

90^{yil}
TDIU

Business English Course

TASHKENT

The logo features the word "BUSINESS" in a row of colorful 3D blocks (blue, green, blue, orange, pink, green, blue, blue) with the word "English" in a large, bold, blue font below it.

English

Course

Student's Book



Tashkent 2021

UDC: 811 (Eng.) (075).

LBC: 81.273. M 51

**Rakhimova Sh., Shakirova D., Azimova N.,
Kurbanova N. Business English Course.
Manual. – T.:, «Innovatsion rivojlanish
nashriyot-matbaa uyi», 2021y. – 152 p.**

ISBN 978-9943-7529-1-7

Nowadays when the government pays special attention to foreign language acquisition, concerned by the decree of the first President of the Republic of Uzbekistan PD-1875 dated 10.12.2012 “On measures to further improvement of teaching of foreign language learning system”, the teachers of the English language are looking for the most effective teaching methods. Each of us is trying to implement the most successful project in the teaching process. In this project we used the latest interactive teaching methods, based on the current requirements of CEFR that will help teachers in their work. In addition, this textbook will be useful for self-study. The textbook consists of three parts (textbook, workbook and teachers’ book). The manual is provided by authentic materials which are based on business terminology.

Rreviewers:

- A.A. Muhammadiyev** -the Director of the company “Xorijqurilish Tehnologiya”
- N. B. Holmatov** - The Head of the Department of “CIS Countries Economies and Regional Studies” of Tashkent State Institute of Oriental Studies;
- O.Khamidov** - the Head of Department "Service" (Tourism and Hospitality) of Tashkent State University of Economics, candidate of economic sciences.

ISBN 978-9943-7529-1-7

© «Innovatsion rivojlanish nashriyot-matbaa uyi», 2021y.

Preface

The quality of basic education and access to it became major concerns. In 1997, new laws on education and the National Program for Personnel Training were adopted, requiring a comprehensive review of the curriculum and the rewriting and reprinting of all textbooks. It became a priority for education reform to provide better designed, more durable, and more widely available textbooks, manuals that would be produced more efficiently.

The objective of **Business English Course** is to help students learn two things: how to do business in English and the language they need to do it. The new language and structures are presented in Student`s Book.

The Student`s Book contains 6 units. Each unit deals with a key sector of activity in the business world with practical activities, reading, grammar and self-study themes.

Content

Unit	Lessons	Practical activities (Speaking and Writing)	Reading	Grammar	Self- study themes
Economics as a science	Profession of an Economist	Outstanding Economists	Careers: Economist	Present Simple, Present Continuous.	Outstanding economists of the Republic of Uzbekistan
	Economics as a Science	Opportunity Cost	The Study of Scarcity and Choice	Stative Verbs	Types of costs
	Economic Systems	Japan recession may hurt global economy	Economic Systems	Present perfect, present perfect continuous	Economic system in Uzbekistan
Accounting	Accounting	Accountancy or accounting	What is accounting	Past Simple	Accounting in our daily life
	Auditing	Financial auditing	Auditing (history and definition)	Past Continuous	Compliance auditing
	Taxes and its types	Types of taxes	Taxes and taxation	Past Perfect	Why should we pay taxes
Marketing	Marketing	Historical eras of Marketing	Needs and wants	Articles	Marketing strategies
	Top 100 brands	Building a brand	Marketing concepts	Quantifies	Famous brands of Uzbekistan
	Advertising	Tips for effective advertising	Advertising	Countable and uncountable	The most attractive advertisings
Management	Management in our daily life.	what is management	Management and managers	Future time: Will/won't and be going to	The famous managers in the world
	History of management	Historical overview of the management	The pleasures of productivity	Present time in clauses	Management in Uzbekistan

	Management/Leadership styles	Management vs leadership styles	Japanese Management/Leadership	Prepositions of time and place	Types of management
Tourism	Tourism Industry	Daily duties	Tourism Today	Modal verbs Polite requests and offers	Types of tourism
	Packing and Camping	Changing a booking	Camping	Modal verbs Obligations	Hotels
	Future or Space Holidays	The future of tourism	What life might be like in 100 years?	Going to+ verb as a modal verb	Tourism in Uzbekistan
Banking	Banking	Application for Credit	Banks and banking	Conditionals	Banks in Uzbekistan
	Mobile Banking on the Increase in developing Countries	New ways of banking	Mobile banking		Types of banks
	Money and its Functions	Euro	Money		Monetary system

Unit 1

Lesson 1

PROFESSION OF AN ECONOMIST

Think and answer the following questions.



- 1. Why have you chosen the profession of an economist?**
- 2. Would you like to work for a company, teach economic disciplines at university or run your own business?**
- 3. Do you think you have entrepreneurial skills and abilities?**

Look at the pictures. Do you know them? What do you know about their contribution? Do you know any famous Uzbek economists?



Read the text below and write a reflection on the text.

In your writing try to include specific information and insights of how much data you obtained through reading. Sum up your knowledge in the table below.

You should write at least 100 words.

A

The Founder of Economics

Adam Smith was born in Kirkcaldy located to the north of Edinburgh in the year 1723. Adam Smith was to become the first political economist the world had ever known. He was to take his place at the head of the first school of economics, one that continues and is known as the "classical school". In 1740, at the age of seventeen, Smith was sent off to Oxford on scholarship.

In 1751, at age twenty-eight, Adam Smith became a professor of Logic at Glasgow. It was his first academic appointment. Smith was a curious human being. He treasured his library, and was continually absorbed in abstractions; he was notoriously absent-minded. Smith led a quiet and sheltered life; he lived with his mother (she lived to be ninety) and remained a bachelor all his life. Though silent and awkward in social situations, Adam Smith possessed, in considerable perfection, the peculiarly Scotch gift of abstract oratory. Even in common conversation, when once moved, he expounded his favorite ideas very admirably. As a teacher in public he did even better; he wrote almost nothing, and though at the beginning of a lecture he often hesitated, we are told, and seemed 'not to be sufficiently possessed of the subject,' yet in a minute or two he became fluent, and poured out an interesting series of animated arguments. Adam Smith acquired a great reputation as a lecturer. Sometime later he became a tutor to a wealthy Scottish duke. Then he received a grant of 300 pounds a year. It was a very big sum, 10 times the average income at that time. With the financial security of his grant, Smith devoted

10 years to writing his work which founded economic science. Its full name was 'An Inquiry into the Nature and Causes of the Wealth of Nations' It was published with great success in 1776. The Wealth of Nations opens with a description of the specialization of labor in the manufacture of pins; the book covers a variety of subjects: from the

professorships at Oxford to the statistics on the herring catch since 1771; from stamp duties to the coined money used by the Romans. The book is full of detail. What Adam Smith did in his book was to explain how self-interest was the engine of the economy and competition its governor. He set forth the great lesson that all economists come to sooner or later. Robert Heliborne wrote: “First,

he [Adam Smith] has explained how prices are kept from ranging arbitrarily away from the actual cost of producing a good. Second, he has explained how society can induce its producers of commodities to provide it with what it wants. Third, he has pointed out why high prices are a self-curing disease, for they cause production in those lines to increase. And finally, he has accounted for a basic similarity of incomes at each level of the great producing strata of the nation. In a word, he has found in the mechanism of the market a self-regulating system which provides for society's orderly provision.” On July 17th, 1790, Adam Smith died at Edinburgh; he was buried in the Canongate church yard.

B.

David Ricardo (1772–1823)

David Ricardo was born on 19 April 1772 in London. He was the third son

(out of seventeen!) of a Dutch Jew who had made a fortune on the London Stock Exchange. At the age of fourteen, after a brief schooling in Holland, Ricardo's father employed him full-time at the London Stock Exchange, where he quickly acquired a knack for the trade. At 21, Ricardo broke with his family and his orthodox Jewish faith when he decided to marry a Quaker called Priscilla Anne Wilkinson; Ricardo then converted to Christianity. His family

disinherited him for marrying outside his Jewish faith.

Ricardo had to establish his own business. He continued as a member of the stock exchange, where his ability won him the support of an eminent banking house. He did so well that in a few years he acquired a fortune. This enabled him to pursue his interests in literature and science, particularly in mathematics, chemistry, and geology.

He became rich in a very short time. When he died, his estate was worth over \$100 million in today's dollars.

In 1799 he read Adam Smith's *Wealth of Nations* and got excited about economics. So for the next ten years he studied economics. Bright and talkative, Ricardo discussed his own economic ideas with his friends, notably James Mill. But it was only after the persistent urging of the eager Mill that Ricardo actually decided to write them down. In 1809 he wrote that England's inflation was the result of the Bank of England's propensity to issue excess bank notes. In short, Ricardo was an early believer in the quantity theory of money, or what is known today as monetarism.

In 1814, at the age of 42, Ricardo retired from business and took up residence at Gatcombe Park in Gloucestershire, where he had extensive landholdings. In 1819 he became MP for Port Arlington. He did not speak often but his free-trade views were received with respect, although they opposed the economic thinking of the day. Parliament was made up of landowners who wished to maintain the Corn Laws to protect their profits. In 1815 Ricardo responded to the Corn Laws by publishing his *Essay on the Influence of a Low Price of Corn on the Profits of Stock*, in which he argued that raising the duties on imported **grain** had the effect of increasing the price of corn and hence increasing the incomes of landowners and the aristocracy at the expense of the working classes and the rising industrial class. He said that the abolition of the Corn Laws would help to distribute the national income towards the more productive groups in society. In 1817, Ricardo published *Principles of Political Economy and Taxation* in which he analyzed the distribution of money among the landlords.

David Ricardo formalized the Classical system more clearly and consistently than anyone before had done. For his efforts, he acquired a substantial following in Great Britain and elsewhere –what became known as the "Classical" or «Ricardian" School. His system, however, was improved very little by his disciples. Perhaps only John Stuart Mill (1848) and Karl Marx (1867–94) added insights of any great weight. He died on 11 September at Gatcombe Park (which is now the home of the Princess Royal and her family). He was 51.

C.

John Maynard Keynes (1883-1946) The English economist John Maynard Keynes is regarded as the originator of modern macroeconomics. In 1935 George Bernard Shaw received a letter from

John Maynard Keynes in which Keynes asserted, “I believe myself to be writing a book on economic theory, which will largely revolutionize... the way the world thinks about

economic problem”. And, in fact, Keynes’s *The general theory of employment, interest and money* (1936) did revolutionize economic analysis and established Keynes as one of the most influential economists of all time. The son of an eminent English economist, Keynes was educated at Eton and Cambridge. While his early interests were in mathematics and probably theory, Keynes ultimately turned to economics. Keynes was far more than an economist. He was an active, many-sided man who also played such diverse roles as principal representative of the Treasury at the World War I Paris Peace Conference, a director of the Bank of England, trustee of the National Gallery, editor of the *Economic Journal*. He also ran an investment company, organized the Camargo Ballet (his wife, Lydia Lopokova, was a renowned star of the Russian Imperial Ballet), and built the Art Theatre at Cambridge. In addition, Keynes found time to amass a \$2 million personal fortune by speculating in stocks, international currencies, and commodities. He was also a leading figure in the “Bloomsbury Group”, an avant-garde of intellectual luminaries who greatly influenced the artistic and literary standard of England. Most importantly, Keynes was a prolific scholar. His book encompassed such widely ranging topics as probability theory, monetary economics, and the economic consequences of the World War I peace treaty. His magnum opus, however, was the *General Theory*, which was described as “a work of profound obscurity, badly written and prematurely published”. Yet the *General Theory* attacked the classical economists’ contention that recession will automatically cure itself. Keynes’ analysis suggested that recession could easily spiral downward into a depression. Keynes claimed that modern capitalism contained no automatic mechanism which would propel the economy back towards full employment. The economy might languish for many years in depression, and the depression of the 1930s seemed to provide sufficient evidence that Keynes was right. His basic policy recommendation – a starting one in view of the balanced-budget sentiment at the time – was for

government in these circumstances to increase its spending to include more production and put unemployed back to work

	Adam Smith	David Ricardo	John Maynard
Date of Birth (DOB)			
Place of Birth (POB)			
Background			
Education			
Scientific Activity			
Works			
Impact on Economics			

Reading

As you read the text, focus on different types of economists and their activities.



Careers: Economist

Economists study the ways in which individuals and society choose to use limited resources, such as natural resources, labor, factories, and machines, in an effort to satisfy unlimited wants. They are concerned with the production, distribution, and consumption of goods and services and are interested in helping society get as much satisfaction as possible from its limited resources. Economists collect, process, and analyze data to determine the costs and benefits of using resources in various ways.

Economists are employed in a number of different job settings. About half of them are academic economists, who engage in teaching, writing and doing research in colleges, and Universities. They also write textbooks and journal articles, develop and test new theoretical models, provide consulting services to governments and businesses, and engage in variety of other professional activities. The other half of all economists work for government or business. Government economists collect and analyze information about economic conditions in the nation and possible changes in government economic policies. Much of this information is published in government bulletins and reports. Often the government economist wears a second hat as a policy analyst. Economists forecast tax revenues and interest rates,

analyze, who gains and who loses from particular changes, monitor prices, compute total output and perform other useful tasks in the public sector.

Business economists work for banks, insurance companies, investment companies,

manufacturing firms, economic research firms, and management consulting firms.

Some economists operate their own economic businesses. They are called entrepreneurs. This is a French word that has been accepted into the English language. Entrepreneurs are a mystery to some people, especially those who are only comfortable with a nine-to-five existence and assured weekly paychecks and fringe benefits. The entrepreneur is a business person who prefers to take calculated risks in order to be his or her own boss. An individual hoping to start up a new company needs to have entrepreneurial flair or talent, as well as good

technical skills and financial skills, because they make a profit through risk taking or initiative. They are self-employed, and often work long hours for less pay than they would if they were an employee of another company.

While the percentage of growth for men entering into business independence could be measured in the teens, women's increase in a single decade was 69 percent. There is no mystery here. Women go into business for the same reason men do –to make money and to be their own bosses.

Entrepreneurship is regarded to be the first track to success. Rather than to take a low-wage, big-industry job, people opt to use their wits and energy to climb the ladder of independence. People who are successful in business and so have become rich and powerful are called tycoons.

Speaking about entrepreneurship, Professor K. Vesper of the University of Washington says that “A driving force in entrepreneurship is addictiveness. Once people have a taste of freedom in a business of their own, they like it. They don't want to go back to working for someone else.”

Answer the questions.

1. What do economists study?
2. What job settings are economists employed in?
3. What are the spheres of activities:
 - a) academic economists?
 - b) government economists?
 - c) business economists?
4. How do entrepreneurs differ from above mentioned economists?
5. What is a driving force in entrepreneurship?
6. What is the percentage of growth for men and women entering into business independence?

Match the words in the table with the definitions given below.

costs, provide, academic, entrepreneur, self-employed, perks (fringe benefits), monitor, forecast, job-setting; flair, qualify, skill.

1. Involving a greater amount of reading and study than technical or practical work;
2. extra things that some people get from their job in addition to their salary;
3. a person who starts or organizes a commercial enterprise;
4. a natural ability to do something well;
5. the place of work;
6. to watch and check something over a period of time;
7. to reach the standard of ability;
8. knowledge required in order to enter a particular profession;
9. working independently for customers or clients and not for an employer;
10. to say in advance what is expected to happen;
11. an amount of money needed for a particular activity or purpose, especially in business;

12. to make something available for somebody to use by giving it.

Choose the words with similar meaning from two columns and arrange them in pairs.

- 1) costs (n)
- 2) monitor (v)
- 3) flair (n)
- 4) entrepreneur (n)
- 5) forecast (n)
- 6) provide (v)
- 7) job-setting (n)
- 8) liable (a)

- a) supply, equip, outfit
- b) expenses, outlay
- c) control, manage
- d) skill, talent, inclination
- e) employer
- f) responsible
- g) place of work
- h) prediction, prophecy

Complete the sentences using the words given below

self-employed, forecasts, benefits or fringe benefits, qualify, flair, entrepreneurial, costs, provide, liable; tycoon, distribution, consumption.

1. ... means having the qualities that are needed to succeed as an entrepreneur.
2. An ... is a person who sets up business and business deals.
3. A ... is a person who is successful in business and so has become rich and powerful.
4. The industry will have to pass its increased ... on to the consumer.
5. The management will ... accommodation, food and drink for thirty people.
6. He has always been ... for his children.

7. The of the job include a car and free health insurance.
8. He won't ... as an economist until next year.
9. An individual hoping to start up a new company needs to have entrepreneurial ... or talent.
10. Unfortunately ... of higher profits did not come true.
11. Economists are concerned with the production, ... and

Expand the sentences.

1. Economists study the ways in which individuals and society choose to use
2. They are concerned with
3. About half of them are academic economists who
4. The other half of the profession work for
5. Government economists forecast
6. Business economists work for ...

Refresh your memory

Present Simple vs. Present Continuous

- He watches TV (every day)
- He's watching TV (now)
- The present simple is used for permanent / long-term situations and the present continuous for temporary/ short-term or immediate situations e.g.
 - I think that everyone should learn another language. (think, believe, know....permanent)
 - I'm thinking of learning another language. (planning, organizing arranging)
 - Your house looks really nice.(permanent)
 - You are looking well.(today)

Complete the sentences with the present simple or present continuous form of the verbs in brackets. Use contractions where possible.

1. She _____(run) because she's late for her lesson.
2. Our teacher always _____(give) us a lot of homework.

3. We _____(not want) to go to the concert.
4. What time _____ (you / meet) Pete tomorrow?
5. I _____ (not work) today. I'm on holiday.
6. People _____ (speak) English in Jamaica.
7. Archie _____ (not use) his computer at the moment.
8. _____ (Tony / live) near the park?

Circle the word or phrase.

1. Dan talks/ is talking on the other phone right now.
2. We don't eat / aren't eating any meat at the moment as we're both on a diet.
3. Does air travel get / Is air travel getting increasingly safe?
4. My mum calls / is calling me every weekend without fail.
5. How much do babysitters generally earn / are babysitters generally earning?
6. My mum takes / is taking part in ice-skating competitions almost every weekend

Lesson 2

Economics as a Science

1 Look at the pictures and answer the questions.

- 1 Can you explain the difference between wants and needs?
- 2 Is it possible to satisfy all the desires? Why?
- 3 What is a luxury and what is a necessity?
- 4 What is shortage?



FEW EXAMPLES

Luxury	Normal Necessity	Inferior Good
Air travel	Fresh vegetables	Frozen vegetables
Fine wines	Instant coffee	Cheap snacks
Luxury chocolates	Natural cheese	Processed cheese
Private education	Fruit juice	Cheap oils
Private health care	Spending on utilities	Tinned meat
Antique furniture	Shampoo / toothpaste / detergents	Value "own-brand" bread
Designer clothes	Rail travel	Bus travel



Discussion

Read the multiple-choice questions and guess the answer. Work in pairs. Elaborate on your answer

- 1 Why is scarcity the most basic of all economic problems?
- because government must decide how much it will spend for natural defense.
 - it gives you an opportunity to buy something else.
 - because it is the most important issue in balancing unlimited needs with limited resources.

- 2 What is meant by the term “opportunity cost”?
- it is your limited income.
 - it is defined as a decision to spend money.
 - it refers to the next best alternative that is given up when a decision is made to use resources in a particular way.

Relaying on the given definitions to the words Economic and Economical fill in the gaps choosing the appropriate one.

***Economic** means concerned with the organization of the money, industry, and trade of a country, region, or social group. A business that is economic produces a profit.*

*Something that is economical does not require a lot of money to operate. If someone is economical, they spend money carefully and sensibly. **Economical** also means using the minimum amount of something that is necessary.*

..... means concerned with the organization of the money, industry, and trade of a country, region, or social group. A business that is produces a profit.

Something that is does not require a lot of money to operate. If someone is, they spend money carefully and sensibly. also means using the minimum amount of something that is necessary.

With a partner skim the text “Opportunity Cost” and choose the best answer to the following questions.

(Do you have things you want? Probably you haven't. Very few people ever reach the stage where you have everything they want. In fact, one want often leads to another. It is important to point out however, that there is a difference between wants and needs. Everyone needs food, clothing and shelter but other so-called “needs” are really “wants”. For example, you may insist that you need a car but you may live in an area where you really don't have to have one. You can walk, bicycle, or rely on public transportation to get around. Similarly, you may want new clothes, but whether or not you need them is a value judgment. If you think about it, you probably will agree that most people's needs are limited. In contrast, people's wants are unlimited.

Because of the problem of scarcity nations, businesses, and individuals all must make choices in an effort to satisfy unlimited wants with limited resources. These choices are not always easy. Suppose you have saved some money and are thinking of buying a new bicycle. Before buying the bicycle, however, you may give some consideration to the possibility of buying something else instead. Would a stereo system give you more pleasure than the bicycle? What about the possibility of buying a used bike so you will have enough money left over to buy the new shoes you need or to put some money aside for college? Or would it be better to save the money toward a down payment on a used car that can use on your part-time job as well as at college? Because your income is limited and you can buy only a limited number of things, you probably will give considerable thought to the situation before making your purchase. However, you decide to use your money you will have to give up the opportunity to purchase something else that also may have given you pleasure. If you

decide to purchase the second-hand bicycle so that you will have some money to put aside for college, you will have to give up the opportunity to buy the stereo system or to buy the new bicycle. Economists use the term opportunity cost to refer to the next best alternative that is given up when a decision is made to use resources in a particular way.

- 1 Why is scarcity the most basic of all economic problems?
 - a. because government must decide how much it will spend for natural defense.
 - b. it gives you an opportunity to buy something else.
 - c. because it is the most important issue in balancing unlimited needs with limited resources.
- 2 What is meant by the term “opportunity cost”?
 - a. it is your limited income.
 - b. it is defined as a decision to spend money.
 - c. it refers to the next best alternative that is given up when a decision is made to use resources in a particular way.

Reading

Scan reading and answer the questions

- 1 Do you know what scarcity is?
- 2 Do you agree that scarcity is typical for all nations?
- 3 What does economics study?
- 4 What is macroeconomics and microeconomics?

The Study of Scarcity and Choice

Our world is a finite place where people, both individually and collectively, face the problem of scarcity. Scarcity is the condition in which human wants are forever greater than the available supply of time, goods, and resources. Because of scarcity, it is impossible to satisfy every desire. Perhaps you would like a big home, gourmet meals, designer clothes, clean air, better health care, shelter for the homeless, more leisure time, and so on. Unfortunately, nature does not offer the Garden of Eden, where every desire is fulfilled. Instead, there are always limits on the economy's ability to satisfy unlimited wants.

You may think your scarcity problem would disappear if you were rich, but wealth does not solve the problem. No matter how affluent an individual is, his wish list continues to grow. The condition of scarcity means all individuals, whether rich or poor are dissatisfied with their material well-being and would like more.

Economics is the study of how society chooses to allocate its scarce resources to the production of goods and services in order to satisfy unlimited wants. Society makes two kinds of choices: economy-wide, or macro choices and individual, or micro choices. The prefixes macro and micro come from the Greek words meaning “large” and “small”, respectively. Reflecting the macro and micro perspectives, economics consists of two main branches: macroeconomics and microeconomics.

Macroeconomics

The old saying “Looking at the forest rather than the trees” fits macroeconomics. Macroeconomics is the branch of economics that studies decision making for the economy as a whole. Macroeconomics examines economy-wide variables, such as inflation, unemployment, growth of the economy, money supply, and national incomes.

Microeconomics

Examining individual trees, leaves, and pieces of bark, rather than surveying the forest, illustrates microeconomics. Microeconomics is the branch of economics that studies decision making by a single individual, household, firm, industry, or level of government. Microeconomics applies a microscope to specific parts of an economy, as one would examine cells in the body. The focus is on small economic units, such as economic decision of particular groups of consumers and businesses.

5 a) From two columns choose the words with similar meaning and arrange them in pairs.

A

- 1 scarcity
- 2 goods
- 3 degree of merit
- 4 economical
- 5 production

B

- a) thrifty
- b) merchandise
- c) quality
- d) insufficiency/ shortage
- e) manufacture

6 service
or something

7 unlimited

8 choice

9 pervasive

f) work done for somebody

g) infinite

h) options

i) all-encompassing

b) From two columns choose the words with opposite meaning and arrange them in pairs.

A

1 wealth

2 to satisfy

3 scarcity

4 to raise

5 to improve

6 to spend

7 revenue

8 macro

B

a) poverty

b) to dissatisfy

c) abundance

d) to lower

e) to make worse

f) to economize

g) expenditure

h) micro

6 Choose the right variant according to the text

1 The condition of scarcity:

a cannot be eliminated

b prevails in poor economies

c prevails in rich economies

d all of the above

2 The subject of economics is primarily the study of:

a the government decision-making process

b how to operate a business successfully

c decision-making because of the problem of scarcity

d how to make money in the stock market

3 Which of the following is included in the study of macroeconomics?

a Salaries of college professors

b Computer prices

c Unemployment in the nation

d Silver prices

4 Microeconomics approaches the study of economics from the viewpoint of:

- a individual or specific markets
- b the national economy
- c government units
- d economy-wide markets

Refresh your memory

STATIVE VERBS

They describe a permanent state, so they don't usually have a continuous form. These are:

- ❖ **Verbs of senses:** see, hear, smell, feel, taste.
- ❖ **Verbs of opinion:** agree, believe, consider, think, know.
- ❖ **Verbs of emotions:** feel, forgive, hate, like, love....
- ❖ **Other verbs:** be, appear, seem, belong, have(possess), look(appear), need....

❖ **Some stative verbs have continuous forms but there is a difference in meaning. Have a look:**

STATE	ACTION
I think she`s rich. (= I believe)	I`m thinking about your plan (=I`m considering)
The milk tastes awful. (=It has a bad flavor)	He`s tasting the sauce; it might need some salt (=She`s trying its flavor)
He has a pet dog. (=he owns)	He`s having dinner now (=he`s eating)
This cloth feels like velvet. (has the texture)	She`s feeling her way in the dark (= she`s finding her way)
I see you`re in trouble (=I understand)	I`m seeing my lawyer tonight. (=I`m visiting)
The kitchen smells of burnt meat (=has the smell)	Why are you smelling (=trying the smell)

<p>He comes from Spain (=he was born in)</p> <p>I love holidays (=in general)</p> <p>Your hair looks great (=it appears)</p> <p>Ann is very tall</p>	<p>He`'s coming from Spain (=He`s traveling from)</p> <p>I`m loving this holiday (=I`m enjoying: specific)</p> <p>She`s looking at some photographs. (=she`s examining)</p> <p>Ann is being very kind to me these days (=she`s behaving)</p>
--	--

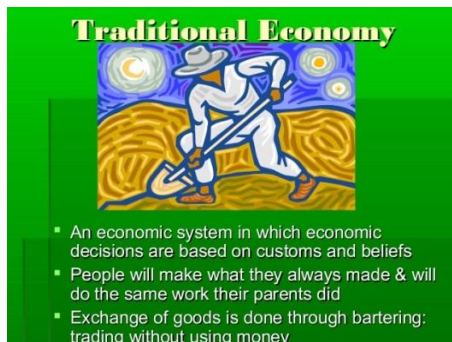
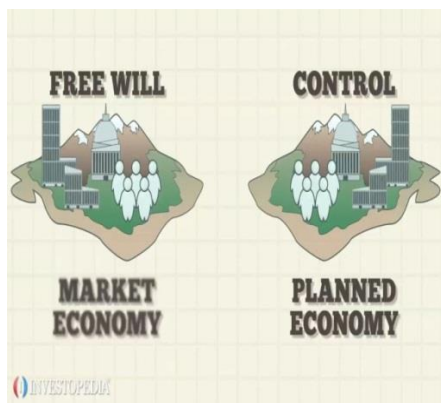
Check whether you understand or don't the previous chart. Complete the sentences.

1. I _____ that the situation is out of control. (see)
2. The sausages _____ delicious. (taste)
3. You haven't said a word all morning. What _____ about? (you / think)
4. He _____ a Siamese cat. (have)
5. These flowers _____ nice. (smell)
6. I _____ where she keeps the keys. (not know)
7. Why _____ your pockets? Have you lost anything? (you / feel)
8. Why _____ the milk? Do you think it has gone off? (you / smell)
9. Ann is Italian. She _____ from Italy (come)
10. That dress _____ nice on you. (look)
11. Paul _____ to a new record in his room. (listen)
12. If you _____ at that comic, I'd like to see it. (not look)
13. Joan _____ 50 kilos. (weight)
14. Mary _____ very naughty these days. (be)

Lesson 3 Economic Systems

1 Think and answer the questions.

- 1 What is your idea of an economic system?
- 2 How many economic systems do you know?
- 3 What is the basic difference between market and planned economies?



Group Work

In small groups choose the content “Global Economy” and present about the Economic issues. Suggest logical solutions to them.

Instructions are given by the teacher according to the level, number of students and time duration of the session.

Read and complete the sentences with the following words and phrases.

Slipped back into; was on the brink of; attribute the fall; the second consecutive; their purse strings; economists by surprise; slide back into; in the last quarter; stages of the recovery; instability and uncertainty; The Eurozone is teetering; the real risk of falling;

Japan has (1) recession, leaving financial analysts to ponder over the implications for the global economy. Japan's economy unexpectedly shrank for (2) quarter. Two successive negative quarters officially puts a country in recession. The slide in the last quarter has taken (3) Figures indicated that Japan's economy would grow by 2.1 per cent (4) Instead, gross domestic product (GDP) fell by 1.6 per cent between July and September. Many economists (5) April's increase in sales tax from five to eight per cent. Many Japanese consumers have tightened (6) and are simply not spending. World leaders are worried that Japan's (7) recession could be ominous for the global economy. British leader David Cameron said the world (8) second economic disaster. He told reporters he saw "red warning lights" for the global economy because of international (9) "i....." and a slowing of growth in emerging markets, especially Brazil and China. Mr. Cameron said the problems were "plain to see". He added: (10) "....." on the brink of a possible third recession, with high unemployment, falling growth and (11) prices. Emerging markets, which were the driver of growth in the early (12), are now slowing down."

Reading

Read the text and answer the questions

- 1 How can economic systems be classified?
- 2 What are the three invisible forces which make economic system work?
- 3 What are the three basic economic questions that every nation must answer?

Economic System

People and societies organize economic life to deal with the basic problems raised by scarcity and opportunity cost through economic systems. An economic system works via interaction of three invisible forces: the invisible hand (economic forces), invisible foot (political forces) and invisible hand-shake (social forces).

An economic system can be described as the collection of institutions, laws, activities, controlling values, human incentives that collectively provide a framework for economic decision-making. An economic system is closely tied to a political system through which people decide what their society desires. In a democracy, voting procedures determine society's will. In an autocracy, a ruling individual or group of individuals decides what society's desires are.

There are three basic economic questions that every nation must consider. They are (1) What goods and services shall be produced? (2) How shall they be produced? and (3) For whom shall they be produced? Within every nation, people must have some method of deciding what combination of goods and services they should produce. Once this decision is made, it is necessary to decide what kind of consumer and capital goods will be produced. Once the question of what to produce is answered, it is necessary to decide what production methods are to be used.

Any economic system must use one or more decision-making methods or rules. Though the list of ways to make decisions is long, there are three basic approaches to economic decisions. One of them is based on tradition (families often decide to do something the "old way"; people generally repeat the decisions made at an earlier time, etc.).

The second approach is based on authority or command (the boss, appointed or elected, can decide what is produced and who gets it).

The third is based on markets (individuals bargain with one another privately to obtain goods) and so on.

Economic systems are classified into four broad categories. These are traditional, command, market, and mixed economics. Each of these systems works well to some degree at different points in time and for different cultures.

Traditional economy is an economic system using social customs to answer the basic economic questions. Nowadays traditional economies

are found primarily in the rural, non-industrial areas of the world. In such areas, there is no national economy.

In command economies, the basic economic questions are answered by government officials. Government leaders decide what goods and services will be produced.

A market economy is the opposite of a command (planned) economy. In market economy, basic economic questions are answered by individual households and businesses through a system of freely operating markets. In mixed economies, a distinction is usually made between the private sector, in which decisions are made primarily by individual households and businesses, and the public sector, in which decisions are made by the government. Mixed economy is an economic system that relies on a mixture of markets, government commands and traditions.

Decide whether the statements below are true (T) or false (F) according to the information in the text.

- 1 An economic system works via the interaction of three invisible forces.
- 2 An economic system is interrelated with a political system.
- 3 In an autocracy voting procedures determine society`s will.
- 4 Every nation can produce enough goods and services to satisfy evefrybody`s wants.
- 5 There are three basic approaches to economic decisions.
- 6 Economic systems are classified into two broad categories.
- 7 A market economy is an economic system using social customs to answer the basic economic questions.

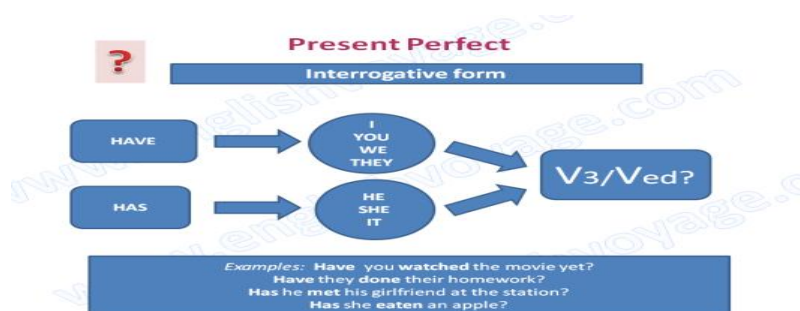
Match the words in column A with their definitions in column B

A	B
1 invisible hand	a) economic forces
2 invisible foot	b) political forces
3 invisible handshake	c) social forces
4 autocracy	d) absolute power
5 labor resources can make available for production	e) physical and mental talents that people

Fill in the following prepositions: *for, by, with, from, out, through, to*

- 1 An economic system is closely tied ... a political system
- 2 We need to find ... what people expect ... an economic system.
- 3 People must decide what goods and services they should produce ... their limited resources.
- 4 Food can be produced ... a large number of workers.
- 5 It is necessary ... people to have a method of deciding who gets the goods and services produced.
- 6 ... a political system people decide what their society desires.

Refresh your memory



FORM

[has/have + past participle]

USE 1 Unspecified Time Before Now.



We use the Present Perfect to say that an action happened at an unspecified time before now. The exact time is not important. You **CANNOT** use the Present Perfect with specific time expressions such as: yesterday, one year ago, last week, when I was a child, when I lived in Japan, at that moment, that day, one day, etc. We **CAN** use the Present Perfect with unspecific expressions such as: ever, never, once, many times, several times, before, so far, already, yet, etc.

Sample:

- I **have seen** that movie twenty times.
- I think I **have met** him once before.

2 Change Over Time

We often use the Present Perfect to talk about change that has happened over a period of time.

Sample:

- You **have grown** since the last time I saw you.
- The government **has become** more interested in arts education.

3 Accomplishments

We often use the Present Perfect to list the accomplishments of individuals and humanity. You cannot mention a specific time.

Sample:

- Man **has walked** on the Moon.
- Our son **has learned** how to read.

Fill in the spaces with the correct form of the verb in simple present perfect tense.

1) Our company (arrive) _____ . Please answer the door.

2) The ice on the sidewalk (melt) _____. I think the sun is out today.

3) The McMillan's (prepare) _____ a lot of food for the party. It looks delicious.

4) Tony's flight from New Jersey (land) _____. We should see him any minute.

5) The bank officers (suggest) _____ that the meeting be scheduled for

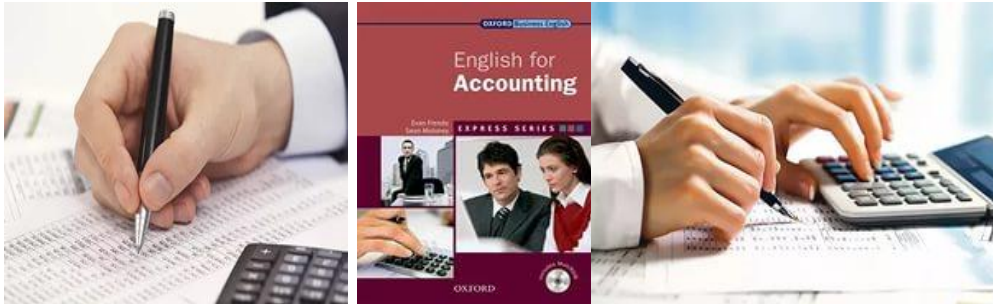
Wednesday morning. I will try to locate a conference room.

6) Sparky (taste) _____ his new dog food, and he seems to like it.

7) The police (arrest) _____ two men for the robbery. It is time to question them.

8) The medicine (cure) _____ William's illness. It seems miraculous

Unit 2
Lesson 1
Accounting or Accountancy?



Match the appropriate words and definitions

accountancy (UK)	(a record of) money taken out of a bank account:
accounting (US)	
financial accounting	a collection of systems and processes used to record, report and interpret business transactions.
assets	things that the business owns.
double entry	the system of recording business transactions in two account
accounts	‘The financial description of a business event.
Transaction	buying or selling goods or services now with the intention of payment following at some time in the future (as opposed to buying or selling goods or services for cash).
credit	Buckets’ within the ledger, part of the accounting system. Each account contains similar transactions (line items) that are used for the production of financial statements. Or commonly used as an abbreviation for financial statements.
capacity	someone’s stewardship of something is the way in which that person controls or organizes it
Stewardship	the maximum volume of products or services that can be produced given limitations of space, people, equipment or financial resources.
Debit	the production of financial statements, primarily for those interested parties who are external to the business

Skim the text and take notes of the most important information. Discuss in group and share your input.

Accountancy (British English) or accounting (American English) is a collection of systems and processes used to record, report and interpret business transactions. Accounting provides an account – *an explanation or report in financial terms* – about the transactions of an organization. It enables managers to satisfy the *stakeholders* in the organization (owners, government, financiers, suppliers, customers, employees etc.) that they have acted in the best interests of stakeholders rather than themselves. This is the notion of accountability to others, a result of the *stewardship* function of managers that takes place through the process of accounting. Stewardship is an important concept because in all but very small businesses, the owners of businesses are not the same as the managers.

This separation of ownership from control makes accounting particularly influential due to the emphasis given to increasing shareholder wealth (or shareholder value). Practitioners of accountancy are known as accountants. Officially licensed accountants are recognized by titles such as Chartered Accountant (UK) or Certified Public Accountant (US).

Accountancy attempts to create accurate financial reports that are useful to managers, regulators, and other stakeholders such as shareholders, creditors, or owners. The day-to-day record-keeping involved in this process is known as book-keeping.

Financial accounting is one branch of accounting and historically has involved processes by which financial information about a business is recorded, classified, summarized, interpreted, and communicated. Auditing, a related but separate discipline, is the process whereby an independent auditor examines an organization's financial statements in order to express an opinion (with reasonable but not absolute assurance) as to the fairness and adherence to generally accepted accounting principles, in all material respects.

At the heart of modern financial accounting is the double-entry book-keeping system. This system involves making at least two entries for every transaction: a debit in one account, and a corresponding credit in another account. The sum of all debits should always equal

the sum of all credits. This provides an easy way to check for errors. This system was first used in medieval Europe, although some believe that the system dates back to Ancient Greece.

According to critics of standard accounting practices, it has changed little since. Accounting reform measures of some kind have been taken in each generation to attempt to keep book-keeping relevant to capital assets or production capacity. However, these have not changed the basic principles, which are supposed to be independent of economics as such.

Fill in the spaces: to check, accounting, discipline, believe, credits, statements, system, a debit.

Financial_____ is one branch of accounting and historically has involved processes by which financial information about a business is recorded, classified, summarized, interpreted, and communicated. Auditing, a related but separate _____, is the process whereby an independent auditor examines an organization's financial _____ in order to express an opinion (with reasonable but not absolute assurance) as to the fairness and adherence to generally accepted accounting principles, in all material respects.

At the heart of modern financial accounting is the double-entry book-keeping_____. This system involves making at least two entries for every transaction: _____in one account, and a corresponding credit in another account. The sum of all debits should always equal the sum of all_____. This provides an easy way _____ for errors. This system was first used in medieval Europe, although some_____ that the system dates back to Ancient Greece.

Reading

ACCOUNTING

Questions for discussion:

1. What is accounting?
2. Do we need accounting in our everyday life? If yes, why? If no, why?
3. Is there a difference between a book keeper and an accountant?



Accounting is a field of specialization critical to the functioning of all types of organizations. Accounting often is referred to as “the language of business” because of its role in maintaining and processing all relevant financial information that an entity requires for its managing and reporting purposes.

Accountants often have a specific sub specialization and function at one of several levels.

Preparation for the field is provided by secondary schools, postsecondary business schools, community colleges, and four-year colleges and universities.

WHAT IS ACCOUNTING?

Accounting is a body of principles and conventions as well as an established general process for capturing financial information related to an entity’s resources and their use in meeting the entity’s goals. Accounting is a service function that provides information of value to all operating units and to other service functions, such as the headquarters offices of a large corporation.

Origin of Accounting Modern accounting is traced to the work of an Italian monk, Luca Pacioli, whose publication in A.D. 1494

described the double-entry system, which continues to be the fundamental structure for contemporary accounting systems in all types of entities. When double-entry accounting is used, the balance sheet identifies both the resources controlled by the entity and those parties who have claims to those assets.

Early histories of business identify the bookkeeper as a valuable staff member. As businesses

became more complex, the need for more astute review and interpretation of financial information was met with the development of a new profession—public accounting. In the United States, public accounting began in the latter part of the nineteenth century. The first organization was established in 1887; the first professional examination was administered in December 1896.

In the early days of the twentieth century, numerous states established licensing requirements and began to administer examinations.

During the first century of public accounting in the United States, the American Institute of Certified Public Accountants (and its predecessor organizations) provided strong leadership to meet the changing needs of business, not-for profit, and governmental entities.

The accountant, the accounting firm, and the accounting profession of the twenty-first century are quite different from what existed at the beginning of the twentieth century. In contrast to a bookkeeper manually recording entries in a large bound volume, an accountant is now responsible for information concerning all facets of a business and is dependent on the latest technology for processing that information. In contrast to small local firms, accounting firms now can be large international organizations with reported revenues of billions of dollars. In addition to the traditional audit/attest information, accounting firms provide their clients with tax services, financial planning, system analysis, consulting, and legal services. At the beginning of the twentieth century, the accounting profession was just emerging. Today, the profession is comprised of thousands of men and women working in public and private firms as well as profit and nonprofit organizations as members of management teams or as valued consultants.

Questions for understanding the text:

1. Why is accounting referred to as “the language of the body”?
2. What is the reason of appearing a new profession public accounting?
3. What is an accountant is responsible for nowadays?

Refresh your memory

Simple Past Tense

How to form the Past Tense in English?

The main rule is that for every verb in English, there is only one form of it in the past tense.

(The exception is the Past tense of To Be, which has two forms: was and were)

For example: The past tense of the verb *want* is *wanted*. *Wanted* is used as the past tense for all subjects/pronouns.

So you just have to learn one word to be able to use it in the past tense. In this case we just needed to learn the one word *wanted* which can be used for all subjects (or people).

Past Tense Regular Verbs

To change a regular verb into its past tense form, we normally add –ED to the end of the verb.

Examples of sentences using regular verbs in the past tense

1. Last night I played my guitar loudly and the neighbors complained.
2. She kissed me on the cheek.
3. It rained yesterday.

Negative sentences in the Past Tense

We use *didn't* (did not) to make a negative sentence in the past tense.

This is for regular AND irregular verbs in English.

(Exception is To Be and Modal Verbs such as Can)

Compare the following:

Present: They don't live in Canada.

Past: They didn't live in Canada.

The main verb (live in the example above) is in its base form (of the infinitive). The auxiliary DIDN'T shows that the sentence is negative AND in the past tense.

NOTICE: The only difference between a negative sentence in the present tense and a negative sentence in the past tense is the change in the auxiliary verb.

Both **don't** and doesn't in the present tense become didn't in the past tense.

Compare the negative sentences in the examples below:

Present: You don't need a mechanic.

Past: You didn't need a mechanic.

Present: He doesn't speak Japanese.

Past: He didn't speak Japanese.

Questions in the Past Tense

We use did to make a question in the past tense.

This is for regular AND irregular verbs in English.

(Exception is To Be and Modal Verbs such as Can)

Compare the following:

Present: Do they live in France?

Past: Did they live in France?

The main verb (live in the example above) is in its base form (of the infinitive). The auxiliary DID shows that the question is in the past tense.

NOTICE: The only difference between a question in the present tense and a question in the past tense is the change in the auxiliary verb.

We can also use a question word (Who, What, Why etc.) before DID to ask for more information.

1. Did you study? – Yes, I did.
2. When did you study? – I studied last night.
3. Where did you study? – I studied at the library.

Irregular Verbs in the Past Tense

Irregular verbs are ONLY irregular in affirmative/positive sentences.

(An exception to this is with the verb TO BE in the Past Tense).

For example: The past tense of GO is WENT.
It does not end in –ED so it is considered irregular.

The word **went** is used for all subjects – I, you, we, they, he, she, it.

BUT, as we mentioned before, it is only in its irregular form (went) in sentences that are affirmative/positive.

Compare the following using GO in the past tense.

1. They went to the beach
2. They didn't go to the beach --- **Didn't** shows that we are talking in the past tense.
3. Did they go to the beach? --- **Did** shows that we are talking in the past tense.

Put the verbs into the correct tense (simple past or present perfect).

1. I (just / finish) _____ my homework.
2. Mary (already / write) _____ five letters.
3. Tom (move) _____ to his home town in 1994.
4. My friend (be) _____ in Canada two years ago.
5. I (not / be) _____ to Canada so far.
6. But I (already / travel) _____ to London a couple of times.
7. Last week, Mary and Paul (go) _____ to the cinema.
8. I can't take any pictures because I (not /buy) _____ a new film yet.
9. (they / spend) _____ their holidays in Paris last summer?
10. (you / ever / see) _____ a whale?

Lesson 2

Auditing



What types of auditing do you know?

Role play.

Make dialogs about financial auditing. Use the sample given below

Financial auditing

- Good morning Zulfiya. Why do you look so worried?
- Good morning Bakhrom. I have to make a speech on “Financial auditing” tomorrow but I’m not sure that I have full imagination about it. By the way, I study at the Economic University maybe you can help me.
- Sure. I study at the Accounting and Audit faculty. I’ll try to help you. Two primary types of audits are financial audits and compliance audits. A financial audit is the examination of financial records and reports of a company or organization, in order to verify that the figures in the financial reports are relevant, accurate, and complete. The general focus is to ensure the reported financial statements fairly represent a company's stated condition for the firm's stakeholders. These stakeholders will be interested parties, such as stockholders, employees, regulators, and the like.
- What is attest function? And I heard about CPA firms.
- Doing a financial audit is called the "attest" function. The general purpose is for an independent party (the CPA firm) to provide written assurance (the audit report) that financial reports are "fairly presented in conformity with generally accepted accounting

principles". Because of major accounting scandals (failure by CPA firms to detect widespread fraud), assessing internal control procedures has increased in magnitude as a part of financial audits.

- Who is financial audit done by?

- Financial audits are typically done by external auditors (accountancy firms). Many organizations, including most very large organizations, also employ or hire internal auditors, who do not attest to financial reports. Internal auditors often assist external auditors, and, in theory, since both do internal control work, their efforts should be coordinated.

- Internal auditing, external auditing... What other types of auditing do we have? And do they serve to the same objectives?

- No, of course. Although the audit process of obtaining and evaluating evidence and communicating the results to interested users applies to all audit applications, the objectives of auditing vary depending on the needs of users of the audit report. Internal auditing, governmental auditing, and external auditing all serve different objectives.

-I see. It's a very interesting topic. Fortunately I have so smart friend. Otherwise I can't make my speech. Can you explain the differences between external< internal and government auditing next time.

- Sure any time, you like. Bye for now.

- Thank you. See you.



Mark these statement T (true), F(false). Give a rationale to your responses.

1. There are two main types of audits: a financial and a compliance audit.

2. Doing a compliance audit is called “attest” function.
3. External auditors are hired by many organizations to assist during financial audit.
4. External and internal auditors do inter control work and their efforts should be coordinated.
5. Internal auditing, governmental auditing, and external auditing all serve the same objectives.

Reading

Match the appropriate words and definitions

Quote	the situation in which a lot of things are happening or people are moving around
Activity	the most important facts, ideas, etc. from which something is developed
Transaction	the fact that you are obliged to do something
Recount	an occasion when someone buys or sells something, or when money is exchanged or the activity of buying or selling something
Obligation	to count something again
Evaluating	to judge or calculate the quality, importance, amount, or value of something
Assertion	a formal document that states an auditor's judgment of a company's accounts
Issue	a statement that you strongly believe is true
audit report	the most important in what is being discussed
Basis	to repeat the words that someone else has said or written



"In God we trust, all others we audit". This quote sums up a basic viewpoint of some professionals towards auditing. Auditing has existed in one form or another since ancient times. Records show that auditing activity was part of early life in Babylonia, China, Greece, and Rome. One ancient meaning for the word "auditor" was a "hearer or listener". In Rome, auditors heard transactions as they took place. They observed the events as they happened and were able to recount the responsibilities and obligations to which each party was bound.

Modern auditing, as defined by the American Accounting Association, is a systematic process of objectively obtaining and evaluating evidence regarding assertions about economic actions and events to ascertain the degree of correspondence between those assertions and established criteria and communicating the results to interested users.

An examination of the definition of auditing reveals that there are three key aspects of the definition. First, auditing is not an activity which can be performed in a haphazard manner, it is a systematic process based on logic and reasoning.

Second, during an examination of financial statements the auditor objectively obtains and evaluates evidence regarding assertions about economic actions and events embodied in the financial statements to ascertain the degree of correspondence between those assertions and established criteria. In the audit of financial statements prepared by a company, the established criteria are generally accepted accounting principles (GAAP). That is, the financial statements must be prepared in accordance with GAAP. Consequently, the auditor must obtain and evaluate evidence to determine whether the assertions (the elements of the financial statements) meet the established criteria (GAAP).

The third and final key aspect of the definition is that auditing involves communicating the results of the audit to interested users. The auditor communicates the findings of the audit process by issuing an audit report. In the audit report, the auditor gives an opinion as to whether the assertions are reported in accordance with the established criteria. For example, in the audit of financial statements the auditor issues an audit report which describes the scope of the examination in the first paragraph and states in the last paragraph whether in his or her

opinion the financial statements are fairly presented in accordance with generally accepted accounting principles applied on a consistent basis.

Read and answer the following questions:

1. What did auditors do in the ancient Rome?
2. What is the essence of the modern auditing?
3. What are the three key aspects of the definition of auditing

Fill in the spaces: meaning, auditing, happened, ancient, ascertain, systematic, activity, communicating.

"In God we trust, all others we audit". This quote sums up a basic viewpoint of some professionals towards_____. Auditing has existed in one form or another since_____ times. Records show that auditing _____was part of early life in Babylonia, China, Greece, and Rome. One ancient _____ for the word "auditor" was a "hearer or listener". In Rome, auditors heard transactions as they took place. They observed the events as they_____ and were able to recount the responsibilities and obligations to which each party was bound.

Modern auditing, as defined by the American Accounting Association, is a _____process of objectively obtaining and evaluating evidence regarding assertions about economic actions and events to the degree of correspondence between those assertions and established criteria and the results to interested users.

Refresh your memory

Simple Past vs. Past Continuous

Simple Past

We use the **simple past** to talk about:

- Completed actions, habits and facts in the past.

- I **went** to the cinema **yesterday**.
- I **always visited** my grandparents in my summer holidays **when I was little**.
- I **lived** near Liverpool for a couple of years.

Past Continuous

The **past continuous** is used to express:

- Interrupted actions, specific time as an interruption and parallel actions.

- I **was watching** TV **when** the phone rang.
- **Last night at 7pm**, I **was having** dinner.
- **While** she **was doing** her homework, her brother **was playing** football.

Read the text and analyze the usage of the tense. Answer the questions

An Embarrassing Incident

One day last summer I was walking through the local park. It was a hot day and I was eating an ice cream. As I was walking past the boating lake, I saw my friends, Carol and Jim. They were taking their dog for a walk. When we met, we stopped for a chat. While we were talking, the dog suddenly jumped up and tried to get my ice cream. I pulled my hand away and unfortunately the ice-cream came out of the cone. Now there was a bald man behind me. The poor man wasn't doing any harm. He was just sitting on a bench and reading a newspaper. Well, when I pulled my hand away, the ice cream flew through the air and it landed on the man's head. I didn't know whether to laugh or to cry. When I looked at my friends, they weren't just laughing, they were in hysterics. But I was terribly embarrassed.

1. Where was the man walking one day ?
2. What was he eating?
3. Who was taking a dog for a walk?
4. Was a bald man sitting on a bench or walking along the road?
5. The poor man wasn't doing any harm, was he?
6. I wonder why Carol and Jim were laughing?

Open the brackets using the verbs in the Past Continuous Tense.

1. This morning was really beautiful. The sun (shine), the birds (sing) and everyone in the street (smile) and (say) hello to each other.
2. Mrs Patrik looked beautiful last night. She (wear) a lovely evening dress.
3. When we arrived, she (make) some coffee.
4. While I (have) a bath the telephone rang.
5. While we (walk) in the park it began to rain.
6. The wind (blow) and the rain (beat) down. John (stand) at the bus stop shivering. He (try) to imagine being at home sitting by a warm fire. Finally he saw the lights of the bus which (approach) from the distance.
7. At 3 o'clock yesterday a geometry lesson (go) on. The teacher (draw) diagrams on the blackboard but I (look) through the window and heard nothing. I (think) about the coming New Year's party.
8. She promised not to report me to the police but ten minutes later I saw that she (talk) with a policeman and from the expression on

his face I understood that she (tell) him about me.

9. The dentist's waiting room was full of people. Some (read) magazines, others just (turn) over the pages. A woman (knit), a child (play) with a toy car. Everybody (wait) for the nurse to say "Next, please".

10. I lit the fire at 6.00 and it (burn) brightly when Jane came in.

11. - The house next to yours was full of policemen and police dogs yesterday. - What they (do)? - I heard that they (look) for drugs.

12. "What you (do) between 9.00 and 10.00 yesterday?" asked the detective. "I (clean) my house", said Mrs Jones. "I always

Lesson 3

Taxation



Match the appropriate words and definitions

Resistance	the effect that somebody/something has on the way a person thinks or behaves or on the way that something works or develops
Revenue	accumulate something to gradually get more and more of something over a period of time
Expenditure	the money that a government receives from taxes or that an organization, etc. receives from its business
Accumulate	the act of spending or using money; an amount of money spent
Welfare	the general health, happiness and safety of a person, an animal or a group
Distortion	a service provided for the public, for example an electricity, water or gas supply
Utility	a situation when there is not enough of the people or things that are needed

Shortage	a change in the shape, appearance or sound of something so that it is strange or not clear
Influence	the act of using energy, food or materials; the act of buying and using products
Consumption	dislike of or opposition to a plan, an idea, etc.; refusal to obey

Read the text about Tax and complete the task below.

A **tax** (from the Latin *taxo*; "rate") is a financial charge or other levy imposed upon a taxpayer (an individual or legal entity) by a state or the functional equivalent of a state to fund various public expenditures. A failure to pay, or evasion of or resistance to taxation, is usually punishable by law. Taxes are also imposed by many administrative divisions. Taxes consist of direct or indirect taxes and may be paid in money or as its labor equivalent. A few countries impose almost no taxation at all, such as the United Arab Emirates and Saudi Arabia



Purposes and effects

The purpose of taxes is to raise revenue to fund government. Money provided by taxation has been used by states and their functional equivalents throughout history to carry out many functions. Some of these include expenditures on economic infrastructure (roads, public transportation, sanitation, legal systems, public safety, education, health care systems), military, scientific research, culture and the arts, public works, distribution, data collection and dissemination, public insurance, and the operation of government itself.

When expenditures exceed tax revenue, a government accumulates debt. A portion of taxes may be used to service past debts. Governments also use taxes to fund welfare and public services. These services can include education systems, pensions for the elderly, unemployment benefits, and public transportation. Energy, water and waste management systems are also common public utilities.

Most economists, especially neoclassical economists, argue taxation creates market distortion and results in economic inefficiency unless there are negative externalities associated with the activities that are taxed. They have therefore sought to identify the kind of tax system that would minimize this distortion. Recent scholarship suggests that in the United States, the federal government effectively taxes investments in higher education more heavily than it subsidizes higher education, thereby contributing to a shortage of skilled workers and unusually high differences in pre-tax earnings between highly educated and less educated workers.

Governments use different kinds of taxes and vary the tax rates. This is done to distribute the tax burden among individuals or classes of the population involved in taxable activities, such as business, or to redistribute resources between individuals or classes in the population. Historically, the nobility were supported by taxes on the poor; modern social security systems are intended to support the poor, the disabled, or the retired by taxes on those who are still working. In addition, taxes are applied to fund foreign aid and military ventures, to influence the macroeconomic performance of the economy (the government's strategy for doing this is called its fiscal policy), or to modify patterns of consumption or employment within an economy, by making some classes of transaction more or less attractive.

Match the statements T (true), F (false)

1. People pay tax according to their income, and businesses pay tax according to their profits.
2. Many countries impose almost no taxation at all.
3. Neoclassical economists agree that taxes help the government to fund welfare and public services.
4. There are different types of taxes and tax rates to distribute the tax burden among individuals or classes of the population involved in taxable activities.
5. The government's policy to influence the macroeconomic performance of economy is called its insurance policy.

Reading

Types of taxes

The Organization for Economic Co-operation and Development (OECD) publishes an analysis of tax systems of member countries. As part of such analysis, OECD developed a definition and system of classification of internal taxes, generally followed below. In addition, many countries impose taxes (tariffs) on the import of goods.



Many jurisdictions tax the income of individuals and business entities, including corporations. Generally the tax is imposed on net profits from business, net gains, and other income. Rates of tax may vary or be constant (flat) by income level. Many systems allow individuals certain personal allowances and other nonbusiness reductions to taxable income, although business deductions tend to be favored over personal deductions.

Personal income tax is often collected on a pay-as-you-earn basis, with small corrections made soon after the end of the tax year. These corrections take one of two forms: payments to the government, for taxpayers who have not paid enough during the tax year; and tax refunds from the government for those who have overpaid.

In economics, a negative income tax (abbreviated NIT) is a progressive income tax system where people earning below a certain amount receive supplemental pay from the government instead of paying taxes to the government.

Most jurisdictions imposing an income tax treat capital gains as part of income subject to tax. Capital gain is generally a gain on sale of capital assets—that is, those assets not held for sale in the ordinary course of business. Capital assets include personal assets in many jurisdictions.

Corporate tax refers to income, capital, net worth, or other taxes imposed on corporations. Rates of tax and the taxable base for

corporations may differ from those for individuals or other taxable persons.

Many countries provide publicly funded retirement or health care systems. In connection with these systems, the country typically requires employers and/or employees to make compulsory payments. These payments are often computed by reference to wages or earnings from self-employment. Tax rates are generally fixed, but a different rate may be imposed on employers than on employees

Unemployment and similar taxes are often imposed on employers based on total payroll. These taxes may be imposed in both the country and sub-country levels.

Recurrent property taxes may be imposed on immovable property (real property) and some classes of movable property. In addition, recurrent taxes may be imposed on net wealth of individuals or corporations. Many jurisdictions impose estate tax, gift tax or other inheritance taxes on property at death or gift transfer. Some jurisdictions impose taxes on financial or capital transactions.

A property tax (or millage tax) is an ad valorem tax levy on the value of property that the owner of the property is required to pay to a government in which the property is situated. Multiple jurisdictions may tax the same property. There are three general varieties of property: land, improvements to land (immovable man-made things, e.g. buildings) and personal property (movable things).

In contrast with a tax on real estate (land and buildings), a Land Value Tax (or LVT) is levied only on the unimproved value of the land ("land" in this instance may mean either the economic term, i.e., all natural resources, or the natural resources associated with specific areas of the Earth's surface: "lots" or "land parcels"). Proponents of land value tax argue that it is economically justified, as it will not deter production, distort market mechanisms or otherwise create deadweight losses the way other taxes do.

Inheritance tax, estate tax, and death tax or duty is the names given to various taxes which arise on the death of an individual.

Some countries' governments will require declaration of the tax payers' balance sheet (assets and liabilities), and from that exact a tax on net worth (assets minus liabilities), as a percentage of the net worth,

or a percentage of the net worth exceeding a certain level. The tax may be levied on "natural" or legal "persons".

Choose the right headings to the passages:

Wealth (net worth) tax

Inheritance tax

Property tax

Taxes on property

Taxes on payroll or workforce

Social security contributions

Corporate tax

Capital gains tax

Negative income tax

Income tax

Refresh your memory

Past Perfect Tense

Form [had + past participle]

Sample:

1. You had studied English before you moved to New York.
2. Had you studied English before you moved to New York?
3. You had not studied English before you moved to New York.

USE 1 Completed Action Before Something in the Past



The Past Perfect expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.

USE 2 Duration Before Sample:

1. I had never seen such a beautiful beach before I went to Kauai.
2. I did not have any money because I had lost my wallet.
3. Tony knew Istanbul so well because he had visited the city several times.
4. Had Susan ever studied Thai before she moved to Thailand?
5. She only understood the movie because she had read the book.

6. Kristine had never been to an opera before last night.
7. We were not able to get a hotel room because we had not booked in advance.
8. A: Had you ever visited the U.S. before your trip in 2006?
B: Yes, I had been to the U.S. once before.

Something in the Past (Non-Continuous Verbs)



With Non-Continuous Verbs and some non-continuous uses of Mixed Verbs, we use the Past Perfect to show that something started in the past and continued up until another action in the past.

Sample:

1. We had had that car for ten years before it broke down.
2. By the time Alex finished his studies, he had been in London for over eight years.
3. They felt bad about selling the house because they had owned it for more than forty years.

Although the above use of Past Perfect is normally limited to Non-Continuous Verbs and non-continuous uses of Mixed Verbs, the words "live," "work," "teach," and "study" are sometimes used in this way even though they are NOT Non-Continuous Verbs.

IMPORTANT Specific Times with the Past Perfect



Unlike with the Present Perfect, it is possible to use specific time words or phrases with the Past Perfect. Although this is possible, it is usually not necessary.

Example:

1. She had visited her Japanese relatives once in 1993 before she moved in with them in 1996.

Open the brackets using the verbs in the Past Perfect.

1. He never ... (be) to Oxford before.
2. When I found my camera the butterfly already ... (fly away).
3. Sandra ... (suffer) from pneumonia for many years.
4. Tony ... (not appear) on TV before that.
5. My cousin ... (buy) the tickets before we came.
6. I was too tired because my working day ... (start) at six.

Exercise 2. Open the brackets using the verbs in the Past Simple и Past Perfect, H-p: When my mum ... (appear), my father already ... (start) the car. – When my mum appeared, my father had already started the car.

1. When the police ... (arrive), we already ... (catch) the thief.
2. Jack ... (finish) the test before the bell ... (ring).
3. When Anna ... (come) to say good-night, her children already ... (fall asleep).
4. Scott already ... (prepare) the dinner when her husband ... (get) home from work.
5. When Brad and Susan ... (get married), they ... (know) each other for 3 years.
6. She ... (not enjoy) the film because she ... (read) the book before.
7. Our apartment ... (be) in a mess because I ... (have) a birthday party the night before.
8. We ... (not go) to a restaurant because we ... (spend) all our money on clothes.
9. Mary ... (can't go) skating after she ... (break) her leg.
10. Larry ... (be late) because he ... (get stuck) in a traffic jam.

Exercise 3. Make up sentences choosing beginning of the sentence from the first part and ending from the second one.

H-p: 1 - c His parents were angry because he hadn't phoned them for several months.

1. His parents were angry because ...
2. The roses died because ...
3. When we arrived at the cinema ...
4. Bob was late for the train ...
5. The electricity was switched off ...
6. The student was happy ...

II.

1. because we hadn't paid the bill.
2. the film had already started.
3. he hadn't phoned them for several months.
4. because he had passed all his exams.
5. because he had forgotten his passport.
6. I hadn't watered them for several weeks.

Unit 3
Lesson 1
MARKETING



1. What do you know about marketing?
2. Can you tell the difference between marketing and promotion?

HISTORICAL ERAS OF MARKETING

Read the text and answer the questions

Modern marketing began in the early 1900s. In the twentieth century, the marketing process progressed through three distinct eras—production, sales, and marketing. In the 1920s, firms operated under the premise that production was a seller's market. Product choices were nearly nonexistent because firm managers believed that a superior product would sell itself. This philosophy was possible because the demand for products outlasted supply. During this era, firm success was measured totally in terms of production.

The second era of marketing, ushered in during 1950s, is known as the sales era. During this era, product supply exceeded demand. Thus, firms assumed that consumers would resist buying goods and services deemed nonessential. To overcome this consumer resistance, sellers had to employ creative advertising and skillful personal selling in order to get consumers to buy. The marketing era emerged after firm managers realized that a better strategy was needed to attract and keep customers because allowing products to sell themselves was not effective. Rather, the marketing concept philosophy was adopted by many firms in an attempt to meet the specific needs of customers. Proponents of the marketing concept argued that in order for firms to

achieve their goals, they had to satisfy the needs and wants of consumers.

MARKETING IN THE OVERALL BUSINESS

There are four areas of operation within all firms: accounting, finance, management, and marketing. Each of these four areas performs specific functions. The accounting department is responsible for keeping track of income and expenditures. The primary responsibility of the finance department is maintaining and tracking assets. The management department is responsible for creating and implementing procedural policies of the firm. The marketing department is responsible for generating revenue through the exchange process. As a means of generating revenue, marketing objectives are established in alignment. Aligning the marketing activities with the objectives of the firm is completed through the process of marketing management. The marketing management process involves developing objectives that promote the long-term competitive advantage of a firm.

The first step in the marketing management process is to develop the firm's overall strategic plan. The second step is to establish marketing strategies that support the firm's overall strategic objectives. Lastly, a marketing plan is developed for each product. Each product plan contains an executive summary, an explanation of the current marketing situation, a list of threats and opportunities, proposed sales objectives, possible marketing strategies, action programs, and budget proposals. The marketing management process includes analyzing marketing opportunities, selecting target markets, developing the marketing mix, and managing the marketing effort. In order to analyze marketing opportunities, firms scan current environmental conditions to determine potential opportunities. The aim of the marketing effort is to satisfy the needs and wants of consumers. Thus, it is necessary for marketing managers to determine the particular needs and wants of potential customers. Various quantitative and qualitative techniques of marketing research are used to collect data about potential customers, who are then segmented into market.

Complete the notes below. Use no more than three words or a number for each answer.

1. Firms operated under the premise that production was a seller's market in _____.

2. During the first era, firm success was measured totally in _____.

3. The second era of marketing, ushered in during _____, is known as the sales era.

4. The accounting department is responsible for keeping track of _____.

5. The primary responsibility of the finance department is maintaining and _____.

6. The management department is responsible for creating and implementing _____ of the firm.

7. The marketing department is responsible for _____ through the exchange process.

8. The marketing management process includes _____, selecting target markets, developing the marketing mix, and managing the marketing effort.

Reading

Read the text and answer the questions

1. What is marketing?
2. What is in the center of the marketing process?
3. What basic human needs can have forms?
4. What is the purpose of marketing?
5. When is demand created?
6. What is the first step in the exchange process?
7. What is barter?

MARKETING

The term market is the root word for the word marketing. Market refers to the location where exchanges between buyers and sellers occur. Marketing pertains to the interactive process that requires developing, pricing, placing, and promoting goods, ideas, or services in order to facilitate exchanges between customers and sellers to

satisfy the needs and wants of consumers. Thus, at the very center of the marketing process is satisfying the needs and wants of customers.

NEEDS AND WANTS

Needs are the basic items required for human survival. Human needs are an essential concept underlying the marketing process because needs are translated into consumer wants. Human needs are often described as a state of real or perceived deprivation. Basic human needs take one of three forms: physical, social, and individual. Physical needs are basic to survival and include food, clothing, warmth, and safety. Social needs revolve around the desire for belonging and affection. Individual needs include longings for knowledge and self-expression, through items such as clothing choices.

Wants are needs that are shaped by both cultural influences and individual preferences. Wants are often described as goods, ideas, and services that fulfill the needs of an individual consumer. The wants of individuals change as both society and technology change. For example, when a computer is released, a consumer may want it simply because it is a new and improved technology. Therefore, the purpose of marketing is to convert these generic needs into wants for specific goods, ideas, or services.

Demand is created when wants are supported by an individual consumer's ability to purchase the goods, ideas, or services in question. Consumers buy products that will best meet their needs, as well as provide the most fulfillment resulting from the exchange process. The first step in the exchange process is to provide a product. Products can take a number of forms such as goods, ideas, and services. All products are produced to satisfy the needs, wants, and demands of individual buyers. The second step in the satisfaction process is exchange. Exchange occurs when an individual receives a product from a seller in return for something called consideration. Consideration usually takes the form of currency. For an exchange to take place, it must meet a number of conditions.

- (1) There must be at least two participants in the process.
- (2) Each party must offer something of value to the other.
- (3) Both parties must want to deal with each other.
- (4) Both participants have the right to accept or to reject the offer.

(5) Both groups must have the ability to communicate and deliver on the mutual agreement. Thus, the transaction process is a core component of marketing. Whenever there is a trade of values between two parties, a transaction has occurred. A transaction is often considered a unit of measurement in marketing. The earliest form of exchange was known as barter.

Fill the spaces in the sentences 6-10

...(6) need which include clothing, food, warmth and safety are important so that people exist. Social needs consist of wants for ...(7). Individual needs are considered as the needs for knowledge and prestige. Wants of any individuals can be formed with the help of such factors as ... (8). So, marketing is aimed at changing human needs into wants for special goods and services. ... (9) appears when individual consumer's ability to buy goods and services supports wants. All products are produced to satisfy the needs, wants, and demands of individual buyers. The traditional form of exchange was called ... (10).

Refresh your memory

Table of Articles

NUMBER	INDEFINITE	DEFINITE
Singular	<u>a / an</u>	the
Plural	nothing	the
Non-Count	nothing	the

Indefinite articles (a, an)

1. Use a/ an with singular, countable nouns the first time they are mentioned.
2. Use a/ an to mean per or every with distances, times, etc.
3. Use a/ an when the noun reoffered to is one of many.

Definite article (the)

4. Use the with singular, countable nouns, after they are first mentioned.
5. Use the with nouns which are unique.
6. Use the with superlatives.

7. Use the with particular sequencing adjectives: the first, the second, the last, the next.

Complete the gaps using an appropriate article.

Articles are often _____ difficult area for students of English as _____ foreign language. _____ most important thing to remember is that _____ definite article is used where both people in _____ conversation know what they are referring to. For example, _____ first time something is mentioned, there is no shared knowledge, so we use the definite article _____/_____. _____ second time something is mentioned, however, both people have shared knowledge of it, so we use _____ definite article _____. This is true when _____ noun is unique, eg _____ sun, or _____ Taj Mahal. As there is only one of these things, both people know which one they mean, so we use _____ definite article _____.

There are _____ few other rules. The indefinite article is used in some fixed expressions such as _____ lot and _____ few, and to mean “per”, eg 70 miles _____ hour.

Another common use of the definite article is in superlatives, eg _____ best tea in the world.

Finally, be careful with geography. Most place names and names of people do not need an article, but expressions like _____ Republic of Indonesia, that follow the pattern of “ Republic / Kingdom / State, etc. of’ need _____ definite article.

Fill in the article a, an or the where necessary. Choose x where no article is used.

1. I like _____ blue T-shirt over there better than _____ red one.
2. Their car does 150 miles _____ hour.
3. Where’s _____ USB drive I lent you last week?
4. Do you still live in _____ Bristol?
5. Is your mother working in _____ old office building?
6. Carol's father works as _____ electrician.
7. The tomatoes are 99 pence _____ kilo.
8. What do you usually have for _____ breakfast?
9. Ben has _____ terrible headache.
10. After this tour you have _____ whole afternoon free to explore the city.

Lesson 2




Concept of Marketing

Millward Brown's brand valuation analyses provide strong evidence of the importance of branding for business leaders. Brand is about reputation. A brand generates trust for a company, for its products, and for its services. The brands mentioned in the Brand top 100 list are the world's most trusted brands.



Have you ever seen these logos? What do you know about these brands? Fill the table according to their value.



Logo	Name	Value(\$ M)
	Apple	246,992
		173,652
		115,500
		93,987
		91,962
	AT&T	89,492
	Verizon	82,009
		83,841
		81,162

0			80,352
1			76,572
2			42,962
3			66,375
4			62,292
5	 中国移动通信 CHINA MOBILE		59,895

Reading

Read and complete the gaps. Write no more than three words or a number for each answer

Building a Brand

The term brand derives from the mark made on cattle to signify identification

and ownership. At its simplest, a brand is a proper noun and that noun could relate, for example, to a product, service, company, country or other destination, political party, person or sports team. A more complex view of a brand is that it consists of a set of values, some functional and emotional benefits and even the type of customers to whom the brand appeals. Sometimes the essence of the brand can be captured in a slogan. Examples include BMW's 'the ultimate driving machine', and the BBC Horizon programmer's, 'pure science, sheer drama'.

Building strong brands is a key task for marketers. How this is achieved is likely

to vary from case to case but there are some general principles.

The brand name

Firstly and, according to some marketers, most importantly of all, is the brand name itself. Brand names can sometimes be abstract, like Kodak, or redolent of the product, such as Swatch, or simply based on

the name of the brand owner e.g. Ford. Being around for a long time and being first often helps. Many of today's top brands were introduced a long time ago.

The core promise

The core promise could be the quality of the product, or a unique feature. Often it is a bundle of values and benefits that have become integral to the core product or service. The highly successful Levi's 501 jeans were associated with a mixture of rebelliousness, originality, freedom and American culture –all this on top of a quality product.

Consistency and contemporaneity

Those brands that have survived a long time have generally kept their core

promise consistent over time but have been able to present it in a way that is in

tune with changing times.

Effective marketing communications

Effective marketing communications are key to building strong brands. Some brands do this by investing heavily in media advertising campaigns. Others prefer to use different communication channels such as public relations, direct mail campaigns or text messaging. In a world where consumers are bombarded with messages, it is difficult for any one brand to break through.

Organizational culture

Lastly, but very significantly, increasing attention is being paid to the development of an organizational culture and a set of organizational values that support the brand values. Brand owners should consider the need to build genuine corporate social responsibility into their organization's values.

Brand names can sometimes be abstract (1) ...

Redolent of the product (2) ...

Effective marketing communications are key to building (3) ...

Increasing attention is being paid (4) ...

In a world where consumers (5) ...

Brand owners should consider the need (6) ...

READING

Discuss these questions with another student.

- What do many people think of marketing?
- What is the driving force in business success today?

Concept of Marketing

Many people think of marketing as selling and promotion. In fact selling is only the tip of the marketing iceberg. It is but one of several marketing functions –and often not the most important one.

If the marketer does a good job of identifying consumer needs, developing good

products, and pricing, distributing, and promoting them effectively, these goods

will be sold easily. Most businesses now are dominated by an orientation toward marketing, not toward production. Marketing has become a key factor in business success. Today's companies face increasingly stiff competition, and the rewards will go to those who can best identify customer needs and deliver the greatest value to their target customer. Marketing activities are an expensive undertaking, and their costs are built into the prices of products. It is estimated that at least half of the cost consumer pays for a product is accounted for by marketing expenditures. Since no organization can satisfy all consumer needs, it must concentrate its efforts on certain needs of a specific group of potential customers. This is the target market. One of the advantages of target marketing is the possibility of becoming the leader in a specific market segment. Market segmentation involves aggregating prospective buyers into groups that 1) have common needs and 2) will respond similarly to a marketing action.

Modern marketing is most simply defined as the process of directing the

flow of goods from producers to customers. It encompasses a broad range of activities including product planning, new-product development, organizing the

channels by which the product reaches the customer, the actual distribution of

products, wholesaling, price setting, advertising and promotion, public relations,

retailing, product warranties, financing, and more.

Market research estimates the demand for specific products and services, describes the characteristics of probable customers, and measures potential sales.

Marketing research studies people as buyers and sellers, examining their habits,

attitudes, preferences, dislikes, and purchasing power and almost every aspect of

the seller-buyer relationship. It also investigates distribution systems, pricing,

promotion, product design, packaging, brand names, etc.

A marketing strategy is a means by which a marketing goal is to be achieved, characterized by 1) a specific target market and 2) a marketing program to reach it. A marketing program is a plan that integrates the marketing mix to provide a good, or service to prospective customers. The elements of the marketing mix, usually called the 4 Ps, are as follows:

- Product: a good, a service, or an idea to satisfy the consumer's needs;

- Price: what is exchanged for the product;

- Promotion: a means of communication between the seller and buyer;

- Place: a means of getting the product into the consumer's hands.

To implement a marketing program successfully, hundreds of detailed decisions are often required, such as writing an advertising copy or selecting the amount for temporary price reductions. These decisions, called marketing tactics, are detailed day-to-day operational decisions that must be taken right away.

Within the field of economics, two types of marketing are defined: micromarketing and macro marketing. The former describes the activities of individual firms, beginning with originating and producing products and ending when the products reach the final user, the customer. Macro marketing, by contrast, describes how the whole system of production and distribution works in a society.

Marketing is not confined to profit-making companies that manufacture products. Doctors, lawyers, hospitals, colleges, museums, and other service enterprises also engage in marketing.

Find information in the text to answer the following questions.

1. What factors are required for marketing to occur?
2. What kind of decisions is required to implement a marketing strategy?
3. What is the “marketing mix”?
4. Why are firms becoming more custom-oriented?
5. What does a firm usually carry out before it introduces a product onto the market?
6. What kind of relationship does a marketing research study?
7. What is the difference between macro-and micromarketing?

Choose the right word in italics:

1. Astronomers can calculate / estimate when there will be eclipses of the sun and moon.
2. I really appreciate/estimate your efforts.
3. He was evaluated / appraised as unfit for military service.
4. The clerk appraises / calculates property for taxation.
5. I estimate / evaluate his income at \$300.
6. You can't appreciate / evaluate English poetry unless you understand its rhythm.

Express in one word:

consumer, salesperson, segmentation, promotion, persuasion.

- someone whose job is to persuade customers to buy a certain product or service;
- the breakdown of a market into separate and identifiable elements;

- the ultimate user of a product;
- a means of communication between the seller and buyer;
- the art of making people do what you want them to do.

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

Words for reference: segment, customer, competition, key, identify, producer, face, directing, goods, needs, target.

1. Marketing has become a ... factor in business success.
2. One of the advantages of ... marketing is the possibility of becoming the leader in a specific market
3. Modern marketing is most simply defined as the process of ... the flow of ... from ... to
4. Today's companies ... increasingly stiff ... , and the rewards will go to those who can best ... customer.

Complete the sentences using information from the text:

1. A market is the place where the seller meets buyer to exchange
2. Market research estimates , describes, and measures
3. Marketing encompasses a broad range of activities including.....
4. One of the advantages of target marketing is the possibility of

Refresh your memory

Quantifiers

We use a few and a little to talk about small quantities in a positive way. We use few and little in a similar way but the meaning is negative. A few/few are used with countable nouns and a little/little with uncountable nouns.

All is followed by a plural or uncountable noun. Each and every are followed by a singular or countable noun. Often it does not matter if we use each and every, but we must use each to refer to two things.

All these quantifiers are used to refer to two people or things. Both means this one and that one. It is followed by a plural noun. Either means this one or this one. It is followed by a singular noun. Neither means nor either, not this one.

Both other and another can be used to refer to additional people or things of the type already mentioned. Other is used with plural countable nouns and another before single countable nouns and before numbers.

Underline the best alternative.

1. Few/a few people stopped driving altogether.
2. Nowadays every people/ person who can afford it has/have a car.
3. Everyone need/needs clean air.
4. Both/either local people and the council should do more to recycle waste.
5. Neither/ either local people nor the council will accept responsibility.
6. The government has come up with other / another solution to the problem.
7. The report will be of interest to environmentalists and other/ another people interested in debate.
8. The charity reported that other/ another children would die without more drinking water.

- Always include relevant information your potential customers may want to know. E.g. opening hours or your shop address.
 - Make it easy for customers to contact you - do you want them to visit your website, phone or email you, or come into your store?
 - If you include your prices, make sure they are easy to find and remember.
 - Ensure that all contact details, product information and prices are up to date and accurate.
 - Use simple and direct language with everyday words that are easy to understand.
 - Tell your customers how you can help them with their needs or wants.
 - Make your unique selling proposition clear.
 - Tailor your message, style and format to your target audience.
- Newspapers, magazines, directories, direct mail and billboards
- Use a headline with powerful wording or a memorable graphic to capture attention.
 - Make sure graphics are high quality so they look good both in color and black and white.
 - Do not include too much text, as most readers will only scan your advertisement for the key information.

Television

- Show the idea on the screen and back it up with more information (e.g. a print advertisement or brochure delivered directly to the viewer's home).
- Don't try to cram every product onto the screen - aim for an advertisement that is memorable, not overwhelming.
- Use professional actors (or acting students) or voice over artists instead of family and friends.

Radio

- Keep it simple and don't try to communicate too many ideas in a 30-second spot - one central idea is more likely to be remembered.
- Repeat the benefits of a product, the price and the name of your business so listeners will not forget it.
- Use a professional voice-over artist (or student) rather than trying to do it yourself.

Online

- Think about what will work best online - don't just take a print advertisement and upload it. You may just want a headline and a hyperlink to your website.

- As reading onscreen is not as easy as in print, make sure your advertisement is clean and uncluttered.

- Use the language of your target audience to keep them engaged.

Read the suggestions and fill in the gap.

Newspapers, magazines, directories, direct mail and billboards_____

- Use a headline with powerful wording or a memorable graphic to capture attention.

- Make sure graphics are high quality so they look good both in color and black and white.

Television_____

- Think about what will work best online - don't just take a print advertisement and upload it. You may just want a headline and a hyperlink to your website.

- As reading onscreen is not as easy as in print, make sure your advertisement is clean and uncluttered.

Radio _____

- Keep it simple and don't try to communicate too many ideas in a 30-second spot - one central idea is more likely to be remembered.

- Repeat the benefits of a product, the price and the name of your business so listeners will not forget it.

Online_____

- Show the idea on the screen and back it up with more information (e.g. a print advertisement or brochure delivered directly to the viewer's home).

- Don't try to cram every product onto the screen - aim for an advertisement that is memorable, not overwhelming.

READING

Text 1

While reading the text focus on different types of advertising and mass media used.

Advertising

In the eyes of the business world and of many economists, advertising serves an indispensable function. It helps consumers to choose among competing products.

Also, by spurring demand for products, it extends the possibilities of mass production and thus leads to economies of scale and to lower consumer costs. Indeed, advertising is sometimes depicted as “the engine of prosperity”. Advertising informs consumers about the existence and benefits of products and services, and attempts to persuade them to buy them. The best form

of advertising is probably word-of-mouth advertising, which occurs when people tell their friends about the benefits of products or services that they have purchased. Yet virtually no providers of goods or services rely on this alone, but use paid advertising instead. Indeed, many organizations also use institutional or prestige advertising, which is designed to build up their reputation rather than to sell particular products.

Advertising may be described under three headings:

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

Descriptive advertising gives the most important facts about the product. It

is the cheapest form of advertising and is used a lot by the small traders selling through the local paper? It will usually say:

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

Persuasive advertising tries to persuade people that the product which is being advertised has a special quality or usefulness which makes it much better than other similar products. It is used a lot in

television advertising where consumers are persuaded to think that if they buy that product, they will become very popular or very happy.

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

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

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

Mass media used include magazines, direct mail, radio, television, billboards or hoardings, newspapers where advertisements are placed. Advertisement is an announcement in a newspaper, on television, or on a poster about something such as a product, event, or job. The forms advert and adore also used. Advertisements on the radio and TV are called commercials. Classifieds, flyers, handbills, junk mail and spam are also forming of advertising. Classified advertisements (also classifieds or want ads) are small adverts placed in a newspaper by people wishing to buy or sell something, to find a job, etc. Handbills is the type of advertisements used by local traders. They are expensive in labor costs and not very effective. Junk mail are advertisements that you receive through the post, which you have not asked for and which

you do not want. Spam is unwanted e-mail advertisements sent to a large number of people.

The British Code of Advertising Practice exists to protect the consumer from being deceived and misinformed by advertisements. Their slogan is: “All advertisements should be legal, decent, honest and truthful”.

Ex. 1. Choose the right words from your active vocabulary.

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

Refresh your memory

COUNTABLE NOUNS		UNCOUNTABLE NOUNS	
We've got There are	a lot of books	We've got There is	a lot of rice
	plenty of books		plenty of rice
	some books		some rice
	a few books		a little rice
	several (=+3) books		-----
	a couple of (= 2) books		-----
We haven't got There aren't	a lot of books	We haven't got There isn't	A lot of rice
	many books		much rice
	any (= zero) books		any (= zero) rice
Are there any books? How many books are there? None / A couple / A few / Not many / Four, five, six.... / A lot		Is there any rice? How much rice is there? None / Not much / A little/ A lot	

Decide whether these nouns are countable (C) or uncountable (U)

1. The **children** are playing in the garden. _____
2. I don't like **milk**. _____
3. I prefer **tea**. _____
4. **Scientists** say that the environment is threatened by pollution. _____
5. My mother uses **butter** to prepare cakes. _____
6. There are a lot of **windows** in our classroom. _____
7. The **waiters** in this restaurant are very professional. _____
8. My father drinks two big **glasses** of water every morning. _____
9. The **bread** my mother prepares is delicious. _____
10. **Drivers** must be careful; the road is slippery. _____
11. Some **policemen** are organizing road traffic to avoid any accidents. _____

12. I bought three **bottles** of mineral water for our picnic. _____
13. I'd like some **juice** please! _____
14. Successful **candidates** will join the camp later this year. _____
15. A rise in **oil** prices is inevitable since there is more and more world demand for energy. _____
16. The **exercises** on this website are interesting. _____
17. Dehydrated babies must drink a lot of **water**. _____

Unit 4
Lesson 1
Management in our daily life.

Look at the pictures and answer the question.
Where can we face to management?



Match the appropriate words and definitions

1. finance	a) Something that promotes or enhances well-being.
2. survey	b) The management of money and other assets
3. management	c) A source of supply, support, or aid, especially one that can be readily drawn upon when needed.
4. efficiently	d) Advancement in knowledge or skill progress.
5. effectively	e) The organization and coordination of the activities of a business in order to achieve defined objectives.
6. bookkeeping	f) A favorable or advantageous circumstance or combination of circumstances.
7. resource	g) Direct observation of or participation in events as a basis of knowledge.

Read the dialog and complete the task below.

Interviewer: Our student magazine contacted the researcher of the management department and asked him to take part in a survey to find out the best ways to understand some economic matters. Ulugbek, will you give us some basic definitions of management?

U: Yes, certainly. I'll do all my best to help you.

I: First of all, what is management?

U: Simply speaking, management is what managers do. However, this simple statement doesn't tell us much. We define management as the process of coordinating and integrating work activities so that they are completed efficiently and effectively with and through other people.

I: Why do we study management?

U: management is a very important life skill; almost everyone needs to understand some concepts of management to run his business & personal finances. So, we face to such problem in our daily life. When we pay our bills or count our income tax we need some knowledge in this field.

Every business leaders and managers have to develop basic skills at least in financial management, it does not matter which sphere he works in. Basic skills in management start in the critical areas of cash management and bookkeeping, which must be done according to certain strict financial controls to make sure that the bookkeeping process is correct.

I: What can managers do to be effective and efficient in business?

U: The management process involves a wide variety of activities including planning, organizing, leading and controlling. In other words, whereas people used to be interested in management for their own sake, we must gain proper knowledge of management in order to survive in our life.

I: What is the Role of Management?

U: Management is more concern about building working relationship with others, help the team members to develop the skills for better performance, providing help to develop team work among them and providing them with a conducive/quality environment for performance and satisfaction. In this connection, management should know that each individual is a value-added worker and if they are satisfied and motivated, organization can achieve their goals efficiently and effectively.

Interview: Thank you Ulugbek that was very useful information for our students.

Fill the spaces.

Our student magazine contacted the researcher of the _____ department.

We define management as the process of _____ and integrating work activities.

Every business leaders and managers have to develop basic skills at least in _____, it does not matter which sphere he works in.

The management process involves a wide variety of activities including planning, _____, leading and _____.

Management is more concern about _____ working relationship with others.

In this connection, management should know that each individual is a _____ worker and if they are satisfied and motivated, organization can achieve their goals _____ and effectively.

Reading

Read the text below and answer the following questions.

1. Who are managers?
2. What do managers do?
3. What do we know about 21 st century managers?

MANAGEMENT AND MANAGERS

Every organization, regardless of size, type, or location, needs managers who have a variety of characteristics. Managers may come from any nationality or be of either gender.

“A manager is someone who works with and through other people by coordinating their work activities in order to accomplish organizational goals.”

The changing nature of organizations and work has blurred the clear lines of distinction between managers and non-managerial employees. Many workers’ jobs now include managerial activities. Definitions used in the past may no longer work. Hence, an organizational member who works with and through other people by coordinating their work activities in order to accomplish organizational goals may be called a manager. You should be aware that managers

may have a variety of titles and roles. They perform various jobs and duties and are responsible for higher profits and for great performance. Managers work in various departments and are employed by many types of organization.

No two managers' jobs are alike. But management writers and researchers have developed some specific categorization schemes to describe what managers do. We can focus on following five categorization schemes while making mind what do managers do:

Traditionally, a manager's job has been classified according to the following four functions i.e.:

Planning: determining organizational goals and the means for achieving them

Organizing: deciding where decisions will be made, who will do what jobs and tasks, and who will work for whom

Leading: inspiring and motivating workers to work hard to achieve organizational goals

Controlling: monitoring progress towards goal achievement and taking corrective action when needed

Good managers are those who assure themselves to perform these functions well.

New-style or 21st century managers are changing the way they perform these functions, thinking of themselves more like mentors, coaches, team leaders, or internal consultants. They work with anyone who can help them accomplish their goals rather than only following the chain of command. They ask others to participate in making decisions and share information with others.

New-style managers perform four functions that have evolved out of the traditional functions: making things happen; meeting the competition; organizing people, projects, and processes; and leading.

Reading for detail.

Mark these statement T (true), F(false)

Planning: determining organizational goals and the means for achieving them ____

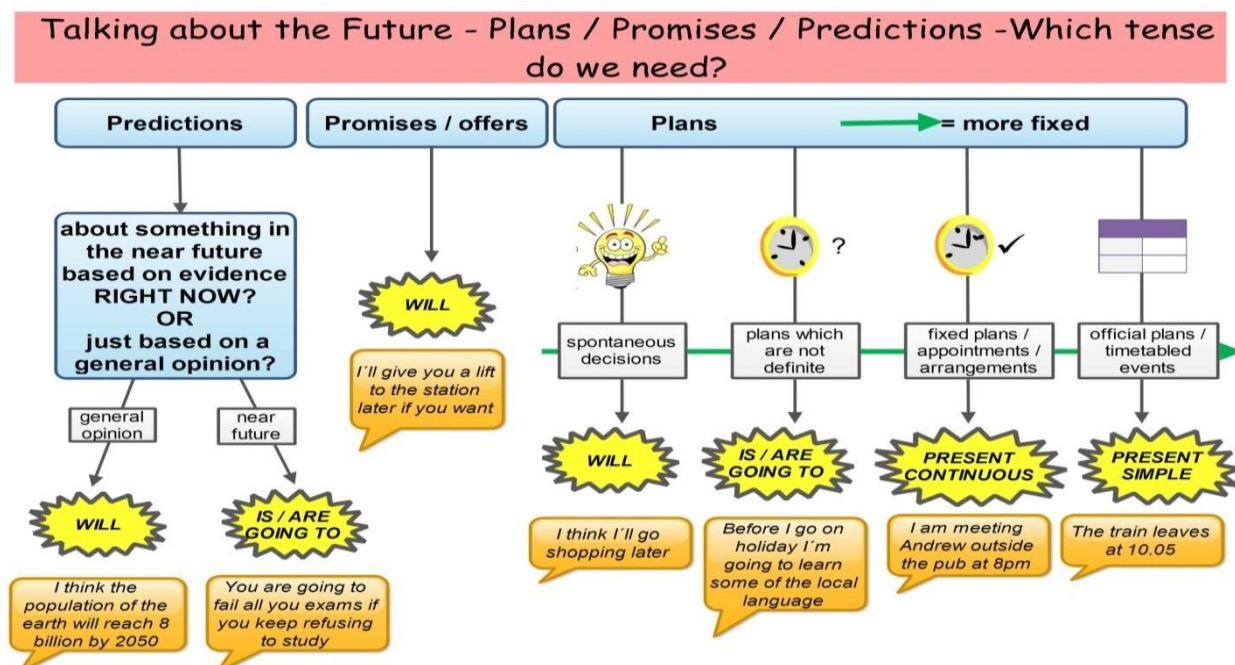
Organizing: monitoring progress towards goal achievement and taking corrective action when needed ____

Leading: inspiring and motivating workers to work hard to achieve organizational goals ____

Controlling: deciding where decisions will be made, who will do what jobs and tasks, and who will work for whom _____

Refresh your memory

Future Indefinite tense



1. Match the forms of will in sentences 1-5 with their best explanations a-e) below

1. A prediction about the future based on opinion or belief
 2. A future act
 3. A promise about the future
 4. An instant decision- sometimes referring to something immediate, not in the future
 5. An offer of help – sometimes immediate, not in the future.
- a) The interview will take place next January.
 - b) I think the interview will probably take place sometime early next year.
 - c) I'll open the window – it's a bit hot in here.
 - d) I'll carry your suitcase to the car.
 - e) I'll call you next week. Bye.
 - f) I'll open the window – it's a bit hot in here.

2. Put the verb into the correct form using will, going to or is/are doing

1. What would you like to drink – tea or coffee?
I.....have) tea, please.
2. I'm afraid we not be) on time for the meeting.
3. Did you post this letter for me?
Oh, I'm sorry. I completely forgot. I...do) it now.
4. What are your plans for this evening?
We see) a film. We bought the ticket on the Internet.

Lesson 2

HISTORICAL OVERVIEW OF MANAGEMENT



Can you give us examples of effective management from history of civilization?

1. Match the appropriate words and definitions

1. Enduring	g) Of a feeling or action) experienced or done by each of two or more parties towards the other or others
2. Mutual	h) <u>Lasting</u> over a period of time; <u>durable</u>
3. Forecast	i) Relating to or done with the hands; (Of a device) operated or controlled by hand, rather than automatically or electronically
4. Manual	j) Predict or estimate (a future event or trend):
5. Emphasized	k) Treat or regard as of lesser importance than something else
6. Subordinates	l) <u>Interpret</u> (something or someone) <u>wrongly</u>
7. Misinterpret	m) Give special importance or value to (something) in speaking or writing; Make (something) more clearly <u>defined</u>

Read the text and present the information from the text to the group. Follow setting agenda and time duration to cover as much information as possible.

Today's lecture theme is "Historical overview of management". Organized endeavors directed by people responsible for planning, organizing, leading, and controlling activities have existed for thousands of years. The Egyptian pyramids and the Great Wall of China, for instance, are tangible evidence that projects of tremendous scope, employing tens of thousands of people, were undertaken well before modern times. Who told each worker what to do? Who ensured that there would be enough stones at the site to keep workers busy? The answer to such questions is managers. Regardless of what managers were called at the time, someone had to plan what was to be done, how to organize people and materials to do it, lead and direct the workers, and impose some controls to ensure that everything was done as planned. It is not very difficult for us to imagine modern management techniques in the days of the pharaohs.

Most scholars suggest that management, in its most basic format, has existed since one person persuaded another—whether with club or carrot—to do something. Frequently, management is defined as the challenge of creating an environment where people can work together to achieve a mutual objective. While this is true for managers in business, government, and other organizations, I hope that each management student will recognize the opportunities for applying management concepts to personal challenges. For that purpose, management can be defined as the concepts, techniques, and processes that enable goals to be achieved efficiently and effectively.

The Egyptian Pyramid:

The most obvious demonstration of Egyptian power is the construction projects that remain even today. The great pyramid of Cheops, for example, covers thirteen acres and contains 2,300,000 stone blocks. The blocks weigh about two and a half tons each and were cut to size many miles away. The stones were transported and set in place by slave labor and precision planning. The men who built the enduring structures of ancient Egypt not only knew how to use of human resources efficiently but also knew how to manage 100,000

workers in a twenty-year project. In their business and governmental affairs, the Egyptians kept documents to show exactly how much material was received and from whom, when it came in, and exactly how it was used. The military, social, religious, and governmental aspects of Egyptian life were highly organized. There were much inefficiency, but the final task was accomplished. Three commodities, which virtually rule modern efforts, seem to have been only minor considerations along the Nile: time, money, and the satisfaction of the worker.

Great China Wall:

The Great China Wall built in the time period of 956 years (688 BC – 1644 AD). It is 6000 Km long. Its base is 20 feet wide and top 11 feet wide. The height of China Wall is from 7 to 37 feet. The whole China wall is made by hands. Working as united for 956 years, there should be some purposes due to which people worked for a long time. According to history, the purpose of china wall was: to mark territories, to defend the area, to protect silk road.

These examples from the past demonstrate that organizations have been around for thousands of years and that management has been practiced for an equivalent period.

Fill the spaces no more than two words.

Ancient managers were responsible for _____.
What examples of tremendous scope were given in the text?
Most scholars suggest that management is _____.
The length of Cheops pyramid is _____.
_____ workers were managed in that project.
They had special documents showed _____.
The Great China Wall was built _____.
The height of China Wall is _____.
The main tasks of Great China Wall is_____.

Reading

Read the text below and answer the following questions.

What was the main contribution of industrial revolution?
What tasks were becoming necessary for managers?
When was Professional Managerial Era appeared?
Do we need good managers? Why?

Management in Twentieth Century:

The major contribution of the Industrial Revolution was the substitution of machine power for human power, which, in turn, made it more economical to manufacture goods in factories rather than at home. These large, efficient factories using power-driven equipment required managerial skills. Why? Managers were needed to forecast demand, ensure that enough material was on hand to make products, assign tasks to people, direct daily activities, coordinate the various tasks, ensure that the machines were kept in good working condition and work standards were maintained, find markets for the finished products, and so forth. Planning, organizing, leading, and controlling became necessary, and the development of large corporations would require formal management practices. The need for a formal theory to guide managers in running these organizations had arrived. However, it wasn't until the early 1900s that the first major step toward developing such a theory was taken.

The development of management theories has been characterized by differing beliefs about what managers do and how they should do it. Scientific management looked at management from the perspective of improving the productivity and efficiency of manual workers. General administrative theorists were **concerned** with the overall organization and how to make it more effective. Then a group of theorists focused on developing and applying quantitative models to management practices. Finally, a group of researchers emphasized human behavior in organizations, or the “people” side of management.

Professional Managerial Era (1950).

In our century the decisions are made and the trends are set by the professional managers. Unlike their predecessors, the captains of today's business do not own their own companies. They must know the whole business but have control over only one small part. They must be product oriented, process conscious, financially responsible and public spirited. They must know all things, yet still function as only one cog in the wheel. If the history of management tells us anything, it is that, no matter what happens; peace or war, prosperity or famine, this world will always be in need of good managers the kind who can get society from “where it wants to be.” Can you be one?

Fill the spaces.

Managers were needed to _____ demand, ensure that enough material was on hand to make products, assign tasks to people, direct daily activities, _____ the various tasks, ensure that the machines were kept in good working condition and work standards were maintained, find markets for the finished products. General administrative theorists were concerned with the _____ organization and how to make it more effective

Refresh your memory

Present time in clauses

In time clauses, we do not use will or be going to immediately after some time words and phrases. We use a present tense (present simple, present continuous or present perfect) to talk about the future.

Time words and phrases: when, as soon as, before, after, until/till, while, once.

Examples: It'll be wonderful when scientists find/have found a cure for cancer.

Let's go for a pizza after we go/ have been to the natural history museum.

We'll stop for petrol once we pass/we've passed Cambridge.

Put the appropriate form of word.

I'll be ready as soon as you _____ (be).

We'll stay here till she _____ (return).

Please, call us when you _____ (arrive).

I'm going to tell her before she _____ (leave).

I don't know when the party _____ (start).

He'll drive you there whenever you _____ (need).

The moment summer _____ here, the garden will be so beautiful! (be)

I am going to take the exam after I _____ all these books. (study)

He will wait for you until you _____ (be back)

Don't worry! I'll watch you while you _____ in the lake. (swim)

Lesson 3

MANAGEMENT/LEADERSHIP STYLES

What's the difference between management and leadership?



Listen to the text.

MANAGEMENT VS. LEADERSHIP

N: Hello, Akmal. How are you?

A: Hi, Nodir. I'm Fine. What about you?

N. I'm fine, too, but...Did you show your presentation to our teacher?

A. Yes, I did and he liked it. Certainly, he showed me some mistakes and I'm working on them. What are you doing? What is the theme of your presentation?

N. Well, my presentation was about management and leadership. Actually, I was very busy this semester and I haven't started yet. Do you have any ideas?

A. Well, firstly I think you should explain that Leading should not be considered the same as managing. Business leaders who do not understand the difference between the functions/roles of leading and managing are quite likely to **misinterpret** how they should carry out their duties to meet organizational goals. While some managers are high-quality leaders, others only manage resources and don't lead their **subordinates**. Leadership is one of the four primary activities that are used to influence others. As such, it is a subcategory of the management concept that focuses mainly on behavioral issues and opportunities.

Managing is more **comprehensive** than leading. It involves dealing with resource issues as well as behavioral factors. Generally speaking, not all managers are necessarily leaders, yet the most effective managers, over the long term, are leaders.

N. Oh, remembered I have the notes about leadership I can add them. Leadership is the process of guiding the behavior of others toward an organization's goals. Guiding, in this context, means causing individuals to behave in a particular manner or to follow a specific set of instructions. Ideally, the behavior exhibited is perfectly **aligned** with such factors as organizational goals, culture, policies, procedures, and job specifications.

The main goal of leadership is to get things done through other people, making it one of the main activities that can enhance the management system. It is accomplished to a great degree through the use of effective communication. Because leadership is **prerequisite** for business success, to be a successful business manager one must have a solid understanding of what leadership includes. Indeed, such issues as the increased capabilities afforded by **enhanced** communication technology and the rise of international business have made leadership even more important in today's business environment. The following sections describe the major theories underlying the most commonly accepted management/leadership practices and the concepts they are based on.

A. Yes that was a good idea. And don't forget to explain that in today's business environment, possessing management skills is no longer sufficient to be successful. **Contemporary** business practices require that managers have knowledge and experience regarding the differences between management and leading and how both activities must be integrated for business success. Commonly, Business people believe that a manager makes sure tasks and duties are completed, while a leader is sensitive to the needs of people and what they need to be exceptional employees. **Integrating** these concepts allows business managers to apply logic and analytical skills to business activities and tactics while being sensitive to and working with workers as individuals with needs and desires related to their work and careers. It's that I met you. Actually, we prepared my presentation in some minutes. Now I should extend it and I can show it to my teacher.

N. Thank you Anvar.

Fill the spaces

Well, my presentation was about management and _____.

While some managers are high-quality leaders, others only manage resources and don't lead their _____.

Managing is more comprehensive than _____.

It is accomplished to a great degree through the use of effective _____.

It is accomplished to a great degree through the use of _____ communication.

And don't forget to explain that in today's business _____, possessing management skills is no longer _____ to be successful. Contemporary business practices require that managers have knowledge and _____ regarding the differences between management and leading and how both activities must be integrated for business success.

Reading

JAPANESE MANAGEMENT/LEADERSHIP METHODS

1. In the decades since the end of World War II, business leaders around the world have marveled at the ability of Japanese managers to motivate and successfully lead their subordinates to levels of outstanding performance in terms of both the quantity and quality of production. Therefore, Japanese approaches to management and leadership have been studied intensely to find similarities and differences between local practices and theirs. Among the approaches that have been cited as contributing to Japanese success are the following:

2. Japanese corporations make the effort to hire employees for a lifetime, rather than a shorter period of time. This helps workers to feel a close relationship with the organization and helps build employee ownership of the organization's success.

3. Employees are elevated to a level of organizational status equivalent to that of management by leveling the playing field with regard to dress, benefit packages, support services/amenities, restrooms, stock ownership plans, and so forth.

4. Employees are shown that they are valued and a critical part of the company. This is done by Having ceremonies to honor employees, providing housing at nominal cost to employees, having facilities for social activities that are sponsored by the organization, offering competitive salaries, and so forth.

5. A significant effort is made to build positive and strong working relationships between leaders and their subordinates. This includes making sure that leaders take time to get to know their employees and become cognizant of their main concerns. Such a relationship can have a marked **impact** on the extent to which employees value the organization and their leaders.

6. There is collective responsibility for the success of the organization. Individual accountability is downplayed to the climate that prevails in U.S. organizations.

7. Implied control mechanisms are based on cultural values and responsibility.

8. Nonspecialized career pathways are typical. Employees work in a number of job categories over the course of their **tenure** so that they can gain a broader sense of the nature of all the work that is done in the organization.

9. The Japanese are generally concerned with how the company performs and how individual work groups perform rather than how an individual performs. Therefore, incentives for individuals are less likely to be effective than **incentives** associated with the performance of a work group or of a whole unit. In addition, Japanese leaders and workers focus much less on monetary rewards than on esteem and social rewards.

10. Another major development in the manufacturing and handling of goods was developed in Japan. This development was kanban, or what we know as the just-in-time (JIT) inventory and materials handling system. In this system managers/leaders locate high-quality suppliers within a short distance of their operations. They also establish specific quality standards and delivery requirements, as well as materials handling procedures, that these suppliers are contractually obligated to adhere to.

11. Although these techniques have proven to be successful in Japan, attempts to duplicate them in another culture may have disappointing results. The importance of cultural mores cannot be underestimated. What may work in Japan, France, or the United States may not work anywhere else simply because of cultural factors. Yet Japanese management/leadership principles have taught managers around the world to consider new approaches in order to achieve the higher standards of organizational effectiveness necessary in today's global economy. Business leaders around the world are examining their

practices in light of the success that the Japanese and others have had in the areas of strategy building, organizational development, group/team cooperation, and establishing competitive advantage.

Find the headings 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, to a, b, c, d, e, f, g, h, I, j, k

1. Japanese manager's special abilities. - a)
2. Recruitment abilities.
3. Achievement of organizational goals.
4. Encouragement of staff.
5. Building a good relationship between managerial staff and employees.
6. Team duties and obligations.
7. Creating controlling mechanisms.
8. Categorized the work.
9. Incentives to the group work.
10. The word "kaban's" meaning.
11. The principles of Japanese management.

Refresh your memory

PREPOSITIONS of TIME and PLACE

- A **preposition** is a word that describes **WHERE** someone or something is.
- Common prepositions can be words like *over, under, between, after, during, behind, on, off, etc.*
- There are naturally standard expressions being used, but this will only deal with these prepositions in general.

	TIME	PLACE
A T	We use AT for a PRECISE TIME	We use AT for a POINT and INSTITUTIONS
	<ul style="list-style-type: none"> > at 7 o'clock > at 10.45 am > at noon > at dinnertime > at bedtime > at sunrise > at sunset > at the moment 	<ul style="list-style-type: none"> > at the corner > at the bus stop > at the door > at the bottom of the page > at the end of the road > at the entrance > at the crossroads > at the front desk
I N	We use IN for MONTHS, YEARS, CENTURIES and LONG PERIODS	We use IN for an ENCLOSED SPACE and GEOGRAPHICAL REGIONS
	<ul style="list-style-type: none"> > in July > in winter > in the summer > in 2013 > in the 1980s > in the next century > in the Stone Age > in the past / future 	<ul style="list-style-type: none"> > in the garden > in Manchester > in England > in a box > in my pocket > in my wallet > in a building > in a car
O N	We use ON for DAYS and DATES	We use ON for a SURFACE and PUBLIC TRANSPORT
	<ul style="list-style-type: none"> > on Saturday > on Mondays > on 11 July > on 23 March 2013 > on Christmas Day > on my birthday > on Independence Day > on New Year's Eve 	<ul style="list-style-type: none"> > on the wall > on the ceiling > on the door > on the cover > on the floor > on the carpet > on the menu > on a page

ISLCollective.com
Theory and examples borrowed from <http://www.englishclub.com/grammar/prepositions.htm>

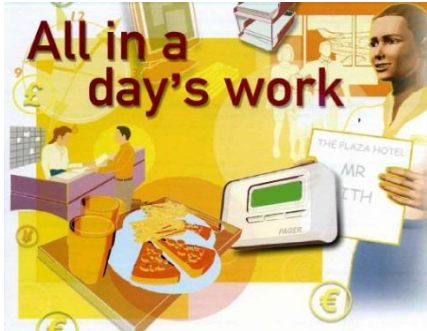
Choose the right preposition of place:

1. _____ the picture, I can see a family _____ a kitchen
2. There is a dish full of fruits _____ the worktop.
3. The mother is standing _____ her son and daughter.
4. She is holding a vase _____ in her hand.
5. The son and the daughter are sitting _____ the worktop smiling _____ each other.
6. There are beautiful cupboards _____ the wall.
7. There is a window _____ the mother.
8. The woman is looking _____ her daughter.

Choose the right preposition of time:

1. What are you doing _____ Saturday?
2. I am going to the countryside _____ the weekend.
3. I haven't been to the countryside _____ December.
4. What _____ time _____ are _____ you _____ leaving?
I am leaving _____ the afternoon. May be _____ three o'clock pm. I
am coming back _____ Sunday evening. I'll catch the half
_____ seven train _____ Sunday. I'll be here _____ nine o'clock.
5. So, you'll be there _____ the whole weekend. I'll be missing you!

UNIT 5
LESSON 1
Tourism Industry



1 Look at the pictures. What jobs do the pictures show? What are the advantages and disadvantages of working in a hotel?

Read the dialog below and with a partner make a dialog about SO and CO. Browse internet to get more information about the terms if necessary.

I. So, what do you do at the beginning of the day, Darina?

D. I usually go to reception and meet the head housekeeper.

There`s usually a printout from the computer telling us which rooms are `stay-overs` and which ones are?

`check-outs`. We call the rooms `SOs` and `COs`

I. `SOs` and `Cos`?

D. That`s right. An SO, or stay-over, is a general routine clean. We change the sheet every two days, towel every day if necessary, and clean the bathroom.

I. And what about the bedrooms?

D. In the bedroom we make the bed, clean and tidy up.

If people are staying over, we just give it a quick tidy and don`t disturb their things.

1 What are SOs?

2 What are Cos?

Internet search.

3 What do the housekeepers usually do if they have a SO?

- ✓ a) change the sheets
- b) use the computer
- c) check the soap
- d) change the towels
- e) clean the bathroom
- f) make the bed
- g) tidy the bedroom
- h) use air freshener

Reading

Tourism industry

5 Where do you think the article is taken from?

- a) a newspaper
- b) a career guides
- c) a hotel brochure
- d) another source

Tourism is one of the biggest businesses in the world. There are nearly 800 million international tourist arrivals every year. It employs, directly or indirectly, one in fifteen of all workers worldwide, from A to Z, from airport cleaners to zookeepers, and includes bar staff, flight attendants, tour guides, and resort reps. It is a huge part of the economy of many countries – in countries such as the Bahamas, over 60% of the economy is based on tourism

Tourism is a fast-growing business. When Thomas Cook organized his first excursion from Leicester to Loughborough in 1841, he probably didn't know what he was starting. Key developments in the last 150 years or so have led to the rise of mass tourism. There have been technological developments in transport, in particular the appearance of the air travel and charter flights. There have been changes in working practices, with workers getting paid holiday and working shorter and more flexible hours.

In recent years we have seen the growth of the Internet and globalization making the world seem a smaller but very fascinating place. The tourism industry grows faster and faster each year. In 1950, there were 25 million international tourist arrivals. In 2004, the figure was 760 million, and by 2020 it is predicted to be 1, 6 billion. But

what are the challenges today? The tourist industry is affected by many different things; international events, economic change, changes in fashion. New concerns and worries appear every year, for example as people become more worried about security and international terrorism, or as the value of their currency changes. But new destinations and new sources of tourists also seem to emerge every year.

Tourism creates many good jobs and careers, but also produces many poor and badly paid jobs. Tourism can help to protect environments and animal life, but it can also damage them. Tourism can save cultures and the local way of life, but it can also destroy them. Tourism can change countries – and people – for the better.

In pairs, answer and discuss the questions.

1 What do these numbers in paragraphs refer to?

A 1841

B 25 million

C 760 million

D 1, 6 billion

2 What are positive and negative effects of tourism mentioned in the article?

3 How many jobs in tourism can you think of?

4 Which of the key developments in tourism do you think were the most important?

5 Can you think of some recent international events that have affected the tourism industry?

6 Do you think tourism is a positive or a negative influence in the worlds?

The things that attract tourists to a particular country can be divided into different groups.

Look at the table.

Climate	Natural features	Built attractions	Events	Food, drink and entertainment	Accommodation	Transport
Rainy	beach	cathedral	carnival	restaurant	hotel	train
Sunny	desert	museum	folk dance	bar	motel	plane

Decide which column the words in the list should go in (there may be more than one possibility).

Harbour	castle	damp
Music festival	concert	metro
Campsite	countryside	nightlife
Waterfall	art gallery	temperate
Chilly	heritage	coastline

Complete the webpage for the Forum hotel in Cracow with the following titles.

Meeting facilities	Accommodation	Facilities
Location	Dining	Leisure



Location

This elegant modern hotel is conveniently situated on the right bank of the Wisla River, offering the magnificent view of the Royal Castle on Wawel Hill and Skalka medieval church. An ideal location for sightseeing and for visiting the local business, shopping and entertainment areas. Airport 15 km, railway station 5 km, old town 1,5 km.



_____2

The 'Zygmuntowska' Restaurant serves dishes of Polish and international cuisine. Rooftop coffee shop, bar, grill bar, nightclub. Food for vegetarian and other special diets available.



_____3

The hotel offers nineteen single, 244 double rooms and thirteen suites. All rooms are equipped with satellite TV, pay TV, direct-dial telephone, air conditioning, mini bar and room service. There are non-smoking rooms and rooms for disabled persons.



_____4

The leisure facilities of the hotel include a sun terrace, indoor swimming pool, sauna , solarium, massage, tennis courts, mini-golf and casino.



_____5

Our business center offers a full range of secretarial services. Currency exchange, hairdresser, flower shop, newsstand, perfume counter, art gallery, babysitting service, laundry service, travel service office, outdoor parking and hotel taxis. Pets are allowed.



_____6

At our guests' disposal are nine conference rooms and an exhibition area, which are able to accommodate up to 600 people. We offer the highest quality conference equipment.

Match the jobs with the duties. Use a dictionary to help you.

- | | | |
|------------------------|---|--|
| 1 chambermaid
rooms | → | a) carries guests` bags to their |
| 2 hotel manager | | b) cleans guestrooms |
| 3 bartender | | c) serves guest in the
restaurant |
| 4 accountant | | d) manager all the hotel staff |
| 5 concierge | | e) serves guest at the bar |
| 6 porter | | f) finds business for the hotel |
| 7 waiter | | g) gives information and helps
guests |
| 8 marketing manager | | h) does the hotel`s finances |

Refresh your memory
Modal verbs
Polite requests and offers

1 We use the modal verb *could* in polite requests.

Could you repeat that, please?

Could I see your passport, please?

2 *Would / Do you mind* + verb + *-ing*? Also expresses a polite request.

Would you mind closing the door?

Do you mind not smoking in this area?

3 *Would you like ...?* is used to make a polite offer.

Would you like to see the wine list?

Would you like me to call a taxi?

11 Complete the dialogue with polite questions.

Receptionist: *Can I help you, sir?*

Guest : *Yes, I'd like to check in, please.*

Receptionist: Certainly, sir _____

Guest : It's Van Rooyen.

Receptionist: Ah, yes. Mr. Van Rooyen. Single room for two nights.

Guest : Non-smoking, please.

Receptionist: _____

Guest : Yes, here it is.

Receptionist: Thank you, I need to put your details into the computer.

Guest : That's OK. I don't need my passport right now so I can leave it

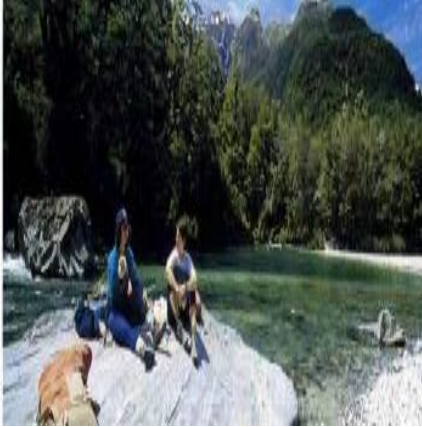
_____ with you and come and get it later this evening.

Receptionist: That'll be fine. _____

Guest : Oh, yes. They're a bit heavy. Thanks.

LESSON 2

Packing and Camping



1 Look at the pictures and answer the questions

- How many suitcases do you usually take with you on holiday?
- Who packs your stuff? You? Your parents? Your partner?
- What do you think of the following advice? "Take half the clothes and twice the money."
- Have you ever been on a camping holiday?
- In what way does it differ from other types of holidays?

Role play.

Make a telephone conversation between you and a travel agent and make the necessary changes to the booking. Look at the sample dialog to have a better view.

N. Pacific Travel Company, Nathalie speaking. How can I help you?

S. Hello, it's Stuart Gould here. I've booked a two-day group tour with your company and I need to make some changes to the original booking.

N. Certainly, Mr. Gould. Do you have your confirmation? form with you?

S. Yes, it's PTC ... PTC0189 dash 02.

N. PTC0189 dash 02. That's a two-day Mount Cook National Park Tour for a party of fourteen, departing on 23rd March. What changes would you like to make?

S. We'd prefer to go a day later, on 24th March is that

possible? We`re staying an extra day in Queenstown on the 23rd.

N. Just let me check Mr. Gould. Yes that`s now confirmed. The coach leaves at 8.20 am from Newman`s Terminal in Christchurch

S. I`m sorry, could you repeat that, please?

N. Certainly, the coach leaves at 8.20 am from Newman`s Terminal.

S. Thanks. And another thing, there are now only thirteen of us, so we`ll need five double rooms and one triple room.

N. Ok, Mr. Gould. I`ll make that change for you.

S. Also, can you tell me what time the bus returns to Christchurch?

N. The coach arrives back in Christchurch at approximately 6.15 pm.

S. Ah, you see we`re flying to Auckland the following day to catch a connecting flight home to Scotland, so we`re hoping to get a good night`s sleep.

N. The coach service is generally very punctual, Mr. Gould. I`m sure there`ll be no problem.

S. Oh, good.

N. Now, I`ll just confirm those changes. That`s a group of thirteen, for the two-day Mount Cook National Park Tour, departing from Newman`s Terminal at 8.20 am on Tuesday 24th March. The motel accommodation at Mount Cook is five double rooms and one triple room.

S. Yes, that`s right.

N. I`ll send you a fax today to confirm those changes, Mr. Gould

S. Goodbye and thank you very much for help, Nathalie.

N. You`re welcome. Goodbye Mr. Gould.

<i>PACIFIC TRAVEL COMPANY</i>	
Name:	<i>Mr. Stuart Gould</i>
Tour title:	<i>2-day Mount Cook National Park Tour</i>
Number of pax:	<i>14</i>
Accommodation:	<i>Mount Cook Motel</i>
	<i>7 double rooms</i>
Departure date:	<i>23 March, 8.20 am</i>
Departure point:	<i>Newman's Terminal, Christchurch</i>

Reading

4 Read the text, pick up the main idea in each paragraph and entitle each paragraph.

Camping is an outdoor recreational activity involving spending nights in a tent, or a vehicle at a campsite. The purpose of camping is to get away from civilization and to enjoy nature. Campers differ from survivalist campers who set off with little more than their boots to those who arrive in large vehicles equipped with their own electricity, heat, and furniture. Camping as a recreational activity became popular in the early 20th century. It is a response to the increasing urbanization.

Camping is connected very often with other activities, such as fishing, swimming or hiking. National parks and other public natural areas are popular campsites. Camping is often restricted by law in order to prevent campers from damaging the environment. Most campers prefer to use sites with special facilities such as fire rings, bathrooms and utilities. Usually campsites range from a bare piece of grass to a level paved area with sewer and electricity. These are often designated for the use by handicapped campers.

Tent camping commonly employs an automobile to transport equipment to a campground, although sometimes a pack animal, a boat or a plane may be used. Some people camp with tents because they feel that camping with a trailer or motor home detracts from the experience of being out-of-doors. Tent camping is popular with young families. Children enjoy camping. Tent camping sites are often less expensive than campsites with full facilities. Most of them allow direct access by car. Some sites can be reached only by a brief walk, but do not require full backpacking equipment. Recreational vehicles are more like wheeled houses. Some of them cost more than houses, featuring air conditioning, bathrooms, kitchens, showers, satellite TV and even Internet connections. RV campers often choose these devices because they consider tent camping uncomfortable and too much work. In the United States, many campgrounds offer “hookups” where motor homes are supplied with electricity, water and sewer services. Some retirees in the U.S. sell their homes and lead a nomadic lifestyle in their RVs.

Backpacking is a variety of tent camping. Backpackers use special lightweight and portable equipment that can be carried long distances on foot. They hike across the land, camping at remote spots. Backpacking equipment costs more than that for car camping, but much less than a trailer or motor home.

Survivalist campers learn the skills to survive out-of-doors in any situation. This activity may require skills in obtaining food from the wild emergency medical treatments, orienteering, and pioneering.

Many children are sent to camp for periods during the summer. Some camps are operated by religious institutions, and children’s camps may be specifically educational. Hunting camps are common in some regions.

Much of the needed camping equipment is usually available at home, like dishes, pots and pans. But many people try to use the equipment better tailored to camping. Lists of what to take are available in camping books.

Decide whether the statements below are true (T) or false (F) according to the information in the text.

1) The purpose of camping is to get away from civilization and to enjoy nature.

2) Campers range from those who set off with minimum items to those who arrive in large motor homes equipped with their own electricity, heat and furniture.

3) Camping is always connected with fishing, swimming and hiking.

4) All campsites have special facilities such as fire rings, bathrooms, etc.

5) Tent camping commonly uses a car, a pack animal, a boat or a plane to transport equipment to a campground.

6) Tent camping sites are often as expensive as campsites with full facilities.

7) Most of tent camping sites are accessible by car.

8) To get to some sites you do not require full backpacking equipment.

9) Recreational vehicles are more like motor houses.

10) RV campers think that tent camping is not comfortable and too much work.

11) The equipment used by backpackers is not heavy.

12) Survivalist campers learn how to survive out-of-doors in any situation.

13) Hunting camps are common in some regions.

14) Many people try not to use their home items but equipment better tailored to camping

Find in the text as many words as possible related to the headings below.

Camping	facilities	equipment	activities

Here is a list of camping equipment which Tom and Mark think they should take with them when they go on holiday. Which items would be useful and which items they could manage without?

Sleeping bag

cell phone

Pen knife

stove

Backpack	map	Rope	compass
Saw	towel	Food for 3 days	tin opener
Soap	matches	Extra set of clothes	mug
Air mattress	extra pair of shoes	Camera	CD player
Toothbrush	tent	Water	extra money
Toothpaste	flashlight	Cooking pan	

Complete the following text with the words below. Put only one word in each gap. (Note that one word is extra).

Camping is popular way of ____ (1) ____ a holiday. It has so much to offer. You enjoy absolute freedom. If you don't like the place, you can get up and go. You can stay in one place as long as you can. You can sleep in the ____ (2) _____. It's so exciting to arrive at a site, put up your tent and start getting a meal ready. You are always active and close to ____ (3) _____, you can see really beautiful places which you can't _____ (4) _____ train or by bus. Camping provides you with a real change from everyday living. You get up earlier, go to bed earlier, develop a good appetite. You _____ (5) _____ with many people.

Some people say that there are lots of _____ (6) _____ connected with camping: you can be bitten to death _____ (7) _____, you must live on _____ (8) _____, freeze in a _____ (9) _____, carry huge weights on your back. But all these inconveniences are not very important for people who look forward to a few precious weeks in the year when they can really adopt a completely different way of life.

**Make friends spending open air nature reach by
inconveniences by mosquitoes canned food sleeping bag
recreation**

Refresh your memory

Modal verbs (obligations)

| don't have to should/shouldn't have to /
must/mustn't | 100%

✓ We use *must/ mustn't/ have to* for strong obligation
You mustn't stand up during take-off or landing

✓ We also use *can't* for strong obligation

You can't carry dangerous articles in your luggage.

✓ **We use *should/ shouldn't* for strong recommendations or advice**

Hotel staff should be friendly and good team workers

✓ **We use *don't have to* for something that is not necessary.**
A flight attendant doesn't have to know how fly the plane.

Giving advice

9 Complete the advice about youth hosteling with phrases in the box.

best to shouldn't best not to recommend a good idea
avoid

1. It's a good idea to book youth hostels in advance, especially those in main cities

2. It's _____ get hostel membership before your trip.

3. It's _____ carry a lot of cash on you.

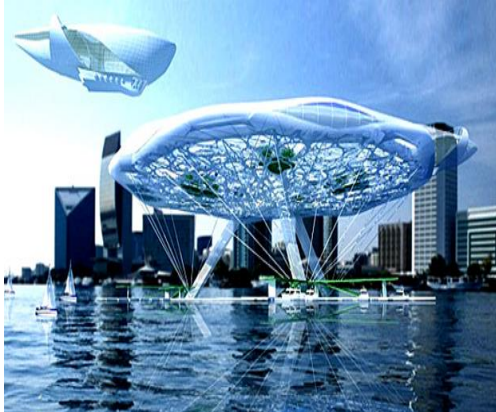
4. We _____ you take traveller's cheques with you and keep them in a money belt.

5. _____ taking a sleeping bag. You have to use a sleep-sheet.

6. You _____ take a lot of clothes with you because you won't be able to carry you backpack!

LESSON 3

Future or Space Holidays.



1 Look at the pictures.

- What do you think about future?
- Do you think the future will be good?
- What do you think your future will be like?
- What do you think about space holidays?

Speaking

In small groups choose a content from the given and talk about your suggestions and ideas. Follow the time management and accuracy of the discourse.

- a) new type of tourist
- b) changes in the type of holidays
- c) technological changes
- d) changes in developing nations

One

As we know, people in western, industrialized countries generate most of the demand in the tourism industry. These people are now living longer and I believe this will affect the types of tourism people will want in the future. People will also probably take fewer long holidays, that is, a week or more, say, but instead weekend breaks will become more popular because of changes in the way people work.

Two

It seems clear that travel times and costs will continue to come down and people will want to travel to more distant and exotic destinations in future. But the biggest change is the trend for more and more people to buy their holidays on the Internet. New technology will

even allow people to go on `virtual tours` on their computers to see a holidays before they book it.

Three

With economic growth in countries like Russia, China, India, Indonesia, and Thailand, there will be new tourists looking for holidays. What`s more, we`re likely to see more tourists travelling from eastern to western countries than in the past.

Four

I think that the number of `new tourists` will increase in future. What I mean is someone who doesn`t want mass-market tourism and wants more adventurous holidays. The majority of tourists will continue to buy package holidays, visit popular destinations and make their holiday choices based on the price, but increasingly the customer will expect more choice in how their package holiday is put together.

Read the four speakers` opinions and say if the statements are true or false.

- 1 There will need to be more holidays for older tourists in future.
- 2 People will take longer holidays in future.
- 3 The cost of travel is predicted to increase
- 4 The market for tourism will only increase in western countries
- 5 The majority of people will not want mass-market holidays.

Read the extracts from a TV program me about Mexico. Match the extracts with the topics. There is one extra topic.

History entertainment landscape economy

One

Its coastal influences and variations in altitude make Mexico a country of great contrasts. The north is the Mexico of popular imagination and cowboy films with its great mountains, deserts, canyons, arid plains and giant cacti. In fact, over half of Mexico`s land has very little rainfall each year. Mexico is a land of mountains with more than half the country over one thousand meters. In the south, the tropical plains of the Gulf Coast are very green and fertile and there are spectacular rainforests on the Atlantic Ocean.

Two

There is something very special about Mayan culture and the beauty of their great stone cities and pyramids in the jungle. We also know that they had a very advanced knowledge of astronomy. They observed and predicted the phases of the moon and solar and lunar eclipses. Archaeologists have studied the sites of the Mayan civilization for many years but today there still remains the mystery of their sudden decline and disappearance before the arrival of the Spanish conquistadors in the sixteen century.

Three

Mexico received over twenty million tourists last year and over eighty percent of these visitors were from the United States. The country is the seventh most popular tourist destination in the world. What`s more, the tourism industry is second only to the oil industry in Mexico and is growing very quickly. The government and business communities recognize the importance of tourism for the country`s future development and there are major plans for expansion of the industry. In the next ten years the number of hotel rooms will increase by twenty percent. There will also be improvements to airports, public transportation, restaurants and recreational facilities.

Answer the questions

- 1 How much of Mexico is arid land?
- 2 What is the landscape like in the south?
- 3 What were the Maya experts in?
- 4 How many people visit Mexico each year?
- 5 What does the tourism industry plan to do?

Reading

Read the text, pick up the main idea and entitle.

CHAT: In pairs / groups, talk about these topics or words from the article. What will the article say about them? What can you say about these words and your life?

report / 100 years from now / skyscrapers / smart things / architecture / experts / predictions / office / virtual / furniture / pizza / health / holidays in space / resources

What life might be like in 100 years from now? It describes skyscrapers that are much taller than today's buildings, underwater 'bubble' cities, and holidays in space. The report is from Samsung's Smart Things. It asked experts on space, architecture, and city planners to give their ideas on life in 2116. They said the way we live, work and play will be totally different to how we do these things today. The experts said that 25 years ago, people could not imagine how the Internet and smartphones would change our lives. The Internet has revolutionized the way we communicate, learn and do daily things. The experts said the changes in the next century would be even more unbelievable.

Researchers questioned 2,000 adults about the predictions they thought were most likely to happen in the future. They predicted that in the future, few people will go to an office but will work from home and have virtual work meetings. People will have advanced 3D printers that will let you download a design for furniture or a food recipe and then 'print' the sofa, table or pizza at home. There will also be less need for visits to the doctor. We will all have a home health capsule that will tell us what the problem is and give us treatment. We will also be going into space for holidays and to get resources that we have used up on Earth. A prediction that was missing was whether people would still need to study English.

PREDICTIONS: What are your predictions for the way we will live in 2116? Complete this table with your partner(s). Change partners often and share what you wrote.

	Prediction	Good or bad?	Why?
English			
Food			
Smartphones			
Environment			
World peace			
Your country			

TRUE / FALSE: Read the headline. Guess if a-h below are true (T) or false (F).

- a. Buildings in the future will be shorter than today's buildings. T / F
- b. Experts say people will be living in underwater cities. T / F
- c. The report is from the tech company Apple. T / F
- d. Experts say the changes to come by 2116 will be unbelievable. T / F
- e. Researchers asked 20,000 people about the future. T / F
- f. People will be able to print download and print pizzas. T / F
- g. People won't need to go to the doctor as much as they do now. T / F
- h. People predicted that we will still need to study English. T / F

SYNONYM MATCH: Match the following synonyms from the article.

- | | |
|-------------------|-----------------|
| 1. Report | a. futuristic |
| 2. Experts | b. completely |
| 3. Totally | c. transformed |
| 4. Revolutionised | d. finished |
| 5. Unbelievable | e. study |
| 6. Questioned | f. plan |
| 7. Advanced | g. specialists |
| 8. Design | h. medical care |
| 9. Treatment | i. asked |
| 10. used up | j. incredible |

COMPREHENSION QUESTIONS

- 1. Where will the bubble cities in the future be?
- 2. What company made the report?
- 3. What kind of planners gave their ideas on life in 2116?
- 4. What could we not have imagined 25 years ago about the Internet?
- 5. What did the experts say the changes in the next century would be?
- 6. How many people did the researchers question?
- 7. What kind of meetings will we have at work in the future?
- 8. Who will people need to visit less in the future?
- 9. Where will we be going to on holiday?
- 10. What language did people not make a prediction about?

Match the words with their definitions.

- | | |
|----------------|--|
| 1 spectacular | a) a tour where a travel company books your travel and accommodation |
| 2 impact | b) reservation |
| 3 to board | c) get on or into a ship, a train, a bus |
| 4 package tour | d) attracting public attention |
| 5 booking | e) strong impression or effect |
| 6 spaceship | f) a vehicle that carries people through space |

These verbs describe the stages of a flight on board the spacecraft. Put them into the correct order according to the stages of a flight.

- | | | | | |
|-------------|----------|------------------|---------------------|----------|
| to take off | to board | to launch | to circle the earth | to glide |
| to land | to float | to go into orbit | to get back | to strap |

Fill in the appropriate word from the list:

A tour	A safety
A package	A jet
10 hour	Experience
Passenger	Spectacular
Earth	Pictures
Flight	Launch
Land	final

- | | |
|----------------------|------------------|
| operator | tour |
|trip | spacecraft |
|orbits |suits |
|vertically |standards |
|craft |course |
| weightlessness |site |

Refresh your memory

Going to + verb

Will + infinitive

- ✓ We use *going to* for predictions with evidence in the present.
There`s a lot of traffic. It`s going to be faster to take the metro

✓ We use *going to* for future intentions when we have decided to do something

before the moment of speaking.

The tourist board is going to build more hotels next year

Will + infinitive

✓ We use *will/ won't* for predictions with or without present evidence

We think the new hotel will be very popular. (In our opinion)

Local people probably won't want a new airport.

✓ We use *will/ won't* for decisions made at the time of speaking.

I'll phone you tomorrow

12. Write predictions about Turkey. Sometimes more than one answer is possible.

1 The metro system in Istanbul is going to be (be) extended.

2 I think the metro _____ (replace) all the old trams in Istanbul.

3 More new restaurants and hotels _____ (be) built to accommodate the increasing number of visitors.

4 They announced that the International Sailing Races _____ (be) held again Prince`s Island in July.

5 Although Ankara is the capital of Turkey, it _____ (not/be) as popular with tourists as Istanbul next year.

6 Have you seen the weather forecast? They say this summer _____ (be) really hot with temperatures of up to forty-five degrees Centigrade.

7 Many locals _____ (not/stay) in the city in the summer – they _____ (probably /go) to the Black Sea beaches.

8 Istanbul _____ (probably / keep) its mix of Asian and European cultures.

13. Presentation

You are working in the Twickers World. Your company is promoting a new type of holiday – a space holiday. What people do you think will be your customers?

Make a presentation of the space holiday. Include information about the price, the time in the space, about available facilities, means of transport.



The Future belongs to those who believe in the beauty of their dreams

-Eleanor Roosevelt.

Unit 6

Lesson 1

Banking

Look at the pictures and answer the questions.



- 1 Have you ever been to the bank? What did you go there for?
- 2 Why do people save their money in a bank?
- 3 What different kinds of services do banks offer to the public?
- 4 What banks of Uzbekistan do you know?

Reading

Banks and Banking

A bank is a company that works with the money that the people give it. If you give your money to a bank, it not only protects it but pays you interest so that it can work with the money. This is one of the reasons why people save their money in a bank. Money may also be safer there than at home.

Banks also lend money to other businesses and customers. They collect extra money called banking fees with which they pay interest to savers as well as salaries for their workers. Banks make a profit because they collect more interest than they pay to savers. Without banks the world's economy would not be able to grow. Investors would not find the money they need for new projects. Industries could not buy new machines and modern technology.

Banks provide their customers with a number of services. With a checking account you can pay your bills. A check is a slip of paper that tells the bank how much money it should withdraw from your account and pay to someone else. Today more and more people use the internet, also a banking service, to pay their bills. Banks also give their customers plastic cards with which they can get money from their account everywhere and whenever they want. They can also use them

to pay without cash at shops, gas stations and other stores. Checking accounts are a comfortable way for customers to handle their money. For people who want to save money banks offer savings account.

Almost all banks have automatic teller machine (ATM) at which customers receive money from their account. Telephone banking is an easy way to pay your bills by calling a special telephone number and typing in a certain sequence of digits. Some banks even deal with insurance.

Read the article again and decide whether the sentences true (T) or false (F)

1. Banks borrow money from businesses, dealers and customers.
2. Banks make a profit because they collect more interest than they pay to savers.
3. The world`s economy would be able to develop without banks.
4. People can use plastic cards to pay without cash at shops, gas stations and other stores
5. Banks offer automatic teller machine for people who want to save money.

Match the words with their definitions.

1 customer	a) a person who buys things
2 deal with	b) work with, offer
3 digit	c) number
4 fee	d) charge, amount of money
5 handle	e) deal with
6 investor	f) a person who gives money to a company or a business and wants to make a profit
7 profit	g) income, extra money
8 service	h) help or other types of work that you offer a customer

Complete the sentences with following words

Reserve, account, interest, loan, services, withdraw, advice, stocks, insurance

A bank is a place that works with money. If you want to save money you can _____

it in a bank _____ and get _____ for it. If you want to buy a house or a new car a bank offers you a _____ that you can pay back within months or years. Banks also give businesses the money they need to grow and expand.

Today banks offer their customers a large range of _____. They operate ATMs where you can _____ money, even if the bank is closed. A credit card is a piece of plastic that allows you to buy things all over the world. Most banks give you _____ on how to get the most out of your savings. They deal with _____ and bonds, some of them even offer _____ policies.

Refresh your memory

CONDITIONALS	if clause (condition)	main clause (result)
0 conditional used for present , real/factual situations	present simple If I <u>study</u> hard,	present simple I <u>always pass</u> my exams.
1st conditional used for future real/factual situations	present simple If I <u>study</u> hard,	will + base verb I <u>will pass</u> my exams.
2nd conditional used for present or future unreal, imaginary situations	past simple If I <u>studied</u> hard,	would + base verb I <u>would pass</u> my exams.
3rd conditional used for past unreal , imaginary situations	past perfect If I <u>had studied</u> hard,	would have + past participle I <u>would have passed</u> my exams.

Open the brackets (conditionals 1)

- If I _____ (listen) to classical music, I _____ (write) good poems.
- Lisa _____ (look) after her baby brother if her father _____ (go) jogging.

3. If you _____ (take) the train, you _____ (arrive) in Sheffield before 8 pm.
4. The girls _____ (hurry) if they _____ (book) the tickets yet.
5. If Phil _____ (do) that, Sophia _____ (scream).
6. If they _____ (be) careful with the spelling of the new words, they _____ (not get) a good mark.
7. You _____ (get) orange if you _____ (add) yellow to red.
8. I _____ (lend) Emily my car if she _____ (need) it.
9. If she _____ (find) my dictionary, she _____ (give) it back to me.
10. John _____ (buy) a new monitor if his mother _____ (give) him 100 Euros.

Open the brackets (conditionals 1-3)

1. If it rains, the boys _____ (play) hockey.
2. If he _____ (grow) his own vegetables, he wouldn't have to buy them.
3. Jim _____ (see) whisky distilleries if he travelled to Scotland.
4. Would you go out more often if you _____ (have to do) so much in the house?
5. She wouldn't have yawned the whole day if she _____ (not stay up) late last night.
6. If you _____ (wait) a minute, I'll come with you.
7. If we arrived at 10, we _____ (miss) Tyler's presentation.
8. We _____ (help) John if we'd known about his problems.
9. If they _____ (use) new batteries, their camera would have worked correctly.
10. If I went anywhere, it _____ (be) New Zealand.

Lesson 2

Mobile Banking on the Increase in developing Countries

Answer the questions

- 1 What is Mobile Banking?
- 2 What do you think what are the advantages of mobile banking nowadays?

Look at the pictures and answer

- 1 Does Mobile Banking require a smart phone?
2. What do you need to enroll in Mobile Banking?
3. Do you know how it works?
4. Why mobile banking is popular nowadays?



Multimodality group presentation. In small groups introduce your finance and insurance institution, describing its privileges and importance. Set the time for presentation.

FINANCE AND INSURANCE INSTITUTIONS

Finance (credit) companies differ from deposit-taking banking institutions in that their sources of funds are not deposits. They acquire funds in the market by issuing their own obligations, such as notes and bonds. They, however, make loans on the other side of the balance sheet in full competition with deposit-taking and other types of financial institutions, such as insurance companies. Finance companies specialize in business inventory financing, although they also make consumer loans, mostly indirectly through manufacturers and distributors of goods and services. Some of the finance companies are huge and operate in domestic as well as foreign markets. Several are bigger than most of the commercial banks in the United States.

Insurance companies provide the dual services of insurance protection and investment.

There are two types of insurance companies: life insurance companies and casualty and property insurance companies. Insurance companies' sources of funds are primarily policy premiums.

Their uses of funds range from loans (thus competing with finance companies, commercial banks, and savings and loan associations) to creation of investment products (thus competing with investment companies). Life insurance companies match their certain mortality-based needs for cash outflows with longer-term riskier investments such as stocks and bonds. Casualty and property insurance companies have more uncertainty of cash outflows and their timing.

Therefore they have more conservative investment policies in terms of maturity and credit risk of their investments.

Investment companies pool together funds and invest in the market to achieve goals set for various types of investments, matching liquidity, maturity, return, risk, tax, and other preferences of investors on the one hand and users of funds on the other. Investment companies are organized as open-end or closed-end mutual funds.

Open-end funds accept new investments and redeem old ones, while closed-end funds accept funds at one time and then do not take in new funds. Investment companies have become very popular with investors in recent decades, and thus they have mobilized trillions of dollars.

Another investment type of company is investment banks, which provide investment and fund-raising advice to potential users of funds, such as commercial, industrial, and financial companies. They also create venture capital funds or companies. Some of them also have brokerage and dealerships in securities. Many of them underwrite securities and then place them in the market or sell them to investors.

Pension funds in the private and the government sectors collect pension contributions and invest them according to goals of the employees for their funds. Increasingly, employees are able to indicate their personal preferences for risk and reward targets with respect to their own and sometimes their employers' contributions.

Other institutions that are significant parts of the financial system are the stock, bond, commodity, currency, futures, and options

exchanges. The various types of exchanges make possible not only creation and ownership of financial claims but also management of liquidity and risk of price changes and other risks in underlying commodities in the market. They greatly expand investment opportunities for savers and access to funds by small, medium, and large business enterprises. They have deepened and broadened markets in financial products and services, helped manage price risk, and improved allocation efficiency in financial markets where every attribute desired in a financial product has a counter party to trade with.

Questions for understanding the text

How do financial institutions acquire their funds?

Do they only operate in domestic market?

How many types of insurance companies do you know?

What kind of services do the investments banks offer?

What other institutions of financial system do you know?

Make the statements T (true), F (false)

1. Finance companies don't make loans on the other side of the balance sheet.
2. Insurance companies deal with insurance protection and investment.
3. The disadvantage of this type of company is cash outflow and its timing.
4. Investment companies have become popular with investors recently.
5. Different types of institutions of financial system access to funds only by large business enterprises.

Reading

Mobile banking is becoming more and more popular in countries of the Third World. While in developing countries all people have bank accounts, only a small part of the population in underdeveloped countries has access to banks.

In mobile banking person who wants to send money does so by sending the amount via text to the receiver`s phone number. The person who receives the money goes to an authorized local shop than and withdraws the cash.

There are many examples for mobile banking in the Third World. Hospitals in Tanzania send money to women so that they can pay for the bus fare to the hospital. In Afghanistan the government pays its policemen by mobile phone. Coffee plantation owners in East Africa send workers their money via text.

Mobile banking has become popular where there are few banks but where most of the people have a mobile phone. The potential market is especially large in South America where only 35% of the people have bank accounts but 90% have mobile phones.

Many mobile phone companies are taking over banking services in underdeveloped countries. In the last two years almost one million people in six African countries have signed up with European mobile operator *Orange*. In Kenya and Tanzania, British operator *Vodafone* has 20 million customers who send money to other people in the country and abroad. In Pakistan, Norwegian mobile company *Telenor* has been offering mobile banking since 2008. People can withdraw money at almost 11,000 shops throughout the country. Pakistan itself has only a little over 8,000 banks. Money transfers are limited to \$120, with *Telenor* taking of 5% of the amount.

In the developed world mobile has not become a serious option because most customers have bank accounts and transfer their money via Internet banking. As more and more Americans and Europeans buy smartphones mobile banking will probably increase.

Read the article again and decide whether the sentences true (T) or false (F)

1. A person who wants to send money can do it by sending the amount via text to the receiver`s phone number.

2. Mobile banking has become less popular in underdeveloped countries

3. Coffee plantation owners in South America pay its workers by mobile phone.

4. Mobile banking is becoming popular where there are few banks but where most of the people have a mobile phone.

5. In Pakistan, Norwegian mobile company *Vodafone* has been offering mobile banking for many years.

6. In the developed countries most customers have bank accounts and transfer their money via Internet banking.

Replace each of the underlined sentences with the given expressions below.

1. I want to swap \$ 500 from my saving account to my ordinary account, because I don't want to have the situation where I've spent more than I've put in.

2. How much is in my savings account? What's the amount in there at the moment?

3. On the savings account, what's the percentage you pay to savers every year?

4. How much extra money have you added to my savings account in the last three months?

5. On the last list of the all the money going out of and coming into the account, there's an amount that you've taken off the account that I don't understand.

Transfer; current account; an overdraft; account balance; interest rate; interest; bank statement; banking charge;

Match the words with their definitions

1. public telephone/ payphone;	a) phone in a public operated with money, a credit card or a phone card.
2. mobile phone, mobile (Br E)/ cellphone (Am E)	b) a phone you can take with you and use anywhere
3. WAP phone	c) a mobile with access to the Internet (WAP=wireless application protocol)
4. extension	d) one of a number of phones on the same line, in home or office
5. cordless phone, cordless	e) an extension not connected by a wire, so you can use it around the house or in the garden
6. pager	f) allows you to receive written messages

7. webcam	g) a camera attached to a computer and phone line, so two people talking on the phone can see each other
8. videophone	h) a special phone with a screen so you can see the other person

Refresh your memory

DIRECT SPEECH	INDIRECT SPEECH
Simple Present <i>"I never eat meat", he explained.</i>	Simple Past <i>= He explained (that) he never ate meat.</i>
Present Continuous <i>"I'm waiting for Ann", he said.</i>	Past Continuous <i>= He said (that) he was waiting for Ann.</i>
Present Perfect <i>"I have found a flat", he said.</i>	Past Perfect <i>= He said (that) he had found a flat.</i>
Present Perfect Continuous <i>He said, "I've been waiting for ages".</i>	Past Perfect Continuous <i>= He said (that) he had been waiting for ages.</i>
Simple Past <i>"I took it home with me", she said.</i>	Past Perfect <i>= She said (that) he had taken it home with her.</i>
Future <i>He said, "I will/shall be in Paris on Monday".</i>	Conditional <i>= He said (that) he would be in Paris on Monday.</i>
Future Continuous <i>"I will/shall be using the car myself on the 24h", she said.</i>	Conditional Continuous <i>= She said (that) she'd been using the car herself on the 24th.</i>
Conditional <i>I said, "I would like to see it".</i>	Conditional <i>= I said (that) I would like to see it.</i>

Complete the sentences in reported speech.

- John said, "I love this town."
John said _____
- "Do you like soccer?" He asked me.
He asked me _____
- "I can't drive a lorry," he said.
He said _____
- "Be nice to your brother," he said.
He asked me _____
- "Don't be nasty," he said.
He urged me _____
- "Don't waste your money" she said.
She told the boys _____
- "What have you decided to do?" she asked him.
She asked him _____

8. "I always wake up early," he said.

He said _____

9. "You should revise your lessons," he said.

He advised the students _____

10. "Where have you been?" he asked me.

He wanted to know _____

Lesson 3

Money and its Functions

Look at the pictures and answer



1 What comes to mind when you hear or see 'money'?

2 Does money make the world go round?

3 What's the best way of making a lot of money?

4 How often do you think about money?

5 What would life be like without money?

Discussion

THE EURO

Questions for discussion

- What do you know about "euro"?
- What are the original members, which joined first to "euro"?
- Speak about pros and cons of euro?

To further facilitate trade within this single market, European leaders felt a single currency should be created to eliminate foreign-exchange hurdles encountered by companies doing business across European borders. After several intervening rounds of negotiations and

agreements, the Treaty on European Union was signed in Maastricht in December 1991. The European Union was formally established as the successor to the European Economic Community, and the treaty laid the groundwork for the completion of the economic and monetary union by calling for a new European currency.

The European Union introduced this new currency on January 1, 1999, christening it the “euro.” Like many other changes implemented by the European Union, the euro was not launched without difficulties. By the time the euro was introduced in 1999, nine more countries had joined the original six members. The European Union had added Denmark, Ireland, and the United Kingdom to its ranks in 1973; Greece in 1981; Portugal and Spain in 1986; and Austria, Finland, and Sweden ratified membership in 1995. During the launch of the euro, the United Kingdom, Sweden, and Denmark all chose to “opt out” of participation due to political pressures in each country. One other member, Greece, failed to satisfy the economic criteria for convergence, which required members of the “euro zone” to meet targets for price stability, long-term interest rates, government budget deficits, and government debt. Consequently, the conversion to the euro was initiated in only eleven of the fifteen member states in 1999.

Transactions in member states beginning in 1999 could be denominated in euros. The actual euro currency and coins will begin circulation in 2002. In the “interim period,” transactions can be carried out in either euros or the former national currencies of the member states.

Fill in the gaps with the words: single, monetary, companies, trade, established, negotiations.

To further facilitate _____ within this single market, European leaders felt a _____ currency should be created to eliminate foreign-exchange hurdles encountered _____ by doing business across European borders. After several intervening rounds of _____ and agreements, the Treaty on European Union was signed in Maastricht in December 1991. The European Union was formally _____ as the successor to the European Economic

Community, and the treaty laid the groundwork for the completion of the economic and _____ union by calling for a new European currency.

Reading

Answer the questions

- 1 What do you know from the history of money?
- 2 Can you give any examples of things that were used as money in the previous societies?
- 3 Do you see any advantages of a barter system?
- 4 What functions does money serve in modern societies?

Historically, many commodities, ranging from precious metals to cigarettes have been used as money. In the nineteenth century money was mainly gold and silver coins. These are examples of commodity money, ordinary goods with industrial uses (gold) and consumption uses (cigarettes) which also serve as a medium exchange. In most modern societies, however, commodities are rarely used as money because they are expensive. Instead they use fiat money that is mainly paper currency issued by governments and deposits in checking accounts that are accepted as a means of payments for goods and services. Fiat money is sometimes called token money. By collectively agreeing to use fiat money, society economizes on the scarce resources required to produce money as a medium of exchange.

Although the crucial feature of money is its acceptance as the means of payment or medium of exchange, money has three other functions. It serves as a unit of account, as a store of value, and as a standard of deferred payment.

Money, **the medium of exchange**, is used in one-half of almost all exchanges. Workers exchange labor services for money. People buy or sell goods in exchange for money. Money is the medium through which people exchange goods and services.

The **unit of account** is the unit in which prices are quoted and accounts are kept. In Britain prices are quoted in pounds sterling; in America in dollars; in Uzbekistan in sums. It is usually convenient to

use the units in which the medium of exchange is measured as the unit of account as well. However there are exceptions. During the rapid German inflation of 1922-23 when prices in marks were changing very quickly, German shopkeepers found it more convenient to use dollars as the unit of account. Prices were quoted in dollars even though payment was made in marks, the German medium of exchange.

Money is **a store of value** because it can be used to make purchases in the future. To be accepted in exchange, money has to be a store of value. Nobody would accept money as payment for goods supplied today if the money was going to be worthless when they tried to buy goods with it tomorrow. But money is neither the only nor necessarily the best store of value. Houses, stamp collections, and interest-bearing bank accounts all serve as stores of value. Since money pays no interest and its real purchasing power is eroded by inflation, there are almost certainly better ways to store value.

Answer the questions

- 1 What examples of commodity money is given in the text?
- 2 What is fiat money?
- 3 What else can be used instead of money as a store of value?
- 4 What are the functions of money? What do they imply?

Match the words from A with their synonyms from B

- | A | B |
|----------------|----------------|
| 1) illegal | a) to postpone |
| 2) restriction | b) limitation |
| 3) crucial | c) against law |
| 4) to consume | d) rare |
| 5) to benefit | e) to profit |
| 6) wasteful | f) barter |
| 7) exchange | g) to use up |
| 8) to defer | h) vital |
| 9) scarce | i) costly |

Refresh your memory

TENSE	ACTIVE	PASSIVE
Present Simple	I make a cake	A cake is made
Present Contin.	I 'm making a cake	A cake is being made.
Past Simple	I made a cake.	A cake was made.
Past Continuous	I was making a cake.	A cake was being made.
Present Perfect	I have made a cake	A cake has been made.
Past Perfect	I had made a cake.	A cake had been made.
Future Simple	I will make a cake.	A cake will be made.
Future be going to	I 'm going to make a cake.	A cake is going to be made.
Modal	I must make a cake.	A cake must be made.
Modal Perfect	I should have made a cake.	A cake should have been made.

Write passive sentences (use the indications between brackets.)

1. the picture / draw (Simple Present)

2. the door / close (Simple Past)

3. the house / steal (Present Continuous)

4. the bike / repair (Past Continuous)

5. the room/ clean (Present Perfect)

6. the homework / do (Past perfect)

7. the window / break (Simple future)

8. the essay / write (Should + Verb)

Rewrite the following sentences as suggested:

1. The boy writes poems.

2. The girl drove the blue car.

3. They have collected enough money.

4. They will open a new restaurant.

5. The little boy can draw pictures.

6. The guard watched the prisoner.

7. They will not play soccer.

8. They believe that he writes good poems.

Rewrite these sentences starting with the words in bold:

1. Her friend gave her **a book**.

2. They offered him **a job**.

3. The man showed **us** the house.

4. My friend gave **me** a pen.

Глоссарий \ *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.

REFERENCES:

1. Decree of the President of Uzbekistan "On additional measures to improve the investment climate and business environment in the Republic of Uzbekistan", on April 2019.
2. The Speech of the President of the Republic of Uzbekistan at the extended meeting of the Cabinet of Ministers gathered to review the outcomes of social economic development in the country in 2020 and outline priority aspects of the economic program for the year 2020, on January 17, 2020.
3. Aspinall Tricia, Bethell George. Test your Business Vocabulary in Use. Cambridge University Press, 2003.
4. Bruce Kay, Parrish Betsy, Wood Allan. Business Review. Longman Group UK Limited, 1992.
5. Cambridge ESOL. BEC 1, 3. Cambridge University Press, 2001.
6. Deller Sheelagh, Jones Rodri. Vista. Advanced English Learning. Heinemann Publishers (Oxford) Ltd., 1992.
7. Encarta Encyclopedia Delux. Microsoft Corporation, 2004.
8. Jones Leo, Alexander Richard. New International Business English. Cambridge University Press, 2003.
9. Kay Susan. Reward Intermediate Resource Pack. Heinemann English Language Teaching, 1995.
10. Lees Gerald, Thorne Tony. English on Business. Practical English for International Executives. Chancerel International Publishers, 1993.
11. MacKenzie Ian. English for Business Studies. Cambridge University Press. 1997.
12. MacKenzie Ian. Financial English with Mini-dictionary of Finance. Language Teaching Publication Series, 1995.
13. MacKenzie Ian. Management and Marketing. Language Teaching Publications, 1997.
14. Mascull Bill. Business Vocabulary in Use, Advanced. Cambridge University Press, 2004.
15. Mascull Bill. Business Vocabulary in Use. Cambridge University Press, 2002.
16. Miller Roger LeRoy. Economics Today and Tomorrow. Glencoe Division of Macmillan/McGraw-Hill School Publishing Company, 1995.

17. Misztal Mariusz. Tests in English Thematic Vocabulary. Intermediate and Advanced Level. Киев: «Знания», 1999.
18. Naterop B. Jean, revel Rod. Telephoning in English. Third Edition. Cambridge University Press, 2004.
19. Powell Mark. Business Matters. Language Teaching Publications, 1999.
20. Practice tests for IELTS. Edition 1. Cambridge University Press, 2000.
21. Practice tests for IELTS. Edition 2. Cambridge University Press, 2000.
22. Practice tests for IELTS. Edition 3. Cambridge University Press, 2000.
23. Sandler P.L., Stott C.L. Manage with English. Oxford University Press, 1993.
24. Vicki Hollett. Business Opportunities. Oxford University Press, 1999.
25. Vince Michael with Paul Emerson. First Certificate. Language Practice with Key. English Grammar and Vocabulary. Macmillan Education, 2006.
26. Vince Michael with Peter Sunderland. Advanced Language Practice. Macmillan Education, 2003.
27. Wyatt Rawdon. Check your Vocabulary for English for the IELTS examination. A workbook for students. Peter Collin Publishing, 2001.

**RAKHIMOVA SH., SHAKIROVA D., AZIMOVA N.,
KURBANOVA N.**

BUSINESS ENGLISH COURSE

**Toshkent – «INNOVATSION RIVOJLANISH
NASHRIYOT-MATBAA UYI» – 2021**

Muharrir:	N. Abdullayeva
Tex. muharrir:	M. Tursunov
Musavvir:	A. Shushunov
Musahhih:	L. Ibragimov
Kompyuterda sahifalovchi:	M. Zoyirova

**E-mail: nashr2019@inbox.ru Tel: +99899920-90-35
№ 3226-275f-3128-7d30-5c28-4094-7907, 10.08.2020.**

Bosishga ruxsat etildi 23.06.2021.

Bichimi 60x84 1/16. «Timez Uz» garniturasini.

Ofset bosma usulida bosildi.

Shartli bosma tabog'i: 10,0. Nashriyot bosma tabog'i 9,5.

Tiraji: 50. Buyurtma № 144.

**«INNOVATSION RIVOJLANISH NASHRIYOT-MATBAA
UYI» bosmaxonasida chop etildi.
100174, Toshkent sh, Olmazor tumani,
Universitet ko‘chasi, 7-uy.**



ISBN 978-9943-7529-1-7

