

**THE STATE COMMITTEE FOR COMMUNICATION,
INFORMATIZATION AND TELECOMMUNICATION
TECHNOLOGIES OF THE REPUBLIC OF UZBEKISTAN TASHKENT**

UNIVERSITY OF INFORMATION TECHNOLOGIES

“FOREIGN LANGUAGES”

DEPARTMENT

“Modern Economics”

The methodical manual for the third year students in the direction of
“Economy” and “Management”

Toshkent -2014

Тузувчи: “Чет тиллар” кафедраси ассистенти
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KIRISH

Ўзбекистон жаҳон иқтисодиётига жадал равишда кириб бораётган бир пайтда хорижий тилларни ўрганиш ва уларни ўргатиш масаласи муҳим аҳамият касб этади. 2012 йил, 10 декабрда “Чет тилларни ўрганиш тизимини янада такомиллаштириш чоратадбирлари тўғрисида”ги ПҚ-1875-сон қарорининг қабул қилиниши булса ушбу йўналишда амалга оширилаётган ишларга мамлакат миқёсида жадаллашишига ва чет тилларидан дарс берувчи ҳар бир ўқитувчига аник вазифаларни юклади.

Мазкур **“Modern Economics”** The methodical manual for the third year students in the direction of “Economy” and “Management” методик қўлланма ўқувчиларимизга ушбу йўналишда замонавий иқтисодиётда учраб турувчи инглиз тили термин ва сўзларини ўрганишда ёрдам беради деган умиддамиз. Ушбу услубий қўлланма “АКТ соҳасида иқтисодиёт ва менежмент факультети”, “Иқтисодиёт” ва “Менежмент” йўналиши 3-боскич талабалари учун мўлжалланган, уб та дарсдан иборат. Ҳар бир дарс ўз ичига мутахассисликка оид матн, матнда ишлатилган грамматикага ва лексикага доир машқларни ўз ичига олган.

Мазкур услубий қўлланма талабалар билан мустақил ишлаш, талабанинг ўз йўналиши бўйича билим ва куникмаларини ошириш, берилган мавзулар асосида фикрларини оғзаки нутқ орқали ифода этиш, берилган машқлар ёрдамида мавзунини чуқурроқ ўрганиб мустахкамлаш, сўз бойлигини кенгайтириш ва ўқиш техникасини ошириш учун мўлжалланган.

Мавзунини мустахкамлаш учун келтирилган машқлар турли кўринишларда бўлиб талабаларнинг мантикий, грамматик ва лексик билим кўникмаларини оширишга, соҳага оид терминларни тушиниши ва матн маъносини чуқур таҳлил қилишга қаратилганлиги талабаларнинг соҳага оид мавзуларда фикрини оғзаки баён этиш қобилиятини ўстиради.

Ҳар бир дарсда талабаларнинг ёзиш техникасини оширишга мўлжалланган машқлар берилган. Булар расмий хатлар ёзиш, иншо ёзиш, диаграммаларни тасвирлашдан иборат. Бу машқлар орқали талабалар ҳозирги замонавий талабларга жавоб берувчи ёзув амалларини бажаришади.

Услубий қўлланманинг баъзи дарсларида гуруҳларда муҳокама қилиш учун саволлар берилганки, бу талабаларнинг оғзаки нутқини оширишга ёрдам беради.

“АКТ соҳасида иқтисодиёт ва менежмент” факультети илмий услубий кенгашида куриб чиқилган ва нашр этишга тавсия этилган. (Баённома № _____ 2014)

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Lesson 1

Economy and business

1. Learn new vocabulary.

aims/objectives=the things that you hope to achieve

to make a profit= earn/receive more money than it spends

make a loss=The company operated at a loss last yea

break even=the level of commercial activity at which the total cost and total revenue of a business enterprise are equal

turnover=the amount of business, usually expressed in terms of gross revenue, transacted during a specified period

expenditure=outlay , cost , expense , charge , expense

raw materials=materials used in their natural state used to make something else

labour=employees

overheads=necessary costs for a company(rent for building)

borrow=to obtain or receive (something, such as money) on loan for

investment= put money in capital

grow/expand=get bigger

thrive/prosper=do well/be successful

low inflation=prices do not go up

low interest rates= company borrows money without paying a lot of interest

economic and political stability=things remain steady and stable

healthy/strong economy = in good condition

tax cuts=tax reduction/lower taxes

1.1 Reading. Business and profit

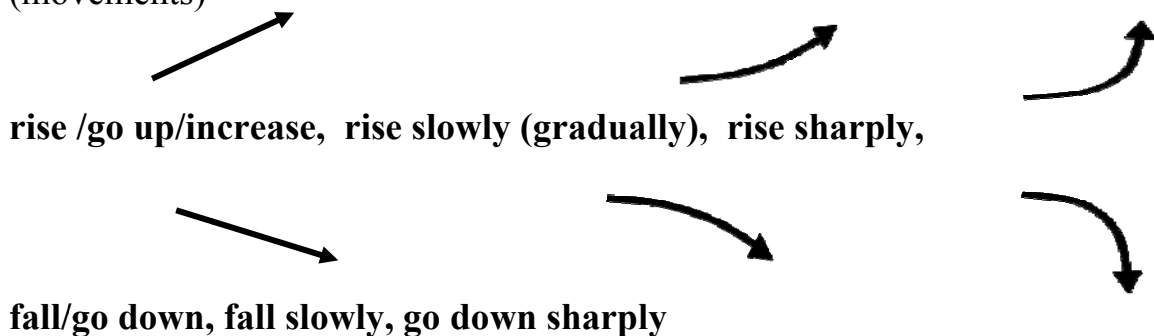
Economics is the **social science** that studies the production, **distribution**, and consumption of **goods and services**.....” A definition that captures much of modern economics is that of **Lionel Robbins** in a **1932 essay**: "the science which studies human behavior as a relationship between ends and scarce means which have alternative uses."

Most businesses need to borrow money to finance investments. The money they borrow from the bank is called a loan, and on this loan they have to pay interest, e.g. If you borrow \$1,000 and the interest rate is 10% , then you have to pay back \$1,000 plus \$100 in interest

One of the main aims of a company is to make a profit. If a company does not make a profit or a loss, it breaks even. Most companies are happy if they can break even in their first year of business. Companies receive money from selling their products-this money is called the turnover. The money that they spend is called the expenditure. They spend money on these things: raw materials, labor, overheads.

1.2 Rise and fall

Business people often need to talk about the movement of sales, prices, interest rates, profit and loss. The following words are used to describe these trends (movements)



1.3 Give the single word or phrase for the following definitions

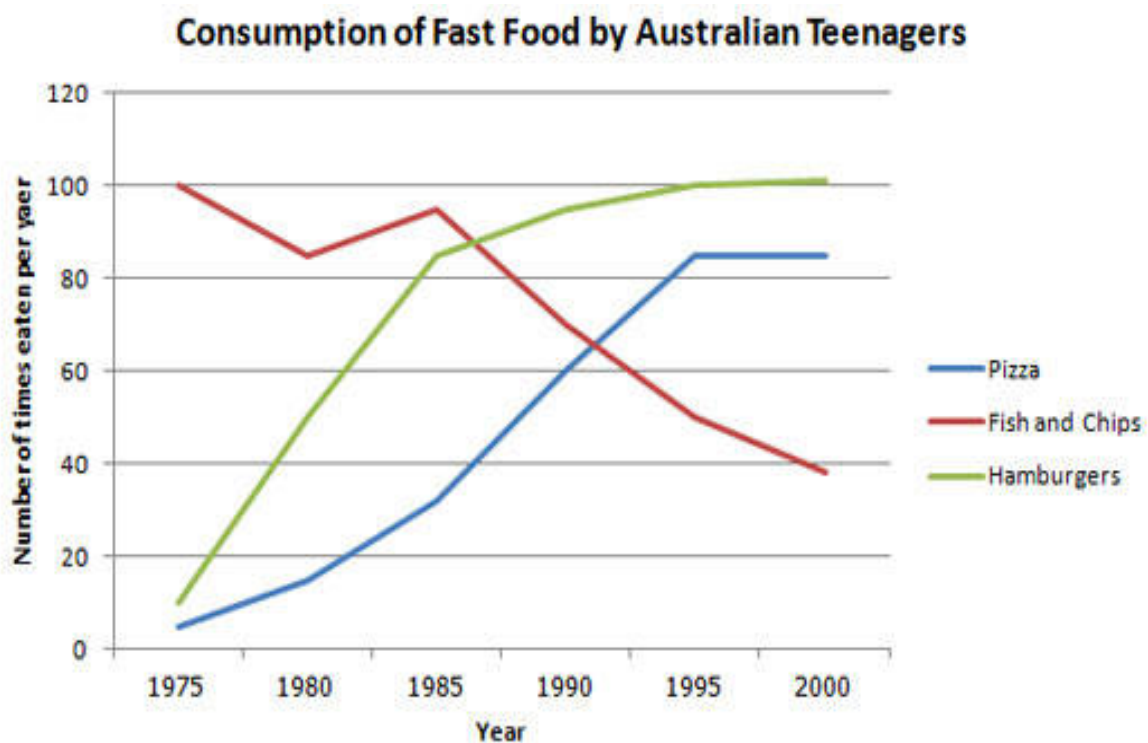
1. Money you borrow from a bank for your business.
2. What you must pay the bank if you borrow money.
3. The continuous increase in the price of things.
4. The things you hope to do/ achieve within a period of time.
5. When a company does not make a profit or loss.
6. When an economy is in a period of reduced and slow business activity.

1.4 Replace the underlined words(s) in each sentence with another word that has the same meaning.

1. There has been a slow rise in sale.
2. This comes after a dramatic fall last year.
3. Fortunately the company is doing well now.
4. And it's growing very quickly.
5. This is one of their main objectives.
6. Profits have risen considerably.

1.5 Describing the line graph

The line graph below shows changes in the amount and type of fast food consumed by Australian teenagers from 1975 to 2000.



1) Introduce the Graph

Firstly, paraphrase the title of the graph, making sure you put in a time frame if there is one.

The line graph illustrates the amount of fast food consumed by teenagers in Australia between 1975 and 2000, a period of 25 years. You can see this says the same thing as the title, but in a different way.

2) Give an Overview

You also need to state what the main trend or trends in the graph are. Don't give detail such as data here – you are just looking for something that describes what is happening overall.

One thing that stands out in this graph is that one type of fast food fell over the period, whilst the other two increased, so this would be a good overview.

Here is an example: Overall, the consumption of fish and chips declined over the period, whereas the amount of pizza and hamburgers that were eaten increased. This covers the main changes that took place over the whole period. You may sometimes see this overview as a conclusion. It does not matter if you put it in the conclusion, but you should provide an overview in one of these places.

3) Give the Detail

You can now give more specific detail in the body paragraphs. When you give the detail in your body paragraphs, you must make reference to the data. The key to organizing your body paragraphs is to **group data** together where there are **patterns**. To do this you need to identify any **similarities** and **differences**. Look at the graph – what things are similar and what things are different?

As we have already identified in the overview, the consumption of fish and chips declined over the period, whereas the amount of pizza and hamburgers that were eaten increased. So it is clear that pizza and hamburgers were following a similar pattern, but fish and chips were different. On this basis, you can use these as your 'groups', and focus one paragraph on fish and chip and the other one on pizza and hamburgers.

Here is an example of the first paragraph:

In 1975, the most popular fast food with Australian teenagers was fish and chips, being eaten 100 times a year. This was far higher than pizza and hamburgers, which were consumed approximately 5 times a year. However, apart from a brief rise again from 1980 to 1985, the consumption of fish and chips gradually declined over the 25 year timescale to finish at just under 40 times per year.

As you can see, the focus is on fish and chips. This does not mean you should not mention the other two foods, as you should still make comparisons of the data as the questions ask. The second body then focuses on the other foods.

In sharp contrast to this, teenagers ate the other two fast foods at much higher levels. Pizza consumption increased gradually until it overtook the

consumption of fish and chips in 1990. It then leveled off from 1995 to 2000. The biggest rise was seen in hamburgers, increasing sharply throughout the 1970's and 1980's, exceeding fish and chips consumption in 1985. It finished at the same level that fish and chips began, with consumption at 100 times a year.

Lesson 2

BANK AND BANKING

1. Learn new vocabulary

account = the place where your money is kept

afford = to have enough money for something

agreement = written promise made by two or more people, **companies** or countries

automatic teller machine = a machine outside a bank that you use to get money from your account

bankrupt = to go out of business

bill = a written piece of paper that shows how much you must pay for something

bill = a written suggestion for a new law

cash = banknotes

cash-free = without money

circulation = movement, flow

credit card = a small plastic card that lets you buy things and pay for them later

customer = a person who buys things

deal with = work with, offer

depositor = someone who puts money in a bank

expense = the amount of money that you spend on something

global = worldwide

insurance = the money you pay regularly to a company; it pays for a damage if something bad happens or if you become ill

interest = the extra money that you must pay back when you borrow money

interest rate = the percentage amount that banks give to savers when they leave their money there or charge customers when they borrow money

investor = a person who gives money to a company or a business and wants to make a profit

loan = the amount of money that you borrow from a bank

mortgage = agreement between a customer and a bank in which it lends you money to buy a house; you have to pay back the money with interest over a longer period of time

payment = monthly sum

percentage = part of a whole

profit = income, extra money

provide = give, offer

raise = collect, gather

salary = the money you get every month for doing your job

service = help or other types of work that you offer a customer

sign = to put your name on a document

standard = guideline, rule

stock = a share of a company

technology = machines, know-how

valuable = very expensive, costly

withdraw = take out



1.1 Read the text.

BANK 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 *assalaries* 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.

1.2 Types of banks

Commercial banks are the most important banks. They offer many services, different forms *of* accounts and also loans. While, at first, commercial banks only offered its services to businesses and companies, they are for everyone today.

Investment banks do not take or keep the money of *individuals*. They help organizations and large companies *raise* money on the international financial markets. Central banks manage the banking system in a country. The Federal Reserve in the United States and Bank of England are *two prominent* banks that take over these *tasks*. The European Central Bank is *responsible* for the *circulation* of money in the Euro zone.

Online banks can often give their customers more interest because they do not have the *expenses* that *physical* banks do. They can be *accessed* over the internet and are becoming more and more popular.

Savings and loans are banks that specialize in financing houses. *Although interest rates* are higher such banks offer up to 30-year *mortgages*. Customers pay back their loan through a monthly *payment* that they can *afford*. Development banks are financial organizations that help Third

World Countries. They not only *provide* money for nations in Africa, Asia and South America, but also send *aid* workers and offer technical help.

1.3 Checking test

1. Some banks sell

- a) insurance b) ATMs c) houses

2. Development banks

- a) help customers find the right savings form b) offer mortgages to customers
c) help Third World countries

3. Investment banks

- a) let small savers open savings accounts b) raise money for companies and businesses c) do not charge interest

4. In most countries the government

- a) tells banks how much money they can offer as loans b) lets banks decide how much money they can keep back as cash c) asks banks to give little interest to customers with savings accounts

5. Banks make a profit when they

- a) collect more interest from people who take loans b) give savers more interest
c) give customers more credit cards

1.4 Complete the sentences using the following words

account	advice	aid	circulation	commercial	deposit
development	financial	individuals	insurance	interest	
loan	raise	reserve	responsible	services	stocks
					withdraw

1. A bank is a place that works with money. 2. If you want to save your money you can _____ it in a bank _____ and get _____ for it. 3. 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. 4. Banks also give businesses the money they need to grow and expand. 5. Today's banks offer their customers a large range of _____. 6. They operate ATMs where you can _____ money, even if the bank is closed. 7. A credit card is a piece of plastic that allows you to buy things all over the world. 8. Most banks give you _____ on how to get the most out of your

savings. 9.They deal with _____ and bonds; some of them even offer _____ policies.10.There are different types of banks. 11. _____ banks are among the most important. 12.Everyone can open an account or borrow money from them. 13.Investment banks normally do not work with money from _____. 14.They help organizations and large businesses _____ money on the international _____ markets.15.Central banks control the _____ of money in a certain area. The European Central Bank in Frankfurt is _____ for the value of the Euro, the Federal _____ bank controls circulation and the value of the US dollar.16. _____ banks help Third World countries not only with loans but also send _____ workers and give them technical help.

1.deposit 2.account 3.interest 4.loan 5.services6.withdraw7.advice 8.stocks 9. insurance10.commercial
11.individuals12.raise13. financial 14.circulation 15.responsible 16.reserve17.development 18.aid

1.5 Underline the correct word or phrase in each sentence.

- a) Doraeearns/gains/wins more money in her job than I do.
- b) The factory workers asked for a rise in their income/reward/wages.
- c) Paul borrowed/lent/loans some money from me but didn't pay it back.
- d) I'm sorry, but we don't accept credit cards, only cash/coins/money.
- e) Is it all right if I pay with cheque/by cheque/from cheque?
- f) We don't exchange goods unless you still have the bill/cheque/receipt.
- 8) I'm afraid I've only got a €50 note. Do you have change/money/rest?
- h) I still debt/owe/own the bank more than \$5000.

Lesson 3

THE MONEY

1. Learn new vocabulary

advantage = good side about something
arch = a building with a curved top and straight sides

barter = a system without money; you exchange goods for other goods

came into use = to start to use

cattle = cows

central bank = a national bank that controls the money in a country

circulation = the money that all the people in a country have

coin = a round piece of metal that is used as money

common = if a lot of people use something

constant = always the same

course of time = as time went on

currency = the money that a country uses

deposit = a safe place where you put money or a lot of gold

economic = financial

exchange = trade; to give someone something for something else

explain = to make clear; to put in simple words

fixed value = always worth the same

fur = the thick soft hair of an animal

goldsmith = someone who makes or sells things made of gold

goods = products

grain = seeds of corn, rice, wheat and other crops that are collected and used for food

gunpowder = material used to make bombs and fireworks

increase = to go up

join = to become a member of

lend = to let someone borrow money from you

lose = drop, go down

nail = a thin pointed piece of metal that you hit with a hammer

official = something that is allowed in a country

predict = to say that something will happen

protect = defend, guard

real = true

realise = to find out

rise = to go up

services = The work that someone does for a person

sign = to write your name on a document or an important piece of paper

single currency = the money that many countries have

stamp = to put a sign on a coin

stock exchange = place where stocks or parts of a company are bought and sold

the design = motifs, pictures etc..

thought to be = said to be

to design = to make a drawing or plan of something

touch = to feel with your hand

trade = buying goods from and selling goods to other countries

tribesman = a man who is member of a big family that is ruled by one leader

unify = to bring together

valuable = worth a lot of money

value = what something is worth

various = different

weigh = how heavy something is

1.1 Reading. The Money

Money is something that is very difficult to explain. People in various cultures think of money in different ways. A London banker and an African tribesman have different ideas of what money is. Many people think of money as a currency –metal coins and paper bills. We need it to buy the things in life that we need. We also get money for the work that we do. So, money is a way of exchanging goods and services.

1.2 The History of Money

In early civilizations people did not have money. They traded objects. Maybe a hunter had more animal furs than he could use and his neighbor might have caught more fish than he could eat himself. They soon saw that they needed each other. The fisherman needed furs to protect himself from the cold and the hunter needed something to eat, so they exchanged their goods. This is called barter. Barter also had disadvantages. If there weren't any more people who needed the hunter's furs he couldn't trade them for the things he needed.

1.3 Early Forms of Money



As time went on, people used things that were valuable as a kind of money. Cattle was one of the earliest forms of money. People who had many cows were thought to be very rich. Later on, grain and salt were common forms of money. They had advantages because you could weigh them. The Aztecs used cacao beans as money. They were valuable and easy to carry. The early American colonists used gunpowder, tobacco and nails as money. These things were very rare. In the course of time people searched for better ways of trading goods. They found out that metal, especially gold and silver, was very valuable.

Some historians believe that the first coins were made at around 700 B.C. by the Lydian's. The Greeks and Romans also had silver and gold coins. Their value was guaranteed by the government. But it was not until the late Middle Ages that coins became common throughout Europe. Metals were stamped and coins had to have a certain weight. People knew how many coins they needed to buy something because they had a fixed value.

1.4 Paper money

Paper money came into use about 300 years ago. The idea came from goldsmiths who gave people pieces of paper in exchange for their gold.

These bills could be exchanged for their gold later on. They told you that real gold and silver existed somewhere.

Until the middle of the 20th century governments all over the world had deposits of gold that was worth as much as the money they gave to their people. Paper money had many advantages. It was cheaper to make and easier to carry around.

But there were also dangers. Governments could produce as much paper money as they wanted. If they produced too many banknotes and gave them to the people, they would have too much money to spend. If there were not enough goods to buy, prices would go up. The money then would lose its value. We call this inflation.

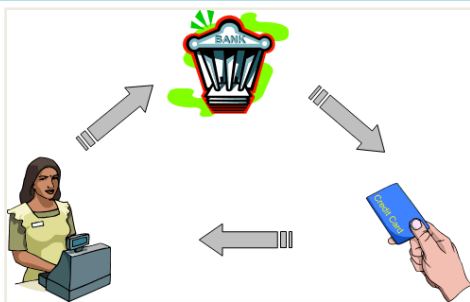
Today, the amount of money in circulation is controlled by central banks. They make sure that paper money has a constant value.

In the second half of the 20th century people realized that they didn't have to carry money around to buy the things they needed. Information about money was sent from bank to bank, so you could have your money transferred from one place to another without touching it.

1.5 Credit cards

Today, more and more people use credit cards to buy things. You don't have to take *real* money with you. With a credit card the bank *lends* its *customer* money to buy something. The *customer signs* a small *slip* of paper and the shop assistant sends it to the bank and gets his money at once. A few weeks later the *customer* pays the money back to the bank.

1.6 The Euro



In 1991 the leaders of the European Union got together in Maastricht, the Netherlands and agreed on creating a single currency for all of Europe. On January 1, 2002, the Euro became the official money in twelve of the fifteen EU nations. Only Great Britain, Sweden and

Denmark wanted to stay with their old currency.

In 2004, ten central and eastern European nations joined the EU. They will decide later on if they want to join the Euro zone. When banks and stock exchanges began using the Euro in 1999 it was worth 1.17 US dollars. Shortly afterwards it became weaker and fell to 0.80 US dollars, but since 2002 its value has risen constantly, almost up to 1.30 US dollars. The colorful euro banknotes were designed by the Austrian Robert Kalina. They range from € 5 to € 500 and have a map, the EU flag, as well as arches, bridges and windows on them.

There are eight coins — ranging from 1 cent to 2 Euros. One side of the coins all look the same but on the other side each country has its own national design.

People in favour of introducing the Euro argue that the European currency will increase trade among European countries. It could also unify the union and make it stronger. Many economic experts also predict that the Euro can compete with the US dollar as an important international currency.

1.7 Answer the following questions.

1. What did early civilization use as money?
2. What disadvantages did the system of barter have?
3. What did the American colonists use as money?
4. Which metal became very valuable during the middle ages?
5. Who guaranteed the value of coins?
6. When did paper money come in to the use?
7. Where did the idea come and why?
8. What happens when a government produces too much paper money?
9. Why do many people buy goods with credit cards?

1.8 Put the sentences about Euro in to correct order.

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1.9 Answers the questions as quick as possible

1. Is the currency in America called the dollar?
2. Is a five-pound note worth less than a fifty-pence piece?
3. If you lend something to someone, do they borrow it?
4. If you waste money, do you use it well?
5. Is “sterling” a currency?
6. If you can’t “afford something”, do you have enough money for it?
7. Does ‘cost of living’ mean the same as standard of living?
8. If someone tells you a hotel is reasonable, is it very expensive?

2. Write down the approximate price of six things in your country, e.g. a daily newspaper, a short bus journey, a cup of coffee in a bar/café, a ticket for the cinema, a takeaway hamburger, a pair of jeans... Do you think the price expensive, reasonable, cheap?

2.1 Complete the sentences using the following words

barter	goldsmiths	prices
cheaper	governments	sign
credit cards	guaranteed	stamp
customers	inflation	tobacco
disadvantages	metal	transferred
exchanged	pays	valuable

In early civilization people _____ goods in a system called _____. This however, also had some _____. If someone else didn’t need what you had to offer you couldn’t get other things in return. As time went on people used objects that were _____ as a form of money. Grain, salt, _____ or cacao beans were used in the Middle Ages. Later on round pieces of _____, especially gold and silver became a popular form of money. Governments put a _____ on them and _____ their value. About three hundred years ago _____ started to give people pieces of paper in return for their gold. This was the beginning of paper money.

In the 20 th century _____ started to produce paper money for the gold that they had. It was easier to carry around and _____ to produce.

But if a government gave its people too much paper money, they would have too much to spend and _____ would go up. This is called _____.

During the second half of the last century banks stopped giving their _____ a lot of money if they needed it. Instead they _____ information to other banks. Today, lots of people use _____. When you want to buy something you show the shop assistant the money at once and the customer _____ the money back after a few weeks.

2.2 Fill the gaps using the past tense of verbs

buy	spend	lose	pay	cost
sell	win	waste	find	give

1. My car was five years old, soI it anda new one.
2. I was very sad when I.....my watch in the street. It was a present from my wife and ither a lot of money. Fortunately, somebodyit the next day and took it to a Police Station.
3. I.....over \$400 for my computer, but now it isn't worth very much.
4. My fatherme \$50 last week but Imost of it on a ticket for a concert on Friday.
5. Last week somebody.....\$1million in a game on television. It was incredibly exciting.
6. I am afraid I.....my money on those CDs because I never play them.

Lesson 4

INFLATION

1. Learn new vocabulary

brand = very

cause = reason

central bank = a bank that controls how much money there is in a country; it also lends money to other banks

compare = to see how different or the same two things are

consumer = a person who buys things

currency = the type of money a country has

demand = want

economy = the system of money and products in a country

effect = the changes that happen

energysupply = forms of energy that a country needs for its economy, like oil, coal, wood etc..

goods = products

interestrate = the percentage that you have to pay to banks when you borrow money from them or the percentage that you get when you have money in the bank

loan = the money that you borrow from a bank

measure = calculate

petrol = liquid from oil that is used to run cars

raise = move up, make higher

rawmaterials = basic thing that industries need like oil, gas, coal etc...

rise = go up

sign = signal

stuck = here: they cannot sell products

tax = money that every person must pay to the government

uncertainty = you are not sure about things

unemployed = out of work

value = the money that something is worth

wages = the money a worker gets for his work in a month

Older people often talk about how cheap things were when they were young. A brand new car may have cost only \$5,000 compared to \$20,000 today, or petrol that cost only a few cents in the 60s costs over a dollar today. Inflation happens when money loses some of its value. We measure the rise of inflation in percent. For example, 2% inflation means that a 1\$ bottle of milk will cost \$1.02 next year.

1.1 Causes of Inflation

Inflation has many causes. In times when the economy is good and people have enough money they want to buy more products than factories can produce, so the prices go up. Inflation can also happen when workers demand more money or when the raw materials that producers need rise in price. The end product becomes more expensive and has to be sold at a higher price.

Some economists' say that central banks do not do enough to control how much money there is in a country. There may be more money around than there are goods. Consumers want to buy more products, the demand gets higher and prices go up. Sometimes low interest rates on loans make people borrow money to buy houses or cars. These prices go up as well.

Inflation is not produced by one country alone. Sometimes a country cannot control the price of certain goods as it would like to. A country that does not have any energy supplies of its own has to import energy. It has to pay a high price for oil and gas.

Inflation in the past happened in times of crisis, war or conflict. Government printed too much money and didn't have the goods that people could buy. This happened in the final years of World War II. By the end of the war German currency was not even worth the paper on which it was printed.

1.2 Effects of Inflation

Inflation is a sign that the economy is growing. It is normal when prices go up only a few percent every year. High inflation, on the other hand, leads to uncertainty in the population.

Industries may not want to borrow money and invest when inflation is high. People don't want to buy goods any more. Factories may get stuck with products they cannot sell and as a result workers get unemployed.

It is very difficult to fight inflation. Banks can control interest rates and make it difficult for people to get loans and have more money. Governments have an effect on inflation when they raise or lower taxes. They can also try to control wages and prices as far as possible.

1.3 Answer the following questions

1. Name a few causes of inflation?
2. How central banks control inflation?
3. Sometimes a country cannot control inflation Why?
4. What role did inflation play in World War II?
5. What happens if inflation gets too high? How do economies react?
6. How can governments influence inflation?

1.4 Give the explanation for the words in English.

Wages _____
Taxes _____
Loan _____
Raw materials _____
Interest rate _____
Central bank _____
Economy _____
Energy supply _____

1.5 Are these statements True or False.

		True	False
1	Inflation can happen when raw materials drive prices up		
2	The German government printed a lot of money during World War II but there were no goods to buy		
3	When people want to buy more and more goods the inflation rates go down		
4	Inflation is a sign that the economy is growing		
5	When governments raise taxes the inflation rates goes up		
6	When inflation is too high it is difficult for people and factories to borrow money from banks		
7	Inflation can also come from imported products		

1.6 Put the lines in correct order.

• energy rises. Economists say that governments and banks
• demands more wages and the products becomes more
• inflation by raising or lowering the interest rates. Governments
• Inflation often occurs when people have much money and
• expensive. Inflation can also happen when the price of
• can give the people more or less money to spend by
• want to buy a lot of goods. When prices go up, workers
• must do more to fight inflation. Banks can influence
• raising or lowering taxes

Lesson5

Globalization

1. Learn new vocabulary

advantage = the good side of something

age = period of history

argument = reasons

business = company

cause = lead to

close down = to stop producing goods

connect = to link together

debate = discussion

developed countries = rich , industrialized countries

disease = illness

economy = the system of producing goods and products in a country and selling them

environmental = everything that is about the air, water or land around us

especially = above all, more than others

exchange = to give someone something and get something else in return

factory = building in which you produce goods

farther = here: over greater distances

firm = company

focus on = concentrate on

G8 = Group of 8 = the most important industrialized countries in the world

goods = things that you produce and sell

government = the people who rule a country

law = rules that a country has

leader = the most powerful person of a country

make sure = to check that something has been done

merchant = someone who buys and sells goods

pace = speed

point out = to show

produce = make

pull out = take out

reach = get to

Silk Road = an old route on which silk was carried from Europe to Central Asia

spread = to move from one place to another

steam—powered = run by a steam engine ; power is produced by making water hot so that it turns into a gas

steel = a strong metal that you can form

summit = meeting for powerful leaders of a country

teleworker = someone who works from home and uses a computer, telephone

trade = to buy and sell goods

unemployment = if you don't have a job

1.1 Read the text. Globalization



Your shirt was made in Mexico and your shoes in China. Your CD player comes from Japan. You can travel to Moscow and eat a Big Mac there and you can watch an American film in Rome. Today goods are made and sold all over the world, thanks to globalization. Globalization lets countries move closer to each other. People, companies and organizations in different countries can live and work together. We can exchange goods, money and ideas faster and cheaper than ever before. Modern communication and technology, like the Internet, cell phones or satellite TV help us in our daily lives. Globalization lets countries move closer to each other. People, companies and organizations in different countries can live and work together. We can exchange goods, money and ideas faster and cheaper than ever before. Modern communication and technology, like the Internet, cell phones or satellite TV help us in our daily lives. Globalization is growing quickly. A German company can produce cars in Argentina and then sell them in the United States. A businessman in Great Britain can buy a part of a company in Indonesia on one day and sell parts of another business in China the next, thanks to globalization. Fast food companies open shops around the world almost every day.

1.2 History of Globalization

Globalization is not new. For thousands of years people have been trading goods and travelling across great distances. During the middle Ages, merchants travelled along the Silk Road, which connected Europe and China. The modern age of globalization started with the Industrial Revolution at the end of the 18th century. New machines were able to produce cheaper goods. Trains and steam-powered boats transported products farther and faster.

Since 1980, globalization has been moving at a faster pace. Today it is easier for companies to work in other countries. The Internet gives them the chance

of reaching more customers around the world. Teleworkers work for firms that may be far away.

However, there is a growing debate over globalization. Governments are in favor of globalization because the economy can grow. Other people are not so sure that there are only advantages.

1.3 Good sides

Globalization lets countries do what they can do best. If, for example, you buy cheap steel from another country you don't have to make your own steel. You can focus on computers or other things. Globalization gives you a larger market. You can sell more goods and make more money. You can create more jobs. Consumers also profit from globalization. Products become cheaper and you can get new goods more quickly.

Globalization causes unemployment in industrialized countries because firms move their factories to places where they can get cheaper workers. Globalization may lead to more environmental problems. A company may want to build factories in other countries because environmental laws are not as strict as they are at home. Poor countries in the Third World may have to cut down more trees so that they can sell wood to richer countries.

Globalization can lead to financial problems. In the 1970s and 80s countries like Mexico, Thailand, Indonesia or Brazil got a lot of money from investors who hoped they could build up new businesses there. These new companies often didn't work, so they had to close down and investors pulled out their money.

Some of the poorest countries in the world, especially in Africa, may get even poorer. Their population is not as educated as in developed countries and they don't have the new technology that we do. Human, animal and plant diseases can spread more quickly through globalization. Many experts say that we need a different kind of globalization in our world today. There must be ways to make sure that all countries profit from the good sides of globalization. We should help poorer countries by giving them better education and showing them how new technology works. Every year, leaders of the world's biggest industrial countries get together to discuss economic problems. This meeting is called the G8 summit. In the last few years groups against globalization have organized protest marches and demonstrations to point out that not everyone is happy with how the world's economy is developing.

1.4 Answer the following questions

1. What is globalization?
2. How did economy and trade change during the Industrial Revolution?
3. What are teleworkers?
4. Why do many experts think that we need a different form of globalization today?
5. What is the G8?
6. What are the advantages and disadvantages of globalization?

Advantages	Disadvantages

1.5 Essay

As the head of a multinational company you are planning to open up a factory in a third world country. Write a letter to a government official in which you want to convince him/her that this will be a good investment for the country.

1.6 Formal letter structure

First paragraph

The first paragraph should be short and state the purpose of the letter- to make an enquiry, complain, request something, etc.

The paragraph or paragraphs in the middle of the letter should contain the relevant information behind the writing of the letter. Most letters in English are not very long, so keep the information to the essentials and concentrate on organising it in a clear and logical manner rather than expanding too much.

Last Paragraph

The last paragraph of a formal letter should state what action you expect the recipient to take- to refund, send you information, etc.

1.7 Rules for Writing Formal Letters

In English there is a variety of settlements being used when writing a formal or business letter. Moreover, you should focus on writing as simply and clearly as possible, and not to make the letter longer than necessary. Bear in mind not to use informal language like contractions.

Addresses:

1) The Address of the sender (Yours address)

The address should be written in the top right-hand corner of the letter.

2) The Address of the recipient

The address should be written on the left, starting below your address.

Date:

Different people put the date on different sides of the page. You can write this on the right or the left on the line after the address you are writing to. Write the month as a word.

Salutations:

1) Dear Sir or Madam,

If you do not know the name of the person you are writing to, use this. It is always advisable to try to find out a name.

2) Dear Mr (Ms) [Last Name],

If you know the name, use the title (Mr, Mrs, Miss or Ms, Dr, etc.) and the surname only. If you are writing to a woman and do not know if she is married, you can use Ms, which is for both married and single women.

Formal letter ending:

1) Yours faithfully

If you don't know the name of the person you are writing to, end the letter this way.

2) Yours sincerely

If you know the name of the person, end the letter this way.

3) Signature

Sign your name, and then print it underneath the signature. In a case a person you are writing to does not know whether you are male or female, put your title in brackets after your name.

1.8 Useful phrases for writing formal letters

Greeting recipient

Dear Sir

Dear Madam

Dear Sir/Madam

Dear MrLastName

Dear MsLastName

Explaining reason

I am writing in response to your advertisement/article/ letter

I am writing with regard to your advertisement/article/ letter

I am writing regarding your advertisement/article/letter

Endings

I look forward to receiving your reply

I look forward to your reply

I look to hearing from you

I am, yours faithfully

I am, yours sincerely

Yours faithfully

Yours sincerely

1.9 A letter in application for a job

Dear Sir/Madam,

I am writing this letter to apply for the position of student assistant that I saw advertised on your website. I am interested in working in the teachers' resource library, or in the accommodation department.

I have recently graduated from the WSB Business School in Warsaw and received high grades in both my English and Business Courses. In addition, we had to use all of the Microsoft Office programs in the preparation of our finished assignments, so I am able to do most things with computers.

Since I was 15 years old I have helped my father to run his small import-export business. I have been involved in helping a variety of clients and also the general administration of the business. In the past 2 years I have worked in the WSB library, helping teachers and students to find and use the resources there. This experience has given me the ability to deal with the needs of all types of people.

I have an outgoing, diligent personality and find that I enjoy the challenges of working in busy environments. In addition, my studies and experience have

taught me to be accurate and efficient in organising my work so I would be a valuable addition to your school.

I look forward to hearing from you.

Yours faithfully

Pawel Minescz

2. Complaint letter from a business customer to a telephone company

Dear Sir,

I am writing this letter to complain in the strongest terms about the poor service that I have received from your company.

We signed up to your telephone and internet service package two months ago because your advertising suggests that you are better than Telco. In addition, you promise to deal with problems quickly and efficiently, something that Telco were unable or unwilling to do.

However, in the first month of service you managed to cause me to lose two days worth of business because of poor administration. The main problem was that you failed to provide me with the correct telephone number, 9818 8747, that you had promised when I completed the contract. This phone number was an established business line which I had been using for the last three years. Obviously this meant that my clients were unable to contact me and it cost me many hours of phone calls to resolve the matter with your support centre.

I would appreciate it if this situation could be resolved and a substantial rebate offered on my first three month's account.

I look forward to hearing from you soon.

Yours Faithfully

Complaint letter from business to business.

Dear Mr Thompson,

I recently received a letter from a Mr Robinson, a valued customer of ours. He purchased an Italian coffee table and four French dining-room chairs from us which your company delivered to his residence.

He has written to complain that the purchases arrived damaged. We pride ourselves in the quality of our products and would like an explanation as to how this mishap occurred. Even though the items are insured, our reputation is at stake.

I would be most grateful if you would reply as soon as possible so that this matter can be resolved to everyone's satisfaction.

Sincerely

Jackie Middleton

Customer Services Manager

Lesson 6

Marketing

1. Learn new vocabulary

after sales service=service that continues after the sale of a product (maintenance, etc.)

agent=person or company that acts for another and provides a specified service.

B2B e-commerce=business to business e-commerce :

B2C e-commerce=Business to consumer e-commerce :

online =sale of goods and services directly to consumers.

Benchmarking=Comparing one's products to those of competitors in order to improve quality and performance.

Buyer=1) Any person who makes a purchase.2) A person employed to choose and buy stock for a company.

cash refund offer=Offer to pay back part of the purchase price of a product to customers who send a "proof of purchase" to the manufacturer.

chain store=Two or more shops or outlets that have the same owner and sell similar lines of merchandise.

Client=A person who buys services or advice from a lawyer, an accountant or other professional.

convenience store=Small shop located near a residential area that opens long hours, seven days a week.

Deal=A business transaction.

department store=A large shop or store that carries a wide variety of product lines.

direct investment=Entering a foreign market by setting up assembly or

manufacturing facilities in that country.

Discount=A reduction in price.

e-commerce= Buying and selling by electronic means, primarily on the internet.

e-marketing= Promotion of products and services over the internet.

follow-up= Maintain contact after the sale to ensure customer satisfaction.

joint venture=A way of entering a foreign market by joining with a foreign company to manufacture or market a product or service.

mark up=Percentage of the price added to the cost to reach a selling price.

opinion leader=Person with a reference, who, because of competence, knowledge, or other characteristics, exerts influence on others.

Packaging=Designing and producing the container or wrapper for a product.

product line= A group of products that are closely related.

Prospect=A potential customer.

Representative=A person who represents and sells for a company.

retail To sell in small quantities, as in a shop, directly to customers.

telephone marketing= Using the telephone to sell directly to customers.

trade fair=An exhibition at which companies in a specific industry can show or demonstrate their products.

1.1 Read the text. Marketing.

Marketing is the process of communicating the value of a product or service to customers, for the purpose of selling that product or service. From a societal point of view, marketing is the link between a society's material requirements and its economic patterns of response. Marketing satisfies these needs and wants through exchange processes and building long term relationships. Marketing can be looked at as an organizational function and a set of processes for creating, delivering and communicating value to customers, and managing customer relationships in ways that also benefit the organization and its shareholders. Marketing is the science of choosing target markets through market analysis and market segmentation, as well as understanding consumer buying behavior and providing superior customer value.

There are five competing concepts under which organizations can choose to operate their business: the production concept, the product concept, the selling concept, the marketing concept, and the holistic marketing concept. The four components of holistic marketing are relationship marketing, internal marketing, integrated marketing, and socially responsive marketing. The set of engagements necessary for successful marketing management includes capturing marketing insights, connecting with customers, building strong brands, shaping the market offerings, delivering and communicating value, creating long-term growth, and developing marketing strategies and plans.

1.2 Sales and market

There are a number of words which combine with sales and market to form compound nouns and word partnership which are very common in marketing.

- ❖ Sales figures: the amount you have sold
- ❖ Sales target: the amount you would like to sell in a future period.
- ❖ Sales forecast: the amount you think you will sell in a future period,
- ❖ Sales representative: a person who sells a company's products;
- ❖ abbreviated to sales rep
- ❖ Sales /marketing manager: the person who runs the sales/marketing department
- ❖ Market research: collecting and studying information about what people want and need
- ❖ Market share: the % of a market that a company has, eg 20% market share
- ❖ Market leader: the company or product with the biggest market share

1.3 Form compound words and word partnerships

Sales	market	manager	share	figures
marketing	leader	research	department	forecast

1. A sales.....is what you think you are going to sell during a future period.
2. The marketing..... will be responsible for all the activities in the marketing.....
3. Salestell you how much you have sold of a product.
4. The.....is the company with the largest market.....in a particular market.
5. Marketgives you information about what people want, need and buy.

1.4 What knowledge is necessary to be a good sales rep? Complete this text and then try to add a further sentence of your own.

First of all a good sales (1).....needs to have an excellent knowledge of their company's (2).....Secondly, he or she needs to know all about the(3).....of their main (4).....Thirdly, a sales a representative should be familiar with the needs of (5).....in their company's most important (6).....

1.5 Complete this word- building table.

Noun	Adjective	Noun	Adjective
.....	Exciting Glamorous	Prestige Luxury
Competition Fashion	Reliable Dangerous

1.6 Answer the questions about the company in Uzbekistan. Compare the answers with your partner.

1. Which company is the market leader in the motor car industry in Uzbekistan?
2. Do you its approximate market share?
3. Which companies are its main competitors?
4. Write down the names of at least two cars that have been launched in the last six months.

1.7 Activity "Press Conference"

This is called "Press Conference" and it's great for small groups and classes of about six people and up. It stresses listening, speaking, and overall conversation. And it's fun!

- Divide the students into two groups: the "company" and the "press." The company should be about two to five people, any more than five and you'll invariably have some students dominating the discussion while other students remain silent. The "press" is the rest of the class.
- Either you or the "company" come up with a faulty product For example:
 - blonde hair dye that turns your hair blue
 - a car that flips over if it takes a turn at over 40 mph
 - a bike that loses its wheel after a week
 - an action figure that breaks off into little pieces after you take it out of the package
- Explain the product and its defect to the whole class.
- The goal of the game is for the "company" to keep as much of its profit and reputation intact, while the "press" tries to get the "company" to admit fault and promise refunds and/or a recall of their product.

This is a fun game, and it could potentially go for an hour or two, depending on how into it the students get. In my experiences, they love trying to trip each other up. If the discussion is lagging, you can always step in and ask the "company reps" a few questions yourself.

Another helpful thing to do is to write down words or sentences they've said incorrectly, or words you taught them that they keep forgetting or getting wrong, and go over this at the end of the "press conference."

1.8 Activity “Job interview”

Students in ESL classes (and some EFL classes) will eventually need to take job interviews as they integrate into society. It can be a touchy subject for many students as the societies they have come from may have very different employment environments. Also, students may be under pressure to find a job financially. In any case, job interviewing can make the best students nervous for a variety of reasons. One of the best ways to deal with this is to explain that job interviewing is a game, although an incredibly important game. It's important to pragmatically understand the rules and not get up in the difficulties of the job market. At the end of this lesson, you will find a number of links that students can visit to help understand job interviewing and improve their skills written especially for English learners.

Outline:

- Distribute the work sheet to students in the class. Students should follow each of the instructions carefully.
- In groups of three people, choose one person to interview for the positions, one to interview the job applicant, and one to take notes on the job interview.
- Review notes taken after each interview and have students ask their opinion on how they could improve your job interviewing skills.
- Have students switch roles and either interview another person, or take notes. Make sure that all students have taken notes AND interviewed so that they can understand the job interviewing process better.
- While students are in their groups, have them note disagreements on good job interviewing technique. At the end of the session have students to ask other students their opinions on these disagreements.
- As a follow-up activity, have students go online and find a few jobs they would like to do. Have them write down their qualifications as practiced in class.

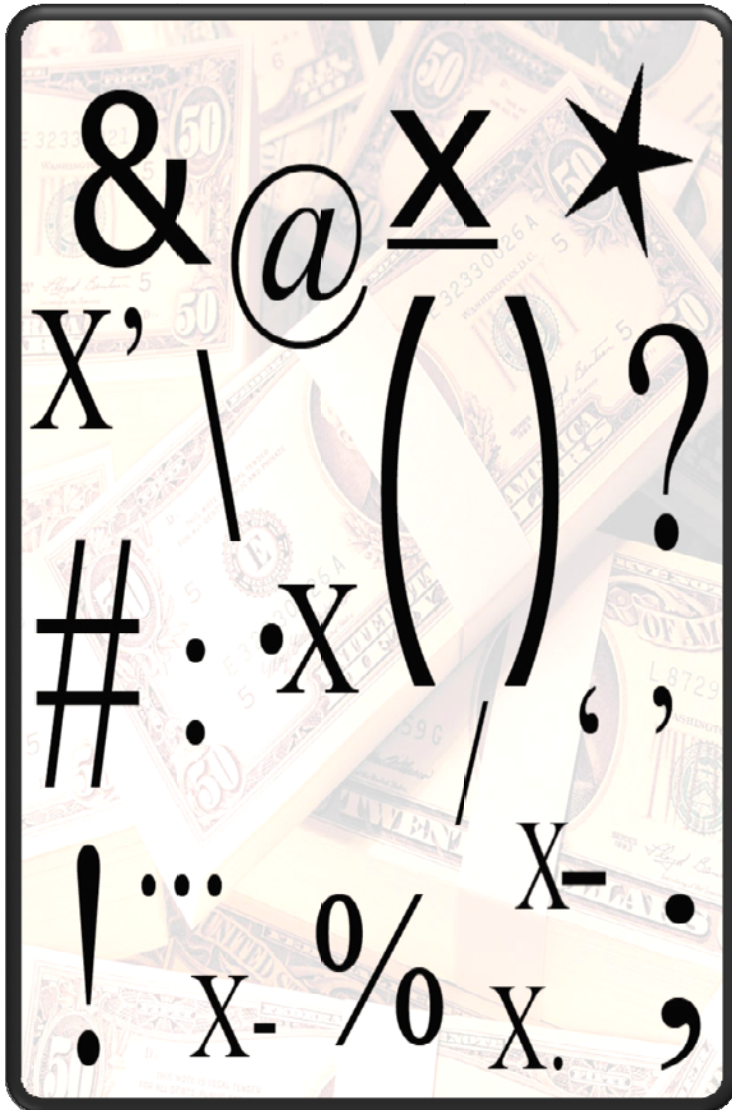
Practice your job interviewing skills in English using this exercise:

Job Interviewing: Directions

1. Visit a popular employment web site such as monster.com to search for positions. Put in a few keywords for jobs that you would like. Alternately,

- find a newspaper with jobs offered listed. If you don't have access to job listings, think of some jobs that you might find interesting.
2. Choose two jobs from the list of positions you have found that you would like to apply for. Make sure to choose jobs that match your skills in some way. The jobs do not need to be identical to the jobs you have had in the past, or to the subject you are studying at school. However, the jobs you choose should be related to the jobs you have done in the past, or the jobs you would like to do in the future as they relate to your studies.
 3. On a separate piece of paper, write down your qualifications for the job. Think about the skills you have and how they relate to the job you would like. Here are some of the questions you should ask yourself when thinking about your qualifications:
 - What tasks have I done at past jobs that are similar to the tasks required in this job advertisement?
 - What are my strengths and weaknesses and how do they relate to the tasks required in this job advertisement?
 - How do I relate to people? Do I have good people skills?
 - If I don't have any related work experience, how does the experience I have / studies I've done relate?
 - Why do I want this job?
 4. As a follow-up activity, go online and find a few jobs you would like to do. Write down your qualifications as you have practiced in class. Pretend you are interviewing. Take both sides, both as the person interviewed and the person interviewing.

1.9 Match the punctuation marks and symbols



- ☐ ampersand
- ☐ apostrophe
- ☐ asterisk
- ☐ at
- ☐ backslash
- ☐ brackets
- ☐ bullet
- ☐ colon
- ☐ comma
- ☐ dash
- ☐ ellipsis
- ☐ exclamation mark
- ☐ full stop/period
- ☐ hash/number sign
- ☐ hyphen
- ☐ per cent sign
- ☐ question mark
- ☐ quotation marks
- ☐ semicolon
- ☐ slash/stroke
- ☐ underscore/under strike

&	()	...	%
ampersand	brackets	ellipsis	percent sign
‘	●	!	?
apostrophe	bullet	exclamation	question mark
*	:	.	“”
asterisk	colon	period	quotation mark
@	,	#	;
at	comma	hash	semicolon
—	—	—	/
under strike	dash	hyphen	slash

СайдалиеваГулчехраСайдумаровна
“Modern Economics”The methodical manual
for the third year students in the direction of
“Economy” and “Management”

ТАТУилмий-услубийкенгашида кўриб
чиқилган ва нашрга тавсия этилган
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