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Факультет социокультурных коммуникаций
Кафедра английского языка гуманитарных факультетов

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Электронный учебно-методический комплекс (ЭУМК) по учебной дисциплине «Иностранный язык (английский)» предназначен для студентов первого курса экономических специальностей дневной формы обучения. Содержание ЭУМК предусматривает развитие академических, социально-личностных и профессиональных компетенций студентов. Цель ЭУМК – предоставить студенту полный комплект учебно-методических материалов для аудиторного и самостоятельного изучения дисциплины.

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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Электронный учебно-методический комплекс (ЭУМК) «Иностранный язык (английский)» предназначен для студентов первого курса экономических специальностей дневной формы обучения. Комплекс разработан в соответствии с образовательным стандартом высшего образования I ступени, учебными планами специальностей 1-25 01 02 «Экономика», 1-25 01 01 «Экономическая теория», 1-96 01 02 «Экономическая безопасность», 1-25 01 04 «Финансы и кредит», 1-25 01 12 «Экономическая информатика», 1-26 02 02 «Менеджмент (по направлениям)», 1-26 02 02-05 «Менеджмент (международный)», 1-26 02 02-08 «Менеджмент (инновационный)».

С точки зрения *содержания* ЭУМК углубляет программный контент, обеспечивает его методическую поддержку, предоставляет дополнительный ресурс для создания информационной образовательной среды. *Технологический аспект* ЭУМК состоит в переносе образовательного контента на электронные носители и смещение акцента на его самостоятельную проработку. *Организационно* ЭУМК позволяет перейти на новые формы обучения (смешанные, гибридные, дистанционные и их комбинации). Он представляет вариант максимально бесшовного сближения дистанционного и контактного обучения, где обе формы смешиваются в единый образовательный контент.

Основной целью ЭУМК является создание полноценного программного обеспечения учебного процесса по иностранному языку, отвечающего современным педагогическим подходам и образовательной практике, потребности в верификации форм и режимов обучения (синхронный, асинхронный, очный, дистанционный и т.д.); необходимости расширения способов доставки образовательного контента. *Дидактическая цель* – достижение нового качества языковой подготовки студентов экономического профиля, позволяющего им эффективно осуществлять иноязычную профессиональную деятельность в широком спектре экономических специальностей, а также лично самоопределяться на основе полученных знаний.

В соответствии с целевой установкой и спецификой предметной области была определена структура комплекса и логистика продвижения по образовательной траектории. Многоукладная образовательная практика определила блоковую структуру ЭУМК. Он состоит из пояснительной записки, теоретического, практического разделов, а также раздела контроля, вспомогательного раздела и приложений.

В теоретическом разделе приводится полная структура компонентов ЭУМК, используемых студентами экономических специальностей. Они включают в себя:

1) учебно-методическое пособие для студентов экономических специальностей «Английский для студентов-экономистов» (*English for Economists*) (гриф УМО);

2) учебно-методическое пособие «Социокультурное общение» (*Social Communication*) (гриф УМО) (Акт о внедрении № 2.4/444 от 07.12.2022);

3) учебно-методическое пособие по деловому общению для студентов экономических специальностей (*Business Communication*) (гриф УМО);

4) учебно-методическое пособие «Практическая грамматика английского языка» (гриф УМО);

5) учебно-методическое пособие по академическому письму *Academic writing* (гриф МО);

6) пособие «Итоговые тесты для УМК (для студентов экономических специальностей)» (*English for Economists. Achievement Tests*);

7) электронный сопровождающий курс Иностраный язык – 1 курс (*English for Economists*) (Акт о внедрении № 2.4/215 от 29.06.2022);

8) электронный сопровождающий электронный курс Иностраный язык (*Business Communication*) (Акт о внедрении № 2.4/182 от 30.06.2021).

Перечисленные компоненты ЭУМК представляют собой комплекс дидактических разработок печатного и электронного форматов, объединенных единым предметно-тематическим контентом и логикой построения. Они варьируются по своим дидактическим функциям, образовательным задачам и предполагаемым формам обучения, что значительно расширяет образовательный потенциал ЭУМК.

В **практическом разделе** приводится полный дидактический цикл курса, представляющий собой интеллектуальный навигатор по овладению учебной дисциплиной в условиях *смешанного обучения (blended learning)*. Содержание учебного материала подобрано с учетом следующих факторов:

– ориентации на компетентностно формирующий результат, т. е. нормативно заданный уровень профессиональной иноязычной коммуникативной компетенции;

– лингводидактических особенностей учебной дисциплины «Иностраный язык», представляющих собой единство не только языковых, речевых, процессуальных и предметно-тематических компонентов, но и способов организации и учебной деятельности;

– профессионально-ориентированного отбора материала, ограничения его объема рамками достаточного и необходимого для достижения целей и задач обучения.

Практический блок предлагаемого ЭУМК состоит из 3 крупных разделов: 1) *The Science of Economics: Introduction*; 2) *Branches of Economics: Microeconomics*; 3) *Branches of Economics: Macroeconomics*, отражающих основные направления теории и практики экономической деятельности. Дидактический материал диверсифицирован в зависимости от организационных форм обучения (аудиторная, внеаудиторная, самостоятельная, дистанционная) и отличается по своей функциональной направленности. Все модули имеют унифицированную структуру: 1) *Lead-in* (постановка и введение в тему); 2) *Reading and Vocabulary* (тематические тексты для чтения, лексические упражнения и задания); 4) *Grammar Focus* (грамматические акценты); 5) *Listening and Viewing* (аудио и видеоматериалы); 6) *Speaking* (говорение); 7) *Business Skills* (бизнес коммуникация); 8) *Assessment and Self-check* (оценка и самооценка знаний).

Рубрика *Lead-in* является стартовой, служащей введением в тему и направленной на активизацию фоновых знаний студентов. Это создает мотивационный стимул, настраивает обучающихся на речемыслительную деятельность.

Рубрика *Reading and Vocabulary* содержит тематические материалы для аналитического чтения, а также комплекс лексических упражнений и заданий (*Vocabulary Focus*), инкорпорированных по принципу «матрешки» (Text 1 + комплекс упражнений и заданий; Text 2 + комплекс упражнений и заданий; Text 3 + комплекс упражнений и заданий).

Продуктивность усвоения обеспечивается широким спектром заданий, выполняемых на образовательной платформе LMS Moodle. Комбинированный подход (сочетание онлайн и аудиторной работы) позволяет интегрировано обучать студентов различным видам речевой деятельности: говорению (монолог, диалог, полилог), чтению (просмотровое, ознакомительное, изучающее, поисковое), аудированию (видео, аудиоматериалы), письму (эссе, доклады, презентации). В конце каждого тематического раздела предлагаются коммуникативные задания проблемного характера, требующие нестандартного творческого подхода при решении коммуникативных ситуаций профессионального общения (рубрики *Speaking* и *Assessment and Self-check*).

В ЭУМК в полном объеме реализуется инновационная в отечественном образовании технология «перевернутый класс», альтернативная традиционному объяснительному классу. Особенностью технологии является акцент на самостоятельную работу студентов, большой объем которой предваряет педагогически управляемую аудиторную работу. Эта педагогическая метастратегия повлекла за собой изменения процесса обучения, а именно: переосмысление роли преподавателя, перераспределение объемов аудиторной и самостоятельной работы, поиск новых способов ее организации, персонализацию обучения. В пособии широко используются интернет – ресурсы (технологии Web 2.0 – подкасты, блоги, вики, социальные сети и т.п., интеллектуальные карты, облака слов и пр.). Результаты самостоятельной работы, прошедшие экспертизу, размещаются на образовательном портале LMS Moodle.

Рубрика *Grammar Focus* имеет контекстуально-избирательный характер: отрабатываются лишь явления, позволяющие расширить речевую практику и осуществить эффективную коммуникацию. Приводятся опорные схемы и обобщающие таблицы.

Рубрика *Listening and Viewing* (аудио и видеоматериалы) включает комплекс тематических упражнений для совершенствования навыков и развития умений аудирования. Методически выверенная система языковых и условно речевых упражнений дополняет комплексный подход к обучению всем видам речевой деятельности.

Рубрика *Speaking* содержит разноуровневые коммуникативные задания продуктивного и творческого характера, создающие содержательный базис профессионального общения.

Упражнения рубрики *Business Skills* (бизнес коммуникация) нацелены на совершенствование навыков и развитие умений говорения по заданным темам – проблемам, а также ситуациям делового профессионально общения. Инструкции к упражнениям сопровождаются наглядными таблицами, отражающими разнообразие функциональных клише.

В **разделе контроля** представлены материалы для различных видов контроля (текущего, промежуточного, итогового), включая лексико-грамматические тесты и задания открытого типа, содержащие эвристический компонент. Контроль уровня учебных достижений и результата коммуникативной деятельности осуществляется в устном, письменном и комбинированном формате с использованием широкого арсенала диагностических средств педагогического контроля и самоконтроля: знаниевых, компетентностных, рефлексивных.

Вспомогательный раздел содержит учебно-методическую карту, сведения о структуре учебной дисциплины «Иностранный язык (английский)», методические рекомендации, список информационно-аналитических материалов: перечень основной и дополнительной литературы. Методические рекомендации по организации самостоятельной работы студентов включают детальные инструкции по овладению методами и приемами самостоятельной учебно-познавательной и исследовательской деятельности студентов.

Приложения включают обширный дополнительный материал для изучения курса, расширения объема речевой практики, индивидуализации самостоятельной подготовки с учетом уровня знаний обучающихся.

Приложение 1 *Useful Expressions and Linking Words / Phrases* содержит выражения и связующие элементы, обеспечивающие структурную слаженность и логическую последовательность выражаемых мыслей в ходе построения устных высказываний и написания эссе.

Приложение 2 *Conversational Formulas* включает список речевых клише и фраз для организации дискуссий, выражения собственной точки зрения, констатации выводов, подведения итогов обсуждения и пр.

Приложение 3 *Mind Maps* включает описание методической значимости интеллектуальных карт и их примеры наряду со структурными компонентами.

Приложение 4 *Complaint Letter: Useful Vocabulary and Structure* знакомит со структурными компонентами электронного письма, в частности писем-рекламаций.

1. ТЕОРЕТИЧЕСКИЙ РАЗДЕЛ

Обучение студентов экономического факультета БГУ дневной формы обучения английскому языку в рамках изучения дисциплины «Иностранный язык (английский)» осуществляется на базе учебно-методического комплекса для студентов первого курса экономического факультета, включающего: 1) учебно-методическое пособие для студентов экономических специальностей «Английский для студентов-экономистов» (*English for Economists*); 2) учебно-методическое пособие «Социокультурное общение» (*Social Communication*); 3) учебно-методическое пособие по деловому общению для студентов экономических специальностей «Деловое общение» (*Business Communication*); 4) учебно-методическое пособие «Практическая грамматика английского языка» (*English Practice Grammar*); 5) пособие по академическому письму «Академическое письмо» (*Academic Writing*); 6) пособие «Итоговые тесты для УМК (для студентов экономических специальностей)» (*English for Economists. Achievement Tests*); 7) электронный сопровождающий курс *Иностранный язык – 1 курс (English for Economists)*; 8) электронный сопровождающий электронный курс *Иностранный язык (Business Communication)*.

Учебно-методическое пособие для студентов экономических специальностей *English for Economists*¹ является составной частью учебно-методического комплекса по английскому языку, обеспечивающего курс профессионально ориентированного обучения студентов экономических специальностей (экономика, менеджмент по направлениям, финансы и кредит, экономическая теория, экономическая информатика, экономическая безопасность).

Тематика пособия согласована с профилирующими кафедрами экономического факультета БГУ и коррелирует с содержанием специальных дисциплин, что обеспечивает эффективную адаптацию будущего специалиста к многогранной профессиональной деятельности в условиях межкультурного общения. Широкий охват профессиональной тематики позволяет наиболее полно выделить учебный терминологический словарь, составить представление о социокультурных особенностях функционирования экономических систем в соизучаемых странах.

Структура пособия представлена шестью тематическими блоками, которые объединены в разделы. Например, в блок *Microeconomics* входят разделы *Supply and Demand*, *Market Structure*; блок *Business Administration* включает в себя разделы *Company Structure*, *Management*, *Accounting*, *Marketing*, *Advertising*. Каждый раздел – самостоятельный лингвометодический комплекс, систематизирующий материал по основным видам речевой деятельности. Он имеет унифицированную структуру и состоит из следующих частей:

¹ Английский для студентов-экономистов = *English for Economists*: учеб.-метод. пособие / Л. Б. Тихомирова [и др.]; под общ. ред. Е. Э. Васильевой; под науч. ред. Л. В. Хведчени. – Минск: БГУ, 2011. – Режим доступа: <http://elib.bsu.by/handle/123456789/27591> – Дата доступа: 12.12. 2022.

а) аутентичных текстов и заданий по развитию навыков различных видов чтения (изучающего, просмотрового, ознакомительного, поискового);

б) заданий по обучению письму (эссе, аннотирование, реферирование), сфокусированных на индивидуальных потребностях обучаемых, наиболее вероятных в их дальнейшей профессиональной деятельности;

в) комплекса заданий и упражнений по развитию навыков аудирования и перевода;

г) заданий для углубления коммуникативной компетенции обучаемых в рамках заданной проблематики, а также ролевых игр, максимально приближенных к реальным профессиональными ситуациям;

д) анализа проблем экономического характера на основе конкретных примеров деятельности корпораций и частных предпринимателей (*case study*);

е) глоссария и тематического словаря, подлежащего активному усвоению. Предполагается, что комплексное обучение всем видам речевой деятельности на тематической основе (*content based approach*) способствует более глубокому и всестороннему усвоению материала и тем самым достижению главной цели обучения – коммуникативного и социокультурного развития личности, способной использовать иностранный язык как средство профессионального общения в диалоге культур: родной и иностранной.

2) Учебное пособие «Социокультурное общение»² (*Social Communication*) рассчитано на 52 часа аудиторной и на 48 часов внеаудиторной работы, что составляет примерно одну треть часть вузовской учебной программы.

В учебном пособии представлены тексты, задания и упражнения социокультурной направленности, цель которых – формирование коммуникативной компетенции по социально значимой для специалиста тематике иноязычного общения (бытовой, социокультурной, социально-политической). Учебный материал организован по модульному принципу и включает четыре раздела (Sections), состоящие из нескольких тематически связанных уроков или проблемных циклов (Units). Представлены следующие разделы:

Section 1. Vivat Academia (Units: Personal Identification, Alma Mater, Why Learn English?);

Section 2. Business Travel (Units: Planning a Trip, Accommodation, Socializing, Problem Solving);

Section 3. Country Specific Studies (Units: Belarus: Historical and Cultural Outline, Belarus Today, The Commonwealth – a Family of Nations, The United States: Land of Diversity);

Section 4. Education for a Better World (Units: Challenges of Modern Life, Education for Sustainable Development).

² Социокультурное общение = Social Communication: учеб.-метод. пособие / Л. В. Хведченя, А. М. Ковальчук, Э. В. Рунцова; под общ. ред. Л. В. Хведчени. – Минск: БГУ, 2020. – 175 с. – Режим доступа: <https://elib.bsu.by/handle/123456789/258004> – Дата доступа: 26.06.2022.

Каждый Unit имеет унифицированную структуру. Он состоит из двух частей: Self-Study Activities и Class Activities.

Языковой материал первой части (Self-Study Activities) предназначен для доаудиторной самостоятельной проработки. Ориентация на самостоятельную познавательную деятельность студентов предполагает полную методическую обеспеченность этого вида учебной деятельности, разработку средств обучения с учетом возможностей самоконтроля и применения различного вида опор, поэтому в разделе широко используются хорошо зарекомендовавшие себя задания на активизацию в языковых и речевых упражнениях тематического вокабуляра, речевых функций, базовых разделов грамматики (систематизация). Обучение грамматике имеет контекстуально-избирательный характер.

Вторая часть (Class Activities) предназначена для аудиторной работы и содержит задания на формирование иноязычной коммуникативной компетенции по изученному в первой части (Self-Study Activities) языковому материалу. В каждом уроке представлены специальные рубрики Lead-in, Speaking, Discussing, Writing, которые включают весь необходимый методический навигатор, ведущий к эффективному иноязычному общению на заданные темы.

3) Учебно-методическое пособие «*Деловое общение*»³ представляет собой курс делового английского языка, предназначенный для формирования коммуникативных навыков и развития умений иноязычной устной коммуникации студентов экономических специальностей в сфере профессиональной деятельности. Актуальность издания обусловлена интеграцией нашей страны в глобальные экономические процессы, расширением делового сотрудничества с англоязычными партнерами, необходимостью кооперации и реализации совместных проектов и пр. Тематическое содержание пособия представлено в следующих разделах: *Find Your Voice as a Presenter; Self-Marketing – Presenting Yourself for Interview; Socializing; Interacting with Customers; Telephoning; Networking; Team Building; Decision-Making vs Problem-Solving; Negotiating; Meetings; Teleconferencing*. Каждый раздел начинается с краткой инструктивной части о правилах делового общения и поведенческих моделях соответствующих ситуациям профессионального и социокультурного общения. Последующий языковой и речевой материал закрепляется широким спектром вариативных упражнений, формирующих коммуникативные навыки посредством разнообразных способов деятельности (ролевые, деловые и имитационные игры, проблемные ситуации, кейсы и др.). Запас используемых стратегических режимов речевого взаимодействия (парные, групповые, командные) позволяет методично овладеть профессиональной иноязычной коммуникативной компетенцией, преодолеть возможные проблемы с пониманием межкультурных различий. Раздел

³ Деловое общение = Business Communication: учеб.-метод. пособие / Э. В. Рунцова [и др.]; под общ. ред. Л. В. Хведчени. – Минск: БГУ, 2018. – 127 с. – Режим доступа: <http://elib.bsu.by/handle/123456789/207238> – Дата доступа: 11.12.2022.

контроля включает вопросы для группового обсуждения и ситуации, направленные на осмысление сущности проблем и коммуникативных способов их решения. Отличительная черта предлагаемых заданий – их творческий характер, аутентичность языкового и речевого материала. Активное использование заданий с привлечением аудио- и видеоматериалов помогает создать атмосферу реального иноязычного общения, что способствует более глубокому закреплению и накоплению знаний.

4) Формирование и совершенствование грамматических навыков осуществляется на базе учебно-методического пособия *Comprehensive English Grammar*⁴. Пособие представляет систематизированный курс грамматики английского языка, включающий теоретический справочник по основным темам английской грамматики, практическую часть, ориентированную на развитие речевых навыков и умений. Основным принципом является движение от простого к сложному, от формирования понятия о грамматическом явлении, к его отработке в наиболее типичных ситуациях общения. Пособие построено на базе грамматического минимума, предусмотренного программой средней школы, что обеспечивает принцип преемственности в системе «школа-вуз». Грамматический курс углублен по многим позициям с учетом вузовских требований. Даются образцы грамматики современного английского языка. Данный подход отражается как на формулировании правил, так и на практических заданиях, иллюстрирующих их употребление. Первостепенное внимание уделено грамматической теме, посвященной глаголам. Широко рассмотрено использование артиклей, неличных форм глагола, предлогов.

5) Учебно-методическое пособие *Academic Writing*⁵ состоит из девяти разделов (Units), структурированных по единому принципу сочетания теоретического и практического материала. Именно такое разделение учебного материала позволяет получить полное представление об особенностях функционирования научного текста с акцентом на его специфических аспектах.

Теоретическая часть пособия широко освещает востребованные в зарубежной и отечественной научной практике темы: написание статей, продуцирование вторичных письменных текстов с учетом различных способов представления научных результатов (презентации, эссе). Логика подачи теоретического материала и его оформление (понятный аутентичный язык, примеры с кратким анализом, обобщающие вопросы) способствуют более глубокому освоению и пониманию особенностей структурирования и логической организации различных видов научных текстов.

⁴ Практическая грамматика английского языка = English Practice Grammar: учеб.-метод. пособие / Л. В. Хведченя [и др.]; под общ. ред. д-ра пед. наук Л. В. Хведчени. – Минск: БГУ, 2012. – 371 с. – Режим доступа: <http://elib.bsu.by/handle/123456789/96359> – Дата доступа: 15.12.2022.

⁵ Хведченя, Л. В. Английский язык. Академическое письмо = English. Academic Writing: учеб. пособие / Л. В. Хведченя, А. А. Воскресенская. – Минск: РИВШ, 2022. – 120 с.

Практическая часть пособия включает в себя различные типы заданий, адекватных содержанию теоретической части. Все задания представляют собой аутентичные образцы современного научного дискурса, имеют свое целевое назначение, а именно: изучение научного текста, его структуры, правильный выбор лексико-грамматических и стилистических средств языка, обоснованность аргументации и корректное изложение содержания, нейтральная тональность и модальность научного стиля.

б) Пособие *English for Economists. Achievement Tests*⁶ включает в себя итоговые тесты для аудиторной и самостоятельной работы студентов и направлено на выявление уровня знаний и умений по английскому языку у студентов в области экономики и бизнес администрирования. Оно входит в число обязательных элементов учебно-методического комплекса, способных интенсифицировать учебный процесс по иностранному языку и разнообразить формы его проведения. Пособие состоит из двух видов тестов. *Achievement tests* представляют собой итоговые тесты по каждому разделу основного учебника. *Assessments Tests* построены по формату TOEFL и направлены на понимание прочитанного и корректирование грамматической структуры предложения. Весь материал базируется на экономической лексике, усвоенной в процессе изучения курса.

7) Сопровождающий электронный курс на английском языке *Иностранный язык – 1 курс (English for Economists)*⁷ по учебной дисциплине «Иностранный язык (английский)», размещенный на образовательном портале БГУ LMS Moodle предназначен для студентов 1-го курса специальностей 1-25 01 01 Экономическая теория, 1-25 01 02 Экономика, 1-25 01 04 Финансы и кредит, 1-25 01 12 Экономическая информатика, 1-26 02 02 Менеджмент (по направлениям), направления специальности: 1-26 02 02-05 Менеджмент (международный), 1-26 02 02-08 Менеджмент (инновационный) экономического факультета БГУ.

Данный курс разработан в соответствии с учебной программой дисциплины и представляет собой электронное учебно-методическое пособие, созданное на основе модульной и рейтинговой системы, и состоит из разделов, включающих темы профессионально ориентированного содержания. В тематические и вспомогательные разделы курса включены учебно-теоретические, практические, диагностические, методические, справочные, а также наглядные элементы и ресурсы. Каждый тематический раздел электронного курса представлен подразделами *Starting-up, Reading and Vocabulary Development, Listening and Viewing, Targeting Grammar, Creative Learning, Achievement*, которые содержат аутентичные тексты для чтения, аудио и видео файлы, презентации, дополнен-

⁶ Итоговые тесты для УМК (для студентов экономических специальностей) = *English for Economists. Achievements Tests*: учеб. пособие для студ. экономич. спец. / Н. И. Князева [и др.]. – Минск: БГУ, 2006. – 95 с. – Режим доступа: <http://elib.bsu.by/handle/123456789/3967> – Дата доступа: 12.12.2022.

⁷ Иностранный язык 1 курс (*English for Economists*): электронный курс / А. М. Ковальчук [и др.]. – Режим доступа: <https://eduenglish.bsu.by/course/view.php?id=20> – Дата доступа: 11.06.2022.

ные интерактивными заданиями на проверку понимания и усвоения материала, интерактивные тестовые задания по всем аспектам языка и видам речевой деятельности, а также творческие письменные задания. Курс также содержит задания для самостоятельной работы, на основе которых организуется реализуемая кафедрой модель смешанного обучения – «перевернутый класс». Особую актуальность представляют эвристические задания в виде системы проблемных коммуникативных задач, ролевых игр и кейсов, решение которых побуждает студентов к творческой деятельности, развивает мышление, создает базис для личностного и профессионального роста. По завершении тематического раздела осуществляется контроль и рефлексия результатов учебно-познавательной деятельности. Активное использование различных элементов и ресурсов платформы позволяют организовать обучения на принципе личностно-ориентированного подхода в обучении, но и успешно привлекать коллаборативные технологии для решения учебных задач в групповом режиме работы.

Целостность и методическая организация всего ресурса позволяет успешно реализовать модель смешанного обучения. Кроме того, наличие заданий эвристического характера усиливают прагматический аспект изучения языка, т.е. формирует умения использовать его в реальной коммуникации. Курс может быть использован непосредственно на занятиях как в аудитории, так и дистанционно, для организации самостоятельной внеаудиторной работы, промежуточного контроля знаний студентов в рамках смешанного и дистанционного обучения.

8) Сопровождающий электронный курс на английском языке *Иностранный язык (Business Communication)*⁸ по учебной дисциплине «Иностранный язык (английский)», размещенный на образовательном портале кафедры английского языка гуманитарных факультетов предназначен для студентов 1-го курса экономического факультета БГУ.

Данный курс разработан в соответствии с учебной программой дисциплины и состоит из тематических разделов профессионально ориентированного содержания. Каждый раздел включает комплекс заданий по развитию навыков успешной коммуникации в сфере деловых отношений. Задания ресурса разработаны с учетом современных тенденций и требований, существующих в сфере делового общения. Каждый тематический раздел электронного курса содержит аутентичные тексты, аудио и видео файлы, презентации, дополненные интерактивными заданиями на проверку понимания и усвоения материала. Курс также содержит задания для самостоятельной работы, на основе которых организуется реализуемая кафедрой модель смешанного обучения – «перевернутый класс». Особую актуальность представляют творческие, эвристические задания, размещенные в виде системы проблемных коммуникативных задач и кейсов, решение которых побуждает студентов к творческой деятельности, развивает мышление, создает базис для личностного и профессионального роста. По за-

⁸ Иностранный язык (Business Communication): электронный курс / Э. В. Рунцова [и др.]. – Режим доступа: <https://eduenglish.bsu.by/course/view.php?id=19> – Дата доступа: 11.12.2022.

вершении тематического раздела осуществляется контроль и рефлексия над результатами учебно-познавательной деятельности. Активное использование различных элементов и ресурсов платформы позволяют организовать совместное решение учебных задач и осуществлять взаимный обмен информацией по изучаемой теме в процессе онлайн коммуникации. Целостность и методическая организация всего ресурса позволяет успешно реализовать модель смешанного обучения.

Курс может быть использован на занятиях, для самостоятельной внеаудиторной работы, для промежуточного контроля знаний студентов в рамках смешанного и дистанционного обучения.

2. ПРАКТИЧЕСКИЙ РАЗДЕЛ

1 семестр

UNIT 1. THE SCIENCE OF ECONOMICS

Unit 1.1. The Profession of an Economist



“There is only one difference between a bad economist and a good one: the bad economist confines himself to the visible effect; the good economist takes into account both the effect that can be seen and those effects that must be foreseen.”

Frederic Bastiat

Topics for Communication: Careers in Economics, academic degrees and opportunities, history of economic thought.

Business Skills: Giving a formal presentation.

Grammar Focus: Could and be able to.

Lead-in

1. Discuss these questions with a partner. Then report to the class what you have learnt about him/her. Use conversational formulas for giving clarification from [Appendix 2.17](#).

1. Can you explain why you have chosen the profession of an economist?
2. What personal qualities and skills do you think an economist needs?
3. How ambitious are you? Do you have a career plan? Where do you want to be in 10 years' time?
4. Which of the following would you prefer to do? Explain why.
 - ✓ work for one company during your career or for several different companies
 - ✓ teach economic disciplines at university or college
 - ✓ run your own company, and be ultimately responsible for all aspects of it

2. Which things in this list are the most / least important for you in a job?

money	job security
job satisfaction	career opportunities and opportunities for promotion
free time	variety
recognition	training

3. What should you do to get ahead in your career? Choose the four most important tips from this list. Compare your ideas in a group and try to agree on a final choice. Use conversational formulas from [Appendix 2.2-2.3](#) to express agreement or disagreement.

1. Change companies often.
2. Study for extra qualifications in your free time.
3. Find an experienced person to give you help and advice.
4. Go to your company's social functions.
5. Be energetic and enthusiastic at all times.
6. Be the last to leave work every day.
7. Attend all meetings.
8. Use charm with your superiors.

4. a) Before you listen, match each of these phrases (1-6) to its correct meaning (a-f). Use a dictionary to help you.

- | | |
|-------------------------|--|
| 1) career move | a) chances to start/improve your career |
| 2) career break | b) ideas you have for your future career |
| 3) career plan | c) an action you take to progress in your career |
| 4) career opportunities | d) a period of time away from your job to, for example, look after your children |
| 5) career path | e) a series of levels or steps in your working life |
| 6) career ladder | f) the direction your working life takes |



b) Listen to three people talking about their careers. Which person is at the beginning, in the middle and at the end of their career? Which of the experiences do you think are common? <https://eduenglish.bsu.by/mod/page/view.php?id=8284>



c) Share your career plans with other students in forum discussions 'Getting a Job' <https://eduenglish.bsu.by/mod/forum/view.php?id=7506>. Use expressions and linking words from [Appendix 1](#) to make your writing flow logically.

Reading and Vocabulary



Text 1. Economist: Job Description and Career Requirements.

5. a) Before you read the text about types of economists, their job description and career requirements, match words and phrases from columns A with their Russian equivalents in column B.

A	B
1) distribute resources	a) давать рекомендации
2) study data and statistics	b) трудоустройство, работа
3) economic activity	c) навыки счета
4) make recommendations	d) разбираться в проблемах
5) private sector	e) изучать данные и статистику
6) employment	f) конкурентное преимущество
7) course requirements	g) распределять ресурсы
8) grasp issues	h) основные обязанности
9) skills of numeracy	i) экономическая деятельность
10) primary responsibilities	j) частный сектор
11) competitive advantage	k) текущие тренды
12) current trends	l) требования к курсу

b) Skim the text and select the appropriate heading for each paragraph. Mind that one of them is extra.

1. Skills economists acquire at university or college.
2. Economic knowledge is a competitive advantage.
3. Job Description and career requirements.
4. The aim of the Ph. D. program.
5. A degree for higher-level jobs.
6. Problem-solving as a key skill.
7. Employment in the private sector.
8. A degree for entry-level positions.
9. Types of economists and their responsibilities.

(1) Economists study how societies and markets distribute resources, such as natural resources, human labor and capital in order to create goods and services. Economists study data and statistics in order to discover trends in economic activity, economic confidence levels, and consumer attitudes. They assess this information using advanced methods in statistical analysis, mathematics, computer programming. Finally they make recommendations about ways to improve the efficiency of a system or take advantage of trends as they begin.

(2) While economists were previously referred to the academic and government communities, they are now finding employment in significant numbers throughout the private sector. The number of privately owned economic consulting firms has



grown considerably. These firms offer advice and predict economic scenarios for individuals and large corporations, and act as consultants to branches of the government. Major enterprises in the private sector are banks, investment companies, accounting and audit companies and consultancy firms. However, universities and research groups still remain the largest employers of economists, followed by the government.

(3) The economics major courses include statistics, regression analysis, and econometrics. Economists need to possess a great number of skills. Apart from the specific understanding of the subject, employers value the skills of numeracy and analysis, the ability to communicate and the capacity to grasp broad issues which the graduates acquire at the university or college. Their statistical and mathematical skills make them well-suited for careers as statisticians, bankers, stockbrokers, analysts, and any other profession that requires systems modeling. Their research and writing skills allow them to become financial journalists, research analysts and administrative managers.

(4) Economists work closely with each other and share ideas fairly easily, which leads to a strong sense of community within the profession. Perhaps the most challenging aspect of the profession is its highly theoretical nature. The daily routine of each economist is determined by the specialty chosen. There are many different types of Economists such as Microeconomists, Industrial Economists, Macroeconomists, Financial Economists, International Economists, Labor Economists, etc. The most popular form of Economist is the Microeconomist. This type of economist focuses primarily on private industry. Their main responsibility is to assess the competition and the overall market for an organization's products. The Economist will then help develop new programs in order to gain back market share. Financial economists predict the movement and pace of global financial markets. International economists may spend their time traveling and researching current trends in foreign economic systems. For this subgroup, language skills are important. The main task of economic security specialists is to assess and minimize risks and threats, and to increase the level of economic security of the organization. They can work as business analysts, HR and marketing specialists, statisticians, auditors, tax inspectors, financial consultants, etc.

(5) Economics graduates are employable in varying degrees, depending on the regional economic scenario and labour market conditions at the time for a given country. Graduates with bachelor's degrees (four years of college) in economics find entry-level positions in which their primary responsibilities are the collection, assimilation and preparation of data. Most students studying at the university for the first time are graduate students (Am. E.) or undergraduate students (Br. E.).

(6) For positions with greater responsibility, such as those in teaching or government, a master's degree or Ph.D. is required. Master's degrees are often needed for higher-level jobs in research or management. Students studying for a Master's degree are called postgraduate students (Am. E.) or graduate students (Br. E.). The aim of the Master's Degree program is to provide in-depth knowledge of international markets and economic policies, and examine the role played by public institutions and international bodies. Master's degree programs typically take 1-2 years to com-

plete, depending on the program. Most applicants for economist positions will have an advantage if they have a Master's degree.

(7) The aim of the Ph.D. program is to equip students with an in-depth knowledge of the core fields of economics as well as provide them with more specialized knowledge of their field of specialization. A doctoral degree typically requires 3-4 years of full-time study to complete after obtaining a master's degree. A doctoral degree program includes a lengthy dissertation, which involves independent research within the field of study that is usually published upon completion.

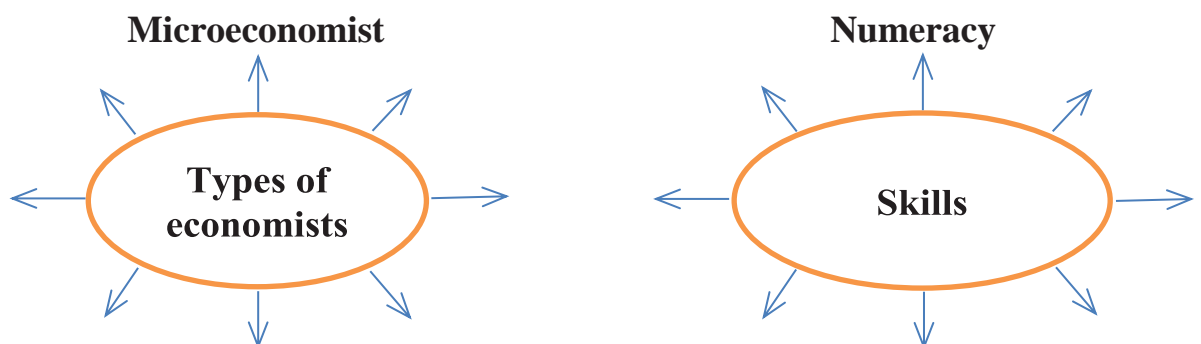
(8) The field of economics rewards creative and curious thinkers. With the increasing complexity of global business and technology industries, economic knowledge provides a competitive advantage. Economists will be in high demand for many years in all industries that have been and will depend on technology and global competition. Technological breakthroughs bring countless new opportunities for economists to explore and present. However, the ability to distinguish yourself from other economists can be difficult. To do this, you need to be a creative thinker who can find it easier to break from the pack and propose new interesting additions to the economic field.

c) Explain the meaning of the underlined words and phrases in your own words. Use a dictionary if necessary.

d) Read the text again for specific details and answer the questions.

1. What are the most popular types of Economist?
2. What are the main responsibilities of an economist?
3. What sectors can economists be employed in?
4. What activities does a microeconomist focus on?
5. What do financial and international economists do?
6. Which economist ensures the economic security of the organization?
7. What major skills should economists acquire?
8. What degrees in Economics do students study for?
9. What are primary responsibilities of graduates with a Bachelor's degree?
10. What opportunities does each degree provide for graduates?
11. Why does economic knowledge become a great competitive advantage?

e) Complete the mind maps below with information from the text. What skills do you think are most useful for each type?



f) Make a mind map of the whole text and share it with your partner. Then communicate the best idea to the class. Usually a mind map consists of one central idea and topics related to that idea. Follow the link <https://creately.com/diagram-type/mind-map>. You can read about mind maps in [Appendix 3](#).



g) Do a reading comprehension quiz 'Economists: Job Description & Career Requirements' <https://eduenglish.bsu.by/mod/quiz/view.php?id=5565>



h) Enjoy a video *Young People and the World of Work* at <https://esltalkingpoints.com/discussion/ted-talks/ted-ielts-young-people-and-the-world-of-work-includes-ielts-essay-plan/> The presenter highlights the problems caused by the young and old competing for jobs.

Vocabulary Focus

6. Form derivatives from the verbs and nouns below. Find sentences with these words or their derivatives in the text above and translate them into your language.

n – a	v – n	n – adv
advantage	compete	activity
creativity	require	confidence
economy	respond	efficiency
employment	distribute	privacy
statistics	consume	finance
consultancy	analyse	nation

7. Express the same idea in words close in meaning. Use a dictionary if necessary.

Model: to improve – to make better

to improve

to increase

to provide

to predict

to focus on

to refer to

to distribute

to acquire

to gain back

to assess

to research

to examine

to take advantage

to lead

to involve

8. a) Look at the word cloud below. Which words related to the topic are new? Which of them are related to the topic under consideration most of all? Make up five sentences using the words from the word cloud.

Model: A number of economics graduates have been successful in obtaining employment in a variety of different national and international companies in the financial and commercial sectors, as well as in the public sector or in government and politics.

5. Due to his extensive experience, he quickly got **hired** by another company as a Sales Manager.
6. He decided to become **self-employed** and **start his own business** as a consultant.
7. Mark felt he needed a change in his life, so he decided to **hand in his notice** and start a new career.
8. Mark worked diligently for several years and eventually **got promoted** to the position of Logistics Manager.

b) Put the expressions in bold next to their meaning below:

- 1) stop working;
- 2) no longer employed because the company has no money or work to offer;
- 3) employed;
- 4) working independently, not for an employer;
- 5) moved to a more senior position;
- 6) leave (his) job;
- 7) officially request work;
- 8) have money problems.

c) Work in pairs. Describe your career path so far or the career path of someone you know using expressions above. It may be an imaginary story.

11. a) Study the difference between *salary*, *wages* and *fringe benefits* (also known as *perks*).

- 1) A **salary** is paid monthly and usually by bank transfer. We use the word *salary* for monthly payments to professional employees.
- 2) **Wages** are paid weekly to manual or unskilled workers.
- 3) **Fringe benefits** (also known as *perks*) are extra payments (a company car, free accommodation etc.).
- 4) The combination of salary plus perks is called a **remuneration package**.

b) Choose the best word from the brackets to fill the gap.

- 1) I work for a small consulting firm in Amsterdam. I _____ \$ 8 an hour. (earn/pay/save)
- 2) It's not a lot, but it's more than the _____ wage. (maximum/minimum/average)
- 3) Some customers leave me _____ and that is a great help. (perks/tips/benefits)
- 4) My sister works in a bank and her _____ is \$3,000 a month. (salary/wages/bonuses)
- 5) The bank also provides her with a good _____ package. (bonus/benefits/perks)
- 6) Next year she thinks she will get a _____ car. (business/company/private)
- 7) When she is 55 she will be able to give up work and live on her _____. (package/pension/salary)
- 8) In this job, the _____ are \$224 for 37 hours. (bonuses/wages/earnings)

c) Complete this extract from a job advertisement.

We are offering an attractive ..., including basic ... of 60 K p.a¹. plus numerous ... such as subsidized accommodation, free medical insurance etc.

Note: K p. a. – one thousand per annum.



12. Follow the link to revise basic concepts related to the topic 'Profession of an Economist' <https://eduenglish.bsu.by/mod/quiz/view.php?id=4174>



Text 2. History of Economic Thought.

13. a) Before you read the text about two economics schools, discuss these questions with your partner.

1. Do you have any idea where the word economics comes from?
2. Do you know the names of any famous economists from the past or anything about their ideas?

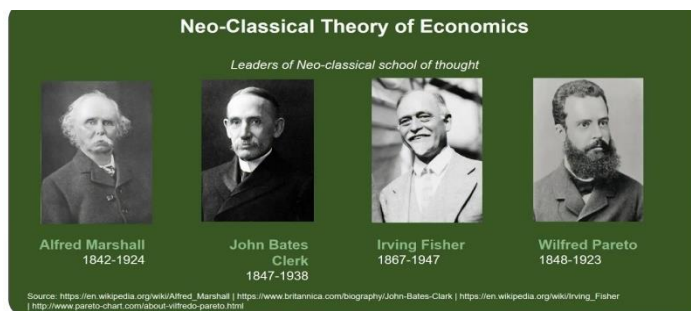
b) Read the text. What is the key difference between classical and neoclassical economics?

Economics can be described as the life of a nation-state and economists as the backbone. No nation or state can hope to flourish without the expert guidance of economists. They are said to be 'worldly philosophers' as it is their involvement and work in material affairs that manages to run the world. Throughout history, economists have been directly or indirectly linked to the rise and fall of nations. It can be seen that major economic crisis has been due to the neglect of economic advice by the governments, rather than the credibility and capability of the economists. The world has seen notable instances of economists whose ideas have shaped the world in every situation. Such economists were leaders in their field and have guided and inspired others to follow their lead.

Modern economics (known as **classical school**) was really born in the 19th century. Its main thinkers are Adam Smith, David Ricardo, Thomas Malthus, and John Mill. Classical economics is a term that refers to the dominant school of thought for economics in the 18th and 19th centuries. At that time, thinkers like Adam Smith wrote down ideas that are still important today. Adam Smith is often called the Father of Modern Economics, although the science was called political economy then. His magnum opus 'An Inquiry into the Nature and Causes of the Wealth of Nations' is regarded as the first modern work of economics, where he set forth his theory of free



market economy. In *'Wealth of Nations'* Adam Smith set out the mechanism ('invisible hand') by which he felt economic society operated. The term was invented by Adam Smith to describe the natural force that guides free market capitalism through competition for scarce resources. According to Adam Smith, in a free market participants, led by 'invisible hand' (economic forces), try to maximize their own self-interest and become wealthier, and by doing so, through trade and entrepreneurship, society as a whole is better off. Furthermore, any government intervention in the economy isn't needed because the invisible hand is the best guide for the economy. The invisible hand theory is broadly accepted by today's economists as a means to explain the forces of a free market. For classical economists, the value of goods depends on the cost of production. However, the price of goods is not always the same as their real cost.



Later economists developed new theories to explain this weakness in classical economics. These are known as the **neoclassical economists** and they were writing at the end of the 19th and early 20th centuries. Neoclassical economics includes the work of Stanley Jevons, Maria Edgeworth, Leon

Walras, Vilfredo Pareto and other economists. In neoclassical economics, supply and demand make the economy work. In other words, the price of goods depends on how much people want them and how easily they can be found. Consumers want satisfaction from their resources (time and money). Firms want profit. In neoclassical economics, this is the basic relationship in the economy. These ideas are still the basis of economic thinking today.

c) Explain the meaning of the underlined words and phrases in your own words. Use a dictionary if necessary.

d) Read the text again and decide whether these statements are true or false. Correct the false ones.

1. In classical economics, the value of something was measured in gold.
2. In neoclassical economics, the economic society is operated by the mechanism of invisible hand.
3. In neoclassical economics, supply and demand control price.
4. According to neoclassical economics, getting satisfaction is the key principle.
5. The main weakness in classical economics is the idea that economic forces guide free market capitalism.
6. The invisible hand theory is broadly accepted by today's economists because it explains how a free market works.
7. In neoclassical economics, the basic relationship in the economy is the interaction between free market forces and the government guidance.
8. Adam Smith is the founder of neoclassical economy.

9. According to classical economics, government intervention in the economy is strongly recommended.



e) Read the text *'How Influential Economists Changed Our History'* and do a quiz <https://eduenglish.bsu.by/mod/lesson/view.php?id=5567&pageid=5169&startlastseen=no>.

Vocabulary Focus

14. Complete each sentence with a word or phrase from the box in their correct form.

consumers firm products (goods) economy Economics
 profit wealth production raw materials satisfaction
 scarce resources produce

1. Tax on harmful ... like tobacco and alcohol should discourage people from consuming them.
2. The extra money a company makes is called
3. People want ... from the products they buy.
4. A business or company is sometimes called a
5. When we buy things or use services we are
6. Economists study how ... , such as ... , land, human labor and capital are used in order to create goods and services.
7. Smith's magnum opus 'the ... of Nations' is regarded as the first modern work of
8. In classical economics, the invisible hand is the best guide for the
9. The ... of goods requires the use of resources.
10. When the company went public, they ... wind-powered generators for over ten years.

15. Match the words and phrases on the left with their Russian equivalents on the right.

- | A | B |
|--|----------------------------|
| 1) главное производство | a) government intervention |
| 2) предпринимательство | b) supply and demand |
| 3) руководство | c) market competition |
| 4) рыночная конкуренция | d) costs |
| 5) национальное государство | e) neoclassical economics |
| 6) государственное вмешательство | f) magnum opus |
| 7) спрос и предложение | g) entrepreneurship |
| 8) максимизировать личную заинтересованность | h) guidance |
| 9) расходы, затраты, издержки | i) maximize self-interest |
| 10) неоклассическая экономика | j) a nation-state |

16. Match the words on the left with their synonyms on the right.

- | | |
|----------------|--------------------------------|
| 1) backbone | a) explain, interpret, justify |
| 2) governance | b) wealthy |
| 3) worldly | c) reliability, reputation |
| 4) lead (n) | d) essence, matter, substance |
| 5) better off | e) leadership, management |
| 6) manage | f) examples, samples, specimen |
| 7) neglect | g) unseen |
| 8) credibility | h) wise, practical, pragmatic |
| 9) instance | i) guide, direct, run, govern |
| 10) set forth | j) initiative, example |
| 11) invisible | k) disregard, ignore |



Job interview (*Can, could, would and be able to*)

17. a) Modal verbs are very common in English. Match these functions (a-c) to the examples (1-3).

- a) making an offer b) describing ability c) making a request

1. Can you help me?
Could you say that again, please?
2. Can I help you?
Would you like a cup of coffee?
3. I can speak Polish and German.
She could read and write before she was three.
The results of the study were presented. The team was able to finish it shortly before the deadline.

b) Complete the interviewer's questions from a job interview with words from the box. Then match the interviewee's answers to the interviewer's questions.

contact let moving send sharing start working

1. Would you mind ... at weekends?
 2. Could you ... us have your previous employer's details?
 3. Would you mind ... our appointment to Monday?
 4. Could you ... in two week's time?
 5. Could you ... us as soon as possible?
 6. Would you mind ... an office with three other people?
 7. Could you ... us a copy of your certificates?
- a. Not at all, as long as it's in the morning.
b. Certainly, I'm free to start as soon as you like.
c. Yes. I'll let you know my decision by Friday, if that's all right.
d. Sure, I'll put copies in the post straightaway.

- e. That's fine, as long as we all have enough workspace.
- f. How often would that be?
- g. Well, in fact they're included in my CV.

c) Study the example. Then complete the dialogues below with **could** or **was able to**.

Could (general ability)

Was able to (one occasion)

- | | |
|---|--|
| <ul style="list-style-type: none"> 1. Can you use a PC? 2. Yes, I can. In fact I could use a PC when I was ten! | <ul style="list-style-type: none"> 1. So were you late for the interview? 2. No, Sue gave me a lift, so I was able to get there in time. |
|---|--|
-
- 1. A. What foreign languages can you speak?
B. I ... speak Italian quite fluently when I was a child but I've forgotten a lot.
 - 2. A. What was your greatest achievement in the previous job?
B. Well, I ... reorganize the Sales Department in a month.
 - 3. A. What did you like about your previous job?
B. My boss really trusted me, so I ... use my own initiative.
 - 4. A. So you worked in Turkey three years ago. Could you give us some details?
B. Certainly. As a matter of fact, I ... win a very big contract.
 - 5. A. So how did the interview go?
B. Fine, I think I ... answer all the questions!



Role-play

d) Work in pairs. **Student A** is an interviewer and **Student B** is an interviewee. Then switch roles.

Student A: Follow the instructions below.

Student B: Answer the questions truthfully.

<p>Student A:</p> <ul style="list-style-type: none"> 1. Offer tea or coffee. 2. Find out Student B's ability to: <ul style="list-style-type: none"> a) speak any languages; b) use Excel, PowerPoint or Publisher; c) drive. 	<p>Ask Student B:</p> <ul style="list-style-type: none"> 1. to tell you about themselves; 2. for the best number to contact them 3. on tomorrow; 4. to repeat the number; 5. if they would like to work abroad; 6. if there are any hours they wouldn't be able to work.
---	---



e) For more practice on the use of modal verbs visit the **Support English Course** <https://eduenglish.bsu.by/mod/folder/view.php?id=4950>.



f) Check yourself by doing **Modal Verbs Tests** at <https://www.englishtests.com/english-grammar-tests/modals/>.

Listening and Viewing

Changing Jobs



18. a) *Melissa Foux is the Finance Director of CSC Media Limited, a television company. Listen to the first part of the interview and answer these questions.* <https://eduenglish.bsu.by/mod/page/view.php?id=8287>

1. How does she describe her current company?
2. What was her previous job?
3. Why is it easy to move from sector to sector in the finance world?

b) *Listen to the second part and complete this extract.*

When I was a student, although I was studying (1) I thought I would like to do something (2) ... afterwards, and I actually did a summer (3) ... with one of the big (4) ... firms, which was an excellent way to get an (5) ... of what the job would be like. I started off as an auditor, and it was through that (6) ... that I got my first job.

c) *Melissa is asked if she has had any good advice during her career. Listen to the third part and number these points in the order in which she mentions them.*

- 1) maintain clarity;
- 2) be able to see the key point and the key decision you have to make;
- 3) do not overcomplicate things.

d) *Listen to the final part and decide which was the interviewer's question (a, b or c).*

- a) What is the most interesting question you have been asked at the interview?
- b) What is the key difference between people who work in finance and those who work in research?
- c) How would you advise people who are starting their careers?

e) *In groups, discuss these questions.*

- a) What do you hope to do in the future in your career?
- b) Do you think there is an ideal career for you? What is it? Why?
- c) What is the best advice you have been given during your studies at the university?



f) *If you are interested in getting a job with no experience or how to pass a job interview successfully, watch the videos and follow the speakers' tips* <https://eduenglish.bsu.by/mod/book/view.php?id=4828&chapterid=1762>.



g) *Enjoy a video **Looking for a Job** at https://www.youtube.com/watch?time_continue=3&v=guXxy8LH2QM . It explains why it is more important to highlight your ability, not your experience.*

Speaking

19. a) Study the activities economists can be engaged in and think of your own example of their engagement in a particular industry or sector of economy. Use expressions and linking words from [Appendix 1.8-1.10](#) to make general statements or emphasize a point.

Economics affects our lives every single day, and economists engage in many activities including:

- conducting research;
- collecting and analysing data;
- providing consulting services and preparing reports;
- formulating and analysing policy for public and private organisations;
- researching public issues such as inflation, employment levels or energy costs;
- monitoring economic trends;
- developing forecasts.

For example/generally/it's obvious that/it is a fact that companies may employ economists to monitor the economic situations in countries where they do business or to provide a risk assessment of a country into which the company might expand.

b) Work in pairs or individually. Explore job opportunities for economists in your country or **UK/EU/US**. Present the results of your mini-research to the class in the form of a report or presentation.

20. Work in groups of three. Find a real business consulting company on the Internet, get acquainted with information about the various types of economic services it provides and create your own website advertising your own consulting company.

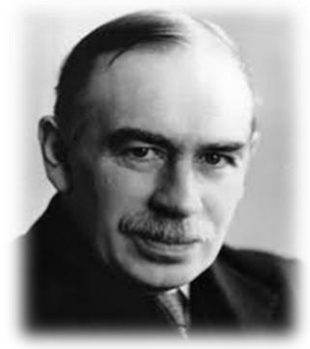
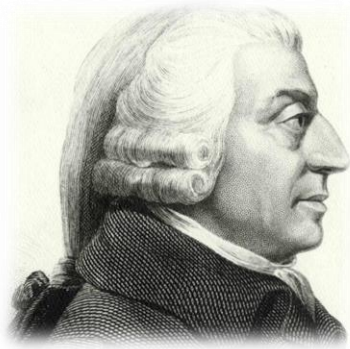
21. a) Before you listen, look at this fact file about Adam Smith. Can you fill in any of the information?

Born in Scotland in (1)
Lost his father at the age of (2)
Kidnapped at the age of (3)
Went to University of Glasgow at the age of (4)
Went to Oxford University at the age of (5)
His magnum opus is (6)
Influenced Karl Marx and the founding fathers of (7)



b) Now listen and complete the information about Adam Smith's life.
<https://eduenglish.bsu.by/mod/folder/view.php?id=8294>

c) Browse the Internet for more information about Adam Smith, David Ricardo and John Maynard Keynes to complete the table. Share your findings with the class in a three minute talk.



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

d) In groups, discuss the talks. What information surprised or impressed you? Which was the most interesting talk? Why?

22. *In pairs, discuss the following questions. Be ready to ask your own clarifying questions in case you are not satisfied with your partner's answers. Use conversational formulas for asking for clarification and giving clarification from [Appendix 2.16-2.17](#).*

1. What types of economists do you know and what are their primary responsibilities?
2. What are common career paths for economists?
3. What qualities and skills are necessary for economists to become think tanks?
4. Language skills are important for economists, aren't they? Give your reasons.
5. What degrees in Economics can students obtain at university and what positions can they apply for after graduation?
6. What are the most influential economists whose ideas have shaped the world? What is their contribution to Economics?
7. What is the difference between classical and neoclassical schools of economics?
8. Do you know any contemporary economists? What are their most influential thoughts? Why do you think they are important?
9. Why are economists considered to be the backbone of a state?



Case Study

Youjuice

23. For more motivated students there is a case about a new appointment to the position of Sales and Marketing Director <https://eduenglish.bsu.by/mod/book/view.php?id=7053>

Business Skills



Useful Language: Giving a Formal Presentation

24. a) Read the paragraph about requirements to giving a presentation.

Giving a presentation is not an easy task. It requires substantial research, organization, public speaking skills, and self-confidence. A good presenter has the ability to engage his or her listeners from beginning to end and compel them to take action. The focus is on you at all steps of the presentation. You are encouraged to examine, experiment, take a risk, have fun, accept, reject and finally, to find what works for you – to ‘find your voice’.

b) Discuss these questions in groups.

1. What factors do you need to consider when preparing a presentation?
2. What problems do you face while giving presentations?
3. Do you know the rules of drawing up a slide?
4. Do you know what the golden rule of presentation ‘**KISS**’ means?

Opening

25. Study useful phrases for the opening part of the presentation.

1. Welcome It's my (great) pleasure to be here today. My name is ...	2. Stating the purpose of the talk My aim of today's presentation is to ...
3. Get attention and interest Somebody once said ... (+ quotation)	4. Audience benefit I hope this presentation will enable you to ...
5. Outlining the presentation My talk is in three parts/sections. I'll start with ..., move on to ..., and finish with ...	6. Inviting questions If there's anything you're not clear about, feel free to interrupt/to stop (me) and ask any questions.

26. There are many ways to create an impact in the first few minutes of a presentation. Match techniques (1-8) with phrases (a-h).

1. rhetorical question	5. personal story
2. thank the organizers	6. audience benefit
3. surprising statistic	7. use of visuals
4. audience involvement	8. quotation

- a) Look at this picture. What does it tell you about teenage fashion?
- b) Everybody who thinks the Internet will kill traditional advertising – put your hands up.
- c) Wouldn't you like to double your sales in just twelve months?
- d) Marty Allen once wrote, 'A study of Economics usually reveals that the best time to buy anything is last year.'
- e) I'd like to thank my colleagues for all the hard work they have done to make this event possible.
- f) I want to share something with you.
- g) I hope this presentation will enable you to choose the most cost-effective IT solution.
- h) 70% of all Americans say that they're carrying so much debt that it's making their home lives unhappy.

27. Create different ways to open a presentation, using the verbs in the box.

bring deal **discuss** fill give look
make talk outline take show report

Good morning everyone and thanks for coming. This morning I'm going to

1. **discuss** the issue of risk, and what you can do to minimize it.
2. _____ you an interview of the company and its products.
3. _____ how to sell more effectively to your existing customer base.
4. _____ about investment funds: how to choose them, when to buy them and when to sell them.
5. _____ back to you on your progress with the Milestone project.
6. _____ at a variety of green technologies that are helping to combat the threat of global warming.
7. _____ you in on the background to our involvement in the Brazilian market.
8. _____ a look at how we got into the problem with our local agents in the UK and how we can get out of it.
9. _____ you up to date on the latest results from our consumer survey.
10. _____ some detailed recommendations about how to recognize the department.
11. _____ our new marketing strategy.
12. _____ with the item outstanding from our last meeting: funding our R&D activities.

Main body

28. Study useful phrases for the main part of the presentation.

<p>1. Introducing new information OK, let's begin with the first point/ slide, which is ...</p>	<p>2. Signpost OK. Let's move on to .../turn our attention to .../take a look at ... This leads me to my next point, which is I'll come back to this in a moment.</p>
--	--

<p>3. Developing a topic It might be useful to give a little background here. Let's examine this in more detail. Let me explain with concrete example. My own view on this is ...</p>	<p>4. Focus Basically, .../To put it simply, ... So, for me, the main issue here is ... I think there are three questions to focus on. I would like to stress/emphasize that ... I'd like to stress the importance of ...</p>
<p>5. Question - answer What is the reason for this? The reason is ... How much is this going to cost? Well, the figures show ... So what can we do about all this? We plan to ...</p>	<p>6. Refer to visuals As you can see on this next slide, ... I'd like to highlight two things on the table/chart/diagram ... What is interesting on this slide is ... I'd like to draw your attention to ...</p>

29. Match the beginning of each phrase (1-15) with the correct ending (a-o).

- | | |
|----------------------------------|--|
| 1. OK, let's ... | a) a moment ... |
| 2. If you have any questions ... | b) get started. Can everybody see? |
| 3. I'll come back ... | c) in more detail. |
| 4. I've divided my talk ... | d) into three main parts. |
| 5. Just to digress for ... | e) on this is ... |
| 6. Let's examine this ... | f) on to the second point. |
| 7. Let's move ... | g) please feel free to interrupt. |
| 8. My own view ... | h) to this in a moment. |
| 9. OK, that's all I want ... | i) with the first slide. |
| 10. Right, let's begin ... | j) to say about the first point. |
| <i>Continue as before</i> | |
| 11. As you can see ... | k) with a concrete example. |
| 12. I'd like us to ... | l) focus our attention on two things on this chart ... |
| 13. Let me explain ... | m) for this? The reason is ... |
| 14. What is the reason ... | n) on this next slide, ... |
| 15. This leads me ... | o) to my third point, which is ... |

30. Fill in the gaps with the words in the box.

about at back in into on (4) to (3) with
--

- Take a look ... the picture. What does it tell you ... our company?
- I've divided my talk ... 4 main parts.
- Right, let's begin ... the first slide.
- Let's move the second point.
- This leads me ... my third main point.
- I'll come this in a moment.
- My own view ... this is simple.
- I think there are three questions to focus
- As you can see ... this next slide,
- Here's my e-mail address ... case you want to get ... touch.

31. Complete the sentences with the pairs of words in the box.

anyone/comments	digress/moment	examine/detail	explain/again
explain/concrete	highlight/diagram	question/opinion	
scope/afterwards	useful/background	start/introducing	

1. Let me _____ by _____ myself.
2. Just to _____ for a _____ .
3. It might be _____ to give a little _____ here.
4. Let's _____ this in more _____ .
5. Let me _____ with a _____ example.
6. I'd like to _____ two things on this _____ .
7. Does _____ have any _____ ?
8. Sorry, can you _____ that _____ ?
9. That's an interesting _____ . What's your own _____ ?
10. That's outside the _____ of this presentation, but I'm happy to discuss it with you _____ .

32. Complete the following introduction to a presentation by putting the verbs in brackets into the correct tense. You can choose from the present simple, present continuous, present perfect simple or present perfect continuous.

Good morning, ladies and gentlemen. My name is Martin Winkler and I _____ (work) in the R&D department here at Brymore. I _____ (work) on this current project for two years now. The project team _____ (consist) of myself and five engineers. Steven Brookes _____ (be) with us since the start of the project and he _____ (develop) the prototype which you'll see later. At present we _____ (test) the capacity of the prototype and we _____ (expect) to have some results later this month.

Now on to the presentation itself. I _____ (divide) it into three parts which I _____ (write) up here on this transparency. The first part _____ (cover) the project brief. The second part _____ (deal) with the team, who _____ (bring) special knowledge and skills to the project. And the third part _____ (look) at the project stages. As you'll see, other companies and institutes _____ (help) us and we are very grateful for their assistance.

33. Choose one of the presentation situations below. Prepare and deliver a three-minute opening on the chosen topic using techniques listed before and the introduction to a presentation in 32. Use expressions and linking words from [Appendix 1.1-1.4](#) to add more points to the same topic and list advantages.

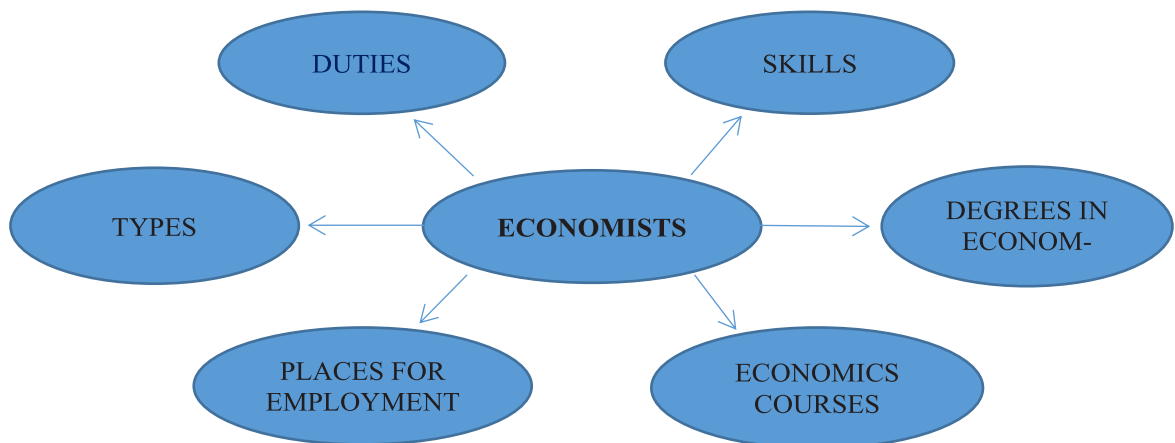
1. Your company is developing a small car aimed at city workers.
Audience: a group of distributors.
2. Your bank wishes to encourage young people to save money.
Audience: a group of students.
3. Your firm has produced a type of torch that has unique features.
Audience: a group of buyers at a trade fair.
4. Your company is launching a new product.

- Audience: a group of potential customers.
5. You are presenting your place of work or study.
Audience: a group of potential customers or students.

Assessment and Self-Check



A. Summarize the information from the Unit and be ready to speak on types of economists and their professional duties and skills. Complete the mind-map below, then, use it as a plan of your talk. You can read about mind maps in [Appendix 3](#).



B. Discuss the following talking points. Develop your arguments by giving reasons for your opinion as well as examples. Use conversational formulas for introducing a point and holding the floor from [Appendix 2.10](#).

1. What are your plans for the future? Are you going for further education after getting a Bachelor's Degree? Why/why not?
2. Do you think it is enough to take a bachelor degree to become an experienced economist? What job opportunities do higher degrees provide graduates with? Explain your point of view.
3. Imagine that your employment agency has given you an assignment to investigate employment opportunities for economic graduates and what they mainly depend on. Prepare a speech on this issue.
4. Are you planning to work as an economist? What field of activity most closely matches your interests? What qualities and skills could you contribute to a company?
5. What kind of company would you like to work for: state-owned, private limited company, multinational cooperation, etc.? Why? Give your reasons.
6. Describe Adam Smith's "invisible hand" principle. According to this principle, how does self-interest actually work to help others (even when unintended)?

7. You are preparing a report on contribution of renowned economists to science. Make a plan of the key points you are going to focus on. Comment on each of them.

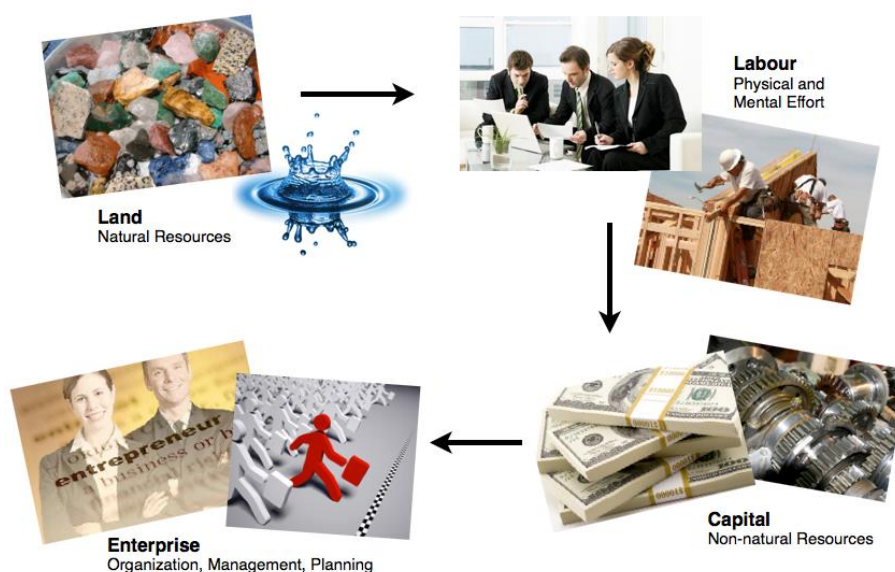


C. Do a guided independent task: create a profile of a famous economist. Browse the Internet for his biographical data. Then, write a text (110-120 words) about his contribution to Economics. Follow the link <https://eduenglish.bsu.by/mod/assign/view.php?id=5703>



D. Do a revision test <https://eduenglish.bsu.by/mod/quiz/view.php?id=8682> The test is designed to assess knowledge of vocabulary and basic concepts of unit '**Profession of an Economist**'. Be sure to revise the material before you start.

Unit 1.2. Economics as a Science



Economics is the art to meet unlimited needs with scarce resources.

Laurence J. Peter

Topics for Communication: Economics and its branches, factors of production, economic systems.

Business Skills: Giving a formal presentation.

Grammar Focus: Article with abstract nouns.

Lead-in

 1. Follow the link and comment on the quotes about Economics.
<https://eduenglish.bsu.by/mod/page/view.php?id=6984>

2. Spend one minute writing down all of the different words you associate with the word 'Economics'. Share your words with your partner(s) and talk about them.

3. a) What do you think the difference between these pairs of concepts? Give your own examples or rough definitions.

Economics and economy
 Wants and needs

Economic goods and economic services
 Natural resources and productive resources

b) Work in small groups and share bits of background knowledge on the following. Use expressions and linking words for giving opinion and expressing cause and effect from [Appendix 1.14-1.16](#).

1. Do you know much about economics? What does this science look at, do you think?
2. Do you think that natural resources are limited? In what way may it concern you?

3. Do you think that one day all people's wants will be satisfied? Explain your point of view?
4. What is your idea of an ideal society?

4. a) Before you listen discuss these questions with your partner.

1. What is the Industrial Revolution?
2. In what ways was life before the Industrial Revolution more difficult?



b) Listen to someone talking about life before the Industrial Revolution. Which of these things are mentioned? <https://eduenglish.bsu.by/mod/folder/view.php?id=8300>

length of life, housing, illnesses, work, food, having children



c) Listen again and match the descriptions with the numbers. How do you think people's lives have changed since then and thanks to what?

- | | |
|---|--------------|
| 1) life expectancy | a. About 250 |
| 2) number of children who died before they reached five years old | b. 1 in 10 |
| 3) number of women who died when they were giving birth | c. 25 |
| 4) years since the Industrial Revolution | d. 1 in 3 |



5. Participate in forum discussions 'What Use is the Study of Economics?' <https://eduenglish.bsu.by/mod/forum/view.php?id=8687> Answer 2-3 questions posted, comment on other students' replies. Use expressions and linking words from [Appendix 1](#) to make your writing flow logically.

Reading and Vocabulary



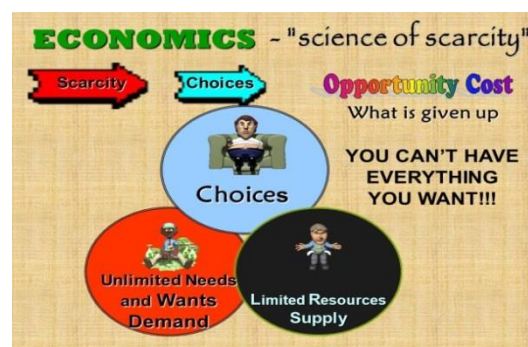
Text 1. Economics as a Science.

6. a) Before you read the text about Economics and its branches, match words from columns A with their Russian equivalents in column B.

A	B
1) basic necessities	a) столкнуться с проблемой дефицита
2) public services	b) альтернативные издержки
3) trade-off	c) общественные услуги
4) face the problem of scarcity	d) предметы первой необходимости
5) make choices	e) выбор в масштабах всей экономики
6) opportunity cost	f) субъективное мнение
7) satisfy unlimited wants	g) компромисс
8) economy-wide choice	h) доступный, имеющийся в наличии
9) value judgement	i) делать выбор
10) available	j) размещать ресурсы
11) allocate resources	k) удовлетворять неограниченные потребности

b) Skim the text and say why scarcity is the main problem of Economics and what each branch of Economics examines.

Our world is a finite place where people, both individually and collectively, face the problem of scarcity. **Scarcity** is the condition in which human wants are forever greater than available resources. For an individual, limited resources include time, money and skill. For a country, limited resources include natural resources, capital, labour force and technology. Because of scarcity, it is not possible to satisfy every desire, there are always limits on the economy's ability to satisfy unlimited wants. The condition of scarcity is the main problem of economics. **Economics** is a social science that studies how individuals, governments, firms and nations make choices on allocating resources to satisfy their unlimited wants. One should distinguish the terms "economics" and "economy". **Economy** is a system by which industry, trade and money are organized.



Society makes two kinds of choices: economy-wide, or macro choices and individual, or micro choices. The prefixes macro and micro come from the Greek words meaning "large" and "small," respectively. Reflecting the macro and micro perspectives, economics consists of two main branches: macroeconomics and microeconomics. **Microeconomics** deals with people and private businesses. It looks at the economic decisions people make every day. It examines how families manage their household budgets. It also deals with how companies run their business. **Macroeconomics**, on the other hand, looks at the economy of the whole country and the whole world.

Because of the problem of scarcity we all must make choices in an effort to satisfy our wants. In this regard, it is important to point out that there is a difference between wants and needs. Needs are basic necessities such as food, clothing and shelter. For example, you may want new clothes, but whether or not you need them is a *value judgement*. Most people's needs are limited. In contrast, people's wants are unlimited. Very few people ever reach the stage where they have everything they want.

Our everyday lives are full of decisions. Every decision we make is a trade-off. If you spend more time working, you make more money. However, you will have less time to relax. Economists study the trade-offs people make and the reasons for their decisions. They look at the effects those decisions have on our lives and our society. They use the term *opportunity cost* which means giving away something in exchange for something different. The opportunity cost of an individual's decisions is determined by his or her needs, wants, time and income. Nations, too, are constantly faced with the realities of opportunity costs. For example, the government must decide how much it will spend for national defence and how much will be spent on non-defence programs, such as education, transportation, and other public services. Opportunity cost is different for each individual and nation.

In the 20th century, the economy was described as consisting of three sectors:

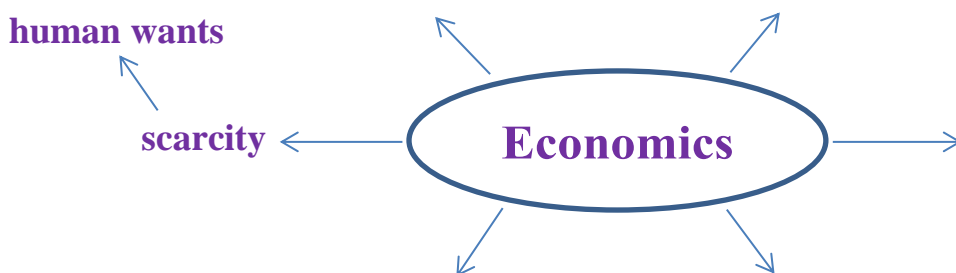
1. *The primary sector*: agriculture and the extraction of raw materials from the earth.

2. *The secondary sector:* manufacturing industry, in which raw materials are turned into finished products.
3. *The tertiary sector:* the commercial services that help industry produce and distribute goods to their final consumers, as well as activities such as education, healthcare, leisure, tourism, and so on.

c) *Work in pairs and discuss the following questions using the text. Be ready to ask your partner some more questions to clarify the details of his/her answer.*

1. What does Economics study?
2. What's the difference between Economics and economy?
3. Why is scarcity the most basic of all economic problems?
4. What does each branch of economics deal with?
5. What is meant by the term "opportunity cost"? Give examples of what determines the decision of the individual and the decision of the country.
6. What is meant by the term "value judgement"?

d) *Think of the paragraph organization. Underline the topic statement and some supporting ideas in each paragraph. Design a mind map of main concepts of economics. Compare it with those of your partners'. Comment on each element of the mind map. You can read about mind maps in [Appendix 3](#).*



e) *Give the appropriate definitions to the following terms from the text. Work in pairs and test each other.*

Key Terms:

Economics is a social science concerned with the production, distribution, and consumption of goods and services.

Economy is a system ...

Microeconomics deals with ...

Macroeconomics examines ...

Scarcity ...

Opportunity cost ...

Value judgement ...



f) *To learn more about Economics as a science, watch a video **What is Economics?** <https://eduenglish.bsu.by/mod/lesson/view.php?id=4868> and do the quiz that follows.*

Vocabulary Focus

7. Choose the correct meaning of the words in bold.

1. It is important to **point out** that there is a difference between wants and needs.
a) specify b) look at c) examine
2. For a country, limited resources **include** natural resources, capital, labour force and technology.
a) face b) contain c) deal with
3. There are always limits on the economy's ability to **satisfy** unlimited wants.
a) finish b) produce c) fulfill
4. One should **distinguish** the terms "economics" and "economy".
a) distribute b) differ c) clarify
5. Microeconomics **deals with** people and private businesses.
a) identify b) work with c) explain
6. Nations **are** constantly **faced with** the realities of opportunity costs.
a) study b) consider c) experience

8. Match up the verbs and nouns below to make common collocations. In pairs, talk about the collocations trying to recall how they were used in the text or give your own examples.

- | | |
|---|--|
| 1) available/limited/individual/natural | a) terms/concepts |
| 2) to satisfy | b) in exchange for something different |
| 3) to distinguish/define | c) resources |
| 4) economy-wide/macro/individual/micro | d) branches/parts/sectors |
| 5) to consist of | e) the economy of the country/ decisions/effects |
| 6) to look at | f) budgets/resources/employees |
| 7) to manage | g) people's needs/wants/desires |
| 8) to make | h) money/trade-off/decision |
| 9) to give away something | i) choices |

9. a) Study the explanations of these easily confused words.

Economic means concerned with the organization of the money, industry, and trade of a country, region, or social group.

Something that is **economical** does not require a lot of money to operate. If someone is **economical**, they spend money carefully and sensibly.

b) Complete the following sentences with the appropriate word from the list below.

economic	economics	economize
economical	economist	economy

1. A good manager is _____ in the use of his funds.
2. An _____ person saves money wherever possible.
3. An _____ is a person who studies, teaches, or writes about economics.

4. By exercising strict _____ he saved enough money to retire early.
5. By using _____ in buying food and clothes, we were soon able to save money for the new car we needed.
6. _____ is a social science concerning behaviour in the fields of production, consumption, distribution, and exchange.
7. In times of difficulties we all have to _____.
8. It is much more _____ to buy in bulk.
9. Nations experience different rates of _____ growth.
10. The country is in the period of _____ and industrial crisis.

10. From two columns choose the words with similar meaning and arrange them in pairs. Reproduce the content in which they were used in the text.

- | A | B |
|-------------------|-------------------------|
| 1) scarcity (n) | a) commodities (n) |
| 2) goods (n) | b) shortage (n) |
| 3) capital (n) | c) desire (n) |
| 4) economical (a) | d) business entity |
| 5) need (n) | e) existing, obtainable |
| 6) available | f) infinite (a) |
| 7) want (n) | g) option (n) |
| 8) choice (n) | h) compromise |
| 9) economic unit | i) fund (n) |
| 10) trade-off | j) thrifty (a) |
| 11) unlimited (a) | k) necessity (n) |

11. a) Look at the word clouds below. Which words do you already know? Which words related to the topic are new? Make up 5-6 sentences using the words from the word clouds.

Model: Economics is a social science which studies the way people deal with a fact of life that resources are limited, but our demand for them is certainly not.



b) Create your own word cloud using one of the resources on the Internet at <https://www.wordclouds.com/> or <https://wordart.com/>. Include the most important words from the text above.



12. a) Check yourself by doing vocabulary games and quizzes <https://quizizz.com/admin/quiz/5d73eec8911357001f9ced01/the-basic-economic-problem>



b) Watch a video 'Microeconomics vs Macroeconomics' <https://eduenglish.bsu.by/mod/page/view.php?id=4202> and do the tasks that follow it.



Text 2. Satisfying People's Wants.

13. a) Before you start reading the text match the Russian word combinations with their English equivalents.

A

- 1) взять на себя риск
- 2) продавать против конкуренции
- 3) в поисках прибыли
- 4) предпринимательство
- 5) финансовая выгода
- 6) неудача в бизнесе
- 7) нематериальный, неосвязаемый
- 8) расходы, издержки
- 9) процветание
- 10) квалифицированный труд
- 11) производительность

B

- a) prosperity
- b) financial gains
- c) skilled labour
- d) productive capacity
- e) in search of profit
- f) (under) take the risk
- g) business failure
- h) sell against competition
- i) costs
- j) entrepreneurship
- k) intangible

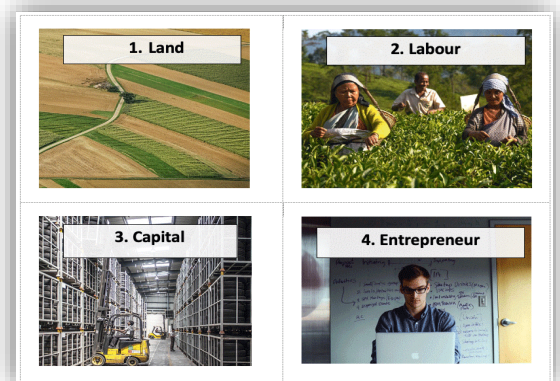
b) Read the text carefully. Highlight the most important information about the productive resources and say why they are necessary for the production.

Economics is the study of how individuals and society choose to use limited resources in an effort to satisfy people's unlimited wants. Satisfying such wants involves the production of economic goods and services. We will first define the terms "economic goods" and "economic services", and then turn our attention to the factors of production needed to produce them.

Economic goods are things of value that you can see, and show to the others. They are things like bicycles, books, stereos, and clothing. Economic goods also include such things as factories, stores, machines, and tools.

Economic services are intangible things that have value but often cannot be seen, touched, or shown to others. The examples of economic services are medical care, legal advice, movies and national defence.

Factors of production are also called productive resources. These are the basic



resources which are needed for the production of economic goods and services. Economists divide the factors of production into four basic categories: (1) natural resources, (2) capital goods, (3) labour and (4) entrepreneurship.

Natural resources are things provided by nature. Land, air, water, forests, coal, iron ore, oil, and other minerals are examples of natural resources. They are the starting points of all production, and they represent the most basic limitations of the productive capacity of an economy. In other words, no matter how much skilled labour and technological knowledge an economy has, it cannot create goods if it lacks natural resources.

Capital goods are human-made resources that are used for the production of other goods and services. Factories, machines, tools, railroads, trucks, and business buildings are all examples of capital goods. It is important to distinguish between capital goods and consumer goods.

Consumer goods, which are not a factor of production, are finished products sold to consumers for their own personal use. In contrast capital goods are things that are used in the production of consumer goods and services. A factory that produces TV sets is a capital good, for example. Some things can be either consumer goods or capital goods, depending on how they are used. For example, an automobile purchased for personal use is a consumer good. However, automobiles purchased for use as taxis or for other business purposes are capital goods.

Labour, sometimes called human resources, is any form of human effort exerted in production. It includes all kinds of work. The work of a janitor, teacher, lawyer, engineer, and the governor of your state are all examples of labour. Labour is essential to production, since natural resources and capital goods are of no value unless they can be put to use.

The three factors of production described above – natural resources, capital goods and labour must be combined and organized before production can take place. This is where entrepreneurship, the fourth factor of production, enters the picture. *Entrepreneurship* may be defined as the function of combining and organizing natural resources, capital goods, and labour, assuming the risks of business failure, and providing the creativity and managerial skills necessary for production to take place. *An entrepreneur* is a person who carries out these tasks in the hope of making financial gains. Without them, product markets would become static and be slow to changes in new technology and trends. It is entrepreneurial energy, creativity and motivation that start the production and sale of new products and services. It is the entrepreneur who undertakes the risk of the enterprise in search of profit and try to satisfy needs of the customers. Entrepreneurs are optimistic and future oriented, they believe that success is possible. They're fast moving, willing to try many different strategies to achieve their goals. And they're flexible, willing to change quickly when they get new information.

Entrepreneurs are vital for economic growth and innovation. They take the risk to bring their ideas into reality. They are skilled at selling against the competition by creating unique products and services. Examples of entrepreneurship creating new products and services include Internet search engines, smart phones, computer tablets and social media sites. These new products and services help grow the economy and

create new jobs. They can even change the face of society. Just remember the iPhone, and you'll see a good example of this.

The new technological economy offers increased opportunities for entrepreneurs. Low start-up costs give entrepreneurs the potential to find new niche markets to develop. Many of the current large technological firms are relatively young and started as small start-ups – often in someone's room or garage. An entrepreneur is not just about price and profit. They provide a successful business strategy which may soon become the industry standard.

Entrepreneurs are a national treasure, and should be protected, encouraged and rewarded as much as possible. They create all wealth, all jobs, all opportunities, and all prosperity in the nation. They're the most important people in a market economy and there are never enough of them.

c) Circle any words in the text you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

d) Work with a partner. Use the information from the text to discuss the questions below.

1. What is the difference between economic goods and economic services? Give examples to illustrate them.
2. What are the basic categories of the factors of production? Explain why each of them is vital for the economy of a country.
3. Are consumer goods considered to be factors of production too? What is the difference between consumer and capital goods?
4. How can you prove that labour is an essential factor of production?
5. Why do entrepreneurs occupy a central position in a market economy?
6. What qualities and skills are vital for an entrepreneur?
7. Why are entrepreneurs vital for economic growth of the country?



14. a) Watch a video **Bill Gross's Lecture on Startups** and do the quiz that follows it <https://eduenglish.bsu.by/mod/lesson/view.php?id=4970>



b) For better understanding of entrepreneurial success and failure watch a video **Peter Jones' ten golden rules for entrepreneurial success** <http://www.youtube.com/watch?v=Tod1moy8VZM>

Vocabulary Focus

15. Study the table and match the economic terms in A with their definitions in B.

A	B
1) economic goods economic services	a) things provided by nature such as land, air, water, forests, coal, etc.;
2) factors of production	b) human-made resources that are used for the production of other goods and services;
3) (productive resources)	

<p>4) natural resources 5) capital goods 6) consumer goods 7) labour (human resources) 8) entrepreneurship 9) entrepreneur</p>	<p>c) a person who carries out the tasks in the hope of making financial gains/profit; d) the function of combining and organizing natural resources, capital goods, and labour; e) the basic resources which are needed for the production of economic goods and services; f) intangible things that have value but often cannot be seen, touched, or shown to others; g) not a factor of production, finished products sold to consumers for their own personal use; h) things of value that you can see, and show to the others; i) any form of human effort involved in production.</p>
---	---

16. *Test each other: look at the words and phrases below and with your partner, try to recall how they were used in the text.*

resources	essential
satisfy	create
society	skills
value	static
lack	in search of
finished products	to bring into reality

17. a) *Discuss the following with your partner. Which things in the list below do you think entrepreneurs bring to the economy?*

Managing people	Finding new markets
Motivating people	Making profits
Finding solutions to problems	Organising things
Communicating with customers	Taking risks
Inventing new products	



b) *Now listen and tick the things which are mentioned.* <https://eduenglish.bsu.by/mod/folder/view.php?id=8745>



18. *Check yourself by doing vocabulary games and quizzes at* <https://www.studystack.com/flashcard-1270479>



Text 3. Economic Systems.

19. a) *Before you read the text match the pictures with the types of economic systems. One of them is extra. Justify your choice presenting arguments.*

1. traditional economy
2. market economy

3. mixed economy
4. command or planned economy

A



B



C



b) What do you think what type of economic system most countries have? Give examples of countries with these economic systems.

c) Skim the text and define the main difference between economic systems.

(1) Allocating resources efficiently is complicated because there is almost always a very thorny trade-off between what is efficient and what is “fair.” People and societies organize economic life to deal with the basic problems raised by scarcity and opportunity cost through economic systems. An **economic system** is a system of production, resource allocation and distribution of goods and services within a society. It includes the combination of the various institutions, agencies, entities, decision-making processes and patterns of consumption. An economic system works via the interaction of three invisible forces: the invisible hand (economic forces), invisible foot (political forces) and invisible handshake (social forces).

(2) Before we discuss how the invisible forces operate, we need to classify economic systems and find out what people can reasonably expect from each of them. They are classified into four broad categories: traditional, command, market, and mixed. And there are three basic economic questions that every nation must consider. They are (1) What goods and services shall be produced? (2) How shall they be produced? and (3) For whom shall they be produced?

(3) *Traditional economy* is an economic system using social customs to answer the basic economic questions. Nowadays traditional economies are found primarily in the rural areas of the world, tribes in African countries, for example. In such areas, there is no national economy. Economic decisions are taken according to the customs of the tribe. People produce most of their own goods and consume what they produce.

The basic economic questions are answered directly by the people involved, and the answers are usually based on tradition.

(4) In *command or planned economies* the basic economic questions are answered by government officials. Command economies are characterized by government ownership of natural resources and capital goods. Government leaders decide what goods and services will be produced, how they will be produced, and how they will be distributed. Individuals have little control or influence over the way the basic economic questions are answered. There are very few command economies left in the world, and North Korea is one of the examples.

(5) A *market economy or free economy* is the opposite of a command economy. In a market economy, basic economic questions are answered by individuals, households and businesses through a system of freely operating markets. In market economies, natural resources and capital goods are usually privately owned. In such economies, buyers and sellers have a great deal of economic freedom, and they send signals to one another as they interact through the system. For example, by purchasing more of an item than usual, buyers send a signal to producers to increase production of that item.

(6) In actual practice, there are no real economies in the world that rely solely on freely operating markets or on government decisions to answer basic economic questions. All major economies are mixed economies. *Mixed economy* has both a public sector, composed of governmental institutions, and a private sector, made up of private businesses. The private sector mostly includes consumer goods, small industries, and agriculture run by private companies, while the public sector includes public services like energy and water as well as military defense, law enforcement, and mail delivery. Mixed economic systems are typically driven by privately-owned, profit-driven economic entities with some degree of intervention from the state to prevent inefficiency, economic collapse, and unemployment. This means that private enterprises have the economic freedom to claim private ownership of the means of production and seek profit, while governments also have the power to limit or control economic activities. Mixed economies also allow the government to intervene in the free market to improve the allocation of resources and promote economic planning. Governments can intervene in mixed economies to assist citizens for health care, unemployment, housing, social security and child care. This type of economic system is used in most countries, in the United States, for example.

(7) In the 1990s there appeared a new term *transition economy* to describe the countries of Eastern Europe and the former Soviet Union. *Transition economies* faced the task of moving from a centrally-planned system of resource allocation towards a more market-oriented approach.

d) Read the text again and analyse its composition. Give headings to its seven paragraphs. Identify the thesis statement of the whole text and the topic sentence of each paragraph. Think of some supporting details.

Example:

Topic sentence (paragraph 3) – Traditional economy is an economic system using social customs to answer the basic economic questions.

Supporting detail – It produces most of its own goods and consumes what it produces.

e) Discuss the following questions in pairs.

1. What is economic system and how does it work?
2. What are the three invisible forces which make economic systems work?
3. What are the three basic economic questions that every nation must answer?
4. What are the three basic approaches to economic decisions based on?
5. What are the defining features of each economic system?

f) Work as a group. Say whether the following characteristics of economic systems are typical for

- | | |
|---------------------------------|----------------------------|
| 1) traditional economic systems | 3) market economic systems |
| 2) command economic systems | 4) each of them |

Support your idea with more details from the text. Then delegate one or two students to report the results of your group work to the whole class.

1. No national economy.
2. The government itself holds a monopoly.
3. Resources are distributed evenly, creating less socio-economic inequality.
4. “Invisible hand” is responsible for the production of goods and services, and their pricing.
5. Prices and supply of goods are controlled by the government.
6. Consumers enjoy the privilege of choosing among competitive products and services.
7. No opportunities for personal profit motives for any producer or consumer.
8. Individuals do not benefit from innovation or product development.
9. A group of individuals decide what society’s desires are.
10. An economic system works via the interaction of three invisible forces.
11. The basic economic questions are answered by government officials.



g) Consolidate your knowledge of mixed economies by watching a video and doing the quiz <https://eduenglish.bsu.by/mod/quiz/view.php?id=8701>

Vocabulary Focus

20. Form derivatives from the verbs, nouns and adjectives below. Then think of your own sentence related to the topic **Economic Systems** using as many words as possible.

V-N

allocate -
provide -

A-N

efficient -
scarce -

V-A

collect -
consider -

N-A

vision -
privacy -

determine -
lead -
govern -

interactive -
traditional -
natural -

produce -
market -
influence -

society -
reason -
industry -

21. Match the economic terms with their definitions. Give your own rough definition to each type of economic system.

1) traditional economy	a) the economic system of a country that is in the process of shifting from being centrally planned to becoming a market structure.
2) command or planned economy	b) an economic system in which there is free competition and prices are determined by the interaction of supply and demand.
3) market economy or free economy	c) an economy in which business activities and the allocation of resources are determined by government order rather than market forces.
4) mixed economy	d) a type of economy that still uses various means of social support.
5) transition economy	e) an economic system in which the private and public sectors work together to solve economic problems.

22. Study the characteristics of traditional economy and add a few more features from the text and your background knowledge. Then design a visual or a graphic organizer of any other economic system and comment on its defining features.

Characteristics of a Traditional Economic System



Based on small communities, families, and tribes



Hunter and gatherer society



Relies on barter



Produce what is needed - little waste.



23. Check yourself by doing vocabulary games and quizzes <https://quizizz.com/admin/quiz/5bca2290b916b3001a1a8173/economic-system>



The Noun



24. a) Study carefully the theory below. For more details visit the English Support Course (Unit 7) on the BSU educational portal <https://eduenglish.bsu.by/course/view.php?id=24>

An uncountable noun only has one form and the verb is always singular.

e.g. *The new equipment is a big improvement.*

1. The following nouns are uncountable in English:
Substances, materials: Water, air, oil, money, steel, food, fire
Abstract ideas: Life, freedom, progress, health, time, trouble, supply, demand, experience, influence, ownership, productivity
Activities: Work, help, research, training, production, travel, business
Human qualities/feelings: Honesty, patience, hope, respect, courage, love
Subject names ending in -ics: Economics, logistics, mathematics, politics, statistics
2. The words used before countable and uncountable nouns.
A lot of/lots of – plural nouns and uncountable nouns
e.g. *They have a lot of new customers. I have lots of free time.*
many/few/a few – plural nouns only
e.g. *A few customers replied to our online questionnaire.*
Much/little/a little – uncountable nouns only
e.g. *A little time is still left.*
3. Some nouns can be either countable (with a specific meaning) or uncountable (with a general meaning).
e.g. *He started up **a new business** last year.*
***Business** is going well at the moment.*

b) Choose the correct words in italics.

1. *How much/how many* information have we got about this company.
2. He gave me *an advice/some advice* which was/were really useful.
3. We bought some new *equipment/equipments* last month.
4. We bought some new *machine/machines* last month.
5. They are a start-up company and they don't have *much/many sales* yet.
6. We don't have *much/many time* before we get serious cash flow problems.
7. We are making *a little/a few progress*, but not *much/many*.
8. A business becomes profitable when it makes *a lot of/many* money.
9. We have *a lot of/many demand* for our services.
10. We do some business in Turkey, but not *much/many*.

c) Look at the underlined noun in each sentence. Write S if it has a specific, countable meaning, or G if it has a general, uncountable meaning.

1. a) Do you see this material? This is unbreakable glass.
b) What a beautiful wine glass! Where did you get it?
2. a) In this job, experience is more important than qualifications.
b) This is going to be an experience I'll remember for a long time.
3. a) Claire runs a business designing websites.
b) It's not good for business when interest rates are too high.
4. a) You should meet Mark – he's had a very interesting life.
b) Life is complicated sometimes.

5. a) There aren't many spaces in the car park.
 b) There isn't much space in my office.



d) Do a quiz to revise the use of articles <https://euenglish.bsu.by/mod/quiz/view.php?id=8694>



e) Check yourself by doing determiners tests at <https://www.english-testsonline.com/english-grammar-tests/determiners/>.

Listening and Viewing

Meeting the Deadline



25. a) Samira is telling someone about the volunteer project that she is working on. Listen to these extracts from the conversation and answer questions 1-2. <https://eduenglish.bsu.by/mod/folder/view.php?id=8299>

Resources, teamwork, skills, objectives, schedule, deadline, budget, update.

1. Which items above does she talk about? 2. What does she say about each one?

b) Listen again and complete the phrases that Samira uses in column A. Then work with a partner. Take turns to cover column A while your partner tests you using the definitions in column B.

Example: A: How can you say 'finish on time'?
 B: 'Meet the deadline'?
 A: Yes.

A	B
1. _____ the deadline	= finish on time
2. fall _____ schedule	= make slow progress
3. catch _____	= get back to the original schedule
4. be back _____ track	= work to the predicted schedule
5. finish _____ schedule	= finish before the planned date
6. _____ resources	= make use of people, money, time
7. stay _____ budget	= spend the right amount of money
8. _____ tasks	= give people different responsibilities
9. get _____ a task	= do a job
10. _____ updates	= receive reports on progress

c) Work in small groups. A colleague has been asked to take over running a project for someone who is off sick. He/she has never managed a project alone. He/she has asked you for advice about how to manage the project and the project team. Discuss what advice you will give him/her. Then tell the class.

Example: He/she needs a realistic schedule to meet the deadline.

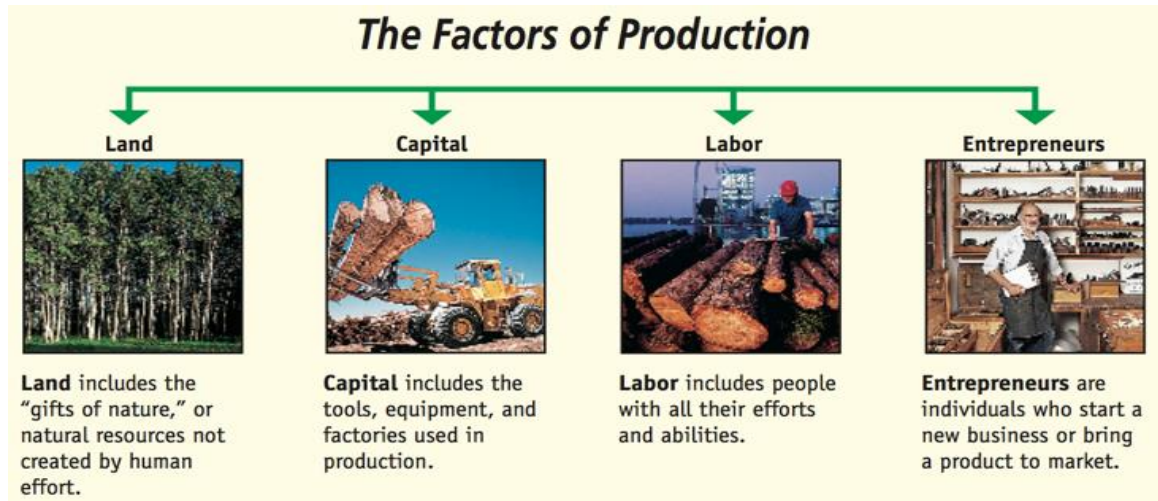
Speaking



26. Work as a group of three. Two students discuss the following problem questions on the topic. The third one listens to them, makes notes, then summarizes all the information and shares it with the class. Use expressions and linking words from [Appendix 1](#).

1. What trade-offs do you make every day? Give examples.
2. How do the decisions we make affect the rest of the world?
3. Are there any other factors apart from land, labour, capital and entrepreneurship that influence production in modern world?
4. What is the difference between economic goods and economic services? Give examples to illustrate them.
5. Why is the role of the entrepreneur vitally important as a source of economic progress?
6. Do you think most countries have a market economy which is free from government management? If they don't, explain why.
7. What type of economy does not provide opportunities for personal gain for both producer and consumer? Explain your choice.

27. Comment on the factors of production by expanding the information under each picture. Use expressions and linking words from [Appendix 1.4](#) to add more points to the same topic.



28. Study the table and add your own ideas to each list. Then, compare your lists to those of your partner and expand your primary list. Finally, speak about the pros and cons of entrepreneurship. Use expressions and linking words from [Appendix 1.2-1.3](#) to list advantages and disadvantages.

You may start like this:

People may decide to start up a business or work on their own because of a layoff, a desire to change fields or retirement. They may buy an existing enterprise, purchase a franchise, start up a company or undertake consulting work. Whatever the reason, more and more people are going into business for themselves.

If you're currently unemployed the most obvious benefit to being your own boss is that you'll have an opportunity to ...

<i>Benefits of Self-Employment</i>	<i>Disadvantages of Self-Employment</i>
1) being your own boss 2) earn an income 3) can work as hard as you want 4) the flexibility of hours 5) be eligible for certain tax breaks 6) psychological benefits of enjoying your job 7) the pride that you work for yourself	1) won't get paid vacation or sick days 2) no health insurance 3) retirement costs are your responsibility 4) are fully responsible for paying taxes

Business Skills

Closing a Presentation



29. Study useful phrases for *closing a presentation* and handling questions.

Closing and questions	
1.Signal the end Right, that brings me nearly to the end of my presentation.	2.Summarize So, to summarize, we looked at four main points. I began by telling you a little about ... Then I talked about ... After that I explained how ... Finally I ...
3.Conclude So, in conclusion, I hope that this talk has given you ... Thank you all for coming. I hope it's been useful.	4.Invite questions Do you have any questions? Now, if you have any questions, I'll do my best to answer them.
5.Deal with questions That's a very good point./I'm glad you asked me that. Sorry, can you explain that again? So if I understood you correctly, you are asking ... That's an interesting question. What's your own opinion?	

30. Match the beginning of this phrase 1-5 with the correct ending a-e.

- | | |
|---------------------------------|--|
| 1. I began by telling you ... | a) a little about ... Then I explained how ... After that I talked about ... |
| 2. Just to summarize ... | b) any questions? |
| 3. Thank you all ... | c) the main points again before I finish ... |
| 4. Now do you have ... | d) for coming and I hope it's been useful. |
| 5. Right, that brings me to ... | e) the end of my presentation. |

31. Study the phrases above for dealing with questions below. Choose the word from the table below.

point	for	explain	catch	experience	correctly
	come	opinion	glad	on	comment

1. That's a very good
2. Sorry, can you ... that again?
3. Has anyone else ... the same thing?
4. OK, I think there's time ... one last question.
5. That's an interesting question. What's your own ...?
6. Sorry, I didn't ... that.
7. I'm ... you asked me that.
8. I promised to finish ... time, and I see that it's nearly ten o'clock.
9. What conclusion have you ... to?
10. Does anyone like to ... on that?
11. So, if I understand you ..., you are asking



32. a) Before you start making a presentation watch a video **How to Give a Presentation** <https://youtu.be/fzIxDIjXn44> and review the useful language.



b) Study the main stages of working on a presentation in the Creative Learning Section at <https://eduenglish.bsu.by/mod/page/view.php?id=6041> and follow them.

33. a) Give a presentation on one of the topics below. For some best presentation samples, visit the electronic course 'English for Economists' <https://eduenglish.bsu.by/mod/page/view.php?id=6041>

1. A nation where everyone is satisfied materially: utopia or reality?
2. Market economy: Pros and Cons.
3. Market economy vs command economy.
4. The countries with transition economies: the way to ...?
5. Economists are 'Worldly Philosophers'.
6. 'Father' of Modern Economics and Capitalism.
7. The Revival of interest in Keynesian Economics.

Mind! Work on the design of the project and the techniques of its original, creative implementation in front of the audience. Review the material in **Unit 1**.

b) Listen to your fellow-students' presentations. After each presentation rate the following aspects of the presentation from 1 to 10. Mind the criteria presented in the table below.

Grade scale:

1-3 = unacceptable

4 = acceptable

5-6 = average

7 = good

8 = very good

9-10 = excellent (i.e. could not do better in the time available)

Evaluation sheet

Aspects	Group1	Group2	Group3
Objectives: clarity; appropriacy to audience / subject			
Structure: coherence; logicity; clarity			
Content: extent; relevance; subject knowledge			
Creativity: originality; novelty			
Research: argumentativeness; practical significance			
Language: clarity; accuracy; fluency; pronunciation			
Delivery: enthusiasm; eye contact; audibility; confidence; body language			
Total			

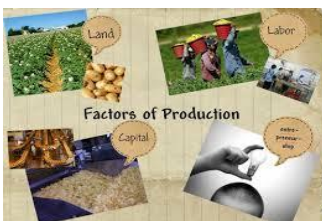
Assessment and Self-Check



A. Two-Way Discussion

Participate in academic discussion on the following issues. Work with a partner. Take turns and be ready to ask your partner some more questions to clarify the details of his/her answer. Use conversational formulas for asking for clarification and giving clarification from [Appendix 2.16-2.17](#).

1. What use is the study of economics?
2. What trade-offs do you make every day? How do the decisions we make affect the rest of the world?



3. Look at the photos. Each photo shows something that an economy needs in order to produce. Talk about what the photos show and why each thing is necessary for an economy.
4. What type of economy do you associate this photo with? Do you think most countries have an economic system which is free from government management? Can you give any examples supporting or disagreeing with this idea?



5. What type of economy do you associate this photo with? What everyday problems do you think people face in it?



6. What type of economy do you associate this photo with? What are its defining features? Why do you think it still exists on the planet?

7. Compare the planned economy with the mixed economy. Discuss the advantages and disadvantages of each type. Decide which is best in your opinion for the economy of your country.

B. *Be ready to comment on the following talking points. Develop your arguments by giving reasons for your opinion as well as examples. You can also refer to your reading and research by mentioning what people or books say about an issue. Use expressions and linking words from [Appendix 1](#).*

1. Can you actually think of any examples of countries with a completely free market or a totally controlled one? Give any examples you can think of or say why you can't come up with any true examples.
2. Do you belong to the people who are comfortable with a nine-to-five existence? Would you like to set up your own business? Why or why not?
3. "Our modern living standards are primarily a reflection of brain power, capital formation, and the quality of institutions." What is the meaning of this statement? Is it true?
4. How do you make decisions about what to buy? Do you think people make rational decisions? Why/Why not?
5. Suppose you decided that it is in your self-interest to establish a computer repair business. Will others be better off or worse off if your business earns a profit? How will the well being of your customers and the whole country be affected?
6. How can you "be entrepreneurial" without ever becoming an entrepreneur in the traditional sense (i.e., starting up your own business)? Give an example of a time when you have been entrepreneurial, or an opportunity where you could be entrepreneurial in the near future.
7. Comment on the statement that successful entrepreneurs share common characteristics. If so, what are they? What role do formal education and wealth play in entrepreneurship? Is either a necessity for successful entrepreneurship?
8. Describe the role of the entrepreneur in a market economy. What must an individual do and possess in order to undertake an entrepreneurial venture?



C. Do a revision test <https://eduenglish.bsu.by/mod/quiz/view.php?id=7813>
The test is designed to assess knowledge of vocabulary and basic concepts of unit 'Economics as a Science'. Be sure to revise the material before you start.



D. Write a summary of the text 'The Sharing Economy' <https://eduenglish.bsu.by/mod/quiz/view.php?id=4191>. Follow the tips <https://eduenglish.bsu.by/mod/assign/view.php?id=4232>.

UNIT 2. BRANCHES OF ECONOMICS: MICROECONOMICS

Unit 2.1. Supply and Demand



When buyers and sellers get together, the key outcome is a price.

Irena Asmundson

Topic for Communication: Factors affecting demand and supply, the law of supply and the law of demand as the market behavior regulators, the importance of equilibrium and elasticity.

Business Skills: Dealing with customers.

Grammar Focus: Prepositions with verbs and nouns.

Lead-in

1. a) *Work in small groups and share bits of background knowledge on the following. Use expressions and linking words for giving opinion and expressing cause and effect from [Appendix 1.14-1.16](#).*

1. When buying goods, do you have any preferences? Do you pay any attention to the brands of the goods, their price?
2. What guides your choices when you make various purchases?
3. If you were a producer, how would you react to increases, or the opposite – decreases in demand?
4. What products or services are most in demand in your country now?
5. How, in your opinion, is the price of goods related to demand?
6. Apart from price, what other things affect demand for a product or service?

2. *Arrange the factors in the appropriate column in the box. How do you think these factors might affect supply and demand?*

The price of a product

The consumer's income

- Productivity of workers
- Weather
- Technological improvements
- The price of related goods
- The tastes and preferences of the consumers
- The consumers' expectations
- A decrease in costs of production
- The number of firms
- The number of consumers in the market

Factors affecting demand	Factors affecting supply	Factors affecting both demand and supply



3. a) Watch the video to check your guesses about supply and demand. Before watching a video **What is Supply and Demand?**

<https://eduenglish.bsu.by/mod/forum/view.php?id=8710> check the meaning of the following words and phrases.

The International Monetary Fund (the IMF) to be inclined to do to intersect	equilibrium price/market price the entire curve shifts the demand goes up
---	---

b) Watch the video and answer the questions.

1. How does the price for goods and services influence the behaviour of consumers?
2. What are the likely actions of the supplier, when the price for the goods he manufactures is increasing?
3. What is the market price?
4. How do mass media influence the tastes of buyers?
5. How do weather conditions affect supply?
6. What are the likely consequences of an increase in an equilibrium price?

c) While watching the video put down the definitions of the following concepts: a) the law of demand; b) the law of supply; c) equilibrium price.

Reading and Vocabulary



Text 1. Supply and Demand.

4. a) Before you read the text, match words from column A with their Russian equivalents in column B.

- | A | B |
|----------------------------|---------------------------------------|
| 1) обратно пропорционально | a) other things equal/ceteris paribus |
| 2) величина предложения | b) institution |

- | | |
|--|-------------------------------------|
| 3) величина спроса | c) inferior good |
| 4) взаимозаменяемые товары, товары-субституты | d) a normal good |
| 5) учреждение | e) a luxury good |
| 6) товар низшей категории (худший товар) | f) the quantity supplied |
| 7) всеобъемлющий, распространяющийся | g) related goods |
| 8) нормальный товар | h) negatively related |
| 9) предмет роскоши | i) the quantity demanded |
| 10) взаимодополняемые (комплементарные) товары | j) substitutes |
| 11) при прочих равных условиях | k) pervasive |
| 12) сопряженные товары | l) complements, complementary goods |

b) Read the text about the particular factors impacting demand and supply. Say why the concepts of demand and supply are important for understanding the economy's performance.

The terms supply and demand refer to the behaviour of people as they interact with one another in markets. A market is defined as an institution or mechanism which brings together buyers – “demanders” and sellers – “suppliers”.

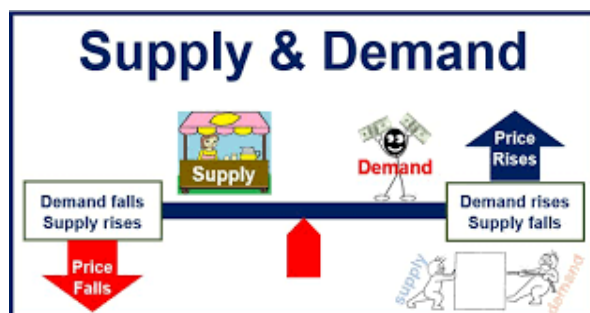
Demand is the amount of the good that buyers are willing and able to purchase.

What factors determine the demand for any good? They are as following:

Price. The quantity demanded falls as the price rises and rises as the price falls, so the quantity is negatively related to the price. The relationship between price and quantity demanded is true for most goods in the economy and, in fact, is so pervasive that economists call it **the law of demand**: other things equal (*ceteris paribus* in Latin), when the price of a good rises, the quantity demanded of the good falls.

Income. A lower income means that you have less to spend in total so you would have to spend less on some – and probably most – goods. If the demand for a good falls when income falls, the good is called *a normal good*. Not all goods are normal goods. If the demand for a good rises when income falls, the good is called *an inferior good*. An example of an inferior good might be bus rides. As your income falls, you are less likely to buy a car or take a cab, and more likely to ride the bus.

Prices of Related Goods. Suppose that the price of frozen yogurt falls. The law of demand says that you will buy more frozen yogurt. At the same time you will probably buy less ice-cream. Ice-cream and frozen yogurt are *substitutes*, that is pairs of goods that are used in place of each other.



When a fall in one price of one good raises the demand for another good, the two goods are called *complements*. Complements are often pairs of goods that are used together, such as gasoline and automobiles, computers and software.

Tastes. The most important determinant of your demand is your tastes. If you like ice-cream, you buy more of it.

Expectations. Your expectations about the future may affect your demand for a good or service today too.

We now turn to **supply** that is the amount that sellers are willing and able to sell. What determines the quantity an individual supplies? These are:

Price. Because the quantity supplied rises as the price rises and falls as the price falls, we say that the quantity supplied is positively related to the price of the good. This relationship between price and quantity supplied is called **the law of supply**: Other things equal, when the price of a good rises, the quantity supplied of the good also rises.

Input prices. The supply of a good is *negatively related* to the price of the *inputs* used to make the good.

Technology. By reducing firms' costs, the advance in technology raises the supply of a good.

Expectations. The amount of goods you supply today may depend on your expectations of the future. For example, if you expect the price of goods to rise in the future, you will put some of your current production into storage and supply less to the market today.

Taxes and subsidies. By reducing taxes and increasing subsidies the government provides for the increase of the supply of goods and vice versa.

Many factors complicate these relatively simple laws. The current economy is more global than it has ever been, and macroeconomic forces can be difficult to predict.

c) Check the understanding of the text by expanding the sentences. Then translate them into your language.

1. The terms supply and demand refer to ...
2. Demand is the amount of the good that buyers ...
3. The relationship between price and quantity demanded ...
4. The law of demand says ...
5. A lower income means that ...
6. Substitutes are ...
7. Complements are often pairs of ...
8. If you expect the price of goods to rise in the future ...

d) Look through the text for specific details and discuss the questions below with your partner.

1. What factors create the foundation of markets?
2. How is the term "market" defined?
3. What factors determine the demand for any good?

4. How are a lower/higher income and a demand for specific goods related?
5. What factors determine the quantity sellers are willing to supply?
6. What would be your possible actions, if you expect the price of goods to rise in the future?

e) Study the mind map on the left depicting the factors impacting supply. Come up with a similar mind map describing the factors that influence demand. Are they going to be the same? You can read about mind maps in [Appendix 3](#).



Vocabulary Focus

5. **Effect** and **affect** are easily confused words. Study their meanings and sample sentences.

1. To affect means ‘to influence’: e.g. *The tax increases have affected us all.*
2. An effect is a result or consequence of an event: e.g. *The political crisis has already had an effect on the Stock Market.*
3. The word ‘effect’ can have two other meanings: e.g. *We tried exporting tea to China but with little effect (impact). In effect (in fact) the two systems are identical.*
4. There is also a verb ‘to effect’, which is fairly formal: e.g. *Production was stopped until repairs were effected (made).*

Choose the right word in italics:

1. Do you think a rise in interest rates will *affect/effect* consumer spending?
2. Cultural attitudes can *affect/effect* the success or failure of a merger with an overseas firm.
3. The bad publicity has had an adverse *affect/effect* on our reputation.

6. Complete the table by inserting the missing forms if possible.

Noun	Verb	Adjective/Adverb
	relate	


expectation		
		determined
subsidy		
	input	
		institutional
	pervade	
store		
		substituted

7. Study the table and match the words in A with their definitions in B.

- | A | B |
|----------------------|---|
| 1) income (n) | a) have an effect on; make a difference to. |
| 2) fundamental (adj) | b) spreading widely throughout an area or a group of people. |
| 3) institution (n) | c) money received, especially on a regular basis, for work or through investments. |
| 4) determinant (n) | d) the action or method of storing something for future use. |
| 5) affect (v) | e) the forward movement of something, a development or improvement in something. |
| 6) storage (n) | f) forming a necessary base; of central importance. |
| 7) pervasive (adj) | g) a factor which decisively affects the nature or outcome of something. |
| 8) advance (n) | h) a custom or tradition that has existed for a long time and is accepted as an important part of a particular society. |

8. From two columns choose the words with similar meaning and arrange them in pairs.

- | A | B |
|---------------------|--------------------|
| 1) seller (n) | a) advance (n) |
| 2) interaction (n) | b) costs (n) |
| 3) affect (v) | c) decrease (v) |
| 4) expenses (n) | d) purchase (v) |
| 5) progress (n) | e) interplay (n) |
| 6) reduce (v) | f) supplier (n) |
| 7) income (n) | g) universal (adj) |
| 8) merchandise (n) | h) earnings (n) |
| 9) buy (v) | i) influence (v) |
| 10) pervasive (adj) | j) goods (n) |

 9. Extend your vocabulary and consolidate the understanding of the supply and demand concepts by doing Supply and Demand terminology quiz <https://eduenglish.bsu.by/mod/quiz/view.php?id=4214>

10. Translate into English using your active vocabulary.

1. Важнейшими *неценовыми детерминантами* рыночного спроса являются.

2. Изменение потребностей, вкусов и предпочтений потребителей и покупателей.

3. Рост числа покупателей увеличивает спрос, факторы роста – увеличение иммиграции или рождаемости.

4. Рост дохода, как правило, приводит к увеличению спроса, но в целом его влияние на спрос на отдельные товары может быть различен. Например, спрос на *нормальные* товары при росте дохода повышается, на *худшие* – сокращается.

5. Сопряженные товары делятся на два вида: взаимозаменяемые и взаимодополняемые. Рост цен на один из них вызывает снижение спроса на другой (обратная зависимость). Рост цен на один из товаров вызывает повышение спроса на другой товар.

6. Потребительские ожидания будущих периодов также являются фактором определяющим спрос. Например, неурожай может побудить людей, предвидящих рост цен, закупать продукты впрок.



11. Check yourself by doing a vocabulary quiz at <http://www2.harpercollege.edu/mhealy/eco211/review/revsd/revsd.htm>



Text 2. The Law of Supply and Demand.

12. a) Match the Russian words/word combinations with their English equivalents.

- | | |
|----------------------------|----------------------------|
| 1) величина спроса | a) a market clearing price |
| 2) кривая | b) surplus |
| 3) пересечение | c) willingness |
| 4) нехватка, дефицит | d) excess supply |
| 5) равновесная цена | e) intersection |
| 6) готовность | f) the quantity supplied |
| 7) превосходить, превышать | g) shortage |
| 8) санирующая цена рынка | h) exceed |
| 9) избыточное предложение | i) curve |
| 10) излишек | j) an equilibrium price |

b) Read carefully the text about **the law of supply and demand**. Explain the essence of this law in your own words.

Having analyzed supply and demand separately, we now combine them to see how they determine the quantity of a good sold in a market and its price. Here we focus on the situation when demand and supply match and the market is in a state of equilibrium.

The word “**equilibrium**” means “balance”. If a market is at its equilibrium price and quantity, then it has no reason to move away from that point. However, if a market is not at equilibrium, then economic pressures arise to move the market toward the equilibrium price and the equilibrium quantity.

The **equilibrium price** (also called a *market-clearing price*) is the only price where the plans of consumers and the plans of producers agree – that is, where the amount of the product consumers want to buy (quantity demanded) is equal to the amount producers want to sell (quantity supplied). This common quantity is called the **equilibrium quantity**. At any other price, the quantity demanded does not equal the quantity supplied, so the market is not in equilibrium at that price.

Price is dependent on the interaction between demand and supply components of a market. While consumers will always seek to pay the lowest price they can, producers will look to sell at the highest price they can. When prices are too high, consumers lose interest and move away from the product. Conversely, if prices are too low, it no longer makes financial sense for the producer to continue to make the product. A happy medium must be reached – an equilibrium price acceptable to both consumer and producer.

This price is found at the point where the supply curve intersects the demand curve, producing a price at which consumers are happy to pay and producers are happy to sell. In other words, graphically this price occurs at the intersection of demand and supply as presented in *Image 1*.



When the price is below equilibrium, there is **excess demand**, or a **shortage** – that is, at the given price the quantity demanded, which has been stimulated by the lower price, now exceeds the quantity supplied, which had been depressed by the lower price. In fact, at any above-equilibrium price, the quantity supplied exceeds the quantity demanded. We call this an **excess supply** or a **surplus**.

The theory of supply and demand is a theory that explains the interaction between the sellers of a resource and the buyers for that resource. It defines the relationship between the price of a given product and the willingness of people to either buy or sell it. Generally, as price increases, people are willing to supply more and demand less and vice versa when the price falls. How quickly equilibrium is reached varies from market to market, depending on how quickly prices adjust. In most free markets, however, surpluses and shortages are only temporary because prices eventually move towards their equilibrium levels. Indeed, this phenomenon is so pervasive that is sometimes called **the law of supply and demand**: *the price of any good adjusts to bring the supply and demand for that good into balance*.

The law of supply and demand is actually an economic theory that was popularized by Adam Smith in 1776. The principles of supply and demand have been shown to be very effective in predicting market behavior.

c) Explain the meaning of the underlined phrases in your own words. Then translate the sentences with these phrases into your language.

d) Read the text again and decide whether these statements are true or false. Correct the false ones.

1. The principles of supply and demand have been effective in anticipating market behavior.
2. Price is relatively independent of the interaction between demand and supply components of a market.
3. If prices are too low, it is unwise for the seller to produce the goods.
4. Graphically, an equilibrium price occurs at the intersection of demand and supply curves.
5. The law of demand and supply defines the relationship between the price of a given product and the willingness of people to either buy or sell it.
6. When prices are at their minimum, consumers lose interest and move away from the product.

e) Use the information from the text and expand the sentences.

1. The law of supply and demand is
2. If a market is at its equilibrium price
3. Price is dependent on the interaction between
4. An equilibrium price is found at the point where
5. When the price is below equilibrium
6. When the price is above equilibrium
7. The theory of supply and demand is a theory that explains the interaction
8. How quickly equilibrium is reached varies

f) Match the first 3 terms with their definitions. Then complete the table with some more definitions from the text.

1. The law of demand says ...	a) the price of any good adjusts to bring the supply and demand for that good into balance.
2. The law of supply says ...	b) that at higher prices, buyers will demand less of an economic good.
3. The law of demand and supply is ...	c) that at higher prices, sellers will supply more of an economic good.
4. A market-clearing price is ...	d)
5. The equilibrium quantity is ...	e)
6. A shortage is ...	f)
7. A surplus is ...	g)

Vocabulary Focus

13. Match up the words/word combinations and definitions below.

A

- 1) exceed (v)
- 2) adjust (v)

B

- a) an agency or means of doing something
- b) a state in which opposing forces are balanced

- 3) medium (n) c) the consumer cost assigned to some product or service such that supply and demand are equal, or close to equal
- 4) curve (n) d) be greater in number or size
- 5) equilibrium e) alter or move (something) slightly in order to achieve the desired fit, appearance, or result
- 6) intersection (n) f) the total supply of goods and services available to a particular market from producers
- 7) surplus (n) g) a line that bends continuously and has no straight lines
- 8) equilibrium price h) an amount of something left over when requirements have been met; an excess of production or supply
- 9) aggregate supply i) an occasion when two lines cross, or the place where this happens

14. Choose the right variant from the word combinations in the box to complete the passage below.

willing buyers	equilibrium price	price point
shortage	unsold goods	available goods

The phrase 1) ... is often used interchangeably with "market clearing price." Both refer to the price at which the number of goods for sale is exactly equal to the quantity that buyers wish to purchase. In other words, it is the price at which the market is in equilibrium.

The market clearing price is reached through price discovery. Both buyers and sellers will attempt to find the most advantageous prices for their interests. Eventually, the market will reach equilibrium at the 2) ... where the number of 3) ... is equal to the number of willing sellers.

If price falls below the market clearing price, buyers will buy up all of the 4) ..., causing a 5) ... in the market. This situation causes prices to rise, until they reach the equilibrium price. Likewise, if prices rise above the market clearing price, suppliers will have a surplus of 6) ..., that can only be reduced by lowering prices.



15 a) Consolidate your knowledge about the law of supply and demand and its connection with equilibrium by doing a reading comprehension quiz based on Texts 1 and 2 at <https://eduenglish.bsu.by/mod/lesson/view.php?id=5543>.

b) To get acquainted with concepts of the law of supply and demand watch a video at <https://eduenglish.bsu.by/mod/quiz/view.php?id=4226> and do a short quiz that follows.



Text 3. Elasticity.

16. a) Below is the text about the concept of elasticity. Match the Russian words and word combinations with their English equivalents before you read.

A

- 1) реакция, реагирование
- 2) влияющий фактор
- 3) наличие товара – субститута
- 4) годовой доход
- 5) восприимчивый (к)
- 6) уровень производства
- 7) изменить
- 8) эластичность (спроса) к уровню дохода

B

- a) output level
- b) alter
- c) responsiveness
- d) impactful factor
- e) annual income
- f) income elasticity
- g) sensitive (to)
- h) substitute availability

b) Read the text carefully. Highlight the most important information about elasticity and say why it might be an important planning tool for a manufacturer.

Elasticity is an important economic measure, particularly for the sellers of goods or services, because it indicates how much of a good or service buyers consume when the price changes. When a product is *elastic*, a change in price quickly results in a change in the quantity demanded. When a good is *inelastic*, there is little change in the quantity of demand even with the change of the good's price. The change that is observed for an elastic good is an increase in demand when the price decreases and a decrease in demand when the price increases.



Elasticity also communicates important information to consumers. If the market price of an elastic good decreases, firms are likely to reduce the number of goods or services they are willing to supply. If the market price goes up, firms are likely to increase the number of goods they are willing to sell. This is important for consumers who need a product and are concerned with potential scarcity.

Consumers are more sensitive to some price changes than to others. You may not want to buy a car if its price goes up 10%. But if the price of salt goes up 10%, you will pay extra amount rather than go without salt. The degree to which changes in price cause changes in quantity demanded is called **elasticity of demand**. The elasticity of demand is its responsiveness to changes in another factor, such as price.

The British economist Alfred Marshall is generally credited as the first economist to define the concept in 1890, but the German statistician Ernst Engel published a paper five years earlier, showing how changes in income alter the level of demand. The origins of the concept may be disputed, but its importance is not. Elasticity of demand quickly became one of the most widely used tools of economic analysis.

There are two **basic reasons for elasticity of demand**. The first concerns *the relationship between income and the cost of the product*. A car, for example, may easily cost 50% of your annual income. Salt probably costs less than 50% of your annual income. The smaller the proportion of your income that a product costs, the more inelastic is its demand. Demand tends to be more elastic if the good is a luxury rather than a necessity. For instance, designer clothes are luxury goods that take up a greater

proportion of income as a person's income rises. Necessities such as bread will take a declining proportion of income. The second reason why demand is elastic concerns *whether or not substitute product is available*.

The elasticity of demand is an impactful factor while making important manufacturing decisions. The elasticity of demand for a product is the basis of its price determination and output level. Also, the knowledge of *income elasticity* is essential for demand forecasting of producible goods in future.

c) Say whether the following is true or false according to the information in the text. Find the part of the text that gives the correct answer.

1. The concept of elasticity looks at how much one factor changes as a result of some other factor changing.
2. Elasticity, a measure of how much buyers respond to changes in market conditions, allows analyzing demand with greater precision.
3. The smaller the proportion of your income that a product costs, the more elastic is its demand.
4. The more substitutes there are for an item, the more elastic demand for it will be.
5. Elasticity is a planning tool for managers.

d) Discuss the following questions in pairs.

1. Who was the first economist to coin the term “elasticity of demand”?
2. Why might elasticity be considered an important economic measure?
3. In what way does elasticity communicate important information to consumers?
4. What are the likely reasons for elasticity of demand?
5. How will consumers behave when the goods purchased are a luxury rather than a necessity?
6. Where is the knowledge of income elasticity applied?

Vocabulary Focus

17. Complete the table by inserting the missing forms if possible.

Verb	Noun	Adjective/Adverb
	alteration	
		available
	impact	
produce		
	response	
		sensitive

18. Match the words/word combinations in the box with their definitions below.

income elasticity	an elastic good	economic analysis
annual income	level of output	inelastic

1. ... is defined as one where a change in price leads to a significant shift in demand.
2. ... means that when the price goes up, consumers' buying habits stay about the same, and when the price goes down, consumers' buying habits also remain unchanged.
3. The ... is the amount of money you receive during the year into your bank account, before any deductions.
4. ... of demand describes the sensitivity to changes in consumer income relative to the amount of a good that consumers demand.
5. ... essentially involves the evaluation of costs and benefits.
6. In an economy, the natural ... refers to the situation when all available resources are being used efficiently with an aim to increase the level of production.

19. Match the words to make common collocations. Reproduce the context with these partnerships.

A

- 1) market
- 2) price
- 3) impactful
- 4) extra
- 5) output
- 6) price
- 7) demand
- 8) substitute
- 9) annual

B

- a) changes
- b) availability
- c) factor
- d) income
- e) forecasting
- f) price
- g) determination
- h) amount
- i) level

20. Look at the word cloud below and make use of these words in the sentences of your own. Check the meaning of the words which are new for you.



21. Consolidate your knowledge about the concept of elasticity and its interaction with price by doing a viewing comprehension quiz <https://eduenglish.bsu.by/mod/lesson/view.php?id=6075>

22. Study the table below to increase awareness of the prepositions and their place before or after various parts of speech. Notice the ways prepositions are used in the economic context.

Nouns that take a preposition	Verbs and adjectives that take a preposition	Examples
at a price, at a rate, at a point		<i>Every point of the curve provides the answer to how many units a firm will be willing to sell at a particular price.</i>
demand for , price* for , reason for , substitute for	to substitute smth. for smth.	<i>The market price for the item is substantially more than the costs of production. There are two basic reasons for elasticity of demand.</i>
to be in demand, a change in , differences in , fall in (an) increase in , in a model, a rise in , a shift in	to engage in to fall in to increase in (<i>also: to increase by 15%</i>) to intervene in	<i>Changes in society have meant that young people leave home earlier. There's been a steady increase in the value of the euro. The fall in demand for coffee could cause a surplus on/in the market. Demand and supply represent the willingness of consumers and producers to engage in buying and selling. Another assumption commonly used in economic models is that of ceteris paribus, which is Latin for "all other things being equal."</i>
cost* of , example of , matter of , supply of		<i>This is an example of international collaboration. Consumers' cost of living depends on the prices of many goods and services and the share of each in the household budget.</i>
an approach to *, to a degree, reaction to , responsiveness to	equal to to refer to to respond to responsive to	<i>British economist Alfred Marshall joined the analysis of supply with the new neoclassical approach to demand. To what degree do you think we will be providing a better service? ... responsiveness of one variable to another variable...</i>

* Other prepositions are also possible depending on the context.

23. Choose the correct preposition in italics.

- In every case, the more of a thing is offered for sale *in/at/for* a market, the lower is the price *at/for/with* which it will find purchasers. (Alfred Marshall)
- Demand is inversely related *to/with/for* a price: it increases when the price falls.
- The point *in/at/to* which they intersect is the "equilibrium" price, which perfectly balances the needs of supply (the producer) and demand (the consumer).
- Some goods are considered to be substitutes *for/to/with* one another: you do not consume both of them together, but instead choose to consume one or the other.
- The company is highly responsive *to/in/for* changes *at/in/about* demand.
- A reduction *at/with/in* prices might see a temporary increase *at/for/in* sales for the seller, but then sales will begin to fall.

24. Insert the correct preposition if necessary.

1. When the demand price is equal ... the supply price, the amount produced has no tendency either to be increased or to be diminished; it is in equilibrium. (*Alfred Marshall*)
2. The more substitutes there are ... an item, the more elastic demand ... it will be.
3. A change ... the quantity demanded ... a given price is called a shift ... demand.
4. A rise ... price almost always leads ... an increase ... the quantity supplied of that good or service.
5. Economists use the term demand to refer ... the amount of some good or service consumers are willing and able to purchase ... each price.
6. Bread is very unresponsive ... changes ... price because it has few substitutes.
7. There are two types of interaction ... the household sector and the firm sector – those related ... goods and those related ... services – take place in factor markets and goods markets, respectively.
8. Households typically choose to spend less ... consumption than they earn ... their labour.



25. Consolidate the use of preposition in business context by doing these tasks at <https://eduenglish.bsu.by/mod/quiz/view.php?id=8765>

Listening and Viewing



26. a) Before discussing a video, match each of these words and word combinations (1-7) to its correct meaning (a-g). Use a dictionary to help you.

- | | |
|----------------------|---|
| 1) efficient (adj) | a) regard as probable; expect or predict. |
| 2) mainstream (n) | b) the establishment or starting point of an institution or activity. |
| 3) operate (v) | c) an <u>unexpected</u> or <u>unplanned</u> result of a situation or event. |
| 4) anticipate (v) | d) the ideas, attitudes, or activities that are shared by most people and regarded as normal or conventional. |
| 5) take (out) a loan | e) control the functioning of (a machine, process, or system). |
| 6) side effect | f) achieving maximum productivity with minimum wasted effort or expense. |
| 7) inception (n) | g) to obtain, to get money on a temporary basis, for example from a bank. |

b) In pairs discuss the questions below and watch a video to check your answers.

- 1) What would be the answer to the question whether people would like to increase the speed of travelling?
- 2) How do you understand the expression “unspoken demand”?
- 3) What statement concerning the concept of demand might you hear from the mainstream economists?

- 4) Do we need supply for our existing demand?
- 5) Would you buy the goods you need badly even though they are too expensive to afford?
- 6) What are the possible ways to increase the profits of a business?
- 7) What ways to reach more customers in the target market are you familiar with?
- 8) Why might prices fall in different markets?



c) Watch a video again at <https://en.islcollective.com/video-lessons/supply-and-demand> and fill the gaps with the missing words.

1. I will dare to say that _____ for cars existed ever since the _____ travelled by land for the first time.
2. Nowadays we can hear from _____ that we need to increase demand, which is not high _____ .
3. Therefore, we must find someone who is going to _____ us with those – we need _____ .
4. He was _____ them for 20\$ for one piece and was able to sell all that he _____ every month, so his profit was 500\$.
5. In _____ to _____ his profit, he announced that his pencils will now cost 22\$.
6. _____ cost of production was \$10 so Mark was able to lower the price to 15\$ and he was selling all produced pencils at that price.
7. At first, he wanted to increase prices, but he _____ part of his customers and earned less than before the increase.
8. _____ he found the way to produce more and cheaper, and by that he was able to _____ greater number of customers.
9. Peter Schiff in his book “How an economy grows and why it _____ ?
10. Those who are afraid of blood-thirsty _____ should realize one important thing.

d) Watch again and check, complete or amend your answers.

Speaking

27. In pairs, comment on the quotes below:

When the demand price is equal to the supply price, the amount produced has no tendency either to be increased or to be diminished; it is in equilibrium. (*Alfred Marshall*)

The poorer the household, the larger the proportion of its budget dedicated to nourishment. (*Ernst Engel*)

In every case, the more of a thing is offered for sale in a market, the lower is the price at which it will find purchasers. (*Alfred Marshall*)

The price of any commodity rises or falls by the proportion of the number of buyers and sellers... [this rule] holds universally in all things that are to be bought and sold. (*John Locke*)

28. *In pairs, discuss the following questions. Be ready to ask your own clarifying questions in case you are not satisfied with your partner's answers.*

1. Why do consumers usually buy more when the price falls? Is it irrational to violate the 'law of demand'? Why?
2. What determines the level of prices in a market?
3. If the price is above / below the equilibrium level, would you predict a surplus or a shortage? Why?
4. Why might the following statement be false: "In the goods market, no buyer would be willing to pay more than the equilibrium price"?
5. What are appropriate measures of how sensitive the quantity demanded or supplied is to changes in price, income, and prices of other goods? What affects those sensitivities?
6. Why does the concept of elasticity of demand play a crucial role in microeconomics?
7. What kind of mechanism is a market? Can a retail store or a gas station be called a market?
8. Maybe you've heard sellers of products say that they charge the prices that the market will bear. What do they mean?
9. How does bad weather affect the demand for hotel rooms in sea resorts?
10. What products have inelastic demand? What products have completely elastic demand? Give examples.



29. *The market price makes it possible for buyers and sellers to communicate with each other. "When the government imposes price controls and sets the price of various items, it restricts the ability of buyers and sellers to send messages to each other." Discuss the meaning and importance of this statement. Engage in online activity "Discussion: Price Controls" and leave your responses at <https://eduenglish.bsu.by/mod/chat/view.php?id=6745> Use expressions and linking words from Appendix 1 to make your writing flow logically.*

Business Skills



Business Skills: Dealing with Customers

30. a) *People have strong opinions about customer care. What is important for you as a customer? Work with a partner to make a list of the kind of services you expect. Make use of the expressions in the boxes.*

high-quality customer service

courteous and responsive staff

attentive and efficient service

after sales service and customer support

fast free delivery and installation

b) Think about your experiences of good and bad customer service. Complete the sentences. Then compare with a partner.

1. Every time I buy ...
2. When I eat at ...
3. If I travel by ...
4. I really like it when ...
5. I really don't like it if ...
6. The reasons for bad service are ...
7. When the service is very good, I feel ...



31. a) *Listen to two customers talking about good and bad service and answer the questions.*

1. Why is the man happy to pay more?
2. What examples of good service does he give?
3. How does he feel when service is good?
4. How does the woman react to bad service?
5. What examples does she give?
6. How does she feel if service is bad?

b) Discuss with your partner one positive and one negative customer care situation you have recently experienced. Use the expressions from the box. After that together, make a list of suggestions to improve negative service.

<i>Making suggestions</i>	<i>Responding to suggestions</i>
Why don't you ...?	That's right/I agree.
Don't/Wouldn't you agree that ...?	I see your point.
Isn't it a better idea to ...?	I disagree because ...
It makes a good/ bad impression if they/you ...	I don't agree. I would ...



32. a) *Listen to four different conversations. Note down the problem and the solution in each.*

	conversation 1	conversation 2	conversation 3	conversation 4
<i>Problem</i>				
<i>Solution</i>				

b) Listen again. In which conversation do you hear these sentences?

1. I'd like a refund. _____
2. Oh, dear. Can you give me more details? _____
3. Do not worry. I'll deal with it now. _____
4. I'm sorry to hear that. We'll sent the correct version today. _____
5. It's my fault. I'm sorry. _____
6. It still hasn't arrived. _____
7. It's not working again. I'm not very happy about it. _____
8. Customer Service. How can I help you? _____
9. We can offer you a replacement. _____
10. I'll will look into it and get back to you right away. _____

c) Practise similar conversations. Mind the use of phrases from the table below.

Asking about the problem	Making the complaint
How can I help? What can I do for you? Can you give me more details? What exactly is the problem?	I'm sorry, but/I'm afraid ... (The machine) doesn't work ... There's a problem with ... It still hasn't arrived. I'm not very happy about it. I'd like a refund (a replacement).
Sympathizing/apologizing	Dealing with the complaint
I'm very sorry about that. I do apologize. I'm sorry to hear that. It's our/my fault. I'm sorry. I'm afraid we can't ... We're sorry for the inconvenience.	I'll look into it/deal with it right away. I'll get back to you. Let me check. We'll send you ... We can offer you ... I'll wait to hear from you.

d) Work with a partner. You are going to deal with a phone call from a customer.

1. A customer is calling about an ongoing complaint. You need to know what problem is and which of your colleagues the customer spoke to last time.
2. You are arranging a delivery for an important client. You want to know whether morning, afternoon or evening would be the most convenient time for delivery.
3. A customer is very agitated and upset. You can see that something is wrong, but it is difficult to understand what she/he is trying to say.
4. You are waiting at a station for a train that is over an hour late. You think it may have been cancelled and go to the information desk to find out.
5. A customer is calling about a faulty product. It may still be under guarantee, so you need to find out how long the customer has had it.

33. a) Complete the emails using the words from the box.

take	grounds	refund	regarding
providing	regular	top	custom

A) Dear Sir/Madam,

I am writing to complain about the service I received in your Cambridge branch.

I bought a suit there recently but it is poorly cut and does not fit well, even though it is the size I normally take.

I am a (1) ... customer of yours and have never had any problems before. I returned the suit to the shop the next day, but the manager refused to give me a full (2) ...

I request that you look into this matter and (3) ... this complaint seriously. Otherwise I may be forced to take my (4) ... elsewhere.

Yours faithfully,

John Coleon 01727 717317.

B) Dear Mr Cole,

Thank you for your letter (5) ... your purchase of a suit from us. We apologise for the inconvenience caused to you.

Our company is committed to (6) ... an excellent service and selling (7) ... quality garments. We therefore enclose the requested refund and trust that you will continue to shop with us and will never again have (8) ... for complaint about our goods.

Yours sincerely,
Jason Campbell
Customer Services Manager

b) Prepare similar emails. Use the tips from [Appendix 4](#).



Case Study

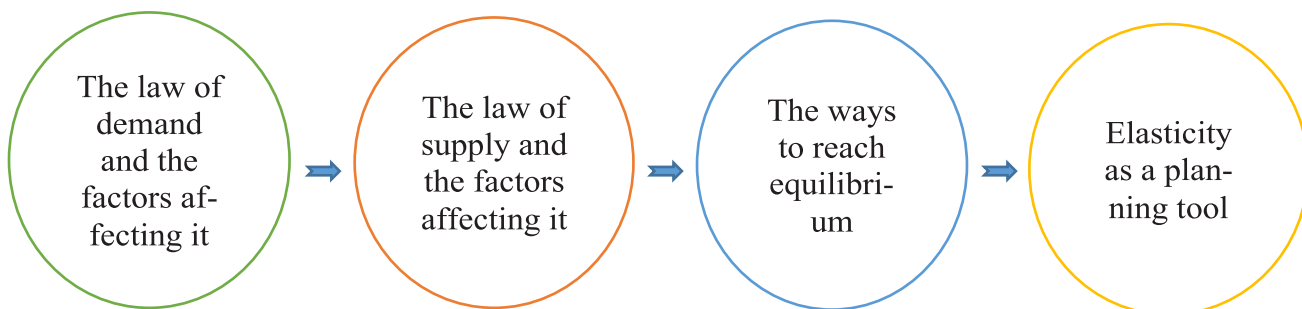
34. *Expectations of Customer Service.*

Study the profile of the assignment offered at <https://eduenglish.bsu.by/mod/book/view.php?id=7027> and complete the tasks given.

Assessment and Self-Check



A. *Summarize the information from the Unit using the graphic organizer below.*



B. *By to comment on the following talking points. Develop your arguments by giving reasons for your opinion as well as examples. You can also refer to your reading and research by mentioning what people or books say about an issue. Use expressions and linking words from Appendix 1.*

1. Comment on the following statement: “Consumers, by expressing demand for products and services, have a lot to say about how much of a product or a service can be sold, and at what price.”
2. “A system of free markets is stable and tends toward equilibrium”. What is the meaning of this statement? Is it true?
3. Market clearing is based on the famous law of supply and demand. What are the possible ways to comment on it?

4. Suppose that enrollment at your college increases sharply and as a result there is a substantial increase in the number of students looking for apartments. Explain how this change will affect the price of apartments in the area.
5. Explain how consumers decide whether or not to purchase a product? How do producers decide whether to produce it? What coordinates their actions and brings them into harmony?
6. Demand and supply are not constant, however. In any market, many factors can affect the level of demand and the available supply for a good or service. Summarize these factors.

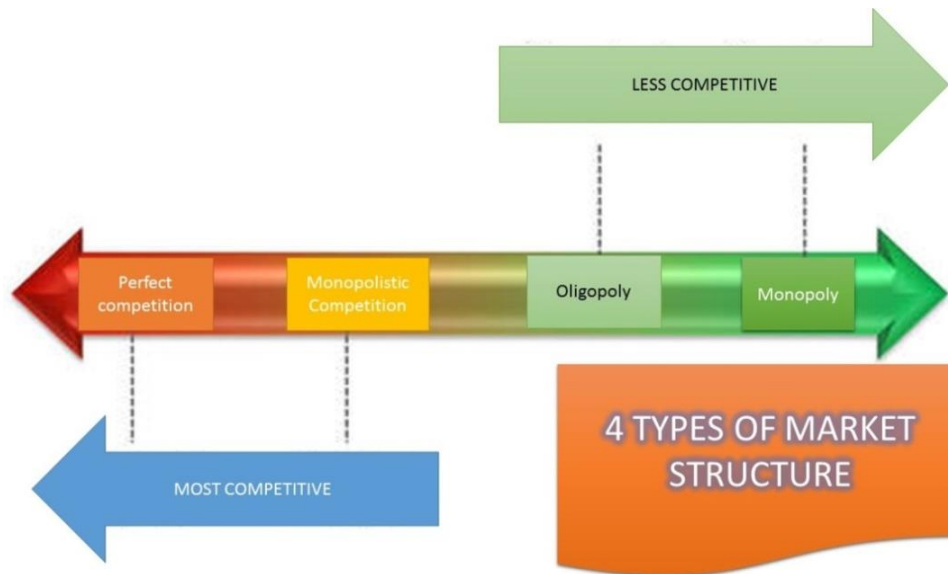
C. Choose *ONE* of the ideas for students' projects below and present it in class.

- The economists that influenced the concepts of supply and demand.
- Demand vs supply.
- Price ceilings and price floors.
- General equilibrium.
- Different elasticities.

 **D.** Do a revision test on the topic Supply and Demand at <https://eduenglish.bsu.by/mod/quiz/view.php?id=8688>

2 семестр

Unit 2.2. Market Structures



Competition and the market are like water, they go where they want.
Seth Godin

Topic for Communication: Competition and Market Structures. Market Failures.


Business Skills: Telephoning.

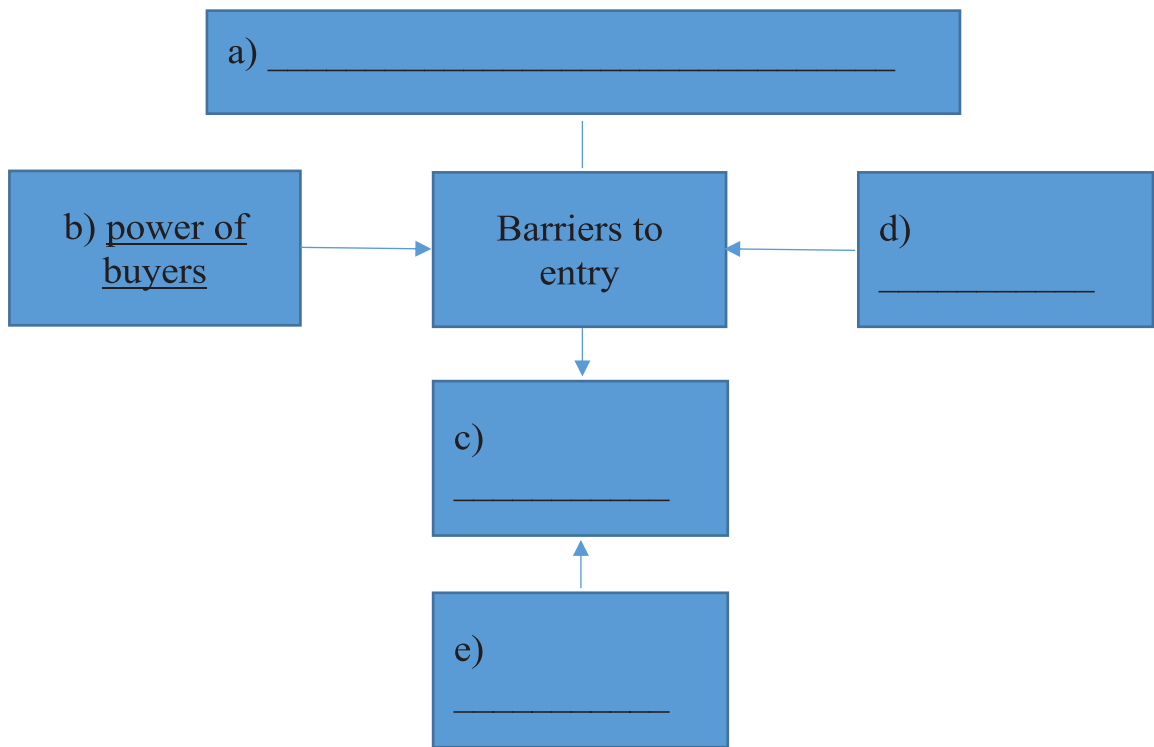
Grammar Focus: Reported Speech.

Lead-in

1. Share your ideas on the following questions. Use conversational formulas for expressing agreement from [Appendix 2.3](#), disagreement from [Appendix 2.2](#) and giving your opinion from [Appendix 2.15](#).

1. In your opinion, why are gas stations always built next to each other? Why can we ride for a mile without finding a coffee shop and then stumble across three on the same corner? Why do grocery stores, auto repair shops and restaurants exist in groups instead of being spread evenly throughout the community?
2. What are some ways that businesses compete with each other?
3. Competition between companies is always a good thing. Do you agree?
4. Does competition always make companies more productive?
5. How can companies analyze their competitive position in the market?

 2. Follow the link <https://eduenglish.bsu.by/mod/folder/view.php?id=7979> and listen to Robert Njiki, a professor in Business Studies, talking about how companies can analyze their competitive position in the market. Complete the diagram with the terms that he mentions.



3. What other barriers might companies face when entering the market? Exchange your ideas and draw a mind map of types of barriers to entry. Follow the steps of drawing mind maps in [Appendix 3](#). Comment on every element of your mind map.

4. Look at the logos of six famous companies. Do you recognize them? What products/services do you associate with them?



5. All businesses have to adapt as their markets evolve and new opportunities emerge. Match these famous companies from Exercise 4 with the products or services they originally sold. Do you know any other companies which have recently entered new markets?

1. American Express	a) forestry and wood
2. Nokia	b) mining and minerals
3. Nintendo	c) glass containers and bottles
4. 3M	d) ornaments and decorations
5. Shell	e) mail delivery
6. Danone	f) playing cards

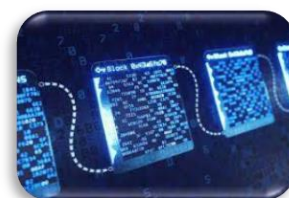
How might these established companies and their markets be affected by the following technical innovations?



AI (Artificial Intelligence)



cloud computing



blockchain technology

6. Choose a company that you know well. Imagine a new market it could enter and explain how it could do this. What challenges might it face? What new prospects could open up to it? Use conversational formulas for persuading from [Appendix 2.6](#).

Reading and Vocabulary



Text 1. Competition and Market Structures.

7. a) Before reading about types of market structures, check your understanding of some basic terminology by matching up the following Russian words or word combinations with their English equivalents.

- | | |
|-------------------------------------|-------------------------------|
| 1) неценовая конкуренция | a) market structures |
| 2) монополия | b) perfect (pure) competition |
| 3) тайное соглашение | c) imperfect competition |
| 4) предельные затраты | d) monopolistic competition |
| 5) продукция; промышленный выпуск | e) oligopoly |
| 6) монополистическая конкуренция | f) monopoly |
| 7) рыночные структуры | g) product differentiation |
| 8) фиксирование цен | h) non-price competition |
| 9) несовершенная конкуренция | i) collusion |
| 10) равновесная цена | j) price fixing |
| 11) олигополия | k) output |
| 12) дифференциация продукции | l) marginal costs |
| 13) совершенная конкуренция | m) the equilibrium price |
| 14) маржинальный (предельный) доход | n) marginal revenue |

b) While reading the text, focus on the basic types of market structures.

Today, economists classify markets according to conditions that prevail in them. They ask questions such as: How many buyers and suppliers are there? How large are they? Does either have any influence over price? How much competition exists between firms? What kind of product is involved – is everyone trading the exact same product, or are they simply similar? Is it easy or difficult for new firms to enter the market? The answers to these questions help determine market structure, or the nature and degree of competition among firms operating in the same industry. Economists group industries into four different market structures – **perfect (pure) competition, monopolistic competition, oligopoly, and monopoly.**

Perfect competition is characterized by a large number of well-informed independent buyers and sellers who exchange identical products. Five major conditions characterize perfectly competitive markets. The first condition is that there are a large number of buyers and sellers. No single buyer or seller is large enough or powerful enough to affect the price. The second condition is that buyers and sellers deal in identical products. With no difference in quality, there is no need for brand names and no need to advertise. One seller's merchandise is just as good as another's. The third condition is that each buyer and seller acts independently. This ensures that sellers compete against one another for the consumer's dollar, and that consumers compete against one another to obtain the best price. This competition is one of the forces that keeps prices low. The fourth condition is that buyers and sellers are reasonably well-informed about products and prices. Well-informed buyers shop at the stores that have the lowest prices. Well-informed sellers match the lowest prices of their competitors to avoid losing customers. The fifth condition is that buyers and sellers are free to enter into, conduct, or get out of business. This freedom makes it difficult for producers in any industry to keep the market to themselves. Producers have to keep prices competitive or new firms can take away some of their business.

Profit Maximization. Under perfect or pure competition, each individual firm is too small to influence price. The firm views demand differently than the market does. In a perfectly competitive market, supply and demand set the equilibrium price. Then, each firm selects a level of output that will maximize its profits at that price.

Imperfect competition is the name given to a market structure that lacks one or more of the conditions of perfect competition. It has three categories – monopolistic competition, oligopoly, and monopoly.

Monopolistic competition is the market structure that has all the conditions of perfect competition except for identical products. By making its product a little different, the monopolistic competitor tries to attract more customers and monopolize a small portion of the market. In contrast to perfect competition, monopolistic competition utilizes product differentiation – real or imagined differences between competing products in the same industry. Most items produced today are differentiated. The differentiation may be extended to store location, store design, manner of payment, delivery, packaging, service, and other factors. Sometimes differences between products are real. For example, some brands of athletic footwear have special shock-absorbing soles. Others have certain construction materials to reduce weight. Some are just designed to look more appealing, or are linked to star athletes. Monopolistic competitors want to make consumers aware of product differences. Non-price competition – the use of advertising, giveaways, or other promotional campaigns to convince buyers that the product is somehow better than another brand – often takes the place of price competition. Therefore, monopolistic competitors usually advertise or promote heavily to make their products seem different from everyone else's.

Profit Maximization. Under monopolistic competition, similar products generally sell within a narrow price range. The competitive aspect is that if sellers raise or lower the price enough, customers will forget minor differences and change brands. The firm produces the quantity of output where its marginal cost is equal to its marginal revenue. If the firm convinces consumers that its product is better, it can charge

a higher price. The monopolistic competitor can enter the market easily. The possibility of profits draws new firms, each of which produces a product only a little different from the ones already on the market. In time, both the number of firms in an industry and the supply of the product becomes fairly stable with no great profits or losses.

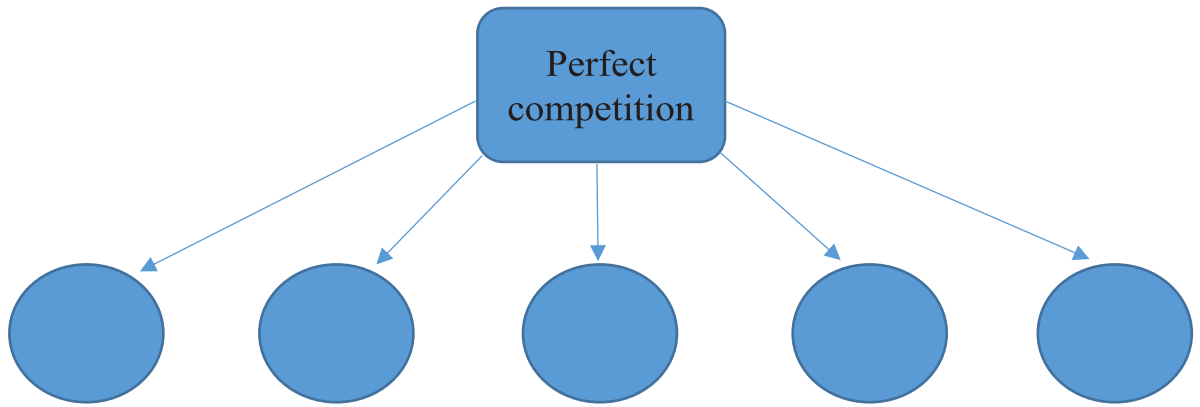
Oligopoly is a market structure in which a few very large sellers dominate the industry. The product of an oligopolist may be differentiated – as in the auto industry, or standardized – as in the steel industry. The exact number of firms in the industry is less important than the ability of any single firm to cause a change in output, sales, and prices in the industry as a whole. Because oligopolists are so large, whenever one firm acts the other firms usually follow. If one airline announces discount fares, the other airlines generally match the lower prices in a matter of days, if not hours. Sometimes the interdependent behavior takes the form of **collusion**, a formal agreement to set prices or to otherwise behave in a cooperative manner. One form of collusion is **price-fixing** – agreeing to charge the same or similar prices for a product. In almost every case these prices are higher than those determined under competition. The firms also might agree to divide the market so that each is guaranteed to sell a certain amount. Because collusion usually restrains trade, it is against the law.

Profit Maximization. The oligopolist maximizes its profits when it finds the quantity of **output** where its marginal cost is equal to its marginal revenue. Having found this level of production, the oligopolist will charge the price consistent with this level of sales. The product's final price is likely to be higher than it would be under monopolistic competition, and much higher than it would be under perfect competition.

Monopoly. A monopoly is a market structure with only one seller of a particular product. This situation is an extreme case. One reason we have so few monopolies is that Americans traditionally have disliked and tried to outlaw them. Another reason is that new technologies often introduce products that compete with existing monopolies. Various forms of monopoly include *the natural monopoly* (a market situation where the costs of production are minimized by having a single firm produce the product), *the geographic monopoly* (a monopoly based on the absence of other sellers in a certain geographic area), *the technological monopoly* (a monopoly based on ownership or control of a manufacturing method, process, or other scientific advance), and *the government monopoly* (a monopoly the government owns and operates).

Profit Maximization. Monopolies maximize profits the same way other firms do: they equate **marginal cost** with **marginal revenue** to find the profit-maximizing quantity of output.

c) Complete the graphic organizer below by identifying five conditions that characterize perfectly competitive markets.



d) Compare the main market structures and fill in the following table.

Market structure	Number of firms in industry (many/few/one)	Influence over price (none/limited/extensive)	Product differentiation (none/fair amount/some)	Advertising (none/fair amount/some)	Entry into market (easy/difficult/almost impossible)
Perfect competition					
Monopolistic competition					
Oligopoly					
Pure monopoly					

e) Skim the text to expand the statements.

- 1) Market structures are distinguished according to
- 2) Economists group market structures into four types:
- 3) Perfect competition is characterized by
- 4) Imperfect competition is a market structure that
- 5) There are three categories of imperfect competition:
- 6) Monopolistic competition has all the conditions of perfect competition except for
- 7) Product differentiation is
- 8) Non-price competition is
- 9) Oligopolies are
- 10) One form of collusion is
- 11) Monopoly is an extreme case because
- 12) Various forms of monopoly include
- 13) All private firms, regardless of market structure, maximize their profits by

Vocabulary Focus

8. Complete the table by inserting the missing forms if possible.

Noun	Verb	Adjective
	compete	
		marketable
monopoly		
	collude	
		profitable
	differentiate	
maximum		
		fixed
	promote	
production		

9. Match up the words below to make common collocations. Reproduce the context with these partnerships.

- | | |
|--------------------|----------------|
| 1) fixing | a) Pure |
| 2) the market | b) market |
| 3) the industry | c) profit |
| 4) a price | d) price |
| 5) competition | e) product |
| 6) cost | f) to enter |
| 7) revenue | g) to charge |
| 8) structure | h) to dominate |
| 9) differentiation | i) marginal |
| 10) maximization | j) Marginal |

10. Translate into English using your active vocabulary.

1. Благодаря сложившейся олигополии игроки калийного рынка стараются держать цены за счет падения объемов производства. 2. Каковы стратегии, формы и методы ценовой и неценовой конкуренции на современных рынках товаров и услуг? 3. Никто в полной мере не знает о незаконной фиксации цен в Дании. 4. Доказательства того, что конкурентные рынки способствуют росту, являются убедительными. 5. Компания заботится о рейтингах, больших рынках и увеличении прибыли. 6. Более эффективные фирмы выходят на рынок и растут, вытесняя менее эффективные фирмы. 7. В статье содержится сравнительный анализ совершенной конкуренции и монополии. 8. Наша компания предлагает гибкую систему скидок от 10% до 60%. 9. В закрытой экономике существует практика сговора между производителями. 10. Инновации приводят к несовершенной конкуренции и к высоким доходам.



11. Follow the link <https://quizlet.com/131566934/economics-market-structures-flash-cards/> to practice and revise vocabulary related to market structures.

Discussion

12. In groups, think about advantages and disadvantages of different market structures. Fill in the table below and share your ideas with the fellow students. Use expressions and linking words to list advantages from [Appendix 1.2](#) and disadvantages from [Appendix 1.3](#).

	Advantages	Disadvantages
Perfect competition		
Monopolistic competition		
Oligopoly		
Monopoly		

13. Imagine you want to start a new business. Review four scenarios below and decide under which conditions (monopoly/oligopoly/perfect competition/ monopolistic competition) you would prefer to start your business. Give at least TWO reasons to justify your choice.

a) open a video game store in a small town that has many other successful video game stores



b) begin the first, and only babysitting service in your neighbourhood



c) start a music store in a small town that has only two other music stores




d) create a unique clothing line that targets teenagers



14. Provide at least TWO examples of oligopolies in your country. Prove why the companies you will mention fit the description of this market structure.

15. Identify a fast-food product that you consume regularly. Count the number of firms in your community that supply a similar product, and then identify the market structure for that product in your community.

 **16.** Consolidate your understanding of market structures by doing a Viewing Comprehension Quiz at <https://eduenglish.bsu.by/mod/quiz/view.php?id=4227>



17. Check yourself by doing a Reading Comprehension and Vocabulary Quiz based on Text 1 at <https://eduenglish.bsu.by/mod/quiz/view.php?id=7980>



Text 2. Market Failures.

18. a) Before reading the text about the reasons for market failures, check your understanding of some basic terminology by matching up the following English word combinations with their Russian equivalents.



- | | |
|----------------------------|---|
| 1) market failures | a) ограниченная мобильность ресурсов |
| 2) productive resources | b) общественные блага |
| 3) inadequate competition | c) снижение объемов производства |
| 4) resource immobility | d) низкая конкуренция |
| 5) externalities | e) несостоятельность рынка/сбой рыночного механизма |
| 6) public goods | f) экономика, основанная на свободном предпринимательстве |
| 7) resource allocation | g) неправомерно использовать ресурсы |
| 8) reduced output | h) распределение ресурсов |
| 9) free enterprise economy | i) производственные ресурсы |
| 10) to abuse resources | j) внешние факторы |

b) While reading the text, focus on the main reasons for market failures.

A competitive free enterprise economy works best when four conditions are met. Adequate competition must exist in all markets. Buyers and sellers must be reasonably well-informed about conditions and opportunities in these markets. Resources must be free to move from one industry to another. Finally, prices must reasonably reflect the costs of production, including the rewards to entrepreneurs. Accordingly, a market failure can occur when any of these conditions are significantly altered. The most common market failures involve cases of **inadequate competition, inadequate information, resource immobility, externalities, and public goods.**

Inadequate Competition

One reason you might have a market failure is that **competition is inadequate**, which has several consequences.

Inefficient Resource Allocation. Inadequate competition tends to curb efficient use of scarce resources – resources that could be put to other, more productive uses if they were available. For example, why would a firm with few or no competitors have the incentive to use resources carefully? If a firm is free to do as it pleases, it likely will spend its profits on bonuses and extras like executive jets, lucrative salaries, and generous retirement benefits. This is one of the reasons that public utilities such as electricity are regulated by the government – to make sure that they do not use their monopoly status to waste or abuse resources.

Higher Prices and Reduced Output. An imperfect competitor such as a monopoly can use its position to prevent competition and restrict production. This situation brings about artificial shortages that cause higher prices than under other market structures.

Economic and Political Power. Inadequate competition may enable a business to influence politics by wielding its economic might. In the past, many firms used their huge capital resources to further the political careers of owners and their relatives and friends. A large corporation does not even have to be a monopoly for its economic power to translate to political power. A large corporation, for example, may demand tax breaks from the state or local government. If the government refuses, the corporation may threaten to move elsewhere, causing economic loss to the community. Because the community does not want to risk the loss, the corporation may get its way.

Inadequate competition may occur on the demand side of the market as well. In most cases, such as in the consumer goods and services markets, many buyers can be found. How many buyers are there, though, for space shuttles, hydroelectric dams, super computers, M-1 tanks? While failures on the demand side of the market do occur, they are more difficult to correct than failures on the supply side.

Inadequate Information

If resources are to be allocated efficiently, everyone – consumers, businesspeople, and government officials – must have adequate information about market conditions. A secretary or an accountant may receive a competitive wage in the automobile industry, but are wages for the same skills higher in the insurance industry, or in the banking industry? Information about conditions in many markets is needed before these questions can be answered. Some information is easy to find, such as want-ads or sale prices found in the local newspaper. Other information is more difficult to obtain. If this knowledge is important to buyers, and is difficult to obtain, then it is an example of a market failure.

Resource Immobility

Resource immobility means that land, capital, labor, and entrepreneurs do not move to markets where returns are the highest. Instead they tend to stay put and some-times remain unemployed. What happens, for example, when a large auto assembly plant, steel mill, or mine closes, leaving hundreds of workers without employment? Certainly some workers can find jobs in other industries, but not all can. Some of the newly unemployed may not be able to sell their homes. Others may not want to move away from friends and relatives to find new jobs in other cities. Resource mobility, an ideal in the competitive free enterprise economy, is much more difficult to accomplish in the real world. When resources are immobile or refuse to move, markets do not always function efficiently.

Externalities

Externalities are unintended side effects that either benefit or harm a third party not involved in the activity that caused it. A *negative externality* is the harm, cost, or inconvenience suffered by a third party because of actions by others. The classic case of a negative externality is the noise and inconvenience some people suffer when an

airport expands. A *positive externality* is a benefit received by someone who had nothing to do with the activity that generated the benefit. For example, people living on the other side of town may benefit from the additional jobs generated by the airport expansion, or a nearby restaurant may sell more meals, make a greater profit, and hire more workers. Externalities are classified as market failures because their costs and benefits are not reflected in the market prices that buyers and sellers pay for the original product. For example, does the airline or the air traveler compensate the homeowner for the diminished value of the property located near the new runway extension? The answer is no. As a result, the prices that travelers pay for air travel will not reflect the external costs and benefits that the airport expansion generates.

Public Goods

Public goods are products that are collectively consumed by everyone, and whose use by one individual does not diminish the satisfaction or value available to others. Examples of public goods are uncrowded high-ways, flood control measures, national defense, and police and fire protection. The market, however, when left to itself, does not supply these items – or only supplies them inadequately. This is because a market economy produces only those items that can be withheld if people refuse to pay for them. It would be difficult, for example, to deny one person the benefits of national defense while supplying it to others. Because it is so difficult to get everyone to pay for their fair share of a public good, private markets cannot efficiently produce them and will therefore produce other things. The case of public goods illustrates that while the market is very successful in satisfying individual wants and needs, it may fail to satisfy them on a collective basis. If public goods are to be supplied, the government usually has to provide them.

c) Provide your answers to the following questions.

1. Why can market failure happen?
2. What is adequate competition? Explain the concept in your own words.
3. Why is maintaining adequate competition a worthwhile goal?
4. Why is it important to have adequate information?
5. Why are resources not always mobile and willing to move?
6. What is an externality?
7. What do positive and negative externalities have in common? How are they different?
8. Why can public goods contribute to market failure?

d) Use the graphic organizer below and list the effects of competition.



Vocabulary Focus

19. Match the words to make common collocations. Reproduce the context with these partnerships.

1) free enterprise	a) competition
2) positive	b) immobility
3) adequate	c) goods
4) resource	d) output
5) public	e) economy
6) resource	f) information
7) market	g) allocation
8) reduced	h) externality
9) inadequate	i) resources
10) productive	j) failure

20. Make the following words negative by using one of the following prefixes.

	<i>im -</i>	<i>non -</i>	<i>un -</i>	<i>in-</i>
adequate	convenient	competitive	intended	
mobile	employed	involved	perfect	
efficient	productive	reasonable	available	

Now fill in the gaps with some of the newly formed words.

1. Monopolistic competition, oligopoly and monopoly are forms of ... competition. 2. When resources are ... or refuse to move, markets do not always function efficiently. 3. Unsuccessful industrial policies can lead to an ... *allocation* of resources. 4. A person without a job but available for work is 5. A monopoly is a good example of a(n) ... market.

21. Translate into English.

1. В настоящей ситуации нужно учитывать внешние факторы. 2. Нашей компании нужно улучшить распределение ресурсов. 3. Швейцария является высокоразвитой индустриальной страной, имеющей *экономику*, основанную на *свободном предпринимательстве*. 4. Глобальная рыночная экономика требует нового глобального порядка для преодоления *сбоев рыночного механизма*. 5. Многие развивающиеся страны не обладают административным потенциалом, необходимым для обеспечения *надлежащей конкуренции*. 6. В настоящее время фермеры становятся поставщиками общественных благ. 7. Гендерный разрыв в доступе к производственным ресурсам должен быть сокращен. 8. Я не могу выполнить ваш запрос, поскольку *информации недостаточно*. 9. Злоупотребление доминирующим положением на рынке приводит к снижению объемов *производства* и потере экономического богатства. 10. От безработицы в первую очередь страдают женщины.



22. To get a better insight into the concept of a market failure follow the link <https://www.mometrix.com/academy/market-failure/> and add ONE more example to every section in the table below.

Inadequate competition	Inadequate information	Resource immobility	Externalities	Public goods

Discussion

23. Compare your opinions in pairs or groups. Use expressions and linking words to give opinions from [Appendix 1.14](#).

A. Cite at least two examples of situations in your community in which resources did not move from one market or industry to another because they were either unable or unwilling to move.

B. Most economic activities generate externalities. Look at the image below. Do you think that the nearby airport expansion was a positive or a negative externality for the people living in this neighbourhood? Why?

C. Identify ONE possible positive externality and ONE possible negative externality from the closing of a military base on the territory of your country.

D. How does the government of your country attempt to preserve competition among business enterprises?



24. Check yourself by doing a Reading Comprehension and Vocabulary Quiz based on Text 2 at <https://eduenglish.bsu.by/mod/quiz/view.php?id=7982>



Text 3. Market Competition: Should Taxi Apps be Regulated?

25. a) Before you read the texts, discuss your answers to the following questions.

Have you ever done any of the following?

1. Stood in the street in the hope of stopping a taxi?
If so, were you successful?
2. Phoned a taxi company when you needed a taxi immediately? If so, how long did they take to arrive?
3. Booked a taxi more than 24 hours in advance? If so, why?
4. Queued up for a taxi? If so, where were you?
5. Shared a taxi with people you didn't know? If so, would you do this again?



b) Read the definitions, then find the key words in the articles that you will work with.

Group A <i>Read Article A. Compare your answers with someone who read the same article.</i>	Group B <i>Read Article B. Compare your answers with someone who read the same article.</i>
1) gradually changes and develops over a period of time _____	1) for each trip or journey (two words) _____
2) a period of history _____	2) without being affected or influenced by anything else that happens or exists (two words) _____
3) stopped, especially by making laws or by using authority _____	3) a larger amount of money from your job than you expected (two words) _____
4) not as good as you would normally expect or not good enough to be accepted _____	4) change or remove the bad result/s of something _____
5) methods or processes for getting something done within a system or organization _____	5) passengers in a taxi _____
6) taxi licences in the shape of a flat piece of metal that is attached to the vehicle _____	6) begin to fail _____
7) groups of people or companies who all agree to sell something at the same price so that they can all make profits without competing with one another _____	7) more important, powerful or successful than other businesses of the same type _____
8) companies and businesses that have existed for a long time and are therefore recognized as good or successful (two words) _____	8) the same everywhere _____
9) became very successful _____	9) a group of people or companies who all agree to sell something at the same price so that they can all make profits without competing with one another _____
10) businesses that compete with one another _____	10) a company that has complete control of the service it provides because it is the only company that provides it _____

Article A for Group A

Journeys booked via apps cost less and are causing competition for regular taxi firms. Should they be regulated by law? The answer is Yes and No...

No! “Consumers should decide”

by Charlotte Bowyer



Over time, the way we use services evolves. In an age of smartphones, who wants to stand in the rain to flag down a taxi? A decade ago, it would have been impossible to provide a taxi service without good knowledge of the streets. And, because passengers had no

way of knowing how trustworthy drivers or firms were, licensing and regulations protected passengers.

- 1 Nowadays, regulations are used to push up the incomes of drivers and the new technology used by taxi-app services removes many of the problems regulations were meant to solve. These transport innovations should be welcomed, not suppressed.
- 2 A key criticism of taxi-app services is that they put the consumer at risk, for example because the taxi drivers may be inexperienced. Certainly, minimum standards should exist, which would include running full background checks on drivers and making sure they have the proper insurance. However, further regulations are not necessary.
- 3 One is often warned that “almost anyone” can work as a taxi-app driver but, in fact, using such a service is unbelievably

safe. Passengers can be sent the photo, phone number and number plate of their driver, and the exact journey route and times are centrally recorded. Driver rating systems are highly effective, meaning substandard drivers don't have a chance. These feedback mechanisms probably make taxis contacted via an app safer than most other forms of transport.

It is also said that taxi apps are “unfair” competition to existing firms. This is partly true; regulations like taxi medallions raise the cost of becoming a taxi driver, whilst fixed and minimum fares keep prices high. However, until tax-app competition, this suited the industry and its cartels.

The solution is for outdated businesses to be opened up to competition and to use the model of taxi apps to consider how regulation could be reduced for all taxi drivers. Sadly, the aggressive reaction of established players against taxi-app firm Uber shows they don't want to abandon their old ways, even if it would benefit their clients and save their industry in the long term.

In cities where such apps are permitted, they have flourished alongside traditional services without negative consequences. Consumers should decide how effective and safe a service is – not regulators and certainly not angry business rivals.

Charlotte Bowyer is head of digital policy at the Adam Smith Institute, a UK-based, free-market think tank.


c) Underline the key points and arguments in your article. Compare what you have underlined with others who read the same article as you. Then sit with someone who read the other article and explain these points and arguments to him/her.

Article B for Group B

Journeys booked via apps cost less and are causing competition for regular taxi firms. Should they be regulated by law? The answer is Yes and No...

Yes! “Regulation prevents monopolies”

by Eric Posner



The taxi market has been regulated for good reason. Imagine what an unregulated taxi market would have meant before the invention of the apps. If the price sounded a little high, you could have walked away and flagged down another taxi – and continued doing this until you were offered a better price. But no one has time to do this.

This system can work only if the government limits the number of taxis by law and requires drivers to pick up all passengers. The problem with the taxi apps is that they allow a large number of unlicensed drivers to enter the market and snatch up the most profitable passengers – during periods of high demand, for example.

By taking away the licensed taxis’ most profitable passengers, the apps force licensed taxi drivers, who must, by law, continue to pick up money-losing fares, out of the market. The remaining unlicensed drivers – those who use apps – will themselves face this problem, causing the market to unravel. This is why government regulation of taxi markets has always been thought necessary.

A company could solve this problem by obtaining a dominant position in the market. The company could then limit the number of drivers who use its app and force those drivers to pick up everyone who wants a ride and to charge uniform prices. But, if this happens, then the company will be a monopolist – or, more precisely, the coordinator of a cartel of drivers – and will be able to charge monopoly prices. Government regulation is necessary to prevent monopolies from forming.

Eric Posner is a professor at the University of Chicago Law School and the author of several books.

1 The greater problem, however, is that the driver’s cost is based on factors that are not easy for passengers to understand. One factor is whether the driver can pick up new passengers at the drop-off site. If the chances of doing so are high, the driver will make money on a return trip. If there are few such passengers, he may not.

2 Taxi companies solved this problem long ago by charging a price per ride (or per unit of distance), which reflects drivers’ average costs rather than their actual costs. You pay the same amount regardless of whether the driver expects to pick up a return passenger or not. The excess earnings when the driver can pick up return passengers compensate him for the losses when he cannot. Because prices are fixed, bargaining is avoided.

3

4

5

c) Underline the key points and arguments in your article. Compare what you have underlined with others who read the same article as you. Then sit with someone who read the other article and explain these points and arguments to him/her.

Vocabulary Focus

26. Phrasal verbs

1. Complete the phrasal verbs from the articles with the prepositions in the box.
2. Which article are they in, A or B?
3. Explain what they mean.
4. Use the phrasal verbs in sentences of your own.

up (*4)	off	down	away
---------	-----	------	------

1. walk _____ 2. flag _____ 3. push _____ 4. pick _____
 5. drop _____ 6. open _____ 7. snatch _____

27. Expressions.

Put the words in the right order to make expressions from the articles.

What or who do the expressions refer to in the articles?

Use these expressions in sentences of your own.

1. chance/don't/a/have
2. ways/to/their/abandon/want/don't/old
3. long/the/in/term
4. reason/for/good
5. high/chances/the

28. Record new and useful vocabulary you have learnt during this lesson and fill in the table below. Some columns have been filled in for you.

Verb	Noun	Adjective	Adverb
charge			
	regulation		
		fixed	
			fairly

Discussion

29. Share your ideas with your fellow students.

1. Who do you think makes the clearest and strongest case: Eric Posner or Charlotte Bowyer?
2. Which of their arguments most convinced you?
3. How would YOU answer the key question of the articles?



30. Check yourself by doing a Vocabulary Quiz based on Text 3 at <https://eduenglish.bsu.by/mod/quiz/view.php?id=7988>

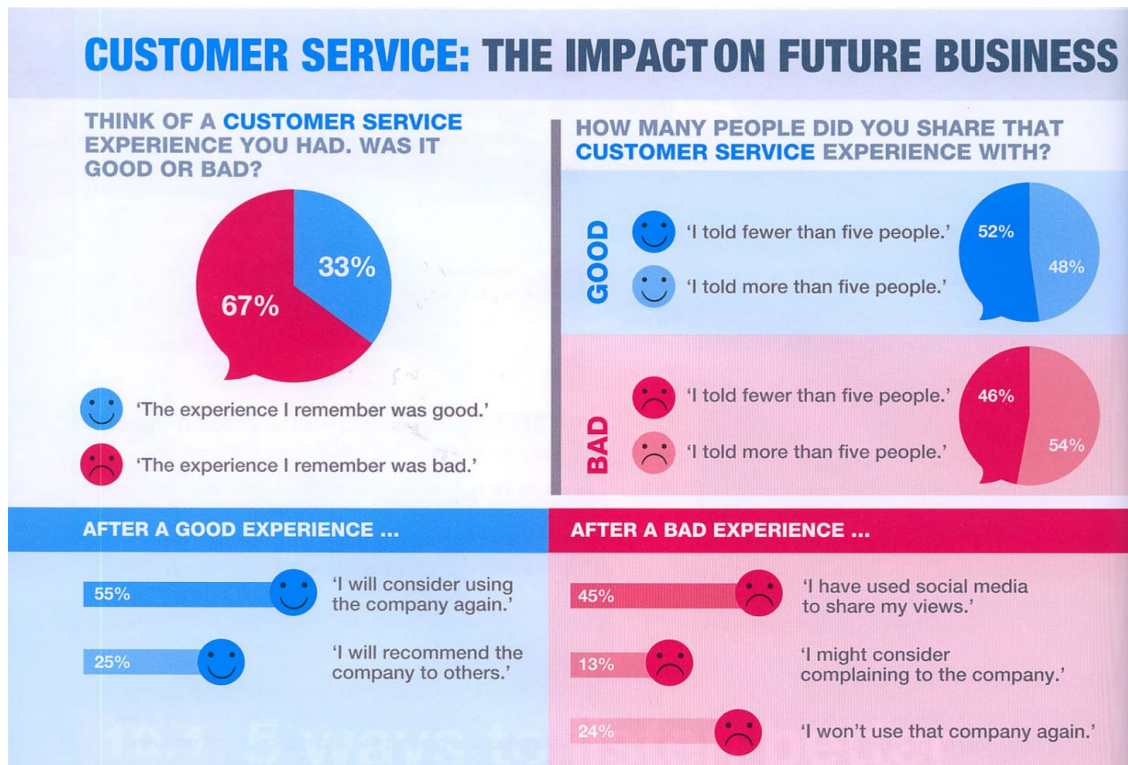


Reported Speech

31. Work in pairs. Think of a customer service experience you had. Was it good or bad? Rate your level of satisfaction on a scale from 1 (unsatisfactory) to 5 (completely satisfied).



32. Look at the infographic. How would YOU respond to the survey about customer service?



33. Compare the reported statements and questions in the Grammar box with the statements and questions in the infographic. Answer the questions in the grammar box.

GRAMMAR BOX

REPORTED STATEMENTS	REPORTED QUESTIONS
1. 67% of the respondents said (that) the experience they remembered had been bad;	1. We asked if respondents' customer service experiences were good or bad.
2. 54% said (that) they had told more than 5 people about bad customer service;	2. We asked how many people the respondents had shared the experiences with.
3. 45% told us (that) they had used social media to share bad experiences;	1) How do the verbs change?
4. 13% told us (that) they might consider complaining to the company;	2) How do pronouns change?
5. 24% said (that) they would not use companies again after bad service.	3) Do we use an object pronoun with SAY or with TELL?
	4) Do we use an if-clause when reporting Yes/No questions or Wh- questions?



34. For more information follow the link <https://eduenglish.bsu.by/course/view.php?id=20#section-6> and read Grammar Summary.

35. Read the original sentences. Then complete the reported statements and questions.

1. 'I never phone customer helplines'.
He said _____
2. 'We are thinking about making a complaint'.
He said _____
3. 'Everything went wrong on the trip'.
He said _____
4. 'We might request a refund for the full cost of the trip'.
He said they _____
5. 'Do you know the number for Customer Service?'.
She asked us _____
6. 'Can you finish this work today?'.
He asked me _____
7. 'Will you be at work tomorrow?'.
The boss asked me _____
8. 'How long have you all worked here?'.
Our new colleague asked us _____

36. *Correct the mistake in each sentence.*

1. Our teacher explained us the homework.
2. I asked them where had they been.
3. My friend told that he'd bought a new car.
4. The manager said them that they could have a refund.
5. I asked the woman to not phone me before lunchtime.
6. I recommend that you doing this course.



37. Follow the link <https://eduenglish.bsu.by/mod/url/view.php?id=4607> and practice using Reported Speech.

38. *Work in pairs. Imagine you have witnessed situations like these. Tell your partner what happened, what was said and how the situation ended.*

1. a traveler arrived at an airline check-in with an enormous suitcase
2. a delivery man brought a damaged parcel to someone's door
3. someone was smoking a cigarette at reception where a non-smoking sign was clearly visible
4. a waiter spilt a drink as he brought it to someone's table
5. someone tried to jump the queue to get served before their turn

e.g.: **A:** I was standing in the queue at check-in in Sydney airport when a man in front of me went to the counter. His suitcase was enormous. The check-in assistant told him that it was much too heavy. She said he would have to go and buy two smaller ones.

B: And what did the man say?

C: He told her that ...



39. Consolidate the use of Reported Speech with this test at <https://eduenglish.bsu.by/mod/quiz/view.php?id=7054>

Listening and Viewing



What are Public Goods?

40. a) Before viewing. Express your ideas about the following:

What are some differences between a Snickers bar  and a F-18 hornet?



b) Consult a dictionary and explain the meaning of the word combinations below.

non-excludable goods

non-rival goods

non-rejectable goods



c) While viewing. Watch the video *What are Public Goods?* and take the quiz at <https://eduenglish.bsu.by/mod/quiz/view.php?id=7992>

d) After viewing. Share your ideas with your fellow students.

1. After watching the video, how would you answer the question raised at the beginning of the discussion?
2. Give an example of a benefit of a public good that you have experienced so far.
3. Public goods refer to any service provided by the government. Is this statement True or False? Explain.
4. In your opinion, should motorists pay for each use of a street?
5. Do you think it is possible to establish conditions that would make every citizen pay for the public goods they use? If so, how?



41. The Free-Rider Problem.

The Free-Rider Problem is an issue in economics. Watch a short video about it at <https://www.youtube.com/watch?v=Uo51GDk8G1Q&t=18s> and explain its essence. In your opinion, how can this problem be solved?

Speaking

42. a) Divide into 2 teams. Team 1 gives two key words or phrases related to one of the issues below. Team 2 gives definitions to the words suggested by team 1 and names their 2 words or phrases on the next issue.

- Competition
- Market structures
- Market failures
- Public goods

b) Answer these questions. Use linking words and expressions for giving opinions from [Appendix 1.14](#).

1. Considering the information you got to know say how, in your opinion, markets structures affect the economy.
2. What are the main criteria to evaluate the type of market structure?
3. Which type of market structure is most common in the economy of Belarus?
4. Do you work? If so, which market structure is your company?
5. What would the market be like without competition?
6. Why is perfect competition described as the 'ideal' market structure?
7. Are government monopolies acceptable but private ones not?
8. Explain how market dominance and factor immobility can lead to market failure.
9. Use examples to distinguish between public goods and private goods.
10. In your opinion, what is the main problem with public goods?

43. In pairs, make a list of as many clothing stores in your community as possible. Describe how each store tries to differentiate itself from the others. Share your ideas with the fellow students.

Alpha Advertising: Case Study



44. A large advertising agency with a reputation for creating imaginative and effective campaigns is competing for new business. Follow the link <https://eduenglish.bsu.by/mod/book/view.php?id=6239>, consider Alpha Advertising Fact Sheet and do the task that follows.

Business Skills



Telephoning



45. Before listening. a) Share your ideas with your partners.

1. Which do you prefer: phone calls, text messages or face-to-face communication? Why?
2. What are the main differences between speaking on the phone and face-to-face communication?
3. How often do you use the phone? How long are your calls?
6. What do you find difficult about using the phone in English?
7. In Britain, when people answer the phone at home, they often say their number, or simply say 'Hello'. What happens in your country?



While listening. b) Follow the link <https://eduenglish.bsu.by/mod/folder/view.php?id=7974>. Listen to the recording and write the four phone numbers. Listen again. Copy the intonation. Then answer the questions below.

1. How does the speaker divide each number up?
2. What does the speaker's voice do at the end of each group of numbers?
3. Is this the same or different in your country?



After listening. c) Work in pairs. Complete the phone numbers.

Student A: Follow the instructions in File A at <https://eduenglish.bsu.by/mod/folder/view.php?id=7974>.

Student B: Follow the instructions in File B at <https://eduenglish.bsu.by/mod/folder/view.php?id=7974>.

Reading and Vocabulary



Telephoning in Different Cultures

46. a) Before you read the text, ask your partner.

1. In which situations do you often find it difficult to get through to people on the phone (e.g. railway stations)?
2. When you finally speak to someone, how helpful are they?

b) Read Part 1 of the text to answer the questions that follow.

1. Is Bryson's experience similar to your own?
2. How do you think Bryson want us to react to his story, e.g. be angry on his behalf /smile/feel sorry for him/... ? Underline examples in the text to justify your answers.

Part 1

Bill Bryson, an American writer and journalist, lived in Britain for many years before moving back to the United States.



He talks about his experience of telephoning a US government office for some information.

The other day I had an experience so surprising and unexpected that it made me spill a drink down my shirt. What caused this was that I called a faceless government bureaucracy – specifically, the US Social Security Administration – and someone answered the

phone. I was expecting to hear a recorded voice tell me, ‘All our agents are busy, so please hold while we play you some *irritating* music interrupted at 15-second intervals by a recorded voice telling you all our agents are busy, so please hold while we play you some irritating music ...’ and so on until teatime.

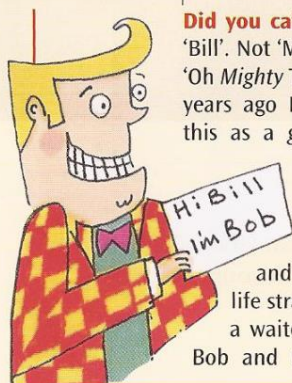
So imagine my surprise when, after just 270 rings, a real person came on the line. He asked me some of my personal details, to determine the best way he could make this a frustrating experience for me, then said, ‘Excuse me, Bill, I have to put you on hold for a minute.’



c) Read Part 2 and discuss the questions below.

1. For Bryson, what is the key difference between British and US society?
2. How have his feelings about the informality of US society changed?

Part 2



Did you catch that? He called me ‘Bill’. Not ‘Mr Bryson’. Not ‘Sir’. Not ‘Oh Mighty Taxpayer’. But ‘Bill’. Two years ago I would have regarded this as a *gross impertinence*, but now I find I’ve rather grown to like it. There are certain times when the informality and familiarity of American life strain my patience – when a waiter tells me his name is Bob and he is going to be my

server for this evening, I still have an urge to say, ‘I just want a cheeseburger, Bob. I’m not looking for a relationship.’ – but mostly I have come to like it.

There is a genuine, unselfconscious, universal assumption that no person is better than any other. I think that’s great. My dustman calls me Bill. My doctor calls me Bill. My children’s headteacher calls me Bill. I think that’s as it should be. In England, I used the same accountant for a decade and our relations were always very friendly but businesslike. She never called me anything but Mr Bryson and I never called her anything but Mrs Creswick. When I moved to America, I phoned an accountant for an appointment. When I came to his office, his first words to me were, ‘Ah, Bill, I’m glad you could make it.’ We were *pals* already, you see.

d) Share your ideas with your partners.

1. Which of the two cultures is closer to your own?
2. In your country, who do you use first names/surnames/titles (Mr)/nicknames with? Think about bosses, friends, business contacts, neighbours, etc.

Vocabulary Focus

47. Choose the proper verb from the table to complete the sentences below. Check the meaning of the phrasal verbs in a dictionary.

speak	call	pick	hold	get	put
	ring	cut	look	wind	

1. She is not in her office but if you'd like to _____ **on** a minute, I will find her.
2. His line is free now, caller. I'm just _____ you **through**.
3. I can hardly hear you, Melanie. Can you _____ **up**?
4. Hello, Janet, hello – the line has gone dead. I think we've been _____ **off**.
5. Oh, no, the number is still engaged. I've been trying to _____ **through** all day.
6. There's no news yet, but I promise I'll _____ you **up** as soon as I know.
7. If you don't know the number, try _____ it **up** in the phone book.
8. Sorry, dad, but my taxi is waiting outside. I've got to _____ **up**.
9. Could you tell her I'll _____ **back** later.
10. If the phone rings, please don't _____ it **up**. I am expecting a fax.

48. *In groups, decide what you would say in the following telephone situations. Use the phrasal verbs from Exercise 35.*

1. You are talking to your friend Maria, but you can hardly hear her voice.
2. You are talking on the phone when suddenly the line goes dead.
3. Somebody has asked you to take a message but you haven't got a pen.
4. You get a call for a colleague but she is out. Suggest the caller tries again in an hour.
5. You want to transfer a call. Explain to the caller that you are going to try and connect them to another department.
6. You are trying to organize a theatre visit for a group of friends. Explain that you have been trying to phone the theatre all day without success. The line is always busy.
7. A friend has rung to ask for the number of the hotel you stayed in. Ask them to wait while you find the number.
8. You are about to go out to the cinema when the telephone rings. Tell your friend not to answer it. Say the caller can leave a message.



Dealing with different callers

49. a) *Put Conversation 1 in the correct order. Point a) has been done as an example. Then listen to this dialogue at <https://eduenglish.bsu.by/mod/folder/view.php?id=7975> and check your answers.*

b) *Listen to Conversation 2 at <https://eduenglish.bsu.by/mod/folder/view.php?id=7975>. Complete the gaps.*

Conversation 1	Conversation 2
1. Karen Mr Blakemore's office, Karen speaking.	1. Who's _____?
2. Rona Certainly, thank you very much ...	2. _____ Paul Walsh _____.
3. Rona Yes, my name is Rona Cash. I'm a reporter from the Essex Messenger.	3. So, what _____?
4. Rona Well, it's regarding the new shopping centre. I was wondering if he could discuss	4. Is she _____?

some questions about the plans.	
5. Karen Well, I'm not quite sure, but if you would like to give me your details, I'll make sure he calls you back.	5. _____ a minute.
6. Rona Good morning. Could I speak to Mr Blakemore, please?	6. I'll see if _____ .
7. Karen Hello, Miss Cash. I'm afraid he is going to be busy all morning.	7. She's _____ with a client.
8. Karen If you'd like to hold the line for a moment I'll see if he's available.	8. _____ a message?
9. Karen I see. And can I ask what it's in connection with?	9. _____ the cover design.
10. Rona OK. When would be a good time for me to call again?	10. I'll get _____ she is free.
11. Karen May I ask who is calling?	11. _____ mobile.
	12. Right, _____ .



Role-play and Simulation

50. Work in pairs and role play two telephone conversations.

Student A: Follow the instructions in the *Role Play. Telephone Conversations*. File for Student A at <https://eduenglish.bsu.by/mod/folder/view.php?id=7976>.

Student B: Follow the instructions in the *Role Play. Telephone Conversations*. File for Student B at <https://eduenglish.bsu.by/mod/folder/view.php?id=7976>.

Use the correct intonation for phone numbers. Use as many phrasal verbs and telephone expressions as you can. Adjust your level of formality to the type of conversation.

Assessment and Self-Check



A. Revise the topical vocabulary at the BSU educational portal and be ready to respond to sample questions for academic discussion. In each case, try to expand your answer to include additional information. Make sure that the extra information is relevant.

1. What factors determine a market structure?
2. What are the basic characteristics of monopoly? What are the examples of natural monopoly?
3. What are the advantages/disadvantages of monopoly?
4. What are the four characteristics of pure competition? What markets can be considered as pure competition?

5. What is oligopoly characterized by? What makes oligopoly the most complicated market structure to operate on? What are the examples of non-price competition?
6. Why might oligopolists use promotion rather than price changes as the main form of competition?
7. What are the characteristics of monopolistic competition? How might firms in monopolistic competition compete with each other?
8. In what ways is monopolistic competition similar to oligopoly? In what ways is it similar to pure competition?
9. What examples of basic market structures can you give in the economy of Belarus?
10. What is a market failure? Why can it happen?
11. What consequences can inadequate competition lead to?
12. Why is it important to have adequate information about market conditions?
13. What is resource immobility? Explain why it can cause a market failure.
14. What is an externality? What are the two main groups of externalities?
15. What is the difference between public and private goods? Explain why public goods can create a market failure.
16. What is the essence of the Free Rider Problem?

B. *Read carefully the following talking points and then make some brief notes. Consider your opinion, use analytical approach and linking words while presenting information.*

1. Perfect competition is really only an idea. It almost never happens in the real world. Why do you think this is? Can you think of any market that has perfect competition?
2. Think and say what makes a market competitive. What determines whether small firms, medium-sized firms, or large firms will dominate in a competitive market? Explain, using real-world examples.
3. Why is it very difficult to create perfect competition? Explain why window cleaner's market is defined as pure/perfect competition.



C. *Play this game at <https://quizizz.com/admin/quiz/5de8939c48dcac001b66777a/market-structures> to review the topic Market Structure.*



D. *Do a revision test on the topic Market Structure at <https://eduenglish.bsu.by/mod/quiz/view.php?id=8033>*

UNIT 3. BRANCHES OF ECONOMICS: MACROECONOMICS

Unit 3.1. Economy Indicators: Taking the Pulse of the Economy of a Place



A higher standard of living does not lead to a higher quality of life.
Andy Stanley

Topic for Communication: Types of Economic Indicators. GDP vs Well-being.

Business Skills: Decision Making.

Grammar Focus: Relative Pronouns.

Lead-in

1. Work in pairs. How do the words and expressions in the box affect the economy? Check the meaning of any words you don't know in a dictionary.

construction	consumer spending	GDP (Gross Domestic Product)
industrial production	manufacturing productivity	GDP per capita
retail prices	staple items	unemployment rate



2. a) Watch the video *Economic Performance Indicators* at <https://eduenglish.bsu.by/mod/url/view.php?id=7941>. Tick the most common indicators in Exercise 1 that measure the economic situation of a place. What does each of the indicators show?

b) Watch the video again and mark these statements as True or False.

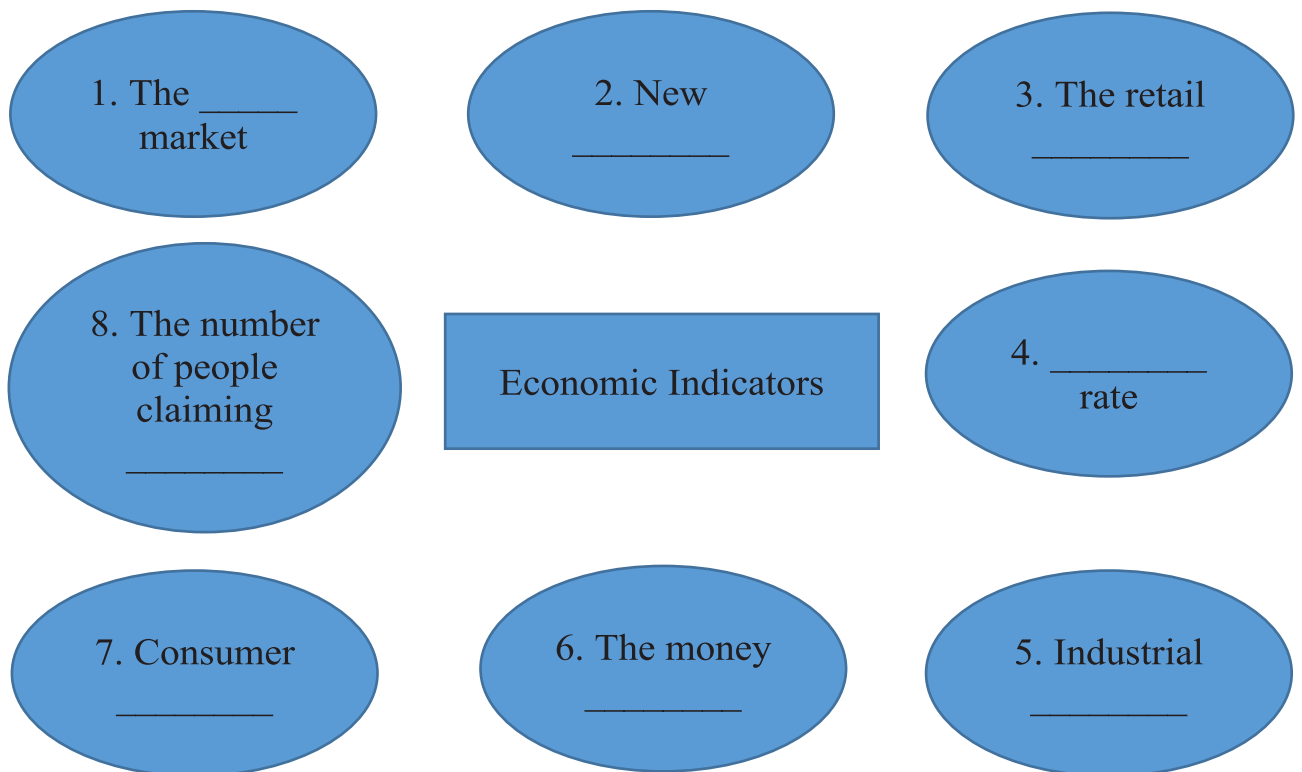
1. Economic indicators are usually some statistics that measure the economic situation of a place.
2. The unemployment rate can be affected by pandemics.

3. The labour force includes only those people who have jobs.
4. If the GDP rate is high, the economy is doing well.
5. The GDP rate reflects the living standards of the population.
6. The GDP per capita reflects the income level of the people in a country.

c) After watching the video, explain how such indicators as the rate of unemployment and GDP can reflect the level of economic development of a place.



3. Read a short paragraph *Economic Indicators* and use the information from this paragraph to complete the diagram that follows.



Economic Indicators

Economists use economic indicators to analyze a country's economy. Economic indicators are statistics about the economy. They show how well the economy is doing and they enable the economists to predict how well it will do in the future. The indicators include the stock market index, the retail price index (a measure of inflation), the unemployment rate, the number of people claiming benefits, new construction, industrial production, consumer spending and changes in the money supply. Leading economic indicators are indicators which change before the economy changes. The stock market is an example of a leading economic indicator. The stock market usually begins to decline before the economy declines and it generally improves before the economy begins to come out of a recession. Leading economic indicators are the most important type for investors as they help predict what the economy will be like in the future.

Vocabulary Focus

4. Match the economic indicators from the diagram in Exercise 3 to these explanations.

1. The number of new houses people are building: _____.
2. The number of people who don't have jobs: _____.
3. A list of selected shares representing the performance of the whole stock market: _____.
4. The number of people without jobs who get money to live on from the government: _____.
5. A record of price changes in a range of staple items which are essential for a normal household _____.
6. A measure of the changes in the amount produced by industries including manufacturing and mining: _____.
7. The number of things sold to customers in a specific period of time _____.
8. The total amount of money in the economy, including currency held by the public and money in bank accounts: _____.

5. Find the words in the text **Economic Indicators** that mean the following:

- 1) prices getting higher: _____ .
- 2) to say what you think will happen in the future: _____ .
- 3) to get smaller or become worse: _____ .
- 4) money the government pays to people who are sick or don't have jobs: _____ .
- 5) building new homes or offices: _____ .
- 6) a period of time when an economy has negative growth: _____ .

6. Now use your answers in Exercise 5 to complete these sentences:

1. We hope the economy will come out of a _____ in the next few months.
2. Malcolm lost his job three years ago when he got ill. Now he's living on _____.
3. Economists _____ that the price of oil will rise again next year.
4. Last year a liter of milk cost 60 pence; today it's nearly 80 pence – that's _____.
5. The industrial sector is _____ so unemployment is rising.
6. Jim has a job in _____. His company is building an office block in the centre of the city.

7. Work in pairs. Discuss the questions below. Use expressions and linking words to introduce examples from [Appendix 1.7](#).

1. Is the unemployment rate high or low in your country? Do you know anyone who is unemployed?
2. Which items do you think are 'staple items'? Make a list of some staple items you buy.
3. Is the manufacturing industry in your country growing or declining? Can you say why?

4. What are prices like in your country? How do they compare now to ten years ago?
5. How healthy is the stock market in your country?

Reading and Vocabulary



Text 1. The Three Types of Economic Indicators.

8. a) Before reading about types of economic indicators check your understanding of some basic terminology by matching up the following Russian words or word combinations with their English equivalents.

- | | |
|---|---------------------------------|
| 1) ВВП (валовой внутренний продукт) | a) leading indicators |
| 2) кредиты/ссуды/займы | b) lagging indicators |
| 3) процентные ставки | c) coincident indicators |
| 4) фондовый рынок | d) GDP (Gross Domestic Product) |
| 5) ведущие (главные) показатели | e) CPI (Consumer Price Index) |
| 6) валюта | f) loans |
| 7) рынок недвижимости | g) manufacturing activity |
| 8) розничные продажи | h) interest rates |
| 9) запаздывающие показатели | i) nonfarm payroll employment |
| 10) индекс потребительских цен | j) stock market |
| 11) производственная деятельность | k) retail sales |
| 12) синхронные показатели | l) housing market |
| 13) количество занятых, за исключением занятых в сельском хозяйстве | m) currency |

b) While reading the text, focus on the basic groups of economic indicators.

A large part of economics has to do with numbers. In fact, many economic issues can be solved if you have the right formula and enough data. Fortunately, there is no shortage of data these days. Dozens of economic reports and indicators are published every week by government agencies and private organizations. Most of them are accessible to the general public and can be used for research purposes.

Of course, not all of this data is relevant for everyone. Depending on the relevant topic or issue, there are different indicators that should be taken into account. Nevertheless, there are three main types of economic indicators, depending on their timing: **leading indicators**, **lagging indicators**, and **coincident indicators**. Let's look at them in more detail.

Leading Indicators

Leading economic indicators are statistics that give insights into economic health, business cycle stages, and the status of consumers within an economy. Leading indicators signal future changes. That means, they usually change **BEFORE** the economy itself changes. This makes them extremely useful for short term predictions of economic developments. An example of a leading indicator is **the stock market**. Stock market returns usually start to decline, before the economy as a whole falls into

a recession and vice versa. **Retail sales** represent one more example of leading indicators and give analysts a feel for the economic climate in the country in a given period of time. When money is tight or people are afraid it soon will be, they put off purchasing washing machines, sports jackets and new electric toothbrushes. When wages are rising, savings accounts are growing, people get optimistic and confident and start going shopping. Other examples of leading indicators include **the housing market, manufacturing activity and a level of new business startups**. It is important to note however, that leading indicators (not unlike all other indicators) may not always be accurate and should always be used with caution.

Lagging Indicators

Lagging indicators usually change **AFTER** the economy as a whole changes. For that reason, they cannot directly be used to predict economic changes (since those have happened already). They are more useful to confirm specific patterns (e.g. economic cycles) and make further predictions from there. Arguably the most popular example of a lagging indicator is unemployment. **Unemployment** usually starts to increase a few quarters after the economy has started to recover from a recession. One more example of a lagging indicator is changes in the **Gross Domestic Product (GDP)**. GDP measures the value of goods and services produced for final consumption, private and public, present and future. It is important because it gives information about the size of the economy and how an economy has already performed. In other words, an increase in real GDP is interpreted as a sign that the economy has done well. Other lagging indicators include **consumer price index (CPI), quantity of loans and currency strength**.

Coincident Indicators

Coincident indicators are often used in conjunction with leading and lagging indicators to get a full view of the state of the economy. Coincident indicators occur **AT** about **THE SAME TIME** as the changes they signal. Therefore, they can provide valuable information about the current state of the economy. An example of a coincident indicator is the **personal income**. If the economy is strong and business is going well, personal income rates will increase at about the same time. Other examples of coincident indicators include **nonfarm payroll employment and average weekly hours worked in manufacturing**.

Most economic indicators work best in conjunction with each other so to accurately characterize the state of the economy one must rely on the analysis of a variety of them.

c) Complete Columns 1-3 in the table below.

Type of Economic Indicator	When does this indicator change?	Examples

d) Do a bit of research on the Internet and explain why the following indicators are useful for making judgements about the health of the economy. What does every indicator show?

the housing market/manufacturing activity/a level of new business startups/ the Consumer Price Index/quantity of loans/currency strength/nonfarm payroll employment/average weekly hours worked in manufacturing

e) Add ONE more example to every category of the economic indicators under consideration.

Vocabulary Focus

9. Fill in the gaps with a suitable derivative of the given words in brackets.

1. An *economic ... (indicate)* is a statistic about an economic activity. 2. Both sides signed the ... (loan) agreement. 3. ... (*manufacture*) activity was particularly hard hit in the Eurozone; new orders in January 2009 were 34 per cent lower than a year earlier. 4. The government of Moscow has taken additional steps to strengthen regulations governing the ... (*house*) market in Moscow. 5. Due to the allocation of resources to the war machine and the terrible arms race, their economies have gone into a ... (*recess*). 6. Household expenditures provide the weights for the ... (*consume*) price index. 7. A host of other sectors, such as the construction and ... (*retailer*) sales sectors, depend on or are strongly affected by the performance of the tourism sector. 8. There are some countries that are still ... (lag) behind in all basic indices of human development. 9. His research plays a ... (lead) role in economics. 10. Thanks to a gender-segregated labour market, rising ... (employ) had affected women less than men.

10. Add the missing prepositions if necessary.

1. In order to measure how well the economy is doing different economic indicators are taken ... account. 2. Economic indicators are divided ... three groups depending ... their timing. 3. Leading indicators signal ... future changes. 4. Lagging indicators are not useful ... predicting economic changes. 5. Coincident indicators provide information ... the current state ... the economy. 6. Lagging indicators can only be known ... an event. 7. Unemployment rises quickly ... a recession. 8. Taxes are not included ... the personal income. 9. Sustained declines ... housing can push an economy ... a recession. 10. The Consumer Price Index measures ... the purchasing power ... a country's unit ... currency.

11. Translate into English:

1. Рецессия, как правило, определяется по тому, упал ВВП или нет. 2. Всемирный финансовый кризис начался с крушения жилищного рынка в США в 2007 году. 3. В прошлом году ставки процента по займам снизились на два пункта. 4. Колебания на фондовом рынке труднопредсказуемы. 5. Экономисты

подсчитали *индекс потребительских цен*. 6. *Личные расходы* включают расходы на предметы ежедневного потребления, одежду и услуги. 7. На супермаркеты в настоящее время приходится 60% всей *розничной торговли* в некоторых странах Латинской Америки. 8. Экономические показатели можно классифицировать по таким категориям, как *опережающие*, *синхронные* и *запаздывающие*. 9. Согласно представленной статистике, в Японии *индекс производственной активности* в мае составил 50,7 пунктов. 10. Как высчитывается *ВВП*?



12. Follow the link <https://www.youtube.com/watch?v=hBqWRayc1kE> and watch a video about GDP. After watching the video say: a) how GDP is defined; b) what GDP includes; c) whether GDP is a good indicator of economic growth.

13. Follow the steps of mind mapping in [Appendix 3](#) and draw a mind map to speak on the types of economic indicators. Make a list of vocabulary to comment on each element of the mind map.

Discussion

14. Text 1 focuses on such economic indicators as the **Stock market / Housing market / Retail sales / GDP / Unemployment / CPI / Personal income / Currency Strength / New business startups** and others. Choose **ONE** indicator on this list, find statistics about this indicator in **YOUR** country and interpret the result. What conclusions does this information help you to draw about the state of the economy in your country? Share your ideas with your fellow students.



15. Check yourself by doing a quiz based on Text 1 at <https://eduenglish.bsu.by/mod/quiz/view.php?id=7995>



Text 2. Well-being vs GDP: What makes people better off, or Why GDP is no longer the most effective measure of economic success.



Oslo, Norway. In rich countries like Norway, that have greater life expectancy, more leisure, and lower inequality, measured well-being is higher than income.

16. Before you read the text, talk about the following question. Use clichés for giving opinion from [Appendix 2.15](#).

In your opinion, what are the most effective measures of economic success?

17. a) Match the Russian word combinations with their English equivalents.

1) индекс человеческого развития	a) well-being
2) неосязаемые категории	b) standard of living
3) социально ориентированное государство	c) sustainability
4) продолжительность жизни	d) an estimate
5) время отдыха/часы досуга	e) income
6) благосостояние	f) intangible qualities
7) отслеживать что-либо	g) life expectancy
8) занимать 15 место	h) leisure time
9) оценка	i) Human Development Index (HDI)
10) уровень жизни	j) to track something
11) доход	k) a welfare state
12) устойчивость	l) to rank = to sit 15 th

b) While reading the text, focus on different ways of measuring economic success.

For more than 70 years, economic growth has been measured by gross domestic product (GDP). As the framework upon which governments build countless policies, GDP aims to track the production of all goods and services bought and sold in an economy each year.

This measure has become a critical tool used by economists, politicians and academics to understand society. It has been labelled “the most powerful statistical figure in human history” and named “one of the great inventions of the 20th century” by the Federal Reserve Bank of St Louis. Today, however, GDP’s purpose is being called into question.

As a measure, GDP is incomplete. GDP does not reflect economic inequality or sustainability (environmental or financial). What’s more, GDP is not the precise and flawless figure that many believe it to be – it is merely an estimate and does not encompass important factors such as well-being.

Well-being can be understood as a broad concept which includes a lot of things such as how people feel and how they function, both on a personal and a social level, and how they evaluate their lives as a whole. Well-being is concerned with more than just GDP and levels of income and is influenced by a number of intangible qualities that contribute to the health of an economy: job satisfaction, happiness levels, education, leisure time, life expectancy, healthcare, environment, mental health and others.

Several indicators have been developed to provide a means for countries to monitor their progress in these areas. One such example is the UN’s Human Development Index (HDI), which evaluates a nation’s citizens in terms of their health, knowledge and standard of living. To do this, it tracks achievements in areas such as life expectancy at birth, years of schooling and gross national income per capita.

Since its development in 1990, the UN has also introduced other composite indices, including the Inequality-adjusted HDI, the Gender Inequality Index and the Gender Development Index. Other surveys and indices, meanwhile, aim to measure the even more subjective quality of happiness: Lord Richard Layard, a professor at

the London School of Economics, has been a pioneer in this area, and believes the government should prioritize policies that boost happiness over growth. His research has gone on to influence international efforts to track happiness, such as the UN's *World Happiness Report*, which provides an annual snapshot of how happy people around the world perceive themselves to be.

According to the 2019 *World Happiness Report*, the top five happiest countries in the world are Finland, Denmark, Norway, Iceland and the Netherlands. South Sudan, the Central African Republic, Afghanistan, Tanzania and Rwanda, meanwhile, sit at the bottom of the list. Grimes told *World Finance* that the top-ranking countries on happiness lists tend to be wealthy nations with a welfare state, adding: "Unfortunately, we're all in that situation where you do have to keep up on things like GDP. But you shouldn't focus on that solely."

While GDP does have a part to play, other aspects that contribute to the *World Happiness Report's* ranking include social support, healthy life expectancy, the freedom to make life choices, perceptions of corruption, and generosity. These traits provide pockets of insight often missed by other metrics, helping to explain why the US and the UK, which rank among the top five richest countries by GDP, sit 15th and 19th on the list in terms of happiness, or why Costa Rica, which ranks somewhere in the 70s in terms of GDP, wound up in 12th place.

A New Zealand Approach. New Zealand Prime Minister Jacinda Ardern claims that GDP is not the only viable measure of national prosperity. She announced the country's wellbeing budget and allocated, reflecting a change in thinking from GDP being the only viable measure of national prosperity 1.9bn (\$1.25bn) for mental health initiatives in a bid to address New Zealand's youth suicide rate, which is among the highest in the world. Spread over five years, the funding will establish a universal frontline mental health service aimed at helping more than 300,000 people with moderate mental health and addiction needs in the country. "Mental health is no longer on the periphery of our health system," Grant Robertson, New Zealand's Minister of Finance, said at the budget's unveiling. "It is front and centre of all of our wellbeing."

In terms of mental health, Grimes said the budget has delivered above expectations. It also performed well in areas such as family violence and sexual violence – other categories New Zealand has typically struggled with in comparison to other developed countries. A record sum of NZD 320m (\$210.6m) was announced for reducing domestic violence, while NZD 1bn (\$656.3m) was earmarked to help vulnerable children.

New Zealand's wellbeing budget is not perfect, but it is a clear step away from a purely growth-driven view of success. In order to accurately measure an economy's health and wellbeing, and to change the way we think about prosperity, a range of robust indicators is needed. As Arnold said: "We pay attention to what we measure. Headline indicators that are widely reported shape the way we think about what it means to be successful."

While GDP provides important insight into a country's economic position, it is far from the whole picture. Armed with a clearer understanding of where true eco-

conomic value is created, policymakers and business leaders will be able to determine new pathways to success.

c) What indicators are used to measure nations' economic success? Compare them according to the criteria in the table below and put down the key ideas.

Economic Indicator	What does this indicator reflect/show?	What items does it include?	Is it easy or difficult to measure this indicator?

d) Complete the sentences with the proper indicator from the list below. Some indicators can be used more than once.

GDP well-being Happiness Index HDI

1. _____ is an incomplete measure of national prosperity.
2. _____ is a composite indicator which evaluates a nation's citizens in terms of their health, knowledge and standard of living.
3. _____ is a recent invention which appeared in the XXth century.
4. _____ is a broad concept which encompasses social, emotional, physical and mental health of every citizen in particular and a nation as a whole.
5. _____ does not reflect economic inequality or sustainability (environmental and financial).
6. _____ measures how well nations are doing at achieving long, happy, sustainable lives.
7. _____ does not encompass well-being.

e) Underline THREE facts in the text that surprised you or got you interested. Compare with your partner.

Vocabulary Focus

18. Complete the table by inserting the missing forms if possible.

Noun	Verb	Adjective
estimate		
	measure	
		sustainable
prosperity		
	rank	

monitor		
	encompass	
	allocate	
priority		
		evaluated

19. Match up the verbs and nouns below to make common collocations.

1) to measure	a) the standard of living
2) to track	b) 15 th on the list of the world's happiest countries
3) to allocate	c) economic growth/national prosperity
4) to reflect	d) the budget
5) to evaluate	e) important factors (e.g. well-being)
6) to monitor	f) the production of goods
7) to rank/to sit	g) a problem (e.g. youth suicide rate)
8) to deliver	h) sustainability
9) to address	i) progress
10) to encompass	j) \$1.25bn for mental health initiatives

20. Translate into English using your active vocabulary.

1. Эксперт дал предварительную *оценку* стоимости компании. 2. Благодаря повышению мой ежемесячный *доход* увеличился. 3. Мне нравится проводить *свободное время* с семьёй. 4. *Уровень жизни* в наше время выше, чем 100 лет назад. 5. Целью реформы является улучшение *благополучия* населения. 6. Затраты не вышли за рамки *выделенного* бюджета. 7. Экономические изменения привели к *процветанию* страны. 8. Соединенное Королевство Великобритании и Северной Ирландии – это *социально ориентированное государство*. 9. Широко обсуждается вопрос *устойчивого развития*. 10. Это исследование *охватывает* социальные, политические и экономические аспекты ситуации.

Discussion



My Well-being Index

21. How happy are YOU? Do you know YOUR well-being index?



Follow the link below <https://www.heartmath.org/resources/personal-well-being-survey/> and take a scientifically developed short survey which will help you to more fully understand your well-being index. After getting the results think about the following questions and compare your opinions in pairs or groups.

1. What is your score and index of well-being (low/medium/high) in each of the four categories?

2. Do you agree with this assessment? Do you think it is fair?
3. In your opinion, is this a good survey to assess the index of well-being? Why yes/not?
4. What are the most/least useful questions? Why?
5. Write THREE more good questions that could be added to this survey.



22. *Extend your vocabulary and consolidate the understanding of measures of economic success by doing a Reading Comprehension and Vocabulary Quiz based on Text 2 at <https://eduenglish.bsu.by/mod/quiz/view.php?id=7997>*



Text 3. A Basic Income for All?

23. a) *In your country, approximately how much money does:*

1. *a single person and*
2. *a family of four need each month in order to survive?*
Share your ideas with your fellow students.



b) *Read the definitions, then find the key words in the articles below.*

Group A <i>Read Article A. Compare your answers with someone who read the same article.</i>	Group B <i>Read Article B. Compare your answers with someone who read the same article.</i>
without any conditions, or criteria that need to be met _____	full, complete _____
examination of your income in order to find out whether you have the right to receive any extra money from the government (two words) _____	someone who receives something _____
a complicated and annoying system of rules and processes _____	the fact that someone is allowed by rules or laws to receive something _____
care provided by the state for people in need _____	money or other help that the government gives people who need financial help, for example _____ because they do not have a job. The American word is welfare _____
a piece of work that you do for money, especially if you are self-employed _____	things that make you want to do something or to work harder, because you know that you will benefit by doing these things _____
falling apart; no longer effective _____	by ten _____

based on the idea that life can be perfect; often used for saying that something is not practical or sensible _____	someone who is more than 60 years old _____
a small-scale study carried out in order to find out whether the same study on a larger scale would be possible or successful (two words) _____	promise to give _____
make something become gradually less effective, confident or successful _____	money that the government pays to help to reduce the cost of a service _____
making certain that something is done according to the rules _____	profit on time and effort invested _____

Article for Group A

A basic income for all?
Yes!
Article A



What might a basic income for all look like and would it really reduce pressure on the welfare system? Vicki Sussens hears the arguments for and against.

“It offers genuine social security to everyone” – Caroline Lucas

1 The Green Party has long campaigned for a basic income. This is an unconditional income payable to each individual regardless of wealth or income. It's not subject to means testing and, to get it, you don't need to be working or actively seeking work. A basic income offers social security to everyone and it removes most of the bureaucracy found in welfare systems. It would give people the freedom and flexibility to do more of what they want to do. It would also support them if they needed – or chose – to stop working to care for someone else.

2 A basic income would protect people from the rising insecurity of our increasingly “flexible” labour market – and the darker side of the new “gig economy”. It would also help rebuild crumbling welfare states in countries like Britain.

3 Not only are benefits falling in Britain in real terms but the brutal cuts to the welfare system are also often catastrophic for those who depend on social security. That failure of the welfare state is made worse by fundamental changes to the labour market. These are making the world of work increasingly insecure for many. Well-paid jobs on contracts are disappearing, while short-term employment, zero-hour contracts and low pay are widespread.

4 It's clear why the idea of a basic income, which has often been dismissed as utopian, is making its way into the mainstream. Alaska has had a version of the basic income – in this case, paid for by income from oil revenues – since the 1970s. And the newly elected Finnish government is also starting a pilot project. Recent support, and further exploration, of the basic income has come from the Royal Society of Arts in London and the French Ministry of Labour.

5 A number of models for the basic income exist – and all need further investigation. It's essential that any move towards this bold new policy must protect and increase the income of the poorest and of those who aren't able to work. A universal payment for all must not undermine additional help for those who need it most.

6 Some say a basic income sounds too good to be true and is unaffordable. The exact cost, of course, would depend on the level of payment. However, moving to a universal payment would significantly cut the present costs we have of administering the many different types of benefits.

Caroline Lucas is a Member of Parliament (MP) for Brighton Pavilion in the UK. She became the UK's first Green Party MP in 2010.

Article for Group B

A basic income for all?

No!

Article B



What might a basic income for all look like and would it really reduce pressure on the welfare system? Vicki Sussens hears the arguments for and against.

“Why would we declare work optional?” – Oren Cass

- 1 Proposals for a universal basic income (UBI) come in two forms. The first, a comprehensive UBI, attempts to meet all material needs of each recipient, regardless of whether they work or not. The second, a partial UBI, provides some cash but not enough to make ends meet without further assistance or income. Many UBI supporters jump between the two concepts, claiming the advantages of each without admitting they can choose only one.
- 2 Taken separately, neither concept makes sense. As long as society agrees to provide for people unable to support themselves, a partial UBI leaves a gap that government programmes must fill. This involves determining eligibility and reducing benefits as recipients start to earn their own income. The elderly, the disabled and families all require special treatment. Government's role would remain large and incentives to move from benefits to work would remain low.
- 3 A partial UBI could eliminate some programmes – for food and housing, perhaps. But in a UBI programme, every citizen must receive cash. If ten per cent of the population received benefits before, costs increase tenfold. Meanwhile, other

programmes will remain. The welfare state would be bigger and more complicated, and now sending cash to every citizen.

A truly comprehensive UBI, meanwhile, requires a huge expansion of government. A single person receiving benefits in housing, food, transportation, communications, etc might require \$15,000 per year. We might wish to pay \$15,000 to an individual and only \$20,000 to a married couple. But then people would just choose not to marry officially. Each child might receive less but each senior would require more.

Even if society were prepared to commit such huge resources, the question would remain: why? Why would we declare work optional and set an expectation that government, not each worker, should support his or her family? Lower-income households face challenges that are social as much as economic and such an approach is more likely to worsen those problems. With today's resources, we cannot offer a UBI. And if we had the resources, spending them on subsidies to increase the returns of low-wage work would help poor communities more.

Oren Cass is a senior fellow at the Manhattan Institute. He served as domestic policy director of Mitt Romney's 2012 presidential campaign.

c)

Group A	Group B
<i>After reading Article A, answer the questions with information from the article.</i>	<i>After reading Article B, answer the questions with information from the article.</i>
What is a universal basic income (UBI)?	What is a universal basic income (UBI)?
What influence would it have on family life?	What influence would it have on family life?
What recent changes to the world of work make life insecure for many people?	Who would still need extra help after the introduction of a partial UBI?
What would the costs of a UBI be?	What would the costs of a UBI be?
Which countries already have a UBI or are considering introducing it?	What other challenges do low-income households have and what effect might a UBI have on these?

d) *Underline the key points and arguments in your article. Compare what you have underlined with others who read the same article as you. Then sit with someone who read the other article and share your answers to Tasks b) and c) in Exercise 23. Explain the arguments made by the author of your article to your fellow students.*

Vocabulary Focus

24. a) *Reorder the words to make expressions from Articles A and B.*

b) *Match the expressions with their meanings. Find them in the articles to see how they are used.*

c) *Use the expressions in sentences of your own.*

1) ends meet make	a) become accepted by most people as ordinary or normal
2) the its make mainstream into way	b) after considering all the things that affect the true value of something
3) terms in real	c) have just enough money to buy the things that you need

25. *Record new and useful vocabulary you have learnt during this lesson and fill in the table below. Some columns have been filled in for you.*

Verb	Noun	Adjective	Adverb
Eliminate			
	subsidy		
		secure	

			beneficially


Discussion

26. Share your opinions with your fellow students. Use conversational formulas for stating preferences from [Appendix 2.9](#).

Who do you think makes the clearest and strongest case: Caroline Lucas or Oren Cass?

Which of their arguments most convinced you?

Should your country introduce a (partial or comprehensive) universal basic income? Why? Why not?

 27. Check your understanding of a Universal Basic Income by doing a Vocabulary Quiz at the BSU educational portal <https://eduenglish.bsu.by/mod/quiz/view.php?id=8003>

GRAMMAR Relative Pronouns

28. Do the quiz below to find out how well you know economic terms that denote economic indicators. Match each word in the box with a definition.



1. GDP	a) is the ratio of the number of people (in a given age group) whose income falls below the poverty line
2. Leading economic indicators	b) is money people receive, especially on a regular basis, for work or through investments
3. Economists	c) is a marketplace where securities, such as stocks and bonds, are bought and sold
4. The poverty rate	d) is an economic indicator which measures the monetary value of final goods and services produced in a country in a given year
5. Income	e) are statistics economists use to understand how well the economy is doing
6. A stock exchange	f) are indicators which change before the economy changes

7. Economic indicators	g) are experts who study the relationship between a society's resources and its production or output
------------------------	--

29. Analysis.

a) Look at the quiz and underline the relative pronouns.

b) Complete the following rules.

1. _____ and that are used to refer to people.
2. _____ and _____ are used to refer to things.
3. _____ is used to refer to possessions.
4. _____ is used to refer to places or locations.

c) Why is there *NO* relative pronoun in definition E? In which other sentence can we leave out the relative pronoun?

30. Complete the gaps using the proper relative pronoun. In which sentence(s) can we leave out the relative pronoun?



The man _____ (1) invented nanotechnology is called Eric Drexler. He believes that the name of his invention has been stolen and applied to something else. For the term nanotechnology _____ (2) once had a precise meaning is now being used by anyone with half a plan for making very small things. Miniaturization is not, of course, a new idea. One of the consistent aims of innovation in technology has been to make things as small as possible. It was the famous 20-th century physicist Richard Feynman _____ (3) work first suggested that miniaturization might go all the way down to the molecular level. Eric Drexler _____ (4) went to the Massachusetts Institute of Technology in the late 1970s turned these ideas into a PhD thesis and a book called Engines of Creation _____ (5) was published in 1986. His vision was of a revolution _____ (6) would change manufacturing technology forever. Although there are few commercial products yet, some are clearly on the horizon. Molecule-sized transistors and other electronic components _____ (7) have already been developed are being studied by researchers _____ (8) are trying to work out how to fit them together. In spite of the huge budgets _____ (9) nanotechnology requires and the slow technical progress, nanotechnology is believed to be the technology _____ (10) will bring us lighter, stronger, cleaner and more precise technological products in the future.



31. Translate from Russian into English using relative pronouns.

1. Общемировой уровень бедности, который на сегодняшний день равен \$1.90, является универсальным стандартом для определения глобального уровня нищеты.
2. Люди, которые ценят время больше денег, счастливее.
3. В Великобритании люди, чей личный доход ниже £12.500 в год, не платят подоходный

налог. 4. Синхронный показатель – это показатель, который изменяется наряду с изменяющейся экономикой и дает информацию о ее текущем состоянии. 5. Ниже перечисляются категории граждан, которым должны выплачиваться субсидии. 6. Идея всеобщего базового дохода, выплачиваемого всем гражданам, независимо от их положения на рынке труда, является следующим логическим шагом. 7. США – это страна, где зафиксирован самый высокий ВВП. 8. Для начала следует обсудить причины, по которым некоторые страны получают больший объем частных инвестиций, чем другие. 9. 2020–2021 годы стали временем, когда в результате пандемии коронавируса была зафиксирована глобальная рецессия. 10. Граждане, которые имеют одинаковый доступ к образованию, могут наслаждаться истинным равенством.



32. Do a quiz to consolidate the use relative pronouns at <https://eduenglish.bsu.by/mod/url/view.php?id=4610>

33. In pairs, develop quizzes similar to the one you did in Exercise 28 and check how well your fellow students remember the main economic terms to denote economic indicators.

Listening and Viewing



Recording 1. Standard of Living

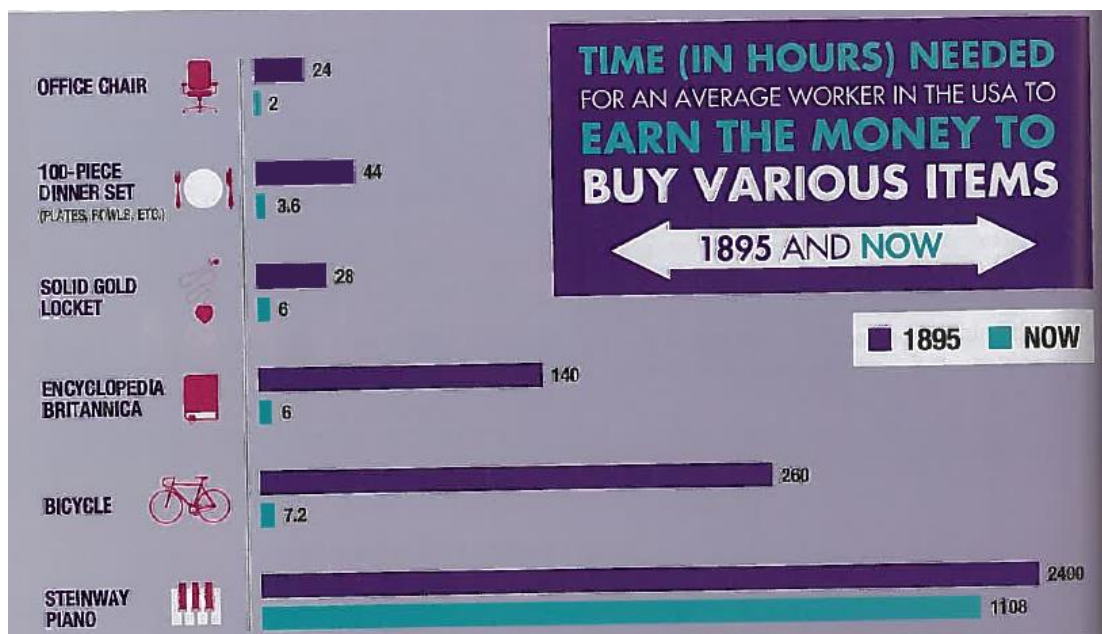
34. a) With a partner discuss the questions that follow.

1. How would you define the term *standard of living*? What does it refer to?
2. Do people in your country have a higher or a lower standard of living than fifty years ago?
3. Do you think that people's standard of living will go up or down in the next fifty years? Why?



b) Look at the infographic below and answer the questions:

1. Which items are easy for an average worker to buy now that were difficult to buy in 1895?
2. Which item was easiest for a person to buy both in 1895 and now?
3. Which item is still very difficult for a worker to afford now?



c) Listen to an interview about the changes in our standard of living at <https://eduenglish.bsu.by/mod/folder/view.php?id=8007>. Answer the questions below.

1. According to the presenter, how should we feel about our economic situation?
2. According to Professor Long, how does our standard of living compare to that of a king who lived 300 years ago?
3. Does Professor Long say our standard of living is going up or down?

d) Listen to the interview again and mark the statements below as True or False.

1. 120 years ago people did not own many things.
2. People spent a lot of time not working.
3. People now have to work only a short time to afford an office chair.
4. The economies of many countries in the world are growing slowly.

35. In groups, discuss the questions that follow and present a short summary of your interviews. Use clichés to make generalizations from [Appendix 2.19](#).

1. It is not the standard of living that is important but the manner of living. Do you agree?
2. Is it possible for all countries to enjoy the same standard of living? Why yes/not?
3. What part does the Internet play in the standard of living?
4. Why can't countries just copy the economic policies of the countries with the highest standard of living?
5. Some countries, for example, Bhutan, measure Gross Domestic Happiness while other countries measure standard of living. Which is best?
6. Do you think that standard of living is a cultural or economic measurement?



Recording 2. TED Talk *How can Countries Measure the Well-being of their Citizens*



36. Before viewing. a) *Share your ideas with your partners.*

Which countries have grown the fastest in recent years? In your opinion, what contributed to their progress?

b) *Check the meaning of the words and word combinations you don't know in a dictionary.*

harassment

sustainable – sustainability

to convert sth into sth

to yield – yield

renewable resources

SEDA – Sustainable Economic Development Assessment



c) **While viewing.** Watch the video *How can Countries Measure the Well-being of their Citizens* at <https://eduenglish.bsu.by/mod/quiz/view.php?id=8008> and check your understanding of the information by doing a viewing comprehension quiz at the BSU educational portal.

d) **After viewing.** *Share your ideas with your partner(s).*

1. What do you think of this video? Do you agree with the ideas mentioned there?
2. In your opinion can we measure the well-being index objectively?

Speaking

37. *Imagine that you are public servants working in Belarusian government (or in the government of your country). Choose ONE dimension from the list below and work out a list of measures that should be taken to improve the well-being of citizens in this area. Share your suggestions with your fellow students.*

income and income equality/economic stability/employment/health/
education/infrastructure/civil society/governance/environment/
any other dimension you are interested in

38. *Choose ONE of the questions below and present your ideas to your fellow students.*

a) Is the concept of **standard of living** the same as that of **quality of life**? Surf the Internet to find out the difference(s) and share your findings with your group-mates. Comment on the standard of living and quality of life in your country and present your ideas in a 5-minute presentation.

b) Do a bit of research on the Internet, analyze the economic growth policy of ONE country of your choice and present a list of measures taken in this country to increase the standard of living of its citizens.

c) Make a poster representing top five countries / cities with the highest standard of living. What criteria have you considered to make this list? Would you like to move to the country / city with the highest standard of living? Ground your answer.



39. Follow the link <https://eduenglish.bsu.by/mod/forum/view.php?id=6242> and take part in an online forum **Wealth Inequality: Why is it Unacceptable?**

Business Skills



Decision Making

40. a) Exchange your ideas with your partners.

1. How important are rational and emotional factors when making a decision about the following:
*employing someone for a new job/a new product to develop/
a new company logo/a partner/a holiday destination/a present for someone?*
2. Think of an important decision you have made. How did you decide?
3. Do you think men and women have different ways of making decisions?

b) Which ideas below do you agree with? Which ideas do you disagree with? Why?

1. Before making a decision it is advisable to:
A. write down the pros and cons; B. take a long time; C. have a sleep or a rest
D. consult a horoscope; E. consult as many people as possible.
2. If a choice cost you a lot of time and money, stick to it.
3. Rely on the past to help you make a decision.
4. Reduce all decision to the question of money.
5. Be totally democratic in group decision making.



41. Listen to a meeting in which colleagues make a decision and do the quiz at <https://eduenglish.bsu.by/mod/quiz/view.php?id=6216>



42. Follow the link <https://eduenglish.bsu.by/mod/chat/view.php?id=6736> and take part in a role play Making a Decision. Pay attention to the Useful Language Section in the task description.

Assessment and Self-Check



A. Revise the topical vocabulary at <https://eduenglish.bsu.by/mod/folder/view.php?id=7579> and be ready to respond to sample questions for academic discussion.

1. What factors should be taken into account to describe the overall performance of the economy?
2. What are the main types of economic indicators? What is the criterion according to which they are singled out?
3. What are leading economic indicators? Provide examples and explain why they are useful for making judgements about the health of the economy.
4. What are lagging economic indicators? Provide examples and explain why they are useful for making judgements about the health of the economy.
5. What are coincident economic indicators? Provide examples and explain why they are useful for making judgements about the health of the economy.
6. How can Gross Domestic Product be defined? What does it include?
7. Is GDP a good indicator of economic growth? Explain why.
8. What alternative indicators are singled out to measure nations' economic success?
9. How can the concept of well-being be defined?
10. How can countries measure the well-being of their citizens?
11. What is the Human Development Index (HDI)?
12. What is a Universal Basic Income?
13. What are the main arguments in favour of introducing a basic income for all?
14. What are the main arguments against introducing a basic income for all?

B. *Read carefully the following talking points and then make some brief notes. Consider your opinion, use analytical approach and linking words while presenting information.*

1. A rapid economic growth can't be always regarded as an indication of a healthy economy. What other factors, in your opinion, can show a country's prosperity? Confirm your answer by examples of your own.

2. Explain why a very high rate of economic growth is not healthy for the economy. Give your examples.

3. It's well known that economic growth can cause some negative changes in the environment. What changes in the environment can threaten the success of some Belarusian enterprises?

4. A number of economic measures show how well citizens live, how many and how efficiently goods and services are produced and how well economies function. How does Gross National Product affect these measures? What should be done, in your opinion, to make these measures more effective?

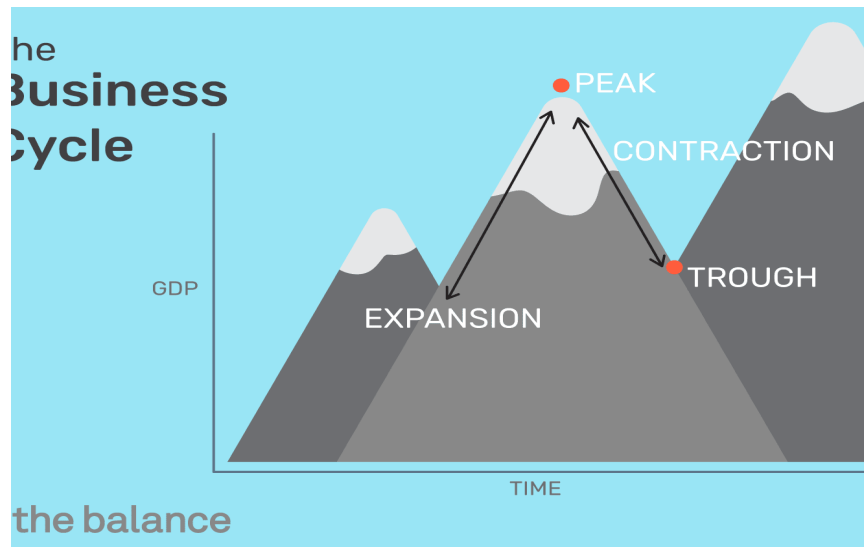


C. *Follow the link <https://quizlet.com/21541532/economic-indicators-flash-cards/> to practice and revise vocabulary related to economic indicators.*



D. *Do a revision test on the topic Economy Indicators at <https://eduenglish.bsu.by/mod/quiz/view.php?id=8040>*

Unit 3.2. Economic Business Cycle and Unemployment



Hunger is not the worst feature of unemployment; idleness is.
William E. Barrett

Topic for Communication: Ways of regulating unemployment, finding a new job.

Business Skills: A Job Interview.

Grammar Focus: Indirect questions and statements.

Lead-in

1. Think and answer these questions. Use conversational formulas for giving clarification from [Appendix 2.17](#).

- ✓ What is the trade or profession in which people lose jobs most often nowadays?
- ✓ Is setting up your own business a good alternative to working for someone? Why?
- ✓ Today, where are you likely to see jobs advertised?
- ✓ What is advice you would give someone who was going for a job interview?
- ✓ What advice you would give someone responsible for recruitment?

a) Look at the word cloud below and check the meaning of the words which are new for you.



b) Write down 3-5 words and phrases that you think are important for your job interview. Use some of the examples in sentences of your own.

3. a) *You are going to listen to a consultant talking about the recruitment process. Before this, match the verbs from A to the nouns from B to make word partnerships.*

A	B
1) to train	a) a vacancy/post
2) to shortlist	b) an interview panel
3) to advertise	c) the candidates
4) to assemble	d) references
5) to make	e) new staff
6) to check	f) a job offer

b) Now decide on a possible order for the events above from the employer's point of view.

For example: 1. to advertise a vacancy; 2. ... 3. ... 4. ... 5. ... 6. ...



c) Listen to a consultant talking about the recruitment process to check your answers <https://eduenglish.bsu.by/mod/resource/view.php?id=8128&forceview=1>

4. a) *Which of these words would you use to describe yourself/a friend in a work or study situation? Use a dictionary to help you. Add any other useful words.*

motivated	confident	reliable	open-minded
dedicated	loyal	determined	<u>charismatic</u>
honest	adaptable	resourceful	meticulous

For example: She is such a charismatic leader.

b) Work in pairs. Compare your answers with a partner. Which of the qualities in a) do you think are the most important to be successful in a job?



5. *Each country's economy follows a business cycle that affects how people look for job and companies find new employees. Watch a video explaining economic business cycle and do a listening comprehension test. <https://eduenglish.bsu.by/mod/quiz/view.php?id=5576>*

Reading and Vocabulary



Text 1. Economic Business Cycles.

6. a) *Before reading about business cycle and its characteristics, match up the Russian word combinations with their English equivalents.*

1) работать на полную мощность	a) a boom
2) процентная ставка	b) to work at full capacity
3) восстановление экономики; подъём	c) domestic output
4) создавать задолженность, влезать в долги	d) a recovery/an upturn/an upswing/a period of expansion
5) быстрый подъем (деловой активности)	e) tax cuts
6) внутренний выпуск продукции	f) a monetary expansion
7) низшая точка цикла/дно цикла	g) a trough
8) экономический спад	h) to work at below potential
9) снижение налогов	i) to run up debts
10) работать ниже потенциальных возможностей	j) a downturn/a downswing/a period of contraction/a recession
11) увеличение объема количества денег	k) austerity programmes
12) режим строгой экономии	l) an interest rate

b) As you read the text, focus on various periods of business cycle.

The **business cycle** or **trade cycle** is the periodic but irregular up-and-down movements in economic activity. It is measured by fluctuations in real GDP and other macroeconomic variables such as employment, industrial productivity, and interest rates. It is a permanent feature of market economies: gross domestic product (GDP) fluctuates as booms and recessions succeed each other. Since World War II, most business cycles have lasted three to five years from peak to peak. The average duration of an expansion is 44.8 months and the average duration of a recession is 11 months. As a comparison, the Great Depression – which saw a decline in economic activity from 1929 to 1933 – lasted 43 months.

During a boom, or a period of prosperity, an economy (or at least parts of it) expands to the point where it is working at full capacity, so that production, employment, prices, profits, investment and interest rates all tend to rise. During a recession, the demand for goods and services declines and the economy begins to work at below its potential. They start speaking of a recession if there are two consecutive quarters of real GDP decline. In this period of business cycle investment, output, employment, profits, commodity and share prices, interest rates generally fall. But the price level is likely to fall only if the recession is severe and prolonged – that is, if a depression occurs.

The highest point on the business cycle is called a *peak*, which is followed by a downturn or downswing or a period of contraction. Economists sometimes describe *contraction* as ‘negative growth’. Recession is a severe contraction which is called a slump or a depression. The lowest point on the business cycle is called a *trough*, which is followed by a *recovery* or an upturn or upswing or a period of expansion and prosperity. The trough phase of the cycle may be short-lived or quite long. In the recovery phase, output and employment expand toward full employment. As recovery intensifies, the price level may begin to rise before there is full employment and full capacity production. The graph below shows the several phases of stylized business cycle.



There are various theories as to the cause of the business cycles. *Internal* (or endogenous) theories consider it to be self-generating, regular, and indefinitely repeating. A peak is reached when (or just before) people begin to consume less, for whatever reason. As far back as the mid-nineteenth century, it was suggested that the business cycle results from people infecting one another with optimistic or pessimistic expectations. When economic times are good or when people feel good about the future, they spend, and run up debts and vice-versa.

External (or exogenous) theories, on the contrary, look for causes outside economic activity: scientific advances, natural disasters, elections or political shocks, demographic changes, and so on. Joseph Schumpeter believed that the business cycle is caused by major technological inventions (the steam engine, railways, automobiles, electricity, microchips, and so on), which lead to periods of ‘creative destruction’. He suggested that there was a 56-year Kondratieff cycle, named after a Russian economist. A simpler theory is that, where there is no independent central bank, the business cycle is caused by governments beginning their periods of office with a couple of years of austerity programmes followed by tax cuts and monetary expansion in the two years before the next election.

c) Check the understanding of the text by completing these sentences:

1. Business cycle is measured by fluctuations in ...
2. During a boom an economy expands to the point where ...
3. People spend, and borrow money, when ...
4. A downturn begins when ...
5. Interest rates, share prices, investment, output, employment, profits generally fall when ...
6. Creative destruction means that ...

d) Match up the following half sentences. Then translate them into your language.

Companies may have to reduce investment	consumers borrow a lot of money.
or the size of the work force	if labour costs increase too much.
Companies only invest	if their company’s sales are increasing.
During a period of economic growth	include psychological factors.

External theories of the business cycle
 Governments often stimulate the economy
 Increases in interest rates
 Internal theories of the business cycle
 People can demand higher pay
 People tend to spend less

include technological and population changes.
 prior to general elections.
 result in higher rents and mortgages.
 when they are afraid of becoming unemployed.
 while consumption is increasing.

Vocabulary Focus

7. Match the words with an opposite meaning. Which of these words describe periods of the business cycle?

- | | |
|-----------------------|-------------------|
| 1) contraction | a) boom |
| 2) downturn/downswing | b) peak |
| 3) recession | c) recovery |
| 4) depression/slump | d) expansion |
| 5) trough | e) exogenous |
| 6) internal | f) upturn/upswing |
| 7) prosperity | g) austerity |

8. Match the nouns below to make noun partnerships that are found in the text. Give their Russian equivalents.

1) business	a) economy
2) market	b) programmes
3) interest	c) rate
4) share	d) level
5) recovery	e) cuts
6) price	f) price
7) tax	g) phase
8) austerity	h) cycle

9. a) Complete the phrases using the words given below.

- business cycle/ _____ cycle.
- GDP _____ as booms and recessions succeed each other.
- a boom – economy _____ until it works at full _____.
- recession – demand _____ and the economy begins to work _____ its potential.
- peak – the highest point on the _____.
- a serious long-lasting recession = a _____ or a _____.
- it is followed by a downturn – a _____.
- it is followed by an upturn – a _____.

Words for reference: below; fluctuates; peak; expands; trough; business cycle; trade; capacity; declines; depression; slump.

b) Complete the sentences using the words given below.

1. Recurrent rises and falls in real GDP over a period of years is called the _____ .
2. A (an) _____ is officially defined as two consecutive quarters of real GDP decline.
3. _____ is measured by the annual percentage change in real GDP in a nation.
4. The phase of the business cycle during which real GDP reaches its maximum after rising during a recovery is called a _____ .
5. A _____ is a phase of the business cycle during which real GDP reaches its minimum after falling during a recession.
6. An upturn in the business cycle during which real GDP rises is called a _____ .
7. A slowdown in the pace of economic activity is _____ .

Words for reference: recovery; peak; trough; economic growth; business cycle; recession; contraction.

10. Express in one word. Use words for reference.

1. Beliefs about what will happen in the future.
2. The amount of something produced by a company, a country, and so on.
3. Spending on new machines, factories, and so on.
4. Spending on goods and services.
5. To dismiss employees.
6. Concerning the number of births, deaths, population movements, and so on.
7. An absence of luxury and comfort.
8. Constant changes, instability.

Words for reference: fluctuations; investment; to lay off; expectations; demographic; consumption; austerity; industrial output.



11. a) Check yourself by doing a reading comprehension quiz based on Text 1
<https://eduenglish.bsu.by/mod/quiz/view.php?id=8074>

b) Do a viewing comprehension quiz Phases of Business Cycle at
<https://eduenglish.bsu.by/mod/quiz/view.php?id=4303>



Text 2. Unemployment and its Costs.

12. a) Scan the text to define unemployment, its negative and positive sides. While reading, complete the table. Think of other economic, social and personal costs of unemployment.

Economic costs	Social costs	Personal costs
Loss of output and i_____	Deterioration of e_____n level and acquired s_____s	Depreciation of person's human c_____

<i>Loss of tax r_____</i>	<i>An increase in the amount of c_____e</i>	<i>Loss of self-esteem and human d_____y</i>
<i>Increase in government ex_____e</i>		<i>Loss of e_____s</i>

Unemployment is the number of adult workers who are not employed and are seeking jobs. To be classified as unemployed, a person must be able and willing to work, be actively seeking work, and be without a job. Everyone who fits this description is unemployed. *The labour force* is the total number of employed and unemployed workers. *The unemployment rate* is unemployment expressed as a percentage of the labour force.

Some economists believe that unemployment is inevitable, and a necessary evil to prevent inflation. To the individual worker, unemployment is a tragedy; one that the government should do something about. To the economist, who is looking at the big picture, unemployment is a necessity, and a certain amount of unemployment is necessary to maintain a healthy economy. That is, if there is full employment, it tends to mean there is an undersupply of labour, and this means the cost of employing anyone becomes exceedingly high.

But unemployment has negative sides both for economy as a whole and for individuals. The most obvious *economic cost of unemployment* is the loss of output and the loss of income. Loss of tax revenue is another economic cost - unemployed people aren't earning and they therefore aren't paying tax. Apart from that, a high rate of unemployment is followed by an increase in government expenditure – the government has to pay out benefits to support the unemployed. Along with the loss of tax this is a 'double whammy'.

Perhaps the main cost of unemployment is a *personal* one. Prolonged unemployment seriously lowers the value of a person's human capital, i.e. the value of a person's education and acquired skills. When unemployment is prolonged, human capital depreciates or deteriorates – skills lose their value. A rise in the unemployment rate also causes an increase in the amount of crime. When people cannot earn an income from legitimate work, they sometimes turn to crime. A high crime rate is also one of the costs of high unemployment. A final cost that is difficult to quantify is the loss of self-esteem that is human dignity, which afflicts people.

It is clear therefore that unemployment carries substantial economic and social costs. In this connection many governments focus their labour market policies on improving the employment prospects of the long-term unemployed. They seek to provide people with the ability to cover their essential needs sustainably and with dignity, which is the final goal of economic security of a country.

b) Answer these questions.

What is unemployment?

What are the negative sides of the situation with full employment?

What are the economic costs of unemployment?

What social costs of unemployment do people suffer from?

What do governments do to provide people with the ability to cover their essential needs sustainably and with dignity?

c) Choose the sentences which best express the general topic of each paragraph.

d) Work in pairs. Complete the unfinished questions in column A that are answered in column B. To sound politer, ask indirect question. Mind the direct word order.

For example: Could you tell me (I wonder/I'd like to know) what personal costs of unemployment are?

They are loss of self-esteem and loss of income.

A	B
Could you tell me what ... is.	It's the value of a person's education and acquired skills.
I wonder what ... is.	It is the total number of employed and unemployed workers.
Could you explain why ... in government expenditure.	It's because the government has to pay out benefits to support the unemployed.
I'd like to know what ... is.	It is the loss of output and the loss of income.

e) In pairs ask and answer 2-3 indirect questions of your own on the text above.

13. Match the beginnings with the appropriate endings to make phrases and collocations related to the costs of unemployment.

- | | |
|--------------------------|-----------------------------|
| 1) to seek | a) a person's human capital |
| 2) labour | b) a job |
| 3) to prevent | c) a healthy economy |
| 4) to maintain | d) benefits |
| 5) an increase in | e) inflation |
| 6) to pay out | f) force |
| 7) the value of | g) government expenditure |
| 8) policies on improving | h) essential needs |
| 9) cover | i) the employment prospects |

14. a) The advantage of being unemployed is that you have time to apply for work and to learn about new trends in the recruitment process. Complete the abstract using words and phrases from the box.

curriculum vitae (CV)/resume	probationary period	interview
application form	psychometric test	covering letter

These days many applicants submit their 1) _____ speculatively to companies they would like to work for. In other words, they don't apply for an advertised job but hope the employer will be interested enough to keep their CV on file and contact them when they have a vacancy. When replying to an advertisement, candi-

dates often fill in a/an 2) _____ and write a/an 3) _____. The employer will then invite the best candidates to attend a/an 4) _____. Sometimes candidates will take a/an 5) _____ before the interview to assess their mental ability and reasoning skills. These days it is normal for successful candidates to have to work a/an 6) _____ in a company. This is usually three or six months; after that they are offered a permanent post.

b) Say what the pros of submitting your resume speculatively are? Have you ever tried this? What was the result?

15. a) Give the English equivalents for the following word combinations.

1) трудоспособное население, трудовые ресурсы; 2) уровень (коэффициент) безработицы; 3) полная занятость, отсутствие безработицы; 4) недостаточное предложение рабочей силы; 5) снижение выпуска продукции; 6) снижение налоговых поступлений; 7) повышение государственных расходов; 8) рост уровня преступности; 9) официальная работа; 10) потеря самоуважения; 11) улучшение перспектив трудоустройства; 12) способность устойчиво удовлетворять основные потребности; 13) испытательный период, период стажировки; 14) сопроводительное письмо.

b) Translate these sentences into English.

1) Безработица – это одна из серьезных проблем, с которыми сталкивается любое общество. С одной стороны, она дает людям время и возможность найти подходящую работу. С другой стороны, состояние безработных приводит людей к поиску незаконных заработков. 2) Последствия безработицы весьма внушительны. Во-первых, это отсутствие заработка. Во-вторых, это потеря приобретенных профессиональных знаний и человеческого достоинства. 3) Кроме того, безработица толкает людей к совершению преступлений. 4) Если безработица длительная, она вызывает серьезные социальные и психологические проблемы не только для безработного, но и для его семьи. 5) Занятость является одним из важнейших аспектов социального развития человека. Она напрямую связана с удовлетворением его основных потребностей, и способствует обеспечению экономической безопасности государства.



16 a) To get a better insight into the costs of unemployment, follow the link <https://eduenglish.bsu.by/course/modedit.php?update=4310&return=1> to do a viewing comprehension quiz. Add ONE more example to every section in the table above Text 2.

b) Check yourself by doing a vocabulary quiz on the costs of unemployment <https://eduenglish.bsu.by/mod/quiz/attempt.php?attempt=78561&cmid=8076>

Discussion

17. a) Below is a table summarising some of the key costs of high unemployment. Work in three groups, comment on the dangers of these problems.



b) Suggest solutions and predict possible results regarding 2 costs of unemployment. Brainstorm solutions to the chosen problems. You can use some of the tips below by matching suggestions on the left with results expected on the right.

Suggestions	Results
Free sports/recreational centers for unemployed to help people spend their time constructively.	Reduce crime/social problems connected with illness/boredom.
Better education/training so workers can operate computers, sophisticated machinery, etc.	People will have more qualifications for types of jobs available.
Fiscal and monetary measure	Increase in tax revenue and aggregate demand/purchasing power.
Motivation programmes	Information availability; access to skill development opportunities.
Easy access to job related information	Reducing job hunting stress
Government support of small business	New job settings, improvement in income.

c) Next comment on the dangers of the problems, present your solutions and expected results to the class. Use expressions from the table to sound convincing. The rest of the class should ask questions. Hold a vote for the best action plan.

One (possible) Another An alternative	step/way to	solve/overcome combat/deal with/eradicate	this problem the problem (of)	would be/is ...
We/governments/etc, can ensure that/prevent ...				
The ... situation could be improved if .../It would be a good idea if ...				

For example: To stimulate economic growth governments should subsidize industries. These steps will help to create more positions and limit the number of workers made redundant.



18. Participate in forum discussions 'Being Unemployed'. Answer 2-3 questions posted, comment on other students' replies. Use expressions and linking words from [Appendix 1](#) to make your writing flow logically.

<https://eduenglish.bsu.by/mod/forum/view.php?id=4307>

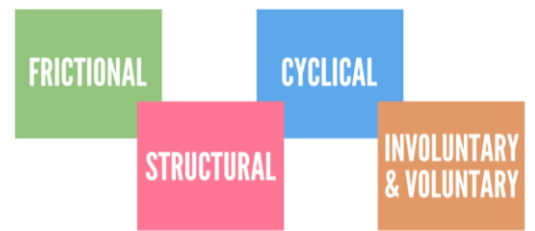


19. Before reading Text 3, follow the link <https://eduenglish.bsu.by/mod/page/view.php?id=4286> to watch an introductory video about types of unemployment. Do the tasks to check understanding.



Text 3. Types of Unemployment.

20. a) While reading the text, draw a mind map presenting three basic types of unemployment, their causes and ways of reducing the number of unemployed people.



The unemployment rate is determined by three different types of unemployment: *frictional*, *structural*, and *cyclical*. Understanding these conceptual categories of unemployment aids in understanding and formulating policies to ease the burden of unemployment. In fact, each type of unemployment requires a different policy prescription to reduce it.

For some unemployed workers, the absence of a job is only temporary. At any given time, some people with marketable skills are fired, and others voluntarily quit jobs to accept or look for new ones. And there are always young people who leave school and search for their first job. Workers in industries, such as construction, experiencing short periods of unemployment between projects and temporary layoffs are common. Other workers are seasonally unemployed; they are considered to be "between jobs". This type of unemployment is called *frictional unemployment*, and it is not of great concern. Much or most of frictional unemployment is voluntary, since it reflects individual search behavior.

The fact that job market information is imperfect influences frictional unemployment in the economy. Because it takes time to search for the information required to match employer and employees, some workers will always be frictionally unemployed. Frictional unemployment is therefore a normal condition in an economic system permitting freedom of job choice. Improved methods of distributing job information through job listings on the Internet can help unemployed workers find jobs more quickly and reduce frictional unemployment.

Unlike frictional unemployment, *structural unemployment* is not a short-term situation. Instead, it is long-term, or possibly permanent unemployment resulting from the non-existence of jobs for unemployed workers. This occurs when changing public tastes or advance in technology cause a fall in demand for some type of works. For example, computer technology has revolutionised the printing industry and many jobs in this sphere have become obsolete. Structural unemployment is unemployment caused by a mismatch of the skills of workers out of work and the skills required for

existing job opportunities. Changes in the structure of the economy create the following three causes of structural unemployment.

First, workers might face joblessness because they lack the education or the job-related skills to perform available jobs. Second, a shift in demand for goods and services may force workers to look for jobs in another industry or in another location. Third, implementation of the latest technology may also increase the pool of structural unemployment in a particular industry and region.

Structurally unemployed workers require additional education or retraining, and improvement is possible only in the long run.

Cyclical unemployment is unemployment caused by the lack of jobs during a recession. When real GDP falls, companies close, jobs disappear, and workers scramble for fewer available jobs. Keynesian economists see it as possibly being solved by government deficit spending or by expanding money supply.

Because both frictional and structural unemployment are present in good and bad times, full employment does not mean “zero percent unemployment.” *Full employment* is the situation in which an economy operates at an unemployment rate equal to the sum of the frictional and structural unemployment rates. Full employment, therefore, is the rate of unemployment that exists without cyclical unemployment.

b) Skim the text and say:

- why frictional unemployment is considered to be persistent;
- what changes in the economy structural unemployment creates;
- what is meant by cyclical unemployment;
- what can be done to eliminate frictional, structural, cyclical unemployment;
- what the goal of full employment is.

21. Choose the right answer. Explain your choice.

The number of people officially unemployed is *not* the same as the number of people who can't find a job because:

- ✓ people who have jobs continue to look for better ones;
- ✓ the armed forces are included;
- ✓ discouraged workers are not counted;
- ✓ none of the above;
- ✓ all of the above.

Frictional unemployment refers to:

- ✓ unemployment related to the ups and downs of the business cycle;
- ✓ workers who are between jobs;
- ✓ people who spend relatively long periods out of work;
- ✓ people who are out work and have no job skills.

A mismatch of the skills of unemployed workers and the skills required for existing jobs is defined as:

- ✓ involuntary unemployment;
- ✓ cyclical unemployment;

- ✓ structural unemployment;
- ✓ frictional unemployment.

Unemployment caused by a recession is called:

- ✓ structural unemployment;
- ✓ frictional unemployment;
- ✓ involuntary unemployment;
- ✓ cyclical unemployment.

Full employment occurs when the rate of unemployment consists of:

- ✓ seasonal plus structural plus frictional unemployment;
- ✓ cyclical plus frictional unemployment;
- ✓ structural, frictional, and cyclical unemployment;
- ✓ none of the above.

22. a) What types of unemployment do you think pictures A, B, C present? Say why. Make use of expressions and linking words to introduce points/arguments from [Appendix 1.5](#).



b) Work in pairs, organise the words and word combinations in the table below. Choose two words or phrases from each column and make sentences of your own to comment on the type of unemployment they describe.

Voluntary, long-term, short-term, lack of jobs, common, concerning, mismatch of skills, overall, seasonal, recession, least worrying, permanent, ‘between jobs’, lack of education, temporary, fluctuating nature, technological change, most dangerous, occurs naturally, downturn, government deficit spending, retraining, reentering the labor force, to stimulate the economy.

Frictional unemployment	Structural unemployment	Cyclical unemployment
<i>voluntary</i>	<i>long-term</i> <i>concerning</i>	<i>lack of job</i>

c) Complete the sentences with words and phrases from b).

1) This type of unemployment is _____. It occurs _____ whenever someone is '_____', has just graduated from high school or college and is looking for work, or is reentering the labor _____. Because there are always people looking for new jobs, there is always some level of this type of unemployment. For that reason, many economists consider this type of unemployment to be the _____.

2) This type of unemployment happens due to the _____ of the market. When the economy is in a _____ or recession, employers struggle and often have to lay off some employees. The government can _____ the economy and help employers hold on to employees by increasing government _____.

3) This type of unemployment can be particularly _____, as _____ workers is expensive, and many previously employed workers have to rely on government assistance programs. This type of unemployment happens because though jobs are available, there's a _____ between what companies need and what available workers offer.

23. Discuss in small groups, then give answers to these questions. Use conversational formulas for introducing a point and holding the floor from [Appendix 2.10](#).

1. What is your vision of voluntary unemployment? Why is voluntary unemployment bad or good for a country/society/person?
2. Is unemployment a great problem where you live now?
3. How will you describe an employee whom the employer will never fire?
4. When is the best time for a person to start looking for a job?
5. Is it better to start job hunting while you are still studying and try to combine your studies with work?
6. What should young people do to have enough qualification after graduation?
7. What are the most efficient ways to look for a job? Friends? The Internet? Newspapers?



a) Follow the link <https://eduenglish.bsu.by/mod/quiz/view.php?id=4304> to revise and practice basic concepts related to the types of unemployment by doing a listening comprehension quiz.

Check yourself by doing a Reading Comprehension and Vocabulary Quiz based on Text 3. <https://eduenglish.bsu.by/mod/quiz/view.php?id=8077>



Indirect Questions and Statements

- We often use indirect questions and statements to sound more polite, for example when asking for personal or sensitive information.

Could you tell what your salary is?

Would you mind telling me how old you are?

I'm not sure when the interview finishes.

- Indirect questions have the same word order as direct statements.

She left the job. (direct statement)

Could you tell me why she left the job?

- We can use the following expressions to introduce indirect questions and statements.

I wonder/I can't remember/I have no idea/I'd like to know/I am not sure ...

when the post will be advertised.

- For yes/no questions we use **if** or **whether**. We can also use **if** or **whether** in statements.

Will he apply for the job? (direct question)

*I wonder **whether** he'll apply for the job.* (indirect question)



25. To learn more about speaking interviews watch a video at <https://www.youtube.com/watch?v=fhPqkCQwygM> (0:30-3:50). Put down questions and phrases you think might be useful for your interviews in future.

26. Work in pairs. Ask and answer these questions commonly asked at a job interview. Student 1 chooses questions asked by an interviewer; Student 2 – an interviewee: Mind the word order of indirect questions.

1. Could you tell me what your strengths are?
2. I'd like to know what your colleagues/fellow students would say about you.
3. Could you tell me how you have changed in the two years?
4. Do you happen to know what salary I will start on?
5. I wonder what career prospects there are in this position in three years' time.

27. Put the words in the right order to form indirect questions or statements.

1. Do know where you the room interview is?
2. I ask you old are you how could?
3. I wonder you if could me tell what time is it?
4. I'd like why to know we you should hire.
5. Do you mind I ask you if your weaknesses are what?
6. Could you ask I why left you your last job?



28. You are interviewing someone for a job. How would you politely find out the following information?

1. Their age.
2. Their current salary.
3. Their reasons for leaving their last job.
4. Their weaknesses.

29. Role play this job interview. Use direct and indirect questions, 2-3 conversational formulas for asking for clarification and giving clarification from [Appendix 2.16](#), [2.17](#).

Interviewees

Choose a job you would like to have in a company you would like to work for. Tell your partner what the position is.

Interviewers

Possible areas to cover include:

- strengths
- experience
- achievements
- interests
- weaknesses
- skills



30. Practise the use of indirect questions to be more polite in conversations at <https://www.thoughtco.com/asking-polite-questions-1211095>

Listening and Viewing



31. a) Watch a video **Training for Your Job Interview** and complete the dialogue. <https://www.youtube.com/watch?v=wdFUIHCh9Q> (1:03-2:01).

- Interviewer:** Well, we were interested in your application for the position of a (1) _____.
- Interviewee:** Well I'm very excited about the position.
- Interviewer:** I can see from your resume that you have a lot of (2) _____.
- Interviewee:** Yes, I've had many 3) _____.
- Interviewer:** What do you consider your greatest strength?
- Interviewee:** I'm very reliable. I always try to do my work on time.
- Interviewer:** I see. Very good. May I ask you what your 4) _____?
- Interviewee:** I have difficulty saying now. So I often work overtime. Sometimes I even forget what my company's 5) _____.
- Interviewer:** Very impressive. May I ask you why you'd like to work for this company?
- Interviewee:** Your organization is very successful and known throughout the world.
- Interviewer:** So you hope to have 6) _____.
- Interviewee:** Yes I studied abroad before but haven't worked for an international company yet.
- Interviewer:** Well, we may be able to give you that chance. As soon as we review all of our candidates we will 7) _____.
- Interviewee:** Thank you, I look forward to hearing from you.

b) Practice indirect questions to make a polite enquiry about a job candidate. Mind the direct word order.

Model: May I ask you where you got information about this job.

Could you tell us whether/if you speak any foreign languages?

What do you consider ...?

May I ask you ...?

Could you tell me ...?

Role-play the dialogue with the partner. Use your own facts.

32. a) Work in groups, brainstorm the difference between headhunting and recruitment. Use conversational formulas for brainstorming from [Appendix 2.1](#) and share ideas in class.





*b)*Dr. Simon Kingston works for the international executive search consultants Heidrick and Struggles. Before you listen to the interview describing headhunting process, match the words with their definitions.*

1) authoritative source	a) a group or system of interconnected people
2) cross-reference <i>v</i>	b) an industry expert who is not a journalist in the media
3) commentator <i>n</i>	c) a university-based researcher and lecturer.
4) academic <i>n</i>	d) multinational oil and gas company, one of the world's seven oil and gas "supermajors"
5) network <i>n</i>	e) compare <i>v</i>
6) BP (British Petroleum)	f) to make weaker
7) dilute <i>v</i>	g) the central or most essential part of something.
8) core essence	h) an entity that has access to, or verified copies of, accurate information

c) Listen to the first part in which a headhunter talks about his profession and how his firm goes about headhunting. While listening, complete the chart below.

<https://eduenglish.bsu.by/mod/page/view.php?id=8131>

Methods of identifying candidates		
1 _____ in newspapers or 2 _____	Asking for 3 _____ from the organization	Own original 4 _____
From our 5 _____	From talking to 6 _____	From beginning to 7 _____ the business 8 _____
	Cross-9 _____	

d) Simon mentions three different types of experts which his company usually speaks to at the beginning of an executive search. Who are they?



33. a) In Part 2 Simon talks about the characteristics of very successful leaders. Listen to the second part of the interview and complete the summary below. <https://eduenglish.bsu.by/mod/page/view.php?id=8131>

One common theme in the careers of a lot of successful people is an 1. _____ of the individual's own 2. _____ and _____. This allows them to 3. _____ the sort of organisations in which they will work. It also allows them to 4. _____ but appropriately to opportunities that are unplanned.

b) Listen to part 2 again. Below are some qualities that Lord Browne at BP demonstrates, according to Simon. Put them in the order they appear in the interview, comment on their importance for a successful career and business.

- real interest in innovation;
- a curiosity that even thirty years in the same sort of business doesn't dilute or indeed destroy;

- ability to remain interested in the core essence of one's business;
- an open-mindedness about the structure of the industry.

c) Name your 2-3 qualities that you think would impress a headhunter.

Speaking

34. a) Divide into 2 teams. Team 1 gives two key words or phrases related to one of the issues below. Team 2 gives definitions to the words suggested by team 1 and names their 2 words or phrases on the next issue.

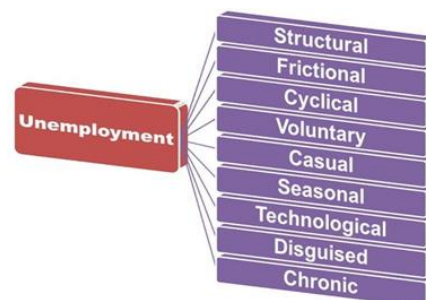
- Business cycle and its features.
- The phases of business cycle.
- Business cycle theories.
- Unemployment and its types.
- The reasons for unemployment.
- Costs of unemployment.

b) Answer these questions.

1. What are the main causes of the alternate periods of growth and contraction of the business cycle?
2. What are dangers of booms and slumps in the economy? How can they be regulated?
3. During a downturn, how do governments intervene in the economy? What are the economic arguments for/against such governmental spending?
4. What examples of 'creative destruction' occurring at the moment can you give?
5. How will you comment on the one-liner: "When your neighbour loses his job, it's a recession; when you lose your job it's a depression."
6. Are there any jobs in your country which are in constant demand?
7. Do people only work for money?
8. What motivates you to work?
9. Are you optimistic or pessimistic about your own future? Do you expect the qualification you are currently studying for to get you a permanent job?

35. Work in pairs, use the words and word combinations below to discuss the situation in the job market in your country/the UK/the EU/the USA. Regard different types of unemployment. Present the results of your mini research in class.

consumption; demand; downturn/upturn; expectations; gross domestic product (GDP); retraining; government support; job vacancies; labour turnover; legitimate work; undersupply of labour; human capital; increase/decrease in government expenditure; to maintain healthy economy, to create job settings, minimum wage; temporary contract, etc.





Role Play and Simulation

36. a) Work in groups of three or four. Imagine you and your friends are running the country. Things are not going well! Here are some of your problems.

- a) unemployment is high (12%);
- b) the rate of inflation is also high;
- c) workers are going on strike for higher wages;
- d) your large steel industry is losing money because of foreign competition.

b) Talk to each other and decide which of these problems is the most important. Then, decide what you can do to make things better. In your discussion think about:

- a) retraining/relocation of workers;
- b) cost-push inflation;
- c) government subsidies, etc.

c) Write down a few rough ideas for solving these problems and pass on to another group, who reads them silently and adds new ideas to the page then pass the page on. Next, vote for 3 best ideas and reflect.

37. a) Divide into three groups. Each of you should take one of the following roles.

Student 1 – the Chancellor (the head of the government in some European countries)

Student 2 – chief director of one of the country's largest industries

Student 3 – leader of a workers' union

b) Imagine that the country has gone into a recession.

Student 1 – you are the Chancellor. Explain to the others why the country is in recession and what you plan to do about it.

Student 2 and 3 should tell the Chancellor what problems the recession is causing them. Make notes and tell the Chancellor what you want him/her to do.

Business Skills



Useful language: A Job Interview

Job Interview Answers and Phrases for Describing Your Profile

I'm used to working in a busy environment.
 I'm good at dealing with change.
 I work well under pressure.

Job Interview Answers and Phrases for Explaining Why You Want this Job

I want to take on more responsibility in line with my qualifications.
 I want to further my career in accounting.
 I am impressed by the quality of your products.

<p style="text-align: center;"><i>Job Interview Answers and Phrases for Talking about Your Strengths</i></p> <p>I've always been a great team player. My strongest trait is my attention to detail / accomplishing a large amount of work within a short period of time. I have very good organizational and time management skills.</p>	<p style="text-align: center;"><i>Expressions for Talking about Your Weaknesses</i></p> <p>I always try to solve my own problems instead of asking a co-worker who might know the answer. Sometimes I have trouble delegating duties to others.</p>
<p style="text-align: center;"><i>Phrases for Describing Yourself</i></p> <p>I attended the University of ... I've just graduated from the University ... I have worked for various companies including ...</p>	<p style="text-align: center;"><i>Explaining Why Company Should Hire You</i></p> <p>I'm a perfect fit for this job because ... I should be hired because I'm ... I think I am a great match for this position.</p>
<p style="text-align: center;"><i>What Type of Position You are Looking for?</i></p> <p>I'm looking for a position in which I can I am more interested in a full-time/part time position.</p>	<p style="text-align: center;"><i>Salary Expectations</i></p> <p>I expect experience based remuneration. My salary expectations are in line with my qualification.</p>


38. a) Match the common interview question on the left with the suitable response from the list on the right.

<p>Why did you choose this company?</p> <p>What are your strengths/ weaknesses?</p> <p>How would your friends describe you?</p> <p>What is your greatest achievement?</p> <p>How well do you work in a team?</p> <p>Where will you be in 5 years?</p>	<p>People say I'm sociable, organized, and decisive.</p> <p>My aim is to have a position in the Management Team.</p> <p>I have excellent time management, but I can be impatient for results.</p> <p>Because I think I will find the work environment both challenging and rewarding.</p> <p>I always support my colleagues and believe we should work towards a common goal.</p> <p>Leading the University football team to the national Championships.</p>
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b) Practise job interviews by asking questions and giving answers. Mind the use of phrases from the table above and indirect questions.

For example: I wonder/I'm interested to know/Could you tell me what your job experience is.

- ✓ What are your goals for the next five years?
- ✓ Why would you like to leave your current job?
- ✓ What do you know about our company?
- ✓ What makes you suitable for this job, do you think?
- ✓ What is good customer service, in your view?

 **c)** Complete the conversation "At a Job Interview". Use the questions from task a). Listen to the conversation to check your answers. Remember that sometimes, more than one answer may be correct. <https://eduenglish.bsu.by/mod/resource/view.php?id=8224>

- Mary: (1) _____?
- Yiannis: Well, I think that I'd be suitable for the position because I've had lots of relevant experience in my previous roles. Also, I think I'd be a good fit for the company.
- Mary: (2) _____?
- Yiannis: Quite a bit. I know that it's the second largest advertising company in the country and that you employ over 500 staff.
- Mary: That's right. Now, tell me a bit about yourself. (3) _____?
- Yiannis: Hmm, interesting question. Well, I'm very hard-working and incredibly creative, as you can see from my portfolio. But, on the downside. I'm also a bit of a perfectionist, so I find it hard to let go of a project sometimes. But I'm working on that!
- Mary: OK. And (4) _____?
- Yiannis: That would have to be when an advertisement that my team developed was nominated for Best Local Ad of the Year. It was great to get some acknowledgement for all our hard work.
- Mary: Uh-huh. (5) _____?
- Yiannis: Well, I've enjoyed working for a small company and learned a lot, but I'd really like the opportunities that are offered by working for a large company, for example, the chance to pitch to big clients.
- Mary: Right, so (6) _____?
- Yiannis: I'd like to be working as a senior advertising executive with a number of great campaigns under my belt.

39. a) Read the conversation between two colleagues and choose the most suitable verb forms. With a partner, discuss the reasons for your choice.

- Ed: So, what (1) *have you been up to/are you up to* since I last (2) *saw/have seen* you?
- Jon: Oh, (3) *hasn't anyone been telling you/hasn't anyone told you* I (4) *decided/have decided* to go for promotion? You know, for the new area manager job.
- Ed: Great! What exactly (5) *would you be doing/would you have been doing* in the new job?
- Jon: Well, you need to be quite flexible as there's a lot of travel involved – in fact the responsibilities (6) *cover/have covered* six different countries.
- Ed: That'll suit you down to the ground – you (7) *have always got/always got* out and about a lot I seem to remember. By the way, you know Jacob (8) *is going/has been going* for it as well?
- Jon: No, but I'm not threatened – he (9) *blew/has blown* his reputation for competence over that lost documents episode.
- Ed: OK, but what (10) *have you done/have you been doing* to make sure you actually get the job?
- Jon: Well, by the end of the week I (11) *will have worked out/will be working out* my interview strategy and there's no question they can ask me I can't answer.

(12) *Aren't you being/aren't you* a bit over-confident, or should that be arrogant?

Ed: We'll see. Drinks are on me if I get it.

Jon: Deal!



b) Follow the link to listen to the conversation and check your answers
<https://eduenglish.bsu.by/mod/resource/view.php?id=8225>

40. *Work in groups. Think of the recent interview you attended or role-played in the class and discuss these questions:*

What was the worst thing about it?

What difficult questions were you asked?

Why do you think you were successful, or unsuccessful?

If you could go through the interview again, what would you do differently?

In an interview, do you always have to be completely honest?

What impression do you try to give in an interview?



Case Study

A Job Fair in Singapore

Background

40. a) *You and a colleague work for the Treadlight Film Company, a television production company. You are both at a job fair in Singapore. You want to find an assistant for your sales manager in Singapore. On a website, you read information about three young people at the fair looking for a job in sales.*

Jenny Wong	Cindy Tan	David Chong
Age: 20 Born: Taiwan	Age: 21 Born: Hong Kong	Age: 24 Born: Singapore
Education: high-school certificate	Education: university graduate (geography)	Education: university graduate (computing)
Work experience: sales assistant in bookshop	Work experience: ---	Work experience: website designer
Languages: fluent Chinese, basic knowledge of English	Languages: fluent Chinese, good standard of English	Languages: fluent Chinese and English
Personality/appearance: elegant, friendly	Personality/appearance: well-dressed, confident	Personality/appearance: serious, hard-working
Interests: music, international cinema	Interests: conversation, people	Interests: computer games, karate

Task: *Think and answer these questions. Use conversational formulas for stating preferences from [Appendix 2.9](#).*

1. What are some strong/weak points of each candidate?
2. Who would you hire and why?

3. Imagine you have time to talk to only one of the candidates. Decide which person you want to meet and why.
4. What questions are you going to ask?

Assessment and Self-Check



A. *Revise the topical vocabulary and be ready to respond to sample questions for academic discussion. In each case, try to expand your answer to include at least one piece of additional information. Make sure that the extra information is relevant.*

<https://eduenglish.bsu.by/mod/folder/view.php?id=6974>

1. What is a business cycle? What macroeconomic variables is it characterized by?
2. What are the phases of a business cycle? What are they marked by?
3. What are the main causes of the alternate periods of growth and contraction of the business cycle?
4. Do you know what internal theories a business cycle are based on?
5. What factors do external theories consider?
6. How can unemployment be defined? What do they call the total number of employed and unemployed workers?
7. What are the negative sides of situation with full employment?
8. What are the economic costs of unemployment?
9. What social costs of unemployment do people suffer from?
10. How do frictional, structural and cyclical types of unemployment differ? Which type is most dangerous? Why?
11. How should the government help people who have lost their jobs?

B. *Read carefully the following talking points and then make some brief notes. Consider your opinion, use analytic approach and linking words while presenting information.*

1. You are preparing a lecture on different types of unemployment. What type of unemployment will you start with? Why?
2. Your friend, a graduate of a business school, has lost a well-paid job in an international company and is making plans to take a retraining course in IT. Try to convince him to set up his own business instead.
3. You are the head of the government. The situation with employment is unstable because of the economic downturn in the country. Give three possible solutions to this problem. Start with analyzing the reasons for the current unemployment, list possible solutions and expected results of anti-crisis measures.
4. You are applying for the position of manager in a famous manufacturing company. You have exactly five minutes to find out if it is the right job for you. Prepare 3 indirect questions you are going to ask. Explain your choice.

5. You are the chair of the manufacturing company. You have exactly five minutes to find out whether the candidate you are interviewing is the right person for the job. Prepare 5 questions on the candidate's experience, character and qualification.

C. Choose *ONE* of the ideas for students' projects below and present in class.

1. Business cycle analysis. Economic growth and income inequality.
2. The connection between education level and unemployment.
3. Unemployment rate and urbanization.
4. Unemployment as a social issue.
5. New markets and new jobs in the digital economy.
6. The present day situation on job market in your country (the rate of unemployment, types and the prospects for future, proposals to reduce the unemployment rate).

D. Do a guided independent task "Working for Yourself is Better Than Working for Someone Else". <https://eduenglish.bsu.by/mod/assign/view.php?id=4315>



E. Do a revision test on the topic "Business Cycle and Unemployment". <https://eduenglish.bsu.by/mod/quiz/view.php?id=8075>

Unit 3.3. Inflation



Inflation is the parent of unemployment and the unseen robber of those who have saved.

Margaret Thatcher

Topics for Communication: Common causes and effects of inflation, types of inflation, ways to protect yourself from inflation.

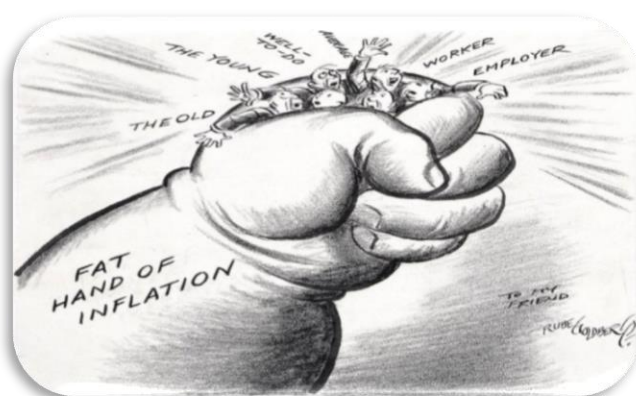
Business Skills: Developing an argument.

Grammar Focus: Adverbs.

Lead-in

1. Work in small groups and share bits of background knowledge on the following: Use expressions and linking words for giving opinion and expressing cause and effect from [Appendix 1.14-1.16](#).

1. What ideas spring to your mind when you hear the word inflation?
2. Why should inflation cause concern?
3. Who do you think loses from inflation? Who wins from inflation?
4. Does your country suffer from inflation? Why do you think this is?
5. What does this cartoon say about inflation?



2. a) Before watching a video *What is Inflation?* <https://eduenglish.bsu.by/mod/page/view.php?id=4288> check the meaning of the following words and phrases.

to pay extra
purchasing power
monetary phenomenon
to issue dollars

value of each dollar
limited amount of assets
to set an inflation rate target

b) While watching the video put down the definition of Inflation and try to explain why Dan had to remove an item from his cart.

c) Watch the video again and answer the questions.

1. Why does inflation occur?
2. What does it result in?
3. What inflation rate target does the Central Bank usually set?

d) Formulate your own understanding of inflation, its common causes and effects.

3. Work with your partner and comment on the following quotes.

- Inflation is not only unnecessary for economic growth. As long as it exists it is the enemy of economic growth. (*Henry Hazlitt*)
- By a continuing process of inflation, government can confiscate, secretly and unobserved, an important part of the wealth of their citizens. (*John Maynard Keynes*)
- Inflation takes from the ignorant and gives to the well-informed. (*Venita Van Caspel*)
- Inflation is the one form of taxation that can be imposed without legislation. (*Milton Friedman*)

Reading and Vocabulary



Text 1. Inflation: Meaning and Measurement. Causes and Effects.

4. a) *Before reading the text about inflation, check your understanding of some basic terminology by matching up the following Russian word combinations and their English equivalents.*

А

- 1) стабильность цен
- 2) неблагоприятный эффект
- 3) индекс потребительских цен
- 4) реальная покупательская способность денег
- 5) инфляционные надбавки
- 6) резерв на покрытие убытков от чего-либо
- 7) предвидеть инфляцию

В

- a) foreign exchange value of money
- b) inflation premiums
- c) an adverse effect
- d) a consumer price index
- e) a price stability
- f) negotiate contracts
- g) a general price level

- | | |
|------------------------------------|--------------------------------|
| 8) общий ценовой уровень | h) money real purchasing power |
| 9) стоимость обменного курса валют | i) anticipate inflation |
| 10) вести переговоры по контрактам | j) an allowance for smth. |

b) Read the text and be ready to discuss causes, effects and measurement of inflation.



(1) **Inflation** is a situation in which a decline in the purchasing power of money results in a rise of the general price level. Inflation has many causes. In times when the economy is good and people have enough money they want to buy more products than factories can produce, so the prices go up. Inflation can also happen when workers demand more money or when the raw materials that producers need rise in price. The final product becomes more expensive and has to be sold at a higher price. Some economists say that central banks do not do enough to control how much money there is in a country. There may be more money around than there are goods. Consumers want to buy more products, the demand gets higher and prices go up. Sometimes low interest rates on loans make people borrow money to buy houses or cars. These prices go up as well.

(2) The opposite of inflation is *deflation*. Deflation is generally the decline in the prices for goods and services that occurs when the rate of inflation falls below 0%. Deflation will take place naturally, if and when the money supply is limited. It is normally linked with significant unemployment and low productivity levels of goods and services. The effects of both inflation and deflation are extremely harmful to a country and to the welfare of its citizens. The term ‘deflation’ is often mistaken with ‘*disinflation*’ which is a situation when inflation increases at a slower rate.

(3) The boundary between inflation and deflation is *price stability*. Price stability occurs when the average level of prices is moving neither up nor down. The average level of prices is called the price level and is measured by a price index. A *price index* measures the average level of prices in one period as a percentage of their average level in an earlier period called the base period. The *inflation rate* is the percentage change in the price level. The most widely reported measure of inflation is the *consumer price index (CPI)* which measures changes in the average prices of a basket of consumer goods and services, such as transportation, food, and medical care. It determines how rising prices affect the income of consumers and does not consider items purchased by businesses, and government.

(4) When raw materials are in short supply, they become more expensive. This will cause an increase in producers’ costs and they will have to raise their prices. Besides, if the commodity is an important raw material for many industries, the supply from these industries will drop dramatically. It’s a period of no growth or even an economic contraction. This situation is called *stagflation*. An extreme form of inflation is known as hyperinflation. *Hyperinflation* is an extremely rapid rise in the general price level. There is no consensus on when a particular rate of inflation becomes ‘hyper’.

(5) Inflation is a sign that the economy is growing. It is normal when prices go up only a few percent every year. High inflation, on the other hand, leads to uncer-

tainty in the population. Industries may not want to borrow money and invest when inflation is high. People don't want to buy goods any more. Factories may get stuck with products they cannot sell and as a result workers get unemployed. Inflation hurts people living on fixed incomes and people who have saved fixed amounts of money for specific purposes such as their children's education or their own retirement. Inflation hurts people who have loaned out money at a rate of interest that did not include an allowance for an increase in the average price level. So lenders are without protection against a decline in the purchasing power of the loan when it is repaid.

(6) The adverse effects of inflation depend on the extent to which inflation is correctly anticipated and the extent to which it is unanticipated. In the first case contracts can be negotiated to include '*inflation premiums*'. Such premiums are designed to protect lenders and other recipients of future money payments from declines in the purchasing power of the money to be repaid to them. Lenders, for example, will insist on higher interest rates if they anticipate inflation. Borrowers who agree to the lender's terms share similar anticipations of inflation. However, it is often difficult to correctly anticipate a future rate of inflation. Inflation is a phenomenon experienced in all countries. But inflation rates vary from one country to another. When inflation rates differ by a lot and over a prolonged period of time, the result is a change in the *foreign exchange value of money*.

(7) Inflation is and has been a highly debated phenomenon in economics. Many economists maintain that *moderate inflation* levels are needed for a country's economy. They provide the following reasons. Firstly, inflation is good when it combats the effects of deflation, which is often worse for an economy. Second, when consumers expect prices to rise, they spend now, boosting economic growth. And thirdly, an important aspect of keeping a good inflation rate is managing expectations of future inflation.

(8) It is very difficult to fight inflation. Banks can control interest rates and make it difficult for people to get loans and have more money. Governments have an effect on inflation when they control the supply of money, raise or lower taxes, decrease public expenditure like building roads, bridges, etc. They can also try to control wages and prices as far as possible.

c) *Explain the meaning of the underlined words and phrases in your own words.*

d) *Find parts of the text that describe the adverse effects of inflation and how to deal with them. Translate these parts into your language.*

e) *Read the text again for specific details and answer the questions.*

1. What do they call the situation when the money real purchasing power increases?
2. What are the most obvious causes of inflation?
3. What is the difference between deflation and disinflation?
4. How is stagflation defined?
5. What does the term 'price stability' mean?
6. How do they define the inflation rate?

7. What is the most widely reported measure of inflation? What does it show?
8. What categories of people are most heavily hurt by inflation? Why?
9. What measures can be taken to protect lenders from inflation?
10. Why is it important to correctly anticipate the rate of inflation?
11. Why do they believe that a moderate inflation level is good for an economy?
12. Is there any link between inflation and interest rates?

f) Review the statements below and decide whether they are true (T) or false (F). Correct the false ones.

1. Inflation occurs when there is an increase in the purchasing power of money.
2. The CPI does not consider goods and services purchased by business and government.
3. Deflation means a decrease in the average price level.
4. When stagflation occurs the average level of prices is falling.
5. People with fixed income tend to fare best in an inflationary period.
6. Inflation does not have any impact on the foreign exchange value of money.

g) Make a mind map of the text and share it with your partner. Then communicate the best idea to the class. Usually a mind map consists of one central idea and topics related to that idea. Follow the link <https://creately.com/diagram-type/mind-map>. You can read about mind maps in [Appendix 3](#).



*h) Consolidate your understanding of the meaning of inflation by doing a reading comprehension quiz **Meaning and Measurement of Inflation** <https://eduenglish.bsu.by/mod/quiz/view.php?id=4278>*

Vocabulary Focus

5. Complete the table by inserting the missing forms if possible.

Noun	Verb	Adjective/Adverb
measure		
		purchasing
allowance		
		harmful
	negotiate	
reduction		
	anticipate	
		boosting
	vary	
		stable

6. a) Look at the word cloud below and make use of these words in the sentences of your own. Check the meaning of the words which are new for you.



b) Create your own word cloud using the resource on the Internet <https://www.wordclouds.com/> or <https://wordart.com/>. Include terminology and the most important words and phrases from **Text 1**.

7. Match up the economic terms and definitions below.

- | A | B |
|-------------------|--|
| 1) inflation | a) the amount of money etc. asked or given for something |
| 2) deflation | b) amount of sth, esp. money allowed or given regularly |
| 3) disinflation | c) the reaction of giving one thing of the same type or of equal value in return for another |
| 4) hyperinflation | d) a person taking or receiving something with the understanding that he will return it |
| 5) exchange | e) a person making a loan |
| 6) price | f) a rise in prices and wages caused by an increase in the money supply and demand for goods and resulting in a fall in the value of money |
| 7) stagflation | g) a reward or an amount paid in addition to the regular charge |
| 8) premium | h) is an economic situation in which prices keep rising but economic activity does not increase |
| 9) borrower | i) a situation in which very large and rapid price rises occur |
| 10) lender | j) a reduction in the rate of inflation |
| 11) allowance | k) the reduction of the amount of money being used in a country, in order to lower prices or keep them steady |

8. Complete the sentences with the words from the box.

boundary consumer boost extreme moderate average purchasing premiums rate
--

1. An ... form of inflation is known as hyperinflation.
2. The ... between inflation and deflation is price stability.
3. The ... level of prices is called the price level and is measured by a price index.
4. A common price index is called the ... Price Index, or simply CPI.
5. Inflation reduces the money real ... power.

6. If inflation is correctly anticipated, contracts can be negotiated to include “inflation ...”.
7. It is often difficult to correctly anticipate a future ... of inflation.
8. ... amounts of inflation are common in healthy economies, so some inflation may actually be a good sign.
9. I simply do not understand their arguments that government spending cannot ... the economy.

9. Complete the table with as many phrases related to each topic as possible. If necessary, use **Text 1**. Take turns explaining each term with your partner.

<i>Inflation/deflation</i>	<i>Stagflation/hyperinflation</i>	<i>Causes of inflation</i>	<i>Effects of inflation</i>	<i>Inflation rate/measure of inflation</i>
purchasing power of money general price level				

10. a) Translate into English using your active vocabulary.

1. Инфляция – это ситуация, при которой имеет место падение покупательной способности денег, результатом чего является рост общего уровня цен. 2. Стагнация – это состояние экономики, характеризующееся застоем производства и торговли на протяжении длительного периода 3. Инфляцию можно противопоставить дефляции, которая возникает, когда покупательная способность денег увеличивается, а цены падают. 4. Инфляция, вызванная превышением спроса над предложением, возникает из-за слишком высокого совокупного спроса. 5. Гиперинфляция – это исключительно высокая инфляция, когда цены растут настолько быстро, что деньги в значительной степени теряют свою функцию средства обращения. 6. Галопирующая инфляция – инфляция, при которой цены начинают удваиваться, утраиваться ежегодно. 7. Наиболее часто используемым индексом инфляции является индекс потребительских цен (ИПЦ). 8. Потеря покупательной способности влияет на уровень жизни людей, что в конечном итоге приводит к замедлению экономического роста.



b) Do a terminology quiz **Inflation: Causes and Effects** to consolidate economic terms on the topic <https://eduenglish.bsu.by/mod/quiz/view.php?id=8217>



Text 2. Demand-Pull vs Cost-Push Inflation.

11. a) Below is the text about the two types of inflation. Before reading it check your understanding of some basic terminology by matching up the Russian word combinations with their English equivalents.

A

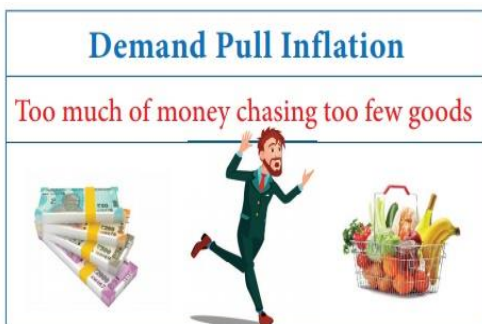
- 1) инфляция спроса
- 2) инфляция издержек
- 3) избыток совокупных расходов
- 4) рост цен
- 5) совокупные расходы
- 6) расширение расходов правительства
- 7) показатели рентабельности, величина прибыли
- 8) избыточный спрос
- 9) производственная мощность экономики
- 10) активный торговый баланс

B

- a) an excess of total spending
- b) total expenditures
- c) profit margins
- d) excess demand
- e) an expansion of government spending
- f) a rise in prices
- g) demand-pull inflation
- h) cost-push inflation
- i) export surplus
- j) economy's productive capacity

b) Read the text. Explain the key difference between demand-pull inflation and cost-push inflation.

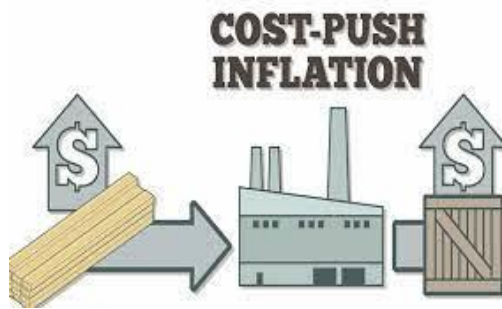
Inflation can occur for several reasons, and economists usually distinguish between two basic types of inflation, depending on whether it originates from the buyers' or the sellers' side of the market.



Perhaps the most familiar type of inflation is called **demand-pull inflation**, which is a rise in the general price level resulting from an excess of total spending (demand). Demand-pull inflation occurs when *aggregate demand* in the economy increases faster than the economy's productive capacity. If demand exceeds *aggregate supply*, the average prices of goods and services are pulled up

by the 'excess' demand. When sellers are unable to supply all the goods and services buyers demand, they respond by raising prices. In short, the general price level in the economy is 'pulled up' by the pressure from buyers' *total expenditures*. Demand-pull inflation is often expressed as 'too much money chasing too few goods'.

This type of inflation is usually associated with conditions of *full employment*. If there are unemployed resources available, an increase in demand can be met by bringing these resources into employment. Supply will increase and the increase in demand will have little or no effect on the general price level. If the total demand for goods and services continues to increase, a full employment situation will eventually be reached and no further increase in output is possible at least in the short run. Once the nation's resources are fully employed, an increase in demand must lead to an upward movement of prices. A situation of excess demand may also arise when a country is trying to achieve *an export surplus*, in order, perhaps, to pay off some overseas debts. Exports are inflationary because they generate income at home but reduce home supplies. Besides, demand-pull inflation may develop when, with full employment, a country tries to increase its rate of *economic growth*. Another possible cause of inflation under conditions of full employment is an *expansion of government spending* financed by borrowing from the banking system.



Aggregate supply is the total volume of goods and services produced by an economy at a given price level. When there is a decrease in the aggregate supply of goods and services stemming from an increase in the cost of production, we have **cost-push inflation**. Cost-push inflation means prices have been ‘pushed up’ by *increases in costs* of any of the four factors of production when companies are already running at full production capacity. With higher production costs and productivity maximized, companies cannot maintain profit margins by producing the same amounts of goods and services. As a result, the increased costs are passed on to consumers, causing a rise in the general price level. To understand better their effect on inflation, let’s take a look at how and why production costs can change. A company may need to *increase wages* if labourers demand higher salaries due to increasing prices and the cost of living or if labour becomes more specialized. If the cost of labour increases, the company has to allocate more resources to pay for the creation of its goods or services. To maintain or increase profit margins, the company passes the *increased costs of production* on to the consumer, raising retail prices. Along with increasing sales, increasing prices is a way for companies to increase their bottom lines and grow. Another factor that can cause increases in production costs is *a rise in the price of raw materials*. This could occur because of scarcity of raw materials, an increase in the cost of labour to produce the raw materials, or an increase in the cost of importing raw materials. The government may also raise taxes to cover higher fuel and energy costs, forcing companies to allocate more resources to paying taxes.

Inflation is not simply a matter of rising prices. There are endemic and often diverse reasons at the root of inflation. But if an economy identifies what type of inflation is occurring, it may be better able to correct rising prices and the loss of purchasing power.

c) Explain the meaning of the underlined words and phrases in your own words.

d) Read the text again and decide whether these statements are true (T) or false (F). Correct the false ones.

1. Demand-pull inflation occurs when aggregate demand in the economy increases faster than the economy’s productive capacity.
2. Demand-pull inflationary pressure increases as the economy approaches full employment.
3. Expansion of government spending financed by borrowing from the banking system results in cost-push type of inflation.
4. Cost-push inflation is caused by too much money chasing for few goods.
5. Expectations do not have any influence on demand-pull inflation.
6. Cost-push inflation occurs if the costs of all factors of production grow at the same time.

e) Use the information from the text and expand the sentences to make an outline of the text.

- 1) The text deals with
- 2) Demand-pull inflation occurs
- 3) Demand-pull inflation is associated
- 4) An excessive demand is usually caused by a) ... b) ... c) ... and d)
- 5) Cost-push inflation occurs when
- 6) The possible sources of cost-push inflation are
- 7) A company may need to increase wages if
- 8) Another factor that can cause increases in production costs is
- 9) Companies are forced to allocate more resources to paying taxes because
- 10) To decrease rising prices an economy should



f) Do a reading comprehension quiz based on **Text 2 Demand-Pull vs Cost-Push Inflation** <https://eduenglish.bsu.by/mod/quiz/view.php?id=4249> .

g) To get a better insight into the concept of inflation and its types do a viewing comprehension quiz <https://eduenglish.bsu.by/mod/quiz/view.php?id=4305>

Vocabulary Focus

12. Raise, rise and arise are easily confused words. Study the table and complete the sentences with one of the words in the correct form.

<p>Raise must have an object, as it is a transitive verb.</p> <p>It is a regular verb; its three forms are raise, raised, raised.</p> <p>e.g. raise funds – получать деньги, найти финансирование raise money – занять, получить деньги raise prices – повысить цены raise taxes – собирать налоги raise the salary – повысить зарплату</p>	<p>Rise does not take an object, as it is an intransitive verb.</p> <p>It is an irregular verb; its three forms are rise, rose, risen.</p> <p>e.g. prices are rising – цены растут interest rates/taxes/rents/wages rise NOTE! In AE, and very often in BE, people refer to this as a raise. <i>She got a 5% rise.</i> <i>She got a 5% raise.</i></p>
<p>Arise means ‘happen’ or ‘occur’. We use it with abstract nouns (e.g. problem). The three forms of it are arise, arose, arisen. It is used in formal contexts.</p> <p>e.g. demand/problems/difficulties arise – спрос, проблемы, трудности возникают, появляются</p>	

1. Our favourite restaurant ... its prices again. It's getting very expensive.
2. The government plan ... taxes on the wealthiest billionaires in the country and corporations.
3. Recent studies have shown that further demands can ... suddenly and unexpectedly.
4. Last month prices ... by more than 10%.

5. The plan ... the top corporate tax rate by 5.5 percentage points and the top individual tax rate by 2.6 percentage points, respectively.
6. Due to the increase in raw material prices, the company was forced ... the prices of its products.
7. Serious problems ... recently in the energy and transformation industries.
8. Interest rates typically ... during high inflation, affecting savings, monthly payments for mortgages, and other loans.
9. We want to buy a car before the prices ... again.
10. In the discussion the analyst ... a very important problem.
11. We managed ... above our problems and now the company is doing well.
12. I will do anything that I can ... to a higher position.
13. Difficulties ... when the borrowing is excessive.

13. *Express in one word choosing the words in the box below. Reproduce the context they were used in the text above.*

surplus margin debt available aggregate rise
 occur excess stem from exceed inflationary

- 1) to take place, to happen;
- 2) amount beyond what is needed;
- 3) originate in or be caused by;
- 4) that which someone owes;
- 5) ready or present for immediate use;
- 6) an amount by which a thing is won or falls short;
- 7) characterized by, or tending to cause monetary inflation;
- 8) formed or calculated by the combination of many separate units or items;
- 9) move from a lower position to a higher one; come or go up;
- 10) an amount of something that is more than necessary, permitted, or desirable;
- 11) to be greater in number or size.

14. a) *Before doing the exercise, make sure you understand the meaning of the following phrases:*

tax incentives / government bureaucracy / foreign investment / balance of trade

b) *Try to complete this economic profile without looking back at the terms in the texts above.*

The economy is stable following the problems of the past two years. By following a tight monetary policy, the government has reduced the i _____ r _____ **1** to 2%. For borrowers, after going up dramatically, the i _____ r _____ **2** is now down to 8%. The last six months have seen a slight improvement in the e _____ r _____ **3** against the dollar.

For the country as a whole, the G _____ **4** has grown by 0.1 5%. Exports are increasing, and the b _____ of t _____ **5** is starting to look much healthier.

In terms of jobs, the u _____ r _____ 6 continues to be a problem, as it is still 16%. In order to stimulate the economy and attract f _____ i _____ 7 from abroad, the government is offering new t _____ i _____ 8, as well as making an effort to reduce g _____ b _____ 9 and red tape. Finally, a large skilled l _____ f _____ 10 means there could be attractive investment opportunities over the next five years.

c) Write a short paragraph about the economic profile of your country. Use expressions and linking words from [Appendix 1](#) to make your writing flow logically.



15. Check the use of terminology by doing a viewing comprehension quiz <https://eduenglish.bsu.by/mod/quiz/view.php?id=4305>



Text 3. Timeless Ways to Protect Yourself from Inflation.

16. a) The text considers three **investment approaches** of protecting your wealth from inflation. Read the text and find out why the author thinks these approaches really counteract the effects of inflation.

In addition to death and taxes, inflation is another phenomenon that we can expect with near certainty over a period of time. In general, economic progress is accompanied by inflationary pressures. Of course, if your two primary sources of wealth creation (asset and income) rise at a rate equal to or greater than inflation, the negative effects of inflation are neutralized. Yet, it is not always the case. While the minimum wage has increased, the overall price of goods has exceeded the average salary increases of recent years.



Inflation is often referred to as the ‘worst tax’ because its effects go unnoticed by most people. For example, earning 4% in a savings account while inflation grows at 7% makes many feel 4% richer. In fact, they are 3% poorer. That’s why it is important for households and investors alike to understand the causes and effects of inflation so as to ensure that their assets maintain their purchasing power. Here are three **investment approaches** everyone should consider as ways of protecting their wealth from inflation.

Despite the lack of confidence most people express about *stocks*, owning some equities can be a very good way to combat inflation. Think of your household as a business. If a company cannot properly invest its money in projects that will deliver a return above its costs, then it will fall victim to inflation. Success in business lies in the fact that corporations will sell their goods at rising prices, which will lead to an increase in revenues and, as a result, a rise in stock prices. Commodity resource companies are one example. Products like oil, grains, and metals enjoy pricing power during periods of inflation. The prices of these items tend to go up. Look to invest in

businesses such as commodity firms or healthcare companies that possess the strongest profit margins and the lowest cost of production.

Real estate is always a good investment. Problems occur when a buyer's goal is to sell the property they just bought at a profit. Real estate investments do not typically generate a return within several months or weeks. They require an extensive waiting period in order for values to increase. As a home buyer, you can pay cash or take out a loan, known as a mortgage. You pay off a little sum each month until you're left with ownership of an asset that should continue to appreciate over time. It is true that real estate bubbles are usually followed by periods when houses can lose more than half of their value. However, on average, house prices rise over time, counteracting the effects of inflation.

By far the best investment you can make to be prepared for an uncertain financial future is *investing in yourself*. One that will increase your future earning power. This investment starts with quality education and continues with keeping skills up to date and learning new skills that will match those that will be most in demand in the future. Ultimately, doing that will give you more certainty about your future and more comfort and peace of mind in retirement.

b) Read the text again and complete the chart with key phrases to summarize the three investment approaches. Explain the arguments made by the author of the text to your fellow students.

	1	2	3
Investment approaches	Stocks	Real estate	Investing in yourself
How they work	- own some equities - deliver a return		

c) Which of these approaches can be helpful or damaging for people in your country? Discuss in groups, report your choices and explain them. Do you think of any others?

d) Look back at the text and write down some questions you would like to ask the class about it.

Vocabulary

17. Match the terms with their meanings. Find them in the text to see how they are used.

1) commodity	a) a venue where buyers and sellers meet to exchange equity shares of public corporations
2) stock market	b) the rapid increase in the market price of real property
3) estate bubble	c) an interest-bearing deposit held at a bank or other financial institution
4) savings account	d) a performance measure used to evaluate the efficiency or profitability of an investment

5) return on investment (ROI)	e) a raw material or primary agricultural product that can be bought and sold, such as copper or coffee
-------------------------------	---

18. Record new and useful vocabulary you have learnt in the text and fill in the table below.

Verb	Noun	Adjective/Adverb
generate		
	ownership	
		inflationary



19. To learn more about the concept of an economic bubble and some history of one of the first economic bubbles, watch a video <https://eduenglish.bsu.by/mod/quiz/view.php?id=7571>



Adverbs

Review the use of adverbs.

We can use adverbs to strengthen the meaning of adjectives.

The US has seen some extremely high awards for damages.

We can also use them to soften the meaning.

The report was slightly critical.

For more information and practice, follow the link

<https://eduenglish.bsu.by/mod/book/view.php?id=4690>

20. a) Which of these adverbs strengthen the adjective which follow and which soften it?

a bit	entirely	exceptionally	extremely	fairly	fully	highly	totally	very
increasingly	moderately	quite	rather	reasonably	slightly	somewhat		

b) Complete these dialogues with a suitable adverb.

- What were your sales results like last year?
- ... good. I made my targets with two months to spare.
- What's your new CEO like?
- Extremely talented and ... intelligent. She brings out the best in people.
- Do you really think we should invest in an ... volatile market?
- Well, first of all we should stay calm and review what we already own.
- What did you think of the HR Director's presentation?
- To be honest, I don't think she was ... prepared. She seemed to be reading it most of the time.

5. - Are you confident that the merger will go ahead?
 - ... confident, although we still need a few more meetings to sort out one or two problems.

c) Look through **Text 1** and find **4** sentences in which adverbs strengthen adjectives.



d) To consolidate the use of adverbs do a test. Follow the link <https://eduenglish.bsu.by/mod/quiz/view.php?id=6989>



Role-play

e) In pairs, create short dialogues using some of the phrases below.

Model:

A: Last month's sales figures seem wrong.

B: I think they're *fairly accurate*, but I'll check if you like.

fairly accurate

incredibly well-prepared

absolutely awful

severely criticised

badly misjudged

deeply disappointed

slightly damaged

totally unrealistic

superbly presented

thoroughly enjoyed

Listening and Viewing



21. a) Before viewing the video on the **costs of inflation**, share your ideas with a partner.

What do you think of when you hear the words *a bank loan, interest rate, inflation rate*?

What makes ordinary people take loans? What advice would you give them before they go to the bank to take out a loan?

b) Consult a dictionary and explain the meaning of the word combinations below.

price confusion

money illusion

financial intermediary

home mortgage

nominal interest rate

real interest rate

c) While viewing the video <https://eduenglish.bsu.by/mod/page/view.php?id=8216> fill in the gaps with the words and phrases you hear in it.

We can write that the 1) _____ is equal to the nominal rate, the rate charged on paper, 2) _____ the inflation rate. Inflation reduces the 3) _____ on a loan. So inflation redistributes wealth 4) _____ to the borrower. That's exactly what happened in 5) _____ in the US. Suppose you had taken out a 6) _____ in the 1960s. As a bor-

rower, you've done 7) _____, because few people anticipated the high 8) _____ of the 1970s. So, borrowers ended up 9) _____ their mortgages in dollars that were 10) _____ than anyone had expected. If lenders 11) _____ that the inflation rate will be 10% over the 12) _____, they'll adjust the inflation rate that 13) _____. If the inflation rate is 10%, for example, then in order to 14) _____ of 5%, lenders must charge 15%. More generally, 15) _____ interest rates will rise with 16) _____ inflation rates. This is called the Fisher Effect after the great 17) _____, Irving Fisher.

d) After viewing, in groups, discuss the questions and present your final solutions to the class.

1. Why do long-term contracts like mortgages become more costly if inflation rates are high?
2. Why is it vitally important for lenders and borrowers to predict inflation?
3. How can you explain the Fisher Effect?
4. What measures should banks take in order not to lose their money in the times of high inflation?
5. Suppose you want to take out a big loan, such as a mortgage on a house. The commercial bank is going to charge you an interest rate as their profit for loaning you the money. In this situation, inflation has the potential to work against you or it can work against the bank? Explain your point of view.

e) Write a short summary of the video (210-230 words).

Speaking



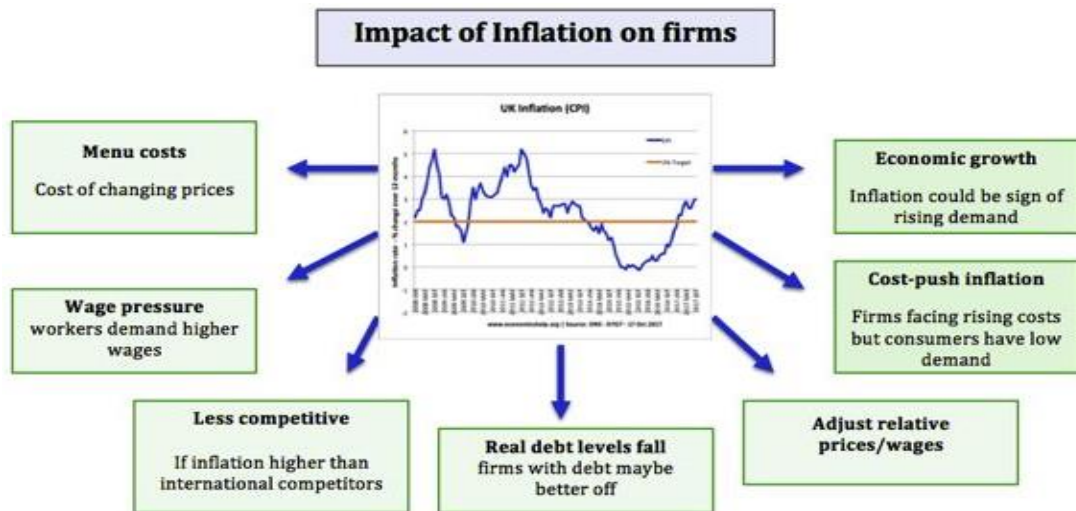
24. Work in pairs. a) Study the table below and, in turn, explain the causes of both types of inflation.

b) Expand your talk with the impact of inflation on individuals, businesses and the country as a whole. Use expressions and linking words from [Appendix 1.15-1.16](#) to express cause and effect.



NB: Short-run aggregate supply (SRAS) – a graphical model that shows the positive relationship between the aggregate price level and amount of aggregate output supplied in an economy.

25. Study the graphic organizer below and prepare a brief report on impact inflation has on business. Be ready to present it in class. Use expressions and linking words from [Appendix 1.15-1.16](#) to express cause and effect.



26. In groups, discuss the questions and present your arguments as well as real life examples. Try to use appropriate linking phrases from the **Business Skills** box ex. 22 a) and the model below.

Example how to argue and justify your answer:



To begin with, the effects of inflation on lenders and borrowers depend on whether it is anticipated or not. Let's talk about unanticipated inflation. **On the one hand**, unanticipated inflation hurts savers and creditors because the money they lend out gets paid back in cheaper dollars over time. **On the other hand**, unanticipated inflation helps borrowers and debtors because they borrow money at a fixed rate and pay it back in cheaper dollars over time. Here's another way to say this: unanticipated inflation redistributes wealth from savers to borrowers. When you're trying to determine who is hurt or helped by surprise inflation, you have to **first** determine if they are considered a saver or creditor (meaning that they loan out money) **or** if they are a borrower or debtor (meaning that they are borrowing money).

A. Which of the following groups of people will benefit from unexpected inflation?

- Debtors
- Creditors
- Fixed income investors
- Consumers
- Savers

B. Which of the following would be negatively affected from unanticipated inflation?

- People that own investments that pay a fixed rate of interest, such as bonds
- Workers with cost of living increases

- People with fixed rate home mortgages
- Entrepreneurs who borrow money
- Individuals who take out personal loans

27. Think about some of the economic terms you looked at the texts and exercises above in relation to your own country. Which do you think are going up/going down/staying about the same? Use expressions and linking words from [Appendix 1](#) to explain /clarify a point ([1.12](#)), to express reality ([1.9](#)). Also consider the following:

- consumer prices (the price of things in the shops)
- public spending (the money the government spends)
- consumer spending (the money people spend)



Role Play and Simulation

While you can't control when or if inflation will strike again, you can take actions that will protect your portfolio against its effects. You are invited to schedule a call with an advisor from **Harbor West** for a free, no-obligation discussion to learn how we can help you and your portfolio protect against inflation today. Your teacher will give you a role.

NOTE! **Harbor West** is a value-oriented financial planning and wealth management firm dedicated to helping clients reach their financial goals.

Business Skills



Developing an Argument

22. a) Study the linking phrases for developing an argument.

<p><i>Linking across sentences</i> And: in addition, besides, moreover, furthermore But: however, nevertheless, on the other hand So: therefore, consequently, as a result <i>This new process produces less waste, and as a result it's much better for the environment.</i></p>	<p><i>Alternatives</i> Either ... or, instead of <i>Either we could cancel the launch, or we could simply postpone it.</i></p>
<p><i>Numbering points and concluding</i> First/firstly/first of all, etc. In addition, as well as this, besides this, finally, overall, taking everything into consideration <i>So, overall, things are improving.</i></p>	<p><i>Exceptions</i> Except for, apart from <i>The prices have risen on all markets except for mobile phones.</i></p>
<p><i>Giving examples</i> For example, for instance, such as <i>Our costs have gone up. For instance, the cost of steel has nearly doubled.</i></p>	<p><i>Generalizing</i> In general, on the whole, as a rule, typically <i>In general, by the end of the year, inflation reached 5%.</i></p>

True but surprising	Summarizing
In fact, actually, as a matter of fact <i>I thought we had some in stock, but actually we don't.</i>	So, basically, to sum up. In short, in summary <i>Basically, the total production is increasing.</i>

b) Choose the correct linking word or phrase.

1. *In addition/apart* to economic costs, inflation causes serious social problems.
2. If you don't want the Canon, what about this Panasonic *instead/besides*.
3. All commodity prices rose last week, *apart/except for* beans and wheat.
4. Investment in areas *for example/such as* biotechnology can be risky.
5. Who is taking the lead in developing robotics worldwide? *In general/in summary*, it's the Japanese.
6. *In fact/for example*, I've tried to show you that our company is entering a new market.
7. Supplier A is cheaper. *However/moreover*, supplier B has better quality.
8. Some delays are beyond our control, *such as/as well as* strikes and bad weather.

c) Complete the sentences with your own ideas.

1. I've divided my presentation into three parts. First of all I'm going to give you an overview of _____.
2. Secondly, I'm going to _____.
3. And finally I'll _____.
4. As you can see, our products offer excellent value for money. As well as this, _____.
5. Our costs have gone up significantly this year. For instance, _____.
6. We have a lot of experience in this market. In fact _____.
7. At the rate we're working we're not going to meet the project deadline. The way I see it we have two options. Either we _____ or we _____.
8. The planning of the conference is all complete, except for _____.
9. In short, the main message that I want you to take away from this meeting is _____.
10. So, to sum up, we see that when inflation is higher than expected, _____.

d) Complete this speech made by the leader of a Chinese trade delegation in Slovakia with the linking words and phrases in the box.

as a rule ~~first of all~~ however in addition
in conclusion in fact instead of therefore

Could I just say a few words? Thank you. Well, **1** *first of all* I'd like to thank everyone here at the Bratislava Chamber of Commerce for organizing our short tour of Slovakia. We have enjoyed looking round all the factories and meeting the employees. **2** _____, I would like to thank the Chinese Ministry of Foreign Affairs and Trade, who made the whole trip possible. As you know, we see the European market as very important for our company. **3** _____, it is central to our future plans. **4** _____

I look forward to a close cooperation between our two countries in the future. 5 _____ I think it's better to keep the ceremonies short on occasions like this. 6 _____, I would just like to take this opportunity to leave you with something to remember our visit. I have great pleasure in presenting this book with photographs of China to Mr Telensky, who took such good care of us. 7 _____ I hope that we may have the pleasure of welcoming some of you to our country in the near future. Perhaps the next time we meet it will be in Beijing 8 _____ Bratislava! Once again, thank you all very much.

e) Write a short speech to express your gratitude to your partners for organizing a guided tour of their town/city/factory/office/campus, etc.

23. *Work with a partner and discuss the following questions. Develop your arguments using the linking phrases from the table ex.22 a). Be ready to ask clarifying questions in case you are not satisfied with your partner's answers.*

Q: Why a moderate rate of inflation is considered to be favourable for the economy?

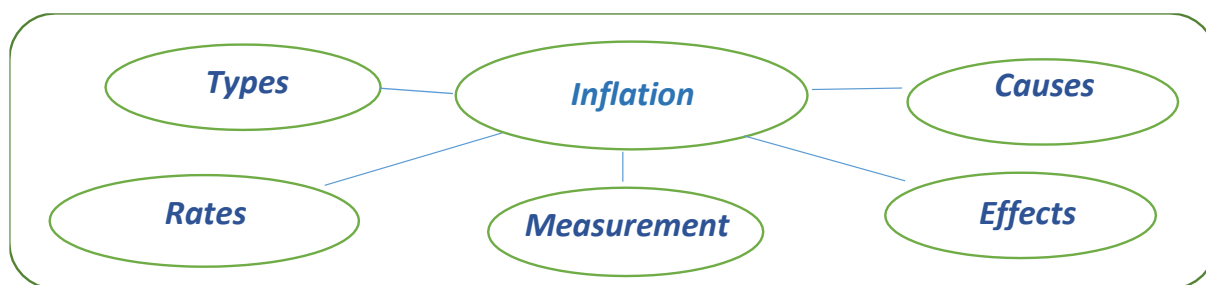
Model: As it is claimed in the text moderate inflation levels are needed for a country's economy. Economists provide the following reasons. **Firstly**, inflation combats the effects of deflation, which is often worse for an economy than inflation. **Secondly**, when consumers expect prices to rise, they spend now, boosting economic growth. **And finally**, an important aspect of keeping a good inflation rate means managing future inflation expectations.

1. How does the supply side of the economy leads to inflation? Provide an example.
2. How do industries, government and people behave when inflation is high?
3. Why do they claim that inflation is not produced by one country alone?
4. Sometimes inflation is compared to a tax. How will you comment on this?
5. What is the relationship between inflation and unemployment?
6. Consider this statement: "When the price of a good or service rises, the inflation rate rises". Do you agree or disagree? Explain.
7. What are the effects of inflation on economy and people's well-being?
8. Can we have economic growth without inflation? Why/why not?
9. How can you protect yourself against inflation and maintain the same standard of living throughout your retirement?
10. Inflation was the story of the year in 2022, and it will likely continue to dominate the debate in 2023. Why, do you think?

Assessment and Self-Check



A. *Summarize the information from the Unit using the graphic organizer below.*



B. Study the following talking points and be ready to comment on them. Develop your arguments by giving reasons for your opinion as well as examples. Use expressions and linking words from [Appendix 1.5-1.7](#) to introduce points / arguments / examples.

1. What do you think are the biggest economic problems in your country at the moment? What do you think the government's priorities should be? Talk to a partner about your ideas.
2. Think of 3-4 goods that you buy regularly. What inflation have you experienced i.e. how have the prices changed over recent years?
3. Comment on this chart about stagflation. Give some examples of historical or contemporary stagflation.
4. Suppose you know that the rate of inflation for the next five years is rising/ falling. What financial decisions would you make if you had a business of your own?
5. Imagine for a minute several people in your neighbourhood. Here's a description of your neighbours:
 - Alyson is a retired woman living on Social Security payments.
 - Lydia is a neighbour who works on an assembly line in a car factory.
 - Frank is a farmer who just bought a tractor for his farm.
 - Davis is a neighbour who just closed a 30-year, fixed-rate mortgage on his new home.



Let's say that last year the inflation rate was 3%. People are expecting this year to be 3% also. However, an hour ago, each of these neighbours discovers, while watching the national news on television, that inflation is actually 5%. Explain which one of your neighbours is going to be hurt or helped in this situation?

6. If you were to conduct a survey on 'What is the best way to protect people from inflation?', what questions would you add to that survey? Write them down and discuss with a partner before submitting the final version.
7. Famed investor Warren Buffett has reportedly said that your own career can be the best way to protect against rising prices. 'If you're the best teacher, if you're the best surgeon, if you're the best lawyer, you will get your share of the national economic pie regardless of the value of whatever the currency may be.' To what extent do you agree with the statement?

C. Write a short report (200-250 words) on one of the topics below.

Overall, a high and volatile rate of inflation is widely considered to be damaging for an economy that trades in international markets. In your analysis focus on the impact on:

- Uncertainty/business and consumer confidence.
- The competitiveness of producers in international markets.
- The effects on the real standard of living.
- The possible impact on levels of income inequality.



D. Do a revision test <https://eduenglish.bsu.by/mod/quiz/view.php?id=8215>
The test is designed to assess knowledge of vocabulary and basic concepts of unit 'Inflation'. Be sure to revise the material before you start.

Unit 3.4. Money and Monetary Policy



He who controls the money supply of a nation controls the nation.
James A. Garfield

Topic for Communication: The relationship between money and happiness History of money, the impact of money supply on the economy.

Business Skills: Networking skills.

Grammar Focus: Tenses: The Active Voice.

Lead-in



1. Work in pairs and comment on the quotes about money <https://eduenglish.bsu.by/mod/chat/view.php?id=7433>

2. a) Look at the word cloud below and check the meaning of the words which are new for you. Use this vocabulary to answer the questions that follow:



1. What examples of things were used as money in the previous societies?
2. Are you good at saving money? If so, how do you do it?
3. When you go shopping, how do you pay for goods?
4. What institution is responsible for monetary policy in the country?
5. How can increase in money supply influence the economic performance?

b) Mind the use of the words **policy** and **politics** which have certain similarities in meaning, but are not exactly the same.

1) **Policy** has two meanings.

An agreed set of principles which form the basis of any decision. *Our policy is to keep costs as low as possible.*

An insurance certificate. *You should always read the small print of your insurance policy.*

2) **Politics** refers to:

the activity of government and the political parties in opposition. *Politics has been defined as an art of possible.*

activities concerned with gaining or using power within an organisation or group. *Office politics are aimed at improving organizational culture.*

The adjective is political.

Complete the blanks with one of the words above:

The international manager must understand the effect of 1. _____ on business. A change in bilateral 2. _____ relations can change strategic 3. _____ and modify investment decisions. 4. _____ is a controversial topic. 5. _____ is more general than _____. 6. The government must evolve new _____ to reduce the rate of inflation.



3. a) Before watching a video **Types of Money** https://www.youtube.com/watch?v=O_lQsixDRMEs check the meaning of the following words and phrases:

total assets	unit of account	purchasing power
legal tender	store of value	to access
fiat/token money	medium of exchange	checkable deposits
commodity money	value	wallet



b) Watch the video and do the viewing comprehension quiz at <https://eduenglish.bsu.by/mod/quiz/view.php?id=7435>

c) Answer the questions.

Are most modern monetary systems based on fiat or IOU money?

What do they call a function of money that helps to store wealth for the future?

What do you think is the most important function of money?

4. Work with a dictionary if necessary, use your economic background knowledge and write these words and phrases in the appropriate columns.

Fiat (token), medium of exchange, IOU (I owe you), open market operations, unit of account, commodity, store of value, credit terms, interest rate, standard of deferred payment, required reserve ratio.

TYPES OF MONEY	FUNCTIONS OF MONEY	INSTRUMENTS OF MONETARY POLICY
commodity	standard of deferred payment	credit terms

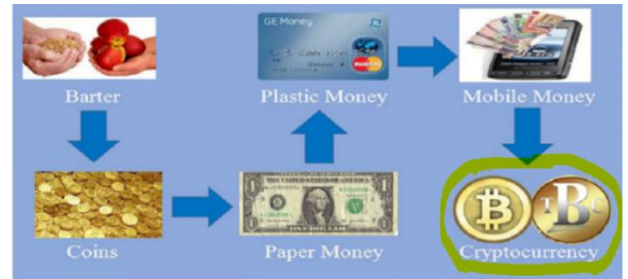
Reading and Vocabulary



Text 1. Money and its Functions.

5. a) Before reading about types of money and its functions check your understanding of some basic terminology by matching up the following Russian word combinations with their English equivalents.

- | | |
|--|-----------------------------------|
| 1) условные деньги; денежные знаки | a) to be eroded by inflation |
| 2) внутренняя стоимость, самооценность | b) intrinsic value |
| 3) обоюдное совпадение потребностей | c) a unit of account |
| 4) средство сбережения | d) a medium of exchange |
| 5) средство обращения | e) a store of value |
| 6) средство платежа | f) to swap for other goods |
| 7) счетная единица | g) a standard of deferred payment |
| 8) уменьшаться в результате инфляции | h) a double coincidence of wants |
| 9) взаимовыгодный обмен | i) a legal tender |
| 10) законное средство платежа | j) a mutually satisfactory swap |
| 11) банковские счета, приносящие доход | k) fiat/token money |
| 12) обменивать на другие товары | l) interest-bearing bank accounts |



Money is something which is generally accepted in payment for goods and services and in settling debts. Historically, many commodities, ranging from precious metals to cigarettes, have been used as money. These are examples of *commodity money*, ordinary goods with industrial uses (gold) and consumption uses (cigarettes) which also serve as a medium of exchange. The value of commodity money comes from a commodity out of which it is made.

In most modern societies commodities are rarely used as money because they are expensive. Instead, they use *fiat money*, that is mainly paper currency issued by governments and deposits in checking accounts that are accepted as a means of payment for goods and services. Fiat money is sometimes called *token money* and does not have intrinsic value people who use it as a medium of exchange agree on its value. By collectively agreeing to use fiat money, society economizes on the scarce resources required to produce money as a medium of exchange. The essential condition for the survival of fiat money is the restriction of the right to supply it. Private production is illegal. Society enforces the use of fiat money by making it legal tender. The law says it must be accepted as a means of payment. Up to 1931, paper money

was backed by a reserve of gold and any settlements of international debts were settled by the transfer of gold from one country to another. Today, most national currencies are fiat currencies, including the US dollar, the euro, and all other reserve currencies.

In modern economies, fiat money is supplemented by IOU (I owe you) money. *IOU money* is a medium of exchange based on the debt of a private firm or individual. A bank deposit is IOU money because it is a debt of the bank. When you have a bank deposit the bank owes you money. Bank deposits are a medium of exchange because they are generally accepted as payment.

Modern economy relies heavily on digital means of payments such as *cryptocurrencies*. They can be used to buy goods and services and are based on strong cryptography to secure online transactions. The decentralized structure allows cryptocurrencies to exist outside the control of governments and central authorities. Unlike fiat money and IOU money cryptocurrencies have intrinsic value beyond the trust of its community. Cryptocurrencies share many characteristics of both commodity money and fiat money and can be used to facilitate international transactions.

Money consistently has four **functions**: *store of value, unit of account, medium of exchange, and a standard of deferred payment*. Money, *the medium of exchange*, is used in one-half of almost all exchanges. Workers exchange labour services for money. People buy or sell goods in exchange for money. Money is the medium through which people exchange goods and services.

To see that society benefits from a medium of exchange, imagine a barter economy. A barter economy has no medium of exchange. Goods are traded directly or swapped for other goods. That is why there has to be a double coincidence of wants. The use of money makes the trading process simpler and more efficient.

The unit of account is the unit in which prices are quoted and accounts are kept. In Britain prices are quoted in pounds sterling; in America in dollars. It is usually convenient to use the units in which the medium of exchange is measured as the unit of account as well.

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

Finally, money serves as *a standard of deferred payment* or a unit of account over time. A standard of deferred payment is the accepted way (in a given market) to settle a debt, it's a unit in which debts are denominated.

b) Read the text again to complete the sentences.

Examples of commodity money are...

Fiat money is...

In modern economies, fiat money is supplemented by...

Today the economy relies heavily on digital...
 Money is the medium through which...
 The unit of account is the unit in which...
 Money is a store of value because...
 A standard of deferred payment is...

c) Say whether the following is true or false according to the information in the text. Find the part of the text that gives the correct answer.

Barter is an inefficient medium of exchange.
 Money eliminates the need for barter.
 Any item can successfully serve as money.
 Money is said to be liquid because it is immediately available to spend for goods.
 Only money can serve as a store of value.

d) Check the understanding of the text by answering these questions.

What is money?
 What examples of commodity money are given in the text?
 What is fiat money?
 In what way does society enforce the use of fiat money?
 What is fiat money supplemented by in modern economies?
 Why can a bank deposit serve as an example of IOU money?
 What is cryptocurrency? What is the most popular cryptocurrency today?
 What are the functions of money? What do they imply?

Vocabulary Focus

6. *First rearrange the letters to make words connected with money. Then use the words to complete the sentences.*

tycommdio	Btsde	derten	chaexnge
Entok	Tiotracnsans	neymo	entpaym

Money is something which is generally accepted in payment for goods and services and in settling

... money is ordinary goods with industrial and consumption uses which also serve as a medium of exchange.

Fiat money is sometimes called ... money.

Society enforces the use of fiat money by making it legal

Bank deposits are a medium of ... because they are generally accepted as payment.

Cryptocurrencies are a type of money that can be used to facilitate international

... is the medium through which people exchange goods and services.

A standard of deferred ... is the accepted way to settle a debt, it's a unit in which debts are denominated.

7. The text contains a number of common verb-noun partnerships (e.g. **to store money, to make purchases ...**). Match up the **verbs** and **nouns** below to make common collocations. Reproduce the context with these partnerships.

A	B
Consume	prices
exchange	a debt
quote	money
keep	goods and services
settle	payment
defer	accounts
store	interest
pay	value

8. Match the words from A with their synonyms from B.

A	B
illegal (adj)	postpone (v)
restriction (n)	limitation (n)
crucial (adj)	against law
consume (v)	rare (adj)
benefit (v)	profit (v)
wasteful (adj)	barter (n)
exchange (n)	use up
defer (v)	vital (adj)
scarce (adj)	costly (adj)

9. a) Work in small groups to complete each cell of the table with 2-3 words or phrases. Use the information from the text, your background knowledge, online information, if necessary. Compare the answers with other groups.

	Examples	Advantages	Disadvantages
bartering	<i>swapping ... for ...</i>	<i>simple to understand, ...</i>	<i>coincidence of wants, ...</i>
commodity money		<i>allows you to store ...</i>	<i>difficulty with circulation, ...</i>
fiat/token money	<i>banknotes, coins, ...</i>	<i>legal tender, ...</i>	<i>does not agree with the value, ...</i>
IOU money	<i>a bond, ...</i>	<i>buying on credit, ...</i>	
cryptocurrency	<i>bitcoin, ...</i>	<i>no banking fees, ...</i>	<i>highly volatile, ...</i>

b) Draw a mind map to speak on the types and functions of money. Make a list of vocabulary to comment on each element of the mind map. You can read about mind maps in [Appendix 3](#).



10. Check yourself by doing a vocabulary quiz based on Text 1 <https://eduenglish.bsu.by/mod/quiz/view.php?id=7493>



11. a) Before reading Text 2, watch an introductory video on the topic of supply and demand for money. Check the understanding by doing this quiz <https://eduenglish.bsu.by/mod/quiz/view.php?id=7437&forceview=1>



Text 2. Supply and Demand for Money.

b) Skim the text for different money measures and types of demand for money, put down key words to describe them.

Money supply or **money stock**, is the total amount of money available in an economy at a particular point in time. Changes in money supply affect the price level, inflation and the business cycle.

Money supply comes in many forms, including currency, demand deposits, time deposits, and plastic money. The narrowest commonly used measure of money **M1** consists of currency (bills, coins, money orders and traveller's checks) and current accounts or checking accounts. Money measure **M2** is sometimes called broad money because it includes various not-quite-money monies such as savings accounts. M2 can be presented as $M1 + savings\ accounts + money\ market\ accounts$. **M3** equals to M2 plus large time deposits of \$100 000 or more. *Narrow money* refers to forms of money that are available immediately for use in transactions, *broad* those that are not immediately available.

When the money supply *increases*, people have more money to spend, and demand for goods and services increases. This is an economic growth scenario. But, if output does not keep pace with demand, prices increase. When prices rise continuously, inflation results. The central bank is responsible for regulating money supply in the economy.

The **demand for money** is the desired holding of money balances in the form of cash or bank deposits. Why do people hold (demand) currency and checkable deposits (M1), rather than putting their money to work in stocks, bonds, real estate, or other non-money forms of wealth? John Maynard Keynes, in his 1936 work entitled 'The General Theory of Employment, Interest, and Money', gave three important motives for doing so: transactions demand, precautionary demand, and speculative demand.

The *transactions demand for money* is the stock of money people hold to pay everyday predictable expenses. The desire to have 'walking around money' to make quick and easy purchases is the principal reason for holding money. Without enough cash, the public must suffer forgone interest.

People have a second motive to hold money, called the *precautionary demand for money*. The precautionary demand for money is the stock of money held to pay unpredictable expenses. This is the 'mattress money' people hold to guard against those proverbial rainy days.

The third motive for holding money is the *speculative demand*. The speculative demand for money is the stock of money held to take advantage of expected future changes in the price of bonds, stocks, or other non-money financial assets. It is the so called 'betting money'.

Demand for money is a crucial implication for the optimal way in which a central bank should carry out monetary policy.

c) Match the kind of demand for money in A with the stock of money people hold B and the definitions that follow.

A	B
1) The transactions demand for money	a) 'betting money'
2) The precautionary demand for money	b) 'walking around money'
3) The speculative demand for money	c) 'mattress money'

The stock of money people hold to pay unpredictable expenses.

The stock of money people hold to take advantage of expected future changes in the price of bonds, stocks, or other non-money financial assets.

The stock of money people hold to pay everyday predictable expenses.

d) Discuss the following with the partner. Look for information in the text to support your answers.

What is money supply?

What do changes in money supply affect?

What is called as broad money? Which is narrow money?

What are the basic types of demand for money?

What's the main reason for having 'walking around money'?

What are the consequences of lacking cash?

Why do people hold precautionary balances?

What is the speculative demand for money held for?

How is speculative demand for money related to interest rate?

Vocabulary Focus

12. Find a word or a phrase from the text that has a similar meaning.

money supply	money <u>stock</u>
current account	demand d _ _ _ _ _
money aggregate	money m _ _ _ _ _
anticipated	p _ _ _ _ _ _ _ _ _
risky, unsafe	s _ _ _ _ _ _ _ _ _
preventive	p _ _ _ _ _ _ _ _ _
reserve bank	c _ _ _ _ _ bank

13. Give the English equivalents for the following Russian words. Choose any five items and make sentences.

1) денежная масса в обращении; 2) «широкие» деньги; 3) депозитный счет денежного рынка; 4) денежный агрегат; 5) спрос на деньги для совершения сделок; 6) спекулятивный спрос на деньги; 7) упущенная выгода; 8) спрос на день-

ги для непредвиденных расходов; 9) недвижимость; 10) текущий расчетный счет/счет до востребования; 11) сберегательный счет; 12) облигации.



14. a) Check yourself by doing Money Supply & Money Demand quiz <https://quizizz.com/admin/quiz/5ddd2d5da52559001b5d036b/money-supply-money-demand>



b) Extend your vocabulary and consolidate the understanding of supply and demand for money by doing a reading comprehension quiz at <https://eduenglish.bsu.by/mod/quiz/view.php?id=7487>



15. a) Before reading about instruments of monetary policy, study the information about monetarism, an economic school of thought at <https://eduenglish.bsu.by/mod/page/view.php?id=8078&forceview=1>



Text 3. Instruments of Monetary Policy.

b) Below is the text about the two types of monetary policy and basic instruments to regulate money supply. Match the Russian word combinations with their English equivalents before you read.



A

- 1) денежный депозит
- 2) экспансионистская/стимулирующая денежно-кредитная политика
- 3) повышать/понижать процентные ставки
- 4) государственные ценные бумаги
- 5) стоимость займа
- 6) жесткая/сдерживающая денежно-кредитная политика
- 7) краткосрочные казначейские векселя
- 8) государственные облигации
- 9) благоразумные операции
- 10) наличные деньги, находящиеся в обращении

B

- a) prudent operations
- b) a contractionary/tight/hard monetary policy
- c) to raise/lower interest rates
- d) cash in circulation
- e) treasury bills
- f) a cash deposit
- g) government bonds
- h) a cost of borrowing
- i) government securities
- j) expansionary/easy/free/loose monetary policy

c) Read the text and be ready to give definitions to the words and phrases in italics. Find the part of the text that describes how interest rates affect house buying, consumer spending, business investment, and exports.

Monetary policy is a central government policy with respect to the quantity of money in the economy, the rate of interest and the exchange rate. Monetary policy guides the Central Bank's supply of money in order to achieve the objectives of price stability (or low inflation rate), full employment, and growth in aggregate income. Two basic types of monetary policy are contractionary (or tight) and expansionary (or easy/free/loose) policies. *Expansionary monetary policy* is a policy which expands (increases) the supply of money, whereas *contractionary monetary policy* is the one that contracts (decreases) the supply of a country's currency.

Influencing interest rates, open market operations, and setting bank reserve requirements are **tools central banks use to control the money supply**. The main instrument used by a central bank to achieve its goals is *the interest rate* – also known as the discount rate or base rate. This is the rate at which the central bank is ready to lend to commercial banks. Expansionary monetary policy is traditionally used to combat unemployment in a recession by lowering interest rates, while contractionary policy involves raising interest rates to combat inflation. When interest rates go up, borrowing money becomes more expensive, consumers and businesses feel less confident, they borrow less money for their needs and the economy slows down. When interest rates go down, borrowing becomes cheaper which increases the amount of consumer spending and the amount of national output. Finally, interest rates can have an effect on the amount of export a country sells. When the value of the currency falls, products and services become cheaper for customers from other countries and businesses can sell more.

Another instrument of monetary policy is *open market operations*, which involve the purchase or sale of government securities by the central bank. When the Central Bank sells securities, it reduces the supply of reserves in commercial banks and when it buys (back) securities it increases the supply of reserves, thus affecting the supply of money. The change in the reserves translates into a change in the credit provided to firms and households.

Finally, the central bank also requires the commercial banks to hold a percentage of their deposits as reserves. These are called *required reserves*, and the percentage is known as the *required reserve ratio*. The central bank may choose to lower the reserve ratio to increase the money supply in the economy. A lower reserve ratio requirement gives banks more money to lend, at lower interest rates, which makes borrowing more attractive to customers and promotes economic activity. Conversely, the central bank increases the reserve ratio requirement to reduce the supply of money in the economy and control inflation by slowing the economy down. It is important to point out that required reserve ratios are very stable – central banks do not like to change them too often.

Monetary policy is an effective tool for influencing the economy in the short run. But the trouble is that it is difficult to predict the length of time policies need to take effect. Monetary policy is contrasted with fiscal policy, which refers to government borrowing, spending and taxation.

d) Work with a partner. Answer these questions.

1. How can monetary policy be defined?
2. What is the difference between contractionary and expansionary monetary policies? What other adjectives can you give to describe these types of monetary policy?
3. What are the main instruments of monetary policy?
4. Does an increase in interest rates mean higher or lower costs of borrowing? Will that result in slowing down consumers' demand?
5. Will central banks sell or buy government bonds to combat inflation?
6. What happens in the situation when the central bank increases (decreases) the required reserve ratio?
7. Why can monetary policy not be considered a magic wand with which to manage the economy?

16. a) Below is a graph demonstrating the mechanism of easy monetary policy. Speak about the effects of using each tool to manage inflation and unemployment.

Expansionary Monetary Policy Tools

1. Decrease interest rate



2. Reduce reserve requirements



3. Expand open market operations



b) Draw a similar graph and explain how the central bank will use monetary policy tools to slow down an overheated economy. Use topical vocabulary to present your answer.



17. a) Watch a video explaining easy monetary policy at <https://www.youtube.com/watch?v=kdcXjL2kLlc>. Describe the effect of lowering interest rates on corporate investments.



b) Do a reading comprehension test based on Text 3 <https://eduenglish.bsu.by/mod/quiz/view.php?id=7488>



c) Consolidate your knowledge about monetary policy with this quiz: <https://quizizz.com/admin/quiz/5a7485d6f85577003dcfc2dd/economics-unit-5-money-the-fed-vocabulary-quiz>



Tenses: The Active Voice

Review the use of Past Simple and Present Perfect by completing the rules.

1) We use the to talk about a finished action at a definite time in the past. e.g. *The Mesopotamian shekel – the first known form of currency – emerged nearly 5,000 years ago.*

2) We use the to connect the present to the past. One of its main uses is to show the relevance of a past event in the present. *e.g. The European Central Bank has been responsible for monetary policy in the Euro area since January 1, 1999.*

For more information check <https://www.youtube.com/watch?v=mScixcyubUY>

18. Put each verb in brackets into a suitable active verb form.

1. Economic security policy (become) a subject of intense focus in recent years.
2. People (use) electronic platforms to send and receive money for years.
3. The business (to produce) a profit at present.
4. What shall we do if interest rates (go) up?
5. The interest rate (rise) by 10% in the Central bank of China.
6. They (do) more business in Belarus now.
7. How long your bank (provide) this service?
8. The number of commercial banks (increase) lately.
9. Cryptocurrencies (evolve) to become a new form of coin offering that helps to serve as financing for new technological business initiatives and companies.
10. Cryptocurrencies (become) more widely used and adopted as a medium of exchange for daily transactions.
11. Some central banks currently (debate) whether to tighten monetary policy to fight inflationary pressures.

19. Translate from Russian into English.

Правительство ввело ограничения на повышение процентной ставки.

Ожидается сдерживание инфляции после того, как Центробанк повысит ставку рефинансирования.

Уровень безработицы будет возрастать, если только правительство не примет соответствующие меры.

Не успел банк снизить процентную ставку, как объем кредитов резко увеличился.

Денежная масса возросла на 10 % за последний квартал.

Монетарная политика Центробанка, ужесточившая в прошлом году условия выдачи кредитов, не благоприятствует рынку недвижимости (to drive real estate markets).



20 a) Check yourself by doing a quiz on the use of tenses:
<https://eduenglish.bsu.by/mod/quiz/view.php?id=7840>



b) Consolidate the use of tenses in business context by doing these tasks
<https://www.businessenglishsite.com/elt-business-english-verbs8.html>
<https://www.businessenglishsite.com/elt-business-english-verbs10.html>

Listening and Viewing



What Is Cryptocurrency?

21. a) With a partner name the words associated with cryptocurrency, suggest some functions, pros and cons of blockchain technology. Answer the questions below.

1. What do you think of when you hear the word “cryptocurrency”: bitcoin, money, trade, digital, private, risky, unregulated? What is your variant?
2. What types of cryptocurrency do you know? Which one is the most famous in the world?



b) Before you watch, match the words on the left with their definitions on the right.

1) credit card company	a) a system of money in general use in a particular country
2) currency	b) unable to be found, discovered, or traced
3) middleman	c) the banks and credit unions that issue credit cards to consumers and small business owners
4) untraceable	d) liable to change rapidly and unpredictably, especially for the worse
5) Volatile	e) an intermediary in a business or financial transaction

c) Watch a video explaining cryptocurrency, its advantages and dangers <https://www.youtube.com/watch?v=NDetuRLQso8>. While viewing, fill the gaps with the words in the box.

payments	change	networks
bank	removing	cryptography
anonymous	noticed	accepted
password	save	recorded

Cryptocurrency is secure and is based on science of 1) ____ which is a way of protecting information using mathematics. This special type of only exists in computer 2) _____. When you send someone this special currency the money goes directly to them 3) _____ the middleman. And at the same time the transactions are broadcast to the entire network and 4) _____ in a permanent way which means it's almost impossible to fool the system. Costs of making 5) _____ are lower, transactions are faster, especially across countries. And even those people around the globe who don't have 6) _____ accounts can buy or sell goods and participate in the global economy.

However, there are some risks. The transactions and most cryptocurrencies are 7) ____; some cryptocurrencies can even be untraceable. This can make it easier for the bad guys to make payments without being 8) _____. If you lose your 9) _____, you

could lose all your money. At the moment cryptocurrencies are highly volatile. They can't process large amounts of transactions quickly yet, and they're not even widely 10) _____. But if we can counter the risk, then this new technology or some variation of it can completely 11) _____ the way we sell, buy, 12) _____, invest, and pay our bills. And who knows, this could be the next step in the evolution of money.

d) Choose the benefits and risks of cryptocurrencies as they occur the video. Some of them have been done for you. Use expressions and linking words from [Appendix 1.8](#) to emphasise a point.

Benefits of cryptocurrencies	Yes/No	Risks of cryptocurrencies	Yes/No
the money goes directly to recipients	<i>Yes</i>	cryptocurrencies can be untraceable	
transactions do not incur banking fees		possibility of losing money by losing password	
impossible to fool the system		black market activity	<i>No</i>
lower costs of making payments		highly volatile	
bitcoin transactions are pseudonymous		difficulties with processing large amounts of transactions	
participating in global economy from home		unregulated and unbacked	
fast transactions		no refund	



e) Check yourself and consolidate vocabulary use on cryptocurrency by doing a viewing comprehension test.

<https://eduenglish.bsu.by/course/modedit.php?update=7436&return=1>

f) In small groups, discuss these questions.

1. Does cryptocurrency exist in physical form (like paper money)?
2. Why do people want an alternative currency, and specifically cryptocurrencies like bitcoins?
3. For what purpose do banks/rich individuals create their own cryptocurrencies?
4. Why a cryptocurrency can be a danger to the economy of the country?
5. Below are the icons of some popular cryptocurrencies. Do you know what they are called? What do you know about investment in crypto?



22. Watch a trailer of the movie **Bitcoin: the End of Money as we Know it** <https://www.youtube.com/watch?v=1UF6klWuB38> What do you think the film is about? What problems might it raise?



Speaking



23. Before discussing the issues of money and monetary policy, watch a presentation and listen to the information summarizing basic points in a nutshell. <https://eduenglish.bsu.by/mod/folder/view.php?id=8010>

24. Work in groups of three, discuss the following questions. Share the most interesting facts with the class.

1. What facts from the history of money do you know? What nation was the first to use paper money? How did paper money influence the world?
2. What can people do with money? What are the implications and risks of spending/investing/saving money?
3. Do you think that paper money will be completely replaced by electronic money in future? Why?
4. What are the main functions of money? Which of them is the most evident and is performed on a daily basis? How do you understand a standard of deferred payment?
5. How do you see the future of money?
6. What is the most commonly used measure of money supply? Why?
7. How does monetary policy affect money supply? What are the instruments of monetary policy?
8. What are the goals of the expansionary (contractionary) monetary policy? What are the possible dangers of these policies?
9. How do interest rates affect consumer spending, business investment, and exports?
10. What do you know about monetary policy during the Great Depression in the USA? What monetary policy errors were made?
11. Look through a list of smart spending and saving tips at <https://www.success.com/9-smart-spending-and-saving-tips/>. What are your ideas for spending smart and saving right?

25. a) Look at the features of cryptocurrencies below. Decide whether they are benefits or flaws. Use expressions and linking words from [Appendix 1.8](#) to emphasise a point.

Benefits	Flaws
Direct and easy fund transfers between two parties. A host of illegal activities. No need for a trusted third party like a bank or credit card company. Secure transfers and payments. Portability. Vulnerabilities of the infrastructure.	Money laundering. Inflation resistance. Anonymity/privacy. Tax evasion. Nearly impossible to counterfeit or double-spend. Transparency. Exchange rate volatility.

b) Share your opinion on the following questions. Work in pairs.

How does cryptocurrency work?

What makes cryptocurrencies so popular?

What are the drawbacks of this technology?



Role Play and Simulation

26. Work in small groups and discuss 'The Best Thing to Spend Money On'. Use conversational formulas for brainstorming from [Appendix 2.1](#) and share ideas in class.

Brainstorm the ideas on the best thing to spend money.

Get into groups to study the four options, allocating an option to each group.

Discuss the reasons for each option.

Present the ideas in the class.

Vote for the most convincing group performance.

Reflect.

27. Divide into four groups and role-play the following. Use expressions and linking words from [Appendix 1.1](#) to add more points to the same topic.

Role A – Cash

You think cash is the best form of payment. Tell the others three reasons why. Tell them what is wrong with their forms. Also, tell the others which is the worst of these forms (and why): crypto-currency, credit card or Apple Pay.

Role B – Crypto-currency

You think crypto-currency is the best form of payment. Tell the others three reasons why. Tell them what is wrong with their forms. Also, tell the others which is the worst of these forms (and why): cash, credit card or Apple Pay.

Role C – Credit card

You think credit card is the best form of payment. Tell the others three reasons why. Tell them what is wrong with their forms. Also, tell the others which is the worst of these forms (and why): crypto-currency, cash or Apple Pay.

Role D – Apple Pay

You think Apple Pay is the best form of payment. Tell the others three reasons why. Tell them what is wrong with their forms. Also, tell the others which is the worst of these forms (and why): crypto-currency, credit card or cash.



28. Participate in the discussion 'Would your personality change if you became mega-rich?' <https://eduenglish.bsu.by/mod/page/view.php?id=7495>

Business Skills



Useful language: Networking skills

29. a) Study the language functions for networking. Think about the challenges and obstacles that networking presents with you. What skills of successful networking do you find most important: active listening, asking question, communication skills, empathy, positivity?

<p><i>Establishing common interests</i></p> <p>Maybe we could help you out there. Are you in sales or product development?</p>	<p><i>Talking about common interests</i></p> <p>You and Alex have something in common. You both like/enjoy/are interested in...</p>
<p><i>Mentioning people you know</i></p> <p>My colleague suggested I give you a call. I was given your name by Jon Stuart.</p>	<p><i>Asking for help/contacts</i></p> <p>Can I mention your name when I call him? He mentioned that you might be able to help me. You haven't got his phone number by any chance? Is this a convenient time or shall I call back later?</p>
<p><i>Talking about your company</i></p> <p>The company was founded in... We make/manufacture/sell/distribute... We have subsidiaries/factories/branches in... We have a workforce of 2000.</p>	
<p><i>Invitations</i></p> <p>Here's my business card. Please give me a call if you're ever in ... (region/city). Would you be interested in visiting our company/having lunch/playing golf some time? Thank you. That would be great/lovely/nice/very interesting.</p>	<p><i>Networking</i></p> <p>We're very interested in... Do you know anyone who could help us? Could you let me have their contact details? Could I call him and mention your name? Let me give you my business card.</p>

b) Good networkers often have a couple of questions prepared. Look at these examples and decide which one(s) you would and wouldn't use. Add 3-5 of your own questions to ask a person you meet for the first time or don't know very well.

How much do you earn?

What do you like most about (living in .../your job/this event)?

What's your opinion on (this restaurant/event/place)?

Do you come here often? What do you think of the new boss?

What do you recommend I do/see (in your town/country/region)?

What's the weather like in your town/country/region at the moment?

What's the political situation in your town/country/region at the moment?



30. a) Networking at business conferences is an essential way of establishing good business relationships. Listen to the first conversation and say whether these statements are true or false. Correct the false ones.

<https://eduenglish.bsu.by/mod/page/view.php?id=7438&forceview=1>

Howard Clark's company is probably less successful this year than last year.

Howard's company does not have time to redesign the website itself.

Judy Masters thinks that Howard will have no problems contacting Martin Englemann.

b) Listen to the second telephone conversation, then answer these questions.

Why does the website need redesigning?

How does Martin Engelmann react to Howard's offer to redesign the website?

c) Now listen to both conversations again and complete these extracts.

Hello. Haven't we (1) _____ somewhere before?

Maybe I could (2) _____ there. I know someone who's a top-class web designer.

I'm sure he'd be interested. Why (3) _____ him?

Great. You haven't got his phone number (4) _____ ?

Yep _____ 07B2S 300646. Can I (5) _____ your name when I call him?

OK, I'll (6) _____ him. Thanks very much (7) _____ .

I was (8) _____ your name by Judy Masters.

I was wondering, well ... Would you be (9) _____ in helping us to redesign it?

Can I suggest (10) _____ at our office, say, at the end of the month?



31. *Work in pairs and role play this situation. Use 5-7 phrases from the Useful Language box and follow the steps below.*

A conference entitled 'Entry Strategies for Overseas Markets' gives participants an opportunity to do some networking.

Student A

You are a sales manager for a mobile phone company. While having lunch, one of the speakers at the conference sits next to you. You met the speaker briefly at a conference in Vienna (Austria) two years ago.

Re-introduce yourself.

Find out if the speaker is interested in visiting your company and leading a training session for your sales force.

Student B

You are a speaker at a conference. You sit down next to one of the participants. You think you may have met the person before, but you're not sure.

1. Show interest when they introduce themselves.
2. If they want you to give a talk at their company, find out what date they have in mind and mention that your fee for an afternoon session is \$2,000 + transport costs.

Assessment and Self-Check



A. *Revise the topical vocabulary and be ready to respond to sample questions for academic discussion. In each case, try to expand your answer to include at least one piece of additional information. Make sure that the extra information is relevant.*

<https://eduenglish.bsu.by/mod/folder/view.php?id=7579>

1. What is money? What are the basic types of money?
2. What is fiat/token money? How does society enforce the use of fiat money?
3. Why can a bank deposit serve as an example of IOU money?
4. What are the functions of money? What do they imply?
5. What is money supply? What are most commonly used measures of money?
6. What is the demand for money? What are the basic types of demand for money?
7. What happens to the opportunity cost of holding money when the interest rate falls?
8. How can monetary policy be defined? What are contractionary and expansionary monetary policies?
9. What are the main instruments of monetary policy? How do they work?

B. *Read carefully the following talking points and then make some brief notes. Consider your opinion, use analytic approach and linking words while presenting information.*

1. The student peers asked you to explain different motives for holding money. What type of demand for money will you start with? Why?
2. You work in a central bank and suggest they should increase interest rates in the country. Comment on the economic consequences of keeping interest rates low.
3. Perform as a representative of Monetarist School and explain how monetary policy can function to achieve economic stability. What is the role of interest rates? Explain the process of how the central bank changes interest rates and how those changes encourage an appropriate increase or decrease in spending in the economy?
4. You are preparing a report on instruments of money in modern society. Make a plan of the key points you are going to focus on. Comment on each of them.

C. *Write an essay under the heading ‘Money is (not) the most important thing in life’. Follow the structure of a good essay: introduction, the main body (3-4 paragraphs) and the conclusion. Use the topic sentence to introduce the subject of each paragraph; write well-developed paragraphs, giving reasons/examples; use sequencing (e. g. Firstly, Secondly, etc) and linking words (e. g. however, although); make references to other sources and use quotations. Make use of the linking words that follow.*

<i>To add more points to the same topic</i>	In addition (to this), furthermore, moreover, besides, apart from, what is more, as well as, not to mention (the fact) that, also, not only ..., but, also/as well, both ... and, There is another side to the issue/question/argument of...
<i>To express cause</i>	Since/because, in view of/because of/owing to/due to (the fact that)..., the reason that...
<i>To express effect</i>	Thus/therefore/so/consequently, the result of ... would be,/this would result in...
<i>To express purpose</i>	So as/in order (not) to ..., with the purpose of/intention of (+ing)

D. Choose ONE of the ideas for students' projects below and present in the class.

1. Central Bank Digital Currencies and Their Role in the Financial System.
2. Virtual currencies and their potential impact on financial markets and monetary policy.
3. Monetary policy modeling in the Republic of Belarus/the USA/the EU.
4. Liberalisation of currency legislation in Belarus.
5. Modelling Monetary Policy in the Republic of Belarus.



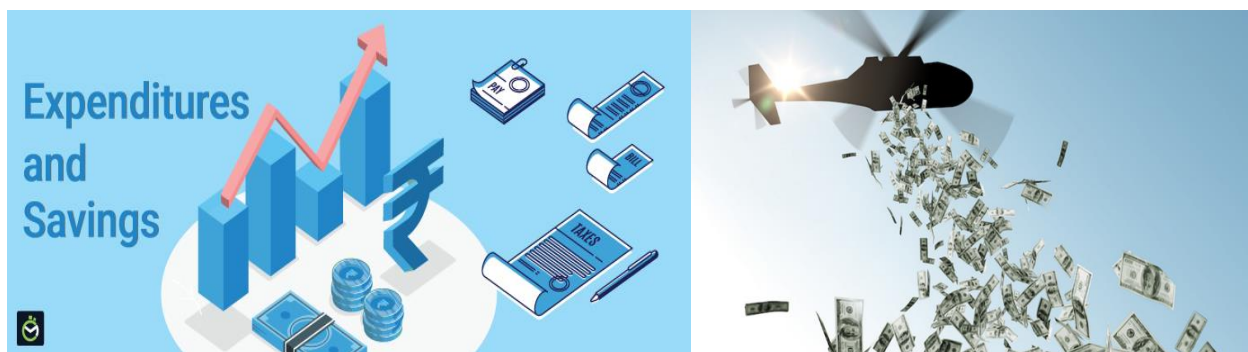
E. Do a revision test on the topic Money and Monetary Policy.

<https://eduenglish.bsu.by/mod/quiz/view.php?id=7844>



F. Work in pairs and do a vocabulary quiz. <https://en.islcollective.com/english-esl-worksheets/vocabulary/money/money-vocabulary-quiz/40814>

Unit 3.5. Fiscal Policy



Government's view of the economy could be summed up in a few short phrases: If it moves, tax it. If it keeps moving, regulate it. And if it stops moving, subsidize it.
 Ronald Reagan

Topic for Communication: Government's responsibility in promoting economic security and stability in the country.

Business Skills: Describing Trends.

Grammar Focus: Tenses: The Passive Voice.

Lead-in

1. a) The table below compares monetary and fiscal policies. Which column presents features of fiscal regulations? Give your arguments.

Tool	Interest rates	Tax and government spending
Effect	Cost of borrowing/mortgages	Budget deficit
Distribution	Higher interest rates hit homeowners but benefit savers	Depends which taxes you raise.
Exchange rate	Higher interest rates cause appreciation	No effect on exchange rate
Supply-side	Limited impact	Higher taxes may affect incentives to work

b) Work in pairs, use the information in the table to ask and answer 2-3 questions about impacts of each policy.

e.g.: – How does fiscal policy effect the economy?

– Fiscal policy regulates the economy by increasing or decreasing budget deficit.

2. Discuss these questions. Use expressions and linking words from [Appendix 1.9](#) to express reality.

Some people argue that governments interfere with ‘market forces’ too much. Which of the following tasks in your opinion should be left to the private sector and the market system?

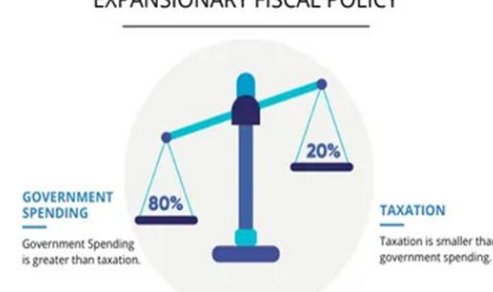
education health care housing public transport	minimum wages environmental regulations social security the sale of alcohol, drugs, guns	defence the press the freedom of expression traffic regulations
---	---	--

What taxes do people pay in your country?

Are the taxes fair? Why/Why not?

How will you comment on the statement ‘I like to pay taxes, with them, I buy civilization’?

3. How can the concepts in the box influence demand in the economy? Check the meaning of any words you don't know in a dictionary.

<p>increasing government spending lowering taxes government budget deficit high rate of inflation creating new job settings propensity to save/spend a higher tax bracket high interest rates unemployment and welfare payments</p>	<p style="text-align: center;">EXPANSIONARY FISCAL POLICY</p> 
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4. a) Before watching the introduction to fiscal policy <https://www.youtube.com/watch?v=9knVfi1ViUo>, match the terms with their definitions:

1) fiscal policy	a) money spent by the public sector on the acquisition of goods and provision of services such as education, healthcare, social protection
2) tax rate	b) the use of government spending and tax policies to influence economic conditions
3) public/government spending	c) when the government increases the money supply in the economy using budgetary instruments to either raise spending or cut taxes
4) expansionary fiscal policy	d) is when the government either cuts spending or raises taxes to reduce the amount of money available for businesses and consumers to spend
5) contractionary fiscal policy	e) the percentage at which an individual or corporation is taxed



b) Watch the video and do a listening comprehension test at <https://eduenglish.bsu.by/mod/quiz/view.php?id=7612>

c) Watch the video again and be ready to discuss the questions.

1. Why is fiscal policy considered the sister to monetary policy?
2. How can the government affect public spending, inflation, and employment?
3. What are the effects of expansionary fiscal policy on the economy?
4. In what way does contractionary fiscal policy reduce income levels and cause consumption and investment to fall?
5. Why do most governments tend to lower government spending instead of raising taxes when faced with inflation and excess demand in the market?

Reading and Vocabulary



Text 1. Fiscal Policy: Types and Instruments.

5. a) Before reading about types of fiscal policy check your understanding of some basic terminology by matching up the following Russian word combinations with their English equivalents.



1) дискреционная (проводимая по усмотрению государства) налогово-бюджетная политика	a) target income
2) намеренный, осознанный	b) deliberate/conscious
3) собирать налоги	c) welfare
4) доход от налогов, налоговые поступления	d) to take in taxes
5) государственные, бюджетные расходы	e) government spending/expenditure
6) социальное обеспечение	f) effective demand
7) платежеспособный спрос	g) tax revenue/tax receipts
8) сдерживающая фискальная политика	h) expansionary/easy/free/loose fiscal policy
9) стимулирующая налогово-бюджетная политика	i) contractionary/restrictive /hard/tight fiscal policy
10) запланированный доход	j) discretionary fiscal policy

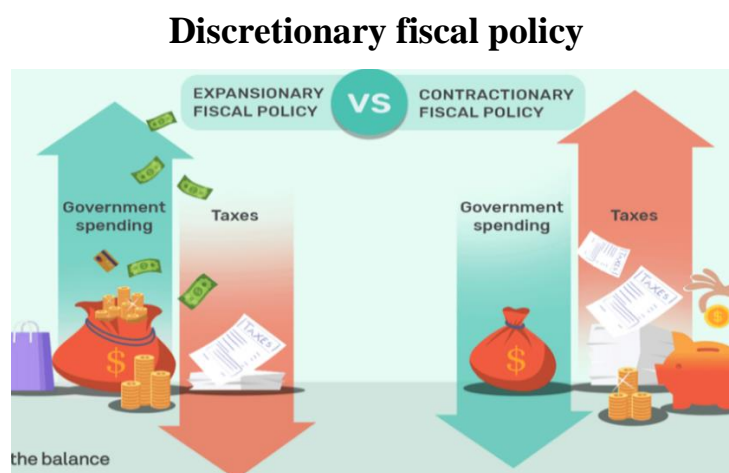
b) While reading the text, think of some similarities and differences of fiscal and monetary policies.

Policy aimed at changing the level of either government spending or taxes to stimulate or slow down the economy is known as fiscal policy. It was invented by the British economist John Maynard Keynes in the 1930s who maintained that governments should use fiscal policy to stabilise the economy.

The first instrument of fiscal policy is collecting taxes on business and personal income, capital gains, property, and sales. Another instrument is government spending which includes welfare programmes, government purchases, subsidies, infrastructure, etc. If the economy is growing fast, and the demand for goods and services is more than the economy can supply, the government will want to slow down spending. Some of the key objectives of fiscal policy are economic stability, price stability, full employment, optimum allocation of resources, accelerating the rate of economic development, encouraging investment, and capital formation and growth.

It is necessary to differentiate between discretionary and non-discretionary fiscal policies. Discretionary fiscal policy means the government make deliberate use of changes in tax rates and or levels of government spending to alter aggregate demand and stabilize the economy. If aggregate income is too low (actual income is below target income), the appropriate fiscal policy is expansionary fiscal policy which entails increasing government spending or lowering taxes, or a combination of the two. If aggregate income is too high (actual income is above target income), the appropriate fiscal policy is contractionary fiscal policy: A contractionary policy is composed of decreased government spending, or higher taxes, or a combination of them. Exhibit 1 lists these types of fiscal policy and the corresponding ways in which the government can pursue each of these options.

Exhibit 1.



Non-discretionary fiscal policy consists of policies that are built into the system so that an expansionary or contractionary stimulus can be given automatically. Unemployment benefits, the progressive income tax, and welfare serve as the built-in policies.

The fundamental purpose of fiscal policy is to eliminate unemployment or inflation. When recession exists, an expansionary fiscal policy is in order. Conversely, when demand-pull inflation stalks the land, a restrictive or contractionary fiscal policy is appropriate.

‘Keynesians’ believe that the government should be active in stabilizing the macroeconomy, as it will fail to adjust if it is left to its own devices. But fiscal policy takes time to come into effect and there is no guarantee that it will work in the desired direction and may end up being the cause of tomorrow’s problems rather than helping with those of yesterday. Besides, many object to a reduction in government spending

because this can affect education, health care and other services. Higher taxes are unpopular with both individuals and businesses. In addition, the use of fiscal policy to cause a sharp reduction in demand is somewhat controversial because it tends not only to reduce inflation but also to increase unemployment.

Anyway, current responses of the governments across the globe on the global recession fully recognize the Keynesian view that markets do not have any automatic mechanism to self-correct and that government intervention is necessary to revive the economy. With inequality rising almost everywhere due to pandemic shocks, the governments are moving towards ensuring economic security and demonstrating that fiscal and monetary policies play an important role in the general economic policy of the state.

c) Skim the text to complete the sentences.

- Keynes maintained that governments should use fiscal policy to _____ .
- The instruments of fiscal policy are _____ .
- Some of the key objectives of fiscal policy are _____ .
- Discretionary fiscal policy means the government _____ .
- Attempts to intervene using fiscal policy can be damaging because _____ .
- Current responses of the governments across the globe on the global recession _____ .

d) Answer the questions:

- What do economists mean by Keynesian policies?
- How can the government reduce or increase the demand for goods and services?
- What are the two basic types of discretionary fiscal policy? How do they differ?
- What may governments do to promote economic security and growth in the period of bad economic times?
- What are the problems with fiscal policy?

e) Give the main points of the text in 5-7 sentences. You may use the following clichés:

The text deals with _____. The text gives a valuable information on _____. Attention is drawn to the fact that _____. _____ are discussed. Underlined is the conclusion that _____.

Vocabulary Focus

6. Make the following words negative by using one of the following prefixes:

<i>de-</i>	<i>dis-</i>	<i>im-</i>	<i>in-</i>	<i>un-</i>	<i>non-</i>	<i>re-</i>
------------	-------------	------------	------------	------------	-------------	------------

- | | | |
|----------------------|---------------------|---------------------|
| 1) ... discretionary | 7) ... efficiency | 13) ... appropriate |
| 2) ... increase | 8) ... effective | 14) ... progressive |
| 3) ... desirable | 9) ... perfect | 15) ... security |
| 4) ... stable | 10) ... predictable | 16) ... deliberate |

- 5) ... stability
6) ... stabilize

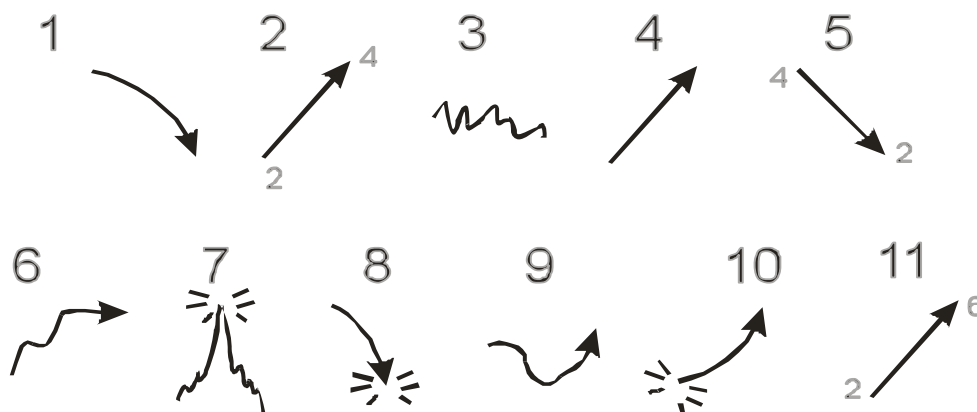
- 11) ... voluntary
12) ... equal

- 17) ... adjusted
18) ... governmental

7. Complete the table by inserting the missing forms if possible.

Noun	Verb	Adjective
	maintain	
stability		
	subsidise	
	accelerate	
		contractionary
expansion		
	spend	
		restrictive
response		

8. What kind of movement do the verbs below describe? Match them to the symbols. Then compare your answers with a partner. (Use some symbols more than once)



decline	gain	stabilise	increase	Rocket	plummet
double	fall	halve	level off	Triple	recover
decrease	fluctuate	improve	peak	Rise	zoom

Which of the above verbs also have noun forms? What are they?

For example: to increase – an increase.

9. Translate into English using the active vocabulary and appropriate synonyms describing trends.

1. Правительство использует денежную и налогово-бюджетную политику для повышения занятости и стабилизации цен. 2. Фискальная политика государства выступает в роли важнейшего антикризисного регулятора, направленного на рост экономической безопасности страны. 3. Стимулирующая фискальная политика проводится в период спада экономической активности и предполагает снижение налогов, увеличение государственных расходов (повышение зарплаты, пенсий, строительство социальной инфраструктуры); увеличение трансфертов (финансовой помощи в виде пенсий, выплат по социальному обес-

печению). 4. Сдерживающая фискальная политика проводится в период инфляции, когда наблюдается так называемый экономический «бум». Она предполагает увеличение налогов и сокращение правительственных расходов. 5. Применение данных мер приведёт к снижению совокупного спроса и будет сдерживать рост цен.



10. a) Check yourself by doing a reading comprehension quiz based on Text 1 <https://eduenglish.bsu.by/mod/quiz/attempt.php?attempt=78019&cmid=7623>



b) Watch a video about the role of fiscal automatic stabilizers in the period of economic slowdown, check the understanding by doing a quiz. <https://eduenglish.bsu.by/mod/quiz/attempt.php?attempt=78021&cmid=7613>



Text 2. Automatic Stabilizers and other Issues of Fiscal Policy.

11. a) Look at the title of the text and say what built-in mechanisms of regulating aggregate demand might be discussed. While reading the text, think of an example illustrating multiplier effect.



A second type of fiscal policy is built into the structure of government taxes and spending. This is referred to as “non-discretionary fiscal policy” or more commonly as “automatic stabilizers” or “built-in stabilizers”. **Non-discretionary fiscal policy** consists of policies that are built into the system so that an expansionary or contractionary stimulus can be given automatically. *The welfare system* and the *progressive income tax* serve as the built-in policies.

If the economy is in recession, those who lose their jobs are granted unemployment and welfare benefits, and they pay less in taxes. Workers who are laid off automatically fall into a lower tax bracket. Similarly, when incomes rise, particularly during inflation, bracket creep* pushes people into higher tax brackets. The higher taxes they pay take money out of their pockets – money they can no longer use to bid prices up even higher. *Progressive taxation* offers a stabilizing alternative to a discretionary fiscal policy.

Next mechanism of non-discretionary fiscal policy is *welfare system* which is government financial aid provided to individuals in need. The payment of unemployment benefits is a typical example of non-discretionary fiscal policy. The payments necessarily increase when the number of unemployed increases, and that is during an economic slowdown. The payments necessarily decrease when the unemployed return to work with an economic recovery. Besides, in this situation there are fewer people eligible for government benefits.

The progressive income tax (the major source of federal revenue) and the welfare system both act to increase aggregate demand in recessions, and to decrease aggregate demand in overheated expansions. Fiscal policy exerts an automatic stabilizing effect on the economy, even when the government makes no explicit changes in its tax or spending plans.

Another issue in fiscal policy is **multiplier effect** or government **spending multiplier**. It is the idea that an initial amount of spending (usually by the government) leads to increased consumption spending and so results in an increase in national income greater than the initial amount of spending. The fiscal multiplier measures the effect that increased fiscal spending will have on a nation's economic output or gross domestic product (GDP).

Finally, like the multiplier, the **propensities to spend and to save** are at work. If the government reduces taxes to stimulate consumption, but households save money rather than spend it, consumption will not rise, nor will investment. If people save the money, they are “sitting on their wallets” and consumption remains low. If consumption is low, businesses won't invest. This has been a problem in the application of fiscal stimulus in Japan, where people tend to save increases in income.

The importance of fiscal policy in enhancing economic growth, full employment, and price stability cannot be overestimated. However, achieving fiscal policy's objectives culminates with various limitations including policy lags, difficulty in forecasting, fiscal selectivity, the inadequacy of fiscal measures, etc.

Note: *bracket creep – переход в группу населения с доходами, подлежащими обложению налогами по более высоким ставкам

b) Find information in the text to answer the following questions.

What are automatic stabilizers?

How does the multiplier effect work?

How can you comment on the term ‘propensity to consume or to save’?

c) Based on your understanding of the text, are the following TRUE or FALSE?

- ✓ Automatic stabilisers offset fluctuations in economic activity without direct intervention from policymakers.
- ✓ When the economy contracts, tax receipts automatically increase.
- ✓ When the economy expands government spending for unemployment compensation, welfare, and other transfer payments increases.
- ✓ Workers who are laid off automatically fall into a higher tax bracket.
- ✓ The fiscal multiplier measures the effect that increased fiscal spending will have on the economy.
- ✓ If the government reduces taxes to stimulate consumption, but households save money rather than spend it, consumption will not rise, nor will investment.
- ✓ If people save the money, they are “sitting on their wallets” and consumption increases.

Vocabulary Focus

12. Which of the words and phrases below are associated with economic weakness? Comment on your choice.

recession	✓
welfare system	
unemployment	
lower tax bracket	
economic slowdown	
expansion	
contractionary stimulus	
increased consumption spending	
to stimulate consumption	

13. Match the words with an opposite meaning.

- | | |
|---------------------|-----------------------|
| 1) contraction (n) | a) laissez faire (n) |
| 2) stimulate (v) | b) expansion (n) |
| 3) policy lag | c) slow down (v) |
| 4) save (v) | d) policy speed up |
| 5) prevent (v) | e) promote (v) |
| 6) intervention (n) | f) recovery (n) |
| 7) slowdown (n) | g) consume, spend (v) |

14. Match up the words to make common collocations from Text 2. Translate them into Russian.

- | | |
|--------------------------------------|--------------------------|
| 1) the structure of government | a) and welfare benefits |
| 2) to grant unemployment | b) a lower tax bracket |
| 3) to fall into | c) effect on the economy |
| 4) to be eligible for | d) taxes and spending |
| 5) to exert an automatic stabilizing | e) government benefits |
| 6) to save increases | f) lags |
| 7) fiscal policy | g) in income |

15. Find in the text the English equivalents for the following Russian word combinations.

1) автоматический стабилизирующий эффект на экономику; 2) прогрессивное налогообложение; 3) ступень налоговой шкалы; 4) система социального обеспечения; 5) лица, имеющие право на получение государственных пособий; 6) мультипликатор государственных расходов/умноженное воздействие на доход; 7) поднимать цены; 8) склонность к потреблению; 9) склонность к сбережению; 10) потребительские расходы.



16. Do a reading comprehension quiz based on Text 2. <https://eduenglish.bsu.by/mod/quiz/view.php?id=7628>



Text 3. Should the Government Intervene in the Business Cycle?

17. a) Read the text presenting the views of Keynesianism, Monetarism and Neo-Keynesianism on the government intervention in the business cycle and text complete the gaps with the following words:

boom	demand	employment	money supply	output
price	equilibrium	interest rates	Recession	saving

Keynesianism

The great depression of the 1930s demonstrated that, at least in the short run, the market system does not automatically lead to full employment. In *The General Theory of Employment, Interest and Money* (1936), John Maynard Keynes argued that market forces could produce an equilibrium with high unemployment of indefinite duration. For example, if people are worried about the possibility of losing their jobs in the near future they will probably start (1) money and consume less, which will lead to a fall in demand, and consequently in production and employment. In such circumstances, producers will clearly not be interested in making new investments. So people's savings will remain unused, and the economy will settle into a new (2) at a lower level of activity – with fewer goods being produced, fewer people employed, and reduced rates of income and investment. Classical economic theory stated that in the long run, excess savings would cause (3) to fall and investment to increase again. Keynes disagreed, arguing that market economies are inherently unstable and without a self-correcting mechanism, except perhaps in the long run – but as he famously put it, 'in the long run, we are all dead.' Keynes therefore recommended governmental intervention in the economy, to counter the business cycle. During an inflationary (4), governments could decrease their spending or increase taxation. During a recession, on the contrary, they could increase their expenditure, or decrease taxation, or increase the (5) and reduce interest rates, so as to stimulate the economy and increase output, investment, consumption and employment. Keynes also argued that even a small amount of additional government spending or an increase in private investment causes (6) to expand by an amount greater than itself, because of the multiplier effect.

Monetarism

In the 1950s and 1960s, monetarists, most notably Milton Friedman, began to argue that Keynesian fiscal policy had negative long-run effects. Unlike Keynesians, monetarists insisted that money is neutral, meaning that in the long run, changes in the money supply will only change the (7) level and have no effect on output and employment. They argued that governments should abandon any attempt to manage the level of (8) in the economy through fiscal policy. On the contrary, they should try to make sure that there is constant and non-inflationary growth in the money supply.

Monetarists argue that recessions are not caused by long-run market failures but by short-run errors by firms and workers who do not reduce their prices and wages quickly enough when demand falls. When economic agents recognize that prices and wages have to fall, the economy will come back to normal. Since the government will not be able to recognize a coming (9) any more quickly than the companies that make up the economy, it will only be able to act at the same time as everyone else is recognizing the need to cut prices and wages. Consequently, its fiscal measures will take effect when the economy is already recovering, and so will merely make the next swing in the business cycle even greater.

Neo-Keynesianism

Whereas classical (and neo-classical) economic theory assumes prices and wages to be flexible enough to eliminate excess supply or demand, Keynesians (today often called neo-Keynesians) argue that wages are inflexible or 'sticky' because of labour union contracts, government regulation, and so on. Furthermore, businesses cannot change their prices too frequently, because they do not have perfect information, and because there are many costs involved. These are sometimes known as 'menu costs', drawing on the example of restaurateurs who cannot afford to print menus with new prices every day according to small fluctuations in demand.

Neo-Keynesians still maintain that because individuals and firms are unable to find the right prices that would lead the economy to rising output and high or full (10), economies can get locked into disequilibriums for long periods. Thus unlike the monetarists, who insist that free markets and competition are efficient and should be allowed to operate with a minimum of governmental intervention, Keynesians believe there is still a role for either expansionary or deflationary government policies.

b) Say which of following phrases describe the views of Keynesianists, Monetarists, Neo-Keynesianists.

1) Economies have no self-correcting mechanism; 2) wages are inflexible or 'sticky' because of labour union contracts and government regulation; 3) government has a minimal role in the economy; active governmental intervention in the economy; 4) regulating government expenditure and taxation; constant and non-inflationary growth in the money supply; 5) fiscal measures take effect when the economy is already recovering; inability of individuals and firms to find the right prices that would lead the economy to rising output and high or full employment; 6) 'menu costs' contribute to market inefficiencies.

c) Answer the questions:

1. According to Keynes, what might provoke a high-unemployment equilibrium?
2. According to classical theory, what will happen if people save a lot of money?
3. Keynesian policy is often described as 'demand management'. What does this mean?
4. According to Keynes, what is the economic effect of even a small increase in government spending?

5. What do monetarists mean by ‘the neutrality of money’?
6. According to classical theory, what will bring about the end of a recession?
7. What is the monetarist or neo-classical objection to government intervention?
8. According to neo-Keynesians, why do prices and wages not adapt as classical theory says they will?
9. What are the approaches of the three theories above to fiscal policy?

18. Match up the words from **A** and **B** into pairs that mean the same.

A	B
1) boost (v)	a) expenses (n)
2) company (n)	b) production (n)
3) costs (n)	c) reduce (v)
4) error (n)	d) firm (n)
5) excess (n)	e) variable (a)
6) flexible (a)	f) raise (v)
7) output (n)	g) stimulate (v)
8) increase (v)	h) mistake (n)
9) lower (v)	i) surplus (n)



The Passive Voice

19. a) Study the use of personal and impersonal passive constructions.

Verbs *think, believe, say, report, know, expect, consider, understand*, etc. are used in the following passive patterns in personal and impersonal constructions.

Active: *They expect that the government will increase unemployment benefits.*

Passive:

1. **It+passive+that-clause** *It is expected (that) the government will increase unemployment benefits.* (impersonal construction)
2. **Subject + passive + to-infinitive** *The government is expected to increase unemployment benefits.* (personal construction)

b) Rewrite each of the following sentences beginning with the words given. Use the passive constructions.

The government announced that they had increased investing in the construction of highways by 10%.

It _____

The company requires that employees must wear protective clothing inside the production area.

It _____

It is thought that the taxes will be raised next year.

The taxes _____

According to the reports, the tax revenue has increased by 1%.

The tax revenue _____

The government was believed to have been using spending and taxing activities to achieve specific objectives.

It _____

It is claimed that he knew exactly what was happening.

He _____

c) Open the brackets to put the verbs into the correct tense form (active or passive).

1. When implementing a stimulating fiscal policy, a significant impact on economic growth (provide) by borrowing or issuing new money for circulation. 2. The multiplier effect (use) recently as an argument for the efficacy of government spending or tax relief to stimulate aggregate demand. 3. In the three completed fiscal years the average annual fiscal deficit (record) over eight percent. 4. Some economists (concern) that government spending and reduction in taxes will create a crowding out effect. 5. The survey for fiscal year is likely (publish) in January. 6. There is a strong likelihood that the big increase in money supply (reflect) in higher prices of goods and services next year. 7. There (be) various degrees of interference by the government over the years. 8. It (accept) that a degree of government involvement is necessary to sustain a strong economy, on which the economic well-being of the population (depend).



20. Check yourself by doing a quiz on the passive voice <https://eduenglish.bsu.by/mod/quiz/attempt.php?attempt=78118&cmid=7632>

Listening and Viewing



21. a) Before viewing a video about automatic stabilisers at <https://www.youtube.com/watch?v=orzzt7jzETE>, say what you know about government responses to the coronavirus pandemic.

b) While viewing, put down phrases that have similar meaning with the following:

- progressive taxation bracket;
- unemployment benefits;
- automatic fiscal stabilizers.

c) After viewing the video answer the questions:

1. What is the role of progressive tax codes and unemployment insurance in stabilizing the economy?
3. How does rules-based fiscal stimulus work?
4. What are the benefits of a rules-based approach?
5. Why can rules-based fiscal stimulus prove a powerful tool during a Covid-19 pandemic?

22. a) You are going to listen to the interview with Kate Barker talking about Keynesianism and monetarism. Check the meaning of the following, if necessary.

to boost domestic demand
 a multiplier effect
 to lift economy out of recession
 information flows

to dispose of smth.
 to make a business cycle flatter
 an interventionist policy
 to accentuate cycles



b) Listen to the interview and decide whether the following statements are true or false. Give the reasoning. <https://eduenglish.bsu.by/mod/resource/view.php?id=7614>

- 1) Keynesians believe that if the government borrows and spends more money, economic activity will increase.
- 2) Keynesians want to boost domestic demand, meaning spending by households rather than businesses.
- 3) If the government borrows more money, this affects interest rates and business investment.
- 4) Monetarists say that the only result of increasing the money supply is to raise prices.
- 5) Keynesians believe that a government can increase the money supply without people noticing it, so that they spend more, and business invest more.
- 6) The goal of Keynesianism is to eliminate recessions.
- 7) Monetarists see neither economic advantages nor disadvantages in increasing the amount of money in circulation.

Speaking

23. In groups, think about some positive and negative effects that fiscal policy may produce on personal, corporate, and government budgets. Fill in the table below and share ideas with your fellow students.

Fiscal policy tools and mechanisms	Personal income	Corporate revenue	Government budget
Increasing taxes	<i>reduction in the income of the population and effective demand</i>	<i>slowing down business activity; decline in corporate earnings</i>	<i>decrease in deficit or increase in surplus, stabilizing or contracting economy</i>
Cutting taxes			
Increasing government spending			
Decreasing government spending			
Higher tax brackets			
Spending multiplier			

24. Discuss these questions. Use conversational formulas for making generalizations from [Appendix 2.19](#).

What is the difference between fiscal and monetary policies?

How will you comment on Adam Smith's words that "the only good budget is a balanced budget"?

Can fiscal policy produce inflation or increase the level of unemployment?

Helicopter money refers to quickly increasing the money supply, including through fiscal measures such as increased spending or tax cuts, as a means of jump-starting a weak economy. What are the dangers of this policy?

What recent examples of fiscal policy in the world do you know? Did they bring positive results for the economy?

What are classical, monetarists and Keynesian views on government intervention in the economy?

Do you think the government should support businesses and households in the period of recession?

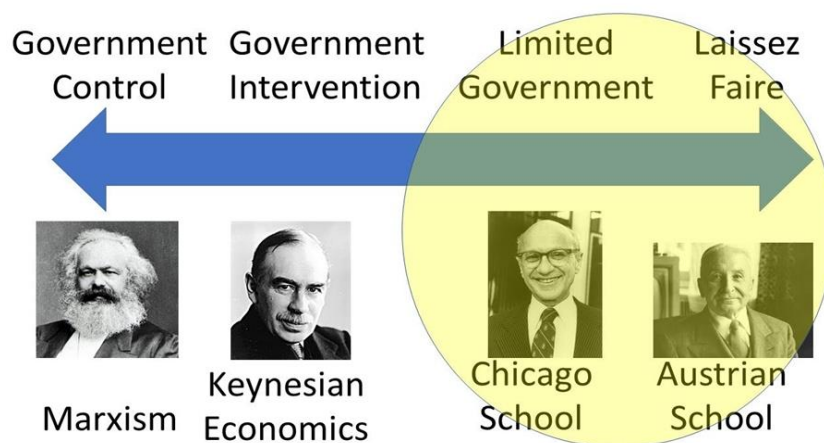


Role Play and Simulation



25. a) Watch a video presenting classical and Keynesian views on fiscal policy at <https://eduenglish.bsu.by/mod/quiz/view.php?id=8062> and do a quiz to check understanding.

b) Imagine you need to give a lecture about the role and the types of government regulation of the economy. Work in small groups, use your background knowledge, the exhibit below and online resources, if necessary.



26. Read the instructions and role play 'Government Fiscal Policy Decisions'. Use expressions and linking words from [Appendix 1](#) to express cause, effect, purpose.

1. Divide into 3 groups of left-wing (4-5 students), right-wing (4-5 students) and independent experts (2-3 students). Assign government members, advisory teams, and journalists in each group.
2. Study on-line unemployment and inflation rates of a particular country.
3. Prepare material for government session from left-wing and right-wing groups based on knowledge obtained from the existing study of Macroeconomics - models

of macroeconomic equilibrium, economic policies (fiscal, monetary). Proposals must correspond with the political orientation of the group.

4. Propose various possibilities for addressing high unemployment in the country referring to any difficulties, or advantages and disadvantages of each solution.
2. For the government negotiations, prepare proposals in writing (on A4 paper, flip-chart or whiteboard) so that they are clear, understandable and illustrative for all involved.
3. Prepare arguments and counter-arguments to the government for approval of proposals you submitted.
4. Present proposals to independent experts.
5. Reflect.



Case Study

27. a) Work in 2 groups. Students of one group are members of local government in the period of economic recession, of the other group – during an economic upturn. Look at the chart of proposed projects for a city and choose ONE project to implement. Explain your choice: consider the time, cost of each project, impact on economic development of the area and expected multiplier effect.

Priority	Proposed Project	Reason	Taxpayer Cost	Time
_____	Change all large buildings to solar energy.	Solar energy is cleaner and cheaper than fossil fuel energy.	\$400 million	5 years
_____	Build a new high school and middle school.	Residents on west side of city want schools closer to their neighborhoods.	\$30 million	2 years
_____	Change garbage landfill to recycling plant and playground.	Landfills pollute air and water and are unattractive. Children in low-income neighborhoods play near landfills.	\$800 million	4 years
_____	Build a large dog park.	Many people want a safe place for their dogs to run and play.	\$500,000	6 months
_____	Plant trees along Main Street.	The city would be more beautiful and the street would look more eco-friendly.	\$800,000	4 months
_____	Paint all the houses in low-income neighborhoods and housing projects.	Neighborhoods would look better and houses would have more value.	\$300,000	2 months
_____	Fix old bridges.	Old bridges may be dangerous.	\$8 million	1 year
_____	Build an amusement park.	It would help the economy because visitors would come from other towns.	\$4 million	2 years

b) Read the information about relaunching an exhibition centre and do the task that follows.

Relaunching an Exhibition Centre

Background

Your city hosted EXPO last year, but since it closed, the site has been empty. The planning department of your local government wants the site to be redeveloped as soon as possible and is ready to provide fiscal stimulus to the contractor.

Task

1) *Work in small groups and decide what you could do with the site. Think about:*
what it could be
what benefits it would bring
how you did your research
who you talked to

2) *Prepare and present a report to the planning department of local government. Include your aims, the reasons for your choice, what multiplier effect of public investments you expect, and who you talked to. Use possible ideas from part A and the chart below.*

Options	
an aquarium a shopping centre a multi-purpose indoor area	a business park a theme park a conference centre
Possible benefits	
provide employment bring more business to city increase tax revenue	attract visitors provide entertainment improve image of city
Factors to consider	
cost tax advantages	the number of new job settings benefits to local residents
Who you talked to	
the local government/town council the national government	local residents – (what age group, families or single people?) local business people and companies

3) *Have a vote on the best project, explain the choice.*

Business Skills



Useful Language: Describing trends

28. a) *Study the different ways of describing trends in English.*

1. Verbs of change

Profits soared 18.5%.

Profits are falling.

Sales plummeted in January.

2. Prepositions

Profits rose **from** 11% **to** 20%.

Profits have gone up **from** 3 million **to** 4 million euros.

Our business grew **by** 10% last year.

There's been a decrease in annual sales **of** 1 million euros.

Last year profits stood **at** 2.5 million pounds.

3. Different verb forms

The figures **show** a positive trend. (Present Simple)

We're **watching** the trends carefully. (Present Continuous)

Last year we **made** a loss. (Past Simple)

In recent months our profits **have risen** dramatically. (Present Perfect)

If sales **drop** further, we'll be in serious financial difficulty. (First Conditional)

b) Read the common verbs and nouns to describe 1) upward, 2) downward and 3) stabilized movement trends. Choose 3-5 words from each table and give their opposites.

1) ↗ upward trends

Verbs		Nouns
transitive	intransitive	
increase	increase	increase
raise	rise	rise
put/push/step up	go/be up	-
-	grow	growth
extend	extend	extension
expand	expand	extension
-	boom	boom (dramatic rise)

e.g. The turnover rose last year.
The banks have raised their interest rates twice this year.

2) ↘ downward trends

Verbs		Nouns
Transitive	Intransitive	
decrease	decrease	decrease
	fall	fall
drop	drop	drop
push/push down	go/be down	-
-	decline	decline
cut	-	cut
reduce	-	reduction
-	collapse	collapse (dramatic fall)
-	slump	slump (dramatic fall)

e.g. The government decreased/cut/reduced taxes to stimulate economic activity.

3) —→ stabilized movement trends

Verbs		Nouns
Transitive	Intransitive	
keep/hold ... stable/constant	remain stable	stability
maintain ... (at the same level)	stay constant	
e.g. Governments use spending and taxing powers to <u>keep economy stable</u> and sustainable.		

c) Study adjectives and adverbs for describing the degree and the speed of change. Read the examples and make 3-4 sentences related to trends in the economy.

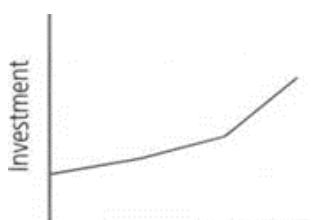
e.g. 1. There has been a slight increase in the price of the dollar. (the degree of change). 2. Prices fell rapidly on the London stock exchange today. (the speed of change).

Adjectives and adverbs	
Verb + Adv	Adj + Noun
rise substantially	a substantial rise in
fall suddenly	a sudden fall
decrease slightly	a slight decrease
grow significantly	a significant growth
increase moderately	a moderate increase
go up dramatically	a dramatic rise

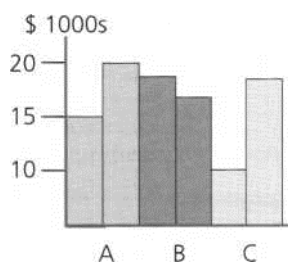


29. a) Watch a video explaining the ways of describing trends at <https://www.youtube.com/watch?v=l6JMsR-0rkE>, next do the tasks that follow.

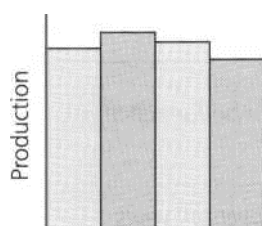
b) Complete the sentences describing the graphs with the appropriate alternative.



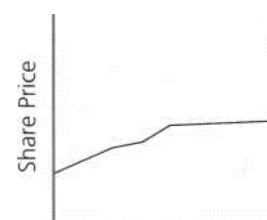
1. Investment shows
a) a sharp increase.
b) a slight increase.
c) a slight fall.



2. Sales of product A have
a) raised by \$5000.
b) risen by \$5000.
c) developed by \$5000.



3. The cut in production
a) is dramatic.
b) is very rapid.
c) is very slight.



4. After a period of continual increase, the share price
a) has remained stable.
b) has fallen slightly.
c) has expanded

b) Choose the correct preposition *at, by, from, in, of, to* if necessary.

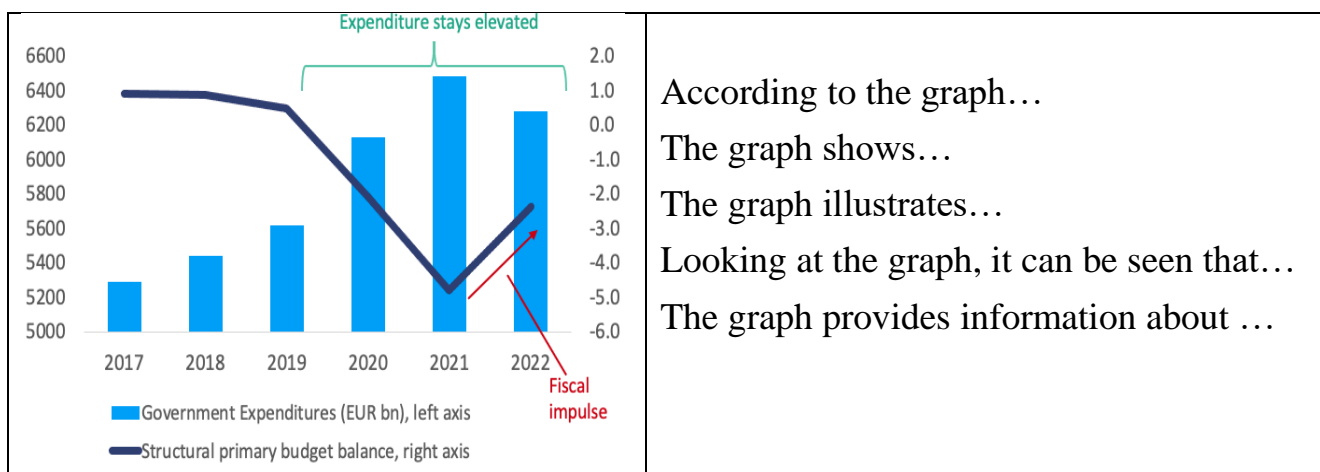
1. House prices have plunged ____ 45 percent.
2. Sales have increased ____ €5m ____ €7m.
3. Sales have increased ____ €2m.
4. There has been an increase ____ €2m in our sales.
5. Sales now stand ____ €7 million.
6. Sales reached a peak ____ €7 million in July.
7. Sales reached a low point ____ 1 million in April.
8. This year turnover has increased ____ 5 per cent.
9. This year there has been an increase ____ turnover of 5 per cent.
10. In the six year sales in our region reached a peak ____ 24,000 units.
11. Our turnover rose ____ last year, but our profits dropped.
12. At the end of the first year sales stood ____ 50 per cent ____ the present level.

30. Complete the sentences with appropriate words or phrases.

same level	solid	graph	horizontal	broken line	steady rise	axis
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1. The ____ compares the performance of three products, A, B, and C.
2. The ____ axis shows the time over ten years.
3. The ____ line shows the volume of sales in number of units.
4. Product A is represented by vertical ____.
5. The performance of product B is shown by the ____.
6. Sales of product B have maintained the ____ in recent years.
7. Product A has shown a ____.

31. a) Work in pairs, describe the fiscal support for a sustainable recovery in the euro area. Use some of the phrases below.



b) Prepare a graph about any company (sales, profits, costs, etc) or your country (inflation, unemployment, house prices, etc). Remember to label the two axes. Tell a partner about the graph. Your partner should ask for more information.

e.g. *I'm sorry, can you explain that again? What were the reasons for that?*

32. Draw a graph which shows developing trends. Choose any of the following subjects:

- company performance
- product sales
- economic trends
- development of tourism, industry or leisure interests

Then write a short paragraph, describing your graph.

Assessment and Self-Check



A. Revise the topical vocabulary and be ready to respond to sample questions for academic discussion: <https://eduenglish.bsu.by/mod/page/view.php?id=7638> . In each case, try to expand your answer to include at least one piece of additional information. Make sure that the extra information is relevant.

1. What is fiscal policy?
2. What do they call deliberate use of changes in government spending or taxes to alter aggregate demand and stabilize the economy?
3. What are the two basic types of discretionary fiscal policy? How do they differ?
4. What are Keynesian policies criticised for?
5. What do they call the type of fiscal policy which is built into the structure of government taxes and spending?
6. What are automatic stabilizers?
7. How does the multiplier effect work?
8. How will you comment on the term ‘propensities to consume or to save’?

B. Read carefully the talking points, then make some brief notes. Consider your opinion, use analytic approach and linking words while presenting information.

1. You are a member of the Government in the country with a high rate of unemployment. Try to convince the government in favour of expansionary fiscal policy.
2. You are an economic adviser in the Government. What will you suggest the Government should do in the situation of robust economic growth in the country concerning taxes and government spending? Why?
3. You are a representative of Monetarist School in economics. Warn the government against applying fiscal policy to encourage economic growth in the country.
4. You are a representative of Keynesian School in economics. Try to convince the government to apply fiscal policy for encouraging economic growth in the country in the period of recession.
5. You are a lecturer in macroeconomics. Give students successful examples of fiscal policies in particular countries. Lay the emphasis on the fact that governments should interfere in economy.

C. *Revise the tips for describing trends and do a guided independent task.*
<https://eduenglish.bsu.by/mod/assign/view.php?id=4316>

D. *Choose ONE of the ideas for students' projects below and present in the class.*

1. Fiscal policy in the new economic consensus.
2. Keynesian vs. Neo-Keynesian Economics: What's the Difference?
4. Modelling of Fiscal and Monetary Policy Interactions in the Republic of Belarus.
5. The aspects of economic security: budget, tax and monetary.
6. Monetary policy vs. fiscal policy: Which is more effective at stimulating the economy?



E. *Check yourself by doing a revision test on Fiscal policy.*
<https://eduenglish.bsu.by/mod/quiz/attempt.php?attempt=91342&cmid=7637>

3. РАЗДЕЛ КОНТРОЛЯ ЗНАНИЙ

Цель проведения контроля знаний – повышение качества образовательного процесса. Объектами контроля как обязательного компонента процесса обучения иностранному языку являются приобретаемые студентами знания и уровень сформированности навыков и умений.

Диагностика результатов учебной деятельности студентов по дисциплине «Иностранный язык (английский)» осуществляется в соответствии с Правилами проведения аттестации студентов (Постановление Министерства образования Республики Беларусь № 53 от 29.05.2012г.); Критериями оценки знаний студентов (письмо Министерства образования от 22.12.2003 г.); Положением о рейтинговой системе оценки знаний по дисциплине в БГУ (Приказ ректора БГУ от 18.08.2015 № 382–ОД). Весовые коэффициенты компонентов системы рейтингового оценивания устанавливаются и утверждаются кафедрой.

Контроль осуществляется поурочно (текущий) и по завершению изучения тем/блоков и курса обучения иностранному языку (промежуточный). Для каждого вида контроля характерна своя методика, средства контроля, частотность его проведения и критерии оценки знаний студентов.

Каждый из видов контроля отличается своей методикой, используемыми средствами контроля, частотой проведения, разновидностью диагностического инструментария. Диагностика уровня учебных достижений и результата коммуникативной деятельности осуществляется в *устном* (доклад, выступление, конференция, деловая и интеллектуальная игра, кейс, коллоквиум, собеседование, презентация и т. д.), *письменном* (эссе, аннотация, статья, реферат, отчет, контрольная работа, тест, перевод, деловое письмо, учебно-исследовательская работа и пр.), *комбинированном* виде (открытые эвристические задания; олимпиады, проекты, постеры с использованием мультимедийных технологий, интерактивные задания в онлайн формате на базе ресурсов технологий Web 2.0 и образовательной платформы Moodle и пр.). *Самоконтроль* осуществляется на основе технологии портфолио, предполагающей разнообразные формы представления материалов (печатные, аудиовизуальные, электронные).

Рейтинговая оценка учебных достижений осуществляется на всех этапах контрольно-оценочной деятельности на основе количественных (цифровых, 10-балльных) оценочных шкал. Дифференциальными элементами рейтинговой системы являются весовые коэффициенты для разных модулей и диагностических параметров в соответствии с содержанием контрольно-оценочной деятельности в обучении иностранному языку.

3.1. Промежуточный контроль (зачет)

1 семестр

А. Письменная форма контроля

Sample end-of-term test tasks

Task 1.	<p>Mark the sentences as true or false. If they are false, make the necessary corrections. Positive economics studies objective explanations of the workings of the economy.</p>								
Task 2.	<p>Match the terms with their definitions.</p> <table border="0"> <tr> <td>1) factors of production</td> <td>a) human-made resources that are used for the production of other goods and services</td> </tr> <tr> <td>2) natural resources</td> <td>b) things provided by nature such as land, air, water, forests, coal, etc.</td> </tr> <tr> <td>3) capital goods</td> <td>c) the basic resources which are needed for the production of economic goods and services</td> </tr> </table>			1) factors of production	a) human-made resources that are used for the production of other goods and services	2) natural resources	b) things provided by nature such as land, air, water, forests, coal, etc.	3) capital goods	c) the basic resources which are needed for the production of economic goods and services
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Task 3.	<p>Choose the correct variant. In __ economy each unit produces most of its own goods and consumes what it produces. a) mixed b) traditional c) command d) market</p>								
Task 4.	<p>Insert the correct preposition. Economic indicators are divided ... three groups depending ... their timing.</p>								
	a) into, on	b) in, on	c) into, with						
Task 5.	<p>Complete the sentences with an appropriate ending. In the mixed economy ____ a) economic questions are solved by government departments b) economic decisions are made by the private sector and free market c) economic allocation is achieved by the invisible hand d) economic problems are solved by the government and market</p>								
Task 6.	<p>Match words from columns A with their Russian equivalents in column B.</p> <table border="1"> <thead> <tr> <th>A</th> <th>B</th> </tr> </thead> <tbody> <tr> <td>1) basic necessities</td> <td>a) общественные услуги</td> </tr> <tr> <td>2) public services</td> <td>b) предметы первой необходимости</td> </tr> </tbody> </table>			A	B	1) basic necessities	a) общественные услуги	2) public services	b) предметы первой необходимости
	A	B							
	1) basic necessities	a) общественные услуги							
2) public services	b) предметы первой необходимости								
Task 7.	<p>Read the article and choose the best alternative of the key message of the whole article. a) Videoconferencing will eventually replace face-to-face meetings. b) Business meetings will always be necessary because people prefer to meet face-to-face. c) Airlines face a difficult future as business travel declines.</p>								
Task 8.	<p>Read the article and choose the correct sense for the expressions in italics.</p>								

	‘The question is why all the technological gadgetry has failed make <i>a dent</i> in the amount of business travel?’
--	--

a) a hollow area in a surface	b) a reduction
-------------------------------	----------------

В. Устная форма контроля

Примерный перечень вопросов к зачету:

Vivat Academia

Personal Identification: background, family roots, education, interests and abilities, etc.

The Belarusian State University (history, training, research, social life).

Learning Languages: The status of English in the world. Students' aims of learning foreign languages.

Country Specific Studies

Belarus: Historical Outline. The most important milestones in the country's history.

Belarus cultural life. Factors which make up the identity of Belarusian nation.

Belarusian outstanding figures of the past and present. The oldest cities of Belarus.

The Belarusian national character.

British Commonwealth: The Family of Nations. Cooperation within the countries of the Commonwealth.

USA: Land of Diversity. Tourist destinations. American world famous people of Belarusian origin.

Science of Economics: Introduction

Job settings for economists.

Degrees in Economics and career ladder they provide.

Pros and cons of being self-employed.

Types of economic systems. Economic system of Belarus.

Basic factors of production in the New Economy.

Supply and demand.

Sample questions for academic discussion based on the suggested situation:

1. Why do you think many young people nowadays choose the profession of an economist?
2. What is the role of the entrepreneur in a market economy?
3. What are the basic categories of the factors of production?
4. What is the difference between consumer and capital goods?
5. How can you prove that labour is an essential factor of production?
6. What are the main sectors of economic activity in modern economies?
7. What kind of person are you in real life?
8. Do you just have a general feeling that you have to learn English in order to be successful?
9. What are your personal goals of learning English and strategies to achieve them?
10. Which factors do you think make your culture different from those of other countries?

1) *Speak on situation 1.*

Why is the role of the entrepreneur vitally important as a source of economic progress? How do entrepreneurs influence the discovery and development of new products and better ways of doing things?

2) *Define the terms:*

command economy, opportunity cost, needs, economy, natural resources, scarcity.

3) *Translate into English:*

a) нехватка/дефицит, распределение, денежная масса, национальный доход, размещать ресурсы, субъективное мнение, улучшать качество, производство.

b) Наша компания предлагает программу по переподготовке специалистов в сфере менеджмента. Если вы хотите быстрого карьерного роста, вы должны много и усердно работать.

A. *Sample situations.*

- Situation 1. Characterize three economic systems in terms of the ownership of natural resources and capital goods. Explain who answers the main economic questions and make decisions. What economic system do we have in our country?
- Situation 2. Think of several important decisions that your family or you have made recently. What was the opportunity cost of each decision? Give examples of opportunity cost for an individual and a country.
- Situation 3. Imagine that your employment agency has given you an assignment to investigate employment opportunities for economic graduates and what they mainly depend on. Prepare a speech on this issue.
- Situation 4. You are preparing a report on contribution of renowned economists to science. Make a plan of the key points you are going to focus on. Comment on each of them.
- Situation 5. You are responsible for organizing an excursion for a group of foreign students. One option is a walking excursion around the centre of the city, the other one is to go on a bus tour around Minsk. Think of both ideas and compile your own itinerary.
- Situation 6. A person who wants to master English should forget about short-cuts to success, making a vain possibility to cram this language into his/her brain in several months. English learning is a laborious process. Prove it and present your personal goals of learning English and strategies to achieve them.

B. *The list of sample terms to define.*

- | | |
|------------------------|---------------------|
| 1) opportunity cost | 14) economic system |
| 2) fringe benefits | 15) economics |
| 3) entrepreneur | 16) economy |
| 4) financial economist | 17) Macroeconomics |

- | | |
|----------------------------|--------------------------|
| 5) international economist | 18) Microeconomics |
| 6) salary | 19) value judgement |
| 7) wages | 20) opportunity cost |
| 8) remuneration package | 21) natural resources |
| 9) Bachelor of Art | 22) economic goods |
| 10) doctorate | 23) productive resources |
| 11) Master of Science | 24) capital goods |
| 12) scarcity | 25) mixed economy |
| 13) needs | |

C. Sample words and phrases for translation.

- 1) развивать навыки общения;
- 2) продвижение по карьерной лестнице;
- 3) обмен профессиональной информацией;
- 4) расширять словарный запас;
- 5) коммуникативная компетентность;
- 6) заниматься наукой;
- 7) закончить университет с отличием;
- 8) получать стипендию;
- 9) успешно сдать экзамен;
- 10) факультативный учебный предмет;
- 11) приобрести профессию экономиста;
- 12) заниматься коммерцией;
- 13) чисто теоретическое доказательство;
- 14) доход от налогов/налоговые поступления;
- 15) обнаруживать способность;
- 16) независимый предприниматель;
- 17) управлять работой;
- 18) предоставить дополнительные льготы;
- 19) ограниченные ресурсы;
- 20) удовлетворить неограниченные потребности.



Study the materials uploaded for your convenience on the BSU educational portal at <https://eduenglish.bsu.by/mod/folder/view.php?id=4544> to do revision for your end-of-term assessment.

3.2. Промежуточный контроль (экзамен)

2 семестр

А. Письменная форма контроля

Sample end-of-term test tasks.

Task 1.	<p>Complete the sentences with the proper term from the list below.</p> <p><i>GDP well-being Happiness Inde HDI</i></p> <p>_____ is an incomplete measure of national prosperity.</p> <p>_____ is a composite indicator which evaluates a nation's citizens in terms of their health, knowledge and standard of living.</p>
Task 2.	<p>Match the beginning of this phrase with the correct ending.</p> <p>1. I began by telling you ... a) a little about ... Then I explained how 2. Just to summarize After that I talked about ... b) the main points again before I finish ...</p>
Task 3.	<p>Read carefully the definitions below and choose suitable terms to match them.</p> <p>1. It is a system by which industry, trade and money are organized. a) economy b) economics c) scarcity</p> <p>2. They are human-made resources that are used for the production of other goods and services. a) natural resources b) consumer goods c) capital goods</p>
Task 4.	<p>Choose the word which is closest in meaning to the explanation.</p> <p>1. the health, happiness, and fortunes of a person or group a) affluence b) welfare c) sustainability</p>
Task 5.	<p>Complete the sentence with the correct variant from a-c.</p> <p>1. Fiat money is sometimes called _____ money. a) token b) commodity c) IOU</p> <p>2. Society enforces the use of fiat money by making it legal _____ . a) debt b) tender c) store</p>
Task 6.	<p>Fill in the gaps with a suitable word or word combination.</p> <p>Demand-pull inflation occurs when _____ in the economy increases faster than the economy's productive capacity. a) aggregate demand b) aggregate supply c) total spending</p>
Task 7.	<p>Mark the statements as True or False.</p> <p>1. Barter is an inefficient medium of exchange. a) true b) false</p> <p>2. Only money can serve as a store of value. a) true b) false</p>

Task 8.	<p>Choose the correct meaning of the words in bold.</p> <p>1. For a country, limited resources include natural resources, capital, labour force and technology. a) face b) contain c) deal with</p> <p>2. There are always limits on the economy's ability to satisfy unlimited wants. a) finish b) produce c) fulfill</p>
Task 9.	<p>Read the text and complete each gap with a proper word combination.</p> <p>The economy is stable following the problems of the past two years. By following a tight monetary policy, the government has reduced the i _____ r _____ 1 to 2%. For borrowers, after going up dramatically, the i _____ r _____ 2 is now down to 8%. The last six months have seen a slight improvement in the e _____ r _____ 3 against the dollar.</p> <p>For the country as a whole, the G _____ 4 has grown by 0.1 5%. Exports are increasing, and the b _____ of t _____ 5 is starting to look much healthier.</p>
Task 10.	<p>Find the words in the text that mean the following:</p> <p>1. prices getting higher: _____</p> <p>2. to say what you think will happen in the future: _____</p> <p>3. a period of time when an economy has negative growth _____</p>

В. Устная форма контроля

Примерный перечень вопросов к экзамену:

1. *Profession of an Economist.*

Economists: Job description and career requirements.

Types of an economist.

Fields of economists' activities.

2. *Degrees in Economics.*

Degrees in Economics. Graduate schools.

Your plans for future.

3. *Outstanding Economists and Their Contribution to Economics.*

History of economic thought.

Classical, Neoclassical and Keynesian schools in Economics.

Famous economists and their contribution to the science of Economics.

4. *Economics and Economy. Factors of Production.*

Economy and Economics.

The problem of scarcity.

Opportunity cost.

5. *Branches of Economics.*

Macro-and microeconomics.

Basic factors of production.

Entrepreneurship.

6. *Types of Economic Systems. Economic System of Belarus.*

The concept of economic system.

The three invisible forces in economic theory.

Types of economic system. Basic description and examples.

The outline of the economy of Belarus.

7. *Supply and Demand.*

Definitions of supply and demand.

Kinds of goods: normal, inferior, related, substitutes, complements.

Determinants of demand and supply.

The law of supply and the law of demand.

8. *Equilibrium and Elasticity.*

Equilibrium. The mechanism of interaction between the demand and supply.

The concept of elasticity.

9. *Elasticity and Its Types.*

Price elasticity of demand.

Basic reasons for elasticity of demand.

The equation of the price elasticity of demand.

10. *Market Structures and Competition.*

Market structure and its determinants and characteristics.

The four basic market structures, their characteristics and examples.

Advantages and disadvantages of market structures.

11. *Economy Indicators.*

The three types of economic indicators.

Standard of living.

12. *Business Cycle.*

The essence of business cycle.

Economic cycle and its theories. Periods of business cycle.

Internal and external causes of the business cycle.

13. *Economic Development.*

Economic development and sustainability.

Economic growth. Positive and negative implications of economic growth.

Economic development of Belarus.

14. *Unemployment.*

The concept of unemployment and full employment.

Rate of unemployment.

Economic and personal costs of unemployment.

Unemployment rate in Belarus.

15. *Types of Unemployment.*

Types of unemployment and their causes.

Measures to eliminate unemployment.
Situation in the job market in Belarus and the countries of Eurozone.

16. Inflation.

Inflation, deflation, disinflation, hyperinflation.
The rate of inflation.
The price level and the consumer price index.

17. Demand-pull vs Cost-push Inflation.

Possible sources and effects of demand-pull and cost-push inflation.
Control of inflation.

18. Types of Money and Its Functions.

Commodity money
Fiat/Token money
IOY money
Money as a medium of exchange, a store of value, a unit of account, a standard of deferred payment.

19. Money Supply and Its Influence on Economic Scenario.

Money demand: basic motives for the transactions, precautionary and speculative demand for money.

20. Monetary Policy and Its Types.

Instruments of monetary policy.

21. Fiscal Policy.

Types of fiscal policy.
Instruments of discretionary fiscal policy.

22. Non-discretionary Fiscal Policy.

‘Automatic/Built-in stabilizers’ of fiscal policy.

Sample exam card.

- 1) Read and summarize Text № Respond to the questions on the text and explain the meaning of the highlighted words.
- 2) Participate in the academic discussion on the topic suggested.
- 3) Speak on the suggested situation.

Sample exam text.

Job Hopping—Advantages and Disadvantages of Switching Jobs Frequently

Job hopping – changing from one job to another within a period of months- is becoming more and more popular. One of the main reasons for this is that the structure of work is changing. Employers are looking for workers who can get a job done. After such a task workers move on to another job. Part time and **flexible work** leads to people having more than one job.

In addition, rising unemployment and salary freezes have forced people to move to other jobs. In other cases, many career workers are in search of a new challenge

somewhere else.

Many employers, however, often see **job hoppers** as a disadvantage to their firm. They think that a person who cannot hold on to a job for a longer period of time will not do a firm any good.

On the other side, employers like to hire people who have had several jobs, as they are able to adapt quickly to new working environments.

Research shows that people who stay with a company for a longer time actually have better chances **climbing the career ladder**. The same research also shows that moving around more quickly can actually increase an employee's salary. Long-time workers often accept low salary increases just because they don't want to change to another company.

Young people change jobs more often because they have become used to it. Older workers who have stayed with a company for a few decades have no experience in changing jobs and do not know what awaits them.

Many workers ask themselves when the right time arrives to switch jobs. This depends on several factors, including what economic sector you are in. In the world of high-tech, jobs change quickly. People come and go, often staying only for a few months. In contrast, the workers in the farming business are valued for their **loyalty** and therefore stay longer.

Length of employment at the same firm differs from country to country. While an average worker in America changes jobs every 5 years, their British counterparts switch every 9 years. Italian workers stay with the same company for an average of 13 years.

Labor laws play an important part in hiring and firing workers. In Europe it is much more difficult **to get rid of** unwanted workers than in the US. Cultural views, as in Japan, often play an important role. Japanese workers are loyal to their companies and often stay for many decades, or even their whole life.

Yet, there are several advantages in job hopping. You get a wide range of experience in different fields, and experience different working environments. In some cases, a person gets a fulfilling job after they have tried out several others.

On the other side job hoppers often don't show motivation at work. They are never satisfied with what they get. Switching jobs can be stressful and contribute to bad moods.

Questions to the text:

1. What are the main reasons for job-hopping?
2. How do employers treat job hoppers, as the advantage or disadvantage to their company?
3. Who wins and who loses from switching jobs according to the research?
4. What factors affect length of employment?
5. What are the advantages and disadvantages of switching jobs frequently do you think?

Sample exam situations.

- Situation 1. Suppose that enrollment at your college increases sharply and as a result there is a substantial increase in the number of students looking for apartments. How will this change affect the price of apartments in the area? What other factors influence the price for rented apartments?
- Situation 2. You are Prime Minister of a country in which economic growth seeks a double-digit level. Say why this situation causes your concern and what steps your government and the Central bank are going to take in this situation.
- Situation 3. Your friend has got a diploma and hasn't been able to find a job for a long time, as there are no jobs available in his area. What will you advise him to do?
- Situation 4. Supposing you had a business of your own and you know that the rate of inflation for the next years is rising/falling. What financial decisions would you make? Give the arguments.
- Situation 5. A number of economic measures show how well citizens live, how many and how efficiently goods and services are produced and how well economies function. How does Gross National Product affect these measures? What should be done, in your opinion, to make these measures more effective?
- Situation 6. Perform as a representative of Monetarist School and explain how monetary policy can function to achieve economic stability. What is the role of interest rates? Explain the process of how the central bank changes interest rates and how those changes encourage an appropriate increase or decrease in spending in the economy?



Study the materials uploaded for your convenience on the BSU educational portal at <https://eduenglish.bsu.by/mod/folder/view.php?id=4330> to do revision for your exam.

4. ВСПОМОГАТЕЛЬНЫЙ РАЗДЕЛ

4.1. Структура учебной дисциплины

Наименование специальности	<i>1-25 01 02 Экономика</i> <i>1-25 01 01 Экономическая теория</i> <i>1-96 01 02 Экономическая безопасность</i> <i>1-25 01 04 Финансы и кредит</i> <i>1-25 01 12 Экономическая информатика</i> <i>1-26 02 02 Менеджмент (по направлениям)</i>	
Форма получения высшего образования	Очная (дневная) форма получения высшего образования	
Курс	I	
Семестр	1	2
Всего часов по дисциплине	136	164
Всего аудиторных часов по дисциплине	68	82
Практические занятия	60	74
Управляемая самостоятельная работа (ДО)	8	8
Трудоемкость учебной дисциплины	3 з.е.	6 з.е.
Форма текущей аттестации	зачет	экзамен

4.2. Содержание учебного материала

1 семестр	1 – 2 семестры
Раздел 2. The Science of Economics: Introduction Тема 2.1. The Profession of an Economist. Тема 2.2. Economics as a Science.	Раздел 3. Branches of Economics: Microeconomics Тема 3.1. Supply and Demand. Тема 3.2. Market structure.
2 семестр	1 – 2 семестры
Раздел 4. Branches of Economics: Macroeconomics Тема 4.1. Macroeconomic indicators. Тема 4.2. Economic business cycle and unemployment. Тема 4.3. Inflation. Тема 4.4. Money and monetary policy. Тема 4.5. Fiscal policy.	Grammar in Context Повторение грамматических тем на материале разделов 2-4. Nouns and articles. Pronouns. Adjectives and adverbs. Modals. Tenses. Active Voice. Tenses. Passive Voice. Sequence of Tenses. Subjunctive Mood.

4.3. Учебно-методическая карта учебной дисциплины

УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА УЧЕБНОЙ ДИСЦИПЛИНЫ

Очная (дневная) форма получения образования с применением электронных средств обучения (ДО)

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов					Количество часов УСР	Форма контроля знаний
		Лекции	Практические занятия	Семинарские занятия	Лабораторные занятия	Иное		
1	2	3	4	5	6	7	8	9
I семестр								
Итого			60				8	
1.	Social Communication* примечание		28				4	
1.1.	Vivat Academia		12				2	
1.1.1.	Personal Identification Grammar Review: Question forms		4					Устный опрос Диагностический тест
1.1.2.	Our University Grammar Review: Tenses. Active Voice		4				2 (ДО)	Открытое эвристическое задание
1.1.3.	Learning Languages Grammar Review: Tenses. Active Voice		4					Устный опрос с использованием интеллект-карты
1.2.	Country Specific Studies		16				2	
1.2.1.	Belarus: Historical and Cultural Outline Grammar Review: Tenses. Passive Voice		4					Доклады/презентации
1.2.2.	Belarus Today Grammar Review: Tenses. Active and Passive Voice		4				2 (ДО)	Виртуальная экскурсия Открытое эвристическое задание Аннотация
1.2.3.	British Commonwealth: The Family of Nations Grammar Review: Articles		4					Устный опрос Перевод текста

1.2.4.	USA: Land of Diversity Grammar Review: Subjunctive mood		4				Коллоквиум Контрольная работа
2.	The Science of Economics: Introduction		22			4	
2.1.	The Profession of an Economist Grammar Review: Modals		10			2 (ДО)	Открытое эвристическое задание Электронный тест
2.2.	Economics as a Science Grammar Review: Countable and uncountable nouns		12			2 (ДО)	Открытое эвристическое задание Защита индивидуального проекта
3.	Branches of Economics: Microeconomics		22				
3.1.	Supply and Demand Grammar Review: Prepositions		10				Кейс анализ Электронный комплексный тест
II семестр							
Итого			74			8	
3.2.	Market structure Grammar Review: Sequence of tenses		12			2 (ДО)	Реферирование статьи Открытое эвристическое задание
4.	Branches of Economics: Macroeconomics		62				
4.1.	Macroeconomic indicators Grammar Review: Relative pronouns		12			2 (ДО)	Открытое эвристическое задание Статья Лексико-грамматический тест
4.2.	Economic business cycle and unemployment Grammar Review: Indirect questions and statements		12			2 (ДО)	Открытое эвристическое задание Эссе Деловое письмо Электронный комплексный тест
4.3.	Inflation Grammar Review: Adjectives and Adverbs		14				Защита группового проекта Коллоквиум
4.4.	Money and Monetary policy Grammar Review: Sequence of Tenses		12				Круглый стол Реферет
4.5.	Fiscal policy.		12			2 (ДО)	Устный опрос Открытое эвристическое задание Итоговый тест

4.4. Методические рекомендации по организации самостоятельной работы студентов

Согласно Положению о самостоятельной работе студентов и курсантов в Белорусском государственном университете (от 10.04.2014 г.) под самостоятельной работой понимается совокупность всей самостоятельной учебной деятельности студентов, как в учебной аудитории, так и вне ее в процессе освоения образовательных программ высшего образования. К основным формам организации самостоятельной работы относятся самостоятельная работа, осуществляемая самостоятельно без контакта с преподавателем и управляемая самостоятельная работа. Управляемая самостоятельная работа (УСР) обучающихся – это самостоятельная работа, выполняемая по заданию и при методическом руководстве (консультациях) преподавателя и контролируемая им на определенном этапе обучения, как в аудитории, так и путем проверки контрольных заданий, в том числе в режиме online (БГУ LMS Moodle). Самостоятельная работа обучающихся по дисциплине «Профессионально ориентированный иностранный язык» включает следующие виды работы:

- выполнение домашнего задания и подготовка к практическим занятиям;
- ведение деловой переписки различной направленности;
- подбор сопроводительного материала для участия в ролевых играх;
- подготовка к творческой защите видео по заданной тематике;
- подготовка к выполнению открытых эвристических заданий;
- поиск (подбор) и обзор литературы и электронных источников для подготовки проектов, ролевых игр;
- подготовка к контрольной работе, коллоквиуму;
- подготовку ко всем видам текущей аттестации (экзамены и зачеты).

Для обеспечения эффективности самостоятельной работы консультационно-методическая поддержка осуществляться преимущественно в дистанционной форме и обеспечивается средствами образовательного портала БГУ LMS Moodle, электронной библиотеки БГУ. Контроль и оценивание результатов самостоятельной работы осуществляется с учетом особенностей форм контроля – в большинстве случаев на образовательном портале БГУ LMS Moodle. Также предполагается проведение УСР в форме аудиторных занятий, согласно утвержденному графику.

Цель данных методических рекомендаций по организации самостоятельной работы заключается в обеспечении студентов необходимой информацией, методами, технологиями и приемами для успешного выполнения работы. Для качественной подготовки заданий студентам рекомендуется использовать сервисы визуальной информации (интеллектуальные карты, «облака слов», мультимедийные постеры), презентационные сервисы (Power Point, Prezi), ресурсы по обучению аудированию (подкасты, видео сюжеты) и др.

Рекомендации по работе с лексико-грамматическим материалом

При работе с лексико-грамматическим материалом необходимо стремиться не только к узнаванию слова или грамматической структуры, но и пониманию цели их употребления в данном контексте.

При изучении лексико-грамматических явлений рекомендуется использовать словари, схемы, таблицы из справочников, а также учиться самим составлять подобные схемы с использованием ресурсов web 2.0 технологий (Mind Maps, Wordle). Сайты по обучению английскому языку предоставляют богатый тренировочный и тестирующий материал по отработке лексико-грамматических навыков.

Рекомендации по работе с текстом

Предтекстовый этап:

прочтите заголовок и скажите, о чем/о ком будет идти речь в тексте;
выберите из текста слова, относящиеся к изучаемой теме;
найдите в тексте незнакомые слова, посмотрите в словаре их значение.

Текстовый этап:

прочтите текст;
выделите слова/словосочетания/предложения, которые несут важную информацию;
выпишите основные имена/термины/определения/даты и т.д.;
сформулируйте ключевую мысль каждого абзаца;
отметьте фразу, которая лучше всего передает содержание текста/части текста.

Послетекстовый этап:

найдите в тексте предложения для описания ...;
подтвердите/опровергните словами из текста следующую мысль ...;
ответьте на вопросы/составьте вопросы к тексту;
составьте план текста с ключевыми словами/интеллектуальную карту;
перескажите текст, опираясь на план и ключевые слова.

Рекомендации по подготовке к устному монологическому высказыванию

В устном сообщении выделяются три части: вступление – выступающий называет тему сообщения; основная часть; заключение – выступающий суммирует вышесказанное.

Заранее продумайте свое сообщение, составьте примерный план, подберите лексику по теме высказывания.

Любое монологическое высказывание имеет ряд характеристик: целенаправленность, логичность, связность, завершенность, непрерывность, выразительность.

При подготовке устного высказывания целесообразно использовать технологию составления интеллектуальных карт.

Рекомендации по написанию эссе

Эссе – это небольшое сочинение, которое передает личные впечатления и мысли по тому или иному вопросу. Эссе состоит из трех частей: введение, основная часть и заключение. Во введении необходимо обозначить ключевую идею или проблему, о которой вы будете говорить в основной части. Основная часть эссе должна представить некоторые аргументы, доказательства в поддержку вашей основной идеи. Вы можете привести примеры, которые проиллюстрируют вашу точку зрения. При написании эссе на английском языке старайтесь избегать книжных фраз, которые сделают вашу работу скучной для чтения. Используйте больше прилагательных и наречий. В заключении завершите ваши рассуждения и сделайте выводы, которые и будут финальной частью вашего эссе. Все части эссе должны плавно переходить одна в другую, мысли должны быть логически связаны.

Связующие слова и фразы для устного и письменного сообщения

To express personal opinion	In my opinion/view; To my mind; To my way of thinking; I am convinced that; It is my firm belief that; It seems to me that; As far as I'm concerned ...
To list points	Firstly; First of all; In the first place; To begin/to start with; Secondly, Thirdly, Finally ...
To add more points	What is more; Furthermore; Apart from this/that; In addition (to this); Moreover; Besides (this); ... not to mention the fact that; In equal importance ...
To refer to other sources and give examples	With reference to; According to; For example; To illustrate ...
To emphasize a point	Indeed; Naturally; Clearly; Obviously; Of course; Needless to say ...
To state other people's opinion	It is popularly believed that; People often claim that; It is often alleged that; Some people argue that; Most people feel that; Some people point out that ...
To conclude and summarize	Finally; Lastly; All in all; On the whole; Taking everything into account/consideration; All things considered; In conclusion; On balance; For the above mentioned reasons; Therefore I feel that; To sum up ...

Рекомендации по работе над проектом и презентацией

Обучение иностранному языку с использованием проектов – это мостик между использованием языка в учебной аудитории и реальными жизненными ситуациями. Работая в парах или командах, студенты приобретают такие навыки как умение планировать, организовывать, вести переговоры, делать выводы, приходиться к соглашению по различным вопросам.

В основе каждого проекта лежит проблема. Целью проектной деятельности становится поиск способов решения проблемы, а задача проекта формулируется как задача достижения цели в определенных условиях.

Стадии работы над проектом: выбор темы, составление плана и работа над проектом (самая трудоемкая часть работы, которая осуществляется студентами самостоятельно, преподаватель выступает в роли консультанта), презентация, оценка/самооценка.

При создании мультимедийной презентации не следует увлекаться только внешней стороной, так как это может снизить эффективность презентации в целом. Одним из важных моментов является сохранение единого стиля, унифицированной структуры и формы представления материала. Вся презентация должна выполняться в одной цветовой палитре, на базе одного шаблона. Текст презентации не должен быть большими. При подготовке мультимедийных презентации возможно использование ресурсов сети Интернет, современных мультимедийных энциклопедий и электронных учебников.

Обязательными структурными элементами презентации являются: титульный слайд; оглавление; словарь терминов; основной текст (включая схемы, таблицы, иллюстрации); заключительный слайд с выводами/ рекомендациями.

Presentation rules

Function	Language
Welcoming your audience	Good morning, ladies and gentlemen Good afternoon, ladies and gentleman Good afternoon, everybody
Introducing the subject	Let me introduce myself... I'd like to start by... Let's begin by... First of all, I'll... Starting with... I am going to talk today about... The purpose of my presentation is to introduce...
Finishing one part...	Well, I've told you about... That's all I have to say about... We've looked at... So much for...
...and starting another	Now we'll move on to... Let me turn now to... Next... Turning to... I'd like now to discuss... Let's look now at...
Dealing with questions	We'll be examining this point later on... I'd like to deal with this question later, if I may... I'll come back to this question later in my talk... Perhaps you'd like to raise this point at the end...
Summarizing and concluding	In conclusion, ... Let's sum up, shall we? Let's summarize briefly what we've looked at... Finally, let me remind you of some of the issues we've covered...

Thanking your audience	Many thanks for your attention. Thank you all for being such an attentive audience. Thank you for your interest and questions.
Inviting questions	Now I'll try to answer any questions you may have. Are there any questions? Are there any final questions?
Remember	not to hurry; keep to your plan; be enthusiastic; maintain eye contact; modulate your voice; look friendly; remain polite when dealing with difficult questions.

Контроль результатов самостоятельной работы студентов может проходить в письменной или устной форме с предоставлением продукта творческой деятельности. В качестве форм и методов контроля самостоятельной работы могут быть тестирование, защита творческих проектов, самоотчет, защита портфолио, ролевая игра, коллоквиум и другие.

4.5. Рекомендуемая литература

Основная

1. Социокультурное общение = Social Communication: учеб.-метод. пособие / Л. В. Хведченя, А. М. Ковальчук, Э. В. Рунцова; под общ. ред. Л. В. Хведчени. – Минск: БГУ, 2020. – 175 с. – Режим доступа: <https://elib.bsu.by/handle/123456789/258004> – Дата доступа: 23.01.2023.
2. Деловое общение = Business Communication: учеб.-метод. пособие / Э. В. Рунцова [и др.]; под общ. ред. Л. В. Хведчени. – Минск: БГУ, 2018. – 127 с. – Режим доступа: <http://elib.bsu.by/handle/123456789/207238> – Дата доступа: 12.01.2023.
3. Хведченя, Л. В. Грамматика английского языка = Comprehensive English Grammar: учебник / Л. В. Хведченя. – Минск: Народная асвета, 2017. – 390 с.
4. Хведченя, Л. В. Английский язык. Академическое письмо = English. Academic Writing : учебное пособие / Л. В. Хведченя, А. А. Воскресенская. – Минск: РИВШ, 2022. – 120 с.

Дополнительная

5. Английский для студентов-экономистов = English for Economists: учеб.-метод. пособие / Л. Б. Тихомирова [и др.]; под общ. ред. Е. Э. Васильевой; под науч. ред. Л. В. Хведчени. – Минск: БГУ, 2011. – 279 с. – Режим доступа: <http://elib.bsu.by/handle/123456789/27591> – Дата доступа: 11.12.2022.
6. Итоговые тесты для УМК (для студентов экономических специальностей) = English for Economists. Achievements Tests: учеб. пособие для студ. экономич. спец. / Н. И. Князева, Э. В. Рунцова [и др.]. – Минск: БГУ, 2006. – 95 с. – Режим доступа: <http://elib.bsu.by/handle/123456789/3967> – Дата доступа: 12.12.2022
7. Практическая грамматика английского языка = English Practice Grammar: учеб.-метод. пособие / Л. В. Хведченя [и др.]; под общ. ред. д-ра пед. наук Л. В. Хведчени. – Минск: БГУ, 2012. – 371 с. – Режим доступа: <http://elib.bsu.by/handle/123456789/96359> – Дата доступа: 10.12.2022.

4.6. Электронные ресурсы

1. Иностранный язык 1 курс (English for Economists): электронный курс / А. М. Ковальчук [и др.]. – Режим доступа: <https://eduenglish.bsu.by/course/view.php?id=20> – Дата доступа: 11.06.2022.
2. Иностранный язык: English Grammar: электронный курс. – Режим доступа: <https://eduenglish.bsu.by/course/view.php?id=4> – Дата доступа: 10.12.2021.
3. Иностранный язык (Business Communication): электронный курс / Э. В. Рунцова [и др.]. – Режим доступа: <https://eduenglish.bsu.by/course/view.php?id=19> – Дата доступа: 11.06.2022.

Приложение 1. Useful Expressions and Linking Words/Phrases

1.1	To list points	<i>Firstly, First of all, In the first place, To begin/start with, Secondly, Thirdly, Finally</i>		
1.2	To list advantages	<i>One/Another/A further/An additional (major) advantage of ... is ... The main/greatest/first advantage of ... is ...</i>		
1.3	To list disadvantages	<i>One/Another/A further/An additional (major) disadvantage/ drawback of ... The main/greatest/most serious/first disadvantage/drawback of ... Another negative aspect of ...</i>		
1.4	To add more points to the same topic	<i>In addition (to this), furthermore, moreover, besides apart from, what is more, as well as, not to mention (the fact) that, also, not only ... but also/as well, both ... and There is another side to the issue/question/argument of ...</i>		
1.5	To introduce points / arguments for or against	<i>One very convincing point/argument in favour of/against ... A further common criticism of .../It could be argued that ...</i>		
		<i>It is</i>	<i>often widely generally</i>	<i>claimed suggested argued believed</i>
		<i>Some/Many people/Experts /Critics</i>	<i>claim/suggest/argue/feel that ... maintain/believe/point out/agree/hold that ...</i>	
			<i>advocate (+ing/noun)/support the view that ... oppose the view that ...</i>	
	<i>are</i>	<i>in favour of/against ... of the opinion that/convinced that opposed to ...</i>		
1.6	To make contrasting points	<i>On the other hand/ However/Still/Yet/But/ Nevertheless/Even so</i>		
		<i>Others / Many people</i>	<i>it may be said/argued/claimed that ... oppose this viewpoint ... (strongly) disagree ... claim/believe this argument is incorrect</i>	
		<i>Although/though/even though/while/whereas/despite/in spite of (the fact that)/regardless the fact that ... Opponents of ... argue/believe/claim that ... The fact that ... contradicts the belief/idea that ... While it is true to say that ... , in fact ... While/Although ... , it cannot be denied that ...</i>		
1.7	To introduce example	<i>For example/for instance/such as/like/in particular/particularly/ especially ... It is (clearly) illustrated/shown by the fact that ... One/a clear/striking/typical example of (this) ... The fact that ... shows/illustrates that ...</i>		
1.8	To emphasise a point	<i>Clearly/obviously/it's obvious/naturally/of course/needless to say/ indeed</i>		
1.9	To express reality	<i>In fact/the fact (of the matter) is/actually/in practice/it is a fact that /in effect</i>		
1.10	To make general Statements	<i>As a (general) rule/generally/in general/on the whole/by and large /in most cases</i>		
1.11	To make partially correct statements	<i>To certain extent/degree, to some extent/degree, in a way/sense, this is partly true (but), to a limited extent, there is some truth in (this),</i>		

		<i>in some cases, up to a point</i>				
1.12	To explain / clarify a point	<i>In other words/that is to say/this means that</i>				
1.13	To express intention	<i>To/so as to/in order to/so that/with the intention of (+ing)</i>				
1.14	Expressions for giving opinions	<i>To my mind/To my way of thinking ... In my opinion/view ... My opinion is that ... I (firmly) believe ... I (definitely) feel/think that ...</i>				<i>I am (not) convinced that ... I am inclined to believe that I (do not) agree that/with ... It seems/appears to me ... It strikes me that ... As far as I am concerned ...</i>
1.15	To express cause	<i>Since/because/in view of/because of/owing to/due to (the fact that) .../the reason that ...</i>				
1.16	To express effect	<i>Thus/therefore/so/consequently/the result of ... would be .../ would result in ...</i>				
1.17	To express purpose	<i>So that .../so as/in order (not) to .../with the purpose of/with intention of (+ing)</i>				
1.18	To express possibility/probability	<i>It can/could/may/might ... , It is possible/probable/(un)likely/certain that ... is (un)likely to ..., The likelihood/possibility of (-ing/ noun) is ...</i>				
1.19	Problems and Solutions	<i>Steps/ Measures</i>	<i>should/ must/ could</i>	<i>be taken</i>	<i>so as to/ in order to</i>	<i>solve/ overcome / deal with ...</i>
		<i>People/ Governments /We</i>	<i>should focus their/our attention on ways</i>	<i>fo-</i>		<i>to solve/overcome the problem of ... to improve the situation of ... to reduce the impact of ... on ...</i>
		<i>Serious attempts to halt / prevent / solve ... must be made</i>				
1.20	Conclusion	<i>In conclusion, On balance, All things considered, Taking everything into account/consideration To conclude, To sum up, All in all, Finally/Lastly</i>				<i>it can/must be said/claimed that ... it seems/appears that ... it would seem that ... it is likely/unlikely/possible/foreseeable that ... it is clear/obvious that ... there is no/little doubt that ... the best course of action would be to ... achieving a balance between ... would be ... it is true to say that ... although it must be said that ... it may be concluded/said that ...</i> <i>All things considered, the obvious conclusion to be drawn is that ... There is no absolute answer to the question of ... In the light of this evidence, it is clear/obvious/etc. that ...</i>

Приложение 2. Conversational Formulas (clichés)

2.1 Brainstorming	
<p>Any more ideas? I think we need three or four more. Let's just get all our ideas down and discuss them later.</p>	<p>That's probably not true, but let's write it down anyway. I think these two are related.</p>
2.2 Disagreement	
<p>Far from it. It's the other way round. Here I differ from you. I doubt it. It couldn't be further from the truth. Contrary to your agreement. Quite the contrary. I doubt that (if) ... It's really a pity, but ... I think you over/underestimate ... It's not as simple as all that. But that's not the point, the point is ... You are completely out of date. You must keep up to date.</p>	<p>You are mistaken. It doesn't make sense. You are completely and utterly wrong. You can't mean it. Too good to be true. On the contrary. On the other hand, ... There may be some truth in what you say but... In fact the exact reverse is ... It's not at all the same thing. I can't accept his state when he says ... You lack imagination. At one time I thought so, too, but now ...</p>
2.3 Agreement	
<p>I (fully) agree that ... There's something in what you say ... It really looks like that. It's very well put. It would be natural to stress that ... I'd like your opinion about ... I'm sure you'll agree ...</p>	<p>On the whole you are right ... I accept this. That's a fine way of putting it! OK, OK, have it your own way! It looks strange, but ... I can see his point of view when he says ... You're full justified in saying ...</p>
2.4 Praise	
<p>It's magnificent (lovely, superb, amazing, fantastic, great, etc.) I'm absolutely thrilled (I'm thrilled no end). I'm crazy about ...</p>	
2.5 Disapproval	
<p>It's ridiculous (disgusting). It's below all criticism. I was shocked by ... It's a shame ... It couldn't possibly be worse.</p>	<p>It made me sick. Too bad for words. What's the use (good) of ...? No good at all!</p>
2.6 Persuading	
<p>Do it for my sake. I assure you it's worth it. If I were you, I should ... It's high time to ... It goes without saying that ... I don't want to impose my ideas, but I'm sure that ... I don't expect you to take it for granted, but...</p>	<p>Do follow my advice and ... Just to please me. I wish you would take my advice. I wish I could convince you. If you just take a look at ... It's strange even to argue about it. I'd like to draw your attention to the following ...</p>
2.7 Refusal	
<p>I refuse absolutely. That's all very well, but ...</p>	<p>Don't impose on me in this way! I'd rather not.</p>

That's easier said than done. I'm not in the mood. It isn't worth talking about ...	You don't seem to realize that ... Not for the world!
2.8 Making suggestions	
If I were you, I'd ... Don't you think it might be an idea ... I suggest that ...	Have you ever thought of ... Why don't you ... I'd like to put it to you that ...
2.9 Stating preferences	
As far as I'm concerned ... This one is preferable because ... I'd rather have that one because ... I like ... better than ...	I'd much prefer that one because ... From my point of view ... I'm rather more interested in ... than appeals to me more than ...
2.10 Introducing a Point and Holding the Floor	
I'd like to mention ... There are three points I want to make. Firstly ... , secondly ... , thirdly I'm afraid the real issue is ... I feel we must discuss the issue of ... Yes, I'm coming to that in a moment.	Could I raise the subject of ...? Sorry, I'm not through yet. If I could just finish ... Sorry, I have another point to make. There's one question I'd like to raise ... That's rather a red herring.
2.11 Correcting people	
Not exact, but ... Forgive me if I keep correcting you. I'm afraid you're on the wrong track. That's not strictly true, you know.	No, I'm afraid you're mistaken. Sorry to correct you but there is something else you haven't noticed. You say there's one difference, but in fact there are two.
2.12 Assuring and Reassuring	
I assure you I shan't ... You shouldn't worry about that. Don't be afraid now ...	Where there is life there is hope. You can manage that. It won't be too difficult if you go on trying.
2.13 Interrupting Conversation	
Could I just say ... I'd like to add sth. here, if I may. Hold on a second. Don't you think ... May I put a word in?	I have a point (to make) here ... May I say sth. here? If I could stop you here for a second ...
2.14 Asking for Opinion	
How do you feel about? What's your opinion of?	I was wondering whether you stood on the question of ... What's your position on? What about ...?
2.15 Giving Opinion	
In my opinion ... As far as I'm concerned ... Frankly (personally) I think ... I reckon ...	As far as I'm able to judge ... As I see it ... It would seem to me that ... From my point of view ...
2.16 Asking for Clarification	
I don't get you. I'm sorry. What are we arguing about? I'm sorry, but could you explain what you mean by ... What exactly are you driving (getting) at?	I'm afraid I don't follow ... I don't see what you mean. What exactly are you trying to say? Why should we choose between ...? I've missed the point completely.

2.17 Giving Clarification	
What I mean is ... Well, what I'm getting at is that ... I'd like to stress once again. True to some extent. Well, the point I'm trying to make is that ... This is not the reason why ... The last thing I mean is ...	All I'm trying to say is that ... I'd like to make a point. I want to press the point that ... The thing I want to mention is ... I'd like to point out ... The way I see it ... Now I begin to see ...
2.18 Asking for More Detailed Information	
Could I ask you a little more about ...? How exactly do you ...?	I'm interested in knowing more about...? I wonder if you could explain about ... in more detail?
2.19 Making Generalizations	
There's a tendency for doing ... In the majority of cases ... In most cases ... On the whole ...	Generally speaking ... To sum it all up ... The major point at issue is ... By and large ...
2.20 Avoiding Being Misunderstood	
Please don't misunderstand me. You haven't got the point I think. No ... just let me finish. Well. I didn't really mean embarrassing.	Don't get me wrong. I was about to say that in fact ... I'm not implying that you have no understanding of the problem. It's just that ...
2.21 Expressing surprise	
I can hardly believe it! You must be joking. That doesn't surprise me.	How on earth did you ... ? Would you believe it? No ... it can't be!

Note:

Never say or write "**I beg your pardon**" if you want to apologize for something, the meaning of this expression being that you haven't understood and would like the other person to repeat.

"**Excuse me!**" is not so much a true apology as a polite remark enabling you to make a request or cover up a slight disturbance.

"**Sorry**" is a true apology, i.e. when stepping on someone's foot.

Приложение 3. Mind Mapping (also known as Concept Mapping, Spray Diagrams, Spider Diagrams)

Mind Mapping is a useful technique that supports learning, improves information recording, shows how different facts and ideas are related, and enhances creative problem solving. Mind maps make information easier to remember, as it's held in a format that our minds find easy to recall and quick to review.

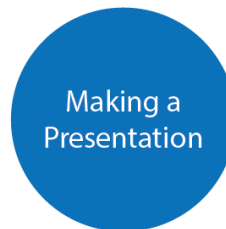
A good Mind Map shows the "shape" of the subject, the relative importance of individual points, and the ways in which facts relate to one another.

How to Draw a Basic Mind Map

To draw a Mind Map, follow these five steps:

Step 1. Write the title of the subject or project that you're exploring in the center of a page and draw a circle around it, as shown in figure 1, below. Our simple example shows a Mind Map of the actions needed to deliver a successful presentation.

Figure 1.



Step 2. Draw lines out from this circle as you think of subheadings of the topic or important facts or tasks that relate to your subject. Label these lines with your subheadings. (See figure 2, below.)

Figure 2.



Step 3. Dive deeper into the subject to uncover the next level of information (related sub-topics, tasks or facts, for example). Then, link these to the relevant subheadings. (See figure 3, below.)

Figure 3.



Step 4. Repeat the process for the next level of facts, tasks and ideas. Draw lines out from the appropriate headings and label them, as shown in figure 4, below.

Figure 4.



Step 5. As you discover new information or think of additional tasks, add them to your Mind Map in the appropriate places.



While drawing Mind Maps by hand is appropriate in many cases, software tools and apps like [Coggle](#), [Bubbl.us](#), [Mindmeister](#), [MindGenius](#), [iMindMap](#) and [Mindjet](#) can improve the process by helping you to produce high-quality Mind Maps, which you can then easily edit or re-draft.

How to Create Mind Maps Effectively

Once you understand how to take notes in the Mind Map format, you can develop your own conventions for taking them further. The following suggestions can help you to get the most from your Mind Maps:

Use Single Words or Uncomplicated Phrases – Keep things simple. In Mind Maps, single strong words and short, meaningful phrases can convey the same meaning more potently. Excess words just clutter a Mind Map.

Print Words – They will be easier to read than joined-up or indistinct writing.

Use Color to Separate Different Ideas – Color can help to show the organization of the subject. It can also make your Mind Map a more appealing document, and help you to visualize the different sections of your Mind Map for future recall.

Use Symbols and Images – Pictures can help you to remember information more effectively than words, so use symbols or pictures that mean something to you, use it.

Use Cross-Linkages – Information in one part of a Mind Map may relate to another part, so draw lines to show these cross-linkages. This will help you to see how one part of the subject affects another.

Visual Example

For a great example of a Mind Map with high visual impact follow the link below https://www.mindtools.com/media/Diagrams/Copy_of_time-management-mind-map.jpg

Приложение 4. Complaint Letter: Useful Vocabulary and Structure

Complaint letters are used to raise your concerns about unfair things, such as bad service, faulty goods, problems with people and to seek a productive outcome.

1. Dear Sir/Madam, (or name if given)

2. Explanation: 1-2 sentences what you are complaining about

- ✓ I am writing to express my dissatisfaction with the... / my concern about
- ✓ I am writing to complain about... / I had been led to believe...
- ✓ I would like to draw your attention to...
- ✓ The reason I am writing to you is poor quality of a ..., which I bought in your store.
- ✓ After only two times it was in use, problems started to appear.

3. Explain in more detail what had happened...

what is the problem

- ✓ I was supposed to receive Unfortunately, that never happened.
- ✓ I could not believe that...

what are you unhappy about

- ✓ You can imagine how unhappy I was to discover...
- ✓ I regret to inform you that your service was below my expectations.

what did you do to resolve the situation

- ✓ I contacted your store immediately in order to return...
- ✓ When I tried to contact you by phone no one could offer me any sensible answer.

how do you feel about the problem

- ✓ You can imagine how receiving this offer upset me.

4. What action you want the person or company to take / What would you like them to do, what will you do?

- ✓ The ideal solution would be... / Nevertheless, I hope/assume you will replace...
- ✓ I hope you can settle this matter by... (doing smth)
- ✓ I insist on getting a refund of...
- ✓ I am very disappointed with the... . Therefore I expect a full refund of \$100 as soon as possible.
- ✓ I hope this matter will be resolved / I trust the situation will improve.

5. Formal ending, name, signature

- ✓ I look forward to hearing from you!
- ✓ I look forward to receiving a prompt reply!
- ✓ Yours sincerely, ... (you know the name of person you are writing to)
- ✓ Yours faithfully, ... (you don't know the name!)

Other useful expressions

- misleading information
- I would like to complain about the poor quality of service I recently received from your company.

- I wish to make a complaint regarding your inefficient staff. (level of service)
- I am writing to complain about the poor train service your company provided from the 5th to the 12th of November. / ... and I missed my plane as a result.
- I am writing to you about the party I have a number of complaints. I hope you will agree that it was a very disappointing evening.
- The problems do not stop here. / ... / Furthermore, ...
- To begin with ... / In addition to this, ... / Added to this, there was no ...
- ... was not worth the money I paid for it.
- Having paid a lot of money for the ... , I found this extremely frustrating
- In your ... you promised a pleasant This was definitely not my experience.
- However, I would like to point out that ...
- I feel I am entitled to a partial refund in addition to an apology for the inconvenience caused.
- Furthermore, you will find a bill on the value of I expect it to be compensated as well.
- I would appreciate it if you could look into the matter as soon as possible.