f], Photo (foto), Physics (fiziks), Elephant (elefant)

ck - [kk] Lock (lokk), Back (bekk), Snickers (snickers)

kn - [n] Know (now), Knee (ni), Knife (nayf)

gn - [n] Sign (sayn), Foreign (foreyn), Design (dizayn), But: signal (signal)

gh - odatda o'qilmaydi, Light (layt), Flight (flayt), Might (mayt), Though (zou), Through (sru)

Lekin quyidagi so'zlarda 'f' deb o'qiladi: Enough (enaf) Laugh (laf) Rough (rof) Cough (kaf)

ee - [i], Feet (fit), Meet (mit), Teeth (tiz)

oo - [u] Foot (fut), Food (fud), Tooth (tuz), Lekin: flood (flad), Blood (blad)

al - [ol] Tall (tol), Wall (vol), All (ol)

alk - [ok] Talk (tok), Walk (vok)

WH wh- dan keyin 'o' kelsa, 'h' o'qiladi: Who (hu) Whom (hum) Whose (huz) Whole (houl)

wh- dan keyin boshqa harflar kelsa, 'v' o'qiladi: What (vot) When (ven) Which (vich) Where (ve(r))

C c- dan keyin i,e,y kelsa, 's' o'qiladi: cinema (sinema) cement (siment) cyborg (sayborg)

c- dan keyin boshqa harflar kelsa, 'k' o'qiladi: cat (ket) cry (kray) bicycle (baysikl)

G g- dan keyin i,e,y kelsa, 'j' o'qiladi: giraffe (jiraf) general (jeneral) gymnastics (jimnastiks)

g- dan keyin boshqa harflar kelsa, 'g' deb o'qiladi: google (gugl) game (geym) language (lenguej) luggage (lagej) lekin: quyidagi istisno holatlarni eslab qoling: give (giv) giggle (gigl)

girl (geol) gift (gift) gigabyte (gigabait)

so'z oxirida kelgan 'e' o'qilmaydi. Home (hom) Have (hev) Love (lav)

Lekin: quyidagi istisnolarni eslab qoling: He (hi) She (shi) The (ze) Me (mi) Be (bi)

-tion/sion [shin] Profession (profeshshn) Suggestion (sajjeshshn) Action (akshn) Emotion (emoshin)

-ture [che] Picture (pikche) Mixture (miksche)

-sure [je/she] Pleasure (plije(r)) Measure (mije(r)) Pressure (preshshe(r))

TASK III. Vocabulary. Learn active vocabulary and make up a short story on topic "My friendly family"

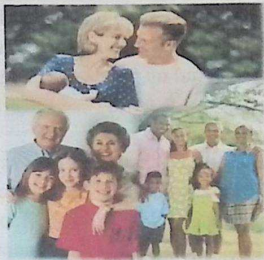
Family	Oila	Grandfather	bobo
Parents	ota ona	Grandmother	buvi
Father	ota	Granchildren	nabiralar
Mother	ona	Grandson	nabira(o'g'il)
Sister	opa, singil	Granddaughter	nabira(qiz)
Brother	aka, uka	Uncle	amaki, tog'a
Son	o'g'il	Aunt	xola, amma
daughter	qiz	Nephew	jiyan
Bridegroom	kuyov	Birth	tug'ilish

bride	kelin	To bring up	tarbiyalamoq
Husband	er	Childhood	bolalik
wife	xotin	Domestic	oilaviy
To adopt	o'g'il qilib olmoq	First	born
Adopted child	asrandi bola	Generation	avlod
Aged	kekxa	To give birth to	tug'moq
Ancestor	ota	Guardian	vasiy
Baby	chaqaloq	Heir	merosxo'r
Heiress	merosxo'r	Honeymoon	uylangandan keyingi birinchi oy(asal oyi)
Host	uy egasi(sohib)	Stepfather	o'gay ota
Hostess	uy bekasi(sohiba)	Stepmother	o'gay ona
Orphan	yetim	Twins	egizaklar
Stepson	o'gay o'g'il	Wedding	to'y
Relative	qarindosh	Stepdaughter	o'gay qiz

TASK IV. Discussion on topic family.

Picture-Based Discussion

ELEMENTARY



What and who can you see in the pictures? What are they doing? Describe the pictures and answer the following questions:

- How big is your family?
- Who do you live with?
- How many people are there altogether in your family?
- How old are your parents?
- What are their jobs?
- What do they look like? How do you get on with them?
- Do you spend a lot of time with your family? What do you do when you are together?
- How often do you see your grandparents?
- How often do you see your other relatives?

Word Bank

- mother, mum, father, dad, elder/younger brother, elder/younger sister, an only child
- relatives, grandparents, granny, grandmother, grandfather, uncle, aunt, cousin
- be in his/her early/mid/late thirties/forties/fifties
- teacher, driver, waiter, businessman, banker, lawyer, accountant, housewife, between jobs
- tall, short, thin, fat, plump, slim, look fine, long straight brown hair, round/long/oval/square face, short wavy fair hair, curly red hair, wear glasses, beard, moustache, bald
- busy, hardworking, sensitive, patient, forgetful, nervous, worried, careful, clever, silly, cheerful, funny, sad
- have lunch/dinner together, talk about our lives/problems, go on a trip, play a boardgame/football, watch TV, read a fairy tale



Family elementary by gregi

ESLCollective.com

TASK V. Read and translate, try to speak about your own family.

THE FRANKLIN FAMILY

Every weekend is important to the Franklin family. During the week they don't have very much time together, but they spend a lot of time together on the weekend. Mr Franklin works at the shoe department during the week, but he doesn't work there on the weekend. Mrs Franklin works at the city hospital during the week, but she doesn't work there on the weekend. Bobby and Sally go to the elementary school during the

week, but they don't go there on the weekend. And the Franklins' dog Rover stays home alone during the week, but he doesn't stay home alone on the weekend. On Saturday and on Sunday the Franklins spend all their time together. On Saturday afternoon they work in the garden together. And on Saturday evening they sit in the living-room and watch TV together. On Saturday morning they go to church together. On Saturday afternoon they have a big dinner together. And on Sunday evening they play their musical instruments together.

Answer the questions.

1. Are the Franklins very busy on week-days?
2. Where does Mr. Franklin work?
3. What does Mrs. Franklin do?
4. And what about the children?
5. What do the Franklins do on Saturday morning?
6. Where do the Franklins go on Sunday morning?
7. What do they do on Saturday afternoon?
8. When do they play their musical instruments?

Read the following dialogues and reproduce them.

MY FAMILY

- What's your name?
- My name is Ray Smith.
- Where are you from?
- I am from New York.
- How old are you?
- I am thirty-seven. I was born on July 16, 1965.
- How many brothers have you got?
- I have got two brothers. The elder one is twenty-one. He is at the University. The younger one is sixteen. He is in his last year of school.
- How many sisters have you got?
- I have got one sister. She is ten. She goes to grammar school.
- What does your father do?
- He is a teacher.
- Does your family live here?
- Yes.
- Are you related to Mrs. Blake?
- She is my aunt.

Answer the following questions.

1. How old is Ray Smith?
2. Where is he from?
3. Has he got any brothers?
4. What do they do?
5. Ray has got a sister, hasn't he?
6. What does Ray's father do?

TASK VI. Write an essay about your lovely family.

Grammar. *Have and have got.*

<i>Affirmative</i>	<i>Negative</i>	<i>Interrogative</i>
<i>S+have/has got +noun</i>	<i>S+have/has+ not+got+noun</i>	<i>Have+has+got+noun?</i>

Kimdadir yoki nimadadir biror narsa borligini ifodalash yoki borligini inkor qilish uchun egadan so'ng have/has fe'lini qo'llaymiz. Faqatgina 3-shaxs birlik (he/she/it)da "has" ishlatiladi, boshqa holatlarda "have" ishlatiladi. Have/has so'zlari ortidan ko'pincha "got" so'zi qo'shiladi.

- I have got a pen - Menda ruchka bor.
- We have got a camera - Bizda kamera bor.
- You have got a table - Sizda stol bor.
- He has got a car - Unda mashina bor.
- She has got a bicycle - Unda velosiped bor.
- It has got a book - Unda kitob bor.

I've got, you've got, it's got kabi qisqartirib yozish ham mumkin.

Inkor qilmoqchi bo'lsak have/has so'zlaridan so'ng not ishlatamiz:

- I have not got a TV - Menda televizor yo'q.

Agar savol bermoqchi bo'lsak have/has so'zlarini egadan oldinga o'tkazib, keyin egani, keyin "got"ni qo'yamiz:

- Have I got a book - Menda koptok bormi?
- Has she got a phone - Unda telefon bormi?

Javob berishda ham savolda ishlatilgan funksiyaga qarab, qisqa javob berishimiz joiz:

- Yes, she has - Ha unda bor.
- No, I have not - Yo'q, menda yo'q.

To have fe'li yordamida hosil bo'lgan iboralar.

Have a rest — dam olmoq

Have a bath — vanna qabul qilmoq

Have a cold — sovuq otmoq
Have breakfast/lunch/dinner — nonushta/tushlik/kechki ovqatni yemoq
Have a good time — yaxshi vaqt o'tkazmoq
Have a shower — yuvunmoq
Have a problem — muammoga uchramoq
Have fun — maza qilmoq
Have a lesson — darsda qatnashmoq
Have doubt — shubha qilmoq
Have a baby — farzandli bo'lmoq
Have a haircut — sochini kaltalatish
Have a party — o'tirish/bazm qilmoq
Have a fight — janjallashmoq
Have a meeting — uchrashuvda qatnashmoq
Have a meal — ovqatlanmoq
Have a headache — boshi og'rimoq
Have a break — tanaffuz olmoq
Have a nap — ozroq uxlab olmoq
Have a good time - yaxshi vaqt o'tkazmoq
Have a rest - dam olmoq
Have a break - tanaffuz qilmoq
Have a cold - shamollamoq
Have 3 meals a day - kuniga 3 mahal ovqatlanmoq
Have a headache - boshi ogrimoq
Have a toothache - tishi ogrimoq
Have a backache - beli ogrimoq
Have a stomachache - oshqozoni ogrimoq
Have a sore throat - tomogi ogrimoq
Have a flu - gripp bolmoq
Have a cough - yotalmoq
Have a sneeze - aksirmoq
Have one's English - Ingliz tili bilan shug'ullanmoq
Have a smoke — chekmoq
Have a tea - choy ichmoq
Have a dictation - diktant yozmoq

Have lunch - tushlik qilmoq
 Have dinner - kechki ovqatni yemoq
 Have a meal - ovqatlanmoq
 Have a swim - suzmoq
 Have a walk - piyoda yurmoq
 Have a party - ziyofat qilmoq
 Have a chat - yozishmoq
 Have a good time - yaxshi vaqt o'tkazmoq

TASK VII. Complete the sentences using verb to have in correct form..

A. Fill in the gaps with "have" or "has":

1. Anthony _____ a beautiful car.
2. I _____ a long red dress.
3. They _____ much money.
4. She _____ too many problems.
5. We _____ enough time to do our homework.
6. It _____ a long neck and brown spots.
7. You _____ too many bags.
8. This girl _____ two sisters.



C. Change the sentences from affirmative to negative:

1. My mother has a good job.
2. I have enough time to finish my project.
3. Our house has a big living room.
4. Jacob has a new computer.
5. You have good marks.
6. We have a new teacher.
7. They have identical essays.
8. You and your friend have great ideas.



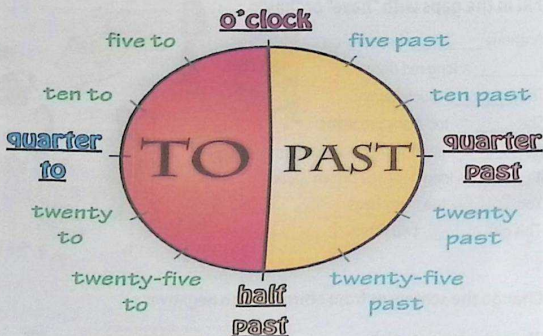
LESSON 2. MY DAILY ROUTINE. ARTICLE: A/AN AND THE.

TASK I. Vocabulary.

Ways of expressing habits and routines:

I get up early everyday I will get up early (present habit) I always get up early I tend to get up early I typically get up early More often than not I get up early My schedule/routine goes something like this... I always / usually / often / sometimes get up early

If the adverb of frequency is long it usually goes at the beginning or end of a phrase, not in the middle! • I get up at 7am on a regular basis • From time to time I get up at 9 am • I go to work every Monday without fail



Daily Routines: Useful Phrases

I will tell something I do everyday religiously and that is to go for a morning stroll Day in, day out (every day without fail) Come rain or shine (every day without fail) I really feel the benefit(s) I typically get up reasonably early I get myself a (prepare myself) glass of lemon water I put some exercise clothes on - if it's cold Grab my phone and headphones I head out (go out and go somewhere) As I start walking I will be choosing a podcast I want to listen to I pick up the pace (to go more quickly) All in all, (overall) it takes anywhere from 40 to 60 minutes I do it mainly for

health reasons but also to clear my head It sets me up for the day (it prepares me for the day ahead) Have some 'me time' (have time for yourself)

TASK II. Reading.

MY DAILY ROUTINE

My name is Leyla. I study at Samarkand state university of veterinary medicine, livestock and biotechnologies. I am a first year student of Forestry and decorative gardening faculty. My working day begins very early in the morning. I do my morning exercises. I usually air my room, make my bed. I wash and dress, comb my hair. I prepare my breakfast myself. I have breakfast at 7 o'clock with my family. It takes me 30 minutes to have breakfast. I clean my table. I go to the university by bus. It takes me 35 minutes to get to the University. I do not live far from the University. My lessons begin at 9 o'clock. I am always on time for the lesson. I study different subjects; Biology, Chemistry, Russian, English and others. After the third pair, I have for lunch in the canteen. I usually have two or three lessons every day.

Sometimes, I go to the library or go to the sport club. Sometimes I stay at a reading hall at the library and I do my homework and get much new information there. At 5 p.m. I come home. I have a little rest and listen to music. I prepare our supper and have supper with my family. Supper is very pleasant time for me because the whole family is around the table and I talk about interesting things. After supper I prepare my homework. It takes me two hours to prepare my homework. Then I watch TV or talk with my friend on the phone. I go to bed at 12 p.m.

TASK III. Look at the picture and share your ideas about working day with your partner.

Every person has a free time. Somebody prefers only to read in their leisure time but most of people prefer to do a great number of interesting things. For example : reading, watching TV, listening to music, going in for various types of sport games and so on.



TASK IV. Define in the statements are true (T) or false (F).

№	Statements	T/F
1	I do my morning exercises every morning.	
2	I prepare my breakfast myself every day.	
3	It takes me 30 minutes to have breakfast.	
4	I go to the university by bus.	
5	It takes me 35 minutes to get to the University.	

6	I do not live far from the University.	
7	My lessons begin at 9 o'clock.	
8	After the third pair, I have for lunch in the canteen.	
9	I usually have two or three lessons every day.	
10	After my lessons, I have a little rest and listen to music.	

TASK V. Make up your own story about your typical day. Use the vocabulary given above.

Grammar. Article: a/an and the. Learn grammar rules and make notes

Article – Artikl. Artikl bu ot oldidan qo'llaniluvchi, tarjima qilinmaydigan, juda muhim ahamiyatga ega so'zlardir. Ingliz tilida ikki xil: aniq (definite) hamda noaniq (indefinite) artikl mavjud. O'zbek tilida artikl mavjud emas. Quyida esa artikldan foydalanish qoidalari keltirilgan.

Ingliz tilida ikkita noaniq artikl bor: "a" hamda "an". Agarda so'zlovchi sanaladigan, birlikdagi, unli bilan boshlanuvchi ot haqida gapirsa, unda "an" artikli qo'llaniladi; agarda ot undosh bilan boshlanib, sanaladigan otlar sirasiga kirsam bunda "a" artikli qo'llaniladi.

• *I have a cat.* – Mening mushugim bor. *She is an accountant.* – U hisobchi.

• *I am a student.* – Men talabaman. *We have an idea.* – Bizda bir fikr bor. Lekin ba'zi hollarda "h" bilan boshlanuvchi otlarga "an" artikli, ba'zida esa "u" bilan boshlanuvchi otlarga "a" qo'llaniladi. Chunki bunday otlarda "h" talaffuz qilinmaydi, "u" esa undosh sifatida talaffuz qilinadi.

• *I have an hour!* – Bir soat vaqtim bor.

• *a university; a union*

Aniq artikl esa bitta – the. Agar kontekstda biror biror narsa ikkinchi marotaba ta'kidlansa "the" artikli ishlatiladi. Shuningdek, so'zlovchi va

tinglovchi uchun aniq bo'lgan, vaziyatda yagona bo'lgan narsalarga ham aniq artikl qo'llaniladi.

• *Yesterday, I bought a new car. The car is very modern.*

– Men kecha yangi mashina xarid qildim. Mashina juda ham zamonaviy.

• *Can you open the window, please?*

– Iltimos, derazani ochib yuborsangiz. (deraza vaziyatda aniq predmet ekanligi uchun uning oldida aniq artikl qo'llanilgan)

Agar sanaladigan birlikdagi ot oldidan sifat kelsa, bu holatda noaniq artikl qo'llaniladi. Bunda sifatning qaysi harf bilan boshlanishi muhim ahamiyatga ega: unli bilan boshlangan sifat oldida “an”; undosh bilan boshlangan sifat oldida “a”.

• *an old person; a big problem; a beautiful house; an interesting book.*

“the” artikli ingliz tilida juda keng qo'llaniladi. Masalan, tartib sonlar va orttirma darajadagi sifatlar aniq artiklni talab qiladi.

• *the best player* – eng yaxshi o'yinchi; *the biggest animal* – eng katta hayvon;

• *the first champion* – birinchi chempion; *the Second World War* – Ikkinchi jahon urushi

Quyidagi jadvalda “the” artikli qo'llaniladigan holatlar keltirilgan.

Holat	Misol	Holat	Misol
Vaziyatda yoki butun dunyoda yagona bo'lgan narsalar	<i>the sun; the moon; the sky; the world</i>	Til nomlari “language” soʻzi bilan qoʻllanganda (faqatgina shu holatda tillar oldidan the qoʻllash mumkin)	<i>the English language, the Spanish language</i>
Baʼzida bir qator sifatlar bilan the artikli qoʻllaniladi, bunda	<i>the rich (boylar), the poor (nochorlar), the unemployed</i>	Zamon, davr va era nomlari oldidan	<i>The Middle Ages, The Cristian Era</i>

jamiyatning qaysidir sinfi nazarda tutiladi	<i>(ishchilar), the handicapped (nogironlar)</i>		
Bir qator birliklar bilan	<i>the same (bir xil), the next (keyingi), the previous (oldingi), the following (quyidagi), the only (yagona), the last (oxirgi),</i>	Kema nomlari, suv havzalari, tashkilotlar, siyosiy partiyalar	<i>The Titanic (kema), the Pacific ocean (suv havzasi), the Liberal party (siyosiy partiya)</i>
Agar shaxs nomi yoki familiya ko'plikda kelib bir butun oilani ifodalasa aniq artikl qo'llaniladi	<i>The Thompsons (Tompsonlar oilasi)</i>	Ko'llar nomi oldidan the artikli qo'llaniladi. Agarda "lake" so'zi kelsa artikl qo'yilmaydi.	<i>The Ontario Lake Ontario</i>
Yakka orol nomi oldidan artikl kelmaydi; orol guruhleri oldida esa the ishlatiladi	<i>Madagascar (yakka orol) The Canaries (orol guruhi)</i>	Tog' cho'qqilari oldidan artikl qo'llanilmaydi; tog' tizmalari "the" bilan keladi	<i>Everest (tog' cho'qqisi) The Alps (tog' tizmalari)</i>

Put articles where necessary.

1. This is ... good ... book. Take ... book from ... table. Put this ... book into ... bookcase. 2. ... weather is fine today. ... sky is blue. ... sun is shining brightly in ... blue ... sky. 3. This is ... boy. ... boy is at ... school. He is ... pupil. This ... boy is my ... brother's ... friend. He has ... cat, but he has no ... dog. He likes his ... cat. He gives ... cat ... milk every day. 4. Yesterday I received ... letter from my ... friend. ... letter was interesting. 5. We live in ... big house. I like ... house very much. 6. Are you ... worker? — No, I am ... student.

Put articles where necessary.

1. Where is ... cat? — .. cat is on ... sofa. 2. Where is ... book? — .. book is on ... shelf. 3. Where are ... flowers? — ... flowers are in ... beautiful vase. 4. Where is .. vase? — ... vase is on ... little table near ... window. 5. Open ... window, please. ... weather is fine today. I can see ... sun in ... sky. I can see ... nice little bird. ... bird is sitting in ... big tree. ... tree is green. 6. There is ... little white cloud in ... sky. 7. We have ... large room. There is ... big sofa in ... room and ... little lamp on ... wall over ... sofa. I like to sit on ... sofa and read ... good book.

LESSON 3. DEFINING ECONOMICS. GRAMMAR: PRONOUNS

TASK I. Vocabulary. Read the words and learn them by heart.

Make up your own sentences with them.

1. Economics- iqtisodiyot
2. Economy- iqtisodiyot
3. Economic- iqtisodiy
4. To examine- tekshirish uchun
5. Alternative- muqobil
6. Available- mavjud
7. To involve- jalb qilish
8. A scientific approach- ilmiy yondashuv
9. Investigation- tergov
10. Choice- tanlash
11. Scarcity- tanqislik
12. Cost- narxi
13. To cost (cost, cost)- xarajat qilish
14. To select- tanlamoq
15. Opportunity cost- tanlov narxi
16. Resource- resurs
17. To produce- ishlab chiqarmoq
18. Production- ishlab chiqarish
19. Housing- uy-joy
20. Practically- amalda
21. To require- talab qilish
22. To confront- qarshi turish
23. Issue- muammo
24. To give up smth.- biror narsadan voz kechish
25. To cut back on smth.- biror narsani qisqartirish
26. To preserve- saqlamoq
27. A wilderness area- cho'l hududi
28. Good-tovar-mahsulot
29. Service-xizmat

30. To determine- aniqlamoq
31. To employ- ish bermoq
32. Skilled- malakali
33. Recycled- qayta ishlangan
34. Raw materials- xom-ashyo
35. Representative- vakil
36. To complain- Shikoyat qilish
37. Consumption- Iste'mol
38. To allocate- Ajratmoq

TASK II. Read the text, translate it using the vocabulary in task 1.

Defining Economics



Economics is a social science that examines how people choose among the alternatives available to them. It is social because it involves people and their behavior. It is a science because it uses, as much as possible, a scientific approach in its investigation of choices.

Scarcity, Choice, and Cost

All choices mean that one alternative is selected over another. Selecting among alternatives involves three ideas central to economics: scarcity, choice, and opportunity cost.



Scarcity

Our resources are limited. At any one time, we have only so much land, so many factories, so much oil, so many people. But our wants, our desires for the things that we can produce with those resources, are unlimited. We would always like more and better housing, more and better education – more and better of practically everything.

If our resources were also unlimited, we could say yes to each of our wants – and there would be no economics. Because our resources are limited, we cannot say yes to everything. To say yes to one thing requires

that we say no to another. Whether we like it or not, we must make choices.

SCARCITY AND THE FUNDAMENTAL ECONOMIC QUESTIONS

The choices we confront as a result of scarcity raise three sets of issues. Every economy must answer the following questions:

1. **What should be produced?** Using the economy's scarce resources to produce one thing requires giving up another. Producing better education, for example, may require cutting back on other services, such as health care. A decision to preserve a wilderness area requires giving up other uses of the land. Every society must decide what it will produce with its scarce resources.

2. **How should goods and services be produced?** There are all sorts of choices to be made in determining how goods and services should be produced. Should a firm employ a few skilled or a lot of unskilled workers? Should it produce in its own country or should it use foreign plants? Should manufacturing firms use new or recycled raw materials to make their products?

3. **For whom should goods and services be produced?** If a good or service is produced, a decision must be made about who will get it. A decision to have one person or group receive a good or service usually means it will not be available to someone else. For example, representatives of the poorest nations on earth often complain that energy consumption per person in the United States is 17 times greater than energy consumption per person in the world's 62 poorest countries. Critics argue that the world's energy should be more evenly allocated. Should it? That is a —for whom— question.

So, every economy must determine what should be produced, how it should be produced, and for whom it should be produced.

Answer the following discussion questions:

1. What is economics?
2. Why is economics important?
3. Why can we call economics —a social science?

4. Can you name the main economic problems that modern society faces nowadays?
5. How can the knowledge of economics help solve them?
6. What is the most important concept in all of economics according to economists?
7. What is the opportunity cost?
8. How can we measure the opportunity cost?
9. What economic notion must not the opportunity cost be confused with?
10. What value does university education include?
11. What concepts are at the heart of economics?

TASK III. Say if the sentences concerning text are true or false.



1. Economics is an exact science that deals with numbers and shapes.
2. Economics does not involve people and their behaviour.
3. Economics uses a scientific approach in its investigation of choices.
4. We have so much land, so many factories, so much oil, so many people, – so our resources are unlimited.
5. No matter whether we like it or not, we must make choices.
6. The first question that economy must answer is —Where can we get money for production?||
7. Every society must decide what it will produce with its scarce resources.
8. It is not important for a producer to know who will get his products and services.
9. A decision to have one person or group receive a good or service usually means it will not be available to someone else.

TASK IV. Answer the following questions.

1. Why can economics be called a science?
2. What ideas does selecting among alternatives involve?
3. How do you understand the idea of scarcity?
4. What are the three fundamental economic questions?
5. Why should we always make choices?
6. Can we say —yes! to everything? Why?
7. Explain the idea of how should goods and services be produced.
8. How do you understand the idea of —for whom should goods and services be produced!?

TASK V. Give English equivalents of the following words and word combinations from the text.



Social science, scientific approach, scarcity, option (choice of two possibilities), housing conditions, practically unlimited, whether we like it or not, a set of questions; What to produce!? How to produce and for whom to produce!? reduction of other services, healthcare.

TASK VI. Using vocabulary in task 1, match the words with their definitions.

Word	Definition
1. economics	a. the process of growing or making food, goods or materials, especially large quantities.
2. choice	b. a business whose work involves doing smth. for customers but not producing goods.
3. scarcity	c. things that are produced to be sold.
4. production	d. the study of how a society organizes its money, trade and industry.
5. goods	e. shortage of smth. and difficulty to obtain

6. service	f. to make smb. do or have smth., especially because it is necessary according to a particular law or set of rules.
7. resource	g. an act of choosing between two or more possibilities.
8. to require	h. to give smb. a job to do for payment.
9. to employ	i. the act of using energy, food or materials.
10. consumption	j. a supply of smth. that a country, an organization or a person has and can use, especially to increase their wealth.

TASK VII. Discuss with the group the following topics:



- How do geographical, cultural, ethnic peculiarities influence a country's economy: what to produce, how to produce, and for whom?
- Find various definitions and quotations about economics and discuss them with the group (use internet for additional information).
- For additional information read the text "Scarcity" in task 2 and discuss it.

Grammar. Pronouns. Make notes.

Ingliz tilida **Personal pronouns** deganda kishi (shaxs)ni o'rniga ishlatiladigan olmoshlar tushuniladi.

Masalan:

John is my brother. He is my brother. (John mening akam. U mening akam)

Bu yerda John ot bo'lsa, he uning o'rnida ishlatilyapti. Ya'ni shaxs o'rniga qo'llanilmoqda.

Children are playing in the garden. They are playing in the garden. (Bolalar bog'da o'ynashyapti. Ular bog'da o'ynashyapti).

Ingliz tilida 3ta shaxs mavjud. I-shaxs so'zlovchi, II-shaxs-tinglovchi, III-shaxs boshqa, suhbatga aloqasi bo'lmagan odam

Singular (Birlikda)

I-shaxs I – men

II-shaxs you – sen, siz

III-shaxs he, she, it – u

Ko'plikda (Plural)

I-shaxs we – biz

II-shaxs you – sizlar

III-shaxs they – ular

Demonstrative pronouns ko'rsatish olmoshlari bo'lib, biror shaxs, narsa yoki predmet ko'rsatilganda ishlatiladi.

Ko'rsatish olmoshlari 4ta bo'lib, ular: this, that, these va those.

This – bu (yaqindagi 1ta narsa uchun) / This is a pen.

These – bular (yaqindagi 1dan ortiq narsalar uchun) / Those are pens.

That – u, anavi (uzoqdagi 1ta narsa uchun) / That is a kite.

Those – anavilar, ular (uzoqdagi 1dan ortiq narsalar uchun) / Those are kites

Egalik olmoshlari ingliz tilida **Possessive pronouns** deyiladi va biror narsaga egalikni bildiradi. Masalan:

my pen – mening ruchkam

his book – uning kitobi

Egalik olmoshlari quidagilar:

Birlikda

my – mening

your – sening, sizning

his – (og'il bola, erkak kishi uchun) – uning

her – (qiz bola, ayollar uchun) – uning

its – (hayvon va narsa buyum uchun) – uning

Ko'plikda

our – bizning

your – sizlarning

their – ularning

Ingliz tilida o'zlikolmoshlari **Reflexive pronouns** fe'l yoki predlog yoki to'ldiruvchisi vazifasida gapning egasiga tegishli ekanini ko'rsatish uchun qo'llaniladi. Hozirgi zamon ingliz tilida qo'llanadigon o'zlik olmoshlari quyidagilar:

I – men – me – menga – myself – o'zim

he – u (erkaklarga) – him – unga – himself – o'zi

she – u (ayollarga) – her – unga – herself – o'zi

you – siz – you – senga – yourself, yourselves – o'zing

we – biz – us – bizga – ourselves – o'zimiz

they – ular – them – ularga – themselves – o'zlari

He cut himself with a knife

U pichoq bilan o'zining qo'lini kesdi.

Please help yourself. (bir kishiga nisbatan ishlatilyapti)

Olib o'tiring. (Dasturxon atrofida)

Please help yourselves. (ikkita yoki undan ko'p kishiga nisbatan ishlatiladi)

Olib o'tiringlar. (Dasturxon atrofida)

When a name ends in s, you can make the possessive form in either of two ways: add an apostrophe and an s 's , or add just an apostrophe '. For example: This is James's house. or This is James' house. Which is Charles's bike? or Which is Charles' bike?

TASK VIII. Read the following passage. The possessive nouns are missing. Write the correct possessive form of the nouns in parentheses. The first one has been done for you.

Peter is spending the day at(Tom) house. Peter likes Tom's family. He especially likes..... (Tom's mom) cooking! The boys play lots of games together. (Tom)sister doesn't like..... (Tom and Peter) games. She is playing by herself. Sometimes the(boys) games become so noisy that Mom tells them to go and play in the garden. (Tom)..... dog is in the garden, lying in the sunshine. Tom wants to play with the dog, but Peter is afraid of the (dog) big teeth and sharp claws. At 7 o'clock,(Peter) dad arrives in his car to take Peter home. Tom

says he likes.....(Peter's dad) new car..... (Peter) dad says that he'll take Tom for a ride in it sometime.

TASK IX. Read the following passage. Write the missing subject and object pronouns in the blank spaces.

My name is Charlie.have two brothers.are both older than..... . Sometimes they take me to the park andplay football together. I like playing football withbecause they are very good. We are going to the park today. Would you like to come with.....?can all play together. Afterwards,can come to my house if..... want to. I thinkwill like my dad. He is very funny andmakes great pizzas. Dolike pizza?

LESSON 4. OPPORTUNITY COST. GRAMMAR. PRONOUNS: ALL, EVERY, WHOLE.

TASK I. Vocabulary. Read the words and learn them by heart.

Make up your own sentences with them.

1. Opportunity cost- tanlov narxi
2. To forgo-rad qilmoq
3. Value- qiymat
4. To value-baholamoq
5. Valuable-qimmatli
6. To spend (spent, spent)-sarflamoq
7. To expect-kutmoq
8. Purchase-harid
9. To purchase-sotib olish
10. Price-tan-narx
11. Fee-haq, maosh
12. Tuition-o'qish to'lovi
13. Endeavour-harakat qilish
14. To sacrifice-qurbon bo'lmoq

TASK II. Read the text, translate it using vocabulary in task 1.

OPPORTUNITY COST



It is within the context of scarcity that economists define what is perhaps the most important concept in all of economics, the concept of opportunity cost. Opportunity cost is the value of the best alternative forgone in making any choice.

The opportunity cost to you of reading the remainder of this unit will be the value of the best other use to which you could have put your time. If you choose to spend \$20 on a potted plant, you have simultaneously chosen to give up the benefits of spending the \$20 on pizzas or a paperback book or a night at the movies. If the book is the most valuable of those alternatives, then the opportunity cost of the plant

is the value of the enjoyment you otherwise expected to receive from the book.



The concept of opportunity cost must not be confused with the purchase price of an item. Consider the cost of a college or university education. That includes the value of the best alternative use of money spent for tuition, fees, and books. But the most important cost of a college education is the value of the forgone alternative uses of time spent studying and attending class instead of using the time in some other endeavor. Students sacrifice that time in hopes of even greater earnings in the future or because they place a value on the opportunity to learn. Or consider the cost of going to the doctor. Part of that cost is the value of the best alternative use of the money required to see the doctor. But, the cost also includes the value of the best alternative use of the time required to see the doctor. The essential thing to see in the concept of opportunity cost is found in the name of the concept. Opportunity cost is the value of the best opportunity forgone in a particular choice. It is not simply the amount spent on that choice.

The concepts of scarcity, choice, and opportunity cost are at the heart of economics. A good is scarce if the choice of one alternative requires that another be given up. The existence of alternative uses forces us to make choices. The opportunity cost of any choice is the value of the best alternative forgone in making it.



- What do you think opportunity cost is?
- What influences you when you have to make choices?

TASK III. Say if the sentences concerning text are true or false

1. Opportunity cost is the value of the worst alternative forgone in making any choice.
2. If you choose to spend \$20 on a potted plant, you have simultaneously chosen to give up the benefits of spending the \$20 on pizzas or a paperback book or a night at the movies.
3. The concept of opportunity cost is the same as the purchase price of an item.
4. A good is scarce if the choice of one alternative requires that another be given up.
5. The absence of alternative uses forces us to make choices

TASK IV. Give English equivalents of the following words and word combinations from the text.

The price of the best alternative, the rest of the lesson, to spend your time, not to be confused, to give up the benefits, an evening at the cinema, the most valuable, the cost of the lost opportunity, the purchase price, in the hope of big earnings, to weigh the opportunity, the money required for a visit to the doctor.

TASK V. Using vocabulary in task 1 match the words with their definitions.

Word	Definition
1. value	a. the act or process of buying smth.
2. to spend	b. an amount of money that you pay for professional advice or services.
3. purchase	c. to think or believe that smth. will happen or that smb. will do smth.
4. price	d. how much smth. is worth in money or other goods for which it can be exchanged.
5. fee	e. an advantage that smth. gives you.

6. to expect	f. the amount of money that you have to pay for smth.
7. cost	g. a thing that you can choose to do or have out of two or more possibilities.
8. alternative	h. the amount of money that you need in order to buy, make or do smth.
9. benefit	i. to give money to pay for goods, services, etc.

TASK VI. Discuss with the group the following topics:

Opportunity cost



To understand the opportunity costs of your options it is recommended to list the choices and identify their advantages and disadvantages. Read the following paragraph and answer the questions to explain how you might choose to use your scarce time and money. It's Sunday morning and you're going to meet your friends and spend time joyfully together. Then you get two phone calls that make you stop and think. Firstly, a friend calls you to invite to an all-day music festival where your favourite band will play. With transport expenses, tickets to the show, and lunch, you figure you'll spend \$50, which will put a dent in the money you're saving for your dream trip. Second, your close relative calls offering you the opportunity to help paint their apartment. He will pay you \$75 for the day of work. What will you do? Explain your decision.

- List your choices (a. ____ b. ____ c. ____).
- Describe the advantages and disadvantages of each choice.

Grammar. Pronouns: All, every, whole.

Learn the rules of grammar and make notes.

every / all

Everybody/everyone - har kim

Everything - har bir narsa

Everywhere - har bir joy.

"Every" soʻzi ishlatilgan gap asli koʻplikda boʻlsa ham, har bitta deyilayotgani uchun birlikda yoziladi va it/was/has kabi birlik formalar qoʻyiladi:

Masalan: Every country has a national flag - Har bir davlatning milliy bayrogʻi bor.

(Countries - "davlatlar" demaymiz).

"All" - hamma degan maʼnoni bildiradi va u "har bir" deyish mumkin boʻlmagan joyda ishlatiladi:

Masalan: Yesterday it rained all day - Kecha kuni bilan yomgʻir yogʻdi.

Bu gapda "every day" desak, "Kecha har kuni yomgʻir yogʻdi" degan boʻlardik. Albatta, u notoʻgʻri boʻladi.

"Every" soʻziga odamlar uchun "body/one", narsalar uchun "thing", joylar uchun "where" qoʻshamiz.

Masalan:

Everybody needs friends - Har bir odamga (yoki hammaga) doʻstlar kerak ("need" soʻzi 3-shaxs birlikda hisoblangani uchun "s" bilan yozilyapdi).

I knows everything about computers

- Men kompyuter haqida hamma narsani bilaman.

There are books everywhere

- Har bir joyda kitoblar bor.

all soʻzining qoʻllanishi

all - hamma olmoshi ot bilan qoʻllaniladi.

all olmoshidan keyingi ot koʻplikdagi sanaladigan yoki sanalmaydigan ot boʻlishi ham mumkin.

all + noun - all olmoshi toʻgʻridan-toʻgʻri ot bilan biriksa, umumiy maʼnoda qoʻllaniladi.

All plants need water. (Hamma oʻsimliklar suvga ehtiyoj sezadi)

All matter is made up of atoms. (Hamma materiya atomlardan tashkil topgan)

all of+(my / the / these) + noun qurilmasida all olmoshi muayyan bir guruh yoki cheklangan miqdordagi predmetlarning hammasi degan maʼnoda qoʻllaniladi.

All of the children in our street like playing football. (Bizning koʻchadagi hamma bolalar futbol oʻynashni yoqtirishadi)

All of the advice you gave me was useless. (Siz menga bergan hamma maslahatingiz foydasiz edi)

Qiyoslaymiz: All children like playing football. (Hamma bolalar futbol o'ynashni yoqtirishadi...umumiy ma'no)

All of the children in the class like playing football. (Sinfidagi hamma bolalar futbol o'ynashni yoqtirishadi... faqat sinfimizdagi)

Yuqoridagi holatda all olmoshidan keyin of so'zini tushirib qoldirish mumkin.

•all of the children = all the children

All the children in the class like playing football.

Lekin ot o'rnida to'ldiruvchi olmosh (personal pronoun) qo'llanilganda of qatnashishi lozim:

all of them/us/it etc.

All of them must be ready for the exams. (all them emas)

all olmoshini gap o'rtasida fe'llardan oldin yoki keyin qo'llash mumkin.

These cups are all dirty. (=All the cups are dirty.)

These guests have all gone now. (=All the guests have gone now)

all olmoshi yolg'iz o'zi everybody/everyone (hamma) degan ma'noda qo'llanilmaydi.

Everyone wanted Mary Lin's autograph. (all wanted emas)

Ammo boshqa so'zlar, olmoshlar bilan qo'llanilib, all olmoshi hamma (odam) ma'nosini berishi mumkin.

All of us (=We all) agreed to sign the contract. (=everybody agreed)

all so'zini biror birikma bilan qo'llab, hamma narsa (everything), faqatgina (the only thing) ma'nolarida ifodalash mumkin.

Tell me all about your new work. (Yangi ishing haqida hamma bilganlaringni aytib ber)

All I had for breakfast was a sandwich. (=the only thing I had was...Nonushtaga faqatgina sendvich yedim)

all olmoshi yolg'iz o'zi hamma narsa (everything) degan ma'noda qo'llanilmaydi. Bu holatda everything olmoshini qo'llash lozim.

He thinks he knows everything. (he knows all emas)

Ammo ba'zibir iboralarda (maqollarda) all olmoshi yolg'iz o'zi ham qo'llanadi.

All is not gold that glitters. (Yaltiraydigan hamma narsa oltin emas)
Ingliz tilida hammasi/butun bir ma'nosini beruvchi whole so'zi ham mavjud.

Did you read the whole book? (=all the book...Sen butun kitobni o'qib chiqdingmi?)

Lekin bu so'z faqat birlikdagi sanaladigan otlar oldidan qo'llaniladi.

He ate a whole loaf of bread. (the whole bread emas.)

The whole film was boring. (the whole films emas.)

Lekin ba'zi bir otlar, ya'ni ko'plikdagi yoki sanalmaydigan otlar faqat all olmoshi bilan birikadi.

He spent all the money. (the whole money emas.)

She is 90 and she is still got all her teeth. (her whole teeth emas.)

Ba'zi otlar all yoki whole bilan ham birika oladi.

She has lived all her life in London. (U butun umr Londonda yashagan)

She has lived her whole life in London. (U butun umr Londonda yashagan)

Yuqoridagi vaziyatlarda artikl va boshqa aniqllovchi so'zlar whole so'zidan oldin, all olmoshidan keyin qo'llanishini ham e'tiborga olish kerak.

▪her whole life - all her life

▪the whole time - all the time

TASK VII. Complete these sentences with *all, everything or everybody/everyone*.

1. It was a good party. had a great time.
2. I've eaten today is a banana.
3. has their faults. Nobody is perfect.
4. Nothing has changed. is the same as it was.
5. Kate told me about her new job. It sounds interesting.
6. Can write their names on a piece of paper, please?
7. Why are you always thinking about money? Money isn't.....
8. I'm really exhausted. I want to do is sleep.
9. When the fire alarm rang, left the building immediately.

10. Amy didn't say where she was going.....she said was that she was going away.
11. We have completely different opinions. I disagreewith she says.
12. We all did well in the exam..... in our class passed.
13. We all did well in the exam..... of us passed.
14. Why are you so lazy? Why do you expect me to do..... for you?

TASK VIII. Complete these sentences using *every* with the following.

five minutes; ten minutes; four hours; six months; four years;

1. The bus service is very good. There's a bus *every ten minutes*.
2. Tom is ill. He has some medicine. He has to take it
3. The Olympic Games take place
4. We live near a busy airport. A plane flies over our house
5. Martin goes to the dentist for a check-up.....

TASK IX. Which is right? Choose the right form.

1. Did you spend the whole money / all the money I gave you? (all the money is correct)
2. Eve works every day / all days except Sunday.
3. I'm tired. I've been working hard all the day / all day.
4. It was a terrible fire. Whole building / The whole building was destroyed.
5. It's a very sad song. Every time / All the time I hear it, it makes me cry.
6. I don't like the weather here. It rains every time / all the time.
7. When I was on holiday, all my luggage / my whole luggage was stolen.

LESSON 5. SEASONS AND WEATHER. WORD ORDER 1:
VERB + OBJECT; PLACE AND TIME

TASK I. Vocabulary

sunny: the sun shines clearly in the sky, and there is lots of bright light.
(It is also common to say the sky is "**clear**" when there is a bright sun and no clouds.)

cloudy: there are many clouds in the sky.

(We can also say the sky is **overcast** when it is very cloudy.)

partly-cloudy: when there is both sun and clouds in the sky.

rain: when water falls from the clouds.

light rain: when there is a small amount of rain.

We also call light rain **drizzle** or **sprinkles**:

- It's **drizzling** outside.
- You don't need an umbrella; it's just **sprinkling**.

Heavy rain: when there is a lot of rain.

It is also very common to say:

- There is a **downpour**. (a sudden heavy rain)
- It's **pouring down** rain.
- It's **raining cats and dogs**.

freezing rain or sleet: when part of the rain is water and part of the rain is frozen (snow).

thunder storm: a storm with thunder and lightning. Also called an **electrical storm**.

- **lightning:** the flash of light in the sky during a storm.
- **thunder:** the loud noise in the sky that comes after lightning.
- We call lightening "**strikes**" and call the flash of light a **lightning bolt**.

fog: small drops of water that float above the ground (and it can be difficult to see through this mist of water).

- foggy weather.
- We mean **thick** fog.
- The fog was so thick that I could barely see the other cars on the road.

windy: when there is a lot of wind.

"strong or light" collocate with the word wind in English:

strong winds: when the wind is blowing with a lot of force.

light winds (breezy): when there is a **light breeze**.

frost: a thin layer of ice that forms on surfaces (e.g., grass, ground, windows of a car) when the air is very cold.

- We say heavy or light frost.
- We say things are **covered** with frost (or covered with a **layer** of frost).
- A **defroster** melts frost off car windows by using warm air to melt the ice.

snow: soft, light pieces of frozen rain that fall from the sky when it is cold.

The individual pieces are called **snowflakes** and have beautiful designs.

blizzard: a severe snow storm with a large amount of snow and often high winds.

tornado: a powerful storm where very high winds move around in a circle around a point.

- We say a tornado "**touches down**" on the ground.
- A tornado moves or **travels in a path**.
- Example: The tornado touched down in Kansas, and 15 houses in its path were completely destroyed.

hurricane: a very powerful and destructive storm that has extremely high winds.

forest fire: a major uncontrolled fire that sweeps through a wooded area (forest), burning many trees and wildlife.

flood: a large amount of water that covers land that is usually dry.

earthquake: the surface of the earth shakes and moves and can cause great damage and devastation if it is very strong.

volcanic eruption: a sudden explosion that comes from the open part of a volcano.

tsunami: an extremely high wave in the ocean that is often caused by an earthquake and causes great devastation when it reaches land. (It is also called a **tidal wave**.)

thermometer: an instrument used to measure the temperature.

Celsius and **Fahrenheit** are the two main scales used to measure temperature. In the United States, the weather is reported in Fahrenheit.

Read and retell the text.

We will learn about the facts about the seasons and how the weather changes in different seasons.

Seasons keeps on changing. The change in seasons follows one another year after year.

TASK II. Read and retell the text.

Summer season:

Summer is the hottest season. The summer season lasts from April to June. The weather in the summer is dry. Days are long, while nights are short. The days are very hot in most places in our country during the summer. The weather is hotter in the plains than in the hilly regions. So, people visit hill stations during the summer. Some parts of our country are not so hot even during the summer because they have almost the same kind of weather throughout the year.

We like to wear loose cotton clothes, which keep us cool. We drink a lot of water and like to eat and drink cool food items like ice cream, cold drinks, etc. We keep our homes cool by using fans, coolers, air conditioners, etc. to get relief from the heat. Leaves and grass dry up due to the sun's heat; even some rivers, streams, and ponds dry up.

Monsoon season:

The monsoon season lasts from July to September. Dark gray clouds cover the sky. Clouds pour down. The weather is cool and humid, and sometimes the wind blows strongly. Rain brings relief to farmers. Most of the rivers, ponds, lakes, wells, and streams fill up again with water. There is greenery everywhere.

We use raincoats, umbrellas, and gumboots. Driving cars or riding bicycles on the road becomes difficult.

Heavy rains may cause floods. Floods cause damage to life and property.

In some places, the rainfall is very heavy. Many times, it causes flooding on the roads. Daily activities get disturbed, or they come to a halt.

Nowadays, with the help of satellites, we are able to get advance information about the weather. This information is called the weather forecast. Newspapers, radios, and television update us about the weather. This prior information is very useful for farmers, pilots, sailors, and fishermen who live near the seashore.

Winter season:

Winter is the coldest season. The winter season lasts from November to February. The weather is cold. Days are short, while nights are long. We wear woolen clothes that keep us warm. We like to eat and drink hot and spicy things. We also enjoy hot things like coffee, tea, soups, etc. during the winter. Most places in our country are very cold during the winter, but some places are not cold because the weather remains almost the same throughout the year. The weather is colder in the hilly areas than in the plains. Many hilly areas get snowfall during the winter. In such places, outdoor activities are not easy. Heavy snowfall may cause roadblocks. Cough, cold, and fever are common ailments in the winter.

March is the season of spring. It is neither too hot nor too cold. The weather is pleasant. Flowers bloom. The fields are full of new crops. It is also a harvest season.

October is a very hot season. The weather is dry and very hot, with a few showers. Trees shed their leaves during this season.

The important facts about the seasons are that they follow one another year after year.

What is weather?

The conditions in the air above the earth, such as wind, rain, or temperature, especially at a particular time over a particular area, are called weather.

The weather changes from day to day and from time to time. Sometimes it is hot, and sometimes it is cold. On some days, it rains, while on other days, it is dry and windy.

Hot Days:

Some days of the year are very hot. The sun shines brightly on hot days. People like to sit under fans or in air conditioners and coolers to keep themselves cool. Some people go to hill stations during hot days. We like to have cold drinks, ice cream, etc. during hot days. We like to wear cotton clothes to keep our bodies cool on hot days.

Cold Days:

Some days of the year are very cold. During these days, it snows in some places. The sun is not very hot on cold days. People wear woollen clothes to keep themselves warm. We like to have tea and coffee on cold days. We use heaters to keep our rooms warm. People also like to sit near a fire or under the sun to keep themselves warm.

Windy Days:

On some days of the year, the wind blows very fast. When air moves fast, it is called wind. Strong winds can blow away things to distant places. A strong wind can uproot trees. When air blows very fast, it's also called a storm. Strong winds raise a lot of dust.

Rainy Days:

On some days of the year, it rains heavily. During these days, the sky is covered with clouds. The weather is also moist and wet. Children enjoy playing in the rain. We use umbrellas and raincoats to protect ourselves from the rain. Sometimes, a rainbow is seen in the sky on a rainy day. A rainbow has seven colors.

Seasons:

Depending on the weather, there are five different seasons.

The five seasons are:

- (I) Winter season,
- (II) Spring season,
- (III) Summer season,
- (IV) Monsoon season,
- (V) Autumn season

These seasons depend on the weather. The spring season is very pleasant.

We can feel the air when you run, cycle, or swing. This is because the air is moving against your face.

Nancy liked to play with balloons. She filled one with water. It got bigger as the water in it needed space.

What is wind?

Moving air is called wind. We come to know there is a wind when a wind makes things move. It makes a kite fly. It moves clouds into the sky. Moving air (wind) can make things like kites, sailboats, and windmills work.

What is a breeze?

A gentle wind, or when the wind blows slowly, is called a breeze. We can find out the direction of the wind. We can do an experiment; take some sand in your hand. On releasing the sand, it falls in the direction of the wind.

What is a storm?

Fast and strong winds cause a storm. A storm can blow away things. Storms can damage buildings. They can uproot trees and spoil crops. They can also cause damage to plants, animals, and human beings.

What is gale?

A very strong wind is called a gale. Strong gales can uproot the plants and cause a lot of damage.

A windvane tells us the direction of the wind. The beak of the cock in the windvane points to the way in which the wind blows.

We know that winds can be useful too. On a hot day, a breeze keeps us cool. That is why we use coolers and fans in the summer. A wind helps wash clothes dry quickly. Winds can carry light seeds to new places. There, they become new plants. Winds turn the fans on windmills. These can make electricity.

TASK III. Independent work. Answer the following questions:

1. What is weather?
2. What happens on hot days?
3. What happens on cold days?
4. What happens on windy days?
5. What happens on rainy days?
6. What do you like to drink on a hot day?
7. In which weather we wear woollen clothes?
8. When do we use umbrella?
9. How many colors does a rainbow have?
10. Name the five seasons.

TASK IV. Fill the blanks with the correct words given below:

five, spring, cotton, raincoats, woollen

1. We wear _____ clothes in winter.
2. We wear _____ clothes in summer.
3. We use _____ in rain.
4. There are _____ seasons.
5. _____ season is very pleasant.

TASK V. Put a tick (✓) against the correct sentences and a cross (X) against the wrong ones:

1. A strong wind can blow away things.
2. A rainbow appears at night.
3. We have cold drinks in winter.
4. We use woollen clothes in summer.
5. Spring season has heavy rains.

TASK VI. Tick (✓) the correct word:

1. During (hot/cold) days sun shines brightly.
2. People wear (cotton/woollen) clothes on cold days.
3. People drink (cold/hot) water in hot days.
4. You can see rainbow on (rainy/windy) days.
5. People use (umbrella/heaters) on rainy days.

TASK VII. Match the following:

- | | |
|-----------------------------|--|
| (I) Moving air | |
| (II) The heat of the sun | (a) smoke, dust, germs. |
| (III) A weather cock | (b) water vapour. |
| (IV) Air contains | (c) shows which way the wind blows. |
| (V) We should not | (d) big ball of fire. |
| (VI) The sun is a | (e) solid, liquid and gas. |
| (VII) A windvane helps | (f) changes water into water vapour. |
| (VIII) Three forms of water | (g) water from rain. |
| (IX) Air has | (h) waste water. |
| (X) Rainwater | (i) is called wind. |
| | (j) to find out the direction of wind. |

TASK VIII. Name any two:

- (I) Things which make air dirty.
- (II) Things that gives out smoke on burning.
- (III) Things which move with the help of air.
- (IV) Things you need water for.
- (V) Things into which you can fill air.
- (VI) Sources of surface water.

TASK IX. Answers the following questions:

- (I) Give two uses of air.
- (II) Why should we drink clean water?
- (III) Name the three forms in which water exists.
- (IV) Write three uses of water in your daily life.

Grammar: Word order 1: verb + object; place and time

Verb + object The verb and the object normally go together. We do not usually put other words between them:

Subject	verb	object
---------	------	--------

I like my job very much (not I like very much)
 Our guide spoke English fluently. not spoke fluently English)

I didn't use my phone yesterday.
 Do you eat meat every day?

Two more examples: I lost all my money and I also lost my passport.
 (not I lost also my passport) At the end of this street you'll see a supermarket on your left.

(not see on your left a supermarket)

Place: The verb and place (where?) normally go together: go home live in a city walk to work etc. If the verb has an object, the order is:

Subject	verb	object	place	
We	took	the children	to the zoo	(not took to the zoo the children)

Don't put anything on the table.
 Did you learn English at school?

Time: Normally time (when? / how often? / how long?) goes after place:

	<i>place</i>	<i>time</i>	
Ben walks	to work	every morning	(not every morning to work)
I'm going	to Paris	on Monday.	
They've lived	in the same house	for a long time.	
We need to be	at the airport	by 8 o'clock.	
Sarah invited me	to home	after the party	
Jack stayed	in the hotel	for a week	

TASK X. Is the word order OK or not? Correct the sentences where necessary as given samples.

1. Did you see your friends yesterday? OK.

2. Ben walks every morning to work. Ben walks to work every morning.
3. Joe doesn't like very much football.
4. Dan won easily the race.
5. Tanya speaks German quite well.
6. Have you seen recently Chris?
7. I borrowed from a friend some money.
8. Please don't ask that question again.
9. I ate quickly my breakfast and went out.
10. Did you invite to the party a lot of people?
11. Sam watches all the time TV.
12. Does Kevin play football every weekend?.....

TASK XI. Complete the sentences. Put the parts in the correct order as given sample.

1. They (for a long time / have lived / in the same house). They have lived in the same house for a long time .
2. I (to the supermarket / every Friday / go). I
3. Why (home / did you come / so late)? Why ?
4. Sarah (her children / takes / every day / to school). Sarah
5. I haven't (been / recently / to the cinema). I haven't
6. I (her name / after a few minutes / remembered). I
7. We (around the town / all morning / walked). We
8. My brother (has been / since April / in Canada). My brother
9. I (on Saturday night / didn't see you / at the party). I
10. Lisa (her umbrella / last night / in a restaurant / left). Lisa
11. The moon (round the earth / every 27 days / goes). The moon.....
12. Anna (Italian / for the last three years / has been teaching / in London). Anna.....

LESSON 6. UNIVERSITY EDUCATION. GRAMMAR: COUNTABLE AND UNCOUNTABLE NOUNS

TASK I. Topic vocabulary

higher education-oliy ta'lim
to continue in higher education-oliy ta'limda davom ettirish
a university-universitet
a college-kolledj
a community college- jamoat kolleji
technical school- texnik maktab
vocational school - kasb-hunar maktabi
to have a special subject area - maxsus fan sohasiga ega bo'lish
a college of liberal arts - liberal san'at kolleji
a humanity-insoniyat
a social science- ijtimoiy fan
a natural science- tabiiy fan
to teach (a subject)-o'qitmoq (fan)
a program for undergraduates- bakalavrlar uchun dastur
to get an undergraduate degree in the arts or sciences- san'at yoki fanlar bo'yicha bakalavr darajasini olish uchun
to complete a course of study- o'qish kursini tugatish uchun
to get Bachelor of Arts or Science degree - San'at yoki fan bakalavr darajasini olish uchun
to go on for a graduate or professional degree - magistratura yoki kasbiy darajaga o'tish uchun
programs for graduate and professional study - magistratura va kasbiy ta'lim dasturlari
to get money from a source - manbadan pul olish
a publicly funded university- davlat tomonidan moliyalashtiriladigan universitet
a privately funded university- xususiy moliyalashtirilgan universitet
from private sources- xususiy manbalardan
to be funded by a religious group- diniy guruh tomonidan moliyalashtiriladigan

to have graduate or professional programs- magistratura yoki kasbiy dasturlarga ega bo'lish

a course in academic subjects- akademik fanlar bo'yicha kurs

a non-academic subject- akademik bo'lmagan mavzu

to have a high school diploma- o'rta maktab diplomiga ega bo'lish

job training- mehnat ta'limi

to give training for work in an area- sohada ishlashga o'rgatish

TASK II. Read and retell the text.

HIGHER EDUCATION IN THE USA

In the United States, a student who has finished high school may want to **continue in higher education**. There are several ways to do it: **universities, colleges, community colleges,** and **technical or vocational schools**.

A university in the United States usually has several different colleges in it. Each **has a special subject area**. There may be a **college of liberal arts** where **humanities, social sciences, natural sciences,** and **mathematics are taught**. There may be a college of education and a college of business. A **program for undergraduates** usually takes four years. University students **get an undergraduate degree in the arts or sciences**. If they **complete a course of study**, they get a **Bachelor of Arts or Science degree**. Students may leave the university at this time. They may also go **on for a graduate or professional degree**. The university always has **programs for graduate and professional study** in many subjects.

The university may **get money from** several different sources. A **publicly funded university** gets some money from the state government. A **privately funded university** gets money only from **private sources**. Or the university may **be funded by a religious group**.

College students usually spend four years at school, too. A college does not **have graduate or professional programs**. If a college student completes a course of study in arts or science, he or she gets a Bachelor of Arts or Science degree. If college students want to continue for a

graduate or professional degree, they must go to university. The college is usually funded in one of the three ways already described.

The program of study at the community college usually lasts two years. Not all of the subjects taught there are the usual school subjects. The community college may offer **courses in regular academic subjects** or subjects like dental technology, sewing, and other **non-academic subjects**. Not all students at the community college **have a high school diploma**. They may then go to a college for two more years to get a bachelor's degree. Community colleges are nearly always publicly funded.

The technical or vocational school has only **job training**; it has no academic program. Students may have a high school diploma or not. Programs may take from six months to two years and more. The technical or vocational school **gives training for work in areas** such as electronics, carpentry, and others.

TASK III. Learn the vocabulary and translate the meaning.

qualification - official record showing that you have completed a formal course

literacy - the ability to read and write

Gap year - Taking a year out between high school and university

kindergarten - pre-school education

Post-graduate school - university for students continuing their studies and completing an advanced degree after obtaining their bachelor's degree

assignment - work given to a student as part of their studies

college - higher education institute which students attend after secondary school or high school

principal - a person in charge of a school

lecture - a formal talk on a subject

Student loan - amount of money loaned to a student to pay their tuition.

Doctorate (PhD) - the highest degree from a university, obtained after completing a research fellowship

thesis - research compiled on a particular subject

Intensive course - A short course that contains a lot of information and training

curriculum - the school program that schools aim to teach students

Vocational course - a course which teaches you the skills required for a specific job

graduate - a person who completed their first university degree course successfully, received a bachelor's degree and attended a graduation ceremony

professor - a teacher of high rank in a university

pedagogy - the way of teaching including the instructional method that is used

tuition - the fees required to be able to study a course

distance learning course - studying a course remotely/online

TASK IV. Answer the following questions.

1. What are the ways to continue in higher education in the USA?

2. What colleges does a university in the United States usually consist of?

3. What degrees are offered at universities?

4. What sources can a university get money from?

5. What programs and degrees are offered at a college?

6. What courses are given at a community college?

7. What kind of program does a technical or a vocational school offer?

Grammar: Countable and uncountable nouns. Learn the grammar rules and make notes.

Ingliz tilidagi otlar sanalish va sanalmaslik xususiyatiga ko'ra ikkiga bo'linadi: **Countable nouns** – sanaladigan otlar

Uncountable nouns – sanalmaydigan otlar. Quyidagi sanalmaydigan otlarga bir qator misollar keltirilgan.

Count noun – bir, ikki uch... deb sanalishi mumkin bo'lgan otlar hisoblanadi.

one apple — two apples (bitta olma - ikkita olma)

one cucumber — seven cucumbers (bitta bodring, yettita bodring)

one girl — four girls (bir qiz, to'rt qiz)

one table — three tables (bitta stol, uch stol)

a book - 3 books

a cat - 5 cats ...

Noncount noun – bir, ikki, uch ... deb sanash mumkin bo'lmagan otlar hisoblanadi.

Water, oil, air va hokazo

Countable - sanasa bo'ladigan narsalarga birlikda a/an qo'yib yoziladi: *a car, a hat, a flower, a man*.

Bu so'zlar aniq artiklda kelsa "the" bilan yoziladi: *the car, the house*. Ko'plikda kelganda sanog'ini yoki "some" (qanchadir) so'zini qo'llash mumkin: *two cars, some cars*.

Uncountable - sanab bo'lmaydigan, balki boshqa (kg, litr, metr va hokazo) mezonlarda o'lchanadigan narsalarga a/an qo'yilmaydi: *water (suv), rain (yomg'ir), music (musiq)*.

three waters, two rices, four milks (bunday deyish xato)

Bunday so'zlarga hech qachon ko'plik qo'shimchasi qo'yilmaydi: **X** *waters, oils, moneys* - bular noto'g'ri. "Some" so'zi bilan ishlatish mumkin: *some money* - qanchadir (miqdorda) pul, *some music* - qanchadir (uzunlikda) musiqa.

Yoki uncountable narsalarni biror idish yoki boshqa o'lchov birligi bilan aytish mumkin. U holda o'lchovdan oldin a/an qo'yiladi. Chunki o'lchov birligini sanash mumkin.

a piece of cheese - bir bo'lak pishloq

a bowl of rice - bir chini guruch

a game of tennis - bitta tennis o'yini

a cup of coffee - bir chashka kofe

a glass of water - bir stakan suv

a bottle of milk - bir butilka sut
a bar of chocolate - bir parcha shokolad.
a loaf of bread - bir kesim non
a jar of honey - bir banka asal.

TASK V. Read the following passage. Write the missing collective nouns in the blank spaces. Remember that sometimes there are two words you can use.

Mom took Kate, Rudy and Derrick to the zoo. The zoo was very busy. Aof people had gathered round the monkeys. One of the monkeys had aof bananas. Watching the monkey eat made the children feel hungry. Mom took aof bread and someof cheese out of the picnic hamper and everyone made sandwiches. After eating the sandwiches, the children had twoof chocolate each. Rudy wanted to give one piece to a monkey, but the zookeeper gave Rudy a very usefulof advice. "Monkeys may look friendly, but sometimes they are very fierce," he said.

LESSON 7. MICROECONOMICS AND MACROECONOMICS. GRAMMAR: MODAL VERBS: CAN, MAY.

TASK I. Read the words and learn them by heart. Make up your own sentences with them.

1. To divide - bo'lmoq
2. Distinction - farqlanish
3. To consume - iste'mol qilmoq
4. Consumer - iste'molchi
5. Impact - ta'sir
6. Market - bozor
7. Aggregate - agregat
8. Real estate - ko'chmas mulk
9. To end up - tugatish
10. Discount - chegirma
11. To regard - E'tibor bermoq
12. The rate of inflation - Inflyatsiya darajasi
13. To increase - oshirish
14. To decrease - kamaytirmoq
15. Output - chiqish
16. Employment - bandlik
17. Unemployment - Ishsizlik

TASK II. Read the text, translate it and compare your ideas in task 1 with the facts.

MICROECONOMICS AND MACROECONOMICS



Reading

The field of economics is typically divided into two broad realms: microeconomics and macroeconomics. It is important to see the distinctions between these broad areas of study.

Microeconomics is the branch of economics that focuses on the choices made by individual decision-making units in the economy – typically consumers and firms – and the impacts those choices

TASK IV. Answer the following questions.

1. What is the microeconomics?
2. What is the macroeconomics ?
3. What is the difference between microeconomics and macroeconomics?
4. What are their goals?

TASK III. Say if the sentences concerning the text are true or false.

1. There exist three broad realms of the field of economics: micro-, middle- and macroeconomics.
2. Macroeconomics studies economy as a whole.
3. Microeconomics studies the economic behaviour of individual firms.
4. Economics is concerned with production, distribution, and consumption of goods and services.
5. The question of how the threat of global warming affects real estate prices in coastal areas is the problem of macroeconomics.
6. The study of the rate of inflation refers to microeconomic sphere.
7. The total levels of employment and unemployment in the economy are a topic of macroeconomics.



2.

TASK IV. Answer the following questions.

1. What is the field of economics typically divided into?
2. What does microeconomics focus on?
3. What individual decision-making units in the economy do you know?
4. What does macroeconomics focus on?
5. What questions are generally regarded as microeconomic? Why?
6. What problems are regarded as macroeconomic? Why?
7. What do both microeconomics and macroeconomics give attention to?
8. What are the peculiarities of this attention?

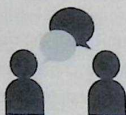
TASK V. Give English equivalents of the following words and word combinations from the text.

Economic sphere, two broad areas, an economic unit with the right to make decisions, individual markets, the impact of choice, consumers, economic activity, general or aggregate level, influence real estate prices, refuse, elderly people, receive discounts, public transport system, inflation rate, growth and decline in economic activity, unemployment rate, the total cost of all goods and services, the average price level, the labor market, the goal in itself, the entire output, aggregate economic indicators.

TASK VI. Using vocabulary in task 1 match the words with their definitions.

Word	Definition
1. to consume	a. easy to sell; attractive to customers and employers.
2. market	b. to become or make smth. become smaller in size, number, etc.
3. to increase	c. the fact of a number of people not having a job.
4. to decrease	d. a person who buys goods or uses services.
5. unemployment	e. an amount of money that is taken off the usual cost of smth.
6. consumer	f. an open area or building where people meet to buy and sell goods.
7. marketable	g. to eat or drink smth.
8. discount	h. to become or to make smth. greater in amount, number, value, etc.

TASK VII. Discuss with the group the following topics:



Speaking

1. Explain the key-terms of micro- and macroeconomics.

2. Study the following economic terms: labor economics, international economics, agricultural economics, public finance, applied welfare economics.

Explain them to your groupmates (use internet for additional information).

LESSON 8. DEMAND. GRAMMAR: MODALS VERBS: MUST, SHOULD.

TASK I. Read the words and learn them by heart. Make up your own sentences with them.

1. Demand-talab
2. Supply-ta'minlash
3. Variables-
4. Determinant-
5. Related goods and services-
6. To vary-
7. Income-
8. To tend-
9. Demand curve-
10. Roast-
11. To range from smth. to smth.-
12. To plot on smth.-
13. Representation-
14. Preference-
15. Bagel-
16. To induce-
17. Shift-
18. Schedule-

TASK II. Read the text, translate it and compare your ideas in task 1 with the facts.

DEMAND



How many pizzas will people eat this year? How many doctor visits will people make? How many houses will people buy?

Each good or service has its own special characteristics that determine the quantity people are willing and able to

consume. One is the price of the good or service itself. Other independent variables that are important determinants of demand include consumer preferences, prices of related goods and services, income, demographic characteristics such as population size, and buyer expectations. The number of pizzas people will



purchase, for example, depends very much on whether they like pizza. It also depends on the prices for alternatives such as hamburgers or spaghetti. The number of doctor visits is likely to vary with income – people with higher incomes are likely to see a doctor more often than people with lower incomes. The demands for pizza, for doctor visits, and for housing are certainly affected by the age distribution of the population and its size.

While different variables play different roles in influencing the demands for different goods and services, economists pay special attention to one: the price of the good or service. Given the values of all the other variables that affect demand, a higher price tends to reduce the quantity people demand, and a lower price tends to increase it. A medium pizza typically sells for \$5 to \$10. Suppose the price were \$30. Chances are, you would buy fewer pizzas at that price than you do now. Suppose pizzas typically sold for \$2 each. At that price, people would be likely to buy more pizzas than they do now.

We will discuss first how price affects the quantity demanded of a good or service and then how other variables affect demand.

Price and the Demand Curve. The quantity demanded of a good or service is the quantity buyers are willing and able to buy at a particular price during a particular period, all other things unchanged.

A demand schedule is a table that shows the quantities of a good or service demanded at different prices during a particular period, all other things unchanged. To introduce the concept

of a demand schedule, let us consider the demand for coffee in the United States. We will ignore differences among types of coffee beans and roasts,

and speak simply of coffee. The table in Figure 3.1 "A Demand Schedule and a Demand Curve" shows quantities of coffee that will be demanded each month at prices ranging from \$9 to \$4 per pound; the table is a demand schedule. We see that the higher the price, the lower the quantity demanded.

Price per pound (\$)
Quantity demanded per
month (millions of pounds)

9	8	7	6	5	4
10	15	20	25	30	35

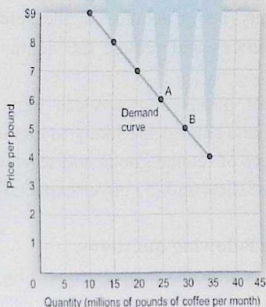


Figure 3.1 A

Demand Schedule and a Demand Curve

The table is a demand schedule; it shows quantities of coffee demanded per month in the United States at particular prices, all other things unchanged. These data are then plotted on the

demand curve. At point A on the curve, 25 million pounds of coffee per month are demanded at a price of \$6 per pound. At point B, 30 million pounds of coffee per month are demanded at a price of \$5 per pound.

The information given in a demand schedule can be presented with a demand curve, which is a graphical representation of a demand schedule. A demand curve thus shows the relationship between the price and quantity demanded of a good or service during a particular period, all other things unchanged (such as income or population).

Changes in Demand. Of course, price alone does not determine the quantity of a good or service that people consume. Coffee consumption, for example, will be affected by such variables as income and population. Preferences also play a role. We also expect other prices to affect coffee consumption. People often eat doughnuts or bagels with their coffee, so a reduction in the price of doughnuts or bagels might induce people to drink more coffee. An alternative to coffee is tea, so a reduction in the price of tea might result in the

consumption of more tea and less coffee. Thus, a change in any one of the variables held constant in constructing a demand schedule will change the quantities demanded at each price. The result will be a *shift* in the entire demand curve rather than a movement along the demand curve. A *shift* in a demand curve is called a change in demand.

Just as demand can increase, it can decrease. In the case of coffee, demand might fall as a result of events such as a reduction in population, a reduction in the price of tea, or a change in preferences. For example, a definitive finding that the caffeine in coffee contributes to heart disease, which is currently being debated in the scientific community, could change preferences and reduce the demand for coffee.

Demand Shifters. Different goods and services may have different demand shifters, the demand shifters are likely to include (1) consumer preferences, (2) the prices of related goods and services, (3) income, (4) demographic characteristics, and (5) buyer expectations.

TASK III. Answer the following questions.

1. What characteristics determine the quantity people are willing and able to consume?
2. Which of them is the most important one?
3. How does price affect the quantity demanded of a good or service?
4. How do you understand the notion —the quantity demanded of a good or service?
5. What do a demand schedule and a demand curve show?
6. What can cause changes in demand? What variables affect consumption of goods and services?
7. Speak about alternative products.
8. Different goods and services may have different demand shifters; what are they?

TASK IV. Say if the sentences concerning the text are true or false.



1. The price of the good or service itself determine the quantity people are willing and able to consume.
2. Other variables that determine the demand are season of the year, our mood and physical condition.
3. People with higher incomes are likely to purchase goods and services more often than people with lower incomes.
4. A lower price tends to reduce the quantity people demand, and a higher price tends to increase it.
5. A demand curve shows the relationship between the price and quantity demanded of a good or service.
6. Prices of other goods and services do not affect demand and consumption of the particular product.

TASK V. Study, translate into Uzbek the following economic terms and match them with their definitions.

Word	Definition
1. peak	a. a period when there is little economic activity and many people are poor or without jobs.
2. boom	b. a difficult time for the economy of a country, when there is less trade and industrial activity than usual and more people are unemployed.
3. expansion	c. a situation in which smth. improves or increases over a period of time.
4. depression	d. a fall in the amount of business that is done; a time when the economy becomes weaker.
5. recession	e. a period of time when the level of smth. is low, especially a time when a business or the economy is not growing.

6. downturn	f. the point when smth. or smth. is best, most successful, strongest, etc.
7. upturn	g. an act of increasing or making smth. increase in size, amount or importance.
8. trough	h. a sudden increase in trade and economic activity; a period of wealth and success.

TASK VI. Give English equivalents of the following words and word combinations from the text.

Special characteristics, buyer preferences, relevant goods and services, demographic parameters, indicators, prices for alternative goods, vary depending on income, age composition, economists pay special attention, taking into account the value of other variables, usually sold, demand scale, demand curve, coffee consumption, may encourage people to drink more coffee, a decrease in the price of tea, a shift in the demand curve, a change in demand, a decrease in the population.

TASK VII. Discuss with the group the following topic and solve the problem:

All other things unchanged, what happens to the demand curve for car rentals if there is an increase in the price of fuel, (b) a decrease in family income, or (c) an increase in the price of car rentals? In answering this problem, draw and carefully label a set of axes. On the horizontal axis of your graph, show the quantity of car rentals. It is necessary to specify the time period to which your quantity pertains (e.g., —per period, —per week, —per year). On the vertical axis show the price per car rental. Since you do not have specific data on prices and quantities demanded, make a —free-hand drawing of the curve or curves you are asked to examine. Focus on the general shape and position of the curve(s) before and after events occur. Draw new curve(s) to show what happens in each of the circumstances given. The curves could shift to the left or to the right, or stay where they are.

LESSON 9. JOBS AND PROFESSIONS. COMPARATIVE 1.

TASK I. Topic vocabulary.

Office workers

office worker; office employee; office clerk;
filing clerk; receptionist; secretary; assistant;
typist; stenographer;

Banking and financial activities

banker; bank officer; economist; auditor;
accountant; bookkeeper; teller; cashier; bank clerk;
financier; treasurer; investor; sponsor;
stockbroker; pawnbroker; tax collector;

Sales and stores

sales representative; sales manager;
salesperson; salesman; saleswoman; salesgirl; salesclerk; cashier;
seller; buyer; wholesale buyer; wholesaler; retailer;
merchant; distributor; dealer; trader; advertising agent;
grocer; greengrocer; baker; butcher; florist;

Medicine

doctor; physician; family doctor; general practitioner;
eye specialist; ear specialist; throat specialist; heart specialist;
cardiologist; surgeon; pediatrician; psychiatrist; psychoanalyst;
dentist; dietitian; pharmacist; veterinarian;
nurse; paramedic; nurse's aide;

School and college

principal; dean; professor; teacher; instructor;
schoolteacher; college teacher; university teacher;
head teacher; senior teacher; tutor; mentor; counselor (BrE: counsellor);
teacher of mathematics; mathematics teacher; math teacher (BrE: maths teacher);
English teacher; teacher of English; history teacher; music teacher;
student; pupil; learner;

Science

scientist; scholar; researcher; explorer; inventor;
mathematician; physicist; chemist; biologist; botanist; zoologist;
historian; archaeologist; geologist; psychologist; sociologist;
economist; linguist; astronomer; philosopher; geographer;

IT specialists

computer specialist; computer programmer; computer operator;
software specialist; systems analyst; systems administrator;
web developer; web programmer; webmaster; web designer;

Art and creative work

artist; painter; sculptor; architect; composer; conductor;
musician; pianist; violinist; guitarist; drummer; player;
singer; dancer; opera singer; ballet dancer; performer;
film director; producer; art director; cameraman; actor; actress; player;
writer; poet; author; playwright; dramatist; scenarist; publisher;
journalist; reporter; correspondent; photographer;
designer; fashion designer; dress designer;
interior designer; furniture designer; graphic designer;

Construction, repair, maintenance

builder; construction worker; developer; contractor;
engineer; technician; mechanic; electrical engineer; electrician;
welder; bricklayer; mason; carpenter; plumber; painter; decorator;
repairer; repairman; maintenance man; handyman; caretaker;
housekeeper; cleaning lady; cleaning woman; janitor;

Pilots, drivers, crew members

pilot; flight engineer; flight navigator; flight attendant; stewardess;
dispatcher; mechanic; car mechanic; railroad worker; railway worker;
driver; chauffeur; taxi driver, cabdriver; bus driver; truck driver;
captain; skipper; navigator; sailor;

Law and order

judge; lawyer; attorney; legal adviser; barrister; solicitor;
police officer; policeman; traffic officer; detective;
guard; bodyguard; lifeguard; warden; prison guard;

Restaurants

chef; head cook; cook;

maitre d'hotel (maitre d'); headwaiter; waiter; waitress;

bartender; barman; barmaid;

dishwasher; busboy;

Related terms

to look for a job; to find a job; to apply for a job; to get a job;

to offer a job; to hire; to be hired; to fire; to be fired; to be laid off;

to lose one's job; to quit; to quit one's job; to leave; to resign; to retire;

employment; unemployment; unemployed; jobless; job seeker;

letter of application for a job; resume; CV; job interview;

work agreement; contract; employer; employee; co-worker; promotion;

Describing a job

a job in electronics; a teaching job; a position as secretary;

an interesting job; a part-time job; a permanent job; a stable job; a temporary job;

to work full-time; to work part-time; to have a part-time job;

to be on the staff; a staff of ten workers; a staff member; a member of staff;

to work overtime; to work on weekdays; to work on Saturdays; a day off;

Describing workers

worker, employee, workman, laborer (BrE: labourer);

skilled workers; unskilled workers; qualified workers; experienced workers;

a full-time worker; a part-time worker; a temporary worker; a freelance worker;

seasonal workers; manual workers; blue-collar workers; white-collar workers;

Pay, taxes, benefits

pay; wages; salary; earnings; fee; bonus; tips; income; payday; payment;

to earn (to get, to make) money; monthly pay; weekly pay; hourly pay;

yearly pay; annual pay; monthly salary; yearly salary; annual salary;

salaried workers;

weekly wages; hourly wage; minimum wages; low wages; high wages;

Pay: Examples in sentences

She gets ten dollars an hour. She is paid ten dollars an hour. Her hourly pay is ten dollars.

He gets two thousand dollars a month. His monthly pay is two thousand dollars. His monthly salary is two thousand dollars.

They get twenty-three thousand dollars a year. Their annual pay is \$23,000.

His salary is thirty-four thousand dollars a year. His salary is \$34,000 a year.

He earns thirty thousand dollars a year. He earned twenty thousand dollars last year by writing short stories. She earns two thousand a month.

TASK II. Read and retell the text.**PROFESSION**

When a person finishes school or university, they start their career. It's not easy to choose the right profession. It might also be hard to find a good job with a high salary. I always believed that you should choose the profession which is interesting to you. It is impossible to achieve success in something that you don't like. If you have to do something that is boring or makes you unhappy day after day, your life becomes miserable. I think that one of the reasons why a lot of people are poor and depressed is because they work only for money. Even if it is good money, but the job is very hard, eventually you would start to hate your job. It's not important what you do, but it's a lot more important if you get joy and energy from what you do. You might be a businessman, a builder, a carpenter, an artist, a sales person. If you like it, then you have a chance to be successful. So ask yourself some questions: "What do I like to do? What can I do day after day? Will my skills be useful to others? What profession can give me money with minimum efforts?" Be honest with yourself. Don't do something because it's prestigious or popular. Remember, that it's your lifetime that you're going to spend.

TASK III. Answer the questions.

1. What kind of professions do you know?
2. Whom do you want to be in future?
3. Why did you choose this profession?
4. What factors impact to find a good job with a high salary?
5. Is it possible to achieve success if you don't like your job and why?

TASK IV. Choose the right occupation.

1. A person who teaches you at school is called
a) a student b) a doctor c) a teacher
2. A person who takes care of people at hospital is called
a) a teacher b) a doctor c) a farmer
3. A person who grows crops is called
a) a dentist b) a grower c) a butcher.
4. A person who breeds animals is called
a) a fisherman b) a cook c) a breeder
5. A person who looks after animals is called
a) a vet b) a breeder c) a grower
6. A person who chases animals in order to catch them is called
a) a vet b) a breeder c) a hunter
7. A person who designs farm machinery is called
a) an engineer b) a doctor c) an economist
8. A person who is responsible for finances on the farm is called
a) a vet b) a bookkeeper c) a breeder

TASK V. Make up your own story on topic "My future profession".

Use the topic vocabulary given above.

Grammar. Comparative I

Adjective change in form when they show comparison.

Positive degree: An adjective is said to be in the positive degree when there is no comparison.

Comparative degree: An adjective is said to be in the comparative degree when it is used to compare two nouns/pronouns.

Superlative degree: An adjective is in superlative degree when it is used to compare more than two nouns/pronouns. We use the article 'the' before the superlative degrees.

Formation of Comparative & Superlative Degrees of Adjectives
Adjectives usually form their comparative and superlative degrees:

1) by addition of '-er' and '-est' to the positive degree

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
Bright	brighter	the brightest
Black	blacker	the blackest
Bold	bolder	the boldest
Clever	cleverer	the cleverest

Adjective – Sifat soʻz turkumi shaxs yoki narsalarning belgisini bildiradi. Bu soʻz turkumining maʼlum bir darajalari mavjud: oddiy, qiyosiy, ortirma. Sifatning bu shakllari va ulardan qaysi holatlarda foydalanish mazkur darsda koʻrib oʻtiladi.

Dastavval quyidagi misollar orqali sifat soʻz turkumi boʻyicha dastlabki tushunchaga ega boʻlish lozim.

free tickets	attractive building	rich people
cheap food	narrow streets	unique talent
instant tea	simple task	precious time
clever student	unusual answer	important decision
red house	interesting book	fatal disease
yellow flower	luxurious hotel	broad way
busy city	cheap hotel	different characters
difficult task	thick door	shy person
dirty clothes	final game	terrible crime
pleasant music	friendly people	dangerous game

Bir bo'g'inli sifatlar

Yuqorida ko'rib o'tilganidek ingliz tilidagi sifatlarning 3 xil darajasi mavjud. Ingliz tilidagi bir bo'g'inli sifatlar qiyosiy (comparative) shaklga o'tkazilganida ularga –er qo'shimchasi qo'shiladi va bu o'zbek tilidagi –roq qo'shimchasiga to'g'ri keladi.

- long river – longer river
- cold weather – colder weather
- cheap food – cheaper food
- dirty clothes – dirtier clothes
- high results – higher results

Qachonki ikki shaxs yoki ikki buyum bir-biriga qiyoslansa, solishtirilsa, bu paytda sifatning (comparative) qiyosiy shaklidan foydalaniladi. Unutmang, birinchi obyekt ikkinchi obyekt bilan solishtirilayotganda *than* ko'makchisini qo'llaymiz. Quyidagi misollar orqali qoidani batafsil tushunish mumkin.

- I got higher marks than my friend.
- Men do'stimnikidan ko'ra yuqoriroq baho oldim.
- Our workers are older than yours.

Bir bo'g'inli sifatlarda orttirma darajani hosil qilishda esa –est yoki –iest qo'shimchalaridan foydalaniladi va ular o'zbek tilidagi “eng” yuklamasiga to'g'ri keladi. Unutmang, orttirma darajadagi sifatlar oldidan asosan *the* artikli ishlatiladi.

- long river – the longest river • cold weather – the coldest weather •
- cheap food – the cheapest food • dirty clothes – the dirtiest clothes •
- high results – the highest results

TASK VI. Fill out a comparative form and a superlative form

adjective	comparative form	superlative form
dark		
warm		
light		
cold		
fast		

low		
slow		

If the adjective ends in e, add r to form the comparative and st to form the superlative.

adjective	comparative	superlative
nice		
close		
large		
rude		
wide		

Suppose the adjective is a short word that ends in a consonant and has a single vowel in the middle. Just double the consonant and add er to make the comparative and est to make the superlative.

adjective	comparative	superlative
sad		
wet		
slim		
thin		
big		

Suppose the adjective has two syllables and ends in y. Just change the y to i and add er to make the comparative and add est to make the superlative.

adjective	comparative	superlative
easy		
funny		
dirty		
noisy		

LESSON 10. SHOPPING. GRAMMAR: COMPARATIVE II.

TASK I. Learn the shopping related vocabulary: Types of shop

shop / store / retail outlet – a place where customers can buy goods

chain store – a group of shops that belong to one company

independent stores – shops not owned by large companies

department store – a large shop that sells different types of items in different areas or departments of the store

convenience store – a small local shop that is open for long hours and sells a limited range of everyday food and other goods

supermarket – a large shop that sells mainly food and household items

discount store – a shop that sells goods at less than the normal retail price

grocery – shop that sells groceries (the collective term for items of food sold in a grocery or supermarket)

greengrocer – person or shop that sells fresh fruit and vegetables

shopper – a person who is shopping

customer – a person who buys goods or services from a shop or business

retailer – a business or person that sells goods to individual customers, as opposed to a wholesaler or supplier, who normally sell their goods to another business

bargain hunter – someone who is looking for goods that are very good value for money, usually because they are on sale at a lower price than normal

to try on – to put on an item of clothing to see if it fits or looks good

take something back – return an unwanted item to a shop

to return an item – to take or send something back to the retail outlet it was purchased from

exchange – change an item that has been purchased for a different one

for sale – available to buy

TASK II. Read and retell the text.

When we want to buy something, we go to a shop. There are many kinds of shops in every town or city, and most of them have a food

supermarket, a department store, men's and women's clothing stores, grocery stores, a bakery, and a butchery. I like to do my shopping at big department stores and supermarkets.

They sell various goods under one roof, and this is very convenient. A department store, for example, true to its name, is composed of many departments: ready-made clothes, fabrics, shoes, sports goods, toys, china and glass, electric appliances, cosmetics, linen, curtains, cameras, records, etc. You can buy everything you like there.

There are also escalators in big stores that take customers to different floors. The things for sale are on the counters so that they can be easily seen. In the women's clothing department, you can find dresses, costumes, blouses, skirts, coats, beautiful underwear, and many other things. In the men's clothing department, you can choose suits, trousers, overcoats, ties, etc.

In the knitwear department, one can buy sweaters, cardigans, short- and long-sleeved pullovers, and woolen jackets. In the perfumery, they sell face cream and powder, lipstick, lotions, and shampoos.

In a food supermarket, we can also buy many different things at once: sausages, fish, sugar, macaroni, flour, cereals, and tea. At the butcher's, there is a wide choice of meat and poultry. At the bakery, you buy brown and white bread, rolls, and biscuits. Another shop we frequently go to is the greengrocery, which is stocked with cabbage, potatoes, onions, cucumbers, carrots, beetroots, green peas, and what not.

Everything is sold here ready-weighed and packed. If you call around at a dairy, you can buy milk, cream, cheese, butter, and many other products. The methods of shopping may vary. It may be a self-service shop where the customer goes from counter to counter, selecting and putting into a basket what he wishes to buy. Then he takes the basket to the check-out counter, where the prices of the purchases are added up.

If it's not a self-service shop, as most small shops are not, the shop assistant helps the customer find what he wants. You pay money to the cashier and he gives you back the change. But there is a very good service called Postal Market. It really helps you save time and get goods of high

quality. You have to just look through a catalog, choose the things you like, order them, and wait a little to get them.

The Media as Gatekeeper

A gatekeeper stands guard at a gate and decides who gets to pass through and who doesn't. In its role as gatekeeper, the media decides which stories and issues are important enough to receive public attention—and which aren't. As a citizen, it is important for you to realize there are many serious events and issues you will never hear about on the evening news. Each news outlet has its own criteria for deciding which stories get through the gate and into the public eye. To understand why, you need to understand two things: the media is a business, and the media is almost always biased.

Gatekeeper: "B" is for Business

Most people get their news from television, radio, or a newspaper (either in print or online). With the exception of PBS, the Public Broadcasting System, most are commercial or for-profit sources. They make money by selling time or space to advertisers. But advertisers won't pay for ads nobody will see, so for-profit media must make the news as exciting as possible to attract lots of viewers.

Gatekeeper: "B" is for biased.

Biased means favoring one view over another. As a human being, it is impossible to be completely unbiased, even if you try. The media is made up of human beings; therefore, even when media outlets try to be unbiased, they're not always successful. Bias may cause the media to open the gate to some stories instead of others or to report stories in a way that is weighted toward one side.

The Media as Agenda-Setter

Because of its role as a gatekeeper, the media is largely responsible for deciding what issues society discusses in the public sphere. That means the media also determines which issues are on the public agenda, which is the to-do list of issues the public agrees are priorities. An issue won't get on the public agenda unless it is being discussed in the public sphere, and it won't be discussed in the public sphere if nobody has heard about it.

The Media as Watchdog

A real watchdog stands as a guard and barks loudly to alert the owner if there is something wrong. In its role as a watchdog, the media keeps watch on the government and others in power. It speaks out to alert the public if something happens that shouldn't. Local news stations often have a segment in which they investigate problems for people. Entire, hour-long news shows are devoted to exposés, which are stories designed to expose wrong doing. Government officials who engage in bad behavior know they will be on every news show and newspaper in the country if they are caught.

Grammar. Comparative II.

IKKI VA UN DAN ORTIQ BO'G'INLI SIFATLAR

Ikki va undan ortiq bo'g'indan tashkil topgan sifatlarning qiyosiy darajasini tuzishda "more" ko'makchisidan foydalaniladi va u o'zbek tilidagi "-roq" qo'shimchasiga to'g'ri keladi.

- important event – more important event
- interesting game – more interesting game
- beautiful city – more beautiful city
- attractive landscape – more attractive landscape
- pleasant smell – more pleasant smell

2- holat: tartib son dan keyin kelgan ortirma darajadagi sifat bilan the qo'llanilmaydi:

- It is the third tallest building; • You have the second fastest car.

Unutmang, birinchi obyekt ni ikkinchi obyekt bilan solishtirayotganda *than* ko'makchisidan foydalaniladi. Quyidagi misollar orqali qoidani yaxshiroq tushunishga harakat qiling.

- This meeting is more important event than festivals or carnivals.
- Bu majlis festival yoki karnavaldan ko'ra muhimroq hodisa.
- They say it will bring more dangerous effects than we expect.
- London has more attractive landscape than other cities.
- Rose has more pleasant smell than this flower on your hands.
- Which one is more beautiful city for you?

Ko'p bo'g'inli sifatlarda ortirma darajani hosil qilishda esa "the most" yuklamasidan foydalaniladi va u o'zbek tilidagi "eng" yuklamasiga

to'g'ri keladi. Unutmang, orttirma darajadagi sifatlar oldidan asosan the artikli ishlatiladi.

important event – most important event

• interesting game – most interesting game

• beautiful city – most beautiful city

• attractive landscape – most attractive landscape

Orttirma sifatlar asosan quyidagi hollarda ishlatiladi:

• biror bir predmet yohud shaxs eng zo'r, eng katta, eng muhim kabi xususiyatlarga ega bo'lsa;

• guruhda, jamoada, ma'lum bir hududda yoki butun dunyoda yagona bo'lsa, uni boshqalardan ustunligini ko'rsatuvchi biror omil mavjud bo'lsa.

• This is the most attractive place in the world.

• It was the most unpleasant situation in my life.

• It was the most important examine for me.

• My father is the most adventurous person in the world.

• Your gift is the most surprising one in my birthday.

Quyidagi jadvalda namunadagi singari ko'p bo'g'inli sifatning qiyosiy va orttirma darajasini shakllantiring .

Positive	Comparative	Superlative
adorable	more adorable	the most adorable
boring		
charming		
delicious		
amazing		

Darajalangan vaqtda o'z shaklini o'zgartiruvchi sifat va olmoshlar ham mavjud ba 'zi bir sifat va olmoshlar darajalantirilsa ular o'z shaklini yo'qotadi.

Positive	Comparative	Superlative
good	better	the best
bad	worse	the worst

much	more	the most
many	more	the most
little	less	the least
far (1)	farther	the farthest
far (2)	further	the furthest
well	better	the best

TASK III. Read the following passage. Write the correct comparative and superlative forms of the adjectives in parentheses in the blank spaces. The first one has been done for you.

Paul likes playing football. He's a very good player, but his friend Sally is a..... (good) player. She's the..... (good) player in the whole school. She is..... (fast) and..... (strong) than all the boys, even the boys who are..... (old) and..... (big) than her. That's why Paul likes her. Paul thinks all games are exciting, but football is the..... (exciting) game and it's(noisy) than all the other games he plays with his friends. When the grass is wet, everyone gets dirty when they play football. But Sally gets..... (dirty) and..... (wet) than everyone else.

LESSON 11. SUPPLY. GRAMMAR: PRESENT SIMPLE TENSE.

TASK I. Vocabulary. Read the words and learn them by heart.

Make up your own sentences with them.

1. Production cost-
2. Returns-
3. Expectation-
4. Refer to-
5. Profit
6. To earn profit
7. To make profit
8. Exception
9. Reduction
10. Upward sloping
11. Movement

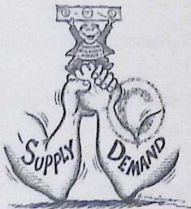
TASK II. Read the text, translate it and take note the facts.

SUPPLY



Reading

What determines the quantity of a good or service sellers are willing to offer for sale? Price is one factor; *ceteris paribus*, a higher price is likely to induce sellers to offer a greater quantity of a good or service. Production cost is another determinant of supply. Variables that affect production cost include the prices of factors used to produce the good or service, returns from alternative activities, technology, the expectations of sellers, and natural events such as weather changes. Still another factor affecting the quantity of a good that will be offered for sale is the number of sellers – the greater the number of sellers of a particular good or service, the greater will be the quantity offered at any price per time period.



Price and the Supply Curve

The quantity supplied of a good or service is the quantity sellers are willing to sell at a particular price during a particular period, all other things unchanged. *Ceteris paribus*, the receipt of a higher price increases profits and induces sellers to increase the quantity they supply.

In general, when there are many sellers of a good, an increase in price results in an increase in quantity supplied, and this relationship is often referred to as the law of supply. Though there are a number of exceptions to this relationship. There are cases in which a higher price will not induce an increase in quantity supplied. Goods that cannot be produced, such as additional land on the corner of Park Avenue and 56th Street in Manhattan, are fixed in supply – a higher price cannot induce an increase in the quantity supplied. There are even cases, in which a higher price induces a reduction in the quantity supplied.

Generally speaking, however, when there are many sellers of a good, an increase in price results in a greater quantity supplied. The relationship between price and quantity supplied is suggested in a supply schedule, a table that shows quantities supplied at different prices during a particular period, all other things unchanged. Figure 3.2 "A Supply Schedule and a Supply Curve" gives a supply schedule for the quantities of coffee that will be supplied per month at various prices, *ceteris paribus*. At a price of \$4 per pound, for example, producers are willing to supply 15 million pounds of coffee per month. A higher price, say \$6 per pound, induces sellers to supply a greater quantity – 25 million pounds of coffee per month.

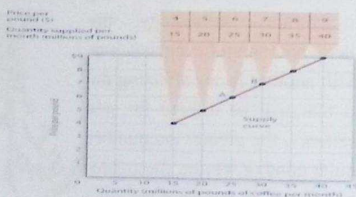


Figure 3.2 A Supply Schedule and a Supply Curve

The supply schedule shows the quantity of coffee that will be supplied in the United States each month at particular prices, all other things unchanged.

The same information is given graphically in the supply curve. The values given here suggest a positive relationship between price and quantity supplied.

A supply curve is a graphical representation of a supply schedule. It shows the relationship between price and quantity supplied during a particular period, all other things unchanged. Because the relationship between price and quantity supplied is generally positive, supply curves are generally upward sloping. The supply curve for coffee in Figure 3.2 "A Supply Schedule and a Supply Curve" shows graphically the values given in the supply schedule.

A change in price causes a movement along the supply curve; such a movement is called a change in quantity supplied. As is the case with a change in quantity demanded, a change in quantity supplied does not shift the supply curve. By definition, it is a movement along the supply curve. For example, if the price rises from \$6 per pound to \$7 per pound, the quantity supplied rises from 25 million pounds per month to 30 million pounds per month. That's a movement from point A to point B along the supply curve in Figure 3.2 "A Supply Schedule and a Supply Curve".

TASK III. Answer the following discussion questions.

1. How do you understand the term supply?
2. What factors can influence supply?
3. Why supply is important in business?
4. Discuss about relationship between price and quantity supplied.

TASK IV. Say if the sentences concerning text are true or false.

1. A higher price induces sellers to offer a lesser quantity of goods and services.
2. Price and production cost are the main determinants (factors) that influence supply.
3. The higher the price, the more will be the sellers on the market.

4. Sometimes a higher price may induce a reduction in the quantity supplied.
5. A supply schedule shows quantities supplied at one prices during various periods of time.
6. A supply curve shows the relationships between price and quantity of buyers willing to buy a good or service.

TASK V. Answer the following questions.



1. What is the Latin term for —a higher price?
2. What are the key-factors that determine the quantity of a good or service sellers are willing to offer for sale?
3. What variables affect production cost?
4. How does a number of sellers affect the quantity of a good that will be offered for sale?
5. Define the quantity supplied of a good or service.
6. How does a higher price affect market and sellers?
7. What is the law of supply?
8. Does an increase in price always result in an increase in quantity supplied?
9. What do a supply schedule and supply curve show?

TASK VI. Read the sentence pairs. Choose where the words best fit in the blanks.

1. Economic / economical

The government's _ policy helped to increase the annual GDP. It is usually _____ to buy washing powder in large quantities.

2. Save / economize

Some people try to _ on heating, tap water and light as these facilities are rather expensive.

Jane seldom visited cafes because she was ___ for a new car.

3. Wage / pay / salary

My mother is a doctor, and her sister is a teacher, – unfortunately, their _____ is not very high.

This guy works in a concrete producing factory and each week he gets his _____. Her job is hard work, but the _____ is good.

4. Profitable / successful

The play was very _____ on Broadway. He runs a highly _____ business.

TASK VII. Study, translate into Russian the following economic terms and match them with their definitions.

Word	Definition
1. debt	a. the money that you make in business or by selling things, especially after paying the costs involved.
2. demand	b. a product or service that is brought into one country from another.
3. supply	c. the money that a person, a region, a country, etc. earns from work, from investing money, from business, etc.
4. profit	d. the selling and transporting of goods to another country.
5. equilibrium	e. a sum of money that somebody owes.
6. income	f. an amount of smth. that is provided or available to be used.
7. import	g. a state of balance, especially between opposing forces or influences.
8. export	h. the desire or need of customers for goods or services which they want to buy or use.

TASK VIII. Read and find Russian equivalents to the following English proverbs and sayings. Express your thoughts on these topics and explain the meaning of them.

- All covet, all lose.
- To angle with a silver hook.
- An ass loaded with gold climbs to the top of the castle.
- Better be envied than pitied.
- A bargain is a bargain.
- Better be born lucky than rich.

Grammar. Take note of the grammar rule Present Simple Tense.

Ingliz tilidagi Present simple zamoni har kuni, doimiy takrorlanuvchi hodisalarga, tabiiy faktlarga, o'zgarmas voqeilik va shu kabilarga nisbatan qo'llaniladi.

1. Ushbu zamon ingliz tilidagi eng faol va tez o'zlashtiriladigan zamonlardan biridir. Bu zamondan foydalanish tartibi quyida ko'rib o'tiladi.

DARAK SHAKLIDA

1. Ega (subject) o'miga turli shaxs va predmetlardan foydalanish ham mumkin.

Fe'l o'miga esa to'g'ri fe'llar va noto'g'ri fe'llarning birinchi shaklini qo'llaymiz.

- We always sell natural products. – Biz doim tabiiy mahsulotlar sotamiz.
- My parents never understand me. - Ota-onam meni hech qachon tushunishmaydi.
- I usually watch horror films. – Men odatda qo'rqinchli filmlar tomosha qilaman.
- Jack spends too much money - Jek har hafta juda ko'p pul sarflaydi. every week.

Yuqoridagi misollarda keltirilganidek, doim sodir bo'ladigan hamda takrorlanadigan ish harakatlar ifodalangan. Shu sababdan gapda always, usually, every week (year, month...) kabi ravishlar qo'llangan. Quyida esa yana boshqa ko'p qo'llaniluvchi (Present simple ga tegishli) ravishlar berilgan.

often regularly frequently on Mondays sometimes always seldom in the evenings

E'TIBOR BERING! Agar gapdagi fe'l 3- shaxs birlikda bo'lsa unda unga – s yoki – es qo'shimchalarini qo'shish talab etiladi. Agar fe'l –(undosh +) y, - x, - s, - ss, - o, - ch, - sh ko'rinishida tugasa ularga - es qo'shiladi. Quyidagi misollarni tarjima qiling:

Their father fixes (fix) broken cars.

- This train goes (go) to Samarkand.
- My sister studies (study) at university.
- This shop opens at 8 o'clock.
- This horse runs very fast.
- I always play computer games.
- She always talks about her house.
- In this film, a big truck crashes (crash) with a bus.
- In the evenings, he reads a newspaper.

Present simple zamonining bo'lishsiz shaklini tuzishda do not va does not dan foydalaniladi. 3- shaxsdagi fe'lga does not qo'shiladi.

BO'LISHSIZ SHAKLIDA

- My phone does not work well. My parents do not allow me to work.
- Telefonim yaxshi ishlamaydi. Ota-onam menga ishlashga ruxsat berishmaydi.
- They don't want to study. The government does not care about it.
- We don't celebrate foreign festivals. University does not allow us to use phones.

do not hamda does not birikmalarini qisqartirilgan holda ham qo'llash mumkin. Bunda hech qanday farq yoki xatolik yuzaga kelmaydi. do not = don't does not = doesn't

SO'ROQ SHAKLI

Do/does + EGA + FE'L + IKKINCHI DARAJALI BO'LAKLAR + ?

- Does this TV-set work well?
- Bu televizor yaxshi ishlaydimi?
- Do you work abroad?
- Siz chet elda ishlaysizmi?
- Do you know that woman?

- Do they go to the courses?
- Does your father teach students?
- Does your government care about orphanages?

TASK IX. Look at the pairs of subjects and verbs below. Then write a sentence using each subject with the simple present form of the verb. Remember that you can also use the simple present tense to talk about the future.

Example: Dad goes to work on his bike. subject verb

1. Dad go
2. My brother ride
3. The dog watch
4. The bus leave
5. Tom and Sam buy
6. We eat
7. Aunt Grace come.....
8. Our neighbor like
9. The boys start
10. My family travel.....

LESSON 12. CHANGES IN SUPPLY. GRAMMAR: PAST SIMPLE TENSE.

TASK I. Topic vocabulary.

Read the words and learn them by heart. Make up your own sentences with them.

1. To assume
2. Fertilizer
3. Previous
4. Yield
5. Supply curve
6. a change in supply
7. fertilizer falls
8. for sale
9. each price
10. supply schedule
11. prices of factors of production
12. seller expectations-
13. natural events-
14. the number of sellers
15. Supply shifters

TASK II. Read the text, translate it and take note the facts.

CHANGES IN SUPPLY



When we draw a supply curve, we assume that other variables that affect the willingness of sellers to supply a good or service are unchanged. It follows that a change in any of those variables will cause a change in supply, which is a shift in the supply curve.

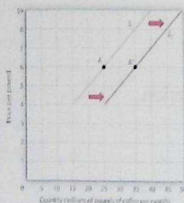
A change that increases the quantity of a good or service supplied at each price shifts the supply curve to the right. Suppose, for example, that the price of fertilizer falls. That will reduce the cost



of producing coffee and thus increase the quantity of coffee producers will offer for sale at each price. The supply schedule in Figure 1 "An Increase in Supply" shows an increase in the quantity of coffee supplied at each price. We show that increase graphically as a shift in the supply curve from S_1 to S_2 . We see that the quantity supplied at each price increases by 10 million pounds of coffee per month. At point A on the original supply curve S_1 , for example, 25 million pounds of coffee per month are supplied at a price of \$6 per pound. After the increase in supply, 35 million pounds per month are supplied at the same price (point A' on curve S_2).

Figure 1. An Increase in Supply

Price	Old quantity supplied	New quantity supplied
\$4	15	25
5	20	30
6	25	35
7	30	40
8	35	45
9	40	50

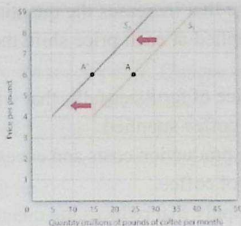


If there is a change in supply that increases the quantity supplied at each price, as is the case in the supply schedule here, the supply curve shifts to the right. At a price of \$6 per pound, for example, the quantity supplied rises from the previous level of 25 million pounds per month on supply curve S_1 (point A) to 35 million pounds per month on supply curve S_2 (point A').

An event that reduces the quantity supplied at each price shifts the supply curve to the left. An increase in production costs and excessive rain that reduces the yields from coffee plants are examples of events that might reduce supply. Figure 2 "A Reduction in Supply" shows a reduction in the supply of coffee. We see in the supply schedule that the quantity of coffee supplied falls by 10 million pounds of coffee per month at each price. The supply curve thus shifts from S_1 to S_3 .

Figure 2. A Reduction in Supply

Price	Old quantity supplied	New quantity supplied
\$4	15	5
5	20	10
6	25	15
7	30	20
8	35	25
9	40	30



A change in supply that reduces the quantity supplied at each price shifts the supply curve to the left. At a price of \$6 per pound, for example, the

original quantity supplied was 25 million pounds of coffee per month (point A). With a new supply curve S_3 , the quantity supplied at that price falls to 15 million pounds of coffee per month (point A').

A variable that can change the quantity of a good or service supplied at each price is called a *supply shifter*. Supply shifters include (1) prices of factors of production, (2) returns from alternative activities, (3) technology, (4) seller expectations, (5) natural events, and (6) the number of sellers. When these other variables change, the all-other-things-unchanged conditions behind the original supply curve no longer hold.

TASK III. Answer the following discussion questions.

1. What factors can cause changes in supply?
2. What goods and services are in demand in your region?
3. How does the increase in the quantity of a good or service influence the supply curve?
4. How can the fall in the price of fertilizer influence the supply of coffee?
5. Using figure 3.3 —An Increase in Supply, explain the shift of the supply curve.
6. What natural and unnatural reasons can reduce supply?
7. What is a supply shifter?
8. What do supply shifters include?

TASK IV. Say if the sentences concerning the text are true or false.



1. A change that increases the quantity of a good or service supplied at each price shifts the supply curve to the left.
2. If the price of fertilizer falls, that will increase the quantity of coffee supplied.
3. An increase in production costs and excessive rain might reduce supply of coffee.
4. A change in supply that reduces the quantity supplied at each price shifts the supply curve to the right.
5. A variable that can change the quantity of a good or service supplied at each price is called a demand shifter.

TASK V. Read and translate into Russian the following word-combinations. Pay attention to the way some words change their meaning depending on the word-combination they are used in.

a) Active demand, aggregate demand, alternate demand, anticipated demand, competitive demand, considerable demand, consumer demand, consumer's demand, decreasing (declining, diminishing) demand, expected demand, heavy demand, product demand;

b) aggregate supply, assured supplies, ample supplies, competitive supply, composite supply, contractual supplies, critical supplies, currency supply, deficient supply, direct supplies, excess supply, factory supplies, food supply, guaranteed supplies, large supplies, low supply, market supply, to offer supply, to arrange for a supply;

c) Bear market, bull market, bid market, black market, bootleg market, buyers' market, commodity market, competitive market, dead (dull) market, effective market, enduring market, expanding market, fund market, goods market, home (inland) market, housing market, job (labour) market, mass market, primary mortgage market, property market, real estate market, retail market, wholesale market, sophisticated market, steady market, world market;

d) at the market, in the market, on the market, to black the market, to bring on (to) the market, to branch out into a new market, to come into

the market, to congest a market, to conquer a market, to meet with a ready market, to play the market.

TASK VI. Read the sentence pairs. Choose where the words best fit in the blanks.

1. Actual / current / present

Due to the difficult economic situation in the country, the factory cannot continue its

_____ level of production.

The president always demands _____ figures to make up optimal decision. He has been working for 5 years already in his _____ job.

2. Bill / invoice

This month we have got a huge electricity _____.

Our partners sent us the _____ for \$250.

3. Expensive / overpriced

This restaurant is too _____ for me, let's go to another one.

Some designer clothes are ridiculously _____.

4. Money / cash

How would you like to pay: in _____ or by a credit card?

How much _____ is there in my account?



TASK VII. Read and find Russian equivalents to the following English proverbs and sayings about money. Express your thoughts on these topics and explain the meaning of them.

Money begets money. Money has no smell.

Money is a good servant but a bad master. M

oney often unmakes the men who make it.

Money spent on the brain is never spent invain.

Money is the root of evil as often as the root of it (H. Filding).

number of sellers. When these other variables change, the all-other-things-unchanged conditions behind the original supply curve no longer hold.

TASK VIII. Say if the sentences concerning text are or false.

1. A change that increases the quantity of a good or service supplied at each price shifts the supply curve to the left.
2. If the price of fertilizer falls, that will increase the quantity of coffee supplied.
3. An increase in production costs and excessive rain might reduce supply of coffee.
4. A change in supply that reduces the quantity supplied at each price shifts the supply curve to the right.
5. A variable that can change the quantity of a good or service at each price is called a demand shifter.



TASK IX. Answer the following discussion questions.

1. How does the increase in the quantity of a good or service influence the supply curve?
2. How can the fall in the price of fertilizer influence the supply of coffee?
3. Using figure 3.3 —An Increase in Supply, explain the shift of the supply curve.
4. What natural and unnatural reasons can reduce supply?
5. What is a supply shifter?
6. What do supply shifters include?

TASK X. Read and translate into Russian the following word-combinations. Pay attention to the way some words change their meaning depending on the word-combination they are used in.

- a) active demand, aggregate demand, alternate demand, anticipated demand, competitive demand, considerable demand, consumer demand, consumer's demand, decreasing (declining, diminishing) demand, expected demand, heavy demand, product demand;
- b) aggregate supply, assured supplies, ample supplies, competitive supply, composite supply, contractual supplies, critical supplies, currency supply, deficient supply, direct supplies, excess supply, factory supplies, food supply, guaranteed supplies, large supplies, low

supply, market supply, to offer supply, to arrange for a supply;

c) Bear market, bull market, bid market, black market, bootleg market, buyers' market, commodity market, competitive market, dead (dull) market, effective market, enduring market, expanding market, fund market, goods market, home (inland) market, housing market, job (labour) market, mass market, primary mortgage market, property market, real estate market, retail market, wholesale market, sophisticated market, steady market, world market;

d) at the market, in the market, on the market, to black the market, to bring on (to) the market, to branch out into a new market, to come into the market, to congest a market, to conquer a market, to meet with a ready market, to play the market.

TASK XI. Read the sentence pairs. Choose where the words best fit in the blanks.

1. Actual / current / present

Due to the difficult economic situation in the country, the factory cannot continue its _____ level of production.

The president always demands _____ figures to make up optimal decision. He has been working for 5 years already in his _____ job.

2. Bill / invoice

This month we have got a huge electricity _____.

Our partners sent us the _____ for \$250.

3. Expensive / overpriced

This restaurant is too _____ for me, let's go to another one.

Some designer clothes are ridiculously _____.

4. Money / cash

How would you like to pay: in _____ or by a credit card?

How much _____ is there in my account?

Grammar. Past Simple Tense. Take note of the grammar rule.

Past simple – ya'ni oddiy o'tgan zamon bu – ma'lum vaqt oldin, qaysidir o'tgan vaqtda, umuman olganda hozirgi vaqtdan ilgariroq bajarilgan ish harakatni anglatadi. Ingliz tilida ikki turdagi fe'llar mavjud: to'g'ri fe'llar va noto'g'ri fe'llar. Past simple mavzusini yaxshi o'zlashtirish uchun ushbu fe'llarning farqini ajratib olishimiz kerak.

To'g'ri fe'llar bu o'tgan zamonda -d, -ed shakllarini oluvchi fe'llardir. Misol uchun: play+ed (We played football), study+ed (They studied in Moscow), celebrate+d (I celebrated my birthday yesterday). Noto'g'ri fe'llar esa o'tgan zamonda o'z shaklini o'zgartiruvchi fe'llardir. Masalan: come – came (They came to Uzbekistan yesterday), do – did (Children did their homework) va shu kabilar. 2. Quyidagi jadvalda asosiy va eng keng tarqalgan noto'g'ri fe'llarning ba'zilarini keltirib o'tilgan:

Be	was / were	been	bo'lmoq
Become	became	become	bo'lmoq
Beat	beat	beaten	urmoq
Bite	bit	bitten	tishlamoq
Blow	blew	blown	esmoq
Break	broke	broken	sinmoq
Bring	brought	brought	olib kelmoq
Build	built	built	qurmoq
Buy	bought	bought	sotib olmoq
Catch	cought	cought	tutmoq
Choose	chose	chosen	tanlamoq
Come	came	come	kelmoq
Cost	cost	cost	narx turmoq
Cut	cut	cut	kesmoq
Do	did	done	qilmoq
Draw	drew	drawn	chizmoq

3. Noto'g'ri fe'llarning 3 tadan shakli mavjud. Past simple mavzusida so'zlovchiga ikkinchi shaklda turgan fe'llar kerak bo'ladi. To'g'ri fe'llarga esa oddiygina -d yoki -ed qo'shimchalari qo'shiladi.

BO'LISHLI SHAKLI

- I saw (see) him in the supermarket.
- Men uni supermarketda ko'rdim.
- The manager came (come) to the meeting very late.
- Menejer majlisga juda kech keldi.

Ingliz tilidagi o'tgan zamonda ham bir qator signallar mavjud:

last week	last Monday	two days ago	in 1999
last month	last summer	three years ago	in 2000 last
last year	last season	a week ago	in 670 BC

BO'LISHSIZ SHAKLI:

EGA + did not + FE'LNING O'ZGARMAGAN SHAKLI + IKKINCHI D/B

- Last year, we did not prepare well. – O'tgan yil biz yaxshi tayyorlanmagan edik.
- She did not show her marks. – U baholarini ko'rsatmadi.
- Teacher didn't want to see us.
- They didn't participate in the competition.

Ko'rinib turganidek, bo'lishsiz shaklda fe'lning o'zgarmagan shaklidan foydalaniladi. Chunki gapda did ko'makchisi mavjud bo'lib, u o'tgan zamon belgisini berib turadi.

SO'ROQ SHAKLI: Did + EGA + Fe'lning o'zgarmagan shakli + IKKINCHI DARAJALI BO'LAKLAR

- Did you take everything for travel? • Sayohat uchun barcha narsalarni oldingizmi?
- Did they win the championship finally? • Nihoyat ular chempionatda g'alaba qozonishdimi? • *Letter of complaint*

Dear Mr. Johnson

Yesterday, I ordered a TV set from your shop. Your worker brought that TV set. It was terrible. Your worker asked me for extra money for his service. I did not understand anything. There was no a manual in the box of TV set. I got very nervous at that time.

I want you and your company to give my money back!

Miss Lucy

TASK XII. Complete the sentences with the simple past tense of the verbs in parentheses.

1. The boys(whisper) secrets to each other.
2. Uncle Ben..... (hurry) to catch his bus.
3. We..... (return) our books to the library.
4. She (kiss) the frog and it(change) into a prince.
5. Someone(tap) me on the shoulder.
6. The baby(cry) when we took her toy away.
7. John (pin) the badge onto his jacket.
8. Two doctors (rush) into the room.
9. This is the house that we(live) in when I was younger.
10. Grandad(lower) himself into the chair.

**LESSON 13. HOLIDAYS AND PARTIES. GRAMMAR:
FUTURE SIMPLE TENSE.**

TASK I. Vocabulary.

bank holiday — public holiday during which the banks are closed by law — bayram, bu bayramda banklar qonun tomonidan yopiladi
traditions — customs and believes continued from past generations — an'analar
emigrate — move from one's own country to live in another — ko'chib bormoq
steel band — group of musicians who play music on metal drums— often West Indian — cholg'uchilar guruhi, asosan metal do'mbiralalar chalishadi
beforehand — in advance — oldindan
float — type of vehicle which is highly decorated, and often carries people, especially for a carnival procession — mashina (bezatilgan)
streamer — long ribbon of paper — lenta
amplifier — electrical equipment for making sound louder — ovoz kuchaytirgich
roar — loud, deep sound — o'kirish
brass band — group of musicians who play instruments such as trumpets and trombones — cholg'uchilar guruhi, asosan zarbli cholg'ular chalishadi

**TASK II. Read and retell the text.
POPULAR AMERICAN HOLIDAYS**

Christmas

Christmas is the celebration of the birth of Jesus Christ on December twenty-fifth. Many people go to church on Christmas Eve and in the morning of Christmas Day. Christmas carols are heard everywhere. Families decorate the Christmas tree with Christmas ornaments and put gifts for family members and close friends under it. Houses are decorated with holly, mistletoe, tinsel, Christmas lights, and statues of

angels. Gifts from Santa Claus are put into the stockings hung near the mantelpiece. Families usually gather for a family reunion and have a Christmas party with a traditional Christmas dinner: roast turkey, ham, potatoes, vegetables, mince pie, fruit cake, gingerbread, and nuts. It is also a tradition to send Christmas cards to relatives and friends and to give to charity. Greeting: Merry Christmas! Response: The same to you!

New Year's Day

New Year's Eve is the last evening of the old year. New Year's Day is January 1st. People often gather at the place where there's a tower with a big clock to say good-bye to the old year and welcome in the new year. Many people make a New Year's resolution to quit doing something (e.g., smoking) or start something new (e.g., swimming). New Year's Day is usually celebrated with friends at home or in a restaurant. Greeting: Happy New Year! Response: The same to you!

Independence Day

Independence Day, or the Fourth of July, is the most important patriotic holiday for Americans. It is celebrated in memory of the signing of the Declaration of Independence in 1776 and the birth of the new nation. The holiday is celebrated throughout the country with parades, fireworks, public ceremonies, speeches, popular amusements, concerts, shows, parties, and picnics. The American flag is displayed in many places, and its colors are used for decoration. Greeting: Have a nice holiday! Response: The same to you!

Halloween

Halloween is one of my favorite children's holidays. It is celebrated on the thirty-first of October. Holiday attributes include a jack-o'-lantern (an empty pumpkin with holes instead of the eyes, nose, and mouth and a burning candle inside) and frightening ghost costumes and masks. Houses are decorated with paper witches, ghosts, black cats, etc. Children wearing costumes go trick-or-treating at their neighbors' houses, where a lot of sweet things are prepared for them. They knock on the door and shout, "Trick or treat!" If a treat is not given to them,

they play a trick; for example, they squeeze out toothpaste on the glass, write with crayons on the door, or throw pebbles on the porch.

Thanksgiving

The celebration of Thanksgiving Day was started by the Pilgrims in 1621, when, with the help of local Indians, they had their first good crop after a long period of hardship in North America. For Americans, this is the day of thanks for the blessings they have received. Thanksgiving is a family holiday. Going home to celebrate Thanksgiving Day with the family is a widely-spread tradition. It is also a tradition to give to charity, and many people prepare gifts and food for the needy families. The holiday is celebrated with a big dinner: roast turkey, cranberry sauce, pumpkin pie, Indian pudding, corn, vegetables, fruit, and nuts. Greeting: Have a nice Thanksgiving! Response: The same to you!

TASK III. Write an essay about holidays and parties.

Grammar: Future Simple Tense.

Future Simple Tense – ya`ni kelasi oddiy zamon –kelgusida, yaqin orada, kelajakda yoki kelajakdagi belgilangan vaqtda sodir bo`luvchi ish harakatga nisbatan qo`llaniladi. Ushbu zamondan foydalanish uchun shall hamda will ko`makchilari kerak bo`ladi. Birinchi shaxs birlik hamda ko`plikda turgan egalarga shall ni qo`llash mumkin. Qolgan shaxslar bilan esa will kelaveradi. Ammo zamonaviy ingliz tilida barcha shaxslar bilan ham will ni qo`llash imkoniyati mavjud.

Yuqorida ta`kidlanganidek, Future simple kelgusi zamondagi ish harakatga ishora qiluvchi zamondir.

BO`LISHLI SHAKLI

EGA + will/shall + FE`LNING BIRINCHI SHAKLI + IKKINCHI DARAJALI BO`LAKLAR

I will do it immediately. - Men buni darhol bajaraman.

- They will come very soon. • Ular tez orada kelib qolishadi.
- We will help you tomorrow.
- She will bring enough food for us.
- Mrs. Ann will conduct a lesson tomorrow.

- The delegates will visit historical places tomorrow.

Ingliz tilidagi kelasi zamonda ham bir qator signallar mavjud: *next week, following year, next year, in the future, in the upcoming game, next month, after 2 days, in 2 weeks, next spring, after a month, in 3 months, next Monday, after 3 years, soon/ later, in 2050, in 2035.*

BO'LISHSIZ SHAKLI

EGA + will/shall + NOT + FE'LNING BIRINCHI SHAKLI + IKKINCHI DARAJALI BO'LAKLAR

Ko'rinib turibdiki, kelasi zamonning bo'lishsiz shaklini tuzishda oddiygina not dan foydalaniladi. Bu o'rinda maxsus qisqartmalardan foydalanish mumkin:

will not = won't ; shall not = shan't.

- She will not come again. • U endi qaytib kelmaydi.
- The company will not hire foreign workers any more.
- Kompaniya endi xorijiy ishchilarni ishga yollamaydi.
- They won't support our opinion.
- She won't come to the party tonight

SO'ROQ SHAKLI

will/shall + EGA + FE'LNING BIRINCHI SHAKLI + IKKINCHI DARAJALI BO'LAKLAR?
--

Ingliz tilidagi kelasi zamonning so'roq shaklini tuzish uchun will/shall ko'makchilarini egadan oldinga chiqarish talab qilinadi.

- Will you go to the party with us?
- Biz bilan bazmga borasizmi?
- When will they come? • Ular qachon kelishadi?
- Will you apply for our local universities?
- Will we visit historical places during the travel?

TASK IV. Convert the sentences into an interrogative or/and negative form.

- Tomorrow, I will download all the videos.
- She will spend her holiday on the beach next month.
- Next week delegates will meet with our president.
- This restaurant will start cooking French dishes.
- Next month our supermarket will hire new workers.
- They will go to the cinema next week.
- I shall search information about serious illnesses.
- We will congratulate them tonight on their victory.

TASK V. Decide whether shall and will are used correctly in each sentence. Put a checkmark for a correct use and an x for an incorrect use.

1. My dad will be home later. 2. I will never forget my days at school. 3. Tom and Kumar shall come with us. 4. The weather report says that it shall be sunny again tomorrow. 5. We will miss my cousins when they leave. 6. Raj and I shall feel happier when the exams are over. 7. It will be late when we arrive in London. 8. I shall stay awake all night and watch for Santa Claus. 9. My grandparents shall enjoy coming to our house for Christmas. 10. The winter holidays shall give us all a good rest.

LESSON 14. PLACES IN THE CITY. GRAMMAR: PRESENT CONTINUOUS AND STATIVE VERBS

TASK I. Vocabulary

Cities and towns

city; town; capital; metropolis; village; hamlet; settlement; port; resort; health resort; seaside resort; winter resort; mountain resort; ski resort; big city; large city; small town; densely populated city; city center; downtown; suburb; outskirts; region; district; neighborhood; borough; block; city limits; environment; surroundings.

Streets and roads

street; road; avenue; alley; boulevard; lane; drive; route; thoroughfare; main street; side street; back street; by-street (bystreet); one-way street; blind alley;

main road; side road; crossroad; back road; byroad; toll road; two-lane road; four-lane road; motorway; superhighway.

Parts of streets and roads

fast lane; left lane; slow lane; right lane; breakdown lane; bicycle lane; bicycle path; intersection; crossroads; junction; traffic light; red light; yellow light; green light; pedestrian crossing; zebra crossing; crosswalk; sidewalk; pavement; walkway; street corner; overpass; underpass; traffic circle; bridge; tunnel.

Bus stop, parking lot, etc.

bus stop; bus station; bus terminal; taxi stop; subway station; subway entrance;

parking lot; curb parking; to park at the curb; parking meter; garage; train station; railroad station; railway station; airport; gas station; filling station; petrol station.

Houses, buildings

house; small house; large house; brick house; brownstone; wooden house; apartment house; block of flats (BrE); residential building; three-story house; four-storied house; multistory building; row house; cottage; cabin; brick building; skyscraper; high rise; tower; elevator building; walk-up (walk-up building).

Miscellaneous buildings

school; hospital; supermarket; department store; restaurant; hotel; bank; post office; museum; library; movie theater; factory; plant; police department; fire department; city hall; town hall; prison; jail; church; cathedral; temple; chapel; mosque; synagogue.

Places of interest and entertainment

to go sightseeing; to see the sights; to visit scenic sites; to visit places of interest;

tourist attractions; cultural attractions; scenic attractions; major attractions;

historical places; historic places; historical sites; historic sites; historic landmarks;

art gallery; concert hall; opera house; theater; movie theater; cinema; circus;

dancing hall; disco; discotheque; night club.

Tourist information places

tourist information center; visitors center; visitors bureau; travel agency; tourist agency.

Hotels and other accommodation

hotel; inn; motel; lodge; youth hostel; residential hotel;

lodging; lodgings; lodging house; rooming house;

guesthouse (guest house); country inn; camping area; campsite;

boardinghouse (boarding house); bed and board; bed and breakfast;

deluxe hotel; luxury hotel; five-star hotel; four-star hotel; three-star hotel;

exercise room; swimming pool.

Restaurants, bars

restaurant; cafeteria; cafe; lunchroom; luncheonette; coffee shop; tearoom; snack bar; eating place; eating house; diner; eatery; canteen; grillroom; pizzeria; milk bar; saloon.

Banks

bank; central bank; savings bank; commercial bank; nearest bank;

ATM (automatic teller machine); cash machine; currency exchange;

electronic banking; online banking.

Shopping places

shopping center; shopping mall; department store; shoe store; computer store; bookstore;
supermarket; grocery store; food store; food market; farmers' market; bakery;
fair; annual fair; book fair; trade fair; trade center;
market; market place; flower market; flea market; bazaar;
newsstand; fruit stand; street vendor.

Sports facilities

health club; fitness center; gym; tennis club; golf club; country club;
sports area; recreation area; sports ground; playground; campground;
football ground; basketball ground; tennis court; golf course;
swimming pool; skating rink; boxing ring; wrestling ring; racetrack; racecourse;
football field; stadium; sports arena.

Health facilities

hospital; clinic; polyclinic; health center; hospital clinic; dental clinic; the dentist's;
outpatient clinic; outpatients' department; ambulatory surgical center; surgery department;
waiting room; consulting room; hospital ward; emergency room; operating room; the ambulance;
maternity hospital; maternity home; nursing home; pharmacy; drugstore.

Educational facilities

nursery school; kindergarten; elementary school; high school;
school; college; institute; university; academy; medical school; law school;
business school; vocational school; trade school; technical school; music school;
library; campus; dormitory; day-care center; day camp; summer camp.

Hair care, skin care

hair salon; hairdresser's; barber shop;
beauty parlor; beauty salon; beauty shop.

TASK II. Make up your own story about your typical day. Use the vocabulary given above.

TASK III. Places in the City

Choose the most appropriate answer.

1. A is a small village.
☐ hamlet ☐ neighborhood ☐ suburb ☐ town
2. Don't jaywalk. You should always cross the street at the
☐ crossroad ☐ crosswalk ☐ sidewalk ☐ walkway
3. Drivers have to pay a special tax in order to use a
☐ byroad ☐ country road ☐ paved road ☐ toll road
4. You can have your car filled up at the
☐ bus station ☐ gas station ☐ subway station ☐ train station
5. Usually, there is no elevator in a
☐ high rise ☐ multistory building ☐ skyscraper ☐ walk-up
6. You can buy shoes and boots at a shoe store or at a
☐ bookstore ☐ computer store ☐ department store ☐ grocery store
7. A is a place where visitors can wash and dry their clothes in coin-operated automatic machines.
☐ barber shop ☐ house rental ☐ laundromat ☐ service station
8. Many hotels have fitness facilities, such as an exercise room, a tennis court, or a
☐ campus ☐ snack bar ☐ stadium ☐ swimming pool
9. Children under five usually go to or kindergarten.
☐ elementary school ☐ nursery school ☐ preparatory school
☐ primary school
10. Top tourist attractions include historic places, museums, , theaters, shopping centers, amusement parks, and the like.
☐ exhibitions ☐ lunchrooms ☐ polyclinics ☐ travel agencies

Grammar. Present continuous and stative verbs. Take note of the grammar rule.

PRESENT CONTINUOUS TENSE

Positive: *Subject + to be + V + ing + Complement + Modifier*

Negative: *Subject + to be + not + V + ing + Complement + Modifier*

Question: *To be + Subject + V + ing + Complement + Modifier*

1. "Present Continuous" hozir ya'ni gapirilayotgan vaqtda sodir bo'layotgan ish-harakatni ko'rsatish uchun ishlatiladi.
 - I am sitting
2. "Present continuous"ni gapirilayotgan vaqt atrofida sodir bo'layotgan ish-harakatlarni ko'rsatish uchun ishlatiladi.
 - I am reading a book by Stiv Jobs
3. Quyidagi fe'llar hech qachon *CONTINUOUS*da ishlatilmaydi:

agree (rozi bo'lmoq)	depend (on) (bog'liq bo'lmoq)	hate (nafratlanmoq)	mean (anglatmoq)
apologize (uzr so'ramoq)	dislike (yomon ko'rmoq)	hear (eshitmoq)	need (muhtoj bo'lmoq)
appear (ko'rinmoq)	envy (hasad qilmoq)	hope (umid qilmoq)	owe (qarzdor bo'lmoq)
appreciate (qadrlamoq)	exist (mavjud bo'lmoq)	imagine (tasavvur qilmoq)	please (mamnun qilmoq)
believe (ishonmoq)	forget (unutmoq)	prefer (afzal ko'rmoq)	know (bilmoq)
consider (hisoblamoq)	forgive (kechirmoq)	look (ko'rinmoq)	realize (anglab yetmoq)

Shuningdek: *recognize; recommend; refuse; regret; remember; see; smell (hid taratmoq); suppose; surprise; taste (ta'm bermoq); think; understand; want; wish, love, like, mean, understand, remember.*

- I remember her name (NOT, I am remembering)

TASK IV. Fill in the blank spaces with the present progressive tense of the verbs in parentheses. Try to use contractions such as I'm, she's and they're where you can.

1. We..... (go) to the zoo tomorrow.
2. He..... (fix) my bike in the garage.
3. I(help) Mom in the kitchen.
4. My sister and I(watch) television in our bedroom.
5. The train(leave) in ten minutes.
6. They(come) with us to the museum.
7. We..... (paint) some pictures for Aunt Susan.
8. The boys and girls..... (dance) in the hall.
9. The cat(chase) some birds.
10. My brother(tickle) me.

TASK V. Complete the following sentences with either 1) the simple present form of the verb, or 2) the present progressive form of the verb.

1. The teacher always(give) us interesting project work.
2. The wind..... (blow) very strongly today.
3. I..... (like) chocolate ice cream.
4. Be quiet! We..... (try) to listen to the radio.
5. Let's go inside now. It(begin) to rain.
6. Penguins(eat) fish.
7. Dad never(let) us play in the street when it's dark.
8. The children..... (go) swimming every day.
9. We're trying to catch the ball that(roll) down the hill.
10. My teacher(know) a lot about plants and animals.

LESSON 15. DEFINING MARKETING. GRAMMAR: PAST CONTINUOUS TENSE.

TASK I. Vocabulary. Read the words and learn them by heart. Make up your own sentences with them.

1. Creating
2. Communicating
3. Delivering
4. Exchanging
5. Domain
6. Value
7. Collaborating
8. Offering
9. Supplier
10. Customer
11. Trading
12. To purchase
13. Benefit
14. Profitable
15. Hassle

TASK II. Read the text 6A, translate it and compare your ideas in ex.1 with the facts.

DEFINING MARKETING



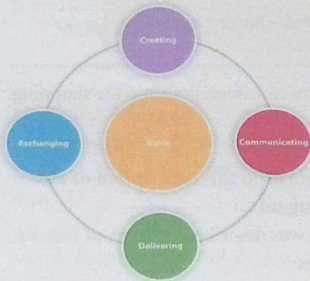
Marketing is the activity of presenting, advertising and selling a company's products in the best possible way. There are four activities, or components, of marketing:

Creating	The process of collaborating with suppliers and customers to create offerings that have value.
Communicating	Broadly, describing those offerings, as well as learning from customers.
Delivering	Getting those offerings to the consumer in a way that optimizes value.
Exchanging	Trading value for those offerings.

The traditional way of viewing the components of marketing is via the four Ps:



1. **Product.** Goods and services (creating offerings).
2. **Promotion.** Communication.
3. **Place.** Getting the product to a point at which the customer can purchase it (delivering).
4. **Price.** The monetary amount charged for the product (exchange).



(Source: <http://www.web->

Introduced in the early 1950s, the four Ps were called the marketing mix, meaning that a marketing plan is a mix of these four components.

However, in recent years service marketing has widened the domains to be considered, contributing to the 7P's of marketing in total. The other 3P's of service marketing are: process, physical environment and people.

Value is at the center of everything marketing does. What does value mean?

When we use the term **value**, we mean the benefits buyers receive that meet their needs.

In other words, value is what the customer gets by purchasing and consuming a company's offering. So, although the offering is created by the company, the value is determined by the customer.

Furthermore, our goal as marketers is to create a profitable exchange for consumers. By profitable, we mean that the consumer's personal value equation is positive.

TASK III. Answer the following discussion questions.



1. How can you define —marketing?
2. What components does marketing include?
3. What is a —marketing mix?
4. What is at the center of everything marketing does?
5. What does value mean?
6. What is the personal value equation?

The **personal value equation** is...

$$\text{value} = \text{benefits received} - [\text{price} + \text{hassle}]$$

Hassle is the time and effort the consumer puts into the shopping process. Value varies for each consumer.

TASK IV. Fill in the missing words in this description of the marketing mix.

The traditional marketing mix was described in terms of four Ps:

1. **P** roduct, the goods or services
2. **P** _____, the cost of product
3. **P** _____, often called distribution
4. **P** _____, which aims to make people aware of the product.

In recent years other considerations have been added, giving a mix of normally seven Ps.

The additional three, sometimes referred to as service Ps are:

1. **P** _____, or everyone involved from producer to consumer
2. **P** _____ e _____, or anything that shows the existence of the company, e.g. its buildings, vehicles, website, stationery, staff uniforms, badges.
3. **P** _____, which is the interaction between everyone involved.



TASK V. Speaking

1. What other types of marketing do you know?
Find information in the internet and prepare a report.

TASK VI. Fill each gap in the sentences below with the correct word from the box.

customers, needs time, developing, ~~product~~, promote, distribute, place, want, price, product, profit, producing, promote

Marketing is concerned with getting the right (1) product _____ to the right (2) _____ at the right (3) ____.

Marketing is about meeting consumer (4) _____ at a (5) ____.

Marketing makes it easier for (6) _____ to do business with you. Marketing aims to find out what people (7) ____; then (8) _____ and (9) _a (10) _____ or (11) _that will satisfy those wants; and then determining the best way to (12)_(13) _____ and (14)the product or service.

TASK VII. Using vocabulary in task 1 match the words with their definitions.

1.	Product	a	Trading value for offerings
2.	Creating	b	The monetary amount charged for the product (exchange)
3.	Exchanging	c	Broadly, describing those offerings, as well as learning from customers
4.	Delivering	d	Communication.
5.	Price	e	Goods and services (creating offerings)
6.	Communicat ing	f	Time and effort the consumer puts into the shopping process

7.	Place	g	Benefits buyers receive that meet their needs
8.	Promotion	h	Getting those offerings to the consumer in a way that optimizes value
9.	Value	i	Getting the product to a point at which the customer can purchase it (delivering)
10.	Hassle	j	The process of collaborating with suppliers and customers to create offerings that have value

TASK VIII. Find 11 common words connected with marketing in the word square. Four of them are vertical, six are horizontal, and one is diagonal.

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

1. _____ 5. _____ 9. _____

2. _____ 6. _____ 10. _____

3. _____ 7. _____ 11. _____

4. _____ 8. _____

Grammar. Past Continuous Tense.

Past continuous – ya’ni o’tgan davomli zamon – ilgari ma’lum bir vaqtda sodir bo’layotgan ish harakatni ifodalaydi. Ma’lum bir vaqtda yoki vaqtlar oralig’ida sodir bo’layotgan ish harakatni bildiradi. Present continuous dan farqi shundaki, bu zamon o’tgan zamondagi davomiylikni anglatadi. Bu zamonda to be ning was/were shakllaridan foydalaniladi.

Birinci navbatda ushbu zamondan qanday qilib foydalanishni o’rganish zarur. Past continuous zamonini hosil qilishda “to be” ko’makchi fe’lidan foydalaniladi (was, were). Fe’llarga esa – ing qo’shimchasini qo’shish talab etiladi.

EGA + was/were + FE’L + ing + IKKINCHI DARAJALI BO’LAKLAR

I started doing

I was doing

I finished doing

past

past

now

Ingliz tilidagi o’tgan davomli zamonda ham bir qator signallar mavjud: at 6 yesterday, (at) this time, last week, yesterday, between 5 and 6 , at 12 last night, (at) this time yesterday, last week, on Monday, at that time, at that moment.

BO’LISHSIZ SHAKLI

EGA + was/were + not FE’L + ing + IKKINCHI DARAJALI

SO’ROQ SHAKLI

Was/were + EGA + FE’L + ing + IKKINCHI DARAJALI BO’LAKLAR

Ingliz tilidagi when va while kabi bog’lovchilar Past continuous mavzusida faol qo’llaniladi. Ular ikkita gapni bir biriga bog’lab qo’shma gap hosil qiladi. Misol uchun:

- My mother was cooking something when I entered the kitchen.

- Men oshxonaga kirganimda oyim nimadir pishirayotgan edi.
- My father was fixing his car when I was doing my home tasks.
- Uy ishlarimni qilayotganimda dadam mashinani tuzatayotgan edilar.
- Police was searching the murderers while they were going to Florida.
- I was cleaning my shoes while my sister was doing her hair.
- They were doing nothing when we were trying hard.
- When the police arrived, bandits were robbing the jewellery.
- While I was cleaning the windows, my father was working in the garden.
- When I saw Jane, she was whispering to a strange person.
- What were you doing when they saw you?
- Why were they so nervous when we were training at gym?

TASK IX. Complete the sentences with the past progressive tense of the verbs in parentheses.

1. At the block party lots of people(dance) in the street.
2. I (sit) in my bedroom reading a book.
3. Someone(make) a very loud noise in the street.
4. Why you all(laugh) when I came in?
5. Mike and John (wash) their paintbrushes.
6. Sally (practice) the piano.
7. I ran so fast that my heart.....(beat) really hard.
8. Our neighbors.....(have) a barbecue.

LESSON 16. BASIC CONCEPTS UNDERLYING MARKETING.

GRAMMAR: PRESENT PERFECT TENSE.

TASK I. Read the words and learn them by heart. Make up your own sentences with them.

1. Needs-htiyojlar
2. Core concept- Asosiy tushuncha
3. To denote -belgilamoq
4. Deprivation mahrum qilish
5. Self expression- o'zini ifoda etish
6. Wants-istaklar
7. Demand-talab
8. Purchasing power -xarid qilish qobiliyati
9. Willingness -maylilik
10. Tangible -moddiy
11. Intangible- nomoddiy
12. Exchange-ayirboshlash
13. Profit -foyda



TASK II. Read the text, translate it and take notes the facts.

Basic Concepts Underlying Marketing

NEEDS

The core concept of marketing is to understand or feel the —human needs that denotes the state of felt deprivation. Therefore being the marketers you need not go for inventing these needs.

Rather you should try to understand it. The need for food, clothing, shelter and safety are the basic physical needs and the needs of belongingness and affection are the social needs. The individual needs include the need for knowledge and self expression.



WANTS



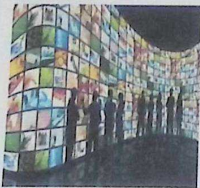
Human wants are desires for specific satisfaction of deeper needs that means the needs become wants when they are directed to specific object that might satisfy the need. Human needs may be few, but their wants are numerous. These wants are continually shaped and re-shaped by social forces and institutions such as families, colleagues, neighbours etc. Marketers can influence the wants and suggest and inform the consumers about certain products and persuade them to purchase these by stressing the benefits of such products.

DEMANDS

People may have almost unlimited wants. But resources are limited in compare to the wants they have. Therefore they have to choose the products that are likely to provide the most value and satisfaction for their money. When backed by purchasing power, wants become demand. Thus, demands are basically wants for specific products that are linked associated with the ability and willingness to pay for these products.



PRODUCTS



To satisfy the wants and needs of people the company must offer their products in the market. That means people purchase the products to satisfy their needs and wants. Specifically, a product can be defined as an object, service, activity, person, place, organization or idea. You can note here that the tangible items are known as product while the intangible items are known as service.

EXCHANGE

We have already got that marketing takes place only when people decide to satisfy needs and wants through exchange.

So in the process of marketing there is exchange value between the two party's i.e buyer and seller. The value for buyer is to obtain the desired object to satisfy its needs and wants while the value for the seller is generally the profit or the money. Kotler (1984) states that for exchange to take place, it must satisfy five conditions, namely:

1. There are at least two parties.
2. Each party has something that might be of value to the other party.
3. Each party is capable of communication and delivery.
4. Each party is free to accept or reject the offer.
5. Each party believes it is appropriate or desirable to deal with the other party.

TASK III. Answer the following discussion questions.

1. What are needs?
2. What types of needs do you know? What do they include?
3. How can you define wants?
4. When do wants become demands?
5. What are demands?
6. How can a product be defined?
7. What is exchange?
8. What is the value for a buyer?
9. What is the value for a seller?
10. What conditions must be satisfied for exchange to take place?
11. What kind of needs do you have?
12. Do wants always satisfy needs?
13. What are the main concepts of marketing?



TASK IV. Using vocabulary in task 1 match the words with their definitions.

1.	demands	a	the need for knowledge and self expression.
2.	intangible item	b	an object, service, activity, person, place, organization or idea

3.	exchange	c	the state of felt deprivation
4.	the basic physical needs	d	wants for specific products that are linked with the ability and willingness to pay for these products.
5.	the individual needs	e	product
6.	wants	f	the needs of belongingness and affection
7.	needs	g	service
8.	product	h	interchange value between the two parties
9.	tangible item	i	the need for food, clothing, shelter and safety
10.	the social needs	j	desires for specific satisfaction of deeper needs

TASK V. Speaking.



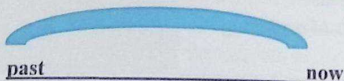
1. Make up a dialogue. One of you wants to make a trip around the world, but he doesn't have enough sources. The other one suggests alternative decisions.

TASK VI. Take note of the grammar rule, Present Perfect Tense PRESENT PERFECT TENSE

Positive: *Subject + have/has + V3 + Complement + Modifier*

Negative: *Subject + have/has + not + V3 + Complement + Modifier*

Question: *Have/Has + Subject + V3 + Complement + Modifier*



O'tmishda sodir bo'lib hozir natijasi ko'rinib turgan ish-harakatni ifodalash uchun ishlatiladi.

- They have not cleaned their room since Sunday.
- I have broken my pencil just now.

- They have never seen so pretty girl ever.
- He has not done all tasks yet.

Key words:

Since, for, yet, ever, never, already, just, just now

TASK VII. Complete the sentence with the present perfect tense of the verbs in parentheses.

1. The children.....(make) the house very messy.
2. I(see) that actor in several movies.
3. The boys(drink) all the soda in the refrigerator.
4. Our dog(hurt) its leg.
5. One of the workmen..... (fall) off his ladder.
6. She's sad because her friends(go) to the park without her.
7. Dad.....(have) a shower already.
8. I've been shouting so much that I(lose) my voice.
9. My sister's boyfriend(buy) her a diamond ring.
10. Alan.....(do) this jigsaw puzzle so many times that he could do it with his eyes shut.

TASK VIII. Draw a circle around the correct past participle in each sentence below.

1. Your child has(broke/broken) my window!
2. Have you..... (eaten/ate) all your dinner?
3. I have (known/knew) Sally since we were in kindergarden.
4. Michael has(drew/drawn) a picture for his grandad.
5. The new girl seems nice, but I haven't(spoke/spoken) to her yet.
6. We've (drank/drunk)all the milk.
7. The ball has(went/gone) over the garden fence.
8. Has Tom(did/done) all his homework?
9. You have.....(been/was) late for school every day this week.
10. Help! I've(fell/fallen) down a hole!

**LESSON 17. FEELINGS AND APPEARANCE. GRAMMAR:
FUTURE CONTINUOUS TENSE.**

TASK I. Learn the vocabulary and translate the meaning.

- *to bear a striking*
- *resemblance*: to look very similar to
- *cropped hair*: very short hair
- *disheveled hair*: untidy hair
- *to dress up to the nines*: to dress very smartly or glamorously
- *fair hair*: light-coloured hair
- *to be fair-skinned*: light skinned
- *to get done up*: to dress smartly
- *to be getting on a bit*: to be getting old
- *to go grey*: to have hair that is turning grey
- *to be good looking*: to be attractive
- *to grow old gracefully*: to act in a way that embraces the fact you are getting older
- *to be hard of hearing*: to find it difficult to hear
- *in his/her 30s/40s*: to be 20/30 something
- *scruffy*: dressed untidily
- *to look young for your age*: to look younger than you are
- *to lose one's figure*: to have a figure that has lost its toned shape
- *complexion*: natural skin colour and texture
- *make up*: cosmetics
- *medium height*: average height
- *middle-aged*: approximately between 45-65
- *to never have a hair out of place*: perfectly styled hair
- *to be overweight*: to weigh more than is regarded as healthy
- *pointed face*: the opposite of a round face
- *shoulder-length hair*: hair that comes down to the shoulders and no further
- *slender figure*: a figure that is tall and slim
- *slim figure*: attractively thin
- *thick hair*: a lot of hair

- *to wear glasses*: to use spectacles
- *to be well-built*: to be muscular
- *to be well-turned out*: to look smart
- *youthful appearance*: to look young
-

TASK II. Describe your friends' appearance and character using topic-related words.

TASK III. Learn the vocabulary about appearance and character-related vocabulary.

attractive, good-looking, beautiful, handsome, lovely, pretty, cute, nice;
a pretty girl; a beautiful woman; a handsome man; a good-looking man
(woman, girl, boy);

plain, homely (=not good-looking; AmE), unattractive, ugly; an ugly
fellow; a plain face;

a pretty (beautiful, ugly, intelligent, round, oval) face; regular features;
delicate features;

well-dressed; nicely dressed; casually dressed; poorly dressed; elegant;
fashionable;

neat, clean, tidy; untidy, dirty, filthy; a neat person; neat clothes.

Height

tall, very tall, quite tall; six feet tall; not very tall; short;

he is tall; he is taller than his mother; she isn't tall; she isn't as tall as he
is;

average height; medium height; middle height;

he is average height; she is of medium height; she is of middle height.

Weight and Build

thin, quite thin, slim, slender; skinny, underweight; a thin girl; she is
thin; she is slim;

plump, chubby, stout, overweight, obese, fat; a stout woman; he is
overweight;

medium-build; heavily built; thickset; broad-shouldered; he is medium-
build;

a slender young girl; a slim figure; a delicate figure; delicate constitution;

strong, muscular, athletic; weak, feeble.

Hair

dark, black, brown, chestnut, red, auburn; blond, light, fair; white, gray (grey);

a brunette, a brunet; a redhead; a blonde, a blond; a dark-haired man; corn-colored hair;

Eyes

blue, gray (grey), green, brown, dark; she has blue eyes; light-blue; dark-gray; grayish-blue; her eyes are dark brown; big eyes; large eyes; bright eyes; expressive eyes; sharp eyes; eyebrows, eyelashes; thick eyebrows; green eyes with dark lashes;

Age

young, middle-aged, elderly, old; grown-up, adult;

he is twenty years old; she is in her thirties; he is about forty;

Character, personality, nature

good (excellent, fine, strong, firm, weak, bad, terrible, evil) character; traits of character; qualities; he has a terrible character; his character is very good;

a woman of great character; a man of character; he has no character at all;

pleasant (friendly, strong, weak, interesting, charismatic) personality; she has a friendly personality; he has a lot of personality; she is soft-hearted by nature; it is not in his nature to be rude.

Strong, honest, reliable, hardworking, active, etc.

strong, tough, hardy, mature, independent; weak, immature; strong-minded, strong-willed, hard-headed, determined, resolute; honest, sincere, truthful, decent, scrupulous; dishonest, insincere; cunning, deceitful, crafty, sly, treacherous; unscrupulous; dependable, reliable, trustworthy; faithful, loyal, devoted; true; unreliable, untrustworthy; unfaithful, disloyal; irresponsible; hardworking, diligent, conscientious; responsible; persevering; ambitious;

disciplined, organized, accurate, methodical, careful; thorough;

Friendly, kind, polite, patient, humorous, selfish, etc.

good-natured, good-tempered, easygoing; bad-tempered; ill-natured;

malevolent; mean; friendly, amiable, amicable, sociable, outgoing;

unfriendly, hostile, unsociable; generous, noble; kind, kind-hearted, soft-hearted, unselfish; helpful; gentle;

Other qualities

pretentious, self-important, vain, pompous; domineering, oppressive;

unpretentious; critical, exacting, fault-finding; pedantic; docile, dutiful,

obedient; disobedient; talkative; glib; noisy; reserved, reticent; laconic;

taciturn; silent; secretive; economical, thrifty, strange, odd, weird,

eccentric, crazy; normal, ordinary, regular.

Mind

intelligent, wise, clever, smart; sharp, keen, bright, quick, agile;

broad-minded; open-minded; narrow-minded; small-minded; absent-minded;

a sharp mind; a quick mind; he is intelligent and broad-minded;

foolish, silly, stupid, dumb; dull, slow; crazy, insane, mad; he is foolish.

What does she look like?

She is young and good-looking, with dark eyes and long red hair.

He is tall and thin, with brown hair. He is twenty-five years old.

She is average height, dark-haired, quite thin, and wears glasses. She's about fifty.

She is of medium height, with straight black hair and brown eyes.

He is old, short, medium-build, with gray hair and a beard.

She has dark eyes, wavy blond hair, and a nice figure. She looks great.

He is a handsome middle-aged man. She is a pretty young girl.

How do I look?

You look good. You look great. You look nice.

You look terrible. You look awful.

What is he like?

He is friendly and dependable. He is interesting and amusing.

He is smart and honest. He also has a good sense of humor. I like him.

She is careless and lazy. You can't depend on her.

She is serious, organized, hardworking, and tough.
He is old, sick, and lonely. She is a nice clever girl.
His character is terrible. He is hostile and bad-tempered. He doesn't have many friends.
She is knowledgeable and broad-minded, and she likes to help young people.

Who does he take after, his mother or his father?

He takes after his father in appearance, but he is like his mother in character.

He looks like his mother, but he takes after his father in character.

Like his father, he is tall and handsome.

She takes after her mother. She has the same chestnut hair and green eyes.

What does he like?

He likes ice cream and chocolate. She likes apples and oranges.

She likes modern music. He likes old movies and classical music.

She likes to read. He likes to play with his dog.

What are you interested in?

I'm interested in medicine. He is interested in politics. She is interested in history.

I'm interested in sports. I'm into computers. I'm a movie fan. I like rock music.

Weight and Height

Weight

1 pound (lb.) = 0.4536 kilograms (kg)

He weighs 170 pounds. (Read as "one hundred and seventy pounds" or "one hundred seventy pounds".)

He weighs 77 kilograms. (seventy-seven kilograms)

Her weight is 132 pounds. (one hundred thirty-two pounds)

Her weight is 59.9 kilograms. (Read as "fifty-nine point nine kilograms".)

Her weight is about 60 kilograms. (sixty kilograms)

Height

1 inch (in.) = 2.54 centimeters (cm)

1 foot (ft.) = 12 in. = 30.48 cm = 0.3048 m

He is six feet tall. He is 183 centimeters tall. (one hundred eighty-three centimeters)

She is five feet three inches tall. She is five foot three.

Grammar. FUTURE CONTINUOUS TENSE.

Future continuous tense – kelasi davom zamon – kelasi zamondagi ma'lum vaqtda yoki ma'lum bir vaqtlar oralig'ida sodir bo'layotgan ish harakatni ifodalaydi. Kelasi zamondagi hali tugallanmagan, davom etayotgan ish harakatlar ushbu zamonda yasaladi. Future continuous – kelasi davom zamondan foydalanishda to be ning be (tuslanmagan) shaklidan hamda will va shall dan foydalaniladi.

Yuqorida ta'kidlanganidek, Future continuous kelgusi zamondagi davomiy ish harakatga ishora qiluvchi zamondir. Dastavval ushbu zamon qurilishi bilan tanishib chiqamiz.

BO'LISHLI SHAKLI

EGA + will/shall + be + FE'L + ing + IKKINCHI DARAJALI BO'LAKLAR

- This time tomorrow, I will be cleaning my room.
- They will be having a meeting tomorrow in the evening.
- Students will be having an exam at 12 next week.
- She will be working all day tomorrow

Ingliz tilidagi kelasi davomiy zamonda ham bir qator signallar mavjud: tomorrow, at this time, tomorrow at 6, tomorrow all day long, next week at this time, tomorrow between 6 and 7, still.

BO'LISHSIZ SHAKLI

EGA + will/shall + not + be + fe'l + ing + ikkinchi darajali bo'laklar

Tomorrow at this time, I will not be doing anything.

- Ertaga shu vaqtda hech narsa qilmayotgan bo'laman.
- He will not be doing his home tasks at 9 tomorrow.
- I shan't be controlling the company this time next month.
- Next year this time, we will not be living here

SO'ROQ SHAKLI

Will/shall + ega + be + fe'l + ing + ikkinchi darajali bo'laklar

Ingliz tilidagi kelasi davom zamonning so'roq shaklini hosil qilishda will/shall ni egadan oldinga chiqarish kerak (yuqoridagi ketma-ketlik asosida).

- Will you be doing something at 8 tomorrow?
- Ertaga 8 da nima qilayotgan bo'lasiz?
- Will they be working between 4 and 7 tomorrow?
- Ular ertaga soat 4 dan 7 gacha ishlayotgan bo'lishadimi?
- Will you be studying abroad (at) this time next month?

Future continuous zamonining so'roq shakliga why, what, when, who, where kabi so'roq olmoshlarini qo'llash mumkin, quyidagicha:

- What will you be doing this time tomorrow? Ertaga shu vaqtda nima qilayotgan bo'lasiz?
- When will you be playing the piano? Qachon pionino chalayotgan bo'lasiz?
- How will they be controlling the class tomorrow?
- When will we be having exam next month?
- What will they be discussing in the meeting tomorrow between 8 and 10.
- Who will be conducting a lesson (at) this time on Monday?

TASK IV. Convert the sentences into an interrogative form.

- We will be going to Spain (at) this time tomorrow.
- They will be cooking a special meal for visitors.
- On Friday at 9 o'clock my father will be taking tourists to the airport.
- Tomorrow between 5 and 8, we will be participating in debate.
- She will be having English lessons next week (at) this time.
- The company will be producing a new product next month.
- The workers will be working on a farm next week from Monday to Friday.
- They will be decorating the room of bride and bridegroom the whole day tomorrow

TASK V. Choose a correct word and fill in the gaps.

Deliver, discuss, prune, teach, spend, read, write

- a) This time tomorrow they _____ the goods to the destination.
- b) On Monday between 6 and 7, I _____ foreign students.
- c) The members of parliament _____ this problem next week this time.
- d) Tomorrow I won't go to work so in the morning I _____ a newspaper.
- e) Tomorrow the whole day my father _____ the trees in our house yard.
- f) We hope that our children will be spending their time very meaningfully next month.
- g) This time tomorrow the students _____ essays for their control work.

LESSON 18. HEALTH AND DISEASES. GRAMMAR.
GERUND.

TASK I. Learn the vocabulary. Healthy living

•Prescription	shifokor bergan retsepti	•Pain	kuchli og'riq
•Recipe	ovqat retsepti	•Illness	kasallik
•Operation	operatsiya, jarrohlik	•Disease	kasallik
•Surgery	jarrohlik	•Injured	jarohatlangan
•Sore	og'riq, xasta	•Damaged	zararlangan
•Hurt	og'rimoq	•Thin	ozg'in
•Slim	(jozibali) ozg'in	•Healthy	sog'lom
•Remedy	shifo, davo	•Fit	sog'lom va baquvvat
•Cure	davo	•Examine	tekshirmoq
•Therapy	muolaja	•Investigate	izlanish olib bormoq
•Effect	ta'sir	•Infection	infeksiya
•Result	natija	•Pollution	ifloslanish
•Plaster	lekoplaster	•Dose	doza
•Bandage	bint	•Fix	narkotik moddaniy kunlik ehtiyoj dozasi
•Ward	shifoxona bo'limi	•Fever	yuqori isitma
•Clinic	klinika	•Rash	toshma

TASK II. Make up dialogue using these words.

TASK III. Read the text and discuss.

HEARTBEATS

Clench your fist. Place it on your chest, a little left of the center. Your heart is about the size of your fist and is located about two-thirds down on the left side of your chest. It expands and contracts about 70 times a minute in a healthy adult man. Each expansion and contraction is one heartbeat. An average adult woman's heart beats about 78 times a minute. It beats about 85 to 90 times a minute for a sixth grader and 130 times a minute for a baby. The heart pumps blood around the body through 16,000 miles of arteries, veins, and capillaries in the circulatory system. Blood is pumped to the lungs to carry oxygen to other parts of the body, and from other parts of the body back to the heart to receive more oxygen. Your heart pumps an average of 1,500 gallons of blood every day. Throughout your lifetime, your heart will pump more than thirteen million oil barrels of blood. You can determine your heartbeat by taking your pulse. Find the beat on your wrist or neck with your index and middle fingers. Count the beats for exactly one minute. Do three trials to be sure you are accurate. Run or exercise for five minutes, and check your pulse again. It should be much faster. Care for your heart, and it will give you a life time of service.

TASK IV. Check your understanding

1. What is the measure of your heartbeats in one minute?
2. the lungs c. expansion; b. contraction; d. pulse
3. According to the passage, what is your likely heartbeat?
4. 70 times a minute. c. 130 times a minute b. 78 times a minute; d. 85 to 90 times a minute.
5. What can you infer about the dangers of breathing contaminated air based on how the heart pumps oxygen to the body?
6. Contaminated air and smoking reduce oxygen levels, and less oxygen will be pumped to the body. b. It doesn't matter what you breathe because you are young.
7. Your body filters out the contamination, so it doesn't matter.
8. You aren't affected by smoke until you're forty.

9. What can you infer about the relationship between heartbeats and the age of healthy people?
10. Heartbeats are higher in adults than in children.
11. Heartbeats become lower between infancy and adulthood.
12. Age doesn't affect pulse rates. d. both a and b

LESSON 19. CONSUMER BEHAVIOR: HOW PEOPLE MAKE BUYING DECISIONS? GRAMMAR. GERUND.

TASK I. Read the words and learn them by heart. Make up your own sentences with them.

1. Consumer behaviour
2. To dispose
3. Need recognition
4. To strive for
5. Evaluation
6. Compartment
7. Purchase
8. Postpurchase dissonance
9. Buyer's remorse



TASK II. Read the text, translate it and take note the facts.



CONSUMER BEHAVIOR: HOW PEOPLE MAKE BUYING DECISIONS?

do you buy the things? How did you decide to go to the university you're attending? Where do you like to shop and when? Do your friends shop at the same places or different places?

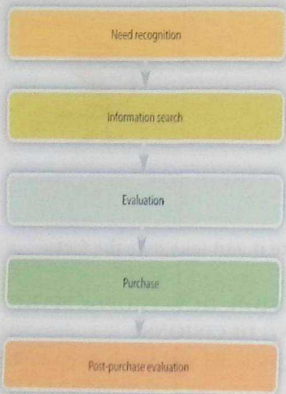
Marketing professionals want to know the answers to these questions. They know that once they do have those answers, they will have a much better chance of creating and communicating about products that you and people like you will want to buy. That's what the study of consumer behavior is all about.

Consumer behavior considers the many reasons why – personal, situational, psychological, and social – people shop for products, buy and use them, and then dispose of them.

Stage 1. Need Recognition

Perhaps you're planning to backpack around the country after you graduate, but you don't have a particularly good backpack. Marketers often try to stimulate consumers into realizing they have a need for a product. For example, previews at movie theaters. How many times have you have heard about a movie and had no interest in it – until you saw the preview?

Afterward, you felt like had to see it.



Stage 2. Information search

Maybe you have owned several backpacks and know what you like and don't like about them. Or, there might be a particular brand that you've purchased in the past that you liked and want to purchase in the future. This is a great position for the company that owns the brand to be in – something firms strive for. Why? Because it often means you will limit your search and

simply buy their brand again.



(Source: <http://z2solutions.com>) If what you already know about backpacks doesn't provide you with enough information, you'll probably continue to gather information from various sources. Frequently people ask friends, family, and neighbors about their experiences with products.

Internet shopping sites such as Amazon.com have become a common source of information about products. Amazon.com also offers

product reviews written by consumers. People prefer -independent sources such as this when they are looking for product information. However, they also often consult nonneutral sources of information, such as advertisements, brochures, company Web sites, and salespeople.

Stage 3. Evaluation

Obviously, there are hundreds of different backpacks available to choose from. It's not possible for you to examine all of them. Consequently, you develop what's called evaluative criteria to help you narrow down your choices.

Evaluative criteria are certain characteristics that are important to you such as the price of the backpack, the size, the number of compartments, and color. Some of these characteristics are more important than others.

Marketing professionals want to convince you that the evaluative criteria you are considering reflect the strengths of their products.

Stage 4. Purchase

Stage 4 is the point at which you decide what backpack to purchase. However, in addition to the backpack, you are probably also making other decisions at this stage, including where and how to purchase the backpack and on what terms. Maybe the backpack was cheaper at one store than another, but the salesperson there was rude. Or maybe you decide to order online because you're too busy to go to the mall. Other decisions, particularly those related to big ticket items, are made at this point.

Stage 5. Postpurchase Evaluation

At this point in the process you decide whether the backpack you purchased is everything it was cracked up to be. Hopefully it is. If it's not, you're likely to suffer what's called **postpurchase dissonance**. You might call it *buyer's remorse*. You want to feel good about your purchase, but you don't. You begin to wonder whether you should have waited to get a better price, purchased something else, or gathered more information first. Consumers commonly feel this way, which is a problem for sellers. If you don't feel good about what you've purchased from them, you might return the item and never purchase anything from them

again. Or, worse yet, you might tell everyone you know how bad the product was.

TASK III. Answer the following discussion questions.

1. What is a consumer behavior?
2. What is the first stage in buying the product? Describe
3. What is —information search!?
4. How do you understand —evaluation!?
5. What is the fourth stage?
6. How can you define —postpurchase evaluation!?
7. What is consumer behavior?
8. Why do companies study it?
9. What stages do people go through in the buying process?



TASK IV. Fill each gap in the text below with a word or phrase from the box. The items in bold are headings.

Assets, credit availability, discounts, discretionary income, economic growth, employment, general-economic-situation, loss growth, outgoings

1. general economic situation

When the national economy is doing well, when people feel that their _____ is safe, they spend more. In times of a slow down in _____, if interest rates or taxation rates increase, then buyer confidence goes down.

2. _____

People spend according to what is left after meeting their regular costs on rent, mortgage, bills, tax, borrowings and other _____. What is left is called _____.

3. _____

Banks and other lenders are sometimes particularly happy to lend, for example to anyone in work, or with such _____ as property.

Credit card spending goes up and many people borrow money to buy goods.

4. _____

This is perhaps obvious. High prices may limit spending, but not always. Sometimes high prices indicate high quality and this increases the desirability of the product. Price may also be less important if the need is great. But, in contrast, low prices may increase buying, especially where are on offer. Sometimes items are offered at a low price as a _____. This means products are sold at below cost price. The shop thinks that consumers will buy these low priced goods, but also other high profit items.

TASK V. Fill each gap in the sentences below with a preposition from the box. The prepositions may be used more than once.

at	in	into	of	on	to	with	for	about
----	----	------	----	----	----	------	-----	-------

1. People who are concerned about society are typically interested _____ marketing ethics.
2. Niche marketing is frequently concerned _____ aiming particular products _____ specific socio-economic groups.
3. Brands loyalty is based _____ the development _____ routine purchasing of low-involvement goods.
4. The success of shops attached _____ petrol stations depends _____ impulse purchasing. You can see motorists who suddenly decide to buy a music cassette, confectionery or a magazine.
5. Research _____ buyer behaviour shows that when consumers make routine purchases _____ regularly used consumer products, they are not personally involved _____ the products.
6. Routine purchasing contrasts _____ the purchase of consumer durables, such as furniture, kitchen appliances or a car. Here there is a greater degree _____ personal involvement.
7. Clients have increasingly high expectations the providers of professional services in a range of fields, including health, education and

the law.

8. Special government appointed committees are responsible ensuring that consumers get good service and adequate protection. Sometimes called consumer watchdogs, they respond _____ reports of malpractice.

TASK VI. Speaking.

1. Describe the buying patterns women exhibit versus men.

TASK VII. Answer the following questions and discuss your results in the group.

Are You a Good Consumer?

1. Before you buy something, do you shop around in different places?	5. When you buy a gadget, do you read through the guarantee and conditions?
a. always	a. always
b. sometimes	b. sometimes
c. never	c. never
2. Are you easily taken in by adverts and the appearances of products?	6. If you have a problem with a product, do you take it back to the shop as soon as possible with the receipt, guarantee and packaging?
a. always	a. always
b. sometimes	b. sometimes
c. never	c. never

3. When you buy something, do you ever throw away the receipt?	7. When you take something back, do you go up to a shop assistant and start off by explaining the problem politely?
a. always	a. always
b. sometimes	b. sometimes
c. never	c. never
4. Before you buy clothes, do you try them on first?	8. Have you ever rung up your local consumer protection organisation to help you out with a problem?
a. always	a. yes
b. sometimes	b. no
c. never	c. never

Grammar. GERUND

A **gerund** is a verb in its ing (present participle) form that functions as a noun that names an activity rather than a person or thing. Any action verb can be made into a gerund.

Spelling Tip

Verbing (Present Participle)

- Add ing to most verbs. Ex. play > playing, cry > crying, bark > barking
- For verbs that end in e, remove the e and add ing. Ex: slide > sliding, ride > riding
- For verbs that end in ie, change the ie to y and add ing. Ex: die > dying, tie > tying
- For a verb whose **last syllable** is written with a consonant-vowel-consonant and is stressed, double the last letter before adding ing. Ex: beg > begging, begin > beginning. **However**, enter > enter (the last syllable is not stressed).

Gerund examples:

Gerunds can appear at the beginning of a sentence when used as a subject.

Jogging is a hobby of mine.

Gerunds can act as objects following the verb:

Daniel quit **smoking** a year ago.

Gerunds can serve as an object after a preposition.

I look forward to **helping you** paint the house.

Note: The same spelling rules that apply to the progressive tenses also apply to gerunds.

Some verbs and verb phrases are directly followed by a gerund:

1. Paul avoids **using chemicals** on the vegetables he grows.

Some verbs can be followed by a gerund or an infinitive without causing a change in meaning.

1. Some people prefer **getting up early** in the morning.
2. Some people prefer **to get up early** in the morning.

Some verbs can be followed by a gerund or infinitive, but with a change in meaning:

1. He remembered **sending** the fax. (He remembered the act of sending the fax.)
2. He remembered **to send** the fax. (He remembered the fax and sent it.)

TASK VIII. Choose the correct gerund or infinitive from the parenthesis at the end of the sentence.

1. Alan can't stand _____ on trains. (riding/ to ride)
2. Mr. Harris enjoys _____ people out to dinner. (inviting / to invite)
3. In the old days, gentlemen challenged their rivals _____. (fighting / to fight)
4. As the famous saying goes, there's no use _____ over spilt milk. (crying / to cry)
5. Jim stopped _____ his shoelace. Wait for him. (tying / to tie)

6. My wife always volunteers _____ cakes PTA meetings.
(baking / to bake)

7. Don't waste my time _____ about your salary. (complaining/
to complain)

8. Eva is having trouble _____ on the exam. (concentrating / to
concentrate)

9. Please allow me _____ your Facebook page. (joining / to
join)

10. You won't forget _____ milk on your way home, will you?
(picking up /to pick up)

LESSON 20. URBAN ECONOMICS. GRAMMAR. TYPES OF QUESTIONS.

TASK I. Read the words and learn them by heart. Make up your own sentences with them.

- | | |
|-------------------------|---------------------------|
| 1. Urban- | 1. Shahar |
| 2. Urban economics- | 2. Shahar iqtisodiyoti |
| 3. To seek- | 3. Izlash |
| 4. Pattern- | 4. Shablon |
| 5. To vary- | 5. O'zgartirish |
| 6. To affect- | 6. Ta'sir qilish |
| 7. Accessibility- | 7. Foydalanish imkoniyati |
| 8. Commodity- | 8. Tovar |
| 9. In conjunction with- | 9. Bilan birga |
| 10. Efficiency- | 10. Samaradorlik |
| 11. Rural- | 11. Qishloq |
| 12. Welfare- | 12. Farovonlik |
| 13. Interdependency- | 13. O'zaro bog'liqlik |
| 14. Disparity- | 14. Nomutanosiblik |



TASK II. Read the text, translate it and take note the facts.

URBAN ECONOMICS

Urban economics is broadly the economic study of urban areas; it involves using the tools of economics to analyze urban issues such as crime, education, public transit, housing, and local government finance. More narrowly, it is a branch of microeconomics that studies urban spatial structure and the location of households and firms.

Urban economics is divided into six related themes: market forces in the development of cities, land use within cities, urban



transportation, urban problems and public policy, housing and public policy, and local government expenditures and taxes.

Market forces in the development of cities. Market forces in the development of cities relates to how the location decision of firms and households causes the development of cities. The nature and behavior of markets depends somewhat on their locations therefore market performance partly depends on geography. If a firm locates in a geographically isolated region, their market performance will be different than a firm located in a concentrated region. The location decisions of both firms and households create cities that differ in size and economic structure. When industries cluster, like in the Silicon Valley in California, they create urban areas with dominant firms and distinct economies.

Land use. Looking at land use within metropolitan areas, the urban economist seeks to analyze the spatial organization of activities within cities. In attempts to explain observed patterns of land use, the urban economist examines the intra-city location choices of firms and households. Considering the spatial organization of activities within cities, urban economics addresses questions in terms of what determines the price of land and why those prices vary across space, the economic forces that caused the spread of employment from the central core of cities outward, identifying land-use controls, such as zoning, and interpreting how such controls affect the urban economy.

Transportation and economics. Urban transportation is a theme of urban economics because it affects land-use patterns as transportation affects the relative accessibility of different sites.

Housing and public policy. Housing and public policy relate to urban economics as housing is a unique type of commodity. Because housing is immobile, when a household chooses a dwelling, it is also choosing a location. Urban economists analyze the location choices of households in conjunction with the market effects of housing policies.

Government expenditures and taxes. The final theme of local government expenditures and taxes relates to urban economics as it analyzes the efficiency of the fragmented local governments presiding in metropolitan areas.

Besides urban economics there can be distinguished so called **rural economics**, which is the study of rural economies, including: farm and non-farm industry; economic growth, development, and change; size and spatial distribution of production and household units and interregional trade; land use; housing and non-housing as to supply and demand; migration and (de)population; finance; government policies as to development, investment, regulation, and transportation; general-equilibrium and welfare analysis, for example, system interdependencies and rural-urban income disparities.

TASK III. Answer the following discussion questions.

1. How do you understand the term urban economics?
2. What scope of problems does urban economics study?
3. What is urban economics in its broad sense?
4. What is a narrower definition of urban economics?
5. What do modern cities represent?
6. How many related themes is urban economics divided into? What are they?
7. How does the geographical location influence the nature and behaviour of the markets?
8. What is the scope of work of the urban economist?
9. What is the role of transportation in the development of the cities?
10. What does rural economics study?

TASK IV. Say if the sentences concerning the text are true or false.



1. Urban economics is broadly the economic study of rural areas.
2. Urban economics involves economic tools to analyze crime, education, housing, etc.
3. Urban economics is a branch of macroeconomics.
4. Urban economics is divided into three related themes.
5. Geographical location of the firm does not influence its market performance.

6. The urban economist seeks to analyze the spatial organization of activities within the cities.
7. Transport does not affect accessibility of different sites.
8. Housing is a unique type of commodity, but it is mobile and that's why location is unimportant.

TASK V. Give Russian or Uzbek equivalents of the following words and word combinations from the text.

Urban areas, tools of economics, urban issues, public transit, local government, urban spatial structure, expenditures and taxes, market forces, market performance, intra-city location, metropolitan area, economic growth, spatial distribution of production.

TASK VI. Sort out the following verbs and idioms denoting a degree of success in business under three headings:

Success	Survival	Failure

Flourish, fail, go bust, thrive, be a success, reach a break-even point, boom, be head over ears in debt, lose count of millions, roll in money, make a considerable profit, succeed, be a failure, breakeven, keep one's head above water, get a business off the ground, prosper, keep/stay afloat, sink, be a flop, survive.



TASK VII. Read and find Russian or Uzbek equivalents to the following English proverbs and sayings.

Express your thoughts on these topics and explain the meaning of them.

- Better give a shilling than lend a half-crown. ☐ Business before pleasure.
- Better go to bed supperless than rise in debt. ☐ The busy have no

time for tears.

- Bind the sack before it be full. ☐ By doing nothing we learn to do ill.
- The busiest man finds the most leisure. ☐ Creditors have better memories than debtors.

LESSON 21. ENVIRONMENTAL PROBLEMS. GRAMMAR.

WISH SENTENCES.

TASK II. ENVIRONMENTAL PROBLEMS

Pollution means the spoiling of the environment by various causes. It harms all creatures, i.e., human beings, animals, and plants. We need clean air and water to grow well and be healthy. Without clean air and water, we fall sick.

Let us take a look at our surroundings carefully. Do we think our environment is healthy? These days, many people cannot breathe properly. They have many breathing problems, stomach problems, etc. because of the polluted air and water.

Dust and smoke coming out of buses, cars, power plants, etc. are harmful for humans, plants, and animals. These dust and smoke make the air dirty. This dirty air is called polluted air, which is not safe to breathe in.

Similarly, rivers, lakes, and wells do not have clean water to drink. Waste from factories and houses is often thrown into them. This waste makes the water polluted. This polluted water is harmful to drink. If we drink this polluted water, it causes stomach problems and many other diseases. Polluted water is harmful for plants and animals too.

We are facing the problem of noise pollution too. Blaring loudspeakers, horns, etc. can affect our hearing and even cause mental disturbance. So, we must avoid unnecessary and loud noise.

Fortunately, most of our villages are still free from air pollution. They do not have many cars and buses on the roads. There are hardly any factories in villages. There are many plants to clean the air. So, most villages have clean air in their environment. But they do not have clean water because most villages have dirty wells and rivers. People throw waste from their houses into rivers and wells. They bathe and wash their clothes near the rivers and make the water dirty. Open wells get polluted very easily. This polluted water should be cleaned first. Only then should it be used for drinking. Most villagers drink polluted water, which often leads to so many serious diseases like diarrhea, etc.

The worksheet on our environment contains various types of questions. We know that the environment of a living thing consists of all living and non-living things in its surroundings, and our environment provides us with all our needs.

TASK III. Answer the following discussion questions.

1. What does pollution mean?
2. What kind causes bring to Environmental pollution?
3. Look at our surroundings carefully and describe Environmental problems.
4. Can you give your own solutions for Environmental protection?
5. What factors impact to different diseases?

TASK IV. Give one word for each of the following.

Environment; recycle; pollution; non-biodegradable; soil erosion

- (I) Using things again instead of throwing them away
- (II) Harmful things added to land, air, or water
- (III) Living and non-living things that make up the surroundings of a living thing
- (IV) Top soil being washed away by wind or rain
- (V) Waste that does not rot

TASK V. Fill in the blanks: *acid; compost; air; plants; germs.*

- (I) Smoke given out by vehicles causes _____ pollution.
- (II) Harmful gases mixed with water drops leads to _____ rain.
- (III) Dysentery is caused by drinking water that has _____ in it.
- (IV) _____ clean the air.
- (V) A _____ heap consists of a pit filled with biodegradable waste left to rot.

TASK VI. Make a video how we pollute environment and describe it.

Grammar. Wish + (that) + past simple.

Grammar rule: We can use 'wish' to talk about something that we would like to be different in the present or the future. It's used for things which are impossible or very unlikely.

- I wish that I had a big house (I don't have a big house, but it's a nice idea!).
- I wish that we didn't need to work today (we do need to work today, unfortunately).
- I wish that you lived close by (you don't live close by).
- I wish that John wasn't busy tomorrow* (he is busy, unfortunately).
(*In formal writing, you will see 'were' instead of 'was' after wish. This is correct, but it's also fine to use 'was', in the same way as with the second conditional.)
- 'I wish I were rich' or 'I wish I was rich'.)

We also use 'wish' with 'could' to talk about things in the present or future that we would like to be different. In this situation, 'could' is the past simple of 'can'.

Of course, we use 'can' to talk about ability - if we know how to do something or not. For example, 'I can speak Spanish' or 'I can't drive'.

We also use 'can' to talk about possibility - if things are possible or not possible. For example, 'we can't come to the party tonight' or 'John can help you clean up'. We use 'could' with 'wish' to talk about ability and to talk about possibility.

- I wish that I could speak Spanish (but, unfortunately, I can't speak Spanish).
- I wish that I could drive (I can't drive).
- I wish that we could go to the party tonight (unfortunately, we're busy so we can't go).
- I wish that John could help you clean up (John is at work, so he can't help).

Try an exercise about 'wish' here.

We don't usually use 'wish' in this way for things that are really possible in the future. Instead, we use 'hope'. Read more about 'hope' here.

- I hope that you pass your exam (NOT: ~~I wish that you passed the exam.~~).
- I hope that it's sunny tomorrow (NOT: ~~I wish that it was sunny tomorrow.~~).
- I hope that Julie has a lovely holiday (NOT: ~~I wish that Julie had a lovely holiday.~~).

Wish + (that) + would:

On the other hand, we use 'would' with 'wish' in a little bit of a special way. It's generally used about other people who are doing (or not doing) something that we don't like and we want that person to change. It's not usually used about ourselves, or about something which nobody can change though, exceptionally, we do use it about the weather.

- I wish that John wouldn't eat all the chocolate. (John does usually eat all the chocolate and I don't like it. I want him to change his behaviour!)
- I wish that the neighbours would be quiet! (They are not quiet and I don't like the noise.)
- I wish that you wouldn't smoke so much! (You do smoke a lot and I don't like it. I want you to change this.)
- I wish that you wouldn't work late so often.
- I wish that it would stop raining!

We don't usually use 'would' when there's no feeling that we want somebody to change their behaviour.

- NOT: ~~I wish that tomorrow would be a holiday.~~ (Instead: I wish that tomorrow was a holiday.)
- NOT: ~~I wish that I would work harder.~~ (It's strange to use 'wish' + 'would' about yourself, as you can change your behaviour if you don't like it!)

Wishes about the past

Wish + (that) + past perfect:

We can use 'wish' with the past perfect to talk about regrets from the past. These are things that have already happened but we wish they'd

happened in a different way. This use of 'wish' is very similar to the third conditional.

- I wish that I had studied harder at school. (I didn't study hard at school, and now I'm sorry about it.)
- I wish that I hadn't eaten so much yesterday! (But I did eat a lot yesterday. Now I think it wasn't a good idea.)
- I wish that the train had been on time. (But unfortunately the train was late, and so I missed my interview.)

Other uses of 'wish'

Wish + to + infinitive:

We can use 'wish' with the infinitive to mean 'would like'. This is very formal. We don't usually use a continuous tense with 'wish' in this case.

- I wish to speak to the headmaster. (This means the same as 'I would like to speak to the headmaster'.)
- I wish to go now.

Wish + object + to + infinitive:

In the same way, we can use 'wish' with an object and an infinitive.

- I do not wish you to publish this article.
- I wish these people to leave.

Wish + somebody + something:

This is used mostly in set phrases.

- I wished him a happy birthday.
- They wished us Merry Christmas.

TASK VII. Choose the most appropriate answer.

1. He likes to swim. He wishes he.....near the sea.

☐ lives ☐ lived ☐ had lived ☐ would live

2. It's cold today. I wish it.....warmer.

☐ is ☐ has been ☐ were ☐ had been

3. I wish I.....the answer, but I don't.

☐ know ☐ knew ☐ had known ☐ would know

4. She wishes she.....blue eyes.

☐ has ☐ had ☐ had had ☐ would have

5. She wishes she.....a movie star.

☐ is ☐ were ☐ will be ☐ would be

6. I have to work on Sunday. I wish I.....have to work on Sunday.

☐ don't ☐ didn't ☐ won't ☐ wouldn't

7. I wish you.....borrow my things without permission.

☐ don't ☐ won't ☐ shouldn't ☐ wouldn't

8. He wishes hebuy a new car.

☐ could ☐ might ☐ should ☐ would

9. She misses him. She wishes he.....her a letter.

☐ has sent ☐ will send ☐ would send ☐ would have sent

10. I wish I.....help you.

☐ can ☐ could ☐ will ☐ would

TASK VIII. Make up your own examples with Wish sentences.

LESSON 22. MASS MEDIA. GRAMMAR. FUTURE CONTINUOUS TENSE.

TASK I. Vocabulary

1. entertainment- o'yin-kulgi
2. mass media- ommaviy axborot vositalari
3. current events- joriy voqealar
4. gatekeeper- darvozabon
5. biased- tarafkash
6. completely unbiased- butunlay xolis
7. media outlets- ommaviy axborot vositalari
8. referring to the sources- manbalarga tayanib
9. commercial sources- tijorat manbalari
10. Government officials- davlat mansabdor shaxslari

TASK II. Read the text and take notes the facts.

WHAT IS THE MEDIA?

The word media means different things depending on how it is used. Media is the plural form of the word medium. A medium is a method of communicating information, entertainment, or other messages. Television is one popular medium. Radio, the internet, and cell phones are all examples of commonly used media. The term mass media refers to methods of communicating with large numbers of people. A lot of media exists purely for entertainment, such as movies and television sitcoms. But when you hear the phrase “the media,” usually it is referring to the sources of our news and information about current events. Paying attention to the media is how we stay informed about what’s going on in the world around us and what our government is doing.

The Media as Gatekeeper

A gatekeeper stands guard at a gate and decides who gets to pass through and who doesn't. In its role as gatekeeper, the media decides which stories and issues are important enough to receive public attention—and which aren't. As a citizen, it is important for you to realize there are many serious events and issues you will never hear about on the

evening news. Each news outlet has its own criteria for deciding which stories get through the gate and into the public eye. To understand why, you need to understand two things: the media is a business, and the media is almost always biased.

Gatekeeper: "B" is for Business

Most people get their news from television, radio, or a newspaper (either in print or online). With the exception of PBS, the Public Broadcasting System, most are commercial or for-profit sources. They make money by selling time or space to advertisers. But advertisers won't pay for ads nobody will see, so for-profit media must make the news as exciting as possible to attract lots of viewers.

Gatekeeper: "B" is for biased

Biased means favoring one view over another. As a human being, it is impossible to be completely unbiased, even if you try. The media is made up of human beings; therefore, even when media outlets try to be unbiased, they're not always successful. Bias may cause the media to open the gate to some stories instead of others or to report stories in a way that is weighted toward one side.

The Media as Agenda-Setter

Because of its role as a gatekeeper, the media is largely responsible for deciding what issues society discusses in the public sphere. That means the media also determines which issues are on the public agenda, which is the to-do list of issues the public agrees are priorities. An issue won't get on the public agenda unless it is being discussed in the public sphere, and it won't be discussed in the public sphere if nobody has heard about it.

The Media as Watchdog

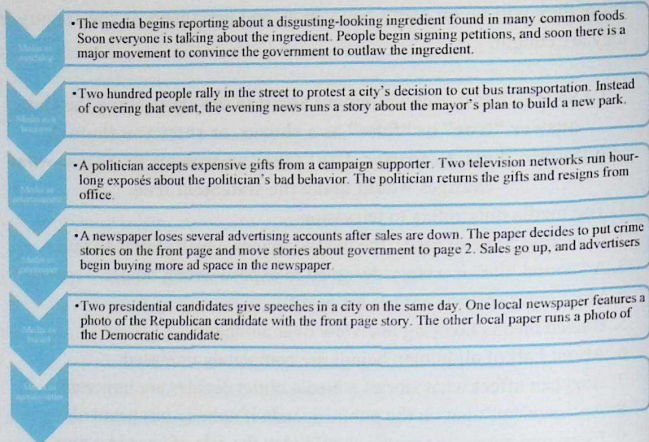
A real watchdog stands as a guard and barks loudly to alert the owner if there is something wrong. In its role as a watchdog, the media keeps watch on the government and others in power. It speaks out to alert the public if something happens that shouldn't. Local news stations often have a segment in which they investigate problems for people. Entire, hour-long news shows are devoted to exposés, which are stories designed to expose wrongdoing. Government officials who engage in bad behavior

know they will be on every news show and newspaper in the country if they are caught.

TASK IV. Read each statement aloud to the class. Have the class answer "true" or "false" as a chorus, or show you thumbs up/thumbs down to answer. Use "false" statements to discuss what changes would make the statement true.

1. The media only refers to television.
2. In its role as gatekeeper, the media decides which stories to run.
3. A "sound bite" is a story designed to expose wrong doing.
4. Most news sources are not for profit.
5. Biased means favoring one view over another.
6. About half of all human beings are completely unbiased.
7. Bias can affect what stories a media outlet decides are important.
8. An issue can't get on the public agenda if nobody has heard about it.
9. Everyone agrees the media should play the role of agenda-setter.
10. If you watch television news, you will hear about all the issues that exist.
11. In its role as watchdog, the media decides which issues need public action.
12. Thanks to the media's influence, people don't need to pay attention to what's going on.

TASK V. Media Roles. Draw a line to match each example with the role it illustrates. One role does not have an example.



TASK VI. Write your agenda in one sentence here:

My agenda is

to.....

Grammar. FUTURE CONTINUOUS TENSE.

Future continuous tense – kelasi davom zamon – kelasi zamondagi ma'lum vaqtda yoki ma'lum bir vaqtlar oralig'ida sodir bo'layotgan ish harakatni ifodalaydi. Kelasi zamondagi hali tugallanmagan, davom etayotgan ish harakatlar ushbu zamonda yasaladi. Future continuous – kelasi davom zamondan foydalanishda to be ning be (tuslanmagan) shaklidan hamda will va shall dan foydalaniladi.

Yuqorida ta'kidlanganidek, Future continuous kelgusi zamondagi davomiy ish harakatga ishora qiluvchi zamondir. Dastavval ushbu zamon qurilishi bilan tanishib chiqamiz.

BO'LISHLI SHAKLI

Ega + will/shall + be + fe'l + ing + ikkinchi darajali
bo'laklar

- This time tomorrow, I will be cleaning my room.
- They will be having a meeting tomorrow in the evening.
- Students will be having an exam at 12 next week.
- She will be working all day tomorrow

Ingliz tilidagi kelasi davomiy zamonda ham bir qator signallar mavjud: tomorrow, at this time, tomorrow at 6, tomorrow all day long, next week at this time, tomorrow between 6 and 7, still.

BO'LISHSIZ SHAKLI

Ega + will/shall + not + be + fe'l + ing + ikkinchi darajali
bo'laklar

Tomorrow at this time, I will not be doing anything.

- Ertaga shu vaqtda hech narsa qilmayotgan bo'laman.
- He will not be doing his home tasks at 9 tomorrow.
- I shan't be controlling the company this time next month.
- Next year this time, we will not be living here

SO'ROQ SHAKLI

Will/shall + ega + be + fe'l + ing + ikkinchi darajali
bo'laklar

Ingliz tilidagi kelasi davom zamonning so'roq shaklini hosil qilishda will/shall ni egadan oldinga chiqarish kerak (yuqoridagi ketma-ketlik asosida).

- Will you be doing something at 8 tomorrow?
- Ertaga 8 da nima qilayotgan bo'lasiz?
- Will they be working between 4 and 7 tomorrow?
- Ular ertaga soat 4 dan 7 gacha ishlayotgan bo'lishadimi?
- Will you be studying abroad (at) this time next month?

Future continuous zamonining so'roq shakliga why, what, when, who, where kabi so'roq olmoshlarini qo'llash mumkin, quyidagicha:

- What will you be doing this time tomorrow? Ertaga shu vaqtda nima qilayotgan bo'lasiz?

- When will you be playing the piano? Qachon pionino chalayotgan bo'lasiz?
- How will they be controlling the class tomorrow?
- When will we be having exam next month?
- What will they be discussing in the meeting tomorrow between 8 and 10.
- Who will be conducting a lesson (at) this time on Monday?

TASK VII. Convert the sentences into an interrogative form.

- We will be going to Spain (at) this time tomorrow.
- They will be cooking a special meal for visitors.
- On Friday at 9 o'clock my father will be taking tourists to the airport.
- Tomorrow between 5 and 8, we will be participating in debate.
- She will be having English lessons next week (at) this time.
- The company will be producing a new product next month.
- The workers will be working on a farm next week from Monday to Friday.
- They will be decorating the room of bride and bridegroom the whole day tomorrow

TASK VIII. Choose a correct word and fill in the gaps.

Deliver, discuss, prune, teach, spend, read, write

- This time tomorrow they _____ the goods to the destination.
- On Monday between 6 and 7, I _____ foreign students.
- The members of parliament _____ this problem next week this time.
- Tomorrow I won't go to work so in the morning I _____ a newspaper.
- Tomorrow the whole day my father _____ the trees in our house yard.
- We hope that our children will be spending their time very meaningfully next month.
- This time tomorrow the students _____ essays for their control work.

TASK IX. Make a video about Mass media.

LESSON 23. FIVE PRINCIPLES OF URBAN ECONOMICS.

GRAMMAR: PASSIVE VOICE.



Read the text, translate it and take note the facts.
FIVE PRINCIPLES OF URBAN ECONOMICS

Why do some cities grow faster than others? Why do some generate more wealth? Why do some decline? No simple answers exist, and much remains open to speculation. More than 50 years of research allows to state certain principles about the economies of cities.

Cities are first and foremost *places* – agglomerations of people – rather than economic and political units. That fact complicates the study of urban economies. Also, cities' power to make economic policy is limited. (City-states like Singapore are an exception.) The policies that most significantly affect urban economies usually come from higher levels of government. This doesn't mean that local policies don't matter, but it does mean that their ability to affect broad economic and geographic trends is sharply circumscribed. Finally, that cities aren't economic and political units in the way countries or even states are means that they face particularly fierce competition for mobile resources, especially for talent and brains. After all, it's much easier to move your residence or your business to a nearby city than to move it to another country or another state. This reality is of fundamental importance in the knowledge economy, whose primary scarce resources are brains, skills, and entrepreneurial spirit.

Those roots are the subject of the first principle of urban economics: **cities' size and location are key determinants of wealth**. For example, in every European nation, the biggest city a century ago remains the biggest one today. The advantages of size and location are the outcome of decades, even centuries, of investments in infrastructure and in institutions.

The first principle of urban economics doesn't mean that every city's fate is preordained. And that brings us to the second: **when cities do experience dramatic changes in their growth paths, the reason is almost always outside events or technological change**. European

postwar borders are an example of the way political conditions can shape growth. After the Iron Curtain was drawn in 1947, cities in West Germany had access to the growing European Economic Community, while cities in East Germany didn't.

New transportation technology or infrastructure is an especially powerful agent of change, since it can alter a city's location advantage, turning a good location into a bad one or viceversa. The emblematic example is the construction of the Erie Canal in the 1840s, which gave New York City access to western markets and solidified its position as America's biggest city. Also related to transportation is the third principle: **accessible, well-connected cities exhibit higher growth**. The city that succeeds in positioning itself as the meeting place and market center for a wider region has won a tremendously important battle, since transportation and travel hubs have historically emerged as dominant finance and business centers, attracting talent, money, and brains.

The fourth principle of urban economics is that **every industry leaves its imprint on a city – and it isn't always a good one**. In North America and Europe these days, the best illustration of this principle is that cities with a legacy of heavy industry and large assembly plants generally exhibit slower growth. The first cities to industrialize, not long ago models of economic progress, are often among the most troubled today. Many have found it tough to move to the knowledge economy.

The fifth principle of urban economics: **though much remains unexplained, good and bad policies do matter**. Local business and political culture surely plays a part in a city's growth.

TASK III. Answer the following discussion questions.

1. Give your own reasons and ideas on the questions put in the beginning of the text.
2. What fact about the cities complicates the study of urban economies?
3. How many principles about the economies of cities can you point out?

4. How do size and location determine the cities' wealth? Give your own examples.
5. Why is new transportation technology or infrastructure an especially powerful agent of change?
6. Why is it said that the city succeeding in positioning itself as the meeting place and market center for a wider region has won a tremendously important battle?
7. How do you understand «the knowledge economy»?

TASK IV. Say if the sentences concerning the text are true or false.



1. Cities are more economic and political units than agglomerations of people.
2. Cities' power to make economic policy is unlimited.
3. Economy's primary scarce resources are brains, skills, and entrepreneurial spirit.
4. Cities' size and location don't influence their wealth.
5. Technological change can also shift cities' growth paths.
6. Transportation and travel hubs have historically emerged as dominant finance and business centres.
7. Industry does not influence a city's growth.
8. Local business and political culture unlikely plays a part in a city's growth.

TASK V. Give English equivalents of the following words and word combinations from the text.

To produce material goods, accumulation of people, economic and political education, local politics, to face tough competition, mobile resources, innovative economy (knowledge economy), limited resources, entrepreneurial streak (entrepreneurship), economic growth trajectory, external events, iron curtain, on the contrary, hub airport, assembly production.

TASK VI. Speaking.



Discuss the following questions with your groupmates.

- How is urban economics realized in your city or town?
- What do local government and city authorities do to provide a better living?

Grammar. PASSIVE VOICE.

Learn the grammar rule and take note.

Active Voice used when the subject performs an action stated by the Verb.

In such a case, the Subject acts upon the object.

It follows the pattern of

· Subject + Verb + Object.

They are often used to lend impact and force to writing.

Passive Voice on the other hand is used when the subject is acted upon by the Verb.

It follows the pattern of

· Object + Verb + Subject

It is a more obtuse and roundabout way of stating the obvious. The sequence of Subject and Object is reversed in case of Active and Passive Voice.

Writers, across the world prefer the use of Active Voice to make their writing more direct, simple and impactful.

For Example:

Active Voice: I ate 6 bananas.

Passive Voice: 6 bananas were eaten by me.

Active Voice: He bought a house.

Passive Voice: A house was bought by him.

Rule No. 1 The structure of sentence shall change. The position of Subject and Object

shall reverse in case of Active and Passive Voice.

Active Voice: He sings a song.

Passive Voice: A song is sung by him.

Rule No. 2 The Past Participle of third form of Verb shall be used in Passive Voice sentences for all tenses.

Active Voice: Rahul eats an egg.

Passive Voice: An egg is eaten by Rahul.

Rule No. 3 The word 'by' will precede the Subject in Passive Voice sentences.

Active Voice: Ram hits the ball.

Passive Voice: The ball was hit by Ram.

Rule No. 4 Other words like 'with' or 'to' may also be used in place of 'by' in Passive Voice sentences. However, such cases are rare.

Active Voice: I know him

Passive Voice: He is known to me.

Rule No. 5. The Auxiliary Verb undergoes a change in Passive Voice sentences depending upon the tense used in Active voice sentence, as per specific rules.

1. **Active Voice:** The World over speaks English.

Passive Voice: English is (be) spoken all over the world.

2. **Active Voice:** They served the lunch.

Passive Voice: The lunch was being (be) served.

Rule No. 6 It is not mandatory to have the Subject in the Passive Voice sentences. In many cases, the subject is left out, since it is implied and not stated.

Active Voice: Someone has cleaned the car.

Passive Voice: The car was cleaned.

TASK VI. Change the below-mentioned sentences from Active Voice to Passive Voice

1. The puppy licked the bowl
2. The Boss played cricket .
3. Mr. Shyam teaches French.
4. Seema draws the sketch.
5. They revamped the hotel.
6. Father baked the cookies on the weekend.
7. Kitty ate the mouse yesterday.

8. She opened the door.
9. Everyone likes sweets .
10. Veena threw the jacket .
11. I did not scold her .
12. The cops caught the thief .

LESSON 24. WHO ARE MANAGERS? LEVELS AND TYPES OF MANAGERS. GRAMMAR. PHRASAL VERBS.

TASK I. Vocabulary.

Read the words and learn them by heart. Make up your own sentences with them.

1. Top-level manager
2. Middle-level manager
3. First-level manager
4. Hierarchy of authority
5. Board of directors
6. Non-executive director
7. Executive director
8. Vice-president
9. CEO(Chief Executive Officer)
10. Overseeing
11. Strategic plan
12. Company policies
13. Outside resources
14. Accountable
15. Shareholder
16. General public
17. General manager
18. Branch manager
19. Department manager
20. In conformance
21. To provide guidance
22. To bridge
23. To design and implement
24. To define and monitor
25. To diagnose and resolve problems
26. To implement
27. Supervisor
28. Foreman



29. Assigning
30. Basic supervision

TASK II. Read the text, translate it and take note the facts.



WHO ARE MANAGERS? LEVELS AND TYPES OF MANAGERS.

An individual who is in charge of a certain group of tasks, or a certain subset of a company. A manager often has a staff of people who report to him or her.

Most organizations have three management levels: top-level, middle-level, and first-level managers. These managers are classified in a hierarchy of authority, and perform different tasks. In many organizations, the number of managers in every level resembles a pyramid.

Top-level managers

The top consists of the board of directors (including non-executive directors and executive directors), president, vice-

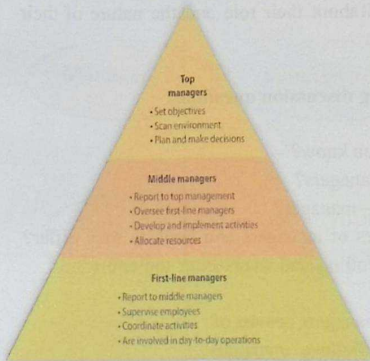
president, CEOs and other members of the C-level executives. They are responsible for controlling and overseeing the entire organization.

They set a tone at the top and develop strategic plans, company policies, and make decisions on the direction of the business. In addition, top-level managers play a significant role in the mobilization of outside resources and are accountable to the shareholders and general public.



Middle-level managers consist of general managers, branch managers and department managers. They are accountable to the top management for their department's function. They devote more time to organizational and directional functions.

Their roles can be emphasized as executing organizational plans in conformance with the company's policies and the objectives of the top management,



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they define and discuss information and policies from top management to lower management, and most importantly they inspire and provide guidance to lower level managers towards better performance.

Efficiency of the middle level is vital in any organization, since they bridge the gap between top level and bottom level staffs. Their functions include:

- Design and implement effective group and inter-group work and informationsystems.
- Define and monitor group-level performance indicators.
- Diagnose and resolve problems within and among work groups.
- Design and implement reward systems that support cooperative behavior. They also make decision and share ideas with top managers.

First-level managers consist of supervisors, section leaders, foremen, etc. They focus on controlling and directing. They usually have the responsibility of assigning employees tasks, guiding and supervising employees on day-to-day activities, ensuring quality and quantity production, making recommendations, suggestions, and up channeling employee problems, etc. First-level managers are role models for employees that provide:

- Basic supervision
- Motivation
- Career planning
- Performance feedback

We tend to think about managers based on their position in an organization. This tells us a bit about their role and the nature of their responsibilities.

TASK II. Answer the following discussion questions.

1. Who is a manager?
2. What types of managers do you know?
3. Why do organizations need managers?
4. How can you define the term —manager?
5. What are some different types of managers and how do they differ?
6. Who is responsible for controlling and overseeing the entire organization?
7. What members do top-level managers consist of?
8. What are the functions of middle-level managers?
9. Who focuses on controlling and directing?
10. What are the responsibilities of first-level managers?

TASK III. Say if the sentences concerning the text are true or false.



1. Most organizations have four management levels.
2. Top-level managers are responsible for controlling and overseeing the entire organization
3. Middle-level managers consist of general managers, branch managers and department managers.
4. Middle-level managers devote more time to organizational and controlling functions.
5. First-level managers consist of the board of directors, president, vice-president and other members of the C-level executives.

TASK IV. Match the words with their definitions.

Manager

Supervisor

**Middle-level
manager**

**The board of
directors**

**Top-level
manager**

**First-
level
manager**

devotes more time to organizational
and

an individual who is in charge of a
ain group of tasks, or a certain
subsea company

focuses on controlling and

responsible for controlling and overseeing
theentire organization

includes non-executive
directors and executive

has the responsibility of assigning
employeeestasks, guiding, making
recommendations, suggestions, etc.

TASK V. Discuss with the group the following topics:



Speaking

1. Describe the functions of the managers on each level.
2. Make up a dialogue. One of you is an employee; the p-level manager. Explain the peculiarities of the future job.

TASK VI. Take note and learn the grammar rule. Phrasal verbs: up

bring up a topic etc. = introduce it in a conversation

I don't want to hear any more about this. Please don't bring it up again.

come up = be introduced in a conversation

Some interesting things came up in our discussion yesterday

come up with an idea, a suggestion etc. = produce an idea

Sarah is very creative. She's always coming up with new ideas.

make something up = invent something that is not true

What Kevin told you about himself wasn't true. He made it all up

cheer up = be happier, cheer somebody up = make somebody feel happier

You look so sad! Cheer up! Helen is depressed. What can we do to cheer her up?

save up for something / to do something = save money to buy something

Dan is saving up for a trip to New Zealand.

clear up = become bright (for weather)

It was raining when I got up, but it cleared up later

blow up = explode, blow something up = destroy it with a bomb etc.

The engine caught fire and blew up. The bridge was blown up during the war

tear something up = tear it into pieces

I didn't read the letter. I just tore it up and threw it away

beat somebody up = hit someone repeatedly so that they are badly hurt

A friend of mine was attacked and beaten up. He had to go to hospital

break up, split up (with somebody) = separate

I'm surprised to hear that Kate and Paul have split up. They seemed very happy together

do up a coat, a shoelace, buttons etc. = fasten, tie etc. It's quite cold.

Do up your coat before you go out.

do up a building, a room etc. = repair and improve it

The kitchen looks great now that it has been done up

look something up in a dictionary/encyclopaedia etc.

If you don't know the meaning of a word, you can look it up (in a dictionary)

put up with something = tolerate a difficult situation or person

We live on a busy road, so we have to put up with a lot of noise from the traffic.

hold up a person, a plan etc. = delay

Don't wait for me. I don't want to hold you up.

Plans to build a new factory have been held up because of financial problems

mix up people/things, get people/things mixed up = you think one is the other

The two brothers look very similar. People often mix them up. or ...
People often get them mixed up.

TASK VII. Which goes with which?

1. He was angry and tore up
2. Jane came up with
3. Paul is always making up
4. I think you should do up
5. I don't think you should bring up
6. I'm saving up for
7. We had to put up with
 - a) a motorbike
 - b) a lot of bad weather
 - c) your jacket
 - d) a good suggestion
 - e) excuses
 - f) the letter
 - g) that subject

TASK VIII. Complete the sentences using a verb + up. You will need other words as well.

1. Don't wait for me. I don't want to hold you up .
2. I don't know what this word means. I'll have to
3. I'm fed up with the way my boss treats me. I don't see why I should...it

4. I don't believe the story you're telling me. I think you're .
.....
5. The problem was complicated, but we managed toa solution.
6. Before you throw these documents away, you should
7. I'm trying to spend less money at the moment. I'ma holiday.
- 8 .Tina doesn't like talking about the accident, so it's better not to
- 9 .The words 'there' and 'their' sound the same, so it's easy to

LESSON 25. CITY LIFE AND VILLAGE LIFE. GRAMMAR.
PHRASAL VERBS.

TASK I. Vocabulary.

Read the words and learn them by heart. Make up your own sentences with them.

1. inequality- tengsizlik
2. prevalent- keng tarqalgan
3. glaringly- yaltiroq
4. solace- tasalli
5. abundance- ko'plik
6. urban life- shahar hayoti
7. unadulterated gifts- qo'shilmagan sovg'alar
8. vociferous- shovqinli
9. apparent manner- zohiriy uslub
10. accomplished- bajarilgan
11. industrialization- sanoatlashtirish
12. career prospects- martaba istiqbollari -
13. disproportionately- nomutanosib ravishda-
14. vehicular emissions- avtomobil chiqindilari
15. immemorial-azaliy

TASK II. Read the text and discuss.

CITY LIFE AND VILLAGE LIFE

71 years post-Independence, India is still strictly demarcated on the basis of inequality, so much so that we have two widely divergent Indias, one thriving in our cities and the other that is prevalent in our villages. The urban and rural aspects have very little in common with each other, and both have their pros and cons, with patrons of each side vouching for their quality of life to be far superior to the other. What glaringly sets rural folks apart from their urban counterparts is the difference in per capita income, which is about less than half on an average level.

With 66% of the population still dependent on agrarian income, this difference does not augur well for the economy. Yet the villagers find

solace in the abundance of bounties served by nature in the form of fresh air, water, and less noise and air pollution, which is the bane of urban life.

Urban people, on the other hand, would not like to swap their access to modern technology, facilities, and amenities for all the unadulterated gifts of nature.

It has become a way of life for the urban population to be dependent on the technological advances made by man for his benefit, but which have now enslaved him to the extent that life without them even for an hour is unimaginable. Wi-Fi service, cars, metros, swanky houses, 24-hour access to water, power backup, malls, elevators, and the glitz and glamour of urban life are essential pre-requisites in their run-up to chase more money, power, and social status. Medical facilities, better access to quality education, and a wide scope of career opportunities keep the lure of urban life alive despite its vehicular emissions, air pollution, and feeling of isolation.

The class difference is another delineating feature that strictly sets apart village and city life. Differences on the basis of religion, caste, and creed are much more vociferous in the villages, though, to be honest, even in 21st-century India, the undercurrent of such differences is quite prevalent in urban life too, though in a much less apparent manner.

The social bonding situation is very favorable in the villages, where people always have time for each other in spite of their struggle to make a living. Human interaction is always given preference in rural settings, where it is very common for human beings to get together on an everyday basis and have time and attention to share other people's problems and issues.

City people, on the other hand, do it on a virtual platform more than on a real basis. Visiting each other's homes without prior intimation is considered uncouth, and given a chance, most of the interactive formalities are accomplished on the phone or on social media platforms. With rapid strides in industrialization, villages are fast becoming more and more urbanized, with cell phone towers cropping up, electricity and piped waterlines making a positive difference in rural life, access to education becoming easier, and medical care being made available.

However, the pace is uncertain, with various pockets in India largely deprived of basic amenities and compelled to live in the remote shadow of the backwardness of their city counterparts.

Better career prospects, since time immemorial, have lured simple, rural folks to the tantalizing appeal of city lights. But the luxuries and quality of life that seem to be benchmarks of urban life are mere mirages. The population in cities is growing disproportionately to its infrastructure on account of this massive immigration, relegating this mass exodus to a dehumanized rat race phenomenon.

The key, then, is to strike a balance, incorporating the pros and cons of each side and ensuring the growth of better career prospects and facilities in the villages and better infrastructural support in the cities to absorb the influx of population.

TASK III. Answer the following discussion questions.

1. What is urban life?
2. What is rural life?
3. What is the difference between city life and village life?
4. Where do you live, describe it?
5. Where do you prefer to live?

TASK IV. Read the topic and translate.

Moving to the city

Most of the early immigrants came to America to get land and begin farming for a living. But during the late 1800s, it became hard for farmers to make enough money to live. Many of the farmers were forced to give up their farms and move their families to the city in search of jobs. Some farmers left their farms and came to the city to get away from the long hours and loneliness of the farm. There were different types of jobs available in the city. The city had factories that were being built all over. Women were also able to find jobs in the city. Living in the city was also exciting.

There were many different things to do. The city had museums, theaters, sports venues, and concert halls. Cities had lots of shopping

available. There were stores of all kinds and sizes. Even if you didn't have enough money, window shopping was a favorite pastime. The city had many new opportunities. The city also had many other resources, such as good schools and teachers. You could also get better medical attention while living in the city. Doctors, lawyers, and other professionals were available in the city. More and more people moved to the cities during this time in American history.

TASK V. Choose the correct answer.

1. What would be a good title for this reading passage?
2. "The National Pastime" b. "The Lure of the City"
3. "The Life of a Former Farmer" d. "The Big Apple"
4. Which paragraphs explain what the city has to offer?
5. first and second; b. third and fourth
6. second and third d. the last three paragraphs
7. Locate the statement below that is not a fact.
8. There were stores of all kinds and sizes.
9. Doctors, lawyers, and other professionals were available in the city.
10. Living in the city was also exciting.
11. The city had museums, theaters, sports, and concert halls.
12. In this passage, the word pastime means...
13. history. b. You are late. c. a way to spend your time. d. long overdue.

Grammar. PHRASAL VERBS

Take note and learn the grammar rule. Phrasal verbs with "Up"
bring up a topic etc. = introduce it in a conversation

I don't want to hear any more about this. Please don't bring it up again.

come up = be introduced in a conversation

Some interesting things came up in our discussion yesterday

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clear up = become bright (for weather)

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blow up = explode, blow something up = destroy it with a bomb etc.

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tear something up = tear it into pieces

I didn't read the letter. I just tore it up and threw it away.

beat somebody up = hit someone repeatedly so that they are badly hurt

A friend of mine was attacked and beaten up. He had to go to hospital.

break up, split up (with somebody) = separate

I'm surprised to hear that Kate and Paul have split up. They seemed very happy together.

do up a coat, a shoelace, buttons etc. = fasten, tie etc. It's quite cold

Do up your coat before you go out.

do up a building, a room etc. = repair and improve it

The kitchen looks great now that it has been done up.

look something up in a dictionary/encyclopaedia etc.

If you don't know the meaning of a word, you can look it up. (in a dictionary)

put up with something = tolerate a difficult situation or person

We live on a busy road, so we have to put up with a lot of noise from the traffic.

hold up a person, a plan etc. = delay

Don't wait for me. I don't want to hold you up.

Plans to build a new factory have been held up because of financial problems.

mix up people/things, get people/things mixed up = you think one is the other

The two brothers look very similar. People often mix them up. or People often get them mixed up.

TASK VI. Which goes with which?

- 1) He was angry and tore up
- 2) Jane came up with
- 3) Paul is always making up
- 4) I think you should do up
- 5) I don't think you should bring up
- 6) I'm saving up for
- 7) We had to put up with
- A) a motorbike
- B) a lot of bad weather
- C) your jacket
- D) a good suggestion
- E) excuses
- F) the letter
- G) that subject

TASK VII. Complete the sentences using a verb + up. You will need other words as well.

1. Don't wait for me. I don't want to hold you up .
2. I don't know what this word means. I'll have to
3. I'm fed up with the way my boss treats me. I don't see why I should...it
4. I don't believe the story you're telling me. I think you're
.....
5. The problem was complicated, but we managed toa solution.
6. Before you throw these documents away, you should
.....
7. I'm trying to spend less money at the moment. I'ma holiday.
8. Tina doesn't like talking about the accident, so it's better not to
9. The words 'there' and 'their' sound the same, so it's easy to

TASK VIII. Make a speech about city life and village life.

LESSON 26. AGRICULTURE. GRAMMAR: REPORTED SPEECH 1.

TASK I. Vocabulary.

Read the words and learn them by heart. Make up your own sentences with them.

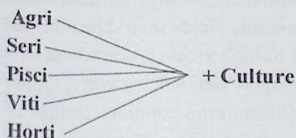
Agriculture -The science and art of cultivation on the soil, raising crops and rearing livestock. It is also called farming

Sericulture -Commercial rearing of silk worms. It may supplement the income of the farmer.

Pisciculture -Breeding of fish in specially constructed tanks and ponds.

Viticulture -Cultivation of grapes.

Horticulture -Growing vegetables, flowers and fruits for commercial use.



TASK II. Reading.

SPECIALIZATION IN AGRICULTURE

Natural soil and climatic conditions are very important for successful farming. But these conditions are different on different farms, which make the basis for farm specialization.

Specialization means growing the crops which produce higher economic effect under given conditions. So, farms may specialize in raising different kinds of grain crops, vegetables, fruit crops. There are also specialized livestock-breeding and cattle-breeding farms producing milk and other animal products.

Not only physical conditions are of great importance for proper specialization. Many economic factors should be taken into consideration. So, those vegetable and fruit crops which cannot be transported successfully should be grown on farms situated not far from big towns.

Specialization in agriculture is one of important factors of intensive farming, as it results in producing higher amounts of farm products at a lower cost.

TASK III. Answer the following questions on the text.

1. What factors are very important for successful farming?
2. What does specialization mean?
3. Are there any specialized farms in our region?
4. What other factors should be taken into consideration?
5. What are the practical results of farm specialization?

TASK IV. Read the text and entitle it.

The rapid development of agricultural science results in more progressive methods of farming. The method of intensive farming which is applied today means that the highest possible yields should be obtained from any area under crops. The problem of high yields is connected with the problem of soil fertility which can be improved in many ways. Proper tillage, application of manure and fertilizers, crop rotation, control of weeds are the main means of improving soil fertility. But the methods which are used to improve the fertility of soil and to increase yields of crops do not remain the same all the time, they are also being improved.

Every year more and more fertilizers are produced, and new and better methods of crop growing and soil management are found. At the same time big areas of virgin lands are cultivated. As a result the yields of main crops become higher with every coming year.

1. Translate these words from English into Uzbek:
soil fertility, tillage, manure, fertilizers, crop rotation, control of weeds, virgin lands, to result in, soil management, to be cultivated, yields, intensive farming, to be applied, should be obtained, to be improved.
2. Answer the following questions.
 - 1) In what way can soil fertility be improved?
 - 2) Why should weeds be controlled?
 - 3) What method of farming is applied in our country?

TASK V. Read the text, divide it into parts and entitle them.

Crop production depends on land and its productivity. The cropland varies both from one region to another and within each region. Soils are the most important natural resources. Farming destroys them to some extent, removing the essential plant-food elements and exposing soils to the effects of erosion. The latter is the result of wind and water. Erosion lowers productive value through the loss of the soil itself and removal of nutrients and organic material.

Better land use means first of all soil conservation. It includes measures for controlling erosion, proper rotations to increase the organic matter, the application of fertilizers and manure, proper tillage methods as well as drainage and irrigation practices.

The better the soil, the higher the yield. But yields are affected by many other factors as well. Among them are high-quality seeds of the crops adapted to the climatic and soil conditions, application of fertilizers, good preparation of the land, proper rotations, drainage and irrigation, timely planting, cultivating and harvesting.

Of all agricultural practices affecting yields seedbed preparation is the most important. Plowing is the first step in seedbed preparation. The right kind of preparing a seedbed is to get a fine moist and mellow soil.

Good crop rotations keep up the productivity of the soil. A rotation usually includes a grass-farming crop, especially one that includes legumes to add nitrogen and increase the organic matter of the soil, a cereal and a cultivated crop, at which time manure and fertilizers can be applied. Well-planned rotations increase the supply of organic matter, which has such a good effect on the physical condition of the soil.

TASK VI. Name the factors influencing agriculture and find out answer what is agriculture.

Grammar: REPORTED SPEECH 1.

You can report what someone says without using their exact words. To do this, use a verb like say, ask or tell, followed by that. This is called indirect speech. There are several differences between a sentence with direct speech and a sentence with indirect speech.

Direct and indirect (reported) speech

▪ Ingliz tilida ham o'zbek tilida bo'lgani kabi ko'chirma gap (direct speech) va o'zlashtirma gaplar (indirect speech) mavjud bo'lib, so'zlashuv va yozma nutqda juda ko'p qo'llaniladi.

▪ Umumiy qoidaga ko'ra, ko'chirma gapni o'zlashtirma gapga aylashtirish uchun ko'chirma gapdagi zamon bir zamon orqaga suriladi, shaxs, olmosh va boshqa payt ravishlari o'zgartiriladi.

▪ Zamonlarning o'zgarish tartibini ko'rib chiqamiz:

1. Present Simple Tense → Past Simple Tense

He said 'My mother is a lawyer' → He said that his mother was a lawyer.
He said 'I don't like coffee' He said that he didn't like coffee.

2. Present Continuous Tense → Past Continuous Tense

He said 'I am having my hair cut today' → He said that he was having his hair cut that day.

3. Past Simple Tense → Past Perfect Simple Tense

He said 'I started out as a teacher' → He said that he had started out as a teacher.

4. Past Continuous Tense → Past Perfect Continuous Tense

He said 'I was having a bath at five o'clock yesterday' → He said that he had been having a bath at five o'clock the day before.

5. Present Perfect Simple Tense → Past Perfect Simple Tense

He said 'I have passed my driving test.' → He said that he had passed his driving test.

6. Present Perfect Continuous Tense → Past Perfect Continuous Tense

He said 'I have been having English lessons for a year.' ➡ He said that he had been having English lessons for a year.

TASK VII. Fill in the blank spaces with a verb in the correct tense.

The first one has been done for you.

DIRECT SPEECH	INDIRECT SPEECH
1. "I am very tired," said Dad.	1. Dad said that he was very tired.
2. "You look very handsome, Mike," said Mom.	2. Mom told Mike that hevery handsome.
3. The teacher said, "Sam has not made any mistakes."	3. The teacher said that Samnot made any mistakes.
4. "I am losing my patience," said Mr. Carter.	4. Mr. Carter said that he losing his patience.
5. "You can come to my house for dinner," Maggie told Jason.	5. Maggie told Jason that hecome to her house for dinner.
6. Dad said, "Hurry up or we will be late."	6. Dad told us to hurry up or webe late.
7. "The train is coming," said Peter.	7. Peter said that the traincoming.
8. "I have cleaned up my room," said Kathleen.	8. Kathleen said that shecleaned up her room.
9. The teacher said, "It is time to stop writing."	9. The teacher said that it to stop writing.
10. "I don't want to watch TV," said John	10. Jon said that hewant to watch TV.

LESSON 27. THE FUNCTIONS OF MANAGERS. GRAMMAR: REPORTED SPEECH 2.

TASK I. Vocabulary.

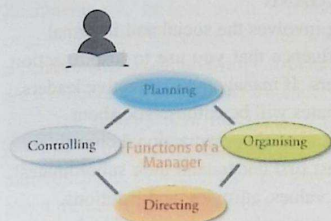
Read the words and learn them by heart. Make up your own sentences with them.

1. execution-
2. planning-
3. organizing-
4. leading-
5. controlling-
6. objective-
7. competitor-
8. to forecast-
9. to evaluate-
10. strengths and weaknesses of the organization-
11. to assume-
12. to allocate-
13. accomplishment-
14. organization chart-
15. to departmentalize-
16. subordinate-
17. persuasively-
18. revenue-
19. a budget audit-
20. performance audit-
21. verification-



TASK II. Read the text, translate it and take note the facts.

THE FUNCTIONS OF MANAGERS



Managers are responsible for the processes of getting activities completed efficiently with and through other people and setting and achieving the firm's goals through the execution of four basic management functions: planning, organizing, leading, and controlling.

PLANNING

Planning is the function of management that involves setting objectives and determining a course of action for achieving those objectives. Planning requires that managers be good decision makers. Planning is a process consisting of several steps. The process begins with environmental scanning simply means that planners must apply critical approach to economic conditions, competitors, and customers. Planners must then attempt to forecast future conditions. These forecasts form the basis for planning.

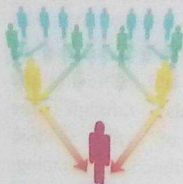
Planners must establish objectives, which are statements of what needs to be achieved and when. Planners must then identify alternative courses of action for achieving objectives. After evaluating the various alternatives, planners must make decisions about the best courses of action for achieving objectives. They must then formulate necessary steps and ensure effective implementation of plans. Finally, planners must constantly evaluate the success of their plans and take corrective action when necessary.

ORGANIZING

Organizing is the function of management that involves developing an organizational structure and allocating human resources to ensure the accomplishment of objectives. The structure of the organization is the framework within which effort is coordinated. The structure is usually

represented by an organization chart, which provides a graphic representation of the chain of command within an organization.

LEADING



Leading involves the social and informal sources of influence that you use to inspire action taken by others. If managers are effective leaders, their subordinates will be enthusiastic about exerting effort to attain organizational objectives. Managers must first understand their subordinates' personalities, values, attitudes, and emotions.

Studies of motivation and motivation theory provide important information about the ways in which workers can be energized to put forth productive effort;

Studies of communication provide direction as to how managers can effectively and persuasively communicate;

Studies of leadership and leadership style provide information regarding questions, such as, —What makes a manager a good leader? and —In what situations are certain leadership styles most appropriate and effective?||

CONTROLLING

Controlling involves ensuring that performance does not deviate from standards.

Controlling consists of three steps, which include

- establishing performance standards,
- comparing actual performance against standards, and
- taking corrective action when necessary.

Effective controlling requires the existence of plans, since planning provides the necessary performance standards or objectives. Controlling also requires a clear understanding of



where responsibility for deviations from standards lies. Two traditional control techniques are *budget* and *performance audits*. An audit involves an examination and verification of records and supporting documents. A budget audit provides information about where the organization is with respect to what was planned or budgeted for, whereas a performance audit might try to determine whether the figures reported are a reflection of actual performance.

The management functions of planning, organizing, leading, and controlling are widely considered to be the best means of describing the manager's job, as well as the best way to classify accumulated knowledge about the study of management.

TASK III. Answer the following discussion questions.

1. What functions of management do you know?
2. What is planning?
3. What steps does planning consist of ?
4. What are the main duties of a manager?
5. What are the functions of managers?
6. What is organizing?
7. What is leading?
8. What behavioural studies do you know?
9. What is controlling?
10. What steps does controlling consist of?
11. What are traditional control techniques?
12. What do they provide?



TASK IV. Read about different types of plan and planning and give a short outline.

There are many different types of plans and planning.

Strategic planning involves analyzing competitive opportunities and threats, as well as the strengths and weaknesses of the organization, and then determining how to position the organization to compete effectively in their environment. Strategic planning has a long time frame, often three

years or more. An organization's top management most often conducts strategic planning.

Tactical planning is intermediate-range (one to three years) planning that is designed to develop relatively concrete and specific means to implement the strategic plan. Middle-level managers often engage in tactical planning.

Operational planning generally assumes the existence of organization-wide or subunit goals and objectives and specifies ways to achieve them. Operational planning is short-range (less than a year) planning.

TASK V. Discuss with the group the following topics:



1. What qualities should a good manager possess?
2. Make up a portrait of an effective manager, real or imaginary.

TASK VI. Find the equivalents.

	Conduct; compete; tactical planning; operational planning; goals and objectives throughout the organization or subunits; decision makers; achieve; client, buyer; setting and achieving company goals; scanning the environment; effective implementation of plans; strategic planning; deviate; accumulate; appropriate; indicate; nominate; personality subordinate; short-term.
1	Setting and achieving the firm's goals –
2	Decision makers –
3	Environmental scanning –
4	Customer –
5	Effective implementation of plans –
6	Strategic planning –
7	To compete –

8	To conduct –
9	Tactical planning –
10	Operational planning –
11	Organization-wide or subunit goals and objectives –
12	To specify –
13	Short-range –
14	To attain –
15	Subordinate's personality –
16	To put forth –
17	Appropriate –
18	To deviate –
19	To accumulate –

TASK VII. There are four main roles of managers: planning, organizing, leading and controlling in this table. There is a list of management functions under the table. The task is to write each function under the correct role.

Management functions:

taking on new staff, communicating with staff, comparing results with targets, deciding strategy, empowering staff to take decisions, identifying change, identifying needs, managing resources, monitoring quality standards, motivation, putting systems in place, setting objectives, team-building supervision, time management.

Planning	Organizing
taking on new staff	
Leading	Controlling

GRAMMAR. REPORTED SPEECH II.

We do not always change the verb in reported speech. If the situation is still the same, it is not necessary to change the verb to the past. For example:

direct Paul said, 'My new job is boring.'

reported Paul said that his new job is boring.

(The situation is still the same. His job is still boring now.)

direct Helen said, 'I want to go to Canada next year.'

reported Helen told me that she wants to go to Canada next year. (Helen still wants to go to Canada next year.)

You can also change the verb to the past: Paul said that his new job was boring. Helen told me that she wanted to go to Canada next year.

But if the situation has changed or finished, you need to use a past verb.

Compare:

Paul left the room suddenly. He said 'I have to go.' (direct speech)

Paul left the room suddenly. He said (that) he had to go. (not has to go)

You need to use the past in reported speech when what was said is different from what is really true. For example:

You met Rachel a few days ago. She said:

Have you heard? Joe is in hospital.

Later that day you meet Joe in the street.

You say: Joe, this is a surprise. Rachel said you were in hospital.

(not 'you are in hospital' – it's clear that he isn't)

say and **tell** If you say who somebody is talking to, use tell:

Rachel told me that you were in hospital. (not Rachel said me)

What did you tell the police? (not say the police)

Otherwise use say:

Rachel said that you were in hospital. (not Rachel told that ...) What did you say?

You can 'say something to somebody': Anna said goodbye to me and left. (not Anna said me goodbye) What did you say to the police?

We say '**tell** somebody to ...' and '**ask** somebody to ...'.

Compare direct and reported speech:

direct 'Drink plenty of water,' the doctor said to me.

reported The doctor told me to drink plenty of water.

direct 'Don't work too hard,' I said to Joe.

reported I told Joe not to work too hard.

direct 'Can you help me, please,' Jackie said to me.

reported Jackie asked me to help her.

You can also say 'Somebody said (not) to do something':

Paul said not to worry about him. (but not Paul said me)

TASK VIII. Here are some things that Sarah said to you earlier:



I've never been to the United States.

I don't have any brothers or sisters.

I can't drive.

I don't like fish.

Jane has a very well-paid job.

I'm working tomorrow evening.

Jane is a friend of mine.

Dave is lazy.

But later Sarah says something different to you. What do you say?

Sarah

You

- | | |
|--|--------------------------|
| 1. Dave works very hard. But you said he was lazy. | But you said he was lazy |
| 2. Let's have fish for dinner. | |
| 3. I'm going to buy a car. | |
| 4. Jane is always short of money. | |
| 5. My sister lives in Paris. | |
| 6. I think New York is a great place. | |
| 7. Let's go out tomorrow evening. | |
| 8. I've never spoken to Jane | |

TASK IX. The following sentences are direct speech:

Don't wait for me if I'm late.

Mind your own business.

Please slow down!

Can you open your bag, please?

Don't worry, Sue.

Hurry up!

Will you marry me?

Do you think you could give me a hand, Tom?

Now choose one of these to complete each of the sentences below. Use reported speech.

1. Will was taking a long time to get ready, so I told him to hurry up.
2. Sarah was driving too fast, so I asked
3. Sue was nervous about the situation. I told
4. I couldn't move the piano alone, so I .
.....
5. The security guard looked at me suspiciously and
6. The man started asking me personal questions, so I
7. Carl was in love with Maria, so he
8. I didn't want to delay Helen, so I

LESSON 28. ORGANIZATIONAL STRUCTURE. GRAMMAR: ZERO AND FIRST CONDITIONAL.

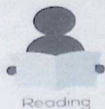
TASK I. Vocabulary.

Read the words and learn them by heart. Make up your own sentences with them.

1. Organizational structure
2. Centralization
3. Formalization
4. Hierarchical levels
5. Centralized companies
6. Decentralized companies
7. Handbook
8. Ambiguity
9. Frontline employee
10. Monitor employee
11. Generalist
12. To be in charge
13. Anticipating
14. Agile
15. Mental abilities



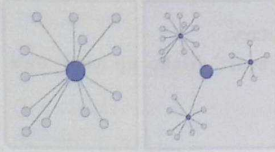
TASK II. Read the text, translate it and take note the fact ORGANIZATIONAL STRUCTURE



Organizational structure refers to how individual and team work within an organization are coordinated. To achieve organizational goals and objectives, individual work needs to be coordinated and managed. Organizations can function within a number of different structures, each possessing distinct advantages and disadvantages.

We will review four aspects of structure: centralization, formalization, hierarchical levels, and departmentalization. We view these four elements as the building blocks, or elements, making up a company's structure.

CENTRALISATION AND DECENTRALISATION



Centralization

Centralization is the degree to which decision-making authority is concentrated at higher levels in an organization. In centralized companies, many important decisions are made at higher levels of the hierarchy, whereas in decentralized companies,

<https://www.kbresearch.com>)

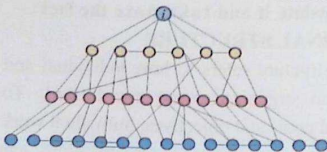
decisions are made and problems are solved at lower levels by employees who are closer to the problem in question.

Formalization

Formalized structures are those in which there are many written rules and regulations. These structures control employee behavior using written rules, so that employees have little autonomy to make their own decisions. An advantage of formalization is that it makes employee behavior more predictable. Whenever a problem at work arises, employees know to turn to a handbook or a procedure guideline.



Hierarchical Levels



<http://cyvision.ifsc.usp.br/cyvision/ima>

Another important element of a company's structure is the number of levels it has in its hierarchy. Keeping the size of the organization constant, tall structures have several layers of management between frontline employees and the top level, while flat structures consist of only a few layers. In tall structures, the number of employees reporting to each

manager tends to be smaller, resulting in greater opportunities for managers to supervise and monitor employee activities. In contrast, flat structures involve a larger number of employees reporting to each manager. In such a structure, managers will be relatively unable to provide close supervision, leading to greater levels of freedom of action for each employee.

Research indicates that flat organizations provide greater need satisfaction for employees and greater levels of self-actualization.

Departmentalization

Organizational structures differ in terms of departmentalization, which is broadly categorized as either functional or divisional.

Organizations using functional structures group jobs based on similarity in functions. Such structures may have departments such as marketing, manufacturing, finance, accounting, human resources, and information technology. In these structures, each person serves a specialized role and handles large volumes of transactions.

Departmentalization



In organizations using divisional structures, departments represent the unique products, services, customers, or geographic locations the company is serving. Thus each unique product or service the company is producing will have its own department.

Within each department, functions such as marketing, manufacturing, and other roles are replicated. In these structures, employees act like generalists as opposed to specialists. Instead of performing specialized tasks, employees will be in charge of performing many different tasks in the service of the product.

TASK III. Answer the following discussion questions.



1. What are four aspects of structure?
2. What is centralization?
3. How do centralized and decentralized companies differ?
4. How can you define —formalization?
5. What is an advantage of formalization?

6. What are hierarchical levels in tall structures?
7. What are hierarchical levels in flat structures?
8. What is departmentalization?
9. What types of departmentalization do you know?
10. Define the functions of departments in organizations using functional and divisional structures.

TASK IV. Give English equivalents of the following words and word combinations from text.

The structure of the organization, certain advantages and disadvantages, the decision-making manager at the highest levels, formalized organizations, employee behavior, written rules, several levels of management, advanced employees, monitor and track employee actions, linear organizational structure, careful supervision (or strict supervision), self-actualization, functional structures perform a large volume of operations.

TASK V. Using vocabulary in task 1 match the words with their appropriate meanings.

1.	Centralization	a	departments represent the unique products, services, customers, or geographic locations the company is serving
2.	Tall structures	b	involve a larger number of employees reporting to each manager
3.	Functional structures	c	decisions are made and problems are solved at lower levels by employees
4.	Centralized companies	d	there are many written rules and regulations

5.	Flat structures	e	the degree to which decision-making authority is concentrated at higher levels in an organization
6.	Decentralized companies	f	many important decisions are made at higher levels of the hierarchy
7.	Divisional structures	g	group jobs based on similarity in functions
8.	Formalized companies	h	the number of employees reporting to each manager tends to be smaller, resulting in greater opportunities for managers to supervise and monitor employee activities

Grammar. ZERO AND FIRST CONDITIONAL

Learn the grammar rule: Zero and first conditional.

ZERO CONDITIONAL

We use the zero conditional to talk about things that are generally true, especially for laws and rules.

If I drink too much coffee, I can't sleep at night.

Ice melts if you heat it.

When the sun goes down, it gets dark.

The structure is: *if/when* + present simple >> present simple

FIRST CONDITIONAL

We use the first conditional when we talk about future situations we believe are real or possible.

If it doesn't rain tomorrow, we'll go to the beach.

Arsenal will be top of the league if they win.

When I finish work, I'll call you.

In first conditional sentences, the structure is usually: *if/when* + present simple >> *will* + infinitive.

It is also common to use this structure with *unless*, *as long as*, *as soon as* or *in case* instead of *if*.

I'll leave as soon as the babysitter arrives.

I don't want to stay in London unless I get a well-paid job.

I'll give you a key in case I'm not at home.

You can go to the party, as long as you're back by midnight.

TASK VI. Use the first conditional to complete the sentences.

1. If I _____ enough money, I will buy a new skateboard. (have)
2. If you help your mother, she _____ very happy. (be)
3. If Mary _____ (help) in the kitchen, she will get more pocket money.
4. She will be angry if you _____ the truth. (not tell)
5. You will have to walk if you _____ the bus. (miss)
6. If Tom is at home, he _____ TV. (watch)
7. The baby _____ if you are quieter. (sleep)
8. If he is in San Francisco, he _____ Golden Gate Bridge. (see)
9. He _____ to the doctor's if he doesn't feel well tomorrow. (go)
10. We _____ good marks if we don't study. (not get)
11. I _____ to the USA if I have enough money. (travel)
12. If they _____ a car, they will drive to Italy. (buy)
13. If I work harder, I _____ the exam. (pass)
14. If he _____ his car, he won't get much money for it. (sell)
15. If he tells me the truth, I _____ glad. (be)

LESSON 29. ECONOMICAL FACTORS OF PRODUCTION.
GRAMMAR: SECOND AND THIRD CONDITIONAL.

TASK I. Vocabulary.

Read the words and learn them by heart. Make up your own sentences with them.

1. To concern
2. Satisfaction
3. To satisfy
4. To derive
5. To pursue
6. Utility
7. Labor
8. Capital
9. Natural resources
10. To pool one's resources
11. Effort
12. To apply
13. Application
14. Core
15. To enforce
16. To gain skills
17. To acquire
18. Cleaver
19. Hook
20. Grinder
21. To butcher
22. Screwdriver
23. Wrench
24. Score
25. Assets
26. Stocks
27. Bonds



TASK II. Read the text, translate it and take note the facts.

FACTORS OF PRODUCTION



Reading

Choices concerning what goods and services to produce are choices about an economy's use of its factors of production, the resources available to it for the production of goods and services. The value, or satisfaction, that people derive from the goods and services they consume and the activities they pursue is called utility. Ultimately, then, an economy's factors of production create utility; they serve the interests of people.

The factors of production in an economy are its labor, capital, and natural resources.

Labor is the human effort that can be applied to the production of goods and services. People who are employed or would like to be are considered part of the labor available to the economy. Capital is a factor of production that has been produced for use in the production of other goods and services. Office buildings, machinery, and tools are examples of capital. Natural resources are the resources of nature that can be used for the production of goods and services.

The three basic building blocks of labor, capital, and natural resources may be used in different ways to produce different goods and services, but they still lie at the core of production.

Labour

Labor is human effort that can be applied to production. People who work to repair tires, pilot airplanes, teach children, or enforce laws are all part of the economy's labor.

People who would like to work but have not found employment – who are unemployed – are also considered part of the labor available to the economy.

In some contexts, it is useful to distinguish two forms of labor. The first is the human equivalent of a natural resource. It is the natural ability an untrained, uneducated person brings to a particular production process.

Economic Factors of Production		
Labour (Human Capital)	Natural Resources (Natural Capital)	Capital (Real Capital)
Education	Real Estate	Buildings, Roads
Training	Raw Materials	Industrial Plants
Paid Labour	Energy Carriers	Machinery
Managerial and Entrepreneurial Tasks	Energy	Tools
	Locational Factors (Taxation, Legal Requirements and Standards)	Processes
		Patents

But most workers bring far more. The skills a worker has as a result of education, training, or experience that can be used in production are called human capital. Students who are attending a college or university are acquiring human capital. Workers who are gaining skills through experience or through training are acquiring human capital. Children who are learning to read are acquiring human capital.

The amount of labor available to an economy can be increased in two ways. One is to increase the total quantity of labor, either by increasing the number of people available to work or by increasing the average number of hours of work per week. The other is to increase the amount of human capital possessed by workers.

Capital

Long ago, when the first human beings walked the earth, they produced food by picking leaves or fruit off a plant or by catching an animal and eating it. We know that very early on, however, they began shaping stones into tools, apparently for use in butchering animals. Those tools were the first capital because they were produced for use in producing other goods – food and clothing.

Modern versions of the first stone tool hooks, and grinders; all are used in butch hooks, and grinders; all are used in butch hammers, screwdrivers, and wrenches are equipment, such as cars and trucks, is cap bridges, ports, and airports are capital. B help us to produce goods and services.



Capital does not consist solely of physical objects. The score for a new symphony is capital because it will be used to produce concerts. Computer software used by business firms or government agencies to produce goods and services is capital. Capital may thus include physical goods and intellectual discoveries. Any resource is capital if it satisfies two criteria:

1. The resource must have been produced.
2. The resource can be used to produce other goods and services.

One thing that is not considered capital is money. A firm cannot use money directly to produce other goods, so money does not satisfy the

second criterion for capital. Firms can, however, use money to acquire capital. Money is a form of financial capital. Financial capital includes money and other —paper assets (such as stocks and bonds) that represent claims on future payments. These financial assets are not capital, but they can be used directly or indirectly to purchase factors of production or goods and services.

Natural Resources

There are two essential characteristics of natural resources. The first is that they are found in nature – that no human effort has been used to make or alter them. The second is that they can be used for the production of goods and services. That requires knowledge; we must know how to use the things we find in nature before they become resources.



TASK III. Answer the following questions.

1. Define the three factors of production – labor, capital, and natural resources.
2. Explain the role of technology and entrepreneurs in the utilization of the economy's factors of production.
3. What are the choices concerning what goods and services to produce?
4. What do an economy's factors of production serve?
5. What are the three factors of production?
6. Describe labour as a factor of production?
7. Define two forms of labor.
8. Give examples of human capital.
9. How can the amount of labor available to an economy be increased?
10. What was the first capital used in producing other goods?
11. Single out the examples of capital?
12. What criteria any resource must satisfy to become capital?
13. Why money is not considered capital?
14. What does financial capital include?

15. Name two essential characteristics of natural resources.
16. What natural resources do you know?
17. Natural resources are means of existence; without them, a man cannot live and he searches them in nature. Express your ideas on this thought.
18. How do you understand the fact that natural resources are distributed irregularly on earth? Speak about diverse resource availability.

TASK IV. Say if the sentences concerning the text are true or false.

1. The value that people derive from the goods and services they consume and the activities they pursue is called worthlessness.
2. Factors of production serve the interests of people.
3. The factors of production in an economy are money, goods and real estate.
4. Office buildings, machinery, and tools can be called capital.
5. People who do not work are not considered part of the labor available to the economy.
6. The skills a worker has as a result of education, training, or experience that can be used in production are called human capital.
7. The first capital were the tools shaped from stones that people used in butchering animals.
8. Buildings are not considered to be capital, as they do not take part in producing goods and services.
9. Capital may include physical goods and intellectual discoveries.
10. We do not need any special knowledge and understanding of how to use the things we find in nature before they become resources.

TASK V. Give English equivalents of the following words and word combinations from text.

Production of goods and services, create utility, serve the interests of people, can be applied, human efforts, make up the core, the main components, the cost of human labor (labor intensity), monitor compliance with laws, human equivalent, much more, acquire skills,

shape, apparently (obviously), slaughtering, transport equipment, auxiliary means, music for the symphony, acquire capital, paper assets, payment requirements, make changes.

TASK VI. Speaking.

Explain whether each of the following is labor, capital, or a natural resource. Explain your thoughts.



1. An unemployed factory worker.
2. A college professor
3. The library building on your campus.
4. Yellowstone National Park.
5. An untapped deposit of natural gas.
6. The White House.
7. The local power plant.

TASK VII. Using vocabulary in task 1 match the words with their definitions.

Word	Definition
1. resource	a. things that you can get, buy or find; or a person who is free to see and talk to people.
2. labour	b. interested in smth.
3. capital	c. the knowledge and skill that you have gained through doing smth. for a period of time.
4. available	d. the practical use of smth., especially a theory, discovery, etc.
5. concerned	e. a supply of smth. that a country, an organization or a person has and can use, especially to increase their wealth.
6. application	f. a large amount of money that is invested or is used to start a business.
7. experience	g. the ability to do smth. well.
8. skill	h. work, especially physical work.

Grammar. SECOND AND THIRD CONDITIONAL

The second conditional is used to imagine present or future situations that are impossible or unlikely in reality.

If we had a garden, we could have a cat.

If I won a lot of money, I'd buy a big house in the country.

I wouldn't worry if I were you.

The structure is usually: *if* + past simple >> + *would* + infinitive.

When *if* is followed by the verb *be*, it is grammatically correct to say *if I were*, *if he were*, *if she were* and *if it were*. However, it is also common to hear these structures with *was*, especially in the *he/she* form.

If I were you, I wouldn't mention it.

If she was prime minister, she would invest more money in schools.

He would travel more if he was younger.

Third conditional

The third conditional is used to imagine a different past. We imagine a change in a past situation and the different result of that change.

If I had understood the instructions properly, I would have passed the exam.

We wouldn't have got lost if my phone hadn't run out of battery.

In third conditional sentences, the structure is usually: *If* + past perfect >> *would have* + past participle.

TASK VIII. Use the conditional I and II to complete the sentences.

1. If I was offered the job, I think I (take) it.
2. If she (be) hungry, she would eat something.
3. If he studied, he (pass) the exam.
4. I (send) you a postcard if I had your address.
5. What (happen) if you didn't go to work tomorrow?
6. If she has enough money, she (buy) a new car.
7. What will John do if he (not get) the job?
8. She would be terribly upset if I (lose) her ring.
9. Many people would be out of work if the factory (close).

10. What would you do if you _____ (be) the president of your country?

11. If he hurried, he _____ (catch) the train.

12. If he _____ (have) time, he will come.

13. If he _____ (ring) the bell, the waiter would come.

14. If I have some money, I _____ (buy) a new car.

15. If I _____ (work) harder, I will pass the exam.

LESSON 30. TECHNOLOGY AND THE ENTREPRENEUR.

GRAMMAR: MIXED CONDITIONAL.

TASK I. Vocabulary.

Read the words and learn them by heart. Make up your own sentences with them.

1. Crucial
2. To put smth. to work
3. Market economy
4. Individual
5. To earn
6. To earn profit
7. Profitable
8. To respond
9. Incentive
10. To guide one's choice



TASK II. Read the text, translate it and take note the facts.

TECHNOLOGY AND THE ENTREPRENEUR

Goods and services are produced using the factors of production available to the economy. Two things play a crucial role in putting these factors of production to work. The first is technology, the knowledge that can be applied to the production of goods and services. The second is an individual who plays a key role in a market economy: the entrepreneur. An entrepreneur is a person who, operating within the context of a market economy, seeks to earn profits by finding new ways to organize factors of production. In non-market economies the role of the entrepreneur is played by bureaucrats and other decision makers who respond to incentives other than profit to guide their choices about resource allocation decisions.

The interplay of entrepreneurs and technology affects all our lives. Entrepreneurs put new technologies to work every day, changing the way factors of production are used. Farmers and factory workers, engineers and electricians, technicians and teachers all work differently than they

did just a few years ago, using new technologies introduced by entrepreneurs. The music you enjoy, the books you read, the athletic equipment with which you play are produced differently than they were five years ago. The book you are reading was written and manufactured using technologies that did not exist ten years ago. We can dispute whether all the changes have made our lives better. What we cannot dispute is that they have made our lives different.

So key takeaways of factors of production are the following:

- Factors of production are the resources the economy has available to produce goods and services.
- Labor is the human effort that can be applied to the production of goods and services. Labor's contribution to an economy's output of goods and services can be increased either by increasing the quantity of labor or by increasing human capital.
- Capital is a factor of production that has been produced for use in the production of other goods and services.
- Natural resources are those things found in nature that can be used for the production of goods and services.
- Two keys to the utilization of an economy's factors of production are technology and, in the case of a market economic system, the efforts of entrepreneurs.
-

TASK III. Answer the following questions.



1. How are various goods and services produced?
2. What are two things that play a crucial role in putting factors of production to work?
3. Who is an entrepreneur? What does he aim at during his work?
4. Who plays the role of the entrepreneur in non-market economies?
5. How does the interplay of entrepreneurs and technology affect all our lives?
6. Do you agree with the idea that we can dispute whether all the changes have made our lives better. Give your reasons.
7. How does the development of technology affect our lives?

8. List your own examples when new technological decisions were useful for the society and vice versa, (i.e. our society could easily do without them).

TASK IV. Say if the sentences concerning the text are true or false.

1. Goods and services are produced using the factors of growth.
2. The entrepreneur plays a key role in a market economy.
3. An entrepreneur is a person who sits in his office and drinks coffee all day long.
4. The way factors of production are used has not been changed throughout centuries.
5. Technology is the knowledge that can be applied to the production of goods and services.
6. Collaboration of technology and the entrepreneur plays a crucial role in putting factors of production to work.

TASK V. Complete the following table.

Verb	Noun	Adjective
manufacture		
	success	
expand		
implement		
		sustainable
	competition	
risk		
consume		
	strength	

TASK VI. Which of the following verbs are synonyms? Match these pairs and make your own sentences with them to show you understand their exact meaning. Work with the dictionary to study the exact meaning of the words.

Embrace, contain, incorporate, form, mold, build, set up, include, establish, constitute, compose, consist, construct, embody, comprise, compile.

TASK VII. Read and translate into Russian the following word-combinations. Pay attention to the way some words change their meaning depending on the word-combination they are used in.

a) fruit market, at the market, a street market, market stalls, market traders, share of the market, the property market, job market, the global market, domestic market, a growing market, a declining market, black market, on the open market, play the market, in the market for smth., market forces.

b) domestic affairs, domestic politics, domestic flights, domestic appliances, domestic chores, domestic violence, domestic service, domestic help, domestic animal, domestic market.

c) foreign affairs, foreign news, foreign policy, foreign trade, foreign trade, a foreign correspondent, foreign language, foreign market, foreign investments, foreign earnings.

d) a high rate, a low rate, a rising rate, the annual rate, birth rate, success rate, failure rate, advertising rate, insurance rate, postal rate, reduced rate, a fixed-rate mortgage, interest rate, exchange rate, unemployment rate, tax rate, at a rate of knots.

GRAMMAR. MIXED CONDITIONALS

a) We can use mixed conditionals when we imagine a past change with a result in the present or a present change with a result in the past.

1. Past/Present

b) Here's a sentence imagining how a change in a past situation would have a result in the present.

1. *If I hadn't got the job in Tokyo, I wouldn't be with my current partner.*

2. So the structure is: *If + past perfect >> would + infinitive.*

2. Present/Past

c) Here's a sentence imagining how a different situation in the present would mean that the past was different as well.

1. *It's really important. If it wasn't, I wouldn't have called you on your holiday.*

d) And the structure is: *If* + past simple >> *would have* + past participle.

TASK VIII. Choose the correct options to complete the following mixed conditional sentences

1. If I hadn't fought for our relationship, we together now.
2. I would be happier if I 'yes' when she asked me to marry her.
3. If you weren't such a jerk, they you to yesterday's party.
4. If you a map, as I told you, we wouldn't be lost now.
5. If I didn't love you, I you last year.
6. If I had more time, I you last night.
7. If you that job, you would be miserable now.
8. I'm afraid of flying. If I afraid of flying we'd have travelled by plane.
9. If you dad's car without permission last night, you might be in trouble.
10. You wouldn't have this job if I you for the interview

GLOSSARY

Ad valorem tax:(in Latin: to the value added) - a tax based on the value (or assessed value) of property. tax can also be levied on imported items.

Aggregate demand is the sum of all demand in an economy. This can be computed by adding the expenditure on consumer goods and services, investment, and net exports (total exports minus total imports).

Aggregate supply is the total value of the goods and services produced in a country, plus the value of imported goods less the value of exports.

See further details on [Aggregate demand and supply](#).

Alternative minimum tax: An IRS mechanism created to ensure that high-income individuals, corporations, trusts, and estates pay at least some minimum amount of tax, regardless of deductions, credits or exemptions. [Alternative minimum tax](#) operates by adding certain tax-preference items back into adjusted gross income. While it was once only important for a small number of high-income individuals who made extensive use of tax shelters and deductions, more and more people are being affected by it. The AMT is triggered when there are large numbers of personal exemptions on state and local taxes paid, large numbers of miscellaneous itemized deductions or medical expenses, or by Incentive Stock Option (ISO) plans.

Asset: Anything of monetary value that is owned by a person. [Assets](#) include real property, personal property, and enforceable claims against others (including bank accounts, stocks, mutual funds, and so on).

Average propensity to consume is the proportion of income the average family spends on goods and services.

Average propensity to save is the proportion of income the average family saves (does not spend on consumption).

More on [Average Propensity to Consume and Save](#).

Average total cost is the sum of all the production costs divided by the number of units produced. See also [average cost](#).

Asymmetric Information is where one party in a transaction has less information than the other.

Balance of Payment is the summation of imports and exports made between one country and the other countries that it trades with.

Balance of trade: The difference in value over a period of time between a country's imports and exports.

Barter system: System where there is an exchange of goods without involving money.

Base year: In the construction of an index, the year from which the weights assigned to the different components of the index is drawn. It is conventional to set the value of an index in its base year equal to 100.

Bear: An investor with a pessimistic market outlook; an investor who expects prices to fall and so sells now in order to buy later at a lower price. A Bear Market is one which is trending downwards or losing value.

Bid price: The highest price an investor is willing to pay for a stock.

Bill of exchange: A written, dated, and signed three-party instrument containing an unconditional order by a drawer that directs a drawee to pay a definite sum of money to a payee on demand or at a specified future date. Also known as a draft. It is the most commonly used financial instrument in international trade.

Birth rate: The number of births in a year per 1,000 population.

Bond: A certificate of debt (usually interest-bearing or discounted) that is issued by a government or corporation in order to raise money; the bond issuer is required to pay a fixed sum annually until maturity and then a fixed sum to repay the principal. Bonds guide.

Boom: A state of economic prosperity, as in boom times.

Breakeven: This is a term used to describe a point at which revenues equal costs (fixed and variable).

Bretton Woods: An international monetary system operating from 1946-1973. The value of the dollar was fixed in terms of gold, and every other country held its currency at a fixed exchange rate against the dollar; when trade deficits occurred, the central bank of the deficit country financed the deficit with its reserves of international currencies. The Bretton Woods system collapsed in 1971 when the US abandoned the gold standard.

Budget: A summary of intended expenditures along with proposals for how to meet them. A budget can provide guidelines for managing future investments and expenses.

The budget deficit is the amount by which government spending exceeds government revenues during a specified period of time usually a year.

Bull: An investor with an optimistic market outlook; an investor who expects prices to rise and so buys now for resale later. A Bull Market is one in which prices are rising. **c.i.f.**, abbrev: Cost, Insurance and Freight: Export term in which the price quoted by the exporter includes the costs of ocean transportation to the port of destination and insurance coverage.

Call money: Price paid by an investor for a call option. There is no fixed rate for call money. It depends on the type of stock, its performance prior to the purchase of the call option, and the period of the contract. It is an interest bearing bank deposits that can be withdrawn on 24 hours' notice.

Capital: Wealth in the form of money or property owned by a person or business and human resources of economic value. Capital is the contribution to productive activity made by investment is physical capital (machinery, factories, tools and equipment) and human capital (e.g. general education, health). Capital is one of the three main factors of production other two are labour and natural resources.

Capital account; Part of a nation's balance of payments that includes purchases and sales of assets, such as stocks, bonds, and land. A nation has a capital account surplus when receipts from asset sales exceed payments for the country's purchases of foreign assets. The sum of the capital and current accounts is the overall balance of payments.

: A plan of proposed capital outlays and the means of financing them for the current fiscal period. It is usually a part of the current budget. If a Capital Program is in operation, it will be the first year thereof. A Capital Program is sometimes referred to as a Capital Budget.

Capital Asset Pricing Model: A way to show the prices of securities and other risk-free assets.

Capital gains tax: Tax paid on the gain realized upon the sale of an asset. See capital gains tax for examples of tax regimes in various countries. It is a tax on profits from the sale of capital assets, such as shares. A capital

loss can be used to offset a capital gain, reducing any tax you would otherwise have to pay.

Cartel: An organization of producers seeking to limit or eliminate competition among its members, most often by agreeing to restrict output to keep prices higher than would occur under competitive conditions. Cartels are inherently unstable because of the potential for producers to defect from the agreement and capture larger markets by selling at lower prices.

Census: Official gathering of information about the population in a particular area. Government departments use the data collected in planning for the future in such areas as health, education, transport, and housing.

Central bank: Major financial institution responsible for issuing currency, managing foreign reserves, implementing monetary policy, and providing banking services to the government and commercial banks.

Centrally planned economy: A planned economic system in which the production, pricing, and distribution of goods and services are determined by the government rather than market forces. Also referred to as a "non-market economy." Former Soviet Union, China, and most other communist nations are examples of centrally planned economy **Classical economics:** The economics of Adam Smith, David Ricardo, Thomas Malthus, and later followers such as John Stuart Mill. The theory concentrated on the functioning of a market economy, spelling out a rudimentary explanation of consumer and producer behaviour in particular markets and postulating that in the long term the economy would tend to operate at full employment because increases in supply would create corresponding increases in demand.

Closed economy: A closed economy is one in which there are no foreign trade transactions or any other form of economic contacts with the rest of the world.

Collateral security: Additional security a borrower supplies to obtain a loan.

Commercial Policy: encompassing instruments of trade protection employed by countries to foster industrial promotion, export

diversification, employment creation, and other desired development-oriented strategies. They include tariffs, quotas, and subsidies.

Comparative advantage: The ability to produce a good at a lower cost, relative to other goods, compared to another country. With perfect competition and undistorted markets, countries tend to export goods in which they have a Comparative Advantage and hence make gains from trading

Compound interest: Interest paid on the original principal and on interest accrued from time it became due.

Consumer Surplus is the difference between the price a consumer pays and what they were prepared to pay.

Conditionality: The requirement imposed by the International Monetary Fund that a borrowing country undertake fiscal, monetary, and international commercial reforms as a condition to receiving a loan for balance of payments difficulties.

Copyright: A legal right (usually of the author or composer or publisher of a work) to exclusive publication production, sale, distribution of some work. What is protected by the copyright is the "expression," not the idea. Notice that taking another's idea is plagiarism, so copyrights are not the equivalent of legal prohibition of plagiarism.

Correlation coefficient: Denoted as " r ", a measure of the linear relationship between two variables. The absolute value of " r " provides an indication of the strength of the relationship. The value of " r " varies between positive 1 and negative 1, with -1 or 1 indicating a perfect linear relationship, and $r = 0$ indicating no relationship. The sign of the correlation coefficient indicates whether the slope of the line is positive or negative when the two variables are plotted in a scatter plot.

Cost benefit analysis: A technique that assesses projects through a comparison between their costs and benefits, including social costs and benefits for an entire region or country. Depending on the project objectives and its the expected outputs, three types of CBA are generally recognised: financial; economic; and social. Generally cost-benefit analyses are comparative, i.e. they are used to compare alternative proposals. Cost-benefit analysis compares the costs and benefits of the

situation with and without the project; the costs and benefits are considered over the life of the project.

Countervailing duties: duties (tariffs) that are imposed by a country to counteract subsidies provided to a foreign producer

Current account: Part of a nation's balance of payments which includes the value of all goods and services imported and exported, as well as the payment and receipt of dividends and interest. A nation has a current account surplus if exports exceed imports plus net transfers to foreigners. The sum of the current and capital accounts is the overall balance of payments.

Cross elasticity of demand: The change in the quantity demanded of one product or service impacting the change in demand for another product or service. E.g. percentage change in the quantity demanded of a good divided by the percentage change in the price of another good (a substitute or complement)

Crowding out: The possible tendency for government spending on goods and services to put upward pressure on interest rates, thereby discouraging private investment spending.

Currency appreciation: An increase in the value of one currency relative to another currency. Appreciation occurs when, because of a change in exchange rates; a unit of one currency buys more units of another currency. Opposite is the case with currency depreciation.

Currency board: Form of central bank that issues domestic currency for foreign exchange at fixed rates.

Currency substitution: The use of foreign currency (e.g., U.S. dollars) as a medium of exchange in place of or along with the local currency (e.g., Rupees).

Customs duty: Duty levied on the imports of certain goods. Includes excise equivalents Unlike tariffs customs duties are used mainly as a means to raise revenue for the government rather than protecting domestic producers from foreign competition.

Death rate: numbers of people dying per thousand population.

Deflation: Deflation is a reduction in the level of national income and output, usually accompanied by a fall in the general price level.

What is depreciation/ **Developed country** is an economically advanced country whose economy is characterized by a large industrial and service sector and high levels of income per head.

Developing country, less developed country, underdeveloped country or third world country: a country characterized by low levels of GDP and per capita income; typically dominated by agriculture and mineral products and majority of the population lives near subsistence levels.

Dumping occurs when goods are exported at a price less than their normal value, generally meaning they are exported for less than they are sold in the domestic market or third country markets, or at less than production cost.

Direct investment: Foreign capital inflow in the form of investment by foreign-based companies into domestic based companies. Portfolio investment is foreign capital inflow by foreign investors into shares and financial securities. It is the ownership and management of production and/or marketing facilities in a foreign country.

Direct tax: A tax that you pay directly, as opposed to indirect taxes, such as tariffs and business taxes. The income tax is a direct tax, as are property taxes. See also Indirect Tax.

Double taxation: Corporate earnings taxed at both the corporate level and again as a stockholder dividend

Economic growth: Quantitative measure of the change in size/volume of economic activity, usually calculated in terms of gross national product (GNP) or gross domestic product (GDP).

Duopoly: A market structure in which two producers of a commodity compete with each other.

Econometrics: The application of statistical and mathematical methods in the field of economics to test and quantify economic theories and the solutions to economic problems.

Economic development: The process of improving the quality of human life through increasing per capita income, reducing poverty, and enhancing individual economic opportunities. It is also sometimes defined to include better education, improved health and nutrition, conservation of natural resources, a cleaner environment, and a richer cultural life.

Economic growth: An increase in the nation's capacity to produce goods and services.

Economic infrastructure: The underlying amount of physical and financial capital embodied in roads, railways, waterways, airways, and other forms of transportation and communication plus water supplies, financial institutions, electricity, and public services such as health and education. The level of infrastructural development in a country is a crucial factor determining the pace and diversity of economic development.

Economic integration: The merging to various degrees of the economies and economic policies of two or more countries in a given region. See also common market, customs union, free-trade area, trade creation, and trade diversion.

Economic policy: A statement of objectives and the methods of achieving these objectives (policy instruments) by government, political party, business concern, etc. Some examples of government economic objectives are maintaining full employment, achieving a high rate of economic growth, reducing income inequalities and regional development inequalities, and maintaining price stability. Policy instruments include fiscal policy, monetary and financial policy, and legislative controls (e.g., price and wage control, rent control).

Economies of Scale.

Elasticity of demand: The degree to which consumer demand for a product or service responds to a change in price, wage or other independent variable. When there is no perceptible response, demand is said to be inelastic.

Excess capacity: Volume or capacity over and above that which is needed to meet peak planned or expected demand.

Excess demand: the situation in which the quantity demanded at a given price exceeds the quantity supplied. Opposite: excess supply

Exchange control: A governmental policy designed to restrict the outflow of domestic currency and prevent a worsened balance of payments position by controlling the amount of foreign exchange that can

be obtained or held by domestic citizens. Often results from overvalued exchange rates

Exchange rate: The price of one currency stated in terms of another currency, when exchanged.

Export incentives: Public subsidies, tax rebates, and other kinds of financial and nonfinancial measures designed to promote a greater level of economic activity in export industries.

Exports: The value of all goods and nonfactor services sold to the rest of the world; they include merchandise, freight, insurance, travel, and other nonfactor services. The value of factor services (such as investment receipts and workers' remittances from abroad) is excluded from this measure. See also merchandise exports and imports.

Externalities: A cost or benefit not accounted for in the price of goods or services. Often "externality" refers to the cost of pollution and other environmental impacts.

Fiscal deficit is the gap between the government's total spending and the sum of its revenue receipts and non-debt capital receipts. The fiscal deficit represents the total amount of borrowed funds required by the government to completely meet its expenditure

Fiscal policy is the use of government expenditure and taxation to try to influence the level of economic activity. An expansionary (or reflationary) fiscal policy could mean: cutting levels of direct or indirect tax increasing government expenditure The effect of these policies would be to encourage more spending and boost the economy. A contractionary (or deflationary) fiscal policy could be: increasing taxation - either direct or indirect cutting government expenditure These policies would reduce the level of demand in the economy and help to reduce inflation

Fixed costs: A cost incurred in the general operations of the business that is not directly attributable to the costs of producing goods and services. These "Fixed" or "Indirect" costs of doing business will be incurred whether or not any sales are made during the period, thus the designation "Fixed", as opposed to "Variable".

Fixed exchange rate: The exchange value of a national currency fixed in relation to another (usually the U.S. dollar), not free to fluctuate on the international money market.

Foreign aid the international transfer of public funds in the form of loans or grants either directly from one government to another (bilateral assistance) or indirectly through the vehicle of a multilateral assistance agency like the World Bank. See also tied aid, private foreign investment, and nongovernmental organizations.

Foreign direct investment (FDI): Overseas investments by private multinational corporations.

Foreign exchange reserves: The stock of liquid assets denominated in foreign currencies held by a government's monetary authorities (typically, the finance ministry or central bank). Reserves enable the monetary authorities to intervene in foreign exchange markets to affect the exchange value of their domestic currency in the market. Reserves are invested in low-risk and liquid assets, often in foreign government securities.

Free trade: Free trade in which goods can be imported and exported without any barriers in the forms of tariffs, quotas, or other restrictions. Free trade has often been described as an engine of growth because it encourages countries to specialize in activities in which they have comparative advantages, thereby increasing their respective production efficiencies and hence their total output of goods and services.

Free-trade area A form of economic integration in which there exists free internal trade among member countries but each member is free to levy different external tariffs against non-member nations.

Free-market exchange rate Rate determined solely by international supply and demand for domestic currency expressed in terms of, say, U.S. dollars.

Fringe benefit: A benefit in addition to salary offered to employees such as use of company's car, house, lunch coupons, health care subscriptions etc.

Gains from trade the addition to output and consumption resulting from specialization in production and free trade with other economic units including persons, regions, or countries.

General Agreement on Tariffs and Trade (GATT) An international body set up in 1947 to probe into the ways and means of reducing tariffs on internationally traded goods and services. Between 1947 and 1962, GATT held seven conferences but met with only moderate success. Its major success was achieved in 1967 during the so-called Kennedy Round of talks when tariffs on primary commodities were drastically slashed and then in 1994 with the signing of the Uruguay Round agreement. Replaced in 1995 by World Trade Organization (WTO).

What are Giffen goods

Global warming Theory that world climate is slowly warming as a result of both MDC and LDC industrial and agricultural activities.

Gross domestic product (GDP): Gross Domestic Product: The total of goods and services produced by a nation over a given period, usually 1 year. Gross Domestic Product measures the total output from all the resources located in a country, wherever the owners of the resources live.

Gross national product (GNP) is the value of all final goods and services produced within a nation in a given year, plus income earned by its citizens abroad, minus income earned by foreigners from domestic production. The Fact book, following current practice, uses GDP rather than GNP to measure national production. However, the user must realize that in certain countries net remittances from citizens working abroad may be important to national well-being. GNP equals GDP plus net property income from abroad.

Globalisation or Globalization: The process whereby trade is now being conducted on ever widening geographical boundaries. Countries now trade across continents and companies also trade all over the world.

Human capital Productive investments embodied in human persons. These include skills, abilities, ideals, and health resulting from expenditures on education, on-the-job training programs, and medical care.

Imperfect competition: A market situation or structure in which producers have some degree of control over the price of their product. Examples include monopoly and oligopoly. See also perfect competition.

Imperfect market A market where the theoretical assumptions of perfect competition are violated by the existence of, for example, a small number of buyers and sellers, barriers to entry, no homogeneity of products, and incomplete information. The three imperfect markets commonly analysed in economic theory are monopoly, oligopoly, and monopolistic competition.

Import substitution A deliberate effort to replace major consumer imports by promoting the emergence and expansion of domestic industries such as textiles, shoes, and household appliances. Import substitution requires the imposition of protective tariffs and quotas to get the new industry started.

Income inequality the existence of disproportionate distribution of total national income among households whereby the share going to rich persons in a country is far greater than that going to poorer persons (a situation common to most LDCs). This is largely due to differences in the amount of income derived from ownership of property and to a lesser extent the result of differences in earned income. Inequality of personal incomes can be reduced by progressive income taxes and wealth taxes. This is measured by the Gini coefficient.

Index of industrial production: A quantity index that is designed to measure changes in the physical volume or production levels of industrial goods over time.

Inflation is the percentage increase in the prices of goods and services.

Indirect tax: A tax you do not pay directly, but which is passed on to you by an increase in your expenses. For instance, a company might have to pay a fuel tax. The company pays the tax but can increase the cost of its products so consumers are actually paying the tax indirectly by paying more for the merchandise.

Interdependence **Interrelationship** between economic and noneconomic variables. Also, in international affairs, the situation in

which one nation's welfare depends to varying degrees on the decisions and policies of another nation, and vice versa. See also dependence.

International commodity agreement Formal agreement by sellers of a common internationally traded commodity (coffee, sugar) to coordinate supply to maintain price stability.

International Labour Organization (ILO) One of the functional organizations of the United Nations, based in Geneva, Switzerland, whose central task is to look into problems of world labour supply, its training, utilization, domestic and international distribution, etc. Its aim in this endeavour is to increase world output through maximum utilization of available human resources and thus improve levels of living.

International Monetary Fund (IMF) An autonomous international financial institution that originated in the Bretton Woods Conference of 1944. Its main purpose is to regulate the international monetary exchange system, which also stems from that conference but has since been modified. In particular, one of the central tasks of the IMF is to control fluctuations in exchange rates of world currencies in a bid to alleviate severe balance of payments problems.

International poverty line an arbitrary international real income measure, usually expressed in constant dollars (e.g., \$270), used as a basis for estimating the proportion of the world's population that exists at bare levels of subsistence.

Land reform A deliberate attempt to reorganize and transform existing agrarian systems with the intention of improving the distribution of agricultural incomes and thus fostering rural development. Among its many forms, land reform may entail provision of secured tenure rights to the individual farmer, transfer of land ownership away from small classes of powerful landowners to tenants who actually till the land, appropriation of land estates for establishing small new settlement farms, or instituting land improvements and irrigation schemes.

Macroeconomic stabilization Policies designed to eliminate macroeconomic instability.

Macroeconomics: The branch of economics that considers the relationships among broad economic aggregates such as national income,

total volumes of saving, investment, consumption expenditure, employment, and money supply. It is also concerned with determinants of the magnitudes of these aggregates and their rates of change over time. What is a Market.

Market economy: A free private-enterprise economy governed by consumer sovereignty, a price system, and the forces of supply and demand.

Market failure: A phenomenon that results from the existence of market imperfections (e.g., monopoly power, lack of factor mobility, significant externalities, lack of knowledge) that weaken the functioning of a free-market economy--it fails to realize its theoretical beneficial results. Market failure often provides the justification for government interference with the working of the free market.

Market-friendly approach: World Bank notion that successful development policy requires governments to create an environment in which markets can operate efficiently and to intervene selectively in the economy in areas where the market is inefficient (e.g., social and economic infrastructure, investment coordination, economic "safety net").

Market mechanism: The system whereby prices of stocks & shares, commodities or services freely rise or fall when the buyer's demand for them rises or falls or the seller's supply of them decreases or increases.

Market prices: Prices established by demand and supply in a free-market economy.

Merchandise exports and imports: All international changes in ownership of merchandise passing across the customs borders of the trading countries. Exports are valued f.o.b. (free on board). Imports are valued c.i.f. (cost, insurance, and freight).

Merchandise trade balance: Balance on commodity exports and imports.

Microeconomics: The branch of economics concerned with individual decision units--firms and households--and the way in which their decisions interact to determine relative prices of goods and factors of production and how much of these will be bought and sold. The market is the central concept in microeconomics.

Middle-income countries (MICs): LDCs with per capita income above \$785 and below \$9,655 in 1997 according to World Bank measures.

Mixed economic systems: Economic systems that are a mixture of both capitalist and socialist economies. Most developing countries have mixed systems. Their essential feature is the coexistence of substantial private and public activity within a single economy.

Monetary policy: The regulation of the money supply and interest rates by a central bank in order to control inflation and stabilize currency. If the economy is heating up, the central bank (such as RBI in India) can withdraw money from the banking system, raise the reserve requirement or raise the discount rate to make it cool down. If growth is slowing, it can reverse the process - increase the money supply, lower the reserve requirement and decrease the discount rate. The monetary policy influences interest rates and money supply.

Money supply: the total stock of money in the economy; currency held by the public plus money in accounts in banks. It consists primarily currency in circulation and deposits in savings and checking accounts. Too much money in relation to the output of goods tends to push interest rates down and push inflation up; too little money tends to push rates up and prices down, causing unemployment and idle plant capacity. The central bank manages the money supply by raising and lowering the reserves banks are required to hold and the discount rate at which they can borrow money from the central bank. The central bank also trades government securities (called repurchase agreements) to take money out of the system or put it in. There are various measures of money supply, including M1, M2, M3 and L; these are referred to as monetary aggregates.

Monopoly: A market situation in which a product that does not have close substitutes is being produced and sold by a single seller. See also monopsony.

Multi-Fiber Arrangement (MFA) A set of nontariff bilateral quotas established by developed countries on imports of cotton, wool, and synthetic textiles and clothing from individual LDCs

Multinational corporation (MNC) An international or transnational corporation with headquarters in one country but branch offices in a wide range of both developed and developing countries. Examples include General Motors, Coca-Cola, Firestone, Philips, Volkswagen, British Petroleum, Exxon, and ITT. Firms become multinational corporations when they perceive advantages to establishing production and other activities in foreign locations. Firms globalize their activities both to supply their home-country market more cheaply and to serve foreign markets more directly. Keeping foreign activities within the corporate structure lets firms avoid the costs inherent in arm's-length dealings with separate entities while utilizing their own firm-specific knowledge such as advanced production techniques.

National debt: Treasury bills, notes, bonds, and other debt obligations that constitute the debt owed by the federal government. It represents the accumulation of each year's budget deficit

Public debt: Borrowing by the Government of India internally as well as externally. The total of the nation's debts: debts of local and state and national governments is an indicator of how much public spending is financed by borrowing instead of taxation

Newly industrializing countries (NICs) A small group of countries at a relatively advanced level of economic development with a substantial and dynamic industrial sector and with close links to the international trade, finance, and investment system (Argentina, Brazil, Greece, Mexico, Portugal, Singapore, South Korea, Spain, and Taiwan).

Nongovernmental organizations (NGOs) Privately owned and operated organizations involved in providing financial and technical assistance to LDCs. See foreign aid.

Nontariff trade barrier: A barrier to free trade that takes a form other than a tariff, such as quotas or sanitary requirements for imported meats and dairy products.

What is an Oligopoly

Official development assistance (ODA) Net disbursements of loans or grants made on concessional terms by official agencies of member

countries of the Organization for Economic Cooperation and Development (OECD).

Official exchange rate: Rate at which the central bank will buy and sell the domestic currency in terms of a foreign currency such as the U.S. dollar.

An **Open economy** is an **economy** that encourages foreign trade and has extensive financial and nonfinancial contacts with the rest of the world in areas such as education, culture, and technology. See also closed economy.

The **opportunity cost** is the implied cost of not doing something that could have led to higher returns.

Organization for Economic Cooperation and Development (OECD):

An organization of 20 countries from the Western world including all of those in Europe and North America. Its major objective is to assist the economic growth of its member nations by promoting cooperation and technical analysis of national and international economic trends.

Overvalued exchange rate An official exchange rate set at a level higher than its real or shadow value—for example, 7 Kenyan shillings per dollar instead of, say, 10 shillings per dollar. Overvalued rates cheapen the real cost of imports while raising the real cost of exports. They often lead to a need for exchange control.

Perfect competition: A market situation characterized by the existence of very many buyers and sellers of homogeneous goods or services with perfect knowledge and free entry so that no single buyer or seller can influence the price of the good or service.

Performance budget is a budget format that relates the input of resources and the output of services for each organizational unit individually. Sometimes used synonymously with program budget. It is a budget wherein expenditures are based primarily upon measurable performance of activities.

Political economy The attempt to merge economic analysis with practical politics—to view economic activity in its political context. Much of classical economics was political economy, and today political economy

is increasingly being recognized as necessary for any realistic examination of development problems.

Portfolio investment Financial investments by private individuals, corporations, pension funds, and mutual funds in stocks, bonds, certificates of deposit, and notes issued by private companies and the public agencies of LDCs. See also private foreign investment.

Poverty gap: The sum of the difference between the poverty line and actual income levels of all people living below that line.

Poverty line: A level of income below, which people are deemed poor. A global poverty line of \$1 per person per day was suggested in 1990 (World Bank 1990). This line facilitates comparison of how many poor people there are in different countries. But, it is only a crude estimate because the line does not recognize differences in the buying power of money in different countries, and, more significantly, because it does not recognize other aspects of poverty than the material, or income poverty.

Price: The monetary or real value of a resource, commodity, or service. The role of prices in a market economy is to ration or allocate resources in accordance with supply and demand; relative prices should reflect the relative scarcity of different resources, goods, or services.

Price elasticity of demand: The responsiveness of the quantity of a commodity demanded to a change in its price, expressed as the percentage change in quantity demanded divided by the percentage change in price.

Price elasticity of supply: The responsiveness of the quantity of a commodity supplied to a change in its price, expressed as the percentage change in quantity supplied divided by the percentage change in price.

Quota: A quota is a physical limitation on the quantity of any item that can be imported into a country, such as so many automobiles per year. Also a method for allocating limited school places by noncompetitive means—for example, by income or ethnicity.

Repo rate: This is one of the credit management tools used by the Reserve Bank to regulate liquidity in South Africa (customer spending). The bank borrows money from the Reserve Bank to cover its shortfall. The Reserve Bank only makes a certain amount of money available and

this determines the repo rate. If the bank requires more money than what is available, this will increase the repo rate - and vice versa.

Revenue expenditure: This is expenditure on recurring items, including the running of services and financing capital spending that is paid for by borrowing. This is meant for normal running of governments' maintenance expenditures, interest payments, subsidies and transfers etc. It is current expenditure which does not result in the creation of assets. Grants given to State governments or other parties are also treated as revenue expenditure even if some of the grants may be meant for creating assets. Subsidy: Financial assistance (often from the government) to a specific group of producers or consumers.

Revenue receipts: Additions to assets that do not incur an obligation that must be met at some future date and do not represent exchanges of property for money. Assets must be available for expenditures. These include proceeds of taxes and duties levied by the government, interest and dividend on investments made by the government, fees and other receipts for services rendered by the government.

Stabilization policies: A coordinated set of mostly restrictive fiscal and monetary policies aimed at reducing inflation, cutting budget deficits, and improving the balance of payments. See conditionality and International Monetary Fund (IMF).

Subsidy: A payment by the government to producers or distributors in an industry to prevent the decline of that industry (e.g., as a result of continuous unprofitable operations) or an increase in the prices of its products or simply to encourage it to hire more labor (as in the case of a wage subsidy). Examples are export subsidies to encourage the sale of exports; subsidies on some foodstuffs to keep down the cost of living, especially in urban areas; and farm subsidies to encourage expansion of farm production and achieve self-reliance in food production.

Tax avoidance: A legal action designed to reduce or eliminate the taxes that one owes.

Tax base: the total property and resources subject to taxation. See also tariffs.

Tax evasion: An illegal strategy to decrease tax burden by underreporting income, overstating deductions, or using illegal tax shelters.

Terms of trade the ratio of a country's average export price to its average import price; also known as the commodity terms of trade. A country's terms of trade are said to improve when this ratio increases and to worsen when it decreases, that is, when import prices rise at a relatively faster rate than export prices (the experience of most LDCs in recent decades).

Treasury bill: A short-term debt issued by a national government with a maximum maturity of one year. Treasury bills are sold at discount, such that the difference between purchase price and the value at maturity is the amount of interest.

VAT: A form of indirect sales tax paid on products and services at each stage of production or distribution, based on the value added at that stage and included in the cost to the ultimate customer.

World Bank: An international financial institution owned by its 181 member countries and based in Washington, D.C. Its main objective is to provide development funds to the Third World nations in the form of interest-bearing loans and technical assistance. The World Bank operates with borrowed funds.

WTO: The World Trade Organization is a global international organization dealing with the rules of trade between nations. It was set up in 1995 at the conclusion of GATT negotiations for administering multilateral trade negotiations.

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