

**O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS TA'LIM
VAZIRLIGI**

TOSHKENT TO'QIMACHILIK VA YENGIL SANOAT INSTITUTI

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**IV-BOSQICH MATBAA TEXNOLOGIYASI TALABALARI UCHUN
INGLIZ TILIDAN METODIK QO'LLANMA**

TOSHKENT-2018

Mazkur metodik qo‘llanma oily o‘quv yurtlarida ingliz tilida mustaqil ish turlaridan biri bo‘lgan uy o‘qishi uchun matnlarni, terminlarni hamda ularga oid mashqlarni va berilgan matnlarga oid savollarni o‘z ichiga olgan. Metodik qo‘llanma 25 ta matndan iborat.

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Metodik qo‘llanma Toshkent to‘imachilik va yengil sanoat institutining ilmiy uslubiy kengashida ko‘rib chiqilgan va chop etishga tavsiya qilingan.

“ ___ ” _____2018y___-son bayoni.

TTYeSI bosmaxonasida “ ___ ” nusxada ko‘paytirilgan.

Kirish

Mazkur metodik qo'llanma "Matbaa texnologiyalari" fakulteti 4-bosqich talabalari uchun mo'ljallangan bo'lib, darsdan tashqari uyda mustaqil o'qish uchun matnlarni o'rganish va tahlil qilish, ularning ma'nosini ingliz tilida bayon etishga qaratilgan. Ushbu metodik qo'llanma ikki bo'limdan iborat bo'lib, birinchi bo'limda jahon moliyaviy inqirozi uning paydobo'lish sabablari inqirozdan chiqish usullari bayon etilgan. Ikkinchi bo'limda esa dunyo iqtisodiyotini boshqarib boruvchi jahondagi eng yirik kompaniya egalari ularning iqtisodiy yutuqlari ko'rsatilgan.

Berilgan qo'llanma o'z oldiga o'qish va tarjima qilishni, shuningdek o'tilgan iqtisodiy mavzular doirasida og'zaki nutq malakalarini rivojlantirishni maqsad qilib qo'ygan. Metodik qo'llanma 25ta matndan iborat bo'lib, qo'shimcha shug'ullanish uchun savollar, mashqlardan tashkil topgan.

Metodik qo'llanma o'qitishning texnika vositalaridan keng foydalanishni nazarda tutadi va shu maqsadda har bir darsda 20-25 daqiqa ishlashga mo'ljallangan mashqlar berilgan

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LESSON 1.

TOPIC 1: INDEPENDENCE DAY OF UZBEKISTAN

GRAMMAR: PRESENT SIMPLE AND PRESENT CONTINUOUS TENSES

INDEPENDENCE OF UZBEKISTAN

The Great holiday of our people is the independence day. This holiday is widely celebrated on the 1st of September every year. As we know the independence of Uzbekistan was declared on the 31st of August in 1991. After Uzbekistan had become an independent state many changes underwent in its foreign and home politics.

Uzbekistan has its own constitution, anthem, flag and emblem. Uzbekistan became the member of the United Nations Organization on the 2nd of March in 1992.

Uzbekistan has its own major principles of foreign and home politics. More than 130 developed countries of the world admitted Uzbekistan as an independent state.

Uzbekistan maintains economic and cultural relations with USA, Japan, Great Britain, France, Turkey, and many others. From year to year the number of joint-ventures, new plants, factories, embassies is increasing in our Republic.

QUESTIONS:

1. When is the independence day celebrated?
2. When was the independence of Uzbekistan declared?
3. Has Uzbekistan its own Constitution, anthem, flag, and emblem?
4. When did Uzbekistan become the member of the United Nations Organization?

5. What kind of principles of foreign and home politics has Uzbekistan ?
6. How many developed countries of the world admitted Uzbekistan as an independent stated ?
7. What countries does Uzbekistan maintain economic and cultural relations with?
8. What increasing from year to year in our republic?

NEW WORDS:

Occasion –важное событие – vaziyat, hol, uchrashuv;

Adoption-принятие; утверждение-qabulqilingan;

Attendedby-обслуживаемый,qatnashishdi;

public figures-публичные фигуры- jamoaarboblari;

representatives – представители, vakllar

embassy-посольство- elchixonona

embodying –воплощать- amalgaoshirmoq;

ensuring-гарантировать, обеспечивать-ta'minlamoq

initiative-инициатива, первый шаг- tashabbus;

large-scale-крупно-масштабный- yirikko'lamli

measures – необходимое количество, мера- o'lchov

carryout-выполнять, осуществлять- bajarmoq,adoetmoq;

Present Simple and Present Continuous Tenses (I am doing and I do)

Present Simple	Present Continuous
<p>Things which are always true:</p> <p style="text-align: center;">Water boils at 100 degrees.</p>	<p>Things which are happening at the moment of speaking:</p> <p style="text-align: center;">The water is boiling now, so you can put in the pasta.</p>

<p>Permanent situations (or nearly permanent; true for a few years at least):</p> <p style="text-align: center;">Julie lives in London.</p>	<p>Temporary situations:</p> <p style="text-align: center;">Julie is living in Paris for a few months (usually she lives in London).</p> <p>Situations which are slowly changing:</p> <p style="text-align: center;">I'm getting better and better at speaking English.</p>
<p>Habits or things we do regularly:</p> <p style="text-align: center;">I drink coffee every morning.</p>	<p>Temporary or new habits:</p> <p style="text-align: center;">I'm drinking too much coffee these days because I'm so busy at work.</p> <p>Annoying habits (usually with 'always'):</p> <p style="text-align: center;">My flatmate is always leaving the kitchen in a mess!</p>
<p>Future events which are part of a timetable:</p> <p style="text-align: center;">My plane leaves at eight tonight.</p> <p>To talk about the future after certain words ('when' 'until' 'after' 'before' 'as soon as'):</p> <p style="text-align: center;">I'll call you when I get home.</p>	<p>Definite future plans:</p> <p style="text-align: center;">I'm meeting John after</p>
<p>To talk about what happens in books, plays and films:</p> <p style="text-align: center;">At the end of the book, the</p>	<p>To talk about people in pictures and photos:</p> <p style="text-align: center;">In this photo, my mother is</p>

detective catches the killer.	walking beside a lake
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Exercise 1. Put the verb in brackets in the correct form to make different form of the Present Continuous Tense.

1. John (read) a book now. 2. What (you do) tonight? 3. Jack and Peter (work) late today. 4. Silvia (not listen) to music. 5. Maria (sit) next to Paul. 6. How many other students (you study) with? 7. The phone (not ring). 8. Please be quiet. I (try) to concentrate. 9. Look! It (snow). 10. Why (you / look) at me like that? .Have I said something wrong? 11. You (make) a lot of noise. Can you be a bit quieter? 12. Excuse me. I (look) for a phone box. Is there one near here? 13. (in the cinema) It`s a good film, isn`t it? 14. (you / enjoy) it? 15. Listen! Can you hear those people next door? They (shout) at each other again. 16. I (not / work) this week. I`m on holiday. 17. Why (you / wear) your coat today? It`s very warm. 18. I want to lose weight. I (not / eat) anything today.

Exercise 2. Make the present continuous, positive or negative

1) (he / walk to school now). 2) (I / study at the moment). 3) (I / not / sleep). 4) (you / play badminton tonight). 5) (we / watch TV). 6) (she / not / work in Spain). 7) (he / not / wait for the bus). 8) (they / read). 9) (we / not / go to the cinema tonight). 10) (you / not / read the newspaper). 11) (she / eat chocolate). 12) (I / not / live in Paris). 13) (we / study French). 14) (they / not / leave now). 15) (they / live in London). 16) (he / work in a restaurant now). 17) (I / not / meet my father at four). 18) (she / not / drink tea now). 19) (she / play the guitar). 20) (we / cook).

Exercise 3. Make the present continuous - positive, negative or question

1) (they / not / read). 2) (I / cook tonight). 3) (he / see the doctor tomorrow)? 4) (you / eat chocolate)? 5) (what / you / do)? 6) (we / make a mistake)? 7) (you / come tomorrow). 8) (it / snow). 9) (John / sleep at the moment). 10) (he / not / dance). 11) (how / they / get here)? 12) (when / it / start)? 13) (I / not / speak Chinese at the moment). 14) (Jill / drink tea now)? 15) (he / pay the bill at the moment)? 16) (I / stay with a friend for the weekend). 17) (when / John / arrive)? 18) (they / come to the party)? 19) (we / not / study) 20) (I / be silly)?

Exercise 4. Open the branches

The swimming bath (open) at 9.00 and (close) at 18.30 every day. What time (the bank / close) in Britain? I have a car but I (not / use) it very often. How many cigarettes (you / smoke) a day? "What (you / do) ?" "I am an electrical engineer." "Where (your father / come) from?" "He (come) from Scotland." If you need money, why (you / not / get) a job? I (play) the piano, but I (not / play) very well. I don't understand the word "deceive". What ("deceive" / mean)?

LESSON 2.

TOPIC 2: Market. Financial market. Currency market

GRAMMAR: Present/Past Simple Active

Market. Financial market. Currency market

A market is any one of a variety of systems, institutions, procedures, social relations and infrastructures whereby parties engage in exchange. While parties may exchange goods and services by barter, most markets rely on buyers offer their goods or services (including labor) in exchange for money (legal

tender such as fiat money) from buyers. For a market to be competitive, there must be more than a single buyer or seller. It has been suggested that two people may trade, but it takes at least three persons to have a market, so that there is competition on at least one of its two sides. However, competitive markets rely on much larger numbers of both buyers and sellers. A market with single seller and multiple buyers is a monopoly. A market with a single buyer and multiple sellers is a monopony. These are the extremes of imperfect competition. Markets vary in form, scale (volume and geographic reach), location, and types of participants, as well as the types of goods and services traded. Examples include: physical retail markets, such as local farmers' markets, which be held in town squares or parking lots on an ongoing or occasional basis, shopping centers and shopping malls(non-physical) internet markets (see electronic commerce) ad hoc auction markets, markets for intermediate goods used in production of other goods and services labor markets international currency and commodity markets stock markets, for the exchange of shares in corporations artificial markets created by regulation to exchange rights for derivatives that have been designed to ameliorate externalities, such as pollution permits (see carbon trading) illegal markets such as the market for illicit drugs, arms or pirated products. In mainstream economics, the concept of a market is any structure that allows buyers and sellers to exchange any type of goods, services and information. The exchange of goods or services for money is a transaction. Market participants consist of all the buyers and sellers of a good who influence its price. This influence is a major study of economics and has given rise to several theories and models concerning the basic market forces of supply and demand. There are two roles in markets, buyers and sellers. The market facilitates trade and enables the distribution and allocation of resources in a society. Markets allow any tradable item to be evaluated and priced. A market emerges more or less spontaneously or is constructed deliberately by human interaction in order to enable the exchange of rights (cf. ownership) of services and goods.

Historically, markets originated in physical marketplaces which would often develop into or from small communities, towns and cities.[citation needed]

Financial markets facilitate the exchange of liquid assets. Most investors prefer investing in two markets, the stock markets and the bond markets. NYSE AMEX, and the NASDAQ are the most common stock markets in the US. Futures markets, where contracts are exchanged regarding the future delivery of goods are often an outgrowth of general commodity markets.

Currency markets are used to trade one currency for another, and are often used for speculation on currency exchange rates. The money market is the name for the global market for lending and borrowing.

Vocabulary

Exchange - обмен; бартер (о товарах)

Barter-бартер, меновая торговля; товарообмен

Competitive -соперничающий, конкурентный, конкурентоспособный

Liquid - жидкость

Assets -актив(ы); средства; имущество; фонды; капитал

Questions

1. What is market?
2. What is monopoly?
3. What is the difference between monopoly and monopsony?
4. What types of market do you know?

	+	-	?
<p>Present simple</p> <p>is used with the following time expressions:</p> <p>usually, often, always,</p> <p>every day/week/month</p> <p>/year, sometimes, at the weekend, in the morning/</p> <p>afternoon/ evening, at the weekend, etc, never</p>	<p>I, you, we, they + V</p> <p>Students do experiments.</p> <p>he, she, it + + V +S (es)</p> <p>He does research.</p>	<p>don't + V</p> <p>I don't know French.</p> <p>doesn't + V</p> <p>He doesn't attend lectures.</p>	<p>Do you work?</p> <p>Yes, I do./ No, I don't</p> <p>Qu. word + do + subj. does</p> <p>Where does he study?</p> <p>Why do you carry out research?</p>
			<p>Who attends classes?</p>
<p>Past simple</p> <p>Time expressions:</p> <p>Yesterday, last month/</p> <p>year/ week, ago, then, when, in 1977</p>	<p>V+ ED</p> <p>(worked, translated)</p> <p>2nd form of the verb</p>	<p>didn't + V</p> <p>He didn't pass exams last year.</p>	<p>Did you take notes?</p> <p>Yes, I did./ No, I didn't</p> <p>Why did you make many mistakes?</p> <p>When did you finish school?</p>

<p>(stated time)</p> <p>1. The action is finished.</p> <p>2. One action happened one after another in the past: <i>He stood up and went out.</i></p>	<p>(took, went)</p>		<p>Who did research last year?</p> <p>Who finished school last year?</p>
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Exercise 1. Fill in the blanks with necessary words or phrases

1.A market is any one of a variety of systems, ..., .. , social and infrastructures whereby parties engage in exchange. 2.For a market to be competitive, there must be more than a single ... or 3.The exchange of goods or services for money is a 4. ... facilitate the exchange of liquid assets.

Exercise 2. Put the verb in brackets into the past simple or present simple.

1. Last year my friend _____ (enroll) in a full time course. 2 When _____ “glass-plate” universities (appear)? 3.Annie never _____ (make) mistakes. 4.Three weeks ago John seriously _____(be ill) and _____(fall behind) his group-mates. 5.What faculty _____ (do research) in applied mathematics? 6.In the1960s the government _____ (set up) “glass-plate” university and _____(meet) the demand for designers and researchers.

LESSON 3

TOPIC: 3 Market economy. Market regulations

Grammar : Present/Past Simple Passive

Market economy. Market regulations

A market economy is an economy in which the prices of goods and services are determined in a free price system. This is often contrasted with a fixed price system. Market economies can range from hypothetically pure laissez-faire variants to an assortment of real-world mixed economies, where the price system is under some state control or at least heavily regulated. In mixed economies, state-directed economic planning is not extensive enough to constitute a planned economy.

In the real world, market economies do not exist in pure form, as societies and governments regulate them to varying degrees rather than allow self-regulation by market forces. The term free-market economy is sometimes used synonymously with market economy, but, as Ludwig Erhard once pointed out, this does not preclude an economy from having social attributes opposed to a laissez-faire system. The term used by itself can be somewhat misleading. For example, the United States constitutes a mixed economy (substantial market regulation, agricultural subsidies, extensive government-funded research and development, Medicare/Medicaid), yet at the same time it is foundationally rooted in a market economy. Different perspectives exist as to how strong a role the government should have in both guiding the market economy and addressing the inequalities the market produces. This is evidenced by the current lack of consensus on issues such as central banking, and welfare. It is also possible to envision an economic system based on independent producers, cooperative, democratic worker ownership and market allocation of final goods and services; the self-managed market economy is one of several proposed forms of market socialism. Like many economies, the market economy depends on the division of labor. Some think prices in a market economy are set by supply and demand.

Vocabulary:

Subsidies- субсидия, денежное ассигнование, дотация

Ownership- собственность; владение

Laissez-faire- невмешательство (правительства в дела частных лиц, обычно в частный бизнес и торговлю)

Inequalities- разница (в размере, количестве) б) различия; несходство

Misleading -вводящий в заблуждение, обманчивый

Allocation - назначение; распределение (средств, ресурсов)

Answer the questions

1. What is a market economy?
2. What elements are there in mixed economy?
3. Which countries economical systems do you know?

Grammar : Present/Past Simple Passive

The object of the active sentence becomes the subject of the passive sentence.

for e.g.: *Researches develop new measuring facilities.*

New measuring facilities are developed by researches.

Present simple passive pattern: am/is/are + the past participle of the verb

for e.g.: *Students are trained in 35 areas.*

Past simple passive pattern: was/were + the past participle of the verb

for e.g.: *NSTU was founded in 1953.*

Exercise 1. Complete the sentences using the correct form of the verb in brackets:

After defending the Master's theses, students ____ usually (award) M.Sc. degree. Last year the laboratories _____ (equip) with the most reliable

measuring facilities. What fields of science the research _____(do)? What subjects _____(study) at the university by students? Postgraduate students _____(offer) 3-year program of study. What international programs_____ the university (participate) in? The technique _____(aim) at developing modern electronic devices.

Exercise 2. Fill in blanks with necessary words or phrases

In mixed economies, state-directed economic planning is not ... enough to constitute a planned economy. The term ... is sometimes used synonymously with market economy It is also possible to ... an economic system based on independent producers, cooperative, democratic worker ownership and market allocation of final goods and services

LESSON 4

TOPIC: 4 Bank system. World banks

Grammar: Future with will or to be going to

Bank system. World banks

A bank is a financial intermediary and appears in several related basic forms: a central bank issues money on behalf of a government, and regulates the money supply a commercial bank accepts deposits and channels those deposits into lending activities, either directly or through capital markets. A bank connects customers with capital deficits to customers with capital surpluses on the world's open financial markets. A savings bank, also known as a building

society in Britain is only allowed to borrow and save from members of a financial cooperative. Banking is generally a highly regulated industry, and government restrictions on financial activities by banks have varied over time and location. The current set of global bank capital standards are called Basel II. In some countries such as Germany, banks have historically owned major stakes in industrial corporations while in other countries such as the United States banks are prohibited from owning non-financial companies. In Japan, banks are usually the nexus of a cross-share holding entity known as the keiretsu. In Iceland banks followed international standards of regulation prior to the 2008 collapse. The oldest bank still in existence is Monte dei Paschi di Siena, headquartered in Siena, Italy, and has been operating continuously since 1472. Banks act as payment agents by conducting checking or current accounts for customers, paying cheque drawn by customers on the bank, and collecting cheques deposited to customers' current accounts. Banks also enable customer payments via other payment methods such as telegraphic transfer, EFTPOS, and automated teller machine (ATM). Banks borrow money by accepting funds deposited on current accounts, by accepting term deposits, and by issuing debt securities such as banknotes and bonds. Banks lend money by making advances to customers on current accounts, by making installment loans, and by investing in marketable debt securities and other forms of money lending. Banks provide almost all payment services, and a bank account is considered indispensable by most businesses, individuals and governments. Non-banks that provide payment services such as remittance companies are not normally considered an adequate substitute for having a bank account. Banks borrow most funds from households and non-financial businesses, and lend most funds to households and non-financial businesses, but non-bank lenders provide a significant and in many cases adequate substitute for bank loans, and money market funds, cash management trusts and other non-bank financial institutions in many cases provide an adequate substitute to banks for lending savings too.

Vocabulary

Current accounts- эксплуатационные/текущие расходы

Bank borrow- занимать, брать на время из банка

Customers - покупатель; потребитель; заказчик; клиент

Loans - заём, ссуда

Indispensable- обязательный, не допускающий исключений (о правиле)

Transfer- переносить, перемещать

QUESTIONS:

1. What is a bank?
2. What kind of functions does bank do?
3. Where is the oldest bank situated?
4. Whom does bank borrow and lend money with?

Grammar: Future with will or to be going to

To talk about the future we use will for:

predictions – e.g. The new airport will be finished by 2009.

future intentions – e.g. I'll start tomorrow.

promises – e.g. I'll pay you back on Thursday.

spontaneous decisions – e.g. Do you want another cup of coffee? I'll make it for you.

We use to be going to for future plans –e.g. Next year we are going to India.

predictions from what you can see - e.g. Look at the sky –it's going to rain.

Exercise 1. Choose either will or going to in these sentences.

If we don't start protecting the environment now, the planet will/is going to die.
What will you/are you going to do to protect the environment? I will/am going to take plastic bottles to the recycling point today. Do you want me to take yours? That's a good idea, I will/am going to go with you. I think that by the year 2000, everybody will/is going to have more efficient cars. I will/am going to change my car next year – this one doesn't take unleaded petrol. This river has got so much rubbish in it. It looks like it will/ is going to die.

Exercise 2. Complete these dialogues with will or to be going to and the verbs in the box.

do build put have a rest launch be finished do harm die contaminate
--

A: There is nothing we can do about the environment: eventually the earth *will die*.

B: Don't be so pessimistic I----- ----- all my old newspapers in the paper bank- that's a start.

A: What ----- you ----- tomorrow ?

B: I ----- ----- in the forest not far from our town.

A: I'm afraid you can't, there's a construction site now.

B: What ----- they ----- here?

A: A plant producing fertilizers. It ----- ----- by 2010.

B: Bad news. Pollutants ----- ----- the soil and water and ----- ----- to the wildlife and habitat.

A: We ----- ----- the campaign against building the plant in our neighbourhood.

Exercise 3. Fill in blanks with necessary words or phrases

A bank connects customers with capital ... to customers with capital ... on the world's open financial markets.

The current set of global bank capital standards are called ...?

Banks act as ... agents by conducting ... or current accounts for customers, ... cheques drawn by customers on the bank, and collecting cheques deposited to customers' current accounts. Banks ... money by making advances to customers on current accounts, by making installment loans, and by ... in marketable debt securities and other forms of money lending.

LESSON 5

TOPIC: 5 Currency. Money. Legal tender

Grammar: Present perfect simple, clauses of purpose

Currency. Money. Legal tender

Money is any object or record, that is generally accepted as payment for goods and services and repayment of debts in a given country or socio-economic context. The main functions of money are distinguished as: a medium of exchange; a unit of account; a store of value; and, occasionally in the past, a standard of deferred payment. Any kind of object or secure verifiable record that fulfills these functions can serve as money. Money originated as commodity money, but nearly all contemporary money systems are based on fiat money. Fiat money is without intrinsic use value as a physical commodity, and derives its value by being declared by a government to be legal tender; that is, it must be accepted as a form of payment within the boundaries of the country, for "all debts, public and private". The money supply of a country consists of currency (banknotes and coins) and bank deposits or 'bank money' (the balance held in checking accounts and savings accounts). Bank deposits usually form the larger part of the money supply. Currency refers to physical objects generally accepted as a medium of exchange. These are usually the coins and banknotes of a particular government, which comprise the physical aspects of a nation's money supply. The other part of a nation's money supply consists of bank deposits (sometimes called deposit money), ownership of which can be transferred by means of cheques, debit cards, or other forms of money transfer. Deposit money and currency are money in the sense that both are acceptable as a means of payment.

Money in the form of currency has predominated throughout most of history. Usually (gold or silver) coins of intrinsic value (commodity money) have been the norm. However, nearly all contemporary money systems are based on fiat

money – modern currency has value only by government order (fiat). Usually, the government declares the fiat currency (typically notes and coins issued by the central bank) to be legal tender, making it unlawful to not accept the fiat currency as a means of repayment for all debts, public and private

Vocabulary

Commodity - предмет широкого потребления; продукт или изделие массового спроса

Deferred payment- отложенный [отсроченный] платеж

Fiat Money- бумажные деньги (не обеспеченные золотом)

Legal Tender - законное платёжное средство

Repayment- оплата, плата, уплата

QUESTIONS:

1. What is money?
2. What do you know about the main functions of money?
3. What is currency?

Grammar: Present Perfect

Present perfect simple pattern: have/has + past participle

We use present perfect to talk about 1) experiences – things we have done in our lives with the following time expressions: ever, never, once, twice, times:

e.g.: Have you ever bought food in biodegradable packages?

2) an action which has recently finished and whose result is visible in present with the following time expressions: already, yet, always, just recently, lately, up to now, so far

e.g.: Scientists have recently developed new recycling technologies.

3) an action which began in the past and continues up to the present; in this case we often use for, since and how long – questions. *e.g. The residents of industrial areas have faced the problem of pollution for many years.*

Exercise 1. Fill in blanks with necessary words or phrases

1. These are usually the..... andof a particular government, which comprise the physical aspects of a nation's money supply
2. Moneyas commodity money
3. The main of money are distinguished as: a medium of exchange; a unit of account; a store of value; and, occasionally in the past, a standard of deferred payment
4. usually form the larger part of the money supply of a country.

LESSON 6

TOPIC: 6 Taxes. Taxpayers and customers

Grammar: Simple Past Tense

Taxes. Taxpayers and customers

To **tax** (from the Latin *taxo*; "I estimate") is to impose a financial charge or other levy upon a **taxpayer** (an individual or legal entity) by a state or the functional equivalent of a state such that failure to pay is punishable by law. Taxes are also imposed by many sub national entities. Taxes consist of direct tax or indirect tax, and may be paid in money or as its labor equivalent (often but not always unpaid labor). A tax may be defined as a "pecuniary burden laid upon individuals or property owners to support the government a payment exacted by legislative authority." "A tax" is not a voluntary payment or donation, but an enforced contribution, exacted pursuant to legislative authority" and is "any contribution imposed by government whether under the name of toll, tribute, tillage, gable, impost, duty, custom, excise, subsidy, aid, supply, or other name. The legal definition and the economic definition of taxes differ in that economists do not consider many transfers to governments to be taxes. For example, some transfers to the public sector are comparable to prices. Examples include tuition at public universities and fees for utilities provided by local governments. Governments also obtain resources by creating money (e.g., printing bills and minting coins), through voluntary gifts (e.g., contributions to public universities and museums), by imposing penalties (e.g., traffic fines), by borrowing, and by confiscating wealth. From the view of economists, a tax is a non-penal, yet compulsory transfer of resources from the private to the public sector levied on a basis of predetermined criteria and without reference to specific benefit received. In modern taxation systems, taxes are levied in money; but, in-kind and *corvée* taxation are characteristic of traditional or pre-capitalist states and their functional equivalents. The method of taxation and the

government expenditure of taxes raised is often highly debated in politics and economics. Tax collection is performed by a government agency such as Canada Revenue Agency, the Internal Revenue Service (IRS) in the United States, or Her Majesty's Revenue and Customs (HMRC) in the UK. When taxes are not fully paid, civil penalties (such as fines or forfeiture) or criminal penalties (such as incarceration)^[2] may be imposed on the non-paying entity or individual. Law establishes from whom a tax is collected. In many countries, taxes are imposed on business (such as corporate taxes or portions of payroll taxes). However, who ultimately pays the tax (the tax "burden") is determined by the marketplace as taxes become embedded into production costs. Depending on how quantities supplied and demanded vary with price (the "elasticity" of supply and demand), a tax can be absorbed by the seller (in the form of lower pre-tax prices), or by the buyer (in the form of higher post-tax prices). If the elasticity of supply is low, more of the tax will be paid by the supplier. If the elasticity of demand is low, more will be paid by the customer; and, contrariwise for the cases where those elasticity are high. If the seller is a competitive firm, the tax burden is distributed over the factors of production depending on the elasticity thereof; this includes workers (in the form of lower wages), capital investors (in the form of loss to shareholders), landowners (in the form of lower rents), entrepreneurs (in the form of lower wages of superintendence) and customers (in the form of higher prices). To illustrate this relationship, suppose that the market price of a product is \$1.00, and that a \$0.50 tax is imposed on the product that, by law, is to be collected from the seller. If the product has an elastic demand, a greater portion of the tax will be absorbed by the seller. This is because goods with elastic demand cause a large decline in quantity demanded for a small increase in price. Therefore in order to stabilize sales, the seller absorbs more of the additional tax burden. For example, the seller might drop the price of the product to \$0.70 so that, after adding in the tax, the buyer pays a total of \$1.20, or \$0.20 more than he did before the \$0.50 tax was imposed. In this example,

the buyer has paid \$0.20 of the \$0.50 tax (in the form of a post-tax price) and the seller has paid the remaining \$0.30 (in the form of a lower pre-tax price).

Vocabulary

Taxpayer - налогоплательщик

Pursuant - соответствующий, согласующийся pursuant to resolution —
соответствующий решению

Burden- ноша; груз; тяжесть -

Entrepreneurs- бизнесмен, делец, предприниматель

Quantities- количество; численность, число

Shareholders- акционер; пайщик, владелец акций

QUESTIONS:

1. What is tax?
2. What does tax consist of?
3. Who is a taxpayer?
4. Why do we need taxes?

Grammar: Simple Past Tense

Exercise 1. Fill in the blanks with a verb from the box in the SIMPLE PAST:

break	swim	have	make	sit	write
-------	------	------	------	-----	-------

She a cake an hour ago.

She a hat last week.

The boy a letter yesterday.

They in the sea for an hour.

They a lot of Coke last night.

She her arm last week.

He all his money last week.

She a bath two minutes ago.

He his wallet last night.

She on the old chair a minute ago.

She the clothes yesterday.

Exercise 2. Fill in the blanks with the SIMPLE PAST of the verbs in brackets:

Last Saturday my father took.... (take) my friends and me to the circus. We(see) lots of things. My father (buy) us some popcorn and orange juice. We..... (eat) the popcorn and (drink) the orange juice. We (laugh) at the funny clowns. There (be) a lion-tamer. The lions (do) tricks; they (jump) through hoops. A girl (ride) an elephant around the ring. We all (have) a wonderful time.

Exercise 3. Write what Jean DID or DIDN'T do yesterday:

- go shopping (-) Jean didn't go shopping yesterday.
- clean the house (+)
- feed the cat (+)
- telephone Mary (-)
- watch a film on TV (-)
- visit her grandparents (+)
- take them a cake (+)

Exercise 4. Fill in the blanks with the PAST form of the verbs:

Benjamin Franklin was born (be born) in Boston in 1706. He (be) the fifteenth of the seventeen children of a poor candlemaker. He(go) to school only one year. He (begin) to work when he was twelve. At the age of fourteen he(decide) to be a writer. He(copy) the great stories of famous writers and later he (become) the best known writer in his time. When he (be) seventeen, he (leave) Boston and..... (arrive) in Philadelphia with only a few pennies in his pocket. He..... (get) a job as a publisher of a newspaper and (retire) from business as a very rich man at forty-two. Then he (spend) the next forty years for his government. He (play) an important role in the founding of the USA. Franklin (be) also an important scientist and inventor. He (draw) electricity from a cloud on a kite string. He (write) one of the first text books on electricity. He(invent) a simple lightning rod and many other practical tools. He (make) a study of water and (discover) many principles of hydrodynamics. He even (invent) bifocal glasses when he was seventy-eight and (need) them himself. Franklin (do) all these things and many more because he (believe) he (can).

Exercise 5. Fill in blanks with necessary words or phrases

Taxes are also... by many subnational entities. The ... definition and the ... of taxes differ in that economists do not consider many transfers to governments to be taxes. Governments also... resources by creating money. The method of... and the government... of taxes raised is often highly debated in politics and economics. If the elasticity of supply is low.....

LESSON 7

TOPIC: 7 Finance. Investment. Debit, Credit

Grammar: Simple Past and Past Continuous

Finance. Investment. Debit, Credit

Finance is the science of funds management. The general areas of finance are business finance, personal finance(private finance), and public finance. Finance includes saving money and often includes lending money. The field of finance deals with the concepts of time, money, risk and how they are interrelated. It also deals with how money is spent and budgeted. One facet of finance is through individuals and business organizations, which deposit money in a bank. The bank then lends the money out to other individuals or corporations for consumption or investment and charges interest on the loans. Loans have become increasingly packaged for resale, meaning that an investor buys the loan (debt) from a bank or directly from a corporation. Bonds are debt instruments sold to investors for organizations such as companies, governments or charities. The investor can then hold the debt and collect the interest or sell the debt on a secondary market. Banks are the main facilitators of funding through the provision of credit, although private equity, mutual funds, hedge funds, and other organizations have become important as they invest in various forms of debt. Financial assets, known as investments, are financially managed with

careful attention to financial risk management to control financial risk. Financial instruments allow many forms of securitized assets to be traded on securities exchanges such as stock exchanges, including debt such as bonds as well as equity in publicly traded corporations.

Vocabulary

Consumption-потребление

securitized assets -актив(ы); средства; имущество; фонды; капитал...>>

stock-ассортимент (товаров)

private equity- частная собственность

bonds-связь, узы

QUESTIONS:

1. What is finance?
2. What general areas of finance are there?
3. What do you know about central banks?

Grammar: Simple Past and Past Continuous

Exercise 1. Fill in the blanks with a correct form of PAST CONTINUOUS:

1. Alice hurt herself while she
(skate).
2. I met my neighbor while I (walk) home from
work.
3. Sally saw a friend while she (ride) her bicycle along Park St.
4. Peter fell asleep while he (study).

5. Bob stepped on Jane's feet while they (dance) together.
6. I cut myself while I (shave).
7. Mr. and Mrs. Brown burned themselves while they(bake) cookies.
8. Tommy had a nightmare while he (sleep) at a friend's house.

Exercise 2. How did it happen?

1. How did Alice hurt herself? (play soccer) *She hurt herself while she was playing soccer.*
2. How did Martin burn himself? (iron his clothes)
.....
3. How did Helen cut herself? (slice onions)
.....
4. How did Jennifer meet her husband? (fix a flat tire)
.....
5. How did Marvin break his arm? (skate)
.....
6. How did you lose your wallet? (ride my bicycle)
.....
7. How did Jeff meet his wife? (swim at the beach)
.....
8. How did Bob get a black eye? (fight with his brother)
.....
9. How did your children burn themselves? (make breakfast)
.....
10. How did Martha fall? (dance)
.....

Exercise 3. Fill in the blanks with a correct form, the PAST SIMPLE or the PAST CONTINUOUS:

1. He (talk) with Mary, when Mrs. Smith came in.
2. They (study) two hours last night.
3. Jane (sleep) when the telephone rang.
4. As I (walk) to the lab, I met my friend.
5. We (watch) TV last night.
6. The customer (pay) his cheque when he dropped his credit card.
7. The barber (cut) my hair yesterday.
8. She (dance) when she hurt her ankle.
9. It (rain) hard when I got up.
10. It (rain) hard last night.

Exercise 4. Fill in the blanks with necessary words or phrases

1. Finance includes money and often includes lending money.
2. allow borrowers and lenders, of different sizes, to coordinate their activity.
3. One facet of finance is through individuals and business organizations, which money in a bank.
4. Financial, known as investments, are with careful attention to financial risk management to control financial risk.
5.allow many forms of securitized assets to be traded on securities exchanges such as stock exchanges.

LESSON 8.

TOPIC: 8 Personal finance. Public finance. Corporate finance

Grammar: Present Perfect Tense

Personal finance. Public finance. Corporate finance

Central banks, such as the Federal Reserve System banks in the United States and Bank of England in the United Kingdom, are strong players in public finance, acting as lenders of last resort as well as strong influences on monetary and credit conditions in the economy. An entity whose income exceeds its expenditure can lend or invest the excess income. On the other hand, an entity whose income is less than its expenditure can raise capital by borrowing or selling equity claims, decreasing its expenses, or increasing its income. The lender can find a borrower, a financial intermediary such as a bank, or buy notes or bonds in the bond market. The lender receives interest, the borrower pays a higher interest than the lender receives, and the financial intermediary earns the difference for arranging the loan. A bank aggregates the activities of many borrowers and lenders. A bank accepts deposits from lenders, on which it pays interest. The bank then lends these deposits to borrowers. Banks allow borrowers and lenders, of different sizes, to coordinate their activity.

Finance is used by individuals (personal finance), by governments (public finance), by businesses (corporate finance) and by a wide variety of other organizations, including schools and non-profit organizations. In general, the goals of each of the above activities are achieved through the use of appropriate financial instruments and methodologies, with consideration to their institutional setting. Finance is one of the most important aspects of business management and includes decisions related to the use and acquisition of funds for the enterprise.

In corporate finance, a company's capital structure is the total mix of financing methods it uses to raise funds. One method is debt financing, which includes bank loans and bond sales. Another method is equity financing - the sale of stock by a company to investors. Possession of stock gives the investor ownership in the company in proportion to the number of shares the investor owns. In return for the stock, the company receives cash, which it may use to expand its business or to reduce its debt. Investors, in both bonds and stock, may

be institutional investors - financial institutions such as investment banks and pension funds - or private individuals, called private investors or retail investors

Vocabulary

Lenders -заимодавец, кредитор; ростовщик -

Excess -чрезмерность, неумеренность

Income - доход, приход, прибыль; заработок

Cash - деньги

Possession- владение, обладание

Acquisition- приобретение (чего-л.; процесс)

QUESTIONS:

- 1.What is corporate finance?
- 2.Difference between Public and personal finance?
- 3.What is the investor?
- 4.Describe pension funds?
- 5.What do you know about central banks?

Grammar: Present Perfect Tense

Exercise 1. Write a suitable sentence using the PRESENT PERFECT TENSE :

1.Ann's hair was dirty. Now it's clean. (wash) *Ann has washed her hair...*

2.Tom was 80 kg. Now he's 70. (lose weight)

3.Bill played football yesterday. Now he can't walk; his leg is in plaster. (break)

.....
4. My sister is looking for her pen. (lose)

5. Mary is on holiday in France. (go)

6. Mr. Hill was in Canada last week. He's back in London now. (be)
.....

7. Look! Mrs. Smith has got a lot of packages.

(buy).....

8. I can't eat anything now. (eat too much)

9. Mrs. Jenkins is very tired. (clean / house)
.....

10. Tony needs a holiday. (work / hard / this year)
.....

Exercise 2. Use PRESENT PERFECT TENSE after BECAUSE:

Example: She can't go to the party. (catch a cold)

She can't go to the party because she has caught a cold.

1. He can't walk very fast. (hurt / leg)
.....

2. I can't get in. (lose / key)
.....

3. I know this story very well. (see the film)
.....

4. I can't post the letter. (not put / stamp / on it)
.....

5. He can't stand up. (eat too much)
.....

6. They can't go on holiday. (not save / money)
.....

7. I know him. (meet him before)

.....

8. We don't know how he is. (not hear from him)

.....

9. He won't take a cigarette. (give up smoking)

.....

10. She can't get in. (he / lock the door)

.....

Exercise 3. Follow the example and do the same using ALREADY:

Example: Bring the milk in, please.

- I have ALREADY brought it in.

1. You must find the tickets soon.

2. Turn the radio down, please.

3. Tidy your room.

4. Could you post the letters, please?

5. Why don't you see a doctor?

6. You have a bad cough. I think you should stop smoking.

.....

7. Why don't you clean your shoes?

8. Brush your teeth, will you?

9. We have guests today. Shall we make a cake?

.....

10. We should invite Mary to the party.

Exercise 4. Follow the example and do the same using YET:

Example: She has been in the shop. (buy anything)

- She has been in the shop *but she hasn't bought anything YET.*

1. I've written to them three times. (not reply)

.....

2. I've asked you again and again. (not do it)

.....

3. I lent him \$10 last month. (not give it back)

.....

4. He lost his pen a week ago. (not find it)

.....

5. He borrowed my book last year. (not give it back)

.....

6. She went to New York six months ago. (not return it)

.....

7. She gave me \$2 a week ago. (not return it)

.....

8. I finished reading my library books a long time ago. (not change them)

.....

9. She went to the bus-stop half an hour ago. (the bus / not come)

.....

10. He's still studying that lesson. (not learn it)

.....

Exercise 5. Fill in the blanks with ALREADY or YET:

1. He hasn't called us

2. They have sent the letter.
3. John has bought the tickets for the football match.
4. We have been to Mexico three times.
5. You haven't visited Tokyo
6. Has John bought a new car ?
7. The plane has left.
8. Has she done it ? No, not
9. A: Haven't they arrived ?
B: Oh, yes. They have arrived.
10. Hurry up! The class has started.
11. Be careful! They have painted the door.
12. Haven't you read the book ?

Exercise 6. Follow the example and do the same using JUST:

Example: he / go out

- *What has he JUST done?*
- *He has JUST gone out.*

1. She / leave the room

.....

2. they / watch the news

.....

3. I / finish homework

.....

4. he / put on the jacket

.....

5. she / catch a fish

.....
6. he / call a taxi

.....
7. you / write a letter

.....
8. the girl / burn the cake

.....
9. the teacher / walk out

.....
10.the dog / see the cat

.....
11.Jane / turn the TV off

.....
12.the boys / eat dinner

Exercise 7. Fill in the blanks with necessary words or phrases.

1. One method is *debt financing*, which bank loans and bond sales.
2. Another method is - the sale of stock by a company to investors.
3. Possession of stock gives ownership in the company in proportion to the number of shares the investor owns.
4. In return, the company receives cash, which it may use to expand its business or to reduce its debt.
5. Another method is - the sale of stock by a company to investors.

LESSON 9

TOPIC: 9 Automation and computerization of technological process

Grammar: Present Perfect & Present Perfect Continuous

Automation and computerization of technological process

Every unit of raw material, whether under process or in use, is made to pass from one piece of apparatus to the next entirely by automatic means. While under process each unit of material is fed into the machine and is manipulated as desired by mechanical means alone. This is termed “operational automation”. Control during each process is not dependent on any human factor. Process starts automatically from the moment the raw material arrives and stops only when the process is completed or when a technical fault develops. This is termed “automation control”. Where raw materials, during the course of manufacture, need to be graded according to quality, or sorted into particular series, this is done by “automatic selection”. Thus, by an intelligent integration of physics, mechanics, and electronics it is possible to create mechanical robots, or press button factories, which require only maintenance or adjustment in the case of breakdown. If automation is to function successfully, however, two pre-conditions must be fulfilled. One is that the raw material must be uniform and must conform to the pattern which the particular machine is built to receive: the second is the need for long process runs to keep down overheads on high capital-cost installations. The wide automatic control of mechanical and chemical operations by means of thermostats, hygrometers and pH meters and the use of electronics for “automatic selection” are being introduced into light industry. In the tannery, modern construction is claimed to have given a process flow equal to that of the latest steel rolling mills. This in turn has facilitated the employment of the latest technical devices and material handling methods. Trimmings from the

hides, for example, are automatically fed into containers which are removed by forklift trucks. These trucks are used to remove the hides, which drop into a box after fleshing and un-hiring by machines raised on platforms. Both from technical and from economic points of view it appears that the leather industry will come to experiment with the increased use of automatic and semi-automatic machinery. Many branches of our industry are introducing automation. The modern tannery must be designed for continuous operations with the least handling possible. Such semi-automatic plants for the production of leather are being built in the Uzbekistan .

Vocabulary

rolling mills- клеть прокатного стана

Raw- сырой, необработанный

Frock- платье

Fleshing- приучение приучение

Trimnings-предмет devices и декоративной отделки (автомобиля)

Devices -приборы, аппараты -

QUESTIONS:

- 1.What is automation?
- 2.Describe “operational automation”?
- 3.Difference between automation control and automatic selection?
- 4.Describe technical process?

Grammar: Present Perfect & Present Perfect Continuous

Exercise 1. Use PRESENT PERFECT CONTINUOUS TENSE to fill in the blanks:

1. I'm tired, because I *have been working* (work) very hard.
2. He (write) letters all morning.
3. Catherina is getting fatter because she..... (eat) too much.
4. My mother (peel) the potatoes all afternoon.
5. Cathy (attend) a cookery course since March.
6. How long you (learn) English?
7. Where are my eye-glasses? I (look) for them for an hour.
8. Charles (escape) from the police for years.
9. How long you (use) a computer?
10. Elizabeth (live) with Mike for three years.
11. She (earn) quite a lot of money for the last two years.
12. It (rain) for six hours.

Exercise 2. Use PRESENT PERFECT TENSE or PRESENT PERFECT CONTINUOUS to fill in the blanks:

1. I've bought / have been buying a new pair of shoes.
2. Have you finished / Have you been finishing reading that book yet?
3. They've eaten / have been eating fruit all afternoon, ever since they came from school.
4. I've been reading / have read this book now, so you can have it back.
5. I've been writing / have written eight pages already.
6. Your exam paper is completely blank! What have you been doing / have you done?
7. Oh, no! There's nothing to eat. My sister has been eating / has eaten everything I left in the kitchen.
8. Oh, no! There's no wine to drink. They have drunk / have been drinking all the wine.
9. No wonder your eyes hurt. You've been playing / have played computer games ever since you had your breakfast.
10. I haven't seen / haven't been seeing you for ages.

11. God! Hakan has scored / has been scoring.
12. They have danced / have been dancing for an hour.
13. I have been waiting / have waited for you for ages.
14. I 've finished / 've been finishing my work.
15. I 've been writing / have written this letter for an hour.
16. He has visited / has been visiting ten museums this week.
17. I'm very tired. Because I have travelled / have been travelling around Istanbul all day.
18. She has found / has been finding a good job.
19. I'm hot because I have been running / have run.
20. I have written / have been writing letters for weeks.

Exercise 3. Fill in the gaps (*construction, facilitated, material, handling, hides, automatically, drop, into a box*)

In the tannery, modernis claimed to have given a process flow equal to that of the latest steel rolling mills. This in turn hasthe employment of the latest technical devices andmethods. Trimmings from the....., for example, arefed into containers which are removed by frock lift trucks. These trucks are used to remove the hides, whichafter fleshing and un-hiring by machines raised on platforms.

LESSON 10

TOPIC: 10 Informatics and informational technologies

Informatics and informational technologies

A Computer is an electronic device that can receive a set of instructions, or program, and then carry out this program by performing calculations on numerical data or by compiling and correlating other forms of information. The

modern world of high technology could not have come about except for the development of the computer. Different types and sizes of computers find uses throughout society in the storage and handling of data, from secret governmental files to banking transactions to private household accounts. Computers have opened up a new era in manufacturing through the techniques of automation, and they have enhanced modern communication systems. They are essential tools in almost every field of research and applied technology, from constructing models of the universe to producing tomorrow's weather reports, and their use has in itself opened up new areas of conjecture.

Database services and computer networks make available a great variety of information sources. The same advanced techniques also make possible invasions of privacy and of restricted information sources, but computer crime has become one of the many risks that society must face if it would enjoy the benefits of modern technology. Imagine a world without computers. That would mean no proper means of communicating, no Internet, no video games. Life would be extremely difficult. Adults would have to store all their office work paper and therefore take up an entire room. Teenagers would have to submit course-works and projects hand-written. All graphs and diagrams would have to be drawn neatly and carefully. Youngsters would never have heard of 'video-games' and will have to spend their free time either reading or playing outside with friends. But thanks to British mathematicians, Augusta Ada Byron and Charles Babbage, our lives are made a lot easier. Therefore informational technologies help us to know much, deeply analyze the way of life and do further in technical process.

QUESTIONS:

- 1.What do you know about computers?
- 2.Describe data base services and computer networks?

3. Why do we need Informational technologies?

Grammar: Simple Past vs Present Perfect Tense

Exercise 1. Use THE SIMPLE PAST or THE PRESENT PERFECT TENSE to fill in the blanks:

1. What (you / learn) since you (come) here? How many friends (you / make)? I hope you (already / meet) a lot of interesting people.
2. Last night my roommate and I (have) some free time, so we (go) to a show.
3. I (just / have) lunch, but I (not / have) lunch yesterday.
4. Who (write) the play "Hamlet"?
5. How many games (the team / win) so far this season?
6. I don't know Carol's husband. I (never / meet) him.
7. It (rain) a lot last week, but it (not / rain) much so far this week.
8. How many letters (you / write) since the beginning of the month?
9. When we were on vacation, the weather (be) terrible.
10. In her whole lifetime, Mary (never / see) snow.
11. I don't know where Ammy is. (you / see) her?
12. When I (get) home last night, I (be) very tired and I (go) straight to bed.
13. Your car looks very clean. (you / wash) it?
14. George (not / be) very well last week.
15. Mr. Clark (work) in a bank for 15 years. Then he gave it up.

Exercise 2. Use PRESENT PERFECT TENSE or PRESENT PERFECT CONTINUOUS to fill in the blanks:

1. I'm trying to study. I (try) to study for the last hour, but something always seems to interrupt me. I think I'd better go to the library.
2. The children are playing basketball right now. They (play) for almost two hours. They must be getting tired.
3. The telephone (ring) four times in the last hour, and each time it has been for my roommate.
4. The telephone (ring) for almost a minute. Why doesn't someone answer it?
5. It (rain) all day. I wonder when it will stop.
6. We (have) three accidents so far this week. I wonder how many more we will have if you keep using the tools carelessly.
7. We (live) here since last June.
8. My little son is dirty from head to foot because he (play) in the mud.
9. What's the matter? Your eyes are red and puffy. I hope you (not / cry). Oh, now I understand. You (peel) some onions.
10. Hello, Rob. I'm happy to see you again. I (not / see) you for weeks. What you (do) lately?
11. I (not / be) able to reach my boss on the phone yet. I (try) for the last twenty minutes, but the line busy.
12. We (have) three major snowstorms so far this winter. I wonder how many more we will have.
13. I (write) them three times, but I still haven't received a reply.
14. A: Dr. Harrison is a good teacher. How long ... he ... (be) at the university?
B: He (teach) here for almost 25 years.
15. A: What are you going to order for dinner?

B: Well, I (have / have)
pizza. So I think, I'll order that.

16. My uncle (paint) the outside of
his house for three weeks and he's still not finished.

17. The Smiths are presently in Tunisia. They
(travel) throughout North Africa since the middle of May. They'll return
home in another month.

**Exercise 3. Use THE PRESENT PERFECT TENSE or THE PRESENT
PERFECT CONTINUOUS to fill in the blanks:**

1. I'm tired. We (walk) for
over an hour. Let's stop and rest for a while.

2. The zoo isn't far from here. I (walk) there many times.

3. I (write) my friends at
least a dozen letters since I left home and come home.

4. Sally is writing a letter to her boyfriend. She
(write) it since she got home from class. It's going to be a long letter.

5. The telephone (ring) four
times in the last hour, and each time it has been for my roommate.

6. The telephone (ring) for almost a minute.
Why doesn't someone answer it?

7. She is 80 and she (never / read) a book in her life.

8. The secretary is very tired. She (type) all morning.

9. Tom is reading a book. He started two hours ago and he is on page 53. He
..... (read) for two hours.

10. Hello! I (clean) the windows.
So far I (clean) five of them and there are two more to do.

11. My grandfather (died) 30 years ago. I (never / meet) him.

12. A: Is your father at home?

B: No, I'm afraid he (go) out.

A: When exactly (he / go) out?

B: About ten minutes ago.

Exercise 4. Fill in the gaps (*invasions, crime, many risks, the benefits, without, no proper*)

The same advanced techniques also make possible ... of privacy and of restricted information sources, but computer... has become one of the ... that society must face if it would enjoy ... of modern technology. Imagine a world ... computers. That would mean means of communicating, no Internet, no video games.

Vocabulary

Graphs - график, диаграмма, схема; кривая

Accounts- госбюджет 2) бюджет предприятия

Universe - мир, мироздание

Conjecture- гипотеза, догадка, предположение

Entire- полный, целый, весь

Storage- сохранение, хранение

LESSON 11

TOPIC: 11 Economic supply. Goods own price. Price of related goods.

Grammar: Past Perfect Tense

Economic supply. Goods own price. Price of related goods.

In economics, supply is the amount of some product producers are willing and able to sell at a given price all other factors being held constant. Usually, supply is plotted as a supply curve showing the relationship of price to the amount of product businesses are willing to sell. A supply schedule is a table which shows how much one or more firms will be willing to supply at particular prices. The supply schedule shows the quantity of goods that a supplier would be willing and able to sell at specific prices under the existing circumstances. Some of the more important factors affecting supply are the goods own price, the price of related goods, production costs, technology and expectations of sellers.

Factors affecting supply

- Innumerable factors and circumstances could affect a seller's willingness or ability to produce and sell a good. Some of the more common factors are:

Goods own price: The basic supply relationship is between the price of a good and the quantity supplied. Although there is no "Law of Supply", generally, the relationship is positive or direct meaning that an increase in price will induce an increase in the quantity supplied.

Price of related goods: For purposes of supply analysis related goods refer to goods from which inputs are derived to be used in the production of the primary good. For example, Spam is made from pork shoulders and ham. Both are derived from Pigs. Therefore pigs would be considered a related good to Spam. In this case the relationship would be negative or inverse. If the price of pigs goes up the supply of Spam would decrease (supply curve shifts up or in) because the cost of production would have increased. A related good may also be a good that can be produced with the firm's existing factors of production. For example, a firm produces leather belts. The firm's managers learn that leather pouches for smart-phones are more profitable than belts. The firm might reduce its production of belts and begin production of cell phone pouches based

on this information. Finally, a change in the price of a joint product will affect supply. For example beef products and leather are joint products. If a company runs both a beef processing operation and a tannery an increase in the price of steaks would mean that more cattle are processed which would increase the supply of leather

Conditions of Production. The most significant factor here is the state of technology. If there is a technological advancement in one's good's production, the supply increases. Other variables may also affect production conditions. For instance, for agricultural goods, weather is crucial for it may affect the production outputs.

Expectations: Sellers expectations concerning future market condition can directly affect supply. If the seller believes that the demand for his product will sharply increase in the foreseeable future the firm owner may immediately increase production in anticipation of future price increases. The supply curve would shift out. Note that the outward shift of the supply curve may create the exact condition the seller anticipated, excess demand.

Price of inputs: Inputs include land, labor, energy and raw materials. If the price of inputs increases the supply curve will shift in as sellers are less willing or able to sell goods at existing prices. For example, if the price of electricity increased a seller may reduce his supply because of the increased costs of production. The seller is likely to raise the price the seller charges for each unit of output.

Number of suppliers - the market supply curve is the horizontal summation of the individual supply curves. As more firms enter the industry the market supply curve will shift out driving down prices.

Vocabulary

Innumerable- бесщётный, бесчисленный, неисчислимый, несщётный

Foreseeable- предсказуемый, предвидимый

Reduce - ослаблять, понижать, сокращать, уменьшать

Shift- клавиша смены регистра,

Excess -чрезмерность, неумеренность

outward -наружный, внешний

QUESTIONS:

1. What is supply?
2. What do you know about law of supply?
3. What does supply schedule show?
4. What is the role of technology in supply?

Grammar: Past Perfect Tense

Exercise 1. Supply a suitable SIMPLE PAST or PAST PERFECT TENSE:

1. I (worry) a lot about her before I (hear) that she was safe.
2. I didn't like the flat. It (be) much smaller than I (think) at first.
3. He told us he (shoot) a big tiger.
4. They (drink) tea after they (finish) dinner.
5. She just (fold) the pink apron and placed it in a table drawer when the door (open) and Joe (enter).
6. The police wanted to know why he (bring) a gun to school.
7. After he(work) at the hospital for two years he (decide) to give up the job.
8. When I (arrive) at the party John already (go) home.
9. We(wait) until the match (finish).

10. They (leave) the room before the meeting (finish).
11. I (buy) a new camera before I (go) to London.
12. I just (turn off) the lights when the telephone (ring).

Exercise 2. Supply a suitable SIMPLE PAST or PAST PERFECT TENSE:

1. he (know) her for a long time before they (get) married?
2. He (drive) down the hotel where they (spend) their honeymoon years ago.
3. When we (get) to the station the train (already / leave).
4. He (sit) at a table by the window where he (have) a meal with Jane.
5. Why he (not / ask) her to wait and think again before she (leave) Paris.
6. He was wondering why he (let) her leave so easily.
7. He knew he (earn) that money with a great difficulty.
8. After they (go), he (sit) down and (light) a cigarette.
9. He (have to) go to work by bus because his car (break) down.
10. He (angry) before he (hear) my offer.

Exercise 3. Fill in the blanks with necessary words or phrases

1. In economics, supply is the..... are willing and able to sell at a given price all other factors being held constant
2. The basic supply relationship is between the..... of a good and the quantity supplied

3. For purposes of supply..... related goods refer to goods from which inputs are derived to be used in the production of the primary good.
4. Inputs include.....,.....,....., and raw materials.
5. The seller is likely to raise the price the seller..... for each unit of output.

LESSON 12

TOPIC: 12 Oligopoly. Perfect Competition

Grammar: Past Perfect Tense & Past Perfect Continuous

Oligopoly. Perfect Competition

Competition in economics is a term that encompasses the notion of individuals and firms striving for a greater share of a market to sell or buy goods and services. Merriam-Webster defines competition in business as "the effort of two or more parties acting independently to secure the business of a third party by offering the most favorable terms. It was described by Adam Smith in *The Wealth of Nations* (1776) and later economists as allocating productive resources to their most highly-valued uses and encouraging efficiency. Later microeconomic theory distinguished between perfect competition and imperfect competition, concluding that no system of resource allocation is more Pareto efficient than perfect competition. Competition, according to the theory, causes commercial firms to develop new products, services and technologies, which would give consumers greater selection and better products. The greater selection typically causes lower prices for the products, compared to what the price would be if there was no competition (monopoly) or little competition. Competition is seen as a state which produces gains for the whole economy, through promoting consumer sovereignty. It may also lead to wasted (duplicated) effort and to increased costs (and prices) in some circumstances. In a small number of goods and services, the cost structure means that competition

may be inefficient. These situations are known as natural monopoly and are usually publicly provided or tightly regulated. The most common example is water supplies.

Three levels of economic competition have been classified:

1. The most narrow form is direct competition (also called category competition or brand competition), where products that perform the same function compete against each other. For example, a brand of pick-up trucks competes with several different brands of pick-up trucks. Sometimes two companies are rivals and one adds new products to their line so that each company distributes the same thing and they compete.

2. The next form is substitute competition, where products that are close substitutes for one another compete. For example, butter competes with margarine, mayonnaise, and other various sauces and spreads.

3. The broadest form of competition is typically called budget competition. Included in this category is anything that the consumer might want to spend their available money (the so-called discretionary income) on. For example, a family that has \$20,000 available may choose to spend it on many different items, which can all be seen as competing with each other for the family's available money.

Competition does not necessarily have to be between companies. For example, business writers sometimes refer to "internal competition". This is competition within companies. The idea was first introduced by Alfred Sloan at General Motors in the 1920s. Sloan deliberately created areas of overlap between divisions of the company so that each division would be competing with the other divisions. For example, the Chevy division would compete with the Pontiac division for some market segments. Also, in 1931, Procter & Gamble initiated a deliberate system of internal brand versus brand rivalry. The company was organized around different brands, with each brand allocated resources,

including a dedicated group of employees willing to champion the brand. Each brand manager was given responsibility for the success or failure of the brand and was compensated accordingly. This form of competition thus pitted a brand against another brand. Finally, most businesses also encourage competition between individual employees. An example of this is a contest between sales representatives. The sales representative with the highest sales (or the best improvement in sales) over a period of time would gain benefits from the employer. It should also be noted that business and economic competition in most countries is often limited or restricted. Competition often is subject to legal restrictions. For example, competition may be legally prohibited as in the case with a government monopoly or a government-granted monopoly. Tariffs, subsidies or other protectionist measures may also be instituted by government in order to prevent or reduce competition. Depending on the respective economic policy, the pure competition is to a greater or lesser extent regulated by competition policy and competition law. Competition between countries is quite subtle to detect, but is quite evident in the World economy, where countries like the US, Japan, the European Union, China and the East Asian Tigers each try to outdo the other in the quest for economic supremacy in the global market, harkening to the concept of Kiasuism. Such competition is evident by the policies undertaken by these countries to educate the future workforce. For example, East Asian economies like Singapore, Japan and South Korea tend to emphasize education by allocating a large portion of the budget to this sector, and by implementing programmes such as gifted education, which some detractors criticise as indicative of academic elitism.

Vocabulary

Encompasses- окружать; заключат

resources- средства, денежные средства

protectionist- сторонник политики протекционизма

Tariffs –тарифы

Concept -понятие, идея; общее представление; концепция -

QUESTIONS:

1. What is competition?
2. How many steps have been classified?
3. Who will competitive with each other?
4. What will do government do in order to prevent competition?

Grammar: Past Perfect Tense & Past Perfect Continuous

Exercise 1. Supply a suitable SIMPLE PAST or PAST PERFECT TENSE:

1. They (go) home after they (finish) their work.
2. She (just / go) out when I called her.
3. My brother (eat) all the pie before we got back.
4. He wondered why I (not / visit) him before.
5. She said that she (already / see) the Pyramids.
6. The fire (spread) to the next building before the firemen (arrive).
7. They drank small cups of coffee, after they..... (finish) dinner.
8. He told me he..... (catch) a young lion.
9. His mother (worry) a lot about him before she (hear) that he was asfe.
- 10.He..... (already / learn) English before he (leave) for England, but before he arrived in England, he (forget) some.
- 11.Mary (go) swimming after she(come) home. After she(swim), she(call) her friend Judy.

12. I (go) to the theatre with my friends yesterday. I
 (not / go) to the theatre for a year. We(have) a very good time.
13. After they (finish) their breakfast, they (leave) for school.
14. Linda (play) tennis after she (do) her homework.
15. My father (water) the flowers after he (clean)
 the car. After he (water) the flowers, he (have) dinner.

Exercise 2. Combine the following sentences by using AFTER / BEFORE:

1. My mother took her umbrella. She went out.

2. Frank called me. I went to school.

3. I washed the dishes. I watched TV.

4. She washed her hands. She had lunch.

5. The boys bought a ball. They played football.

6. My mother made a cake. The guests came.

7. He put sugar in his tea. He drank it.

8. I got up. I had breakfast.

9. The children ran away. They broke the window.

10. I fastened my seat belt. The plane took off.

.....

Exercise 3. Complete the following sentences:

1. After I had watched that horror film, I.....
2. She finished her homework after
3. When I came home, my sister already
4. Before he went out,
5. They had telephoned me before

Exercise 4. Read the passage and answer the questions:

I had an amusing experience last year. After I had left a small village in the south of France, I drove on to the next town. On the way a young man waved to me. I stopped and he asked me for a lift. After he had got into the car, I said good morning to him in French and he replied in the same language.

Except a few words, I do not know any French at all. Neither of us spoke during the journey.

I had nearly reached the town, when the young man suddenly said, very slowly, "Do you speak English?"

As I soon learned, he was English himself!

1. When did the writer drive on to the next town?

.....

When did he say good morning to the man in French?

.....

2. When did the young man say, "Do you speak English?"

.....

Exercise 5. Fill in the following sentences by using PAST PERFECT CONTINUOUS TENSE:

1. We (play) football for half an hour when it started to rain.
2. I (study) English for a short time when the electricity went off.
3. She (do) her homework before you came in.
4. His knees and hands were very dirty. He (crawl) in the garden.
5. I(drive) the car for five years when I sold it.
6. We were very tired. We (travel) for about sixteen hours.
7. They were out of breath. They (run) for a long time.
8. He (live) in London for ten years when he had an accident.
9. He was tired because he (write) letters all morning.
- 10.He (repair) the radio for an hour when you arrived.

Exercise 6. Fill in the following sentences by using PAST PERFECT CONTINUOUS TENSE:

1. I was tired because I (type) for a long time.
2. Her boss was very angry with her because she (come) to work very late.
3. I didn't know about the earthquake because I (not / watch) television.
4. She was too fat because she (not / keep) her doctor's advice.
5. I took my car to the garage because the brakes (not / work).
6. She had to go to the dentist because she (not / clean) her teeth.
7. He got bad marks because he (not / study) hard.
8. She wasn't at home. She (go) out with her boyfriend.
9. I thought I (behave) like an idiot.
- 10.He (study) English) very hard for the last few days.

Exercise 7. Fill in the blanks with necessary words or phrases

1. It was described by Adam in*of Nations*.
2. Competition does not... have to be between companies.
3. Sloan deliberately created areas of..... between divisions of the company so that each division would be competing with the other divisions.
4. Finally, most businesses also.... competition between individual employees.
5. These situations are known as..... and are usually... or tightly regulated.
The most common example is water supplies

LESSON 13

TOPIC: 13 Microeconomic. Unemployment

Grammar: Going to

Microeconomic. Unemployment

Microeconomics (from Greek prefix micro- meaning "small" "economics") is a branch of economics that studies the behavior of how the individual modern household and firms make decisions to allocate limited resources. Typically, it applies to markets where goods or services are being bought and sold. Microeconomics examines how these decisions and behaviors affect the supply and demand for goods and services, which determines prices, and how prices, in turn, determine the quantity supplied and quantity demanded of goods and services. This is a contrast to macroeconomics, which involves the "sum total of economic activity, dealing with the issues of growth, inflation, and unemployment. Microeconomics also deals with the effects of national economic policies (such as changing taxation levels) on the aforementioned

aspects of the economy. Particularly in the wake of the Lucas critique, much of modern macroeconomic theory has been built upon 'micro-foundations' — i.e. based upon basic assumptions about micro-level behavior. One of the goals of microeconomics is to analyze market mechanisms that establish relative prices amongst goods and services and allocation of limited resources amongst many alternative uses. Microeconomics analyzes market failure, where markets fail to produce efficient results, and describes the theoretical conditions needed for perfect competition. Significant fields of study in microeconomics include general equilibrium, markets under asymmetric information, choice under uncertainty and economic applications of game theory. Also considered is the elasticity of products within the market system.

Vocabulary

Allocate - назначать; распределять

Limit - граница, предел; рубеж

inflation- надувание; наполнение, накачивание воздухом или газом

Elasticity- эластичность; упругость

Determine -определять, устанавливать

QUESTIONS:

1. What is Microeconomics?
2. What is the goal of microeconomics?
3. What kind of dependence are Microeconomics and macroeconomics?

Grammar: *Going to*

Exercise 1. Complete each sentence. Use GOING TO and the verb in brackets:

1. *Are you going to buy* (you / buy) a new bike?
2. Tom (not / be) a doctor.
3. I (buy) some new shoes.
4. (Helen / catch) the train?
5. Who (carry) the shopping for me?
6. Jim and Dinah (not / get) married.
7. Sam (take) a holiday.
8. What time (you / phone) me?
9. Where (we / eat) tonight?
10. I (not / give) a birthday present!

Exercise 2. Rewrite each sentence or question with GOING TO:

1. Joe plans to buy a new computer next year.
Joe is going to buy a new computer next year.
2. We don't plan to play tennis this weekend.
.....
3. Does Nick plan to join the sports club?
.....
4. What are your plans for next summer?
.....
5. Look! That tree is about to fall over!
.....
6. Do you plan to work hard this year?
.....
7. I don't intend to get a new car.
.....

8. The forecast for tomorrow is rain.

.....

9. Do Mike and Pat plan to make sandwiches for the party?

.....

10. I think it's about to snow.

.....

Exercise 3. What are you going to do next summer? Write sentences:

..... *Next summer I'm going to have a great holiday. I'm going to*

.....
.....
.....
.....
.....
.....
.....
.....

Exercise 4. Rob Brown and Molly Gould are opera singers. A reporter has interviewed them about their summer plans. Look at the table and, in pairs, ask and answer questions using prompts, as in the example.

	Rob Brown	Molly Gould
1. give / concerts	*	*
2. go / to India	*	
3. appear / in a TV show		*

4. go on / holiday in August	*	*
5. take part / in charity events	*	*
6. sing / at the Queen's party		
7. make / a record	*	
8. sing / in a rock opera		*

Example: 1. Student 1: *Is Rob going to give any concerts in the summer?*

Student 2: *Yes, he is. Is Molly going to give any concerts in the summer?*

Student 1: *Yes, she is.*

1.

2.

3.

.....
.....

4.
.....
.....
.....

5.
.....
.....
.....

6.
.....
.....
.....

7.
.....
.....
.....

Exercise 5. Use the words / phrases from the list to complete the sentences, as in the example:

- * sell her car
- * be late for school
- * make a cake
- * fix
- * lose weight

1. Jane's putting an ad in the newspaper.

She is going to sell his car.

.....

2. The washing machine isn't working.

My father

.....

3. I bought some flour and some eggs.

I

.....

4. Robert is on a diet.

He

.....

5. Peter is still in bed.

He

Exercise 6. Fill in the blanks with necessary words or phrases

Microeconomics (from Greek prefix micro- meaning "small" + "economics") is a branch of that studies the behavior of how the individual modern household and firms make decisions to allocate limited resources. Typically, it applies to markets where goods or services are being bought and sold. Microeconomics examines how these decisions and behaviors affect the and for goods and services, which determines prices, and how prices, in turn, determine the quantity supplied and quantity demanded of goods and services.

Exercise 7. Fill in the blanks with necessary words or phrases

This is a contrast to, which involves the "sum total of economic activity, dealing with the issues of growth, andMicroeconomics also deals with the effects of national economic policies (such

as changing taxation levels) on the aforementioned aspects of the economy. Particularly in the wake of the Lucas critique, much of modern macroeconomic theory has been built upon '.....' — i.e. based upon basic assumptions about micro-level behavior.

Exercise 8. Fill in the blanks with necessary words or phrases

One of the goals of microeconomics is to analyze mechanisms that establish relative prices amongst goods and services and allocation of limited resources amongst many alternative uses. Microeconomics analyzes failure, where markets fail to produce efficient results, and describes the theoretical conditions needed for competition. Significant fields of study in microeconomics include general equilibrium, markets under information, choice under uncertainty and economic applications of game theory. Also considered is the of products within the market system.

LESSON 14.

TOPIC: 14 Macroeconomics.

Grammar: Future Continuous

Macroeconomics. Difference between macro and micro economics.

Macroeconomics (from Greek prefix "macr(o)-" meaning "large" + "economics") is a branch of economics dealing with the performance, structure, behavior, and decision-making of the entire economy. This includes a national,

regional, or global economy. With microeconomics, macroeconomics is one of the two most general fields in economics.

Macroeconomists study aggregated indicators such as GDP, unemployment rates, and price indices to understand how the whole economy functions. Macroeconomists develop models that explain the relationship between such factors as national income, output, consumption, unemployment, inflation, savings, investment, international trade and international finance. In contrast, microeconomics is primarily focused on the actions of individual agents, such as firms and consumers, and how their behavior determines prices and quantities in specific markets. While macroeconomics is a broad field of study, there are two areas of research that are emblematic of the discipline: the attempt to understand the causes and consequences of short-run fluctuations in national income (the business cycle), and the attempt to understand the determinants of long-run economic growth (increases in national income). Macroeconomic models and their forecasts are used by both governments and large corporations to assist in the development and evaluation of economic policy and business strategy.

Macroeconomic schools of thought

The traditional distinction is between two different approaches to economics: Keynesian economics, focusing on demand, and neoclassical economics, based on rational expectations and efficient markets. Keynesian thinkers challenge the ability of markets to be completely efficient generally arguing that prices and wages do not adjust well to economic shocks. None of the views are typically endorsed to the complete exclusion of the others, but most schools do emphasize one or the other approach as a theoretical foundation.

Keynesian tradition

Keynesian economics is an academic theory heavily influenced by the economist John Maynard Keynes. This school focuses on aggregate demand to explain levels of unemployment and the business cycle. That is, business cycle fluctuations should be reduced through fiscal policy (the government spends more or less depending on the situation) and monetary policy. Early Keynesian macroeconomics was "activist," calling for regular use of policy to stabilize the capitalist economy, while some Keynesians called for the use of incomes policies. Important early proponents included Robert Solow, Paul Samuelson, James Tobin, and Alvin Hansen.

Neo-Keynesians combined Keynes thought with some neoclassical elements in the neoclassical synthesis. Neo-Keynesianism waned and was replaced by a new generation of models that made up New Keynesian economics, which developed partly in response to new classical economics.

New Keynesianism strives to provide microeconomic foundations to Keynesian economics by showing how imperfect markets can justify demand management.

Post-Keynesian economics represents a dissent from mainstream Keynesian economics, emphasizing the importance of demand in the long run as well as the short, and the role of uncertainty.

Neoclassical tradition

For decades Keynesians and classical economists split into autonomous areas, the former studying macroeconomics and the latter studying microeconomics. In the 1970s new classical macroeconomics challenged Keynesians to ground their macroeconomic theory in microeconomics. The main policy difference in this second stage of macroeconomics is an increased focus on monetary policy, such as interest rates and money supply. This school emerged during the 1970s with the Lucas critique. New classical macroeconomics based on rational expectations, which means that choices are

made optimally considering time and uncertainty, and all markets are clearing. New classical macroeconomics is generally based on real business cycle models such as the work of Edward Prescott.

Monetarism, led by Milton Friedman, holds that inflation is always and everywhere a monetary phenomenon. It rejects fiscal policy because it leads to "crowding out" of the private sector. Further, it does not wish to combat inflation or deflation by means of active demand management as in Keynesian economics, but by means of monetary policy rules, such as keeping the rate of growth of the money supply constant over time.

Vocabulary

Performance - исполнение, выполнение

Consequence - (по)следствие, результат (чего-л.)

Savings - сбережения

Consumption- потребление

Assist- помогать, содействовать, способствовать, оказывать помощь

Quantities - количество; численность, число

Emblematic- символический

Monetary Policy - денежная политика

Investment- инвестиция

Prices -цена

QUESTIONS:

1. What do you know about macroeconomics?
2. What do macroeconomists study?
3. Where are macroeconomic models used?
4. What kind of macroeconomic schools do you know?
5. What do you know about Keynesian tradition?
6. What kind of difference are there in Keynesian and Neoclassic tradition?

Grammar: *Future Continuous*

Exercise 1. Make sentences with WILL BE –ING:

1. I'm going to watch television from 9 until 10 o'clock this evening.
So at 9.30 I
.....
2. Tomorrow afternoon I'm going to play tennis from 3 o'clock until 4.30.
So at 4 o'clock tomorrow I
.....
3. Jim is going to study from 7 o'clock until 10 o'clock this evening.
So at 8.30 this evening he
.....
4. We are going to clean the flat tomorrow. It will take from 9 until 11
o'clock.
So at 10 o'clock tomorrow
morning.....
5. Tom is a football fan and there is a football match on television this
evening. The match begins at 7.30 and ends at 9.15. So at 8.30 this
evening
6. Don't phone me between 7 and 8..... (we / finish) dinner
then.
7. A: Can we meet tomorrow afternoon?
B: Not in the afternoon. (I / work).
8. Do you think (you / still / do) the same job in ten years'
time?
9. If you need to contact me, (I / stay) at the Hilton Hotel until
Friday.
- 10.A: (you / see) Laura tomorrow?

B: Yes, probably. Why?

A: I borrowed this book from her. Can you give it back to her?

Exercise 2. Ask questions with WILL YOU BE -ING?

1. You want to borrow your friend's bicycle this evening.

(you / use / your bicycle this evening?)

.....

2. You want your friend to give Tom a message this afternoon.

(you / see / Tom this afternoon?)

.....

3. You want to use your friend's typewriter tomorrow evening. (you / use / your typewriter tomorrow evening?)

.....

4. Your friend is going shopping. You want him/her to buy some stamps for you at the post office. (you / pass / the post office when you're in town?)

.....

Exercise 3. A gang of criminals have a plan to steal millions of pounds from a London bank and leave the country. They're talking about what they will be doing a week from now, after the robbery.

1. We / live / in luxury *We'll be living in luxury.*

2. We / relax / at our villa

3. I / sit / by the pool

4. The sun / shine

5. We / enjoy / ourselves
6. The police / look for us
7. But / we / laugh / at them

Exercise 4. Make sentences with WILL BE –ING:

1. I'm playing tennis now. (this afternoon)
 *I'll be playing tennis this afternoon.*
2. He is sleeping now. (at eleven o'clock).....
3. We're working very hard. (at this time next month).....
4. They are traveling. (all night).....
5. She's doing the washing up. (in an hour's
 time).....
6. He's still mending his car. (at dinner time).....
7. I am driving a BMW. (in two years'
 time).....
8. I'm studying English. (from 8 to
 10).....
9. I'm having an interview now. (at 2 o'clock this
 afternoon).....
10. We're listening to pop music. (at this time
 tomorrow).....

Exercise 5. Fill in the blanks with necessary words or phrases

Macroeconomics (from prefix "macr(o)-" meaning "large" + "economics") is a branch of economics dealing with the performance, structure, behavior, and decision-making of the entire economy. This includes a, regional, or global economy. With microeconomics,

macroeconomics is one of the two most general fields in study aggregated indicators such as GDP, unemployment rates, and price indices to understand how the whole economy functions. Macroeconomists develop models that explain the between such factors as national income, output, consumption, unemployment, inflation, savings, investment, international trade and international finance. In contrast, microeconomics is primarily focused on the actions of agents, such as firms and consumers, and how their behavior determines prices and quantities in specific markets.

Exercise 6. Fill in the blanks with necessary words or phrases

While macroeconomics is a broad field of study, there are areas of research that are emblematic of the discipline: the attempt to understand the causes and consequences of fluctuations in national income (the business cycle), and the attempt to understand the determinants of economic growth (increases in national income). Macroeconomic models and their forecasts are used by both and to assist in the development and evaluation of economic policy and business strategy.

LESSON 15.

TOPIC: Export.

Grammar: Future Perfect / Future Perfect Continuous

Export. Consumer. Import. Barter

The term **export** is derived from the conceptual meaning as to ship the goods and services out of the port of a country. The seller of such goods and services is referred to as an "exporter" who is based in the country of export whereas the overseas based buyer is referred to as an "importer". In International

Trade, "exports" refers to selling goods and services produced in home country to other markets. Any good or commodity, transported from one country to another country in a legitimate fashion, typically for use in trade. Export goods or services are provided to foreign consumers by domestic producers. Export of commercial quantities of goods normally requires involvement of the customs authorities in both the country of export and the country of import. The advent of small trades over the internet such as through Amazon and e-Bay have largely bypassed the involvement of Customs in many countries because of the low individual values of these trades. Nonetheless, these small exports are still subject to legal restrictions applied by the country of export. An export's counterpart is an import.

In national accounts "exports" consist of transactions in goods and services (sales, barter, gifts or grants) from residents to non-residents. The exact definition of exports includes and excludes specific "borderline" cases. A general delimitation of exports in national accounts is given below:

- An export of a good occurs when there is a change of ownership from a resident to a non-resident; this does not necessarily imply that the good in question physically crosses the frontier. However, in specific cases national accounts impute changes of ownership even though in legal terms no change of ownership takes place (e.g. cross border financial leasing, cross border deliveries between affiliates of the same enterprise, goods crossing the border for significant processing to order or repair). Also smuggled goods must be included in the export measurement.
- Export of services consist of all services rendered by residents to non-residents. In national accounts any direct purchases by non-residents in the economic territory of a country are recorded as exports of services; therefore all expenditure by foreign tourists in the economic territory of a country is considered as part of the exports of services of that country. Also international flows of illegal services must be included.

National accountants often need to make adjustments to the basic trade data in order to comply with national accounts concepts; the concepts for basic trade statistics often differ in terms of definition and coverage from the requirements in the national accounts:

- Data on international trade in goods are mostly obtained through declarations to custom services. If a country applies the general trade system, all goods entering or leaving the country are recorded. If the special trade system (e.g. extra-EU trade statistics) is applied goods which are received into customs warehouses are not recorded in external trade statistics unless they subsequently go into free circulation in the country of receipt.

Vocabulary

Subsequently- впоследствии, позднее, позже, после, потом

Trade -занятие, ремесло, профессия

Obtained -получать; добывать; приобретать

Involvement -путаница, запутанность

Statistics -статистика (научная дисциплина)

Smuggled -провозить контрабандой

QUESTIONS:

1. What is export?
2. What does export include?
3. What is the economic territory

Grammar: *Future Perfect / Future Perfect Continuous*

Exercise 1. What will life be like in the year 2100? Complete the sentences using WILL HAVE + PAST PARTICIPLE form:

Example: By 2100, the world's population.... *will have increased* (increase) to around 30.000 million.

1. Life (become) more automated by then.
2. Computers (take over) many of the jobs that people do today.
3. The earth's supplies of oil, coal and gas (run out).
4. (scientists / find) other sources of energy?
5. How education (change)?
6.(we / find) a way to feed all the people in the world?

Exercise 2. Use WILL HAVE + PAST PARTICIPLE form:

1. Tom and Ann are going to the cinema. The film begins at 7.30 and it is already 7.20. And it will take them 20 minutes to get there.
When they get there, (the film / already / start)
2. Jim always goes to bed at 11 o'clock. Tom is going to visit him at 11.30 this evening. When Tom arrives, (Jim / go / to bed)
3. Tom is on holiday. He has very little money and he is spending too much too quickly. Before the end of his holiday, (he / spend / all his money)
5. Chuck came to Britain from the US nearly three years ago. Next Monday it will be exactly three years since he arrived. Next Monday (he / be / here / exactly three years)

6. Next year is Ted and Amy's 25th wedding anniversary. They..... (be married) for 25 years.
7. Jane is from New Zealand. She is traveling around Europe at the moment. So far she has traveled about 1.000 miles. By the end of the trip, (she / travel) more than 3.000 miles.

Exercise 3. Use FUTURE PERFECT TENSE:

1. By next February I (write) my third book.
2. I hope you (not / forget) my name by tomorrow.
3. By next week we (redecorate) the house.
4. Next July she (be) dead for ten years.
5. I hope I (not / make) a lot of mistakes in this exam when I finish it.
6. By the end of this year I (drive) more than one hundred thousand kilometers with this car.
7. I hope it (stop) raining before the match starts.
8. I (have) an operation when you turn back.
9. By this time next week I (marry).
10. If nothing is done one million species that are alive today (become) extinct in twenty years.
11. The tropical rain forests (disappear) in thirty years.

Exercise 4. Fill in the blanks using FUTURE PERFECT CONTINUOUS TENSE:

1. By the end of June I (live) in this flat for thirteen years.
2. I (fly) to London for an hour at this time tomorrow.
3. At this time next week I (work) for this company for 20 years.
4. When the bell rings I (teach) for eight hours today.

5. I (wear) these glasses for five years next week.
6. I (drive) this car for six years tomorrow.
7. At this time tomorrow I (take) a test for an hour.
8. At this time next year I (have) a holiday in Antalya for a week.
9. At this time next year I(live) in Istanbul for ten years.
10. By the time we get home they (play) football for half an hour.
11. She (dance) for an hour at nine o'clock.
12. I (learn) English for ten years by the end of this year.

Exercise 5. Fill in the blanks with necessary words or phrases

1. The term **export** is derived from the conceptual meaning as to ship the... and ... out of the port of a country.
2. Export of... quantities of goods normally requires involvement of the customs authorities in both the country of export and the country of import
3. The exact definition of exports includes and excludes specific.... Cases
4. Export of services consist of all services.... by residents to non-resident.
5. Data on international trade in goods are mostly obtained through... to custom services.

LESSON 16.

TOPIC: World economic crisis.

Grammar: WAS / WERE GOING TO

World economic crisis.

Main principles of market economy in Uzbekistan.

The term financial crisis is applied broadly to a variety of situations in which some financial institutions or assets suddenly lose a large part of their

value. In the 19th and early 20th centuries, many financial crises were associated with banking panics, and many recessions coincided with these panics. Other situations that are often called financial crises include stock market crashes and the bursting of other financial bubbles, currency crises, and sovereign defaults. Financial crises directly result in a loss of paper wealth; they do not directly result in changes in the real economy unless a recession or depression follows. Many economists have offered theories about how financial crises develop and how they could be prevented. There is little consensus, however, and financial crises are still a regular occurrence around the world. The global financial-economic crisis, which broke out in 2008 and is now acquiring greater scales and depth in the assessments of many international experts and specialists, gains more questions than the answers about the reasons and forecasts of its further development. Particularly this circumstance calls forth the urgency of the work being published “The global financial-economic crisis, ways and measures to overcome it in the conditions of Uzbekistan”, which consists of two parts: first – impact of the global financial crisis on the economy of Uzbekistan and factors that have prevented and mitigated its consequences; second – support of banking system, modernization, technical renewal and diversification of production, broad introduction of innovative technologies – a reliable way of overcoming crisis and securing by Uzbekistan of the new achievements in the world market. It is not a secret that one of the most considerable components of the global financial crisis is aggravation of the problem of bank liquidity, credit market crisis, and putting it simple, the lack of money. During the last two years the total assets of the bank have increased 3,5 times. The volume of crediting the small businesses and private entrepreneurship has increased 4 times, and over 150 billion soums have been channeled for these purposes. Third, raising the competitiveness of companies by way of introducing a strict regime of saving, stimulating the decrease of production expenses and prime cost of goods. In 2008 the proposals by economic entities have been approved to implement the

measures aimed at cutting this year the prime cost of goods by no less than 20 percent in the leading branches and spheres of our economy.

Vocabulary

Incentives - средства поощрения, стимулы

Defaults- невыполнение (обязательств), несоблюдение (правил)

Measures- мера; единица измерения

Benefits- выгоды; эффект; выигрыш

Entrepreneurship- 1) предпринимательство 2) антрепренёрство

Regime- ежим; власть, система, строй

QUESTIONS:

1. What is crisis?
2. How can escape from crisis?
3. How financial crisis develop?
4. How financial crisis could be preventing?
5. What is banking panics?

Grammar: WAS / WERE GOING TO

Exercise 1. Join each idea in A with an idea from B. Make sentences using WAS / WERE GOING TO and the verbs in brackets.

A

B

1. I (take) a taxi home last night, a) but it rained all afternoon, so we stayed at home.

2. We (write) to them when we were b) but my boss offered me more money, on holiday, so I decided to stay.

3. She (drive) to Scotland last weekend, c) but I didn't have enough money, so I had to walk.

4. We (play) tennis yesterday afternoon, d) but she had seen it before, so she went to bed early.

5. She (watch) the film on TV last night, e) but her car broke down, so she went by train.

6. I (change) my job last year. f) but we changed our minds and phoned them instead.

1. *..I was going to take a taxi home last night, but I didn't have enough money, so I had to walk...*

2.

3.

4.

5.

6.

Exercise 2. Complete the sentences. Use WAS / WERE GOING TO and these verbs: drive / get / go pick / see:

1. The train left just as Harold..... on it.

2. The shop closed as I in it.

3. The phone stopped ringing just as I it up.

4. We went to the cinema, where we a film about the Mafia, but it was so popular we couldn't get in.

5. Bob had trouble parking. A car took the last place in the car park just when he into it.

Exercise 3. Use WAS / WERE GOING TO:

1. Did you travel by train?

No, I was going to travel by train but I changed my mind.....

2. Did you buy that jacket you saw in the shop window?

No, I but I changed my mind.

3. Did Sue get married?

No, she but she

4. Did Wayne and Sharon go to Greece for their holidays?

No,.....

5. Did you play tennis yesterday?

No,

6. Did you invite Ann to the party?

No,

Exercise 4. Fill in gaps.

1. In the 19th and early 20th centuries, many financial crises were ... with banking panics, and many ... coincided with these panics.

2. Other situations that are often called ... crises include stock ... crashes and the ... of other financial bubbles, ... crises, and sovereign defaults.

3. Financial crises ... result in a loss of paper wealth; they do not directly result in changes in the real economy unless a ... or ... follows.

4. The term financial crisis is ... broadly to a ... of situations in which some financial ... or assets ... lose a large part of their value.

5. There is little consensus, ..., and financial crises are still a regular ... around the world.

LESSON 17.

TOPIC: Causes of financial crisis

Grammar: Future Forms

Causes of financial crisis

It is often observed that successful investment requires each investor in a financial market to guess what other investors will do. George Soros has called this need to guess the intentions of others 'reflexivity'. Similarly, John Maynard Keynes compared financial markets to a beauty contest game in which each participant tries to predict which model other participants will consider most beautiful. Circularity and self-fulfilling prophecies may be exaggerated when reliable information is not available because of opaque disclosures or a lack of disclosure. Furthermore, in many cases investors have incentives to coordinate their choices. For example, someone who thinks other investors want to buy lots of Japanese yen may expect the yen to rise in value, and therefore has an incentive to buy yen too. Likewise, a depositor in IndyMac Bank who expects other depositors to withdraw their funds may expect the bank to fail, and therefore has an incentive to withdraw too. Economists call an incentive to mimic the strategies of others strategic complementarity.

It has been argued that if people or firms have a sufficiently strong incentive to do the same thing they expect others to do, then self-fulfilling prophecies may occur. For example, if investors expect the value of the yen to rise, this may cause its value to rise; if depositors expect a bank to fail this may cause it to fail. Therefore, financial crises are sometimes viewed as a vicious circle in which investors shun some institution or asset because they expect others to do so.

Vocabulary

Intentions - намерение, стремление, цель; замысел

Reflexivity -коэффициент отражения; отражательная способность

Depositor- вкладчик; вкладчица; депозитор, депонент, инвестор

Strategies- стратегия; оперативное искусство

Incentive -побуждение, стимул

Exaggerated- непомерный, чрезвычайный, чрезмерный; преувеличенный, гиперболизированный

Complementarily- добавочный, дополнительный

QUESTIONS:

1. What the causes of financial crisis?
2. What do investors do to coordinate their choices?
3. Discuss about Indy Mac Bank?

Grammar: Future Forms

Exercise 1. Fill in the blanks with the correct FUTURE forms:

(Will / Going to / Present Continuous / Simple Present)

1. A: What you (do) when you grow up?
B: I (be) an acrobat in a circus.
8. I haven't seen him for a long time but I think I (recognize) him.
3. A: I need some tokens to telephone my friend.
B: I (give) you some.
4. I got the plane tickets. I (fly) on Sunday.
5. A: Have you got any plans for the summer?
B: Yes, we (go) to Italy in June.

6. Don't play with those matches; you burn yourself.
7. A: Whose is that night dress?
 B : It's mine. I (wear) it at John's graduation party.
8. A: Why did you call your grandma?
 B: I (visit) her at the weekend.
9. If your passport isn't valid any more, you (not / be able to) go abroad this month.
- 10.A: What are you doing with that brush?
 B: I (paint) my room.
- 11.A: Why are you wearing your anorak?
 B: I (go) out.
- 12.I don't know the meaning of this word so I ...(look) it up in the dictionary.
- 13.Look out! You (hurt) yourself with that knife.
- 14.A: I've got a terrible headache.
 B: Have you? Wait there and I (get) an aspirin for you.
- 15.Mother: Your face is dirty.
 Child : All right. I (wash) it.
- 16.A: What timethe next bus (arrive)?
 B: 13 minutes later.
- 17..... you (open) the door for me, please?
- 18.We're early. The film (start) at 2:30. Why don't we go and have something to drink?
- 19.He (call) the police as soon as he gets home.
- 20.A: What you (do) with that dress?

B: I (shorten) the skirt.

Exercise 2. Use the correct form of the FUTURE TENSE:

1. A: Oh! You've got a ticket for the party.

B: Yes. I (see) it on Friday.

2. A: Tea or coffee?

B: I (have) coffee, please.

3. There isn't any cloud in the sky. It (be) a lovely day.

4. We (win) the match. We're playing really well.

5. The festival (last) for ten days.

6. I (have) a meal with a few friends.

There (be) about ten of us.

7. Phil (come) round us tomorrow. We (be) at the airport at 9:30.

8. Why don't you come with us. I'm sure you (enjoy) the show.

9. That (not / cost) more than \$50.

10. The museum (open) at 9:00 everyday but tomorrow it (not / be) opened at 9:00.

11. I (pay) it back to you as soon as I get my salary.

12. The manager said, "We (have) the meeting on Thursday."

Exercise 3. Look at Tom and Sally's diary below. Then, use the PRESENT CONTINUOUS form to say what their arrangements are for this week, as in the example:

Monday - go to the cinema

Tuesday - visit Sally's parents

Wednesday - take the car to a mechanic

Thursday - buy a computer

- Friday - clean the house
- Saturday - have a dinner party
- Sunday - go on a picnic

1. *They're going to the cinema on Monday*.....
2.
3.
4.
5.
6.
7.

Exercise 4. Put the verb **to be** in *Present Simple, Past Simple or Future Simple*

Ronald Frank ... a managing director of the First Bank of Kingsville on Main Street. 2.He ... always on a business trip. 3.Yesterday he ... in Geneva. 4.Tomorrow he ... in London.5. Last week he ... in Chicago. 6.Next week he ... in New Orleans.7. At the moment he ... in Amsterdam.8. In two hours he .. in the Hague.9.Three days ago he ... in Paris.10. At the end of his trip he ... usually very tired but happy.11. He ... with his family now. 12.His sons... so much excited.

LESSON 18

TOPIC: Banking crisis. International financial crises

Grammar: Tense Review (Present Simple / Present Continuous / Simple Past)

Banking crisis. International financial crises

The late-2000s financial crisis, also known as the Global Financial Crisis (GFC) or the "Great Recession," is considered by many economists to be the worst financial crisis since the Great Depression of the 1930s. It resulted in the collapse of large financial institutions, the bailout of banks by national governments and downturns in stock markets around the world. In many areas, the housing market also suffered, resulting in numerous evictions, foreclosures and prolonged unemployment. It contributed to the failure of key businesses, declines in consumer wealth estimated in the trillions of U.S. dollars, and a significant decline in economic activity, leading to a severe global economic recession in 2008.

The financial crisis was triggered by a complex interplay of valuation and liquidity problems in the United States banking system in 2008. The bursting of the U.S. housing bubble, which peaked in 2007, caused the values of securities tied to U.S. real estate pricing to plummet, damaging financial institutions globally. Questions regarding bank solvency, declines in credit availability and damaged investor confidence had an impact on global stock markets, where securities suffered large losses during 2008 and early 2009. Economies worldwide slowed during this period, as credit tightened and international trade declined. Governments and central banks responded with unprecedented fiscal stimulus, monetary policy expansion and institutional bailouts. Although there have been aftershocks, the financial crisis itself ended sometime between late-2008 and mid-2009.

Many causes for the financial crisis have been suggested, with varying weight assigned by experts. The United States Senate issued the Levin–Coburn Report, which found "that the crisis was not a natural disaster, but the result of high risk, complex financial products; undisclosed conflicts of interest; and the failure of regulators, the credit rating agencies, and the market itself to rein in the excesses of Wall Street."

Critics argued that credit rating agencies and investors failed to accurately price the risk involved with mortgage-related financial products, and that governments did not adjust their regulatory practices to address 21st-century financial markets. The 1999 repeal of the Glass–Steagall Act of 1933 effectively removed the separation that previously existed between Wall Street investment banks and depository banks. In response to the financial crisis, both market-based and regulatory solutions have been implemented or are under consideration.

Vocabulary

Evictions- возвращение имущества по суду

Rating - оценка; определение цены, стоимости

Bailout - нераскрытый; неизвестный;

Undisclosed - помощь (в трудном положении)

Mortgage- заклад; ипотека

Implemented- инструмент, прибор; орудие, средство

Grammar: Tense Review (Present Simple / Present Continuous / Simple Past)

Exercise 1. Complete the sentences using the verbs in brackets in the PRESENT CONTINUOUS or PRESENT SIMPLE:

1. Please be quiet. I (try) to read the paper.
2. This is a very quiet town. Where (people / go) in the evenings?
3. John (drink) milk every night, but now he(drink) tea.
4. What (you / do) with all that paper and glue?

5. I (not / use) the computer at the moment so you can use it.
6. (Karen and John / ever / write) to you?

Exercise 2. PRESENT CONTINUOUS or PRESENT SIMPLE in context.

Put in the right form of the verb in brackets:

Laura : Hello, George! What (you / do) these days?

George : Hi, Laura. I (learn) French and Spanish at college.

What about you?

Laura : Me? Oh, I (work) at a Travel Agency until August.

George : (you / like) it?

Laura : Yes, I do. I (work) in the shop most mornings, and three afternoons a week the manager (tell) me about the travel business. I (work) quite long hours. I(not / get) home until six, but I (prefer) that to not having enough to do.

George : Yes, I (work) hard too at the moment. It ... (become) more and more difficult to get a job using languages. They(ask) for higher and higher exam grades all the time.

Laura : You can do it, George. You (be) clever.

George : Thanks. Laura.

Exercise 3. Put the verbs in brackets into PRESENT CONTINUOUS or PRESENT SIMPLE:

It *is* winter and the snow (fall). It usually(snow) in January here. Betty and James(play) in the garden.

They(build) a snowman and they ...(throw) snowballs. They (like) the snow very much! Their mother and father (not / like) it. They always (stay) in the house when it is cold. Mother usually (watch) TV and

Father ... (listen) to the radio or(read) a book. At the moment they
(sit) in the living-room. Mother ...(write) a letter and Father(read) a
book.

Exercise 4. Complete the dialogue using the verbs in brackets in the correct form:

A: Why ... *don't you finish* (you / not / finish) your homework and come and watch TV?

B: Because I (not / understand) it. It is too difficult.

A: Why (you / not / ask) your teacher to explain it?

B: Because I (not / like) him.

A: And why (you / not / like) him?

B: Well, he (always / shout) at me.

A: Why (he / shout) at you?

B: Well, I (not / work) in class and I
..... (not / do) my homework.

A: Well, no wonder he (shout) at you. Give me your book now. We'll try and do it together.

Exercise 5. Put the words in brackets in the correct place in the sentences:

1. I *always*..... keep my room tidy. (always)
2. Do you go on holiday in winter? (sometimes)
3. he helps with the housework. (never)
4. She plays cards. (rarely)
5. Does she visit his friends? (often)
6. They don't eat sweets. (often)

7. We eat a lot of vegetables. (usually)
8. You must tell lies. (never)
9. She can answer the teacher's questions. (always)

Exercise 6. Put the article where necessary

1. Many causes for financial crisis have been suggested, with varying weight assigned by experts. 2. United States Senate issued Levin–Coburn Report. 3. Which found "that crisis was not ... natural disaster, but result of high risk. 4. Complex financial products, undisclosed conflicts of interest and failure of regulators, credit rating agencies, and market itself to rein inexcesses of Wall Street."

Exercise 7. Put the verb to be in Present Simple, Past Simple or Future Simple

11. My sister ... ill last week. 12. She ... not ill now. 13. Yesterday we ... at the theatre. 14. Where ... your mother now? - She ... in the kitchen. 15. Where ... you yesterday? - I ... at the cinema. 16. When I come home tomorrow, all my family .. at home. 17 ... your little sister in bed now? - Yes, she 18. you ... at school tomorrow? - Yes, I ... 19. When my granny ... young, she ... an actress. 20. My friend ... in Moscow now. 21. He ... in St. Petersburg tomorrow. 22. Where ... your books now? - They ... in my bag.

LESSON 19

TOPIC: Computer graphics and design

Grammar: *Tenses (Rewrite or Combine)*

Computer graphics and design

The Persons, concerning with artistic-technical activity within the framework of one of branches of the design name in general event by designer (including architect, designer, designer posters and other advertising graphs, verb-designer).

The Design creative method, process and result artistic-technical designing industrial product, their complex and systems, oriented on achievement most full correspondence to created object and ambiences as a whole possibility and need of the person, as utilitarian, so and aesthetic.

The Design art of the arrangement, stiletto and embellishment.

For design currently number of ways. The Design creative process of the creation belongings, in which aesthetics.

Computer graphics are graphics created using computers and, more generally, the representation and manipulation of image data by a computer with help from specialized software and hardware. The development of computer graphics has made computers easier to interact with, and better for understanding and interpreting many types of data. Developments in computer graphics have had a profound impact on many types of media and have revolutionized animation, movies and the video game industry.

The term computer graphics has been used in a broad sense to describe "almost everything on computers that is not text or sound". Typically, the term *computer graphics* refers to several different things:

- the representation and manipulation of image data by a computer

- the various technologies used to create and manipulate images
- the sub-field of computer science which studies methods for digitally synthesizing and manipulating visual content, see study of computer graphics

Computer graphics is widespread today. Computer imagery is found on television, in newspapers, for example in weather reports, or for example in all kinds of medical investigation and surgical procedures. A well-constructed graph can present complex statistics in a form that is easier to understand and interpret. In the media "such graphs are used to illustrate papers, reports, thesis", and other presentation material.

VOCABULARY:

Framework- tarkibi, asosi

Branch- filial, tarmoq

Orient- yo'naltirish, yorqin

Hardware- apparat vositalari

Wide- keng

Digital- raqamli

Profound- chuqur, zehnli

QUESTIONS:

1. What are the computer graphics?
2. What is the design with computer graphics?
3. What kind of computer graphics do you know?
4. What is the relationship between the computer graphics and design?

Grammar: Tenses (Rewrite or Combine)

Exercise 1. Change the tense of the following:

1. They often play cards.

- a) When I saw them,.... *When I saw them, they were playing cards*.....
- b) for two hours *They have been playing cards for two hours.*
.....
- c) While we were studying maths,
- d) three hours ago
- e) on Saturday nights
- f) at the moment

2. John copies two cassettes everyday.

- a) since 8 o'clock
- b) at present
- c) next Saturday
- d) already
- e) yesterday

3. Kathy is writing a letter now.

- a) every two weeks
- b) while we were playing
- c) when she is alone
- d) just

- e) next month
- f) last week

4. He usually reads magazines.

- a) for an hour
- b) when I saw him
- c) every morning
- d) now
- e) yet

5. The children are doing their homework.

- a) yet
- b) just
- c) every evening
- d) when she came

Exercise 2. Read the sentence and then write a new sentence with the same meaning. Begin in the way shown each time.

Example: *They didn't offer Ann the job. Ann wasn't offered the job.*

1. They don't pay Jim very much.

Jim

2. They will ask you a lot of questions at the interview.

You

3. Nobody told me that Liz was sick.

I

4. His colleagues gave him a present when he retired.

He.....

5. We will send you your exam results as soon as they are ready.

You.....

6. They didn't ask me my name.

I

7. I think they should have offered Tom the job.

I think Tom.....

LESSON 20

TOPIC: Financial crisis.

Grammar: *Correct Tense or Voice*

Financial crisis.

The term financial crisis is applied broadly to a variety of situations in which some financial institutions or assets suddenly lose a large part of their value. In the 19th and early 20th centuries, many financial crises were associated with banking panics, and many recessions coincided with these panics. Other situations that are often called financial crises include stock market crashes and the bursting of other financial bubbles, currency crises, and sovereign defaults.

Financial crises directly result in a loss of paper wealth; they do not directly result in changes in the real economy unless a recession or depression follows.

Many economists have offered theories about how financial crises develop and how they could be prevented. There is little consensus, however, and financial crises are still a regular occurrence around the world.

QUESTIONS:

1. What is crisis?
2. How can escape from crisis?
3. How financial crisis develop?
4. How financial crisis could be prevent?
5. What is banking panics?

Grammar: *Correct Tense or Voice*

Exercise 1. Fill in the blanks using the CORRECT TENSE or VOICE:

1. Listen! An old tune (play) on the radio.
2. Nobody (help) Mr. Green while the garage (paint).
3. Mary (have) a bath before she ... (call) by one of her friends yesterday.
4. The accountant ... (look) sad because the bills (pay) yet.
5. He felt sorry when he (realize) that his stamp collection (steal).
6. If I (be) him, I (not / treat) my father like that. He will be sorry for that in the future.

7. If she (see) me, she (get) angry with me, because I had promised to call her out but I didn't.
8. He (stop / smoke) since he(have) a heart attack.
9. As soon as she (finish / change) the baby's nappy, she (take) the children to school.
10. He said his car already (mend).
11. She said she (open) her first exhibition the following month.
12. Mary and Joe want (go) to the shore which (sound) like a good idea to me.
13. He (not / wake up) on time unless he (use) an alarm clock.

Exercise 2. Supply the CORRECT TENSE or VOICE:

1. I (play) the piano since I (be) six.
2. (not / look) behind you. I think, someone (follow) us.
3. A: Did you hear the accident?
 B: No, what (happen)?
 A: A cyclist (hit) by a taxi driver in front of the post office.
 B: OK, then?
 A: Someone (call) an ambulance and the cyclist(take) to the City Hospital.
 B: he (have) an operation?
 A: No, he but it (say) that he(have to / stay) in hospital about two weeks.
 B: his parents (inform) about the accident yet?
 A: They (already / phone) from the hospital.
 B: (be) his friends in hospital now?

- A: No, his friends (not / allow) (see) him.
 They (wait) right in front of the hospital (hear) a piece of news, at the moment.
4. Before Christmas all the shops and houses (decorate) with cards and Christmas trees. Presents (buy) for the relatives and friends.
 5. Linda (look) very happy now, because her boyfriend (just / give) her an engagement ring.
 6. Dinner (must / cook) before we (go) out.
 7. April 23rd (give) as a holiday to the Turkish children by Mustafa Kemal Atatürk.
 8. The old man (be) in prison for twenty years, by the time he (die) last year.
 9. When Jane (arrive) late for the interview, she (realize) that the Director (leave).
 10. you (see) Ann this morning? (It's still morning.)
 11. you (see) Ann this morning? (It's evening.)
 12. I (try) to learn English for three years but I (not / succeed).

Exercise 3. Supply the CORRECT TENSE or VOICE:

1. After he (decide / give up) smoking, he (begin / carry) a pocket of sweets in his pocket (prevent) him from smoking.
2. He must have a break. He (drive) for hours.
3. My cousin, Tom (just / finish) his military service. He (look) for a good job since then. Yesterday he (receive) a letter from his old boss. In his letter, he says he needs him again, but Tom (not / want / work) with him. Because they

-(have) some problems before he
 (leave) his job.
4. After they (learn) the new words last term, they (start) the course book.
 5. Please don't disturb us, we (record) the Director's conversation.
 6. Just as I (get up) my brother (take) a photo of me.
 7. Steve (have) a lot of girlfriends by the time he (get) married.
 8. We are quite anxious about Jane now. She (leave) home a fortnight ago to spend her vacation with her friends but she (write) to us yet.
 9. They (live) in bad conditions since the war (start).
 10. Before I (come) to the USA, I (study) English in my own country.
 11. I (not / have) any trouble with my car so far.
 12. The building at the top of the hill (build) in 1920. A number of changes (make) since then.
 13. When the boss (come) in the office, the letters (type) by the secretary.
 14. Barbara is a writer. She already (write) several novels. A few years ago, she (give) the Pulitzer Prize.
 15. Tom's father (go / swim) everyday. He says swimming (be) really good to keep fit.

Exercise 4. Fill in gaps.

1. In the 19th and early 20th centuries, many financial crises were . . . with banking panics, and many . . . coincided with these panics. 2. Other situations that are often called . . . crises include stock . . . crashes and the . . . of other financial bubbles, . . . crises, and sovereign defaults. 3. Financial crises . . .

.result in a loss of paper wealth; they do not directly result in changes in the real economy unless a or follows. 4.The term financial crisis is broadly to a of situations in which some financial or assets lose a large part of their value. 5.There is little consensus, , and financial crises are still a regulararound the world.

LESSON 21

TOPIC: Types of financial crisis

Grammar: *Passive Form*

Types of financial crisis

Banking crisis

When a bank suffers a sudden rush of withdrawals by depositors, this is called a bank run. Since banks lend out most of the cash they receive in deposits (see fractional-reserve banking), it is difficult for them to quickly pay back all deposits if these are suddenly demanded, so a run may leave the bank in bankruptcy, causing many depositors to lose their savings unless they are covered by deposit insurance. A situation in which bank runs are widespread is called a systemic banking crisis or just a banking panic. A situation without widespread bank runs, but in which banks are reluctant to lend, because they worry that they have insufficient funds available, is often called a credit crunch. In this way, the banks become an accelerator of a financial crisis.

Examples of bank runs include the run on the Bank of the United States in 1931 and the run on Northern Rock in 2007. The collapse of Bear Stearns in 2008 has also sometimes been called a bank run, even though Bear Stearns was an investment bank rather than a commercial bank.

International financial crises

When a country that maintains a fixed exchange rate is suddenly forced to devalue its currency because of a speculative attack, this is called a currency crisis or balance of payments crisis. When a country fails to pay back its sovereign debt, this is called a sovereign default. While devaluation and default could both be voluntary decisions of the government, they are often perceived to be the involuntary results of a change in investor sentiment that leads to a sudden stop in capital inflows or a sudden increase in capital flight. Several currencies that formed part of the European Exchange Rate Mechanism suffered crises in 1992–93 and were forced to devalue or withdraw from the mechanism. Another round of currency crises took place in Asia in 1997–98. Many Latin American countries defaulted on their debt in the early 1980s. The 1998 Russian financial crisis resulted in a devaluation of the ruble and default on Russian government bonds.

QUESTIONS:

1. What kind of crisis do you know?
2. What is credit?
3. What is deposit?
4. What is credit crunch?
5. What is sovereign default?

Grammar: *Passive Form*

Exercise 1. Fill in the PASSIVE in the appropriate tense:

1. (TV / invent / Baird) *TV was invented by Baird.*

2. (Pyramids / build / Egyptians)
3. (milk / produce / cows)
4. (coffee / grow / in Brazil)
5. (chopsticks / use / in China)
6. (plants / water / every day)
7. (the thief / arrest / policeman / yesterday)
8. (the injured man / take to a hospital / now)
9. (the car / repair / tomorrow)
10. (the letter / send / last week)

Exercise 2. Put the verbs in brackets into PRESENT SIMPLE PASSIVE:

There is a chimpanzee which *is called* (call) “Bubbles”. It (own) by Michael Johnson. It (keep) in his home. It ... (feed) every day by Michael Johnson himself. It (always / dress) in funny clothes. It (said) that “Bubbles” is Michael Johnson’s only friend.

Exercise 3. Look at the Hotel Information table and write sentences as in the example:

Hotel Information	
Breakfast In Pierrot’s Restaurant 7-9:30 am	Rooms Maid Service daily
Dinner In Main Restaurant 8-10 pm	Hot water 24 hours a day
Newspapers – Telephone calls At the Reception Desk	Hotel Cinema Film every night at 10 pm

1. Breakfast / serve – where and when?

Breakfast is served in Pierrot's Restaurant between 7 and 9:30 am.

2. Dinner / serve – where and when?

.....

3. Newspapers / sell – where?

.....

4. Telephone calls / can make – where?

.....

5. Rooms / clean – who by and how often?

.....

6. Hot water / supply – when?

.....

7. Films / show – where and when?

.....

Exercise 3. Put the verbs in brackets into PAST SIMPLE PASSIVE:

Two men *were seen* (see) breaking into a house in my street last night. The police (call) and they arrived very quickly. One man(catch) immediately. The other escaped, but he (find) very soon. Both men (take) to the police station where they (question) separately by a police officer. The two men (charge) with burglary.

Exercise 4. Turn from ACTIVE into PASSIVE:

1. The gardener has planted some trees.

.... Some trees have been planted by the gardener..

2. Doctor Brown will give you some advice.

.....
3. A famous designer will redecorate the hotel.
.....

4. Steven Spielberg directed "E.T."
.....

5. Someone has broken the crystal vase.
.....

6. His parents have brought him up to be polite.
.....

7. Fleming discovered penicillin.
.....

8. They will advertise the product on television.
.....

9. Someone is remaking that film.
.....

10. Picasso painted that picture.
.....

Exercise 5. Using the PASSIVE, ask questions to which the bold type words are answers:

1. Columbus discovered America. .. *Who was America discovered by...?*

2. We keep money in a safe. .. ?

3. A bee stung him. .. ?

4. They speak Italian in Italy. .. ?

5. They have taken his aunt to hospital. .. ?

6. The boys damaged the television. ?
7. Da Vinci painted the Mona Lisa. ?
8. He invited 30 people to his party. ?
9. They grow bananas in Africa. ?

Exercise 6. Turn from ACTIVE into PASSIVE:

1. You must leave the bathroom tidy. .. *The bathroom must be left tidy.*
2. You should water this plant daily.
3. Our neighbor ought to paint the garage.
4. I have to return these books to the library.
5. You must extinguish your cigarettes.
6. You must dry-clean this shirt.
7. Someone will pay you in ten days.
8. You can improve your health with more exercise.
.....
9. People must obey the law.
.....
10. The cleaner is going to mop the kitchen floor.
.....

Exercise 7. Turn from ACTIVE into PASSIVE:

1. Someone is helping her with the housework.....
9. A pickpocket robbed me.....
10. The mail-order company sent Mrs. Green a parcel.....

11. A dog is chasing the
child.....
12. My friend sent me an invitation.....
13. The farmer is building a new barn.....
14. The secretary has given Mrs. Jones some letters.....
15. The traffic warden had already given him a ticket for illegal parking.
.....
16. Someone had broken our door down.....
17. They chose him as the best actor of the year.....

Exercise 8. Fill in gaps.

1. A situation in which bank runs are is called a systemic crisis or just a banking panic. 2. Examples of bank runs . . . the run on the Bank of the in 1931 and the run on Northern Rock in 2007. 3. When a country that a fixed exchange rate is forced to devalue its because of a speculative attack, this is called a currency crisis or of payments crisis. 4. When a country to pay back its debt, this is called a default. 5. While devaluation and could both be voluntary decisions of the government, they are often to be the results of a change in investor that leads to a sudden stop in capital or a sudden increase in capital flight.

LESSON 22

TOPIC: Causes of financial crises

Grammar: *Passive Form*

Causes of financial crises

It is often observed that successful investment requires each investor in a financial market to guess what other investors will do. George Soros has called this need to guess the intentions of others 'reflexivity'. Similarly, John Maynard Keynes compared financial markets to a beauty contest game in which each participant tries to predict which model other participants will consider most beautiful. Circularity and self-fulfilling prophecies may be exaggerated when reliable information is not available because of opaque disclosures or a lack of disclosure.

Furthermore, in many cases investors have incentives to coordinate their choices. For example, someone who thinks other investors want to buy lots of Japanese yen may expect the yen to rise in value, and therefore has an incentive to buy yen too. Likewise, a depositor in IndyMac Bank who expects other depositors to withdraw their funds may expect the bank to fail, and therefore has an incentive to withdraw too. Economists call an incentive to mimic the strategies of others strategic complementarity.

It has been argued that if people or firms have a sufficiently strong incentive to do the same thing they expect others to do, then self-fulfilling prophecies may occur. For example, if investors expect the value of the yen to rise, this may cause its value to rise; if depositors expect a bank to fail this may cause it to fail. Therefore, financial crises are sometimes viewed as a vicious circle in which investors shun some institution or asset because they expect others to do so.

QUESTIONS:

1. What are the causes of financial crisis?
2. What do investors do to coordinate their choices?

Grammar: *Passive Form*

Exercise 1. Read each sentence. Then make two new sentences in the PASSIVE:

1. People say Tom Cruise is the richest movie star.
 - a) *It is said that* Tom Cruise is the richest movie star.
 - b) Tom Cruise *is said to be* the richest movie star.
2. Everybody thinks that Hakan is a good football player.
 - a) It
 - b) Hakan
3. They say that his books are still popular.
 - a) It
 - b) His books
4. They report that at least 10.000 dolphins are caught in the nets of tuna fishers every year.
 - a) It
 - b) At least 10.000 dolphins
5. They estimate that 1500 square kilometers of rainforests is cut every year.
 - a) It
 - b) 1500 square kilometers of rainforests
6. We knew that pencil lead is made from graphite, clay, water and wax.
 - a) It
 - b) Pencil lead
7. They reported that the railway line was buried under tons of rock and earth.
 - a) It
 - b) The railway line
8. People don't think that inflation will go down.
 - a) It

- b) Inflation
- 9. People expect that the third bridge will be built over the Bosphorus Strait.
 - a) It
 - b) The third bridge
- 10. People believe that he is living abroad.
 - a) It
 - b) He

Exercise 2. Read each sentence. Then make two new sentences in the PASSIVE:

1. People expect that taxes will be reduced soon.
 - a. It
 - b. Taxes
2. People say that the monument is over 2000 years old.
 - a. It
 - b. The monument
3. People expect that the president will resign.
 - a. It
 - b. The president
4. People think the fire started at about 8 o'clock.
 - a. It
 - b. The fire
5. Journalists reported that seven people had been injured in the fire.
 - a. It
 - b. Seven people
6. People say the bridge is unsafe.
 - a. It
 - b. The bridge

Exercise 3. REPORT these rumours:

1. People say that the actress Tania Revesky has refused a part in the film *Volcano*.
 - a) It is said
 - b) The actress Tania Revesky
2. Her friends have reported that the newsreader Ann Slater is furious at losing her job.
 - a) It
 - b) The newsreader Ann Slater
3. Lots of people believe that The Prime Minister and his wife are getting divorced.
 - a) It
 - b) The Prime Minister and his wife
4. Journalists have said that The footballer Gary Johnson earns \$ 1 million a year.
 - a) It
 - b) The footballer Gary Johnson

Exercise 4. Put the verb to be in *Present Simple, Past Simple or Future Simple*

1. Ronald Frank ... a managing director of the First Bank of Kingsville on Main Street.
2. He ... always on a business trip.
3. Yesterday he ... in Geneva.
4. Tomorrow he ... in London.
5. Last week he ... in Chicago.
6. Next week he ... in New Orleans.
7. At the moment he ... in Amsterdam.
8. In two hours he .. in the Hague.
9. Three days ago he ... in Paris.
10. At the end of his trip he ... usually very tired but happy.
11. He ... with his family now.
12. His sons... so much excited.

LESSON 23

TOPIC: The technology of polygraph(Printing)

Grammar: *Passive Form*

The technology of polygraph(Printing)

Printing is a process for reproducing text and images, typically with ink on paper using a printing press. It is often carried out as a large-scale industrial process, and is an essential part of publishing and transaction printing.

The development of printing was preceded by the use of cylinder seals in Mesopotamia developed in 3500 B.C., and other related stamp seals. The earliest form of printing was woodblock printing, with existing examples from China dating to before 220 A.D. and Egypt to the fourth century. Later developments in printing include the movable type, first developed by Bi Sheng in China, and the printing press, a more efficient printing process for western languages with their more limited alphabets, developed by Johannes Gutenberg in the fifteenth century.

Woodblock printing is a technique for printing text, images or patterns that was used widely throughout East Asia. It originated in China in antiquity as a method of printing on textiles and later on paper. As a method of printing on cloth, the earliest surviving examples from China date to before 220 A.D. and examples from Roman Egypt date to the fourth century. Gravure printing is an

intaglio printing technique, where the image to be printed is made up of small depressions in the surface of the printing plate. The cells are filled with ink and the excess is scraped off the surface with a doctor blade, then a rubber-covered roller presses paper onto the surface of the plate and into contact with the ink in the cells. The printing plates are usually made from copper and may be produced by digital engraving or laser etching.

Gravure printing is used for long, high-quality print runs such as magazines, mail-order catalogues, packaging, and printing onto fabric and wallpaper. It is also used for printing postage stamps and decorative plastic laminates, such as kitchen worktops.

Printed electronics is the manufacturing of electronic devices using standard printing processes. Printed electronics technology can be produced on cheap materials such as paper or flexible film, which makes it an extremely cost effective method of production. Since early 2010, the printable electronics industry has been gaining momentum and several large companies, including Bemis Company and Illinois Tool Works have made investments in printed electronics and industry associations including OE-A and Flex Tech Alliance are contributing heavily to the advancement of the printed electronics Indus

Vocabulary

Typically- oddiy	essential part- zarur qism
transaction- kelishuv, ish, tadbir	pattern- misol, shablon, model
depression- tushkunlik, chuqurlik	cheap- arzon
investment- tashkilot, qo'yilma	contributing- yordam beruvchi,
ko'maklashuvchi	engraving- o'yish

QUESTIONS:

1. What is a print?
2. Where is often used printing?

3. What do you know about the printed electronics?
4. Tell us about the economic way of the printed electronics technology
5. What do you know about the ancient print?

Grammar: *Passive Form*

Exercise 1. Put the following sentences into the PASSIVE VOICE:

1. Someone has already paid the electrician for his work.
.....
2. They taught him French and gave him a dictionary.
.....
3. When we first met, they had already offered me a job at the bank.
.....
4. A man requested the stranger to leave the meeting.
.....
5. A young woman asked the rest of us to be there at eight o'clock.
.....
6. They had eaten all the dinner before they finished the conversation.
.....
7. Who wrote it?
.....
8. The author has written a special edition for children.
.....
9. Did the idea interest you?
.....
10. Why didn't they mend the roof before it fell in?

.....
11. The burglars had cut a huge hole in the steel door.
.....

12. The organizers will exhibit the paintings till the end of the month.
.....

13. When did they ring the church bells?
.....

14. Does listening to music disturb you?
.....

Exercise 2. Read the following sentences and write another one with the same meaning:

1. It is believed that the wanted man is living in New York.
.....

2. It is said that many people are homeless after the floods.
.....

3. It is expected that the government will lose this election.
.....

4. It is known that the Prime Minister is in favour of the new law.
.....

5. It is believed that the thieves got in through the kitchen window.
.....

6. It is thought that the prisoner escaped by climbing over the wall.
.....

7. It is claimed that he drove through the town at 90 miles an hour.
.....

8. It is reported that two people were seriously injured in the accident.
.....

.....
9. It is said that three men were arrested after the explosion.
.....

10. It is believed that Maria will not win the prize.
.....

11. It is considered that the 2008 Olympic Games will be held in Turkey.
.....

12. It is said that our teacher is 55 years old.
.....

13. It is thought that Tom didn't steal their rings.
.....

14. It is claimed that this examination will be the most difficult one.
.....

15. It is believed that John will marry Ann at the end of this month.
.....

16. It is expected that people will live in Mars in 2050.
.....

Exercise 3. Change these sentences into PASSIVE FORM:

1. People believe that the strike will end soon.
.....

2. People believe that the thieves got through the kitchen window.
.....

3. People say that the company is losing a lot of money.
.....

4. When is he going to pay the taxes?
.....

5. Who has designed these buildings?

.....

6. How much do they spend on these activities?

.....

7. They broke a lot of plates while they were dancing?

.....

8. Who invented the electric bulb?

.....

9. People believe that they are secret agents.

.....

10. People think that he takes harmful drugs.

.....

11. Did they give you a great reception?

.....

12. Nobody sends her a card at Christmas.

.....

13. Did anyone call an ambulance after the accident?

.....

14. Will you pay the fine?

.....

Exercise 4. Put the verb into the correct form.

Examples: *Please don't make so much noise. I am studying (study).*

Let's go out now. It isn't raining (not/rain) anymore.

Listen to those people. What language are they speaking (they/speak)?

1. Please be quiet. I (try) to concentrate.
2. Look! It (snow).
3. Why (you/look) at me like that? Did I say something wrong?
4. You (make) a lot of noise. Can you be a little bit quieter?
5. Excuse me, I (look) for a phone booth. Is there one near here?
6. (at the movies) It's a good movie, isn't it? (you/enjoy) it?
7. Listen! Can you hear those people next door? They (yell) at each other again.
8. Why (you/wear) your coat today? It's very warm.
9. I (not/work) this week. I'm on vacation.
10. I want to lose weight. I (not/eat) anything today.

LESSON 24

TOPIC: The crisis in Greece

Grammar: *Reported Speech*

The crisis in Greece

In the early-mid 2000s, Greece's economy was strong and the government took advantage by running a large deficit, partly due to high defense spending amid historic enmity to Turkey. As the world economy cooled in the late 2000, Greece was hit especially hard because its main industries—shipping and tourism—were especially sensitive to changes in the business cycle. As a result, the country's debt began to pile up rapidly. In early 2010, as concerns about

Greece's national debt grew, policy makers suggested that emergency bailouts might be necessary.

On 1 May 2010, the Greek government announced a series of austerity measures to persuade Germany, the last remaining holdout, to sign on to a larger EU/IMF loan package. The next day the eurozone countries and the International Monetary Fund agreed to a three year €110 billion loan retaining relatively high interest rates of 5.5%, conditional on the implementation of harsh austerity measures. Credit rating agencies immediately downgraded Greek governmental bonds to lowest junk status. This was followed by an announcement of the ECB on 3 May that it will still accept as collateral all outstanding and new debt instruments issued or guaranteed by the Greek government, regardless of the nation's credit rating. The new austerity package was met with great anger by the Greek public, leading to massive protests, riots and social unrest throughout Greece. On 5 May 2010, a national strike was held in opposition to the planned spending cuts and tax increases. In Athens some protests turned violent, killing three people.

On 7 December 2011, the new interim national union government led by Lucas Papademos submitted its plans for the 2012 budget, promising to cut its deficit from 9% of GDP 2011 to 5.4% in 2012, mostly due to the write-off of debt held by banks. Excluding interest payments, Greece even expects a primary surplus in 2012 of 1.1%. According to an IMF official austerity measures have helped Greece bring down its primary deficit from €24.7bn in 2009 to just over €5bn in 2011.

1)What is the main industries of Greece?

Grammar: *Reported Speech*

Exercise 1. Change the following sentences from DIRECT to INDIRECT SPEECH:

1. He said, "*I will be here at noon.*"

He said that he would be here at noon.

2. Mary said, "The train will probably arrive on time."

.....

3. He said, "I have to finish this report by five o'clock."

.....

4. The doctor said, "Mr. Smith will improve quickly."

.....

5. William said to me, "I am leaving in the morning."

.....

6. The teacher said, "Everyone has to write a composition."

.....

7. John said, "I saw that movie on Wednesday."

.....

8. Helen said, "I have read that book."

.....

9. Mary said to John, "I cannot go to the movie with you."

.....

10. John said, "I have finished studying my lesson."

.....

11. Mary remarked, "John speaks English well."

.....

12. William said to me, "I will not see Mr. Jones until Tuesday."

.....

13. Mr. Smith said, "I will refuse their offer."

.....
14. John said, "I certainly hope it won't rain tomorrow."
.....

15. Henry said, "I can meet them later."
.....

16. The boy said, "I am only eight years old."
.....

17. She said to me, "The lights have gone out."
.....

18. The man said, "The telephone is out of order."
.....

19. He said, "I will never speak to her again."
.....

20. I said to the clerk clearly, "I have already paid that bill."
.....

Exercise 2. REPORT what the guests said at a wedding last Saturday:

1. Miss Moore: "They'll make a lovely couple."
.....

Miss Moore said (that) they would make a lovely couple.

2. Mr. Smith: "They're going to live in Brighton."
.....

3. Mrs. Jones: "The bride and the groom are very nice young people."
.....

4. Mr. Roberts: "The bride is wearing a beautiful wedding dress."
.....

5. Mr. Clarke: "The couple's parents look happy."
.....

6. Miss Mayall: "The bride's father has bought them a big flat."

.....

Exercise 3. Write sentences about Jane's trip to Paris:

1. We're taking the nine o'clock plane.

Jane told me *they were taking the nine o'clock plane.*

2. I'll have to get up early.

She said

3. I don't really like traveling by air.

She told me

4. But it's the easiest way to travel.

But she decided

5. We're going to spend a week in Paris.

She told me

6. I want to go up the Eiffel Tower.

She said

7. We've been to Paris before.

She told me

8. But we didn't see everything.

But she said

9. I'll send you a postcard.

She said

10. But I won't write you a letter.

But she told me

11. I'm very excited!

She said

12. We'll be in Paris tomorrow!

The last thing she said was that

Exercise 4. REPORT the police-officer's questions to the shop owner:

1. What's your name?

The police-officer asked him what his name was.

2. Did you see the robbers?

.....

3. What were they wearing?

.....

4. How do you think they got in?

.....

5. What did they take?

.....

6. Has this ever happened before?

.....

Exercise 5. Turn the following dialogue into REPORTED SPEECH:

Sally: Have you applied for the job? *Sally asked Diane if she had applied for the job*

Diane: Yes, I had an interview yesterday. *Diane told her*

Sally: How did it go?

Diane: Fine, but I'm wondering if I want the job because I will have to move ...to Manchester.

Sally: What will you do then?

Diane: If they offer me the job, I can't accept it.....

Exercise 6. Write what the family said at the dinner table:

1. Mother: "Does anyone want some more potatoes?"
Mother asked if anyone wanted some more potatoes.
2. Father: "Pass me the wine, Beth."
3. Beth: "The chicken is very nice."
4. Grandfather: "I'm going to start my diet tomorrow."
5. Grandmother: "Don't eat with your mouth open, Sam!"
6. Tim: "This is the best dinner I've had!"
7. Jean: "Is there any more salad, Mum?"
8. Sam: "I'm very hungry because I only had a sandwich for lunch today."
9. Helen: "What are we having for dessert, Mum?"
10. Bob: "I don't want anything else to eat."

Exercise 7. Gavin has worked for Bisco Supermarkets for thirty years. He can still remember his job interview after leaving school and he can remember the questions that the interview asked him:

Example: "Where do you live?" *She asked him where he lived.*

"Have you worked before?" *She asked him if he had worked before.*

1. "Why do you want the job?"
She asked him
2. "How did you hear about it?"
She asked him.....
3. "Are you fit?"
She asked him
4. "Can you work on Saturdays?"
She asked him.....
5. "How will you travel to work?"

6. "Have you got a bicycle?"
7. "How much do you expect to earn?"
8. "When can you start?"

Exercise 8. Complete the questions in Past Perfect Simple.

1. (what / Bob / do) that he was kept in after school?
2. (you / eat) anything before you went to the theatre?
3. (he / live) in London before he moved to Glasgow?
4. (she / find) a new job by that time?
5. (they / book) a room before they went to Dublin?
6. (how often / you / ring) the bell before he answered the door?
7. (why / they / have) dinner before they came to the party?
8. (Carly / wash) the dishes when her mum came home?
9. (you / read) the contract before you signed it?
10. (who / live) in the house before we moved in?

LESSON 25

TOPIC: THE GLOBAL FINANCIAL-ECONOMIC CRISIS OF UZBEKISTAN.

Grammar: *Reported Speech*

THE GLOBAL FINANCIAL-ECONOMIC CRISIS OF UZBEKISTAN.

The global financial-economic crisis, which broke out in 2008 and is now acquiring greater scales and depth in the assessments of many international

experts and specialists, gains more questions than the answers about the reasons and forecasts of its further development.

Particularly this circumstance calls forth the urgency of the work being published “The global financial-economic crisis, ways and measures to overcome it in the conditions of Uzbekistan”, which consists of two parts: first – impact of the global financial crisis on the economy of Uzbekistan and factors that have prevented and mitigated its consequences; second – support of banking system, modernization, technical renewal and diversification of production, broad introduction of innovative technologies – a reliable way of overcoming crisis and securing by Uzbekistan of the new achievements in the world market.

It is not a secret that one of the most considerable components of the global financial crisis is aggravation of the problem of bank liquidity, credit market crisis, and putting it simple, the lack of money. During the last two years the total assets of the bank have increased 3,5 times. The volume of crediting the small businesses and private entrepreneurship has increased 4 times, and over 150 billion soums have been channeled for these purposes.

The policy measures of the Anti-crisis program aimed at addressing the following key tasks

First, it is further rapid modernization, technical and technological re-equipment of companies, and active introduction of the latest flexible technologies. Above all, it concerns the main branches of economy, as well as the industries, which produce the export-bound goods, and are being localized. We put forward the task of accelerating the implementation of the adopted sector programs of modernization, technical and technological re-equipment of production, transition to international quality standards that will allow to ensure the stable positions both in foreign and domestic markets.

Second, the implementation of concrete measures to support the exporter-companies in ensuring their competitiveness at foreign markets given the rapid

worsening of current conditions, creation of additional incentives for exports, in particular:

- allotting them the privileged credits to replenish the circulation funds with a term of until 12 months on the rate which does not exceed 70 percent of the refinancing rate of the Central Bank;
- prolonging until 2012 relieving the companies with foreign investments, which produce the finished goods, from levying all types of taxes and duties to the budget but for a value added tax;
- restructuring the sum of overdue and current debts on the bank credits and writing off the penalty fees on the payments to budget, and rendering other no less important benefits and preferences.

Third, raising the competitiveness of companies by way of introducing a strict regime of saving, stimulating the decrease of production expenses and prime cost of goods. In 2008 the proposals by economic entities have been approved to implement the measures aimed at cutting this year the prime cost of goods by no less than 20 percent in the leading branches and spheres of our economy.

It is envisaged to elaborate the efficient mechanism to stimulate the heads and responsible persons for achieving the set parameters in terms of decreasing the prime cost.

Along with that the Anti-crisis program envisions the mechanism on limiting in 2009 the rise of prices for all types of energy carriers and main types of communal services no more than by 6-8 percent with absolute ensuring of profitability of their production.

Fourth, the implementation of measures to modernize the electro-energy, reduce the energy capacity and introduce the effective system of energy saving. Further raising competitiveness of our economy and growth of well-being of population mainly depend on how sparingly and thriftily we will learn to use existing resources and, firstly, the electro and energy resources.

Fifth, given falling demand at the world market the support of local producers by way of stimulating demand at the domestic market plays a key role in preserving the high economic growth rates.

Grammar: Reported Speech

Exercise 1. Statements:

Example: *The boy said, "My name is Mark."*

The boy said (that) his name was Mark.

Do the same:

1. Mary said, "I like Turkish pop music."
.....
2. The woman said, "It's not my umbrella, mine is red."
.....
3. Tom said, "I have a sports car. It is red."
.....
4. Mr. Brown said, "I don't drive a car in the rush hour."
.....
5. Terry said, "I eat toasts for breakfast. They are made by my mother."
.....
6. Sue said, "The boy is looking at us. I don't know him."
.....
7. John said, "I can swim well but I don't have enough time to swim."
.....
8. My brother said to me, "I don't want to carry your books!"
.....
9. The teacher said, "If you don't study regularly, you'll fail."

.....
10.Mr. Green said, "I have to water my flowers twice a week."
.....

11.Alice said, "I used to swim well but now I don't."
.....

12.Mr. Miller said, "I know your parents. I've met them in the meeting."
.....

Exercise 2. Imperatives:

Examples: * *The teacher always says to us, "Study very hard."*

The teacher always tells us TO study hard.

* *The teacher says, "Don't talk in the class."*

The teacher tells us NOT TO talk in the class.

Do the same:

1. Woman to the porter: "Carry my suitcases."
.....

2. Policeman to a man: "Describe your car."
.....

3. Mother to the boy: "Don't hurt yourself."
.....

4. The robber to the man: "Give me your money."
.....

5. Teacher to the student: "Give me your book."
.....

6. The man to us: "Don't park here."
.....

7. Woman to her husband: "Don't forget to take your key."
.....

8. Mr. Smith to her son: "Don't put your books on this desk."
.....

9. Young man to the young woman: "Give me one of your photographs."
.....

10. The man to his son: "Hurry up! Don't miss the bus!"
.....

11. The woman to her daughter: "Tidy your room, don't waste your time."
.....

Exercise 3. Wh- questions:

Examples: * *"What is the time?" he asked.*

He asked me what the time was.

* *"Where do you live?" he asked Mary.*

How wanted to know where Mary lived.

Do the same:

1. He asked, "How long does it take you to have lunch?"
.....

2. He asked me, "What are you doing at the weekend?"
.....

3. She asked, "Why are you late, Tom?"
.....

4. My mother asked me, "Where is your umbrella?"
.....

5. The secretary asked the man, "Who do you want to see, sir?"
.....

6. The students asked, "What time does the bell ring?"
.....

7. He asked Tom, "What kind of films do you like watching?"
.....

8. The teacher asked the girl, "When do you have to be home?"
.....

9. They always asked, "Why don't you let my cat in?"
.....

10. The passengers asked, "When did the last train leave?"

.....

11. He asked, "What will you do tomorrow, Jane?"

.....

Exercise 4. Yes / No questions:

Examples: * "Are you busy?" he asked me.

He asked me IF I was busy.

* "Do you like banana?" he asked his friends.

He asked his friends IF they liked banana.

Do the same:

1. She asked, "Do you live with your family, Helen?"

.....

2. He asked, "Can I borrow your pen, Linda?"

.....

3. He asked me, "Does your uncle live in England?"

.....

4. Mary asked Lucy, "Will you come to my party tomorrow?"

.....

5. Mark asked, "Did you phone me last night, John?"

.....

6. He asked, "Is this yours or mine, David?"

.....

7. She always asked me, "Must you always ask me what I'm doing?"

.....

8. The teacher asked, "Are you listening to me?"

.....

9. Mary asked, "Do you want me to help you, Larry?"

.....
10. The officer asked, "Are you a foreigner? Can you spell your name?"
.....

Exercise 5. Change into INDIRECT SPEECH:

1. Bob says, "I want to play tennis this afternoon."
.....

2. John says, "I haven't seen my grandmother for a long time."
.....

3. Cindy says to Alan, "Don't come in with your dirty shoes."
.....

4. My father says, "Please, help me in the garden."
.....

5. "Don't wipe your dirty fingers on my clean table cloth." says his mother.
.....

6. "When does the bell ring?" asks John.
.....

7. Sandy asks Danny, "Why didn't you tell her the truth?"
.....

8. "How long have you waited for me?"

What does Charles ask Fiona?.....

9. "Does it rain in winter in Somali?"

What does the teacher ask?.....

10. "Did you post the letter?" asks Rachel.....

Exercise 6. Change into INDIRECT SPEECH:

You can use AND, BUT, BECAUSE, ADD to join the sentences.

1. Brenda said to Jimmy, "Please, turn off the TV. The film is boring."
.....

2. "Wash your face and say GOOD MORNING to everybody." says his mother.....
3. "Do your homework again. There are a lot of mistakes." says the teacher to Kate.....
4. "Don't waste your time! Finish studying." says Mrs. Dawson to Barbara.
.....
5. "Brush your teeth. They look very dirty." Her mother says to her.
.....
6. "Look out! There is a truck coming." Kevin said to his daughter.
.....
7. Janet told David, "This book looks boring. Give me another, please."
.....
8. Mrs. Abbot told Jack, "Your hair is very long. Go and have a hair cut."
.....
9. Mrs. Denman says to her son, "It is very hot. Don't play in the sun."
.....
10. Mr. Newman said to Nicky, "Don't make a lot of noise. I want to listen to the news."
.....
11. "Don't turn it up. I have a headache." says the mother.
.....
12. Sue told Andy, "Don't shout! I'm not a deaf."
.....
13. Terry said to Ashley, "Don't speak German. Speak English. They can't understand you."
.....
14. "Please, be quiet! The baby is sleeping." says Mrs. Newton to the children.....
15. "Will you please move aside? I can't watch television." says John.
.....
16. Mark said, "I want to buy a new car. Ours is very old and spends a lot of petrol."
.....

17. Tom said to Carol, "Can I borrow your dictionary. Mine is at home."

18. "Your hands are very dirty. Go to the bathroom and wash them." says her
 mother.....
19. Sandy said to Danny, "Does your mother work? I see her on the bus
 everyday.".....
20. Tom told Jane, "I'm bored. Can we go to the cinema?"

21. Sam said to Kate, "I'm broke. Can you lend me some money?"

22. Mother said to her son, "Your friends are playing in the garden. Don't you
 want to play with them?".....
23. Jim says to his son, "When will you go? You are very late for school."

24. "What have you cooked? I feel very hungry." Tony said to his mother.

25. "Why don't you wash your car? It looks very dirty." Mrs. Dawson said to
 John.....

Exercise 7. Fill in gaps.

1. A situation in which bank runs are is called a systemic crisis or just a banking panic. 2. Examples of bank runsthe run on the Bank of thein 1931 and the run on Northern Rock in 2007. 3. When a country that a fixed exchange rate is forced to devalue its because of a speculative attack, this is called a currency crisis or of payments crisis. 4. When a country to pay back itsdebt, this is called a default. 5. While devaluation andcould both be voluntary decisions of the government, they are often to be the results of a change in investorthat leads to a sudden stop in capitalor a sudden increase in capital flight.

VOCABULARY

a bill expires срок векселя наступает

A bond coupon годовой облигационный купон

a good deal of money много денег

a posteriori

a posteriori precision апостериорная точность

a posteriori risk апостериорный риск

a priori bound априорная оценка

abandon a claim отказываться от требования, отказываться от претензии

abandon a patent отказаться от патента

abate a tax снижать налог

accept a bill for honor акцептовать вексель для спасения кредита
векселедателя

accept a bill акцептовать вексель

accept a contract принять контракт

accept a lot принимать партию (напр. изделий)

accommodate with a loan давать кому-либо деньги взаймы

act as a guarantor действовать в качестве поручителя

act as a trustee действовать в качестве доверенного лица

adjudicate a bankrupt объявлять неплатёжеспособным

adjust supply to a current demand привести предложение в соответствие с
текущим спросом

adjust to a common basis привести к единому базису

admit a hypothesis принимать гипотезу
advise a bill авизовать вексель
after the expiry of a period по истечении определённого периода
allot a profit распределять прибыль
allow a claim признавать требование, принимать требование
allow a loan разрешать выдачу кредита, предоставлять ссуду
alter a firm переименовать фирму
amortization of a loan погашение кредита
annul a patent аннулировать патент
applicant for a credit соискатель кредита
application for a loan заявка на получение займа
appoint a board назначать орган управления
appoint a trustee назначить доверенное лицо
approach to a problem подход к проблеме
arrange for a payment to be made производить платёж
as a down payment в качестве первого взноса
assume a liability for debt брать на себя ответственность по долгам
assume a liability принимать обязательство
bargain over a price договариваться о цене
be entitled to a share in the profit иметь право на долю прибыли
bearing a fixed rate of interest с фиксированной процентной ставкой
black economy n
the black economy теневая экономика
build a money balance накопить сумму денег
cancel a letter of credit аннулировать аккредитив
cancel a mortgage аннулировать закладную
cancel a patent аннулировать патент
cancel a policy аннулировать полис
cancel a power of attorney объявлять доверенность недействительной,
аннулировать доверенность

cancellation of a contract расторжение контракта

canvass a district for orders добиваться заказов в районе

capital of a company акционерный капитал компании

carry out a currency reform осуществлять денежную реформу проводить денежную реформу

carry out a deal заключать сделку

carry over a transaction отсрочить сделку (перенести окончательный расчет)

cash a bill получать деньги по векселю

casualty of a financial crisis жертва финансового кризиса

cater for a mass demand поставлять товары , удовлетворяющие массовый спрос

cause a recession вызывать экономический спад

cell on a scale продавать акции в период повышения курсов (по растущему курсу)

center of a sample центр выборки, полусумма крайних значений выборки

change a cheque получать наличные деньги по чеку

change a commission rate изменять ставку комиссионного вознаграждения

channel money to a loan использовать деньги для выдачи ссуды

charge a commission начислять комиссию взыскать комиссию

charge a price назначать цену

check drawn on a bank чек , выписанный на банк

claim a package требовать заключения соглашения с профсоюзом по целому ряду вопросов

clear a business оздоравливать дело

clear a mortgage оплачивать закладную

clinch a bargain окончательно договориться о заключении сделки

clinch a deal окончательно договориться о заключении сделки

close a gap уменьшать разрыв, сокращать разрыв (напр. в уровне технологического развития)

close a letter of credit закрывать аккредитив

close a position закрыть позицию (продать ценные бумаги, заключить ликвидационную сделку)

close a year in the black завершить год с прибылью

close off a line of credit закрывать кредитную линию

close up a shop закрыть магазин, ликвидировать магазин

closed shop with a closed union предприятие, принимающее на работу только членов данного профсоюза

collect a debt получить деньги в счет долга

come into a legacy войти в права наследования

command a high price продаваться по высокой цене, идти по высокой цене (о каком-либо товаре)

command a premium продаваться с надбавкой, оцениваться с надбавкой

command a ready sale легко продаваться, иметь постоянный хороший сбыт, быстро продаваться (о товаре)

command economy n командная экономика

commercial printing on a priority basis типографские работы по коммерческим контрактам на основе первоочередности

commodities with a strong seasonal pattern товары строго сезонного характера

commutation of a benefit замена пособия

commuting between a residence and a place of work проезд на работу и обратно

conclude a loan agreement заключать договор о ссуде

co-sign a loan быть поручителем по кредиту

cure a default ликвидировать просрочку платежей

currency needed by a country количество денег, необходимое стране для обращения

curve of a frequency distribution график плотности распределения
cut a melon распределять крупный дополнительный дивиденд,
распределять дивиденд в форме бесплатных акций
cut back a loan урезать заем
cut down a tax снижать налог
dealing for a fall игра на понижение
dealing for a rise игра на повышение
dealings for a fall игра на понижение
dealings for a rise игра на повышение
debt on a bill задолженность по векселю
default on a debt быть не в состоянии погасить долг
deflation of a value index дефлятирование стоимостного индекса,
дефлятирование индекса стоимости
deliver a judgement выносить приговор
deliver a judgment выносить приговор
deposit a pledge передать залог
deposit at a bank вклад в банке
deposit money with a bank внести деньги в банк, депонировать деньги в
банке
depreciation of a currency обесценение валюты
disbursement of a tranche выдача транша
discharge a debt погашать долг
do a deal заключать сделку
dodge a tax уклоняться от уплаты налога
dollar as a reserve currency доллар как резервная валюта
draw a bill выписывать вексель
draw a check выставить чек, выписать чек
draw a document составлять документ
draw a fixed salary быть на твердом окладе
draw a pension получать пенсию

draw a salary получать зарплату

draw money from a bank получать деньги в банке

economy class n (AVIAT) наиболее дешёвые посадочные места наиболее дешёвые посадочные места

economy size n (COMM) большая упаковка какого-либо товара, стоящая дешевле, чем маленькая большая упаковка какого-либо товара, стоящая дешевле, чем маленькая

economy n экономика, хозяйство, (financial prudence) экономия

economies of scale (COMM) экономичность за счёт крупных объёмов операций

establish a credit line предоставлять кредитную линию

establish a letter of credit открывать аккредитив

execute a trade совершать сделку, заключить сделку

expel from a consortium исключать из консорциума

extend a letter of credit продлевать аккредитив

fetch a high price продаваться по высокой цене

file a return подать декларацию

fill a vacancy занять должность, заполнить вакансию

fill up a check заполнять чек

fill-in a return заполнить декларацию

finance a budget deficit финансировать бюджетный дефицит

finance a business финансировать дело

fix a price назначать цену

float a bond issue размещать облигационный заем

float a company образовать акционерное общество

for a turn для получения небольшой, но быстро реализуемой прибыли

free-market economy n рыночная экономика

gig economy n экономика свободного заработка

give a job давать работу

grant a patent выдавать патент

have a bearish effect вызвать понижение

have a concern in a business быть участником в предприятии

have a controlling interest in a company иметь контрольный пакет акций какой-либо компании

have a free hand иметь свободу действий

have a maturity иметь срок, обращаться (до момента)

have a very bad rating весьма низко котироваться

have an account with a bank иметь счет в банке

have an account with a bank иметь счет в банке

have the best of a bargain извлекать наибольшую выгоду из соглашения, выигрывать

having a job but not at work имеет временную работу (запись в анкете)

hold a contract иметь контракт, действовать по контракту, работать по контракту

hold a stock держать запас товара

hold a tender проводить торги

infringe a patent нарушить патент

issue a loan by instalments выдавать ссуду в рассрочку

issue a loan выпускать заём

issue a payment order платёжное поручение

issue a promissory note выдавать простой вексель

jump a claim незаконно захватить участок, отведенный другому

keep a check on activity сдерживать экономическую деятельность

keep a family содержать семью, обеспечивать семью

keep a shop содержать лавку

keep an account with a bank иметь счет в банке

keep money in a bank держать деньги в банке

keep money with a bank хранить деньги в банке

labor as a factor of production труд как фактор производства

labour as a factor of production труд как фактор производства

lay a scheme составлять план

lay a tax on облагать налогом

liable to a tax облагаемый налогом

liquidate a futures contract ликвидировать фьючерсный контракт

loan with a final maturity date кредит с конечным сроком погашения

lock in a profit зафиксировать прибыль

make a deposit давать задаток

make a tax заполнить налоговую декларацию

make a transfer делать перевод

make file a tax заполнить налоговую декларацию

make out a bill выставить вексель, выписать счет

make out a draft on somebody выставить тратту на кого-либо

make out a draft выставлять тратту

mapping of a set отображение множества

mark a price объявлять котировку, регистрировать курс акций

market economy n рыночная экономика

meet a bill погасить счет, оплачивать вексель

meet a loan погашать ссуду

meet a payroll выплатить всю сумму заработной платы

meet with a ready market находить быстрый сбыт

mixed economy n смешанная экономика

money as a medium of exchange деньги как средство обращения

on a scale по различным курсам

one - factor - at - a - time method метод раздельного исследования факторов

one - of - a - kind item единичное изделие, индивидуальный объект (*напр. заказ*)

one - of - a - kind part единичная деталь

open a checking account открывать чековый счёт

open a letter of credit открывать аккредитив

opening of a letter of credit открытие аккредитива

operate for a fall играть на понижение
operate for a rise играть на повышение
operate under a charter of the state функционировать с разрешения
властей штата (*о банке*)
operator for a fall спекулянт, играющий на понижение
operator for a rise спекулянт, играющий на повышение
optimum allocation of items in a sample оптимальное распределение
объектов в выборке
order a debit card заказать дебетовую карту
originate a loan выдавать кредит
pass a bill выдать вексель провести законопроект
pay by a check оплачивать чеком
pay interest on a loan платить проценты по кредиту
pay off a mortgage выплачивать ипотеку
payment of a cheque оплата чеком
planned economy n плановая экономика
price of a share цена акции
price of a stock dividend цена дивиденда акции
put a price tag поставить ценник, повесить бирку с ценой
realize a profit получить прибыль
reap a very good return from an investment получать хорошую прибыль на
вложенный капитал
reduce a commission rate снижать ставку комиссионного вознаграждения
reduce a risk снижать риск
repay a loan in full полностью погашать ссуду
repay a loan погашать ссуду
return on a share прибыль от акции
revocation of a licence отзыв лицензии
revoke a license отозвать лицензию
revoke a patent аннулировать патент

sell a year out продавать сроком на один год
sell for a profit продавать с прибылью
selling at a loss продажа в убыток
set a limit устанавливать лимит
set up a fund создавать фонд
settle a price договариваться о цене
settlement of a transaction совершение сделки
shave a price срезать цену
shift to a different model of economic development переходить к другой модели экономического развития
show a loss показывать убыток
siege economy п застойная экономика
subscriber to a bond issue подписчик по облигационному займу
subscriber to a loan подписчик на заем
travel for a firm совершать деловые поездки , представляя фирму
unauthorized negotiations for a loan несанкционированные переговоры о кредите
withdraw from a consortium выходить из консорциума
yield of a bond rate ставка доходности облигаций
апостериори, эмпирически, из опыта, по опыту
отказаться от притязаний

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