

Омская гуманитарная академия

О. К. Мжельская, Е. М. Щеглова

**ECONOMICS. POLITICS. SOCIETY**

(ЭКОНОМИКА. ПОЛИТИКА. ОБЩЕСТВО)

Учебное пособие для студентов направления подготовки  
высшего образования – бакалавриата «Экономика»

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# ПРЕДИСЛОВИЕ

Пособие нацелено на формирование навыков чтения оригинальных текстов, развитие умения монологического высказывания и ведения беседы на английском языке, развитие способности и готовности участвовать в межкультурной коммуникации, что будет способствовать формированию у студентов инструментальной компетенции (коммуникативной, лингвистической, социокультурной).

Учебное пособие построено на профессионально ориентированном аутентичном материале при соблюдении принципа комплексного и взаимного развития всех видов речевой деятельности – чтения, говорения, письма и аудирования.

Структура построения учебного пособия основана на актуальной блочно-модульной системе и представляет собой специализированный блок. Всего в пособие входит 10 учебных тем (Unit).

Каждая учебная тема состоит из: 1. Lead in (Введения, представляющего тему с использованием методики мозгового штурма “brain storm”), 2. Vocabulary и Vocabulary Exercises (Лексики к теме раздела и заданий, способствующих активизации лексического материала), 3. Text и After Reading Tasks и 4. Speak and Write (Текста и заданий послетекстового этапа, нацеленных на развитие навыков чтения, устной и письменной речи) и 5. Grammar Review (Представления грамматической темы раздела и комплекса заданий по совершенствованию грамматических навыков). Аудиосопровождение к каждому разделу способствует развитию навыков восприятия на слух аутентичной речи и снимает трудности чтения.

Предлагаемый для изучения тематический материал основан на аутентичных источниках, представленных в интернет-ресурсах, авторских монографиях, профильных учебниках и учебных пособиях, список которых прилагается. При отборе и

обработке учебного материала авторы учитывали личностно ориентированный подход и принцип разноуровневого обучения иностранному языку, который является основополагающим в методике обучения английскому языку, принятой на кафедре.

# UNIT 1

## CENTRAL ECONOMIC PROBLEMS

### Lead in

#### **Task 1. Discuss the following questions:**

1. What is economics?
2. Are you interested in economics?
3. How important is economics?
4. Do you think economics is a good subject to study?
5. What can you say about the economy in your country?
6. What are the major economic problems in your country?
7. Do you think economics is a science?
8. What was the last thing you read or heard about economics?
9. Do you think economics is the most important thing people think about during elections?

#### **Task 2. Match the following words to their definitions.**

1. Economy	a. giving good value or return in relation to the money, time, or effort expended or using the minimum amount of time, effort, language, etc. that is necessary
2. Economic	b. concerned with economics and with the organization of the money, industry, and trade of a country, region, or social group.
3. Economical	c. an expert in economics.
4. Economics	d. the branch of knowledge concerned with the production, consumption, and transfer of wealth.
5. Economist	e. a system according to which the money, industry, and trade of a country or region are organized.
6. Economize	f. a theoretical construct designed to analyse the behaviour of economic agents using quantitative and logical methods.

7. Economic policy	g. a branch of economics that describes and explains economic processes and predicts the outcomes of institutional or policy changes, without making value judgments.
8. Economic model	h. the part of economics that is concerned with how the economy ought to be run. The main considerations are efficiency and equity.
9. Positive Economics	i. the set of controls used by the government to regulate economic activity.
10. Normative Economics	j. save money by spending it very carefully and not buying expensive things.

**Task 3. Choose the best term from Task 2 to complete the following sentences. Add suffixes or endings if necessary.**

1. Home ..... is a subject studied at schools and colleges in which students are taught how to run a house efficiently.

2. New England's ..... is still largely based on manufacturing.

3. All Western ..... are competing against each other.

4. These businesses contribute hundreds of millions of pounds to the ..... of the country.

5. If you make ....., you take action in order to save money, by not spending it on unnecessary things.

6. If you are really going to buy a car, we'll have to ..... on other things.

7. In his works he explains the ideas of the great English ..... J.M. Keynes.

8. This system was extremely ..... because it ran on half-price electricity.

9. What has gone wrong with the ..... system during the last ten years?

10. .... is the oldest of social sciences.



## **Vocabulary:**

1. economy – хозяйство, экономика, народное хозяйство;
2. production – производство, изготовление;
3. consumption and exchange – потребление и обмен;
4. household – домашнее хозяйство;
5. human wants – человеческие потребности;
6. economics – экономика, экономическая наука;
7. allocate – размещать, распределять;
8. scarce – недостаточный, скудный; scarcity – недостаток, нехватка, дефицит;
9. employ – употреблять, применять, использовать;
10. consumer – потребитель; покупатель;
11. determine – определять, решать;
12. quantity – количество;
13. cluster – группироваться;
14. under-developed economy – слаборазвитая экономика;
15. face – сталкиваться с чем-либо;
16. food crops – зерновые продовольственные культуры;
17. manufacture – производить, изготавливать, делать, обрабатывать, перерабатывать;
18. advanced economy – развитая экономика; экономика промышленно развитой страны;
19. shopping mall – торговый центр (крытая улица, состоящая из множества различных магазинов и торговых лавок);
20. therefore – по этой причине;
21. allocation of resources – распределение ресурсов;
22. commodity – товар; предмет потребления;
23. output – результат, продукция, продукт, выпуск (количество выпущенных изделий в натуральном или денежном выражении);
24. cost of production – производственные издержки, затраты на производство;
25. labour-intensive technique – трудоёмкая технология;
26. capital-intensive technique – капиталоемкая технология;

27. consumption – потребление;  
 28. distribution – распределение; распространение.

### Vocabulary exercises

**Exercise 1. Match English and Russian equivalents. Make up sentences using the given terms.**

1. labour-intensive technique	a. капиталоемкая технология
2. consumption and exchange	b. потребление и обмен
3. cost of production	c. человеческие потребности
4. advanced economy	d. слаборазвитая экономика
5. allocation of resources	e. развитая экономика
6. capital-intensive technique	f. распределение ресурсов
7. manufacture	g. производственные издержки
8. human wants	h. трудоёмкая технология
9. under-developed economy	i. производить
10. cluster	j. группироваться

**Exercise 2. Give synonyms to the following words. Give your own examples to show the difference in their meanings.**

Affect, effect, aggregate, change, demand, allocate, borrow, income, seek, require, fair, refer to, scarcity, ultimate, restrict.

**Exercise 3. Choose the right variant to complete the sentence.**

1. (*A command economy / a free market economy*) is a society where the government makes all decisions about production and consumption.

2. (*Economics / Economy*) studies how markets and prices allow society to solve the problems of what, how, and for whom to produce.

3. Every economist sees (*the restriction / the importance*) of the question of what, how, and for whom to produce.

4. Nations have different (*consumption / levels*) of farm production.
5. When (*the price / the importance*) of some goods grows, people will try to use less of them but producers will want to produce more of them.
6. In (*mixed / both*) countries, Canada and the USA, structural changes in the agricultural sector of economy have become of interest to economists and general public in the 80s and 90s of the 20th century.
7. The central economic problem for society is how to reconcile the conflict between people's (*limitless / limited*) demand for goods and services and the resources.

## **Text**

### **Central Economic Problems**

An Economy refers to the system which includes production, consumption and exchange. An Economy includes various things like financial institutions, educational institutions, business firms, household, government etc. Economics is the branch of social science which studies the human wants and their satisfaction. Human wants are unlimited but resources to satisfy these wants are limited. So, the problem of allocating the scarce resources to satisfy the infinite wants is the central economic problem. In economics, the term 'scarcity' means that wants are greater than resources. The producers have to decide how to employ the production factors and the consumers have to determine which of their wants are to be satisfied. Thus scarcity and choice are the central problems of an economy.

The problem of resources scarcity arising before an individual consumer also arises collectively before an economy. On account of this problem an economy has to choose between the following:

1. Which goods should be produced and in how much quantity?
2. What technique should be adopted for production?
3. For whom goods should be produced?

These three problems are known as the central problems or the basic problems of an economy. This is so because all other economic

problems cluster around these ones. These problems arise in all economics whether it is a socialist economy like that of North Korea or a capitalist economy like that of America or a mixed economy like that of India. Similarly, they arise in developed and under-developed economies.

**What to produce?** There are two aspects of this problem—firstly, which goods should be produced, and secondly, what should be the quantities of the goods that are to be produced. An economy wants many things but all these cannot be produced with the available resources. Every society may face similar problem of choice; however the priorities may be different. In less developed economies the choice may be between production of food crops and manufacture of bicycles. In advanced economies the choice may be between building more shopping malls and producing more cars. Therefore, an economy has to choose what goods should be produced and what goods should not. The second problem is what should be the quantities of the goods that are to be produced. Production of goods depends upon the use of resources. Hence, this problem is the problem of allocation of resources. If we allocate more resources for the production of one commodity, the resources for the production of other commodities would be less.

**How to produce?** The second basic problem is which technique should be used for the production of given commodities. This problem arises because there are various techniques available for the production of a commodity such as, for the production of wheat, we may use either more of labour and less of capital or less of labour or more of capital. Therefore, every economy faces the problem of resources combination for the production of a given commodity. The goods would be produced employing those methods and techniques, whereby the output may be the maximum and the cost of production may be the minimum. Broadly speaking, there are two techniques of production: labour-intensive technique and capital-intensive technique. Labour-intensive technique involves greater use of labour and capital-intensive technique involves greater use of capital.

**For whom to produce?** The main objective of producing a commodity in a country is its consumption by the people of this country. However, even after employing all the resources of a country, it is not possible to produce all the commodities which are required by the people. Therefore, an economy has to decide for whom the goods should be produced. This problem is the problem of distribution of the goods and services produced. What goods should be consumed and by whom depends on how national product is distributed among various people.

All the three central problems arise because resources are scarce. Had resources been unlimited, these problems would not have arisen. For example, in case of unlimited resources, we could have produced each and every thing we had wanted, we could have used any technique and we could have produced for each and everybody.

### **After reading tasks**

**Task 1. Read and decide if the following statements are true or false? Correct the false ones.**

1. Economics is the branch of social science which studies the human wants and their satisfaction.
2. Human wants are limited but resources to satisfy these wants are unlimited.
3. Thus production factors are the central problem of an economy.
4. Every society may face similar problem of choice and the priorities should be the same.
5. Every society may face similar problem of choice; however the priorities may be different.
6. What goods should be consumed and by whom depends on how national product is manufactured.
7. All the three central problems arise because resources are scarce.

**Task 2. Answer the following questions.**

1. What is the difference between Economy and Economics?
2. What does the term 'scarcity' mean in economics?

3. Who has to decide how to employ the production factors?
4. Why scarcity and choice are the central problems of an economy?
5. How many basic problems are there in an economy?
6. Can we consider the problem called 'What to produce' as a multiple aspect one?
7. What is the difference of choice priorities for advanced economies and less developed ones?
8. Are there various techniques available for the commodity production?
9. How many techniques of production can we distinguish?
10. What is the main objective of producing a commodity in a country?
11. When these three basic problems would not have arisen?

**Task 3. Find the English equivalents for the following Russian words and word combinations. Reproduce the context.**

Производство, потребление и обмен; учебные заведения; человеческие потребности; ограниченные ресурсы; производственные факторы; отдельный потребитель; группироваться; экономика смешанного типа; доступные ресурсы; сталкиваться с проблемой; распределение ресурсов; технология; издержки производства; трудоёмкая технология; потребление; распределение товаров и услуг; национальный продукт.

**Task 4. Speak and Write.**

1. Is the level of government regulation growing or falling in Russian economy now?
2. Which type does the economy of present-day Russia belong to?
3. What is the government role in mixed economies?
4. Does the world economy produce mostly for the people living in the industrial countries?
5. What is a system? What is an economic system?
6. What do economic goals for a nation usually include?

## Grammar. Повелительное наклонение (*The Imperative Mood*)

Утвердительная форма повелительного наклонения для 2-го лица единственного и множественного числа совпадает с основой инфинитива:

*Write!* - Пишите!

*Come!* - Войдите!

Отрицательная форма повелительного наклонения образуется при помощи вспомогательного глагола *do* и отрицательной частицы *not* и основы инфинитива основного глагола. В разговорной речи употребляется сокращённая форма отрицания *don't*.

*Do not be late. = Don't be late.* - Не опаздывайте.

*Do not do it! = Don't do it!* - Не делай этого!

В предложениях с глаголом в повелительном наклонении подлежащее, как правило, отсутствует. Часто при глаголе употребляется прямое обращение:

*Come along, Nick!* - Пойдем, Ник!

Подлежащее *you* иногда употребляется для придания высказыванию эмоциональной окраски (раздражение, нетерпение, строгое предупреждение и т. п.):

*You mind your own business!* - А ты не лезь не в свое дело!

В отрицательной форме подлежащее обычно стоит после *don't*:

*And don't you forget it!* - И смотри не забудь этого!

В утвердительной форме для выражения настойчивой просьбы может употребляться вспомогательный глагол *do*, который ставится перед основным глаголом:

*Do come tomorrow!* - Обязательно приходи завтра!

Для смягчения приказания, для выражения вежливой просьбы или приглашения с повелительным наклонением употребляются слово *please* (в начале или конце предложения) или краткие вопросы *will you, won't you* в конце предложения:

*Open the window, please.* - Откройте окно, пожалуйста.

*Help me with this task, will you?* - Помоги мне с этим заданием, а?

*Have a cup of tea, won't you?*

- Выпей чашечку чая,  
хорошо?

Для этой же цели употребляется частица *just* в начале предложения, часто в сочетании с *will you* в конце предложения:

*Just come here for a moment, will you?*

- Подойдите сюда на минутку, хорошо?

Иногда *just* в начале повелительного предложения употребляется для того, чтобы обратить особое внимание на что-либо:

*Just look at him!*

- Вы только на него посмотрите!

Повелительное наклонение в 1-м и 3-м лице имеет значение побуждения; формы его образуются при помощи глагола *let* и основы инфинитива смыслового глагола. Лицо/лица, к которому обращено побуждение к действию, в этом случае выражается личным местоимением в объектном падеже (реже – существительным в общем падеже), которое ставится между *let* и основным глаголом.

*Let her go home at once.*

- Пусть она сейчас же идёт  
домой.

*Let me think.*

- Дай подумать.

В 1-м лице множественного числа вместо *let us* обычно употребляется сокращение *let's*:

*Let's go to the cinema.*

- Давай пойдём в кино.

Для придания подобной просьбе или приглашению более вежливого, но и более настойчивого характера в 1-м лице употребляется краткий вопрос *shall we*, который ставится в конце предложения:

*Let's go to the cinema, shall we?*

- Давай пойдём в кино,  
хорошо?

Отрицательная форма повелительного наклонения в 1-м и 3-м лице образуется путём постановки *do not (don't)* перед *let* или при помощи *not* без вспомогательного глагола *do*, которое ставится перед смысловым глаголом:

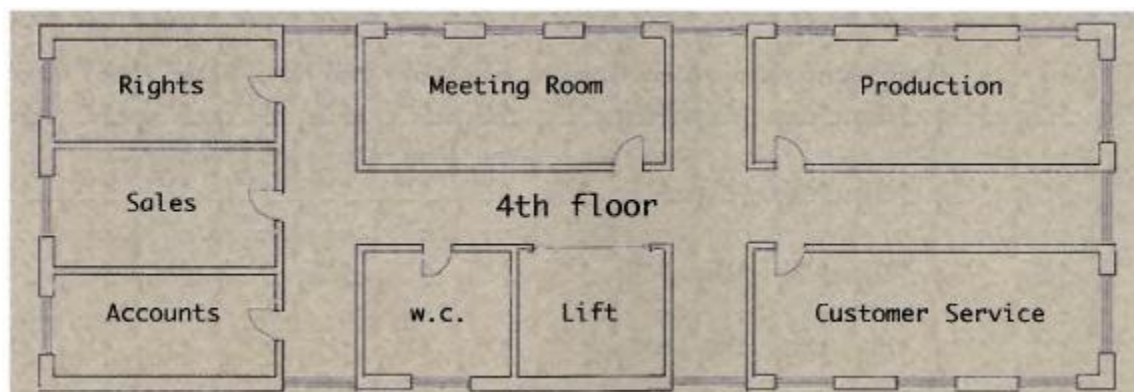
*Don't let us argue about it. =*  
*= Let us not argue about it.*

- Давайте не будем об этом  
спорить.



## Grammar exercises

**Exercise 1.** Look at the plan of the offices. Write down the directions to the places from reception.



**Model:**

**A:** Can you tell me the way to the Accounts Department?

**B:** Yes, of course. Take the lift to the fourth floor. When you get there, turn left, and go down the corridor. Take the first turning on your left, and it is on the right hand side.

**A:** Can you tell me the way to the Production Department?

**B:**-----

**A:** Can you tell me the way to the Rights Department? etc.

**B:**-----

**Exercise 2.** Alan is telling a colleague how to book an online ticket. Fill in the gaps with the words in the box. Reproduce the dialogue.

you	choose	you	click	you	confirm	you	fill
you	give	you	go	you	tell		

**Alan:** First of all, \_\_\_\_you go\_\_\_\_ to the airline's website, so for BA it's britishairways.com, and you'll see the main menu.

**Lars:** OK, so what do I choose?

**Alan:** The link that says 'Booking my trip'. A new page comes up,

and \_\_\_\_\_ them which airport you want to go from and where you want to go to. Then \_\_\_\_\_ in the details of how many passengers there are, and so on.

**Lars:** What about the dates?

**Alan:** For the dates, \_\_\_\_\_ on the calendar and choose the days you want to travel on. Then it gives you details of times and prices, and \_\_\_\_\_ the flights you want.

**Lars:** What about paying?

**Alan:** When you're sure all the details are OK, \_\_\_\_\_ that you want to buy the ticket. Then \_\_\_\_\_ them your credit card details, and that's it.

**Exercise 3. Imagine a business person from another country is coming to your country. Think of some useful advice to give them about your country and the way you do business.**

**Do**

1. Make sure you arrive at meeting on time.
2. ....
3. ....
4. ....
5. ....

**Don't**

1. Don't kiss your business colleagues on the cheek.
2. ....
3. ....
4. ....
5. ....

**Exercise 4. Read the following sayings, find the Imperative Mood and discuss the idea of the sentences.**

«Read, every day, something no one else is reading. Think, every day, something no one else is thinking. Do, every day, something no one

else would be silly enough to do. It is bad for the mind to be always part of unanimity» (Christopher Morley's final message to friends, colleagues, and readers, published in *The New York Times* after his death on March 28, 1957).

«Go to the edge of the cliff and jump off. Build your own wings on the way down» (Ray Bradbury, *Brown Daily Herald*, March 24, 1995).

«Never give in. Never give in. Never, never, never, never – in nothing, great or small, large or petty – never give in, except to convictions of honor and good sense. Never yield to force. Never yield to the apparently overwhelming might of the enemy» (Winston Churchill).

# UNIT 2

## MICROECONOMICS AND MACROECONOMICS

### Lead in

#### **Task 1. Discuss the following questions:**

1. Do you read or watch economics news in newspapers and on the TV?
2. Do you worry about the world economy?
3. Do you know the difference between macroeconomics and microeconomics?
4. What are the biggest economic problems in the world?
5. What do you know about economic growth?
6. What is the effect of economics on society?
7. Do you think if economic aid and economic sanctions work?
8. Who cares most about economics?

#### **Task 2. Match the following words to their definitions.**

- |                |  |
|----------------|--|
| 1. market      | a. a situation in which there is not enough of something |
| 2. scarcity    | b. the act of buying and using products                  |
| 3. goods       | c. the process of making or growing things to be sold    |
| 4. consumption | d. the place where people buy and sell goods             |
| 5. production  | e. things that are produced in order to be sold          |

#### **Task 3. Read the text, fill in the gaps with the words in the box. Translate and retell the text.**

economics	equilibrium	depression	economist	separate strand
markets clearing	theory	unemployment	economics	

## Great Depression and Birth of Macroeconomics

In the 1930s, economies were not in ..... There was high ....., output was below capacity, and there was a state of disequilibrium. Classical ..... didn't really have an explanation for this disequilibrium, which from a micro perspective, shouldn't occur.

In 1936, J. M. Keynes produced his *The General Theory of Employment, Interest and Money*, this examined why the ..... was lasting so long. It examined why we can be in a state of disequilibrium in the macroeconomy. Keynes observed that we can have a negative output gap (disequilibrium in the macroeconomy) for a prolonged time. In other words, microeconomic principles of ..... didn't necessarily apply to macroeconomics. Keynes wasn't the only ..... to investigate this new branch of economics. For example, Irving Fisher examined the role of debt deflation in explaining the great depression. But, Keynes' ..... was the most wide ranging explanation, and played a large role in creating the new branch of macroeconomics.

Since 1936, macroeconomics developed as a ..... within economics. There have been competing explanations for issues such as inflation, recessions and economic growth.

### Vocabulary:

1. branch – отрасль;
2. labour economics – экономика труда;
3. energy economics – энергетическая экономика;
4. monetary economics – денежная [монетарная] экономика; монетарная экономическая теория;
5. international economics – международная экономика;
6. microeconomics – микроэкономика;
7. macroeconomics – макроэкономика;
8. issue – вопрос; проблема;
9. aggregate – совокупный, общий, итоговый, суммарный;
10. national output – совокупный продукт;

11. offer – предлагать, представлять;
12. treatment – трактовка, рассмотрение; толкование;
13. purchase – покупка; приобретение;
14. comparing – сравнивая;
15. relative price – относительная цена;
16. sophisticated – сложный, на уровне современных требований;
17. general equilibrium theory – теория общего равновесия;
18. logical conclusion – логический вывод;
19. simultaneously – одновременно; совместно;
20. pattern of consumption – структура потребления;
21. supply and demand – спрос и предложение;
22. consumer choice – потребительский выбор;
23. wage determination – определение минимальной заработной платы;
24. externalities – внешние эффекты, экстерналии (положительные или отрицательные побочные влияния производства или потребления, осуществляемого одним субъектом, на производство или потребление, осуществляемое другим субъектом);
25. proceed – продолжить движение;
26. impact – влияние, воздействие;
27. real (gross domestic product) GDP – реальный валовой внутренний продукт [ВВП] (выраженная в ценах базового года стоимость конечных товаров и услуг, произведенных в стране за год, т. е. размер ВВП, скорректированный с учётом инфляции);
28. emphasize – подчёркивать, придавать особое значение, выделять;
29. deliberately – умышленно; преднамеренно; сознательно;
30. retain – сохранять; удерживать; поддерживать;
31. breakdown – разбивка, деление на категории [группы];
32. bundle – набор, комплект (напр., товаров или услуг, предоставляемых организацией);

33. fiscal policy – фискальная политика; налоговая политика;
34. unemployment – безработица;
35. government borrowing – государственный кредит [заём];
36. split up – делить;
37. to some extent – до некоторой степени;
38. artificial divide – искусственное разделение;
39. devaluation – девальвация; обесценение; обесценивание;
40. cost-push inflation – инфляция издержек (вызывается ростом производственных издержек при неизменном спросе);
41. blurring – расплывчатость; нечёткость;
42. variable – величина, параметр, переменная.

### Vocabulary exercises

**Exercise 1. Match English and Russian equivalents. Make up sentences using the given terms.**

1. national output	a. инфляция издержек
2. purchase	b. теория общего равновесия
3. general equilibrium theory	c. совокупный продукт
4. pattern of consumption	d. величина, параметр, переменная
5. consumer choice	e. внешние эффекты
6. externalities	f. покупка; приобретение
7. impact	g. потребительский выбор
8. retain	h. расплывчатость; нечеткость
9. bundle	i. структура потребления
10. government borrowing	j. сохранять; удерживать
11. split up	k. государственный кредит
12. artificial divide	l. делить
13. cost-push inflation	m. набор, комплект
14. blurring	n. искусственное разделение
15. variable	o. влияние, воздействие

## **Exercise 2. Choose the right variant to complete the sentence.**

1. A fundamental method for analyzing the economy as a system is .....  
a) *government regulation*    b) *microeconomics*    c) *production theory*
2. Labour services, capital and land are called .....  
a) *production process*    b) *costs*    c) *factors of production*
3. The market may reach ..... when price and quantity balance.  
a) *equilibrium*    b) *balance*    c) *equation*
4. .... is the conversion of inputs into outputs.  
a) *distribution*    b) *consumption*    c) *production*
5. .... include new buildings, trucks, roads, etc.  
a) *investment goods*    b) *public goods*    c) *private goods*

## **Text**

### **Microeconomics and Macroeconomics**

Many economists specialize in a particular branch of the subject. For example, there are labour economics, energy economics, monetary economics, and international economics. We can also classify branches of economics according to the approach or methodology that is used. The very broad division of approaches is called microeconomics and macroeconomics. Microeconomics is the study of particular markets, and segments of the economy. It looks at issues such as consumer behaviour, individual labour markets, and the theory of firms. Macroeconomics is the study of the whole economy. It looks at 'aggregate' variables, such as aggregate demand, national output and inflation.

Microeconomic analysis offers a detailed treatment of individual decisions about particular commodities. For example, we might study why individual households prefer cars to bicycles and how producers decide whether to produce cars or bicycles. We can then aggregate the behaviour of all households and all firms to discuss total car purchases and total car production. Within a market economy we can discuss the market for cars. Comparing this with the market for bicycles, we may be



able to explain the relative price of cars and bicycles and the relative output of these two goods. The sophisticated branch of microeconomics known as *general equilibrium theory* extends this approach to its logical conclusion. It studies simultaneously every market for every commodity. From this it is hoped that we can understand the complete pattern of consumption, production, and exchange in the whole economy at a point in time. So, microeconomics is concerned with:

- Supply and demand in individual markets.
- Individual consumer behaviour. e.g. consumer choice theory.
- Individual labour markets – e.g. demand for labour, wage determination.
- Externalities arising from production and consumption.

It is here that microeconomists and macroeconomists proceed down different avenues. Microeconomists tend to offer a detailed treatment of one aspect of economic behaviour but ignore interactions with the rest of the economy in order to preserve the simplicity of the analysis. For example, if we look at a simple supply and demand for motor cars. Microeconomics is concerned with issues such as the impact of an increase in demand for cars. The microeconomic analysis shows that the increased demand leads to higher price, and higher quantity. But macroeconomic analysis looks at all goods and services produced in the economy; it looks at Real GDP (which is the total amount of output produced in the economy) instead of quantity.

Macroeconomics emphasizes the interactions in the economy as a whole. It deliberately simplifies the individual building blocks of the analysis in order to retain a manageable analysis of the complete interaction of the economy. For example, macroeconomists typically do not worry about the breakdown of consumer goods into cars, bicycles, televisions, and calculators. They prefer to treat them all as a single bundle called 'consumer goods' because they are more interested in studying the interaction between households' purchases of consumer goods and firms' decisions about purchases of machinery and buildings. Macroeconomics is concerned with:

- Monetary / fiscal policy. e.g. what effect does interest rates have on whole economy?
- Reasons for inflation, and unemployment.
- Economic growth.
- International trade and globalisation.
- Reasons for differences in living standards and economic growth between countries.
- Government borrowing.

Although it is convenient to split up economics into two branches – microeconomics and macroeconomics, it is to some extent an artificial divide.

1. Micro principles are used in macroeconomics. If you study impact of devaluation, you are likely to use same economic principles, such as the elasticity of demand to changes in price.

2. Micro effects macroeconomics and vice versa. If we see a rise in oil prices, this will have a significant impact on cost-push inflation. If technology reduces costs, this enables faster economic growth.

3. Blurring of distinction. If house prices rise, this is a micro economic effect for housing market. But, housing market is so influential that it could also be considered a macro-economic variable, and will influence monetary policy.

4. There have been efforts to use computer models of household behaviour to predict impact on macro economy.

### **After reading tasks**

**Task 1. Read and decide if the following statements are true or false? Correct the false ones.**

1. We can classify branches of economics according to the approach or methodology that is used.

2. Microeconomics is the general study of any markets, and segments of the economy.

3. Microeconomics looks at ‘aggregate’ variables, such as aggregate demand, national output and inflation.

4. Microeconomic analysis offers a detailed treatment of individual decisions about particular commodities.
5. The economists never aggregate the behaviour of all households and all firms.
6. General equilibrium theory studies simultaneously all market for every commodity.
7. Microeconomics is concerned with externalities arising from production and consumption.
8. Microeconomists ignore interactions with the rest of the economy.
9. Macroeconomics deliberately complicates the individual building blocks of the analysis.
10. Macroeconomics is concerned with monetary policy and reasons for inflation, and unemployment.
11. If we see a rise in oil prices, this will not have a significant impact on cost-push inflation.

**Task 2. Answer the following questions.**

1. Can you name the examples of economists' specialization?
2. What ground can we classify branches of economics on?
3. What does microeconomics study?
4. Which economics looks at 'aggregate' variables?
5. What kind of treatment of individual decisions does microeconomic analysis offer?
6. Why do we need to aggregate the behaviour of all households and all firms?
7. Can you name the sophisticated branch of microeconomics?
8. What is microeconomics concerned with?
9. What economists tend to offer a detailed treatment of one aspect of economic behavior?
10. Which analysis looks at Real GDP instead of quantity?
11. How does macroeconomics emphasize the interactions in the economy?

12. Why don't macroeconomists typically worry about the breakdown of consumer goods into cars, bicycles, televisions, and calculators?

13. What is macroeconomics concerned with?

14. Is there an interference of microeconomics and macroeconomics?

**Task 3. Find the English equivalents for the following Russian words and word combinations. Reproduce the context.**

Определённая отрасль; денежная экономика; широкое разделение; поведение потребителей; национальный доход; подробное рассмотрение; общий объём производства автомобилей; сравнительный выпуск; логический вывод; теория потребительского выбора; продолжить идти; занимается вопросами; большее количество; реальный валовой внутренний продукт; контролируемый анализ; ставки процента; искусственное разделение; эластичность спроса.

**Task 4. Speak and Write.**

1. Give your own examples of the environmental influence on a business / on an individual.

2. Prepare a short report on the biography of a famous economist.

3. How significant is the economic analysis? In what areas would its impact be the strongest?

4. Summarize the information of the Unit to be ready to speak on both branches of Economics. The first step to be done is to write the plan of your future report.

5. Choose any question (problem, topic) relating to micro or macroeconomics and prepare a 5–7 minute report. Refer to different additional sources to make your report instructive, interesting and informative.

## Grammar Revision: Modal Verbs. Prepositions. Phrasal Verbs.

### Modal verbs

#### Grammar exercises

**Exercise 1. Complete the sentences with *can*, *can't*, *could*, or *couldn't*.**

**Model:** The presentation was OK, but you spoke too quietly and lots of people *couldn't* hear you.

1. I loved the hotel – the views were great and from my room I ..... see the sea.
2. We wanted to run some TV ads, but we ..... afford it, so we advertised on the radio.
3. I can use Microsoft Word and Excel, but I ..... use Powerpoint.
4. The negotiations went wrong because we ..... agree on a price.
5. I grew up in Madrid, so when I was three or four, I ..... speak Spanish and English.
6. I speak a little French, but I ..... understand people when they speak too fast.

**Exercise 2. An accountant is talking to a new client. Complete the dialogue with *must* or *mustn't*.**

**A:** OK, let's go over the most important points again. First of all, when you buy something or order something, you ..... keep the receipts.

**B:** Sometimes you don't get a receipt - parking the car, for example.

**A:** Well, then you ..... write the details down in a book and you can claim the money later. But you ..... remember that the money for the business and your own money are different. You ..... use money from the business to buy cigarettes, for example.

**B:** And what about these VAT forms? When .....I fill them in?

**A:** You ..... send them in every three months - I will remind you and help you with the figures, but they ..... be late or you will cause a lot of trouble.

**Exercise 3. Complete the sentences with *mustn't* or *needn't*.**

1. You ..... use the company phone line to make personal calls.
2. You.....go to the bank for money - you can use the cash machine at the supermarket.
3. There will be plenty of seats, so you ..... book one in advance.
4. Tell Bill the meeting is very important. It starts at 8.15 and he ..... be late.
5. You..... make a decision now – you can have a few days to think about it.
6. Next time you give a presentation, you ..... move around so much. Try to stand still.
7. By the way, you ..... worry about that invoice. I paid it last week.

**Prepositions**

**Exercise 1. Fill in the gaps using prepositions where necessary.**

1. .... a command economy that relies ..... central planning, government's economic role is ..... prime importance.
2. .... a free-market economy, economic decisions are made ..... firms and individuals and resources are allocated ..... markets.
3. Economic statistics is the statistics about levels..... production and consumption..... an economy, exports and imports, inflation and other information. It is usually collected ..... government.
4. The municipal council made a decision last year to allocate more money ..... the construction .....the bridge ..... the airport.
5. .... such high prices ..... food the government cannot hope to keep its consumption ..... a sufficient level.
6. When people are poor, social services are ..... higher demand.
7. The European Union's statistics are collected ..... the union level and ..... national levels of member countries.
8. The demand ..... bread has been going down ..... Western Europe ..... several years.

9. Some direct methods ..... price regulation are sometimes used ..... governments, but they usually rely ..... indirect regulation.
10. Prices ..... farm products have been an example ..... government regulation ..... prices ..... the USA ..... a long time.
11. Individuals ..... demand ..... goods and services not only determine what and how much is produced ..... an economy, but also how many workers are allocated ..... every industry.

**Exercise 2. Translate into Russian in written form. Pay attention to the prepositions.**

In 1776, the Scottish professor of philosophy, Adam Smith, published *The Wealth of Nations*. In this book, the first systematic study of capitalism, Smith described his principle of the “invisible hand”. This principle states that each person, pursuing his or her self-interest without interference by government, will be led, as if by an invisible hand, to achieve the best good for society. Self-interest drives people to action, but alone it is not enough. People must understand the effects of their decision and their economic well-being. They must think rationally if they are to make the right decisions. Because of this, economists long ago introduced the concept of economic man. This notion holds that each person is motivated by economic forces. In other words, each person will always attempt to obtain the greatest amount of satisfaction for the least amount of sacrifice or cost. This satisfaction may take the form of greater profits for a businessperson, higher wages or more leisure time for a worker, and greater pleasure from goods purchased for a consumer. Of course, these assumptions are not entirely realistic. People may be motivated by forces other than self-interest. Nevertheless, the idea of economic man does deserve as a reasonable approximation of the prevailing pattern of economic behaviour in a capitalistic society. And in economics, as in other social sciences, reasonable approximations are often the best that can be made.

## Phrasal Verbs

**Exercise 1. Choose an appropriate phrasal verb. Consult your dictionary if necessary.**

1. Some people believe that it is necessary to.....capital punishment.

- a) bring back                      c) carry on
- b) bring about                    d) give down

2. When you.....writing the project, do not forget to consult the dictionary.

- a) get back to                    c) go over to
- b) get down to                   d) set off to

3. Jane has.....many troubles last year, but she remained confident and persistent.

- a) gone to                        c) got through
- b) stayed up through          d) gone through

4. Many people are.....by false promises to make them rich.

- a) taken in                       c) taken over
- b) taken through               d) taken back

5. The company.....five new employees every year.

- a) takes on                       c) holds on
- b) takes up                       d) carries on

6. The burglary has nothing.....Susan. It is unfair to accuse her of it.

- a) to do away with              c) to take after
- b) to bring about with          d) to do with

7. The professor refused to check Jane's test because he could not.....her handwriting.

- a) go through                    c) make out
- b) make up                       d) make for

8. The government should .....crime.

- a) do away with                   c) make out with
- b) do with                         d) make away with



9. My business makes me.....a lot. I have been to many countries.

- |               |               |
|---------------|---------------|
| a) get around | c) get across |
| b) get back   | d) get over   |

10. Fortunately, all of my classmates.....university.

- |                 |             |
|-----------------|-------------|
| a) got over to  | c) got into |
| b) went over to | d) made for |

**Exercise 2. Replace the phrases in brackets with phrasal verbs. Use each of the following verbs once: *carry on, look up to, give up, put up, tell off, look forward to, look up, get on with.***

I'll never forget my English teacher at school. I never (liked being with).....her. If there was a word I didn't understand, she used to make me (find the meaning) .....it ..... in the dictionary. I never dared to (raise) .....my hand because I was afraid she'd (talk angrily to) ..... me ..... And if I (stopped) .....doing the exercises she gave us for any reason, she got furious. I (was always excited about) .....always ..... the end of the lesson. That s why I always (admire) ..... my brother George, because he (continued) ..... studying English until he left school.

# UNIT 3

## DIFFERENT TYPES OF BUSINESS ORGANIZATION IN THE UK

### Lead in

**Task 1. Match the terms to their meanings.**

<b>1. Industry</b>	a. is a person who owns shares in a company.
<b>2. Trade</b>	b. means a place where materials are extracted or converted into finished or semi-finished products.
<b>3. Commerce</b>	c. is the officer of a company or other organization responsible for seeing that decisions on principles by the board of directors are actually implemented in day-to-day operations.
<b>4. Sole Trader</b>	d. is a market in which securities are bought and sold.
<b>5. Franchise</b>	e. means a process of buying and selling of commodities.
<b>6. Shareholder</b>	f. are essential things that people need, especially when these are provided in large quantities.
<b>7. Chief Executive</b>	g. is an offer to purchase all the shares of a company, thereby acquiring control of it.
<b>8. Stock Exchange</b>	h. relates to financial transportation insuring & allied activities.
<b>9. Supplies</b>	i. is a general title or concept used for creating or marketing a series of products, typically films or television shows.
<b>10. Takeover Bid</b>	j. is a person who owns their own business and does not have a partner or any shareholders.

**Task 2. In broad sense business includes industry commerce & trade. Its main aim is to increase wealth. If you are willing to set up your own business, the form of organization will be decided by various factors. Discuss the given below factors, range them according to their importance:**

- Size and nature of the business to be started.
- Technical difficulties.
- Market condition (competition and scope of the article in the market).
- Capital required to start the business and the means to collect the funds.
- Limitation and restriction put forth by the government (grant of loan, license, foreign exchange etc.)

**Task 3. Read the text; fill in the gaps with the words in the box. Translate and retell the text.**

Structures	completing	traditional	system	hierarchical
government	pyramid	branches	judicial	equals
subordinate	shape	entities	in charge	descending
				filled with

Organizational ..... are created to support a central idea or goal and support everyone involved in ..... their jobs regarding that central idea. The hierarchical organizational structure is a ..... organizational ..... The .....of a hierarchical organizational structure is the pyramid. A hierarchical organization is a group of ..... structured to be subordinate to a central idea, person or group of persons. The person or department ..... sits at the top of the pyramid. Each department sits below the top in ..... order of subordination. The flat bottom of the pyramid is ..... the bulk of the population of the organization.

A good example of a hierarchical organizational structure is the United States ..... At the top of the ..... is the Constitution; this is the governing concept (idea, goal) on which the government is based. Below it are the three ..... of government: the executive branch, the ..... branch and the legislative branch. These three branches are ..... and sit in a horizontal line below the Constitution. Directly below the three branches, the ..... that answer to that branch (authority) are listed horizontally. Directly below those departments are the personnel, offices or organizations ..... to those departments.

### **Vocabulary:**

1. sole trader – индивидуальный предприниматель;
2. partnership – партнёрство, товарищество;
3. franchises – франчайзинг; франшиза;
4. ownership – собственность; владение; право собственности;
5. plumbing – водопроводное дело; слесарные работы;
6. busking – уличный перформанс;
7. construction industry – строительная промышленность;
8. catering – общественное питание, кейтеринг;
9. set up – учреждать; открывать;
10. disadvantage – недостаток; неудобство;
11. limited liability – ограниченная ответственность;
12. jack-of-all-trades – мастер на все руки;
13. accountancy firm – бухгалтерская фирма;
14. workload – объём работ, (трудовая, рабочая) нагрузка;
15. raise – поднимать, повышать, увеличивать;
16. pool – объединять;
17. cope – справиться; выдержать, совладать;
18. write out – выписывать, выставлять;
19. deed of partnership – акт о сотрудничестве;
20. witnessed – заверено, удостоверено;
21. profits and losses – прибыли и убытки;

- 22. shareholder – акционер; владелец акций;
- 23. appoint – назначать; определять;
- 24. Chief Executive – генеральный директор;
- 25. senior official – руководящий работник;
- 26. on behalf of – от чьего-либо имени (лица), по чьему-либо поручению;
- 27. Board – совет, комитет;
- 28. Registrar of Companies – бюро по регистрации акционерных компаний;
- 29. public company – открытая акционерная компания;
- 30. Stock Exchange – фондовая биржа;
- 31. takeover bid – предложение о покупке контрольного пакета акций;
- 32. carry out – осуществлять, проводить в жизнь;
- 33. issue with – выдавать, отпускать, снабжать;
- 34. equipment – оборудование; оснащение;
- 35. franchisor – франчайзер, франшизодатель;
- 36. franchisee – франчайзи, франшизополучатель;
- 37. confectionary – кондитерская;
- 38. supplies – расходные материалы;
- 39. day-to-day management – повседневное руководство; оперативное управление;
- 40. training – обучение; профессиональная подготовка.

### **Vocabulary exercises**

**Exercise 1. Use the English equivalents for the Russian words and word combinations given in brackets.**

1. Being the oldest form of business, (*товарищество*) is the main form of (*собственности*) in farming, (*строительная промышленность*), repairing work and service such as hairdresser's, selling retail estate, etc. (*Владелец*) provides complete control over the business, its loans, capital and policies.

2. (*Ограниченная ответственность*) companies (LLC) differ slightly from one country to the next. However, it is essentially a hybrid entity that combines the characteristics of a corporation and a partnership or (*индивидуальный предприниматель*).

3. We are well aware that there are a sufficient number of (*бухгалтерская фирма*) in the UK that provide accounting services including tax assistance.

4. (*Ограниченная ответственность*) of the shareholders is sure to be one of the major benefits of any corporation.

5. India has one (*бюро по регистрации акционерных компаний*) or each of the below regions. Each state typically has one registrar office or shares an office with neighboring states and/or union territories.

### **Exercise 2. Choose the right variant.**

1. ....controls all the financial dealings of the company.

a) *Senior Manager*                      b) *Accountant*                      c) *Sales Manager*

2. The ..... is responsible for keeping a continuous supply of work flowing to all production staff.

a) *Production Manager*    b) *Sales Manager*    c) *Distribution Manager*

3. The ..... has the major responsibility for running of the company.

a) *Distribution Manager*    b) *Managing Director*    c) *Production Manager*

4. A human resources department is responsible for recruitment of new .....

a) *employers*                      b) *directors*                      c) *employees*

5. A marketing department is responsible for .....

a) *recruitment*                      b) *market research*                      c) *promotion*

### **Text**

#### **Different Types of Business Organization in the UK**

The different types of business organization to be found in the UK and most other capitalist countries may be classified under the four main headings: sole traders, partnerships, companies, franchises.

**The sole trader** is the most common form of business ownership and is found in a wide range of activities (e.g. window cleaning, plumbing, electrical work, busking). In the UK about 20 percent of sole traders operate in the construction industry, a further 20 percent in retailing, and about 10 percent in finance, and 10 percent in catering. No complicated paperwork is required to set up a sole trader business. Decisions can be made quickly and close contact can be kept with customers and employees. All profits go to the sole trader, who also has the satisfaction of building up his or her own business. But there are disadvantages. As a sole trader you have to make all the decisions yourself, and you may have to work long hours. You do not have limited liability, and you have to provide all the finance yourself. As a sole trader you need to be a jack-of-all-trades.

An ordinary **partnership** can have between two and twenty partners. However, the Partnership Act of 2002 has made it legal for some forms of partnership e.g. big accountancy firms to have more partners who also enjoy limited liability. People in business partnerships can share skills and the workload, and it may be easier to raise the capital needed. For example, a group of doctors are able to pool knowledge about different diseases, and two or three doctors working together may be able to operate a 24 hour service. When one of the doctors is ill or goes on holiday, the business can cope. Partnerships are usually set up by writing out a deed of partnership which is witnessed by a solicitor and sets out the important details such as how the profits and losses will be shared. Partnerships are particularly common in professional services e.g. accountants, solicitors, vets.

**A company** is owned by shareholders who appoint Directors to give direction to the business. The Chief Executive is the senior official within the company with responsibility for making major decisions. Specialist managers will be appointed to run the company on behalf of the Board. Every company must register with the Registrar of Companies, and must have an official address. Private companies have Ltd after their name. They are typically smaller than public companies

although some like Portakabin and Mars are very large. Shares in a private company can only be bought and sold with permission of the Board of Directors. Shareholders have limited liability. A public company like Cadbury-Schweppes or BT can sell shares to the public and to financial institutions and have their shares traded on the Stock Exchange. The main advantage is that large amounts of capital can be raised very quickly. One disadvantage is that control of a business can be lost by the original shareholders if large quantities of shares are purchased as part of a takeover bid. In order to create a public company the directors must apply to the Stock Exchange Council, which will carefully check the accounts.

**Franchising.** A franchise grants permission to sell a product and trade under a certain name in a particular area. If I have a good idea, I can sell you a licence to trade and carry out a business using my idea in your area. The person taking out the franchise puts down a sum of money as capital and is issued with equipment by the franchising company. The firm selling the franchise is called the franchisor and a person paying for the franchise is called the franchisee. Where materials are an important part of the business (e.g. confectionary, pizza bases, hair salons) the franchisee must buy an agreed percentage of supplies from the franchisor, who thus makes a profit on these supplies as well as ensuring the quality of the final product. The franchisor also takes a percentage of the sales of the business, without having to risk capital or become involved in the day-to-day management. The franchisee benefits from trading under a well-known name and enjoys a local monopoly. Training is usually arranged by the franchisor. The franchisee is his or her own boss and takes most of the profits.

### **After reading tasks**

**Task 1. Read and decide if the following statements are true or false? Correct the false ones.**

1. In the USA about 20 percent of sole traders operate in the construction industry.



2. A lot of complicated paperwork is required to set up a sole trader business.
3. All profits go to the sole trader, who also has the satisfaction of building up his or her own business.
4. Big accountancy firms have more partners who can't enjoy limited liability.
5. Partnerships are usually set up by writing out a deed of partnership which is witnessed by a solicitor.
6. A company is owned by registered partners who appoint Directors to give direction to the business.
7. Specialist managers will be appointed to run the company on behalf of the Director.
8. The main advantage of a public company is that large amounts of capital can be raised very quickly.
9. In order to create a public company the directors must apply to the House of Lords.
10. A franchise grants permission to buy a product and trade under a certain name in a particular area.
11. The firm selling the franchise is called the franchisor and a person paying for the franchise is called the franchisee.
12. The franchisor also takes risks of the sales of the business.

**Task 2. Answer the following questions.**

1. How many different types of business organization can be found in the UK?
2. What is the most common form of business ownership? And in what activities can it be found?
3. Do you know any advantages and disadvantages of a sole trader?
4. Who is known to be a jack-of-all-trades?
5. How many partners can an ordinary partnership have?
6. What can people in business partnerships share?
7. What do you need to write out to set up a partnership?
8. Who appoints the company Directors?

9. What is the Chief Executive usually responsible for?
10. What companies have Ltd after their name?
11. How are the shares sold in a private company and in a public company?
12. When that control of a business can be lost by the company original shareholders?
13. What kind of permission does a franchise grant?
14. Who puts down a sum of money as capital and is issued with equipment by the franchising company?
15. When must the franchisee buy an agreed percentage of supplies from the franchisor?
16. Is training usually arranged by the franchisor or by the franchisee?

**Task 3. Find the English equivalents for the following Russian words and word combinations. Reproduce the context.**

Организационная форма бизнеса; спектр деятельности; сложный документооборот; тесный контакт; работать сверхурочно; закон «О товариществе»; привлекать капитал; объединять знания; прибыли и убытки; основные решения; официальный адрес; Совет директоров; владельцы акций первого выпуска; совет по фондовым биржам; предоставить разрешение; франчайзинговая компания; согласованная доля; оперативное управление; местная монополия.

**Task 4. Read the sentences, find the ones informing about advantages and disadvantages of any pattern of ownership. Prove your choice.**

1. It is rather a cheap form of business ownership, the purchase of licence being the first step for starting it.
2. One is personally liable for the debts of others.
3. Having bought a share in a business, one risks to lose only the sum of money invested in it.
4. Highly qualified specialists can be hired for running the everyday business.

5. Annual reports about the business activity are easily available to all interested parties.
6. One possesses much freedom in making managerial decisions, completely controls the business, capital and obtains the profits.
7. One is in close contact with employees.
8. One should take all the risks and full responsibility for all results from the decisions made.
9. Personal assets can be sold for the business debts.
10. Management is not always at a professional level.
11. The stability of the business greatly depends on individual behavior and abilities.
12. It is difficult to determine one's share in the business and to recover money if the business dissolves.
13. The business continues to be operated successfully even if the owner retires.
14. Information concerning the business isn't available to the general public.

### **Task 5. Speak and Write.**

1. What are the main reasons of developing different forms of business ownership?
2. What are the main disadvantages of a sole proprietorship? Why do you think this form of business is very risky?
3. How can large amounts of money attracted by a corporation be used?
4. What major Russian companies or corporations do you know?
5. Do you know any Russian companies that have dissolved? Why did they fail?

### **Grammar: Апостроф (The Apostrophe)**

Апостро́ф (др.-греч. ἀπόστροφος – «обращённый назад») – орфографический знак в виде надстрочной запятой (’), который употребляется в буквенном письме разных языков в различных функциях.

Основные правила постановки апострофа в английском языке:

### 1. Указание принадлежности 's-s' – s's

Ставим перед *S*, когда что-то принадлежит кому-либо или чему-либо и этот обладатель указан в единственном числе.

- *the accountant's books* – книги бухгалтера,
- *the company's marketing strategy* – маркетинговая стратегия компании.

**NB:** в этом случае совсем не имеет значения, сколькими вещами обладает их хозяин (как в примере – книг много, а стратегия одна). Важно лишь то, что обладатель этих предметов указан в единственном числе – бухгалтер и компания.

Ставим после *S*, когда обладателей чего-либо становится много.

- *the employers' association* – ассоциация работодателей.

**NB:** в английском языке есть такие существительные, множественное число которых образуется нетипичным способом. У таких существительных апостроф ставится на то же место, что и в случае с существительными в единственном числе, так как подобные слова не оканчиваются на "s". Например: *women's magazine* (журнал для женщин), *children's toys* (игрушки для детей).

Ставим между двумя *S* после существительных в единственном числе, оканчивающимися на *S*. Есть два варианта:

- *James's wife and James' wife* – оба варианта грамматически правильные. Однако, исходя из правил выше, первый вариант будет вернее, если учитывать то, что существительное "James" стоит в единственном числе. Впрочем, второй вариант считается более простым и лёгким, поэтому употребляется чаще.

**Несколько особых моментов в использовании апострофа первой группы:**

А) Всегда используйте апостроф, когда говорите о временных периодах в таких случаях

- *"one month's holiday"* – каникулы длиной в один месяц
- *"four hours' delay"* – промедление в четыре часа.

Проще запомнить, если считать, что каникулы принадлежат месяцу, а промедление – четырём часам.

В) Апостроф следует применять и в этих случаях:

- *“the text must go to the printer’s”* – текст должен отправиться в печать;

- *“rates are lower than other companies”* – тарифы ниже, чем у других компаний.

Здесь апостроф ставится из-за того, что в предложениях имеется в виду *“the printer’s firm”* and *“other companies’ rates”*.

С) Используйте апостроф в том случае, когда в предложении говорится о совместном владении.

- *“Helen and Brian’s new products”* – Здесь очень важно, что новый продукт был изобретён совместно – Хэлен и Брайном, тогда как, если бы фраза звучала:

- *“Helen’s and Brian’s new products”* это означало бы, что эти два человека сделали абсолютно отдельные открытия.

## 2. Сокращение

Замена букв, пропущенных в слове, которое было сокращено или упрощено. Использование апострофа в этой функции можно разделить на несколько категорий.

Разговорный английский язык:

*am – ‘m – «I’m just coming!»*

*are – ‘re – «They’re late again.»*

*has, is – ‘s – «who’s going to help me with the dishes?»*

*have ‘ve – «We’ve got something to tell you»*

*had, would – ‘d*

*shall, will – ‘ll*

*not – n’t*

Кроме того, апостроф может заменять выпавшие буквы с двух сторон слова:

*salt ‘n’ pepper (m.e. and).*

В довольно редких случаях апостроф указывает на то, что оригинал, от которого произошло слово, когда-то был длиннее, но со временем его упростили:

*'cello – violoncello*

*o'clock* – сокращенная форма от грамматической конструкции 18-го века *of the clock*

• В литературе апостроф часто используется для того, чтобы выразить какой-нибудь местный диалект, например, речь типичного лондонца.

*'ave you seen 'em 'angin' around 'ere lately?» – have you seen them hanging around here lately? – Ты не замечал, чтобы они болтались здесь в последнее время?*

**NB:** хотя сокращения и широко распространены в английском и делают вашу речь более естественной, их следует избегать в официальной документации.

Также апостроф может использоваться и для показания множественного числа в таких предложениях, как:

• *Our sales prices in the 1980's were higher than they are now.* – Наши цены в 1980-х годах были выше, чем сейчас.

• *My name is spelt with two i's.* – Мое имя пишется с двумя "i".

• *He regaled me with if's and but's.* – Он потчевал меня своими "если" и "но".

Интересен особый случай использования апострофа в словах, оканчивающихся на *-ing*, где он указывает, что последний звук должен читаться как [n], а не как [ŋ]:

• *I spent most o' the day replacin' the broken bit...* вместо *replacing* и *of*.

### **Grammar exercises**

#### **Exercise 1. Fill in the gaps with the right form of a noun.**

1. My aunt is my ... sister.

a. *aunt's*      b. *grandfather's*      c. *mother's*      d. *brother's*

2. My cousin is my ... daughter.

*a. aunt's    b. mother's    c. sister's    d. brother's    e. father's*

3. My mother has a sister, her son is my ... nephew.

*a. mother's    b. aunt's    c. sister's    d. brother's*

4. My ... father is my father-in-law.

*a. uncle's    b. husband's    c. father's    d. brother's*

5. My father has a brother, his daughter is my ... niece.

*a. father's    b. uncle's    c. brother's    d. grandmother's*

6. My ... parents are my grandparents.

*a. niece's    b. brother's    c. sister's    d. friend's    e. mother's*

7. My ... children are my grandchildren.

*a. mother's    b. daughter's    c. father's*

**Exercise 2. Use the right variant to change the word combinations written in bold where it is possible.**

**1. the shade of the tree**

1. the tree's shade

2. the trees' shade

3. the trees's shade

4. -

**2. the economy of the country**

1. the country's economy

2. the economys' country

3. the countrys' economy

4. -

**3. the work of the next week**

1. the next's week work

2. the next week's work

3. the next weeks' work

4. -

**4. the toys of my children**

1. my children toys

2. my childrens' toys

3. my children's toys

4. -

**5. the bedroom of my sisters**

1. my sister's bedroom

2. my sisters' bedroom

3. my sisters's bedroom

4. -

**6. the hobby of my wife**

1. my wife's hobby

2. my hobby's wife

3. my wifes' hobby

4. -

**7. the holiday of three weeks**

1. the three weeks' holiday

2. the three weeks's holiday

**8. the photo of her boyfriend**

1. her photo's boyfriend

2. her boyfriend's photo

3. the holiday's three weeks

4. -

**9. the decision of the government**

1. the governments' decision

2. the government' decision

3. the government's decision

4. -

**11. the bottom of the box**

1. the box's bottom

2. the boxs' bottom

3. the box' bottom

4. -

3. her boyfriends' photo

4. -

**10. the wedding of Tom  
and Jane**

1. Tom's and Jane's wedding

2. Tom and Jane's wedding

3. Tom and Janes' wedding

4. -

**12. the car of the Millers**

1. the Millers's car

2. the Miller's car

3. the Millers' car

4. -



## UNIT 4

# TAXES IN THE UK

### Lead-in

**Task 1. Read the dialogue aloud in pairs, translate it. Reproduce the dialogue paying attention to the expressions in italics.**

**A:** *Are you for or against* self-sufficiency?

**B:** *I definitely think that* countries should be self-sufficient in food and basic necessities.

**A:** *But that's impossible* in the modern world where countries have such large populations and economies are so interdependent.

**B:** *What I'm saying is that* we are too interdependent. Perhaps our populations are too big. *That's why I'm advocating* self-sufficiency as a goal.

**A:** *Then can you tell me what's wrong with* helping one another out. If Middle East countries which are covered with desert can earn money from oil production and if mountainous countries like Japan can export good cars, *why shouldn't they* import their food?

**B:** *Well, firstly we should ask if* they should be using up all that oil. Future generations may use it more wisely. Does the world really need more and more motor cars? *How will* Japan sustain such a large population if countries decide to change direction?

**A:** *I expect that* Japan could adapt. It has a highly skilled workforce and a good technological base.

**B:** *That doesn't mean* it will switch its exports to products which the world really needs.

**A:** *Well, why should* Japan be self-sufficient in food then?

**B:** *You see, the alternative is* to buy food on the world market. *We all know that* when demand rises, so does the price. And when the price of food goes up, the poor countries which really need it are the last to afford it.

**A:** But many poor countries are food producers. *Surely, they can only benefit from* better prices.

**B:** The multinational companies which own the banana and sugar plantations *may* profit, *but very little* money is distributed to hungry people without jobs.

**A:** More demand should create a few more jobs!

**B:** *I doubt that* pay and conditions are very good. *Besides*, the production lines are often highly mechanized.

**A:** *Come off it!* Agriculture in the Third World is still fairly labour intensive.

**B:** *Even so, not all* Third World countries are food producers. The hamburger farms of those that are, make very wasteful use of the land and the profits go mainly to foreign investors. Very little is distributed to people who really need money to buy food.

**Task 2. Discussion questions: Do you agree? Use the expressions given in italics in Task1 to support your opinion.**

1. "Low tax, Laissez-Faire, economies are better than ones with large public sectors."

2. "It is better to be within large economic unions like the European Community rather than outside them."

3. "Governments should legislate to prevent monopolies becoming too powerful."

4. "Free trade policies are always better than protectionist ones."

5. "Governments should not subsidize enterprises which are unprofitable."

6. "Countries should try to become self-sufficient in food and basic necessities."

7. "Giving financial incentives to companies which locate themselves in underdeveloped regions is a waste of public money. It is better to let them set up where they want to be."

8. "Introducing the minimum wage will encourage foreign investors to take their enterprises elsewhere."

## **Vocabulary:**

1. complex topic – сложная, комплексная тема;
2. personal income tax – индивидуальный [личный] подоходный налог;
3. self-employed – самозанятый; имеющий собственное предприятие;
4. inheritance tax – налог на наследство;
5. corporate taxation – корпоративный налог;
6. Her Majesty's Revenue and Customs – Управление (Ее Величества) по налоговым и таможенным сборам;
7. file – регистрировать, подавать (какой-либо документ);
8. tax return – налоговая декларация;
9. earner – источник дохода;
10. total revenue – совокупный доход;
11. rental income – рентный доход;
12. let out – давать напрокат, сдавать;
13. interest – процент;
14. building societies – жилищно-строительный кооператив;
15. value added tax (VAT) – налог на добавленную стоимость, НДС;
16. National Insurance contributions (NIC) – взносы в фонд социального страхования;
17. levy – взимать налог; облагать;
18. remainder – остаток, оставшаяся часть;
19. duty – обязанность; долг; пошлина;
20. taxable profits – прибыли, подлежащие обложению налогами;
21. capital tax – налог на капитал;
22. capital gains tax (CGT) – налог на (реализованный) прирост капитала;
23. stamp duty – гербовый сбор;
24. stamp duty land tax – гербовый сбор земельного налога.

## Vocabulary exercises

### **Exercise 1. Match the two halves of the sentences.**

Government spending is	goes to households as employees, owners, or renters.
Spending and taxing,	payable to women at the age of 60 and men at the age of 65.
Whereas a sales tax is raised only when a final good is sold to the consumer,	the VAT is raised at different stages of the production process.
The governments in northern Europe often give out freely a great share of gross output privately produced as public goods,	the sum of government purchases of goods and services and transfer payments.
What is not paid as corporate taxes or saved by firms	as its contribution to the Fund of Obligatory Medical Insurance.
Social security payments and unemployment benefits are	those comprise medical services, school, child care, public transport, national defence.
Every firm in Russia is required to allocate two percent of the amount to be paid out as wage	believed to reduce incentives to work since they contribute to income.
A state retirement pension in most European countries is	the government plays an essential role in allocating resources in the economy.

## **Text**

### **Taxes in the UK**

As in most places around the world, taxes in the UK are a complex topic. Entire books have been written about the subject of doing your taxes in the UK. Furthermore, when we talk about “taxes in the UK”, we

refer to personal income tax for workers, employees, and self-employed residents. Inheritance tax and corporate tax are different matters. First off, let's start with the very basics. Taxes in the UK are the responsibility Her Majesty's Revenue and Customs (HMRC). Taxpayers should contact them for official answers to tax-related questions. Second, the British tax year runs from April 6 to April 5 of the following year. Unlike in other countries, the fiscal year is not identical with the calendar year. This may be important for people moving to or departing from the UK in the middle of the tax year. If you have to file your taxes in the UK, your tax return is either due on October 31 after the end of the fiscal year (paper claim), or by January 31 (online form). The UK government raises in the region of 230 to 250 billion pounds in taxation each year.

**Income tax** is the single largest earner for the government making up 30 % of total revenue. Income tax is charged on salaries from employment, on rental income from properties let out, on interest from banks and building societies, on dividends from companies and on the profits of the self-employed.

The second largest earner for the government is value added tax (VAT). This makes up about 23 % of the total government revenue and is charged by businesses to customers on supplies of goods or services in the UK.

National Insurance contributions (NIC) make up 21 % of total government income. National Insurance contributions are generally paid by both employers and employees on earnings from employment, although NIC is also levied on self-employed persons on the profits of their trade.

Income tax, VAT and NIC are the three most important taxes as far as raising money is concerned, making up about 75 % or so of total government revenue. A large part of the remainder (16 %) is made up of duties, being taxes on alcohol, petrol and tobacco, as well as certain levies on goods coming into the UK.

**Corporation tax** makes up about 8 % of total government revenue, being the tax paid by UK companies on their taxable profits.

The remaining part consists of the “capital taxes” being capital gains tax (CGT), inheritance tax (IHT), stamp duty (SD) and stamp duty land tax (SDLT). Capital gains tax is the tax levied when individuals sell assets and make a profit.

### **After reading task**

**Task 1. Read and decide if the following statements are true or false? Correct the false ones.**

1. Entire books have been written about the subject of avoiding your taxes in the UK.
2. Inheritance tax and corporate tax are different matters.
3. Taxpayers should contact The Home Office for official answers to tax-related questions.
4. In the UK the fiscal year is identical with the calendar year.
5. Income tax is charged on salaries from employment, on rental income from properties let out, etc.
6. Value added tax makes up about 23 % of the total government revenue.
7. National Insurance contributions are generally only paid by employees on earnings from employment.
8. Income tax, VAT and NIC are the three most important taxes.
9. Corporation tax is the tax paid by UK individuals on their taxable profits.
10. Capital gains tax is the tax levied when individuals sell assets and make a profit.

## **TAXES IN THE USA**

### **Vocabulary:**

1. impose – налагать; облагать;
2. payroll tax – налог на фонд заработной платы;
3. estate tax – налог на недвижимость;
4. gift tax – налог на дарение;

5. fee – взнос; пошлина; плата за пользование;
6. net income – чистый доход;
7. taxable income – доходы, подлежащие обложению налогом;
8. nonresident citizen – гражданин, постоянно не проживающий в стране;
9. Social Security – социальное страхование;
10. Medicare taxes – страхование здоровья престарелых;
11. Withhold – удерживать;
12. Property tax – налог на собственность;
13. special purpose authorities – органы специального назначения;
14. fair market value – справедливая рыночная стоимость;
15. realty – недвижимость; недвижимое имущество;
16. sales taxes – налог с продаж;
17. locality – место; местность;
18. retail sale – розничные продажи, объем розничной торговли, розничный товарооборот;
19. remit – освобождать (от штрафа, налога и т. п.), переводить;
20. use tax – налог за использование;
21. property inheritance – наследование имущества;
22. will – завещание;
23. donation – пожертвование, дар; дарение;
24. tariffs or customs duties – тарифы и таможенные пошлины.

## **Text**

### **Taxes in the USA**

The United States of America is a federal republic with autonomous state and local governments. Taxes are imposed in the United States at each of these levels. These include taxes on income, payroll, property, sales, imports, estates and gifts, as well as various fees. In 2010 taxes collected by federal, state and municipal governments amounted to 24.8% of GDP. Taxes are imposed on net income of individuals and corporations by the federal, most state, and some local governments.

State rules for determining taxable income often differ from federal rules. Federal tax rates vary from 10 % to 39.6 % of taxable income. The United States is the only country in the world that taxes its nonresident citizens on worldwide income, in the same manner and rates as residents.

Payroll taxes are imposed by the federal and all state governments. These include Social Security and Medicare taxes imposed on both employers and employees. Employers also must withhold income taxes on wages. An unemployment tax and certain other levies apply to employers.

Property taxes are imposed by most local governments and many special purpose authorities based on the fair market value of property. School and other authorities are often separately governed, and impose separate taxes. Property tax is generally imposed only on realty. Property tax rules and rates vary widely.

Sales taxes are imposed by most states and some localities on the price at retail sale of many goods and some services. Sales tax rates vary widely among jurisdictions, from 0 % to 16 %, and may vary within a jurisdiction based on the particular goods or services taxed. Sales tax is collected by the seller at the time of sale, or remitted as use tax by buyers of taxable items who did not pay sales tax.

**Income tax.** Taxes based on income are imposed at the federal, most state, and some local levels within the United States. The tax systems within each jurisdiction may define taxable income separately. Many states refer to some extent to federal concepts for determining taxable income.

Estate and gift taxes are imposed by the federal and some state governments on the transfer of property inheritance, by will, or by life time donation. Similar to federal income taxes, federal estate and gift taxes are imposed on worldwide property of citizens and residents and allow a credit for foreign taxes.

The United States imposes tariffs or customs duties on the import of many types of goods from many jurisdictions. These tariffs or duties



must be paid before the goods can be legally imported. Rates of duty vary from 0 % to more than 20 %, based on the particular goods and country of origin.

### **After reading tasks**

#### **Task 1. Answer the following questions.**

1. How is the USA characterized as a state?
2. What taxes are imposed in the USA?
3. Are state rules for determining taxable income the same as federal rules?
4. What makes the USA taxation unique all over the world?
5. Which taxes include Social Security and Medicare?
6. How is property tax generally imposed?
7. Which tax rates vary widely among jurisdictions?
8. Who collects sales tax?
9. What are estate and gift taxes imposed on?
10. When must tariffs or duties be paid?

#### **Task 2. Speak and Write.**

1. Make up a dialogue about British and American tax systems.
2. Summarize advantages and threats of British, American and Russian tax systems.

### **Grammar Review. The Construction *there + be*. The Passive Voice.**

#### **The Construction *there + be*.**

Изменение прямого порядка слов в отношении подлежащего и сказуемого, т. е. расположение сказуемого или его части перед подлежащим, называется инверсией (*The Inversion*). Инверсия обычно имеет место в вопросительных предложениях. В повествовательных предложениях инверсия наблюдается в случаях:

Когда сказуемое выражено оборотом *there is*: *There is a park near my home* (*there is* – сказуемое; *a park* – подлежащее). Оборот

*there* + глагол *to be* в личной форме употребляется для указания на наличие или пребывание в определенном месте (или в определенный отрезок времени) лица или предмета, обозначенного именем существительным.

Оборот *there is* имеет значение «есть, находится, имеется». В русском языке в подобных случаях предложение обычно начинается с обстоятельства места или времени: *В комнате студенты. На столе тетрадь. В этом городе много театров. Завтра будет митинг.* В английском языке такие предложения начинаются оборотом *there is (are)*, за которым следует существительное с относящимися к нему словами и затем обстоятельство места или времени. Глагол *to be* согласуется с последующим именем существительным. Перевод таких предложений на русский язык обычно начинается с обстоятельства места или времени, причем оборот *there is* часто на русский язык не переводится:

*There is a book on the table.* - На столе (есть, находится, лежит)  
книга.  
*There are plenty of books* - На том столе (есть, находится,  
*on that table.* имеется) много книг.  
*There will be a party tomorrow.* - Завтра будет вечеринка.

Имя существительное в предложении, начинающемся оборотом *there + to be* глагол, выполняет функцию подлежащего, глагол в его личной форме является сказуемым предложения, а *there* – вводной частицей:

вводная частица	сказуемое	подлежащее	обстоятельство места
<i>There</i>	<i>is</i>	<i>a book</i>	<i>on the table.</i>

Глагол *to be* в обороте *there + to be* может употребляться в разных временных формах:

*There was such a sledge in the camp with ten dogs hitched to it. "I suppose", said George, "that there has been an earthquake"*

- В лагере были такие сани с упряжкой в десять собак.  
– «Я полагаю, – сказал Джордж, что произошло землетрясение».

*There are a lot of people there.*

- Там много народу.

Глагол после частицы может употребляться и в неличной форме:

*There being nothing else to do, we went to bed.*

- Так как делать было больше нечего, мы пошли спать.

Глагол *to be* после частицы *there* может употребляться с модальными глаголами или с глаголами *to seem, to appear* – казаться:

*There must be some solution of the problem.*

- Должно быть какое-то решение этой проблемы.

*There seems (appears) to be no doubt about it.*

- Кажется (по-видимому) в этом нет сомнения.

Хотя частица произошла от наречия *there* (там), в обороте она не имеет этого значения. Если в предложении должно быть слово *there* в значении «там», то оно занимает обычное место обстоятельства и переводится на русский язык:

*I don't see anything there.*

- Я ничего там не вижу.

*There is a student there.*

- Там студент.

### **Grammar exercises**

**Exercise 1. Complete the following sentences with *there isn't/there aren't*.**

1. .... A flight from here to London.
2. .... any movies that I want to see in the cinema.
3. I am very hungry, but .....any food in the fridge.
4. We want to go to the concert, but.....any tickets.

5. .... any money in my bank account so I can't pay the bills.
6. .... seventy minutes in an hour.
7. In my neighborhood, .... any children.
8. It's sunny today and .... a cloud in the sky.
9. I'm sorry, .....any letters for you today.

## Exercise 2. Translate the proverbs into Russian.

1. There is no place like home.
2. Where there is love there is life.
3. There is no bad weather, there are bad clothes.
4. There are plenty of other fish in the sea.
5. There are two sides to every question.

## The Passive Voice. Страдательный залог

### Образование страдательного залога

*The Passive Voice* представляет собой аналитическую форму, которая образуется с помощью глагола *to be* в соответствующем времени и причастия II (*Participle II*) смыслового глагола.

*The Passive Voice* существует в следующих видовременных формах:

### Инфинитив *to be done* (быть сделанным)

Time Aspect	Present	Past	Future	Future in the Past
Indefinite	<i>am</i> } <i>is</i> } <i>done</i> <i>are</i> }	<i>was</i> } <i>were</i> } <i>done</i>	<i>shall</i> } <i>will</i> } <i>be done</i>	<i>Should</i> } <i>be</i> <i>would</i> } <i>done</i>
Continuous	<i>am</i> } <i>being</i> <i>is</i> } <i>done</i> <i>are</i> }	<i>was</i> } <i>being</i> <i>were</i> } <i>done</i>	-	-
Perfect	<i>have</i> } <i>been</i> <i>has</i> } <i>done</i>	<i>Had</i> <i>been</i> <i>done</i>	<i>shall</i> } <i>have</i> <i>will</i> } <i>been</i> <i>done</i>	<i>should</i> } <i>have</i> <i>would</i> } <i>been</i> <i>done</i>

Как видно из таблицы, в страдательном залоге нет времен *Perfect Continuous, Future Continuous, Future Continuous in the Past*.

Отрицательная и вопросительная формы страдательного залога образуются по тем же правилам, что и соответствующие формы действительного залога, а именно:

1) в отрицательной форме частица *not* ставится после первого вспомогательного глагола – *The book has not been written*;

2) в вопросительной форме первый вспомогательный глагол ставится перед подлежащим – *Has the book been written?*

Значение и употребление времен глагола в страдательном залоге такое же, как и времен глагола в действительном залоге.

### **Значение и употребление страдательного залога**

*The Passive Voice* устанавливает, что лица или предмет, обозначенные подлежащим, являются объектами действия, выраженного сказуемым. В силу своего значения пассивный залог может употребляться только с переходными глаголами. Переходными называются глаголы (*Transitive Verbs*), которые выражают действие, переходящее (непосредственно направленное) на какой-либо предмет, лицо или явление. Они имеют при себе прямое дополнение, соответствующее в русском языке дополнению в винительном падеже без предлога, без которого значение самого глагола остается незавершенным. Например: *to tell (a story, the truth); to see (a dog, the sun); to show (a room, a picture); to give (something, advice); to buy (things, goods)* и т. п.

К непереходным относятся глаголы (*Intransitive Verbs*), выражающие действие, которое не переходит непосредственно на предмет или лицо, которые не могут иметь при себе прямое дополнение: *to shine, to go, to walk, to sleep, to remain, to live, to smile* и т. д.

Многие английские глаголы могут использоваться как в переходном, так и в непереходном значении без изменения формы. Такие глаголы соответствуют в русском языке двум разным глаголам. Например:

<i>He <u>walked</u> in the park every evening.</i>	- Он <u>гулял</u> по парку каждый вечер.
<i>The parents <u>walked</u> him into his room.</i>	- Родители <u>провели</u> его в его комнату.
<i>He <u>ran</u> down the road towards the car.</i>	- Он <u>бежал</u> по дороге к машине.
<i>We <u>ran</u> our boat into some quiet little nook.</i>	- Мы <u>направили</u> нашу лодку в спокойную маленькую бухту.

Страдательный залог широко употребляется в английском языке, что объясняется несколькими причинами:

1) в английском языке практически нет других средств, кроме страдательного залога, которые позволили бы, в случае необходимости, не называть производителя действия.

Сравните с русским языком, где таких средств несколько:

а) неопределенно-личные предложения, например:

<i>I don't like when I'm <u>ordered</u> about.</i>	- Не люблю, когда мной <u>командуют</u> .
--	--

б) безличные предложения:

<i>He <u>was told</u> to stay at home.</i>	- Ему <u>велено было</u> сидеть дома.
--	---------------------------------------

в) инфинитивные предложения:

<i>He <u>hasn't been heard from</u> for two days.</i>	- От него ничего <u>не слышать</u> уже два дня.
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2) в английском языке у существительных нет падежных окончаний, что в значительной мере увеличивает, по сравнению с русским, количество переходных глаголов, с которыми возможно употребление страдательного залога. Например:

Русские непереходные глаголы	Английские переходные глаголы
помогать	<i>to help</i>
управлять	<i>to manage</i>
звонить	<i>to ring</i>
отвечать	<i>to answer</i>
следовать за	<i>to follow</i>
присутствовать на	<i>to attend</i>
влиять на	<i>to influence</i>
воздействовать на	<i>to affect</i>
Ему помогли открыть дверь.	<i>He was helped to open the door.</i>

3) в английском языке употребление страдательного залога возможно не только с глаголами, требующими прямого дополнения, но и с глаголами, после которых встречаются косвенные и предложные дополнения, если значение этих глаголов соответствует значению переходных глаголов – направленности на предмет/лицо. К таким глаголам относятся: *to listen to, to look after, to wait for, to call upon, to search for* и др.:

*The young trees were properly* – За молодыми деревьями хорошо *looked after.* присматривали.

### **Grammar exercises**

**Exercise 1. Complete the text with the passive form of the verbs in brackets.**

Roses are one of Kenya's most important crops, and Kenyan flowers .....(export) all over the world. Some of the roses ..... (produce) in glasshouses, and others ..... (grow) in the open air. When the flowers ..... (pick), they..... (take) to cold storage rooms. Here they ..... (cool) to 1°C so that they will last longer. The flowers ..... (pack) into flat boxes, and then they..... (transport) to the airport in refrigerated lorries. They.....(fly) to Germany, the UK, and other European

countries, where they .....(sell) to supermarkets and other outlets. Holland also has a large floriculture industry. Many of the roses that ..... (import) into Holland .....(repackage). Then they .....(export) to countries like Japan and the USA.

**Exercise 2. Read about the history of Airbus. Complete the text with the past simple passive of the verbs in brackets.**

Airbus ..... (form) in 1970 when the French company Aerospatiale and the German company Daimler-Benz Aerospace agreed to work together to manufacture large passenger planes. The two companies .....(join) by the Spanish company Casa in 1971, and British Aerospace became part of the consortium in 1979. The first aircraft, the A300, ..... (produce) in 1972. The first planes were very successful, and 55 planes .....(order) by different airlines, mostly European. However, in 1975, the company had serious problems, and no orders .....(receive) for sixteen months. The problems..... (solve) when the American company Eastern Airlines leased four A300B4s in 1977. The planes were very popular. The following year, 23 A300s .....(sell) to Eastern Airlines, and 46 more planes.....(buy) by other US Airlines. This let Airbus into the American market, which at the time.....(dominate) completely by Boeing. In 2000, Airbus began work on the A380, the biggest passenger plane in the world. It .....(design) to have 555 seats, two decks, shops, bars, and even a gymnasium. When the A380..... (launch) in January 2005, 45 of the new planes..... (order) by Emirates of Dubai at a cost of \$19 billion, making this the biggest deal in aviation history.



# UNIT 5

## THE HISTORY OF MONEY

### Lead-in

**Task 1. Discuss in groups and compare your points of view.**

1. How do you get the things you need? Do you trade with a friend? Do you use paper money, or coins? Or do you use credit?
2. What kind of proto-money do you know? (Proto means “first in time” or “earliest.” So, proto-money is the first, or earliest kind of money.)
3. Who was the first person to have his face on a coin?
4. What will money look like in the future? Will digital money replace physical money?
5. What kind of money do you use?

**Task 2. Read the text; fill in the gaps with the words in the box. Translate and retell the text.**

bank	economy	interest	money	standard	variety
currencies	regulated		monopoly	ability	century
growth	policy				

Monetary ..... rests on the relationship between the rates of interest in an ....., that is, the price at which money can be borrowed, and the total supply of ..... Monetary policy uses a .....of tools to control one or both of these, to influence outcomes like economic ....., inflation, exchange rates with other .....and unemployment. Where currency is under a ..... of issuance, or where there is a ..... system of issuing currency through banks which are tied to a central ....., the monetary authority has the ..... to alter the money supply and thus influence the ..... rate (to achieve policy goals). The beginning

of monetary policy as such comes from the late 19th ....., where it was used to maintain the gold .....

**Task 3. Choose the right variant.**

1. .... rests on the relationship between the rates of interest in an economy.

a) *Bretton Woods system*    b) *fiscal policy*    c) *monetary policy*

2. At the beginning monetary policy was used to maintain .....

a) *foreign policy*    b) *national currency*    c) *gold standard*

3. Monetary policy has generally been formed separately from

.....

a) *fiscal policy*    b) *federal funds*    c) *Federal Reserve System*

4. The primary tool of monetary policy is .....

a) *central bank*    b) *open market operations*    c) *interest rate*

5. Open market operations entail managing the quantity of ..... through the buying and selling of various financial instruments.

a) *banks*    b) *federal funds*    c) *money in circulation*

**Vocabulary:**

1. accept – признавать;

2. coins and paper money – монеты и бумажные деньги;

3. barter – менять, обменивать;

4. commodity money – товарные деньги (деньги, представленные каким-либо товаром и имеющие реальную внутреннюю стоимость; являются товаром сами по себе, в отличие от бумажных денег, разменных на какой-либо товар; напр., золотые или серебряные деньги, соль, мех, скот);

5. commodity – предмет потребления, товар, продукт для продажи;

6. perishable – скоропортящийся;

7. Lydians – лидийцы;

8. mint – чеканить;

9. values – достоинства, ценности;

10. readily available – легко доступный;
11. onwards – начиная, с тех пор;
12. paper currency – бумажные деньги;
13. non-precious coinage – монеты из недрагоценного металла;
14. representative money – представительные деньги (бумажные деньги, которые обеспечены каким-либо физическим товаром, напр. драгоценным металлом, и могут быть на него обменены);
15. back up – поддерживать; подкреплять; финансировать, субсидировать;
16. redeemable – погашаемый, выкупаемый, подлежащий погашению [выкупу];
17. fiat money – неразменные бумажные деньги (декретные, не обеспеченные золотом);
18. enforceable legal tender laws – законодательство о применимом законном средстве платежа;
19. legal tender money – законное средство платежа;
20. in favor of – в пользу;
21. Electronic Recording Method of Accounting – электронный метод регистрации расчётов;
22. magnetic ink character recognition – магнитные чернила для распознавания символов.

### **Vocabulary exercises**

#### **Exercise 1. Match the two halves of the sentences.**

1. Trading is one of the first ways	a. people used cowrie shells as money until the eighteen hundreds.
2. Instead of bartering, people would trade for particular objects	b. people used pieces of a special kind of seashell as money (wampum).
3. In Native American culture,	c. which were often rare or beautiful.
4. In some parts of the world,	d. and each picture on the surface identified how much the piece of metal weighed.

5. The most popular kind of proto-money was metal	e. this new paper money was easier to carry for long distances.
6. People in ancient Turkey made the first metal coins	f. that people have got what they need.
7. Chinese started using paper money more than one thousand years ago	g. and the ancient Egyptians weighed amounts of metal like gold or silver.

**Exercise 2. Choose the right variant from the words given in brackets.**

1. Pounds and ounces were traditional measures widely used in Britain, often (*alongside / besides*) metric measures before 2000.

2. Barter economies are believed to be more (*convenient / wasteful*) than the ones based on money.

3. We (*distinguish between / accept both*) real and nominal GNP.

4. (*The exchange rate / barter*) is known to be regulated by the Central Bank.

5. When measured, depreciation should be subtracted from the GNP to give a clear picture of the output that is (*temporarily / actually*) available for national consumption.

6. Initially, gold and other valuable metals were used (*to keep an account of / to store*) wealth over time.

7. Large firms are supposed to have a better chance of obtaining a loan from a bank than smaller firms, though there may be (*exceptions / exchanges*).

8. In early 1990s, plastic cards were reported to be (*accepted / deferred*) for payment only in Moscow, St. Petersburg and a few other cities, and it was not commonly (*accepted / distinguished*) standard.

## **Text**

### **The History of Money**

Money is anything that is commonly accepted by a group of people for the exchange of goods, services, or resources. Every country has its own system of coins and paper money.

In the beginning, people bartered. Barter is the exchange of a good or service for another good or service, a bag of rice for a bag of beans. However, what if you couldn't agree what something was worth in exchange or you didn't want the things the other person had. To solve that problem humans developed what is called commodity money.

A commodity is a basic item used by almost everyone. In the past, salt, tea, tobacco, cattle and seeds were commodities and therefore were once used as money. However, using commodities as money had some other problems. Carrying bags of salt and other commodities was hard, and commodities were difficult to store or were perishable.

Metal objects were introduced as money around 5000 B.C. By 700 BC, the Lydians became the first in the Western world to make coins. Countries were soon minting their own series of coins with specific values. Metal was used because it was readily available, easy to work with and could be recycled. Since coins were given a certain value, it became easier to compare the cost of items people wanted.

Some of the earliest known paper money dates back to China, where the issue of paper money became common from about AD 960 onwards. With the introduction of paper currency and non-precious coinage, commodity money was evolved into representative money. This meant that what money itself didn't have to be very valuable.

Representative money is backed up by a government or bank's promise to exchange it for a certain amount of silver or gold. For example, the old British Pound bill or Pound Sterling was once guaranteed to be redeemable for a pound of sterling silver. For most of the nineteenth and twentieth centuries, the majority of currencies were based on representative money through the use of the gold standard.

Representative money has now been replaced by fiat money. Fiat is the Latin word for "let it be done". Money is now given value by a government fiat or decree, in other words enforceable legal tender laws were made. By law the refusal of "legal tender" money in favor of some other form of payment is illegal.

ERMA (the Electronic Recording Method of Accounting) began as a project for the Bank of America in an effort to computerize the banking industry. MICR (magnetic ink character recognition) was part of ERMA. MICR allowed computers to read special numbers at the bottom of checks that allowed computerized tracking and accounting of check transactions.

### **After reading tasks**

**Task 1. Read and decide if the following statements are true or false? Correct the false ones.**

1. Money is anything that is commonly accepted by a group of companies for the exchange of goods, services, or resources.
2. Barter is the exchange of a good or service for another good or service, a bag of rice for a bag of beans.
3. To solve the problem of unprofitable barter humans developed what is called commodity money.
4. In the past, salt, tea, tobacco, cattle and seeds were commodities and therefore could not be used as money.
5. Metal objects were introduced as money around 2000 B.C.
6. Metal was used because it was readily available, easy to work with and could be recycled.
7. With the introduction of paper currency and non-precious coinage, commodity money was evolved into representative money meaning to be very valuable.
8. Representative money is backed up by a government or bank's capital.
9. Representative money has now been replaced by commodity money.

**Task 2. Answer the following questions.**

1. What is the definition of the term 'money'?
2. How is the process of exchanging goods and services called?
3. What are the barter's disadvantages?
4. Why was it necessary to develop commodity money?

5. What kind of problems did using commodities as money have?
6. When were metal objects introduced as money?
7. Which nation became the first in the Western world to make coins?
8. Why metal was used to make coins?
9. When did paper money become common in China?
10. What was the next evolution of commodity money?
11. What standard was used as the basis of representative money?
12. What does the word 'fiat' mean?
13. What is the legal basis of fiat money?
14. How did ERMA begin?
15. What did magnetic ink character recognition allow?

### **Task 3. Speak and Write**

1. Comment on the expressions «Money makes money», «Time is money», «Money never sleeps».
2. Make up dialogues using the abovementioned expressions.
3. What measures can a seller take if money does not fulfill its function as a store of value properly?

### **Grammar Review. Interrogative Sentences. Word Formation: suffixes – er/ee**

#### **Interrogative Sentences. Вопросительные предложения**

Цель вопросительных предложений – получить от собеседника определенную информацию или подтверждение (отрицание) содержания вопроса.

Вопросительные предложения в английском языке имеют ряд особенностей, отличающих их от повествовательных предложений. Помимо вопросительной интонации, большинство вопросительных предложений характеризуется инверсией, а вопросительные предложения со сказуемым в *Present* и *Past Indefinite* – употреблением вспомогательных глаголов *do*, *did*. Вопросы, выраженные только интонацией (*You saw Pete yesterday?* – Вы видели Петра вчера?), встречаются нечасто и только в фамильярном стиле.

В английском языке различаются четыре типа вопросительных предложений: общие (*General Questions*), специальные (*Special Questions*), альтернативные (*Alternative Questions*) и разделительные (расчлененные) (*Disjunctive Questions*).

### Общие вопросы (General Questions)

Общий вопрос – это такой вопрос, который имеет целью получить подтверждение или отрицание высказанной в вопросе мысли и требует утвердительного или отрицательного ответа, т. е. ответа, содержащего «да» или «нет».

**Порядок слов** в общем вопросе следующий:

1) Сказуемое ставится перед подлежащим в начале предложения, если оно выражено глаголом *to be* или *to have* в *Present Indefinite* или *Past Indefinite*:

Have you a dictionary? – У вас есть словарь?

Were you very busy? – Вы были очень заняты?

Если сказуемое выражено оборотом *there is*, глагол *to be* ставится перед словом *there*, а подлежащее – после него:

Is there any bread left? – Хлеб еще остался?

2) Перед подлежащим ставится вспомогательный или модальный глагол, если этот глагол входит в состав сказуемого:

Can you give me anything to read? – Вы можете дать мне что-нибудь почитать?

Have you seen the ballet? – Вы видели этот балет?

Если в составе сказуемого имеются два или три вспомогательных глагола, то перед подлежащим ставится первый вспомогательный глагол:

Has she been working here for five years? – Она работает здесь уже пять лет?

3) Если сказуемое выражено глаголом в *Present Indefinite* или в *Past Indefinite* (кроме глаголов *to be* и *to have*), то перед подлежащим ставится вспомогательный глагол *do* (*does*) или *did*, а смысловой глагол занимает место после подлежащего:



*Does he study at the University?* – Он учится в университете?

*Did you see him yesterday?* – Вы видели его вчера?

Если глагол *to have* входит в состав фразового сказуемого (*to have breakfast, to have a rest* и т. п.) или употреблен в модальном значении, общий вопрос образуется при помощи вспомогательного глагола *to do* в соответствующей форме:

*What time do you have breakfast?* – В котором часу вы завтракаете?

*When do you have to be there?* – Когда ты должен там быть?

В США глагол *to have* во всех функциях образует вопросы при помощи глагола *to do*. Сравните:

<i>Br. E.: <u>Have</u> you any English books?</i>	} У тебя есть книги на английском языке?
<i>Am. E.: <u>Do</u> you <u>have</u> any English books?</i>	

Ответ на общий вопрос может быть кратким и полным. Краткий ответ, кроме слов *Yes* и *No*, содержит подлежащее, выраженное обычно местоимением, и вспомогательный или модальный глагол в утвердительной отрицательной форме. Частица *not* обычно сливается с вспомогательным или модальным глаголом:

*Do you play chess?* – Вы играете в шахматы? –

*Yes, I do.* – *No, I don't.* Да. – Нет.

*Can you do it?* – Вы сможете это сделать? –

*Yes, I can.* – *No, I can't.* Да. – Нет.

Краткий ответ на общий вопрос, содержащий оборот *there is*, образуется по общему правилу:

*Is there a dictionary on the table?* – На столе есть словарь? –

*Yes, there is.* – *No, there isn't.* Да. – Нет.

Если общий вопрос содержит неопределенное местоимение *any*, то в положительном кратком ответе может употребляться местоимение *some*, в отрицательном – *not any* или *none*:

*Are there any dictionaries in the library?* – В библиотеке есть словари? –  
*Yes, there are (some).* Да (есть).

*– No, there are not any (there are none).* – Нет.

Общий вопрос в отрицательной форме содержит отрицательную частицу *not*, которая ставится перед смысловым глаголом или сливается с вспомогательным или модальным глаголом. Общий вопрос в отрицательной форме выражает удивление и соответствует в русском языке вопросу, начинающемуся со слов «разве? неужели?»:

<i>Don't you want to see our park?</i>	}	Разве вы не хотите
<i>Do you <u>not</u> want to see our park?</i>		посмотреть наш парк?

Русскому вопросительному предложению в отрицательной форме соответствует английское вопросительное предложение, не содержащее отрицания:

<i>Have you seen Jane?</i>	– Вы <u>не</u> видели Джейн?
<i>Do you know Jane Morgan?</i>	– Вы <u>не</u> знаете Джейн Морган?

Утвердительный ответ на вопрос в отрицательной форме в русском языке содержит слово «нет» с последующим утверждением. В английском языке утвердительный ответ на подобный вопрос всегда содержит *Yes*. Сравните:

<i>Haven't you seen Jane?</i> –	– Разве вы не видели Джейн? –
<i>Yes, I have.</i>	<u>Нет, видел.</u>
<i>Didn't you finish your work yesterday?</i> –	– Неужели вы не закончили вчера
<i>Yes, I did.</i>	свою работу? – <u>Нет, закончил.</u>

### Специальные вопросы (*Special/ Wh-Questions*)

Специальные вопросы – это такие вопросы, которые ставятся к какому-либо члену предложения и начинаются с вопросительного слова, указывающего, к какому члену предложения относится вопрос.

В специальных вопросах, относящихся к любому члену предложения, кроме подлежащего и определения подлежащего, употребляется обратный порядок слов, такой же, как и в общих вопросах. Разница между специальными и общими вопросами состоит в том, что специальные вопросы начинаются с вопросительного слова, ставящегося перед вспомогательным или

модальным глаголом. Сказуемое в специальных вопросах согласуется с подлежащим.

Вопросительные слова *what, which, where, when, who, why, how, how long, how much/ many* являются членами предложения в соответствии с тем членом предложения, к которому задается вопрос: подлежащим, определением, дополнением, обстоятельством или предикативом.

Например:

прямое дополнение	<i>What are you writing?</i>	Что ты пишешь?
определение к дополнен.	<i>What train shall we take?</i>	На какой поезд сядем?
предложное дополнение	<i>What are you laughing at?</i>	Над чем ты смеешься?
определение к предложному дополнению	<i>What film are they talking about?</i>	О каком фильме они говорят?
обстоятельство	<i>Where are you going?</i>	Куда ты идешь?
определение к обстоятельству	<i>What street do you live in?</i>	На какой улице ты живешь?
предикатив	<i>What is he?</i> <i>Who is this boy?</i>	Кто он (по профессии)? Кто этот мальчик? (о фамилии, степени родства и т.п.)
определение к предикативу	<i>Whose pen is this?</i> <i>How much is it?</i>	Чья это ручка? Сколько это стоит?
подлежащее	<i>Who told you that?</i>	Кто тебе это сказал?
определение к подлежащему	<i>What river flows through London?</i> <i>How many students attended the lecture?</i>	Какая река протекает через Лондон? Сколько студентов посетили эту лекцию?

Сказуемое при подлежащем *who* или *what* выражается глаголом в единственном числе, так же как и в русском языке. Исключением являются те случаи, когда спрашивающему известно, что ответом на вопрос будет существительное во множественном числе:

*Who helps you in your work?* – Кто помогает вам в работе?  
*Who were dancing in that corner* – Кто танцевал в том углу,  
*near the palm-tree?* возле пальмы?

Ответ на вопрос к подлежащему или его определению обычно дается в краткой форме и содержит подлежащее, выраженное существительным или местоимением, и сказуемое, выраженное вспомогательным или модальным глаголом:

*Who brought you this book?* – Кто принес вам эту книгу? –  
*My friend did.* Мой друг.  
*Who invented the radio?* – Кто изобрел радио?  
– *Popov did.* – Попов.

Специальные вопросы к остальным членам предложения требуют поясняющего ответа в виде полного или неполного предложения:

*When are you leaving?* – *We have* – Когда вы уезжаете?  
*not fixed the day yet.* – Мы еще не наметили определенный  
день.

*What's the matter with you, Jane?* – Что с тобой такое, Джейн? –  
*I'm feeling unwell, I have a* Я плохо себя чувствую,  
*headache.* голова болит.

В разговорной речи весьма употребительны ответы в виде неполных предложений, обычно содержащих тот член предложения, к которому относится вопрос:

*When are you leaving?* – Когда вы уезжаете?  
– *Tomorrow.* – Завтра.  
*What's the matter with you?* – *Why,* – Что с тобой такое?  
*nothing.* – Да ничего.  
*Where are our seats?* – *Row 12,* – Где наши места? –  
*seats 18 and 19.* Двенадцатый ряд, восемнадцатое и  
девятнадцатое места.

Специальные вопросы произносятся с понижающейся интонацией.

## Альтернативные вопросы (*Alternative Questions*)

Альтернативный вопрос имеет значение выбора одного из двух лиц, предметов, действий, качеств и т. д. и может быть поставлен к любому члену предложения. Альтернативный вопрос может начинаться с глагола (как общий вопрос) или с вопросительного слова (как специальный вопрос) и обязательно содержит союз **or**. Часть вопроса до союза произносится с повышающейся интонацией, после союза **or** – с понижающейся интонацией.

Ответы на альтернативные вопросы ко всем членам предложения, кроме ответа на вопрос к подлежащему, даются в полной форме:

<i>Do you work or (do you) study?</i> –	– Вы работаете или
<i>I study.</i>	учитесь? – <u>Я учусь.</u>
<i>When will you come: in the evening</i>	– Когда вы придете:
<i>or in the morning?</i>	вечером или утром?
– <u>I shall come in the morning.</u>	– <u>Я приду утром.</u>

Если альтернативный вопрос относится к подлежащему, то как перед первым, так и перед вторым подлежащим употребляется вспомогательный глагол. Такой вопрос требует краткого ответа:

<i>Did you or did your brother win the</i>	– Вы или ваш брат
<i>first prize at the chess tournament?</i> –	завоевали первое место
<u>My brother did.</u>	в шахматном турнире? – <u>Мой брат.</u>

Если альтернативный вопрос относится к определению подлежащего, употребляется прямой порядок слов:

<i>What conductors offer more</i>	– Какие проводники оказывают
<i>resistance: long ones</i>	большее сопротивление:
<i>or short ones?</i>	длинные или короткие?

## Разделительные вопросы (*Disjunctive Questions*)

Разделительные вопросы состоят из двух частей. Первая – повествовательное предложение в утвердительной или отрицательной форме, вторая – краткий общий вопрос, состоящий из подлежащего-местоимения и вспомогательного или модального

глагола или глаголов из первой части. При отсутствии в первой части указанных глаголов в вопросе употребляется глагол-заменитель *to do*. Если первая часть утвердительная (когда ожидается ответ *Yes*), то вторая – отрицательная; если первая часть отрицательная (когда ожидается ответ *No*), то вторая не содержит отрицания.

Первая часть разделительного вопроса произносится с понижающейся интонацией. Интонация второй части разделительного вопроса зависит от коммуникативного намерения спрашивающего: если спрашивающий не уверен в том, какой ответ он получит, т. е. вопрос действительно является вопросом, то вторая часть вопроса произносится с повышающейся интонацией. Если же разделительный вопрос выполняет риторическую функцию, его вторая часть произносится с понижающейся интонацией и не требует ответа.

Разделительные вопросы соответствуют в русском языке вопросам с вводными словами: «Не так ли? Не правда ли? Правда? Да?» или полувопросу-полуутверждению с усилительным наречием «ведь»:

- |  |   |
|--|---|
| <i>He is here, <u>isn't he</u>?</i>                      | – Он здесь, <u>не так ли</u> ?          |
| <i>He <u>isn't</u> here, <u>is he</u>?</i>               | – Его здесь нет, <u>не правда ли</u> ?  |
| <i>Jane <u>doesn't</u> play tennis, <u>does she</u>?</i> | – Джейн не играет в теннис, <u>да</u> ? |
| <i>You have such a book, <u>haven't you</u>?</i>         | – У тебя <u>ведь</u> есть такая книга?  |

На разделительные вопросы обычно даются ответы с краткими утвердительными или отрицательными фразами:

- |   |                             |
|---|-----------------------------|
| <i>Today is Monday, <u>isn't it</u>?</i>            | – Сегодня ведь понедельник? |
| – <u>Yes, it is</u> .                               | – <u>Да</u> .               |
| <i>You <u>don't</u> like coffee, <u>do you</u>?</i> | – Ты не любишь кофе, да?    |
| – <u>No, I <u>don't</u></u> .                       | – <u>Не люблю</u> .         |

Ответом на разделительные вопросы с утвердительной первой частью часто бывают выражения *That's right. That's so. Quite right. Quite so*:

- |   |                                      |
|---|--------------------------------------|
| <i>You have been here before, <u>haven't you</u>?</i> | – Вы здесь бывали раньше, не так ли? |
| – <u>That's right</u> .                               | – <u>Верно</u> .                     |

*You returned from the trip yesterday, didn't you? – That's so.*

– Вы ведь вернулись из поездки вчера? – Это так.

В отличие от русского, в английском языке в утвердительном ответе всегда употребляется слово *yes*, а в отрицательном – *no*, независимо от того, подтверждается или опровергается мысль спрашивающего. Сравните:

*You didn't like the song, did you?*

– Вам не понравилась песня, правда?

*Yes, I did.*

– Нет, понравилась.

*No, I didn't.*

– Да, не понравилась.

### **Grammar exercises**

#### **Exercise 1. Write yes/no questions to the following responds.**

1. ....?	I've seen the news today.
2. ....?	I work from home.
3. ....?	I can't understand German.
4. ....?	I'm enjoying the conference.
5. ....?	I agreed with her.
6. ....?	I've never spoken to her boss.
7. ....?	I'll be back in time for lunch.

#### **Exercise 2. Complete the dialogue with question words and question phrases from the box.**

What kind of	How often	How far	How long	How many
How much	What	What	Which	Which
				Whose

**A:** So, tell me about your new job. ....work is it?

**B:** It's in sales, like my last job. But it's a bigger company.

**A:** Really? ..... people work there?

**B:** I suppose there are about 60 people in our office.

**A:** Oh. And .....holiday can you take a year?

**B:** Twenty four days a year plus public holidays.

**A:** Oh, that's much better than your last job. And.....is it from your home?

**B:** Well, it's really not that far and I don't have to catch a train to work every morning, which is great.

**A:** Oh, lucky you. So, .....does it take you to get to work in the morning now?

**B:** About 20 min by car.

**A:** It sounds perfect. ....time do you start work in the morning?

**B:** About 9. But sometimes I have to go on sales trips at weekends as well.

**A:** Oh? ..... idea was that?

**B:** I don't know. It's just something you have to do.

**A:** And.....do you have to do that?

**B:** About ones a month I think. They are going to give me a company car.

**A:** Really? ..... model are they going to give you?

**B:** A Golf I think. And I can choose the colour.

**A:** Oh, and .....colours are there?

**B:** Well, I can choose between black and dark blue.

**A:** Only two? And.....one do you prefer?

**B:** Well, dark blue sounds better than black.

**A:** Well, congratulations. I'm sure you'll do really well.

### **Exercise 3. Complete the sentences using indirect questions.**

1. I'd like to know what time \_\_\_\_\_. –  
The programme starts at 8 o'clock.

2. Is she all right? – I do not know \_\_\_\_\_.

3. Do you know who \_\_\_\_\_?  
– Yes, she is an economist.

4. How long has he known her? – Well, I'd like to know myself  
\_\_\_\_\_.

5. Do they have any free seats? – Let's have a look  
\_\_\_\_\_.



6. Which countries did he visit? – To tell the truth, I haven't found out yet \_\_\_\_\_.
7. How much money do we have? – I can't tell you \_\_\_\_\_.
8. What would he do? – Why should I tell you \_\_\_\_\_.
9. Will we have to pay more? – I will let you know \_\_\_\_\_.

### **Word Formation: suffixes –er/ee**

**Exercise 1. Derive new words from the root forms using suffixes -er/ee where possible. Translate the words and make up your own sentences.**

<b>Root word</b>	<b>-er</b>	<b>-ee</b>
employ		
pay		
train		
license		
grant		
interview		
nominate		
devote		
refuge		
refer		
elect		
escape		
mentor		
address		
rescue		
surrender		
represent		
abduct		
rehabilitate		
trust		

# UNIT 6

## BILLING DOCUMENTS

### Lead-in

**Task 1. Discuss in groups and compare your points of view.**

1. What is a billing document?
2. What kind of billing documents do you know?
3. Do you think billing documents vary in different countries?
4. What happens if a company cannot pay its bills?
5. Do you know the way to improve the billing process?

**Task 2. Match the following words to their definitions.**

1. invoice	a. request for payment
2. billing	b. an amount of something, often expressed as a number out of 100
3. storage	c. to refuse to give something or to keep back something
4. to hinder	d. to accept something enthusiastically
5. percentage	e. the putting and keeping of things in a special place for use in the future
6. to withhold	f. to limit the ability of someone to do something, or to limit the development of something
7. to embrace	g. a list of things provided or work done together with their cost, for payment at a later time:

**Task 3. Read the text; fill in the gaps with the words in the box.**

**Translate and retell the text.**

percentage	efficiency	money	invoices
billing	delivery	storage	ability
automated			

A critical component of any business's order-to-cash cycle is the process of invoicing for goods or services sold and receiving payment in return. But sending ..... represents only a small ..... of the tasks involved in billing and cash collection. What often hinders the process most is the inability to assemble and deliver packages of ..... documents in a timely way to support the invoice. This is significant because frequently customers will withhold payment of invoices until they receive certain documentation that provides proof of ..... . To overcome this challenge and maximize operational ..... in general, one solution that more and more companies today are embracing is electronic ..... and delivery of billing documents. By moving from manual to ..... processes, businesses are able to improve order-to-cash performance.

### **Vocabulary:**

1. invoice – счёт-фактура, накладная;
2. pro forma invoice for sales order – предварительный счёт купли-продажи;
3. pro forma invoice for delivery – предварительный счёт на доставку;
4. cash sales invoice – накладная за наличный расчёт;
5. previously – предварительно;
6. utility – коммунальное или муниципальное предприятие;
7. dishonestly secures a remission – неправомерно сохранять льготу;
8. insolvent – неплатёжеспособный, некредитоспособный;
9. services or goods delivered – предоставленные услуги и товары;
10. agreed terms – оговоренные, согласованные условия;
11. to be tailored – сделанный по заказу, подогнанный;
12. to meet the requirements – отвечать требованиям;
13. the SAP (Statutory Accounting Principles) – Принципы ведения бухгалтерского учёта, предписанные законом;
14. simultaneously – одновременно;

15. to reverse – *зδ. отменять, аннулировать*;
16. external document – *внешний документ*;
17. header – *заглавие*;
18. optional items – *дополнительные (необязательные) позиции*;
19. relevant – *уместный, соответствующий*;
20. amounts and quantities – *общая сумма и количество*;
21. itemization – *подробная ведомость, аналитика, распределение по статьям*;
22. pure link table – *полная таблица ссылок*;
23. to link – *связывать, соотносить*.

### Vocabulary exercises

#### **Exercise 1. Match the two halves of the sentences.**

1. A debit or credit memo is received from the bank each time	a. for their internal purchasing approval process.
2. Large organisations may request a pro forma invoice purely	b. received but not yet paid for.
3. The government is planning to withhold benefit payments from single mothers	c. an adjustment is made to the State's bank accounts.
4. If the content of a billing document is not correct	d. to deal with the different business transactions carried out during billing processing.
5. You can use billing document types	e. it can only be reversed.
6. The bill for something is the total price of all services and goods	f. who refuse to name the father of their child.

#### **Exercise 2. Choose the right variant from the words given in brackets.**

1. Information provided to the Committee confirms that all (*previously/after*) approved projects for the enhancement of security at Vienna have been completed.

2. Billing documents can be designated as simulation documents that you can use for (*checking/requesting*) and testing. The system does not create invoicing orders and postings for simulation documents.

3. If the invoicing of a billing document is successful, the related invoicing order is (*deleted/created*).

4. The reversal document suppresses the invoicing of the billing document (*to be reversed/to be reserved*).

5. The billing document additional items are (*optional/obligatory*).

6. In the end, Greece, the Eurozone's other members, and Greece's creditors will have to accept that the country is (*financially reliable/insolvent*) and cannot service its existing debt.

7. In case there are reasons to exceed this limit, economic units have (*to differ/to reconcile*) their prices with the Ministry of Economy by providing adequate calculation, i.e. cost itemization.

8. Statutory Accounting Principles (SAP) attempt to determine the insurer's ability to satisfy its obligations to creditors (*at all times/from time to time*).

## **Text**

### **Billing Documents**

The billing document can be a delivery-related invoice, pro forma invoice for sales order, pro forma invoice for delivery, cash sales invoice, credit memo and a debit memo. You can use billing document types to deal with the different business transactions carried out during billing processing.

A bill is a document requesting payment for goods previously supplied. This presentation of a bill is common practice on the part of restaurants, credit card companies, utilities, and other service providers. The bill for something is the total price of all services and goods received but not yet paid for, and is presented in the expectation of immediate payment in full. If a bill is not paid, a collections company is usually given the responsibility of collecting the amount due and service is terminated. Under English law, a person who makes off without paying the bill, or who dishonestly secures a remission in the amount payable, commits an offence under the Theft Act 1978. When a company cannot pay its bills, it is said to be insolvent.

An invoice is a type of billing document used to bill the customer for services or goods delivered. An invoice is a commercial document issued

by a seller to a buyer, indicating the products, quantities and agreed prices for products or services that the Seller has already provided the Buyer with. An invoice indicates that, unless paid in advance, payment is due by the buyer to the seller, according to the agreed terms.

Specific functions can be defined for each billing document type. This is done using control elements that are specified in tables. The document types can be tailored to meet the requirements of your company. You can also define new billing document types, if those defined in the SAP standard system do not meet all your company requirements.

When a billing document is created, the system simultaneously creates an invoicing order. Invoicing orders enable the invoicing program to quickly select specific billing documents that have not been processed yet. If the invoicing of a billing document is successful, the related invoicing order is deleted.

Billing documents cannot be deleted. If the content of a billing document is not correct, it can only be reversed. For a reversal, the system creates a reversal billing document. The reversal document suppresses the invoicing of the billing document to be reversed. If the billing document has already been invoiced, the reversal document ensures that the amounts and quantities are posted again but with the opposite +/- sign.

The system saves the key of the external document from which the billing document arose with the billing document. This means that, from the invoicing document, you can navigate to the external document(s) via the billing document(s). When billing documents are created, the system checks whether the key of the external system and the key of the logical system from which the external document is transferred are unique or already assigned. Billing documents consist of:

- Billing document header
- Billing document items
- Billing document tax item (optional)
- Billing document additional items (optional)

The header of a billing document contains:

- The reference to the external document from which it arose
- The key of the relevant contract account and the business partner

Each billing document contains one or more billing document items.

They contain:

- Amounts and quantities
- Information that influences the account determination and the tax determination in Invoicing in Contract Accounts Receivable and Payable.
- Information for invoice printing and the statistical treatment of the amounts and quantities.

The billing document tax items are optional. They are filled if the tax calculation took place in the external system. If Contract Accounts Receivable and Payable calculates the taxes, the system does not create billing document tax items.

The billing document additional items are also optional. The SAP standard delivery contains only a few fields. Billing document additional items are suitable for printing additional information on an invoice, for example, call itemization on a telephone bill. If you want to use billing document additional items, you have to add the fields that you require to the structure. You can also use the billing document additional items as a pure link table. To do this, save additional document data in one or more separate tables, for example. The table of billing document additional items is only used to link the entries from these customer-defined tables with billing document headers or billing document items.

### **After reading tasks**

**Task 1. Read and decide if the following statements are true or false? Correct the false ones.**

1. A bill is a document requesting payment for goods previously supplied.
2. The bill for something is the total price of all services and goods received and paid for.
3. If a bill is not paid, a collections company is usually given the responsibility of collecting the amount due and service is terminated.

4. Under English law, a person who makes off without paying the bill, or who dishonestly secures a remission in the amount payable, commits an offence under the Theft Act 1987.

5. An invoice indicates that, unless paid in advance, payment is due by the buyer to the seller, according to the agreed terms.

6. The document types cannot be tailored to meet the requirements of your company. You can not define new billing document types, if those defined in the SAP standard system do not meet all your company requirements.

7. When a billing document is created, the system simultaneously creates an invoicing order.

8. The table of billing document additional items is only used to link the entries from these customer-defined tables with billing document headers or billing document items.

### **Task 2. Answer the following questions.**

1. What are the differences between billing document and invoice?
2. Where is a bill presented?
3. What happens if a bill is not paid?
4. When are invoicing orders created?
5. When are invoicing orders deleted?
6. How does the system save the key of the external document?
7. What do billing documents consist of?
8. What does each billing document contains?
9. Which items of a billing document are optional?
10. When are tax items filled?
11. What does the abbreviation SAP mean?
12. What should you do if you want to use billing document additional items?

### **Task 3. Read the text.**

Bill of exchange or draft is a payment demand, written or drawn up by an exporter, instructing an importer to pay a specific sum of money at



a future date. When the bill matures, the importer pays the money to its bank, which transfers the money to the exporter's bank. This bank then pays the money to the exporter after deduction its charges.

A bank may agree to endorse or accept a bill of exchange before it matures. To endorse a bill is to guarantee to pay it if the buyer of goods does not. If a bill is endorsed by a well-known bank, the exporter can sell it at a discount in the financial markets. The discount represents the interest the buyer of the bill could have earned between the date of purchase and the bill's maturity date. When the bill matured, the buyer receives the full amount. This way the exporter gets most of the money immediately, and doesn't have to wait for the buyer to pay the bill.

**Put the sequence of events in the correct order. The last stage is B.**

- a. A bank accepts or endorses the bill of exchange.
- b. The accepting bank pays the full value of the bill of exchange to whoever bought it.
- c. The exporter sells the bill of exchange at a discount on the money market.
- d. The importer receives the goods and pays its bank.
- e. The importer's bank transfers the money to the accepting bank.
- f. The seller of exporter writes a bill of exchange and sends it to the buyer or importer (and ships the goods).

**Task 4. Speak and Write.**

1. Comment on the expression "A bargain is a bargain".
2. Make up dialogues using the abovementioned expression.

**Grammar Review. The Imperative Mood. The Subjunctive Mood.**

**Word Formation: Conversion.**

**The Imperative Mood.**

**Exercise 1. Translate the sentences.**

1. To ensure a swift delivery, please complete the details below and pass this pro forma invoice on to your Accounts Department.
2. Use the reverse method.

3. Do submit invoices by the 24th of every month!
4. Let's withhold our rent until the landlord agrees to have the repairs done.
5. Please bill me for any expenses you incur.
6. To stop the engine repeat the same procedures, but in reverse order.

### **The Subjunctive Mood**

Сослагательное наклонение используется для передачи предполагаемых, желаемых или нереальных действий. Глагол в сослагательном наклонении переводится на русский язык формой прошедшего времени с частицей «бы». В английском языке сослагательное наклонение выражается различными формами. Наиболее употребительными являются следующие:

1. В придаточных предложениях, начинающихся с союза **that**, после оборотов типа “It is necessary” (необходимо), “It is desirable” (желательно), “It is important” (важно) употребляются **should** + infinitive и Present Subjunctive (форма, совпадающая во всех лицах единственного и множественного числа с инфинитивом).

*It is desirable that he **should take** measures at once.* (или: *It is desirable that he **take** measures at once.*) – Желательно, чтобы он принял меры немедленно.

2. В придаточных предложениях, зависящих от глаголов **to order, to command, to insist, to suggest, to propose**, употребляются **should** + infinitive и Present Subjunctive.

He *suggested* that the meeting **should be postponed**. (или: He *suggested* that the meeting **be postponed**.)

3. В придаточных предложениях, зависящих от глагола **to wish**:

1) Для выражения пожелания о том, чтобы положение вещей существующих в момент высказывания, было изменено, используется форма сослагательного наклонения, совпадающая с формой глагола в Past Indefinite:

I wish I had a new car. – Как бы я хотел иметь новую машину.

I wish I were with you. – Как бы я хотел быть с вами.

2) Для выражения сожаления по поводу упущенной возможности или по поводу совершенного поступка используется форма, совпадающая с Past Perfect.

I wish I had done it yesterday. — Жаль, что я не сделал этого вчера.

Примерами использования сослагательного наклонения в речи часто являются придаточные предложения, в том числе условные придаточные предложения, которые вводятся союзом *if* (если). Условные придаточные предложения делятся на три основных типа: реальное условие в настоящем или будущем, воображаемое (но маловероятное) условие в настоящем или будущем и воображаемое, но нереальное условие в прошлом.

Тип	Ситуация	Структура предложения	
		«if»- clause (придаточное)	«main» clause (главное)
I	Реальное условие в настоящем /будущем	<b>if</b> + present tenses: V/Vs; am/is/are Ving; have/has Ved/ V3; have/has been Ved/V3; can/must/may V	shall/will V
<b>Ex.</b> <i>If you don't work systematically, you will fail the examination.</i> <i>Если ты не будешь работать систематически, ты не сдашь экзамен.</i>			
II	Воображаемое, но маловероятное условие в настоящем/ будущем	<b>if</b> + past simple: Ved/ V3	would could might } -V
<b>Ex.</b> <i>If I were a policeman, I would fine you for exceeding the speed limit.</i> <i>Если бы я был полицейским, я бы оштрафовал тебя за превышение скорости.</i> <i>What would he do if he were turned out? Что бы он стал делать, если бы его уволили?</i>			
III	Воображаемое, но нереальное условие в прошлом	<b>if</b> + past perfect: had Ved/ V3	would should could } +have Ved/V3
<b>Ex.</b> <i>If you had persuaded me, I wouldn't have trusted him with my money.</i> <i>Если бы ты убедил меня, то я бы не доверил ему мои деньги.</i>			

## Grammar exercises

**Exercise 1. Make up *I wish* sentences for the following situations.**

1. I live in the suburbs.
2. I have a small flat.
3. My parents do not understand me.
4. I have no time to see my friends.
5. Some time ago I was offered a new job but I failed the interview.
6. I failed the interview because my computer skills were poor.

**Exercise 2. Answer the following questions using the Subjunctive Mood.**

1. Where would you go to buy flowers if you were going to a birthday party?
2. What would you be doing now if you were not having a lesson?
3. What would you recommend to a person if he had a headache?
4. What would you say if you were offered to go to the Moon?
5. What would you take with you if you went to the Moon?
6. What would you be doing now if it were the 31st of December?
7. What would you do if you found a burglar in your house?
8. If someone gave you a helicopter, what would you do?
9. Would you give up your job if you won a big prize in a lottery?
10. If you were able to go back in time, which year or era would you choose? Why would you choose that time?
11. If you were president of your country, what changes would you make there?
12. If you could do one thing to make the world better, what would it be?
13. If you had had the choice, where would you have been born?
14. If you had chosen a different language to study, what might it have been?
15. If you had chosen a different city to study in, where would you have gone?
16. Where would you go if you were on holiday?

**Exercise 3. Complete the sentences with the correct tense forms of the verbs in brackets.**

1. If you *don't put up* (not/put up) this shelf, you won't have anywhere to put your books.
2. If I were you, I ... (tell) her how you feel.
3. Even if he ... (ask) them, they wouldn't have agreed to come.
4. Unless you ... (feel) any better, you can take the rest of the day off.
5. If she ... (not/threaten) him, he wouldn't have left.
6. He ... (not/go) with her if he had known she would behave so irresponsibly.
7. I wouldn't have been able to do it unless she ... (help) me.
8. If she ... (be) more experienced, she would be more likely to get the job.
9. If the food ... (not/be) so bad, we wouldn't have complained.
10. Sales will increase provided that the advertising campaign ... (be) successful.
11. If you ... (spend) less on clothes, you would be able to save some money.
12. You had a very narrow escape. If your payments (fall) into arrears, your house (be) sold to pay off the debt.
13. I think I was right to decide against this investment. If there (be) some potential for my capital to grow I (invest) in that area.

**Word Formation: Conversion**

Конверсия – один из способов словообразования в английском языке. При этом из одной части речи можно получить другую без изменения формы слова. От существительного «**hope**» (надежда) образовался глагол «**to hope**» (надеяться), от «**work**» (работа) – «**to work**» (работать). Это пример «абсолютной» конверсии, когда слово не меняется ни написанием, ни произношением. В английском языке существует немало случаев конверсии:

**Water** (вода) – **to water** (поливать);

**Result** (результат) – **to result** (давать результат);

**Hate** (ненависть) – **to hate** (ненавидеть);  
**Order** (приказ) – **to order** (приказывать);  
**Mistake** (ошибка) – **to mistake** (ошибаться);  
**Fish** (рыба) – **to fish** (ловить рыбу).

В некоторых случаях глаголы образуются не от существительных, а от прилагательных:

**Empty** (пустой) – **to empty** (опустошить);  
**Clean** (чистый) – **to clean** (чистить, мыть);  
**Cool** (прохладный) – **to cool** (охлаждать);  
**Slim** (худой, стройный) – **to slim** (худеть);  
**Blind** (слепой) – **to blind** (ослепить).

Для того, чтобы определить, какой частью речи является данное слово, следует обратить внимание на контекст и сопутствующие артикли и предлоги.

В современном английском языке часто используются глаголы, перешедшие в имена существительные:

**Pocket** (карман) – **to pocket** (класть в карман);  
**Winter** (зима) – **to winter** (зимовать);  
**Nail** (гвоздь) – **to nail** (забивать гвозди, пригвоздить);  
**Fox** (лиса) – **to fox** (хитрить);  
**Face** (лицо) — **to face** (предстать).

Но бывает и наоборот:

**to walk** (гулять, идти) – **a walk** (прогулка пешком);  
**to cry** (кричать) – **a cry** (крик);  
**to stop** (останавливать) – **a stop** (остановка);  
**to help** (помогать) – **help** (помощь);  
**to smile** (улыбаться) – **a smile** (улыбка).

### Grammar exercise

**Exercise 1. Translate the sentences. Compare different parts of speech in different grammar models.**

1. He **works** as a bank manager. 2. I saw one of his **works** at the exhibition. 3. I was waiting for your **report**. 4. They **report** the results

of their experiment every Monday. 5. His **report** contains some of his thoughts about the experiment. 6. My fellow-officer and I split up, intending to cut off the **suspect**. 7. And, after all, what is it you **suspect** him of?" 8. He was a material witness and possible suspect in the homicide of an official. 9. You'll make progress if you **work** hard. 10. He thought about his new **work**. 11. I have a **present** for you. 12. I am busy at **present**. 13. **Number** the pages of your **research** work! 14. **Research** the evidence **number** two, be careful! 15. Will you **interview** the witness and show me the **results** of your **interview**? 16. Thorough selection always **results** in proper choice.

# UNIT 7

## HISTORY OF BANKING

### Lead in

#### **Task 1. Discuss the following questions:**

1. Do you worry about the systemic failure to the whole banking system?
2. Have you heard much about the Federal Reserve Bank?
3. What do you know about "invisible hand" theory?
4. What is the effect of the Late-2000s financial crisis on our economy?
5. Do you think if banks ever change their business practices?

#### **Task 2. Match the following words to their definitions.**

- |                  |   |
|------------------|---|
| 1. creditor      | a. a charge for borrowed money generally a percentage of the amount borrowed                              |
| 2. debtor        | b. to put money in a bank account   |
| 3. to deposit    | c. a person, organization, government, etc., that owes a debt   |
| 4. loan          | d. one to whom a debt is owed   |
| 5. interest      | e. to let out money for temporary use on condition of repayment with interest                             |
| 6. to lend money | f. an amount of money that is given to someone for a period time with a promise that it will be paid back |



**Task 3. Read the text, fill in the gaps with the words in the box. Translate and retell the text.**

a steel safe	were minted	security	payment	held
accounts				
fragile	coins	the financial centers	services	

Banks have been around since the first currencies \_\_\_\_\_, perhaps even before that, in some form or another. Currency, particularly the use of \_\_\_\_\_, grew out of taxation. In the early days of ancient empires, a tax of \_\_\_\_\_ on healthy pig per year might be reasonable, but as empires expanded, this type of \_\_\_\_\_ became less desirable. Additionally, empires began to need a way to pay for foreign goods and \_\_\_\_\_, with something that could be exchanged more easily. Coins of varying sizes and metals served in the place of \_\_\_\_\_.

These coins, however, needed to be kept in a safe place. Ancient homes didn't have the benefit of \_\_\_\_\_, therefore, most wealthy people \_\_\_\_\_ at their temples. Numerous people, like priests or temple workers whom one hoped were both devout and honest, always occupied the temples, adding a sense of \_\_\_\_\_. There are records from Greece, Rome, Egypt and Ancient Babylon that suggest temples loaned money out, in addition to keeping it safe. The fact that most temples were also \_\_\_\_\_ of their cities, is the major reason that they were ransacked during wars.

**Vocabulary:**

1. temple – храм, церковь;
2. to formalize – легализовать, формально закрепить;
3. moneylender – кредитор; ссудодатель, займодатель;
4. loan sharks – ростовщик-акула (тот, кто предлагает кредиты с высоким процентом);
5. legitimate commerce – узаконенная торговля;

6. institutional bank – централизованный банк;
7. edict – указ, декрет, непреложный закон;
8. in lieu of – вместо;
9. landed nobleman – аристократ-землевладелец;
10. descendant – потомок, внук;
11. lineage – клан, род;
12. eventually – в конечном счёте, в итоге, со временем;
13. extravagances – расточительность, мотовство, сумасбродство;
14. crushing – сокрушительный, тяжёлый;
15. «invisible hand» – невидимая рука (о рыночном механизме, осуществляющем регулирование хозяйства в условиях свободной конкуренции по теории Адама Смита);
16. competitive – конкурирующий, конкурентоспособный;
17. fertile ground – благодатная почва;
18. to emerge – появляться, выходить;
19. defaulted bank – банк, не выполняющий обязательства;
20. state-chartered banks – банк, действующий в юрисдикции штата;
21. issue bank notes – выпускать банкноты;
22. deposit insurance – страхование банковских вкладов;
23. at par – по номинальной стоимости, по паритету;
24. cancellation – аннулирование;
25. resurrections – возрождение, восстановление;
26. liquid market – рынок, характеризующийся массовыми продажами; ликвидный рынок;
27. merchant bank – коммерческий банк, банк, обслуживающий торговые операции;
28. foreign bond – иностранная облигация;
29. trust – доверительный фонд;
30. aftermath – последствия (бедствия, катастрофы);
31. speculate – спекулировать, играть на бирже;
32. bailout – спасательная акция, операция по спасению от банкротства; долг, долговые обязательства;
33. credit crunch – кризис кредитования.

## Vocabulary exercises

**Exercise 1. Match English and Russian equivalents. Make up sentences using the given terms.**

1. governmental spending	a. выпускать банкноты
2. to service the debt	b. банк, действующий в юрисдикции штата
3. self-regulated economy	c. создать единую национальную валюту
4. competitive bank	d. расходы правительства
5. to become worthless	e. страна-должник
6. state-chartered banks	f. защитить деньги вкладчиков
7. issue bank notes	g. обслуживать долг
8. to create a uniform national currency	h. остановить кризис
9. sporadic	i. крупная финансовая операция
10. debtor nations	j. саморегулируемая экономика
11. to stop the depression	k. разумный доступ к кредитам
12. massive financing operation	l. стать бесполезным
13. reasonable access to credit	m. предоставлять кредит
14. to protect depositors' money	n. случайный, временно возникающий
15. to extend credit	o. конкурентоспособный банк

**Exercise 2. Choose the right variant to complete the sentence.**

1. The history of banking began.....
  - a) during the Roman Empire
  - b) in Assyria and Babylonia
  - c) in ancient Greece
2. The ..... bank is a bank for large companies that trade goods in other countries.
  - a) institutional
  - b) merchant
  - c) state-chartered
3. J.P. Morgan and Company emerged at the head of the ..... banks during the late 1800s.
  - a) merchant
  - b) institutional
  - c) state-chartered

4. When the First World War broke out, ..... became a global lender and replaced London as the center of the financial world by the end of the war.

- a) Austria
- b) the USA
- c) France

## **Text**

### **History of Banking**

The history of banking begins with the first prototype banks of merchants of the ancient world, which made grain loans to farmers and traders who carried goods between cities. This began around 2000 BC in Assyria and Babylonia. The ancient Romans, great builders and administrators in their own right, took banking out of the temples and formalized it within distinct buildings. During this time moneylenders still profited, as loan sharks do today, but most legitimate commerce, and almost all governmental spending, involved the use of an institutional bank.

Julius Caesar, in one of the edicts changing Roman law after his takeover, gives the first example of allowing bankers to confiscate land in lieu of loan payments. This was a monumental shift of power in the relationship of creditor and debtor, as landed noblemen were untouchable through most of history, passing debts off to descendants until either the creditor's or debtor's lineage died out.

Eventually, the various monarchs that reigned over Europe noted the strengths of banking institutions. As banks existed by the grace, and occasionally explicit charters and contracts, of the ruling sovereign, the royal powers began to take loans to make up for hard times at the royal treasury, often on the king's terms. This easy finance led kings into unnecessary extravagances, costly wars and an arms race with neighboring kingdoms that lead to crushing debt.

Banking was already well established in the British Empire when Adam Smith came along in 1776 with his "invisible hand" theory. Empowered by his views of a self-regulated economy, moneylenders

and bankers managed to limit the state's involvement in the banking sector and the economy as a whole. This free market capitalism and competitive banking found fertile ground in the New World, where the United States of America was getting ready to emerge.

In the beginning, Smith's ideas did not benefit the American banking industry. The average life for an American bank was five years, after which most bank notes from the defaulted banks became worthless. These state-chartered banks could, after all, only issue bank notes against gold and silver coins they had in reserve. A bank robbery meant a lot more before, than it does now, in the age of deposit insurance and the Federal Deposit Insurance Corporation – FDIC.

Alexander Hamilton, the secretary of the Treasury, established a national bank that would accept member bank notes at par, thus floating banks through difficult times. This national bank, after a few stops, starts, cancellations and resurrections, created a uniform national currency and set up a system by which national banks backed their notes by purchasing Treasury securities, thus creating a liquid market. Most of the economic duties that would have been handled by the national banking system, addition to regular banking business like loans and corporate finance, fell into the hands of large merchant banks, because the national banking system was so sporadic. Until the 1920s, these merchant banks parlayed their international connections into both political and financial power. These banks included Goldman and Sachs, Kuhn, Loeb, and J.P. Morgan and Company. Originally, they relied heavily on commissions from foreign bond sales from Europe, with a small backflow of American bonds trading in Europe. This allowed them to build up their capital.

J.P. Morgan and Company emerged at the head of the merchant banks during the late 1800s. It was connected directly to London, then the financial center of the world and had considerable political clout in the United States. Morgan and Co. created U.S. Steel, AT&T and International Harvester, as well as duopolies and near-monopolies in the railroad and shipping industries.

The collapse in shares of a copper trust set off a panic that had people rushing to pull their money out of banks and investments. Without the Federal Reserve Bank to take action to calm people down, the task fell to J.P. Morgan to stop the panic, by gathering all the major players on Wall Street to maneuver the credit and capital they controlled. This prompted the government to form the Federal Reserve Bank (the Fed) in 1913.

The aftermath of the depression had immediate consequences for all banks. A clear line was drawn between being a bank and being an investor. In 1933, banks were no longer allowed to speculate with deposits and the FDIC regulations were enacted, to convince the public it was safe to come back. No one was fooled and the depression continued.

World War II saved the banking industry from complete destruction. WWII, and the industriousness it generated, lifted world economy. The war required financial maneuvers using billions of dollars. This massive financing operation created companies with huge credit needs that in turn spurred banks into mergers to meet the new needs.

The Late-2000s financial crisis caused significant stress on banks around the world. The failure of a large number of major banks resulted in government bail-outs. 2008 was the year of a credit crunch and global banking crises. In response governments around the world bailed-out, nationalised or arranged fire sales for a large number of major banks. Starting with the Irish government on 29 September 2008, governments around the world provided wholesale guarantees to underwriting banks to avoid panic of systemic failure to the whole banking system. These events produced the term 'too big to fail' and resulted in a lot of discussion about the moral hazard of these actions.

Banks have come a long way from the temples of the ancient world, but their basic business practices have not changed. Banks issue credit to people who need it, but demand interest on top of the repayment of the loan. Although history has altered the fine points of the business model, a bank's purpose is to make loans and protect depositors' money. Even if the future takes banks completely off your street corner and onto the internet, or has you shopping for loans across the globe, the banks will still exist to perform this primary function.

### **After reading tasks**

**Task 1. Read and decide if the following statements are true or false? Correct the false ones.**

1. Julius Caesar was the first who allowed bankers to confiscate land in lieu of loan payments.

2. Adam Smith came along in 1876 with his "invisible hand" theory, when banking was already well established in the British Empire.

3. Alexander Hamilton, the secretary of the Treasury, established a national bank that would accept member bank notes at par, thus floating banks through difficult times.

4. Originally, the USA merchant banks built up their capital, relying heavily on commissions from American bond sales.

5. J.P. Morgan and Company emerged at the head of the merchant banks during the late 1800s, and created U.S. Steel, AT&T and International Harvester, as well as duopolies and near-monopolies in the railroad and shipping industries.

6. The collapse in shares of a copper trust set off a panic that had people rushing to put their money in banks.

7. The aftermath of the depression had immediate consequences for all banks.

8. World War II completely destroyed the banking industry.

9. The Late-2000s financial crisis caused significant stress on banks in some European countries.

10. 2008 was the year of a credit crunch and global banking crises.

11. Starting with the Irish government on 29 September 2010, governments around the world provided wholesale guarantees to underwriting banks to avoid panic of systemic failure to the whole banking system.

12. Banks have come a long way from the temples of the ancient world, and their basic business practices have changed significantly.

**Task 2. Answer the following questions.**

1. What did the history of banking begin with?
2. Why did easy finance lead European kings to crushing debt?
3. What was the A. Smith's theory of 1776 about?
4. Why did Smith's ideas not benefit the American banking industry in the beginning?
5. How did J.P. Morgan to stop the panic because of the collapse in shares of a copper trust?
6. When and how was the Federal Reserve Bank formed?
7. How did World War II save the banking industry and lift world economy?
8. Why did the Late-2000s financial crisis cause significant stress on banks around the world?
9. What did governments around the world do to avoid panic of systemic failure to the whole banking system?
10. What does the term 'too big to fail' mean?
11. What are banks' purposes?

**Task 3. Find the English equivalents for the following Russian words and word combinations. Reproduce the context.**

Ростовщик; получать прибыль; централизованный банк; отношения кредитора и должника; брать кредиты; ненужные излишества; тяжелый долг; саморегулируемая экономика; конкурентоспособная банковская система; банк, не выполняющий обязательства; обесцененные банкноты; ограбление банка; страхование банковских вкладов; ликвидный рынок; коммерческий банк; создавать единую национальную валюту; иностранная облигация; доверительный фонд; последствия кризиса; вызвать серьезное потрясение; «слишком большие, чтобы обанкротиться»; моральный вред; требовать проценты при погашении кредита; защищать (сохранять) деньги вкладчиков.



#### **Task 4. Translate into Russian in written form.**

##### **It's interesting to note that...**

In ancient Greece and during the Roman Empire, lenders based in temples made loans and added two important innovations: they accepted deposits and changed money.

Archaeology from this period in ancient China and India also shows evidence of money lending activity.

Banking, in the modern sense of the word, can be traced to medieval and early Renaissance Italy, to the rich cities in the north such as Florence, Venice and Genoa.

The oldest bank still in existence is Monte dei Paschi di Siena, headquartered in Siena, Italy, which has been operating continuously since 1472.

Wealth was usually deposited in temples (thêsauros "treasure houses") and treasuries. The earliest banks were used exclusively by rulers to fund the more important and larger festivals and for building expenses. The Roman Empire eventually crumbled, but some of its banking institutions lived on in the form of the papal bankers that emerged in the Holy Roman Empire, and with the Knights Of The Temple during the Crusades. Small-time moneylenders that competed with the church, were often denounced for usury. In 1557, Phillip II of Spain managed to burden his kingdom with so much debt, as the result of several pointless wars, that he caused the world's first national bankruptcy, as well as the second, third and fourth, in rapid succession. This occurred because 40% of the country's gross national product (GNP) was going toward servicing the debt. The trend of turning a blind eye to the creditworthiness of big customers, continues to haunt banks up into this day and age.

#### **Task 5. Speak and Write.**

1. Give your own examples of the financial crisis influence on our bank system.

2. Prepare a short report on the development of banking industry in Russia.

3. What is your opinion of the current events in our history of banking? Be ready to discuss the point.

4. Summarize the information of the Unit to be ready to speak on the development of the world banking. The first step to be done is to write the plan of your future report.

5. Choose any question (problem, topic) relating to history of banking and prepare a 5-7 minute report. Refer to different additional sources to make your report instructive, interesting and informative.

### **Grammar Revision: Passive Voice with Modal Verbs**

Модальные глаголы могут участвовать в образовании пассивного залога, при этом сама формула страдательного залога будет оставаться практически неизменной для всех модальных глаголов:

#### **Modal V + be + Past Participle (V3).**

Отрицательными становятся только модальные глаголы, как и в любом другом предложении.

<b>Active Voice</b>	<b>Passive Voice</b>
I can do it. – Я могу это сделать	It can be done. – Это может быть сделано. / Это можно сделать.
He should do it. – Ему следует это сделать.	It should be done. – Это следует сделать.
You ought to do it. – Тебе следует это сделать.	It ought to be done. – Это следует сделать.
She must do it. – Она должна это сделать.	It must be done. – Это должно быть сделано.
He had to do it. – Ему пришлось это сделать.	It had to be done. – Это пришлось сделать.

Tom is to do it. – Договорились, что это должен сделать Том.	It is to be done. – Договорились, что это должно быть сделано.
They may do it. – Им можно сделать это / Они, возможно, сделают это.	It may be done. – Это может быть сделано.
You might do it. – Они, может быть, и сделают это (но вряд ли).	It might be done. – Это, может быть, и будет сделано (хотя вряд ли).

### **Grammar exercises**

#### **Exercise 1. Translate into Russian.**

1. The criminal can be caught any time.
2. It could be done tomorrow.
3. He has to be sent to prison.
4. You should be stopped immediately.
5. The child ought to be taken home.
6. How should they be punished?
7. She must be taken to the hospital.
8. He has to be taken to the swimming pool by car, as it is quite a long way.
9. This work should be done very carefully.
10. My professor has told me that I may be invited to give the keynote speech at the conference this year.
11. The road over the mountains might be closed if this rain turns to snow.
12. If you're all keen to make an early start, the meeting could be brought forward to nine o' clock.
13. You can't expect her to work if she's not well. She must be given time off.
14. You're not supposed to walk on that type of floor in high heels. It shouldn't be allowed.
15. He ought to be rewarded for handing in all the money to the police.
16. The car was clearly defective and should never have been rented out.

17. That necklace is no longer in the shop window so it must have been sold.

18. He insisted on playing American football wearing only a T-shirt and shorts and could've been seriously injured.

## **Exercise 2. Change from Active Voice to Passive Voice.**

**Model:** Tom must pay the bill.

The bill must be paid by Tom.

1. The children can read books.

Books \_\_\_\_\_ by the children.

2. Susan has to learn geography.

Geography \_\_\_\_\_ by Susan.

3. The dog should bring the bones.

The bones \_\_\_\_\_ by it.

4. Tom must open the window.

The window \_\_\_\_\_ by him.

5. Poor people can not spend a lot of money.

Yes, a lot of money \_\_\_\_\_ by poor people.

6. The pupils must answer a lot of questions.

A lot of questions \_\_\_\_\_ by the pupils.

7. How can we solve that problem?

How \_\_\_\_\_ the problem \_\_\_\_\_?

8. You must not touch this button while the experiment is in progress.

This button \_\_\_\_\_ while the experiment is in progress.

9. We should call the police at once after the accident.

The police \_\_\_\_\_ at once after the accident by us.

10. We must put an end to this quarrel.

This quarrel \_\_\_\_\_ an end to.

11. You shouldn't make fun of the poor.

The poor \_\_\_\_\_ fun of.

12. The policeman should do a good job.

A good job \_\_\_\_\_ by the policeman.

### **Exercise 3. Change from Active Voice to Passive Voice.**

1. The injured man couldn't walk and had to \_\_\_\_\_.  
(carry).
2. I told the hotel receptionist that I wanted to \_\_\_\_\_ at 6.30 the next morning. (wake up)
3. The situation is serious. Something must \_\_\_\_\_ before it's too late. (do).
4. Do you think that less money should \_\_\_\_\_ on armaments? (spend)
5. People complain about the noise in the street. The noise in the street \_\_\_\_\_ by the people.
6. Children often don't pay attention to their parents words. The parents \_\_\_\_\_ to their words.
7. Sometimes the teacher takes advantage of the pupils' good ideas. The pupils' good ideas \_\_\_\_\_ by the teacher.
8. You must not touch this button while the experiment is in progress. This button \_\_\_\_\_ while the experiment is in progress.
9. We ought to have called the police at once after the accident. The police \_\_\_\_\_ at once after the accident by us.

### **Exercise 4. Change from Active Voice to Passive Voice.**

1. The doctor can't persuade her.
2. Who should pay the damage?
3. Someone is going to install the new programme.
4. We must inform him about the news.
5. We should discuss the matter again.
6. They are going to build a new bridge.
7. Laura might not invite Tina to the party.
8. Mark can't have stolen the money.
9. We should have informed the police.
10. Maria might have made a mistake.
11. The truck could have killed you.

12. He might have painted this picture before the war.
13. The police must have arrested the criminal by now.
14. They should have called the doctor immediately.
15. The fire may have damaged the house.
16. He must have paid the electricity bill.

# UNIT 8

## WTO

### Lead in

#### **Task 1. Discuss the following questions:**

1. What trend in the development of the world economy has been observed lately?
2. What do you know about GATT (General Agreement on Tariffs and Trade)?
3. Why does the world need rules?
4. What problems do developed countries face in international trade?
5. What should be done to cope with the problems?

#### **Task 2. Match the following words to their definitions.**

1. imports	a. limits to the number of products that can be imported
2. exports	b. a negative balance, when a country imports more goods than it exports
3. tariff	c. goods or services bought from a foreign country
4. trade surplus	d. a positive balance of trade, when a country exports more goods than it imports
5. trade deficit	e. goods or services sold to a foreign country
6. import quota	f. a tax on goods coming into or leaving a country

#### **Task 3. Read the text, fill in the gaps with the words in the box. Translate and retell the text.**

local products	currency	agriculture	trading partners
goods			
reduce	tariffs	to protect	to encourage

## Protectionism

Governments often want to protect various areas of the economy. These include \_\_\_\_\_ – so that the country is certain to have food – and other strategic industries that would be necessary if there was a war and international trade became impossible. Governments also want \_\_\_\_\_ other industries that provide a lot of jobs.

Many governments impose tariffs or import taxes on \_\_\_\_\_ from abroad, to make them more expensive and to encourage people to buy \_\_\_\_\_ instead. However there are an increasing number of free trade areas, without any import tariffs in Europe, Asia, Africa and the Americas.

The World Trade Organization (WTO) tries \_\_\_\_\_ free trade and \_\_\_\_\_ protectionism: restricting imports in order to help local products. According to the WTO agreement, countries have to offer the same conditions to all \_\_\_\_\_. The only way a country is allowed to try to restrict imports is by imposing \_\_\_\_\_. Countries should not use import quotas – limits to the number of products which can be imported – or other restrictive measures. Various international agreements also forbid dumping – selling goods abroad at below cost price in order to destroy or weaken competitors or to earn foreign \_\_\_\_\_ to pay for necessary imports.

### Vocabulary:

1. to commence – вступать в действие, начинать;
2. currently – в настоящее время, на текущий момент;
3. separate customs territories – отдельные таможенные территории;
4. framework – зд. условия;
5. adherence – приверженность, строгое соблюдение;
6. agreement – зд. соглашение;
7. the Ministerial Conference – Министерская Конференция;



8. the Trade Policy Review Body – Орган по проведению обзоров торговой политики;
9. the Dispute Settlement Body – Орган по разрешению споров;
10. the Goods Council – Совет по товарной торговле (Совет-ГАТТ);
11. the Services Council – Совет по торговле услугами;
12. Intellectual Property (TRIPS) Council – Совет по вопросам торговых аспектов прав интеллектуальной собственности;
13. competition policy – конкурентная политика, политика в области конкуренции (совокупность правовых норм и мер государственного регулирования, направленных на обеспечение эффективного функционирования рыночного механизма и борьбу с неконкурентной деловой практикой);
14. transparency – ясность, прозрачность;
15. government procurement – государственные закупки товаров и услуг;
16. overriding objective – первостепенная задача;
17. smoothly – гладко;
18. fairly – честно;
19. predictably – предсказуемо;
20. negotiations – переговоры;
21. to oversee – осуществлять контроль;
22. implementation – реализация, осуществление, выполнение;
23. to adjust – адаптироваться; привыкать; приспособиться;
24. the Multilateral Trade Agreements – соглашение о торговой политике между группой стран, обычно касающееся взаимного снижения таможенных тарифов или упразднения других торговых барьеров;
25. subsidies – субсидии.

## Vocabulary exercises

**Exercise 1. Match English and Russian equivalents. Make up sentences using the given terms.**

1. international trade	a. производительность
2. restrictive measures	b. абсолютное преимущество
3. free trade	c. отдельные таможенные территории
4. living standards	d. оценивание
5. absolute advantage	e. сравнительное преимущество
6. a comparative advantage	f. международная торговля
7. economies of scale	g. низкий доход
8. agreement	h. беспошлинная торговля
9. competition policy	i. посредник
10. separate customs territories	j. экономия от масштаба
11. assessment	k. переговоры
12. negotiations	l. конкурентная политика
13. low-income	m. соглашение, договор
14. mediator	n. уровень жизни
15. productivity	o. ограничительные меры

**Exercise 2. Choose the right variant to complete the sentence.**

1. The WTO is an intergovernmental organization overseeing the international ..... system.

- a) police
- b) trade
- c) communication

2. .... are goods or services bought from a foreign country

- a) Imports
- b) Exports

3. A country that exports more goods than it imports has a .....

- a) trade surplus
- b) balance
- c) trade deficit

4. Trade of goods is sometimes called ..... .
- a) invisible trade
  - b) visible trade
  - c) production
5. Attempting to reduce imports in favour of local production is called ..... .
- a) clientelism
  - b) protectionism
  - c) favoritism

### **Text** **WTO**

The World Trade Organization (WTO) is an intergovernmental organization which regulates international trade. The WTO officially commenced on 1 January 1995 under the Marrakesh Agreement, signed by 123 nations on 15 April 1994, replacing the General Agreement on Tariffs and Trade (GATT), which commenced in 1948. The WTO currently has 161 members, of which 117 are developing countries or separate customs territories. WTO activities are supported by a Secretariat, led by the WTO Director-General. The Secretariat is located in Geneva, Switzerland. The three official languages of the WTO are English, French and Spanish.

The WTO deals with regulation of trade between participating countries by providing a framework for negotiating trade agreements and a dispute resolution process aimed at enforcing participants' adherence to WTO agreements, which are signed by representatives of member governments and ratified by their parliaments.

The World Trade Organization describes itself as “the only global international organization dealing with the rules of trade between nations”. At its heart are the WTO agreements, negotiated and signed by the bulk of the world’s trading nations and ratified in their parliaments. The goal is to help producers of goods and services, exporters, and importers conduct their business.

The WTO's top level decision-making body is the Ministerial Conference which meets at least once every two years. Below this is the General Council (normally ambassadors and heads of delegation in Geneva, but sometimes officials sent from members' capitals) which meets several times a year in the Geneva headquarters. The General Council also meets as the Trade Policy Review Body and the Dispute Settlement Body. At the next level, the Goods Council, Services Council and Intellectual Property (TRIPS) Council report to the General Council. Numerous specialized committees, working groups and working parties deal with the individual agreements and other areas such as the environment, development, membership applications, regional trade agreements, relationship between trade and investment, interaction between trade and competition policy and transparency in government procurement.

The WTO is also a center of economic research and analysis: regular assessments of the global trade picture in its annual publications and research reports on specific topics are produced by the organization.

The WTO's overriding objective is to help trade flow smoothly, freely, fairly and predictably. It does this by:

- Administering trade agreements
- Acting as a forum for trade negotiations
- Settling trade disputes
- Reviewing national trade policies
- Assisting developing countries in trade policy issues, through technical assistance and training programs
- Cooperating with other international organizations

Among the various functions of the WTO, these are regarded by analysts as the most important:

- It oversees the implementation, administration and operation of the covered agreements.
- It provides a forum for negotiations and for settling disputes.

Additionally, it is the WTO's duty to review and propagate the national trade policies, and to ensure the coherence and transparency of

trade policies through surveillance in global economic policy-making. Another priority of the WTO is the assistance of developing, least-developed and low-income countries in transition to adjust to WTO rules and disciplines through technical cooperation and training. The WTO shall facilitate the implementation, administration and operation and further the objectives of this Agreement and of the Multilateral Trade Agreements, and shall also provide the frame work for the implementation, administration and operation of the multilateral Trade Agreements.

As globalization proceeds in today's society, the necessity of an International Organization to manage the trading systems has been of vital importance. As the trade volume increases, issues such as protectionism, trade barriers, subsidies, violation of intellectual property arise due to the differences in the trading rules of every nation. The World Trade Organization serves as the mediator between the nations when such problems arise. WTO could be referred to as the product of globalization and also as one of the most important organizations in today's globalized society.

### **After reading tasks**

**Task 1. Read and decide if the following statements are true or false? Correct the false ones.**

1. The WTO is the intergovernmental organization overseeing the international trading system.
2. The World Trade Organization was established on 15 April 1994.
3. The World Trade Organization describes itself as “one of global international organizations dealing with the rules of trade between nations”.
4. Much of the day-to-day work of the WTO is conducted by the General Council, which is also composed of representatives of all WTO members.
5. The WTO currently has 161 members, of which 117 are developing countries or separate customs territories.

6. WTO activities are supported by a Secretariat, which is located in Paris, France.

7. The three official languages of the WTO are English, French and Italian.

8. Members are bound to grant to each other's products treatment no less favourable than that accorded to the products of any third parties.

9. The Goods Council, Services Council and Intellectual Property (TRIPS) Council report to the General Council.

10. The WTO aims to promote open and fair competition.

11. The WTO helps developing countries in trade policy issues, through technical assistance and training programs.

12. The WTO never cooperates with other international organizations.

13. Assessments of the global trade picture in its annual publications and research reports on specific topics are produced by the WTO.

14. The issues such as protectionism, trade barriers, subsidies, violation of intellectual property arise due to the differences in the trading rules of every nation, as the trade volume increases.

## **Task 2. Answer the following questions.**

1. When and where did the World Trade Organization officially commence?

2. How many members are there in the organization nowadays?

3. What is the highest authority of the WTO?

4. Can you name the official languages of the WTO?

5. How are the WTO agreements signed?

6. What is the structure of the WTO?

7. What do specialized committees, working groups and working parties deal with?

8. Why can the WTO be named a center of economic research and analysis?

9. How does the WTO help trade flow smoothly, freely, fairly and predictably?

10. What are the most important functions of the organization?
11. What are the priorities of the WTO?
12. Why is the WTO the mediator between the nations?

**Task 3. Find the English equivalents for the following Russian words and word combinations. Reproduce the context.**

Межправительственная организация; вступила в действие; развивающиеся страны; отдельные таможенные территории; страны-участницы; обеспечить условия для проведения переговоров по торговым соглашениям; соглашения, обсужденные и подписанные большинством стран мира; ратифицированный парламентами; высший орган; Министерская Конференция; Генеральный Совет; Совет по товарной торговле; Совет по торговле услугами и Совет по вопросам торговых аспектов прав интеллектуальной собственности; прозрачность в вопросах государственных закупок товаров и услуг; ежегодные публикации; доклады по итогам исследований; первостепенная задача; помощь развивающимся странам; обеспечивать условия; выполнение многосторонних торговых соглашений.

**Task 4. Speak and Write.**

In pairs, debate the issue “Are the international organizations like the WTO and the EU necessary?” Look at the following and decide:

1. Whose interests do they serve?
2. How might the world be different if these organizations didn't exist?
3. What can be done to help the poorer countries?
4. Should contributions of the member states be increased?

Refer to different additional sources to make your discussion instructive, interesting and informative.

Choose any question (problem, topic) relating to the WTO and prepare a 5–7 minute report.

## Grammar Review. Modal Verbs – Speculations, deductions

### (умозаключения, предположения)

Модальные глаголы **must**, **can't**, **could**, **may** и **might** используются для выражения предположений и умозаключений.

#### I. Предположения (Speculations)

Глаголы **may/might**, **could** употребляются для выражения предположения (с оттенком сомнения, неуверенности со стороны говорящего в возможности действия, выраженного последующим инфинитивом):

He **may** not know about it. – Он может и не знать об этом.  
(Возможно, он не знает об этом.)

**May/might**, **could** в сочетании с Indefinite Infinitive относятся к настоящему и будущему времени; в сочетании с Perfect Infinitive употребляются в отношении прошедшего времени.

Разница в значении между **may** и **might** в данном употреблении состоит в том, что *might* выражает более сильную степень сомнения, неуверенности со стороны говорящего, чем *may*:

He **may** (**might**) come today or tomorrow. – Он, может быть, придет сегодня или завтра.

So you say he **may** have been one of those two passengers? – Итак, вы говорите, что он, может быть, был одним из тех двух пассажиров?

#### II. Умозаключения (Deductions)

Глагол **must** употребляется для выражения умозаключения (предположения с оттенком вероятности):

Ten minutes **must** have passed before we again heard the lookout's warning. – Должно быть, прошло минут десять, прежде чем мы снова услышали предупреждение наблюдателя. В этом значении глагол *must* переводится на русский язык «должно быть», «вероятно». В сочетании с Perfect Infinitive глагол *must* обычно употребляется в указанном значении в отношении действия, которое относится к прошлому.

Wait a little, the rain **must** stop soon. – Подождите немного, дождь, вероятно, скоро прекратится. It occurred to Bert that he **must**



have said the wrong thing. – Берту пришло на ум, что он, должно быть, сказал не то, что нужно.

Глагол **can't** употребляется для выражения умозаключения в случае, когда говорящий почти уверен, что действие, выраженное основным глаголом, не происходит или не произошло:

He **can't** be at home. Look, his car is not in the drive. – Не может быть, чтобы он был дома. Посмотри, его машины нет на подъездной дорожке.

They **can't** have done this. They were far away then. – Не может быть, чтобы они это сделали. Тогда они были бы далеко отсюда.

**Exercise 1. Choose between Modals of Deduction *can't, might or must* to fill each space.**

1. Your mother \_\_\_\_\_ be a great cook. You are always so keen to get back home to eat!

2. I don't know why I am so tired these days. I \_\_\_\_\_ be working too hard. Or maybe I am not sleeping too well.

3. Do you know where Carl is? He \_\_\_\_\_ be out – his car keys are on the table.

4. You seem to know everything about the theatre. You \_\_\_\_\_ go every week.

5. To give the promotion to Harold was silly. He \_\_\_\_\_ know much about this company after only a year working here.

6. Go and look in the kitchen for your gloves. They \_\_\_\_\_ be in there.

7. Oh, the phone is ringing. Answer it. It \_\_\_\_\_ be Kate. She always rings at this time.

8. Dan has been drinking that whiskey since early this afternoon. He \_\_\_\_\_ be totally drunk by now.

9. That couple \_\_\_\_\_ think much of this film. They're leaving already – after only 20 minutes!

10. That's the second new car they have bought this year. They \_\_\_\_\_ be very rich!

## Exercise 2. Match the sentences that have the same meaning.

1. I'm sure that's Katie.	a. That must have been Katie.
2. I'm sure that isn't Katie.	b. That girl must be Katie.
3. It's possible that it's Katie.	c. It might not be Katie.
4. Maybe that isn't Katie.	d. That girl can't be Katie.
5. I'm certain that wasn't Katie.	e. It may be Katie.
6. Perhaps that was Katie.	f. It can't have been Katie.
7. It was definitely Katie.	g. It could have been Katie.

## Exercise 3. Write a modal verb to fill the gaps.

1. She's won prizes for her research. She \_\_\_\_\_ be really intelligent.

2. I'd take an umbrella if I were you. It looks like it \_\_\_\_\_ rain.

3. It \_\_\_\_\_ be him. He's on holiday until next week.

4. Hey guess what?! I \_\_\_\_\_ be getting a car for my birthday! It's not completely definite yet though.

5. I can't believe you've been waiting all this time! You \_\_\_\_\_ be really bored.

6. His car's not here. He \_\_\_\_\_ have gone out.

7. Look how much sugar and salt it's got in it! It \_\_\_\_\_ be good for you.

8. Have you looked next to your computer? I think you \_\_\_\_\_ have left your keys there.

# UNIT 9

## CENTRAL TASKS AND PROBLEMS OF ACCOUNTANCY

### Lead-in

**Task 1. Discuss in groups and compare your points of view.**

1. Why must businessmen have some knowledge of accounting?
2. Who do you think needs financial information?
3. Do you know the difference between accountancy and accounting?

**Task 2. Read the text; fill in the gaps with the words in the box and translate the text.**

banks	to apply	shareholders	laws
	to follow rules	annual account	standards

### **Laws, Rules and Standards**

In most continental European countries, and in Japan, there are \_\_\_\_\_ relating to accounting, established by the government. In the US, companies whose stocks are traded on public stock exchanges have \_\_\_\_\_ set by the Securities and Exchange Commission (SEC), a government agency. In Britain, the rules, which are called \_\_\_\_\_, have been established by independent organizations such as the Accounting Standard Boards (ASB), and by the accountancy profession itself. Companies are expected \_\_\_\_\_ or use these standards in their \_\_\_\_\_ in order to give a true and real view.

Companies in most English-speaking countries are largely funded by \_\_\_\_\_, both individuals and financial institutions. In these countries the financial statements are prepared for shareholders. However, in many continental European countries businesses are largely

funded by \_\_\_\_\_, so accounting and financial statements are prepared for creditors and the tax authorities.

**Task 3. Match the two parts of the sentences and retell the text of task 2.**

1. In Britain	a accounting rules are established by a government agency.
2. In most of continental Europe and Japan	b companies are mainly funded by shareholders or stockholders.
3. In the USA	c accounting rules are set by an independent organization.
4. In Britain and the USA	d the major source of corporate finance in banks.
5. In much of continental Europe	e accounting rules are set by the government.

**Vocabulary:**

1. Luca Pacioli – Лука Пачоли, итальянский математик, в 1494 г. опубликовал трактат «Сумма арифметики, геометрии, учения о пропорциях и отношениях», считающийся первой книгой, в которой была описана система двойной бухгалтерии;

2. applied mathematics – прикладная математика;

3. accountancy (UK), accounting (US) – бухгалтерское дело, счетоводство;

4. measurement – измерение;

5. disclosure – раскрытие; выдача (сведений); сообщение, разглашение;

6. assurance – уверение, гарантия, заверение, уверенность;

7. financial accounting – финансовый учёт;

8. value – 1) ценность; 2) стоимость, стоимостное выражение, цена; 3) валюта; 4) важность; 5) значение;

9. assets – имущество, средства, авуары, ресурсы, активы;

10. liabilities – долги, денежные обязательства, задолженность;

11. passage – 1) проход, проезд; 2) путь; 3) принятие (закона);

12. to refer – 1) отсылать, направлять, передавать на рассмотрение; 2) наводить справку, справляться; 3) упоминать;
13. entity – 1) экономический субъект, экономическая единица; 2) юридическая [организационно-правовая] форма;
14. accounting records – бухгалтерская [учетная] документация, бухгалтерские документы (учетные регистры, книги, отчётность);
15. non-profit organization – некоммерческая организация;
16. auditing – 1) проверка отчетности; 2) ревизия баланса и отчетности; 3) аудит;
17. financial statement(s) – финансовый отчёт;
18. adherence – соблюдение, строгое следование правилам;
19. practitioner – практикующий специалист;
20. Chartered Accountant (UK) – дипломированный бухгалтер высшей квалификации; присяжный бухгалтер; аудитор; консультант по налогам;
21. Certified Public Accountant (US) – дипломированный общественный [независимый] бухгалтер (лицо, сдавшее специальные квалификационные экзамены Института дипломированных общественных бухгалтеров, отработавшее определенное количество лет по специальности, достигшее определенного возраста и удовлетворяющее другим требованиям регулирующих и лицензирующих органов; получает лицензию на составление аудиторского заключения о достоверности финансовой отчетности компаний);
22. record-keeping – учёт, ведение учёта [бухгалтерских книг];
23. book-keeping (=bookkeeping) – счетоводство, ведение бухгалтерских книг;
24. double-entry book-keeping system – система двойной записи;
25. entry – (бухгалтерская) запись, проводка (на счёте, в учетном журнале, в бухгалтерской книге);
26. transaction – сделка, торговая операция;
27. debit – дебет;

28. account – счёт, вклад, депозит, счёт (бухгалтерского учёта), учётный регистр, статья бухгалтерской отчётности;

29. credit – кредит;

30. to equal – равняться, быть равным;

31. to provide – 1) снабжать (with), предоставлять;  
2) обеспечивать (for);

32. capital assets – основные средства [фонды], материальные внеоборотные [долгосрочные] активы, основной капитал;

33. capacity – производственная мощность, производственный потенциал.

### **Vocabulary exercises**

#### **Exercise 1. Match the words with their definitions.**

1. credit	a. an amount entered on the left-hand side of an account, recording money paid out
2. creditors	b. a book of accounts
3. ledger	c. customers who owe money for goods or services not yet paid for
4. stock	d. an amount entered on the right-hand side of an account, recording a payment received
5. debit	e. goods stored ready for sale
6. debtors	f. suppliers who are owed money for purchases not yet paid for

#### **Exercise 2. Complete the sentences using *debit* or *credit*.**

1. If you buy new assets, you \_\_\_\_\_ the cash or capital account.

2. If you pay some bills, you \_\_\_\_\_ the liabilities account.

3. If you buy materials from a supplier on 60 days' credit, you \_\_\_\_\_ the purchases account and \_\_\_\_\_ the supplier's account.

4. If you sell something to a customer who will pay 30 days later, you \_\_\_\_\_ the sales account and \_\_\_\_\_ the customer's account.

**Exercise 3. Fill in the gaps with the words in the box and translate the sentences.**

bought ledger	account	journals
trial balance	double-entry bookkeeping	nominal ledges
day books	debit	

1. \_\_\_\_\_ shows where money comes from and where it goes: it is always transferred from one \_\_\_\_\_ to another one. Every event is entered twice – once as a credit and once as a \_\_\_\_\_.
2. Most business record very frequent or numerous transactions in \_\_\_\_\_ or \_\_\_\_\_.
3. The main account books are called \_\_\_\_\_, and the book relation to creditors is called the \_\_\_\_\_.
4. In order to prepare financial statements, companies do a \_\_\_\_\_ which copies all the debit and credit balances of different accounts onto a single page.

### **Text**

#### **Central Tasks and Problems of Accountancy**

The basic concepts of accounting as we understand them today were first published in Italy in 1494 by Luca Pacioli (1445–1517). He described them in a section of his book on applied mathematics. Pacioli was a Franciscan monk whose life and work was dedicated to the glory of God.

Accountancy (British English) or accounting (American English) is the measurement, disclosure or provision of assurance about information that helps managers and other decision makers make resource allocation decisions. Financial accounting is one branch of accounting and historically has involved processes by which financial information about a business is recorded, classified, summarized, interpreted, and communicated. Accounting is the process of measuring and recording

the financial value of the assets and liabilities of a business and monitoring these values as they change with the passage of time. When we refer to a business we could be referring to an individual, a company or any other entity for which accounting records are to be kept (for example a church, club or other non-profit organization).

Auditing, a related but separate discipline, is the process whereby an independent auditor examines an organization's financial statements in order to express an opinion (with reasonable but not absolute assurance) as to the fairness and adherence to generally accepted accounting principles, in all material respects.

Practitioners of accountancy are known as accountants. Officially licensed accountants are recognized by titles such as Chartered Accountant (UK) or Certified Public Accountant (US).

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

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

Accounting is the systematic development and analysis of information about the economic affairs of an organization. This information may be used in a number of ways: by the organization's managers to help them plan and control the organization's operations; by owners and legislative or regulatory bodies to help them appraise the organization's performance and make decisions as to its future; by owners, lenders, suppliers, employees, and others to help them decide how much time or money to devote to the organization; by governmental bodies to determine how much tax the organization must



pay; and occasionally by customers to determine the price to be paid when contracts call for cost-based payments.

Accounting provides information for all these purposes through the maintenance of files of data, analysis and interpretation of these data, and the preparation of various kinds of reports. Most accounting information is historical – that is, the accountant observes the things that the organization does, records their effects, and prepares reports summarizing what has been recorded; the rest consists of forecasts and plans for current and future periods. Accounting information can be developed for any kind of organization, not just for privately owned, profit-seeking businesses. One branch of accounting deals with the economic operations of entire nations.

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

### **After reading task**

**Task 1. Read and decide if the following statements are true or false? Correct the false ones.**

1. The basic concepts of accounting as we understand them today were first published in Germany in 1494.

2. Accountancy (American English) or accounting (British English) is the measurement, disclosure or provision of assurance about information that helps managers and other decision makers make resource allocation decisions. .

3. Accounting is the process of measuring and recording the financial value of the assets and liabilities of a business and monitoring these values as they change with the passage of time.

4. When we refer to a business we could be only referring to

a company for which accounting records are to be kept.

5. Practitioners of accountancy are known as accountants.

- Accountancy attempts to create accurate financial reports that are useful to managers, regulators, and other stakeholders such as shareholders, creditors, or owners.

- The double-entry book-keeping system is rather new.

- Accounting provides information through the maintenance of files of data, analysis and interpretation of these data, and the preparation of various kinds of reports.

- The accountant observes the things that the organization does, records their effects, and prepares reports summarizing what has been recorded; the rest consists of forecasts and plans for current and future periods.

- Accounting reform measures of some kind have been taken in each generation to attempt to keep book-keeping relevant to capital assets or production capacity.

## **Task 2. Answer the following questions.**

1. Who invented the basic concepts of modern accounting?

2. What is accountancy or accounting?

3. What does the process of accounting imply?

4. What is auditing?

5. What is the essence of the double-entry book-keeping system?

6. What country do Chartered Accountants and Certified Public Accountants belong to?

7. How is the day-to-day record-keeping called?

8. What does the double-entry book-keeping system involve?

9. Is it possible to avoid errors in book-keeping system?

10. What kind of information is analyzed in accounting?

11. What for is this information used?

12. Have the basic principles of accounting changed much?

### Task 3. Speak and Write

1. Comment on the expressions «A penny saved is a penny gained» and «Money doesn't grow on trees».

2. To conduct the affairs efficiently and profitably one should be a good accountant. Make up dialogues using the abovementioned expressions. Refer to different additional sources to make your discussion instructive, interesting and informative.

Choose any question (problem, topic) relating to the tasks and problems of accountancy and prepare a 5–7 minute report.

### Grammar Revision. The Present Perfect Tense (Active / Passive Voice). The Present Perfect Tense vs. Past Indefinite. Complex Object (Сложное Дополнение)

#### The Present Perfect Tense (Active / Passive Voice).

The Present Perfect Tense – Настоящее совершенное время образуется: *HAVE + past participle (I/we/you/they have done; he/she/it has done)*.

The Present Perfect Tense употребляется для обозначения:

1) действия, которое только что закончилось. Наречия времени: *already* – уже; *just* – только что; *yet* – уже, ещё (в вопросах и отрицаниях).

*I have just done it.* – Я только что сделал это.

*He hasn't returned from work yet.* – Он ещё не вернулся с работы.

*Have they arrived yet? – Yes, they have. No, they haven't.* – Они уже приехали? – Да, приехали. Нет, не приехали.

2) информирования о том, как часто что-то происходило к настоящему моменту. Наречия времени: *ever* – когда-либо; *never* – никогда; *once* – один раз; *twice* – дважды; *always* – несколько раз; *always* – всегда; *often* – часто; *sometimes* – иногда.

*I have never seen this film.* – Я никогда не видел этот фильм

*Have you ever been to Mexico?* – Вы когда-нибудь бывали в Мексике?

*He has visited his aunt twice already.* – Он навестил свою тётю уже дважды.

3) результата прошедших действий к настоящему моменту. Наречия времени: *by now / by the present moment / up to now / so far /* – к настоящему моменту / до сих пор / раньше (т.е. к настоящему моменту); *since* – с тех пор, как; *lately* – за последнее время.

*He has written ten letters by now.* – Он написал десять писем к настоящему моменту.

*Up to now, I haven't found this book.* – До сих пор я не нашёл этой книги.

4) действия, которое продлилось какое-то время к настоящему моменту. Наречия времени: *for an hour* – в течение часа; *for a week* – в течение недели; *for a long time* – в течение долгого времени; *for five years* – в течение пяти лет; *for years* – много лет; *since* – с тех пор, как; *lately* – за последнее время.

*I have known him for a year by now.* – Я знаю его уже год.

*He has been very busy lately.* – Он очень занят в последнее время.

**The Present Perfect Tense (Passive Voice)** в – Настоящее совершенное время в пассивном залоге образуется: *HAVE + been + past participle* (*I/we/you/they have been done; he/she/it has been done*).

*This letter has been brought by the secretary.* – Секретарь принёс письмо. (Письмо принесено секретарём.)

### Grammar exercises

#### **Exercise 1. Rewrite the sentences in passive voice.**

1. Kerrie has paid the bill. – The bill has been paid by Kerrie.
2. I have eaten a hamburger. –
3. We have cycled five miles. –
4. I have opened the present. –
5. They have not read the book. –
6. You have not sent the parcel. –

7. We have not agreed to this issue. –
8. They have not caught the thieves. –
9. Has she phoned him? –
10. Have they noticed us? –

**Exercise 2. Translate the sentences.**

1. The driver has been suspected to be speeding during the time of the accident ever since the beginning of the investigation.
2. This request has been neglected since last Monday! I insist that it should be looked into immediately!
3. On coming home I saw that the lawn had been cut and the garden had been watered regularly.
4. My books have been stolen by someone!
5. These books have been left in the classroom by a careless student.
6. The house had been broken into by someone while the owners were on vacation.
7. The streets around the fire have been blocked off by the police.
8. A 25-year-old man who sold cocaine whilst working as a DJ in a nightclub, has been sentenced to four-years' imprisonment.
9. Eight children and an adult have been killed in a fire which devastated a four-storey building in the New York City borough of the Bronx.

**Exercise 3. You and your friends are going on a business trip. Say what arrangements have been made by you or for you. Follow the Example.**

*Example: Visas have been obtained.*

- passports ... (to issue)
- tickets ... (to buy)
- accommodation ... (to reserve)
- telephone calls ... (to make)
- letters ... (to write)

- inquiries ... (to make)
- tourists map ... (to buy)
- things ... (to pack)

### **The Present Perfect Tense vs. Past Indefinite**

Главная разница между этими временами в том, что **the Present Perfect Tense** выражает действие, которое доходит до настоящего момента и всегда имеет связь с настоящим моментом, в то время как **Past Indefinite** выражает завершившееся прошедшее действие, которое началось и закончилось в прошлом и не имеет связи с настоящим моментом.

***She has worked as an investigator for two years. (This is the situation by the present moment; she is still an investigator.)*** – Она проработала следователем два года. (Такова ситуация к настоящему моменту; она всё ещё следователь.)

***She worked as an investigator for two years. She worked as an investigator from 1995 to 1997. (It was in the past; she is no longer a teacher.)*** – Она работала следователем два года. Она работала следователем с 1995 до 1997 года. (Это было в прошлом; она больше не следователь.)

Если время действия указывается как "today, this morning, this month" и т. д., **the Present Perfect Tense** употребляется, если этот период времени ещё не окончился в момент говорения; **Past Indefinite** употребляется, если этот период времени окончен или если время действия внутри периода указано как определённое время в прошлом.

**Present Perfect: *I haven't seen him today. (Today is not over yet.)***  
– Я не видел его сегодня. (Сегодня ещё не закончилось.)

***I have talked to him this morning. (It's still morning.)*** – Я говорил с ним этим утром. (Сейчас всё ещё утро.)

**Past Indefinite: *I saw him today in the morning. (The morning is over.)*** – Я видел его сегодня утром. (Утро закончилось.)

***I talked to him at ten o'clock today. (Today is not over yet, but ten o'clock is in the past.) – Я говорил с ним в десять часов сегодня. (Сегодня ещё не закончилось, но десять часов уже в прошлом.)***

Таким образом, хотя действие в **Present Perfect** началось или произошло в прошлом, оно всегда рассматривается как «к настоящему времени; до сих пор» (то есть всегда в связи с настоящим моментом), поэтому точное время прошедшего действия никогда не указывается. Если время прошедшего действия указано, употребляется **Past Indefinite**. Сравните:

**Present Perfect:** ***I have already done it. I have seen him before. I have been there twice.*** – Я уже сделал это. Я видел его раньше. Я был там дважды.

**Past Indefinite:** ***I did it yesterday. I saw him about a month ago. I was there in 2012.*** – Я сделал это вчера. Я видел его примерно месяц назад. Я был там в 2012 году.

### **Grammar exercises**

**Exercise 1. Complete the pairs of sentences. Use the Present Perfect in one sentence and the Past Indefinite in the other.**

1. I (know) \_\_\_\_\_ her for six years. I (know) \_\_\_\_\_ him when I was at school.

2. He (live) \_\_\_\_\_ in Paris from 1997 to 2000. He (live) \_\_\_\_\_ in New York since 2001.

3. Where's Pete? I (not see) \_\_\_\_\_ him for ages. I (not see) \_\_\_\_\_ Pete last night.

4. We (be) \_\_\_\_\_ at primary school from 1993 to 1998. We (be) \_\_\_\_\_ in this class since September.

5. I (not watch) \_\_\_\_\_ this video yet. I (not watch) \_\_\_\_\_ a video at the weekend.

**Exercise 2. Put the verbs in brackets in the Past Indefinite or in the Present Perfect.**

1. Maria (get) \_\_\_\_\_ some bad news last week. She (be) \_\_\_\_\_ sad since she (get) \_\_\_\_\_ the bad news.

2. I (start) \_\_\_\_\_ school when I was five years old. I (be) \_\_\_\_\_ at school since I (be) \_\_\_\_\_ five years old.
3. I (change) \_\_\_\_\_ my job three times this year.
4. I (change) \_\_\_\_\_ my job three times last year.
5. The weather was hot and dry for many weeks. But two days ago it (rain) \_\_\_\_\_.
6. Tom (break) \_\_\_\_\_ his leg five days ago. He's in hospital. He (be) \_\_\_\_\_ in hospital since he (break) \_\_\_\_\_ his leg.
7. Are you going to finish your work before you go to bed? – I (finish) \_\_\_\_\_ it (already). I (finish) \_\_\_\_\_ my work two hours ago.

**Exercise 3. Put the verbs in brackets in the Past Indefinite or in the Present Perfect.**

1. I (cut) \_\_\_\_\_ some flowers from my garden yesterday. I (cut) \_\_\_\_\_ lots of flowers from my garden so far this summer.
2. I (not / see) \_\_\_\_\_ Tom lately.
3. The artist (draw) \_\_\_\_\_ a picture of sunset yesterday. She (draw) \_\_\_\_\_ many pictures of sunsets in her lifetime.
4. I (feed) \_\_\_\_\_ birds at the park yesterday. I (feed) \_\_\_\_\_ birds at the park every day since I (lose) \_\_\_\_\_ my job.
5. Ann (wake up) \_\_\_\_\_ late and (miss) \_\_\_\_\_ her breakfast on Monday.
6. I (forget) \_\_\_\_\_ to turn off the stove after dinner. I (forget) \_\_\_\_\_ to turn off the stove a lot of times in my lifetime.
7. The children (hide) \_\_\_\_\_ in the basement yesterday. They (hide) \_\_\_\_\_ in the basement often since they (discover) \_\_\_\_\_ a secret place there.
8. The baseball player (hit) \_\_\_\_\_ the ball out of the stadium yesterday. He (hit) \_\_\_\_\_ a lot of homeruns since he (join) \_\_\_\_\_ our team.
9. We first (meet) \_\_\_\_\_ in 2001. So we (know) \_\_\_\_\_ each other for 8 years.



## Complex Object (Сложное Дополнение)

I. Конструкция «**Complex Object**» в английском языке состоит из **существительного** в общем падеже или **местоимения** в объектном падеже и **инфинитива**:

**I want him to leave.** – Я хочу, чтобы он ушел.

На русский язык обычно переводится придаточным дополнительным предложением с союзами **что, как, чтобы**:

**I know her to have graduated** from the university three years ago.  
- Я знаю, что она закончила университет три года назад.

II. **Complex Object** употребляется в следующих случаях:

1) *после глаголов, выражающих желание*: to want, to wish, to desire, would like;

2) *после глаголов, выражающих предположения*: to expect, to believe, to think, to suppose, to consider, to find;

3) *после глаголов, выражающих приказание, просьбу*: to command, to order, to ask, to allow;

4) *после глаголов, выражающих чувственное восприятие*: to see, to hear, to notice, to feel, to watch, to observe;

5) *после глаголов, выражающих побуждение*: to make, to force, to have, to let. Примечание. После глаголов to see, to hear, to notice, to feel, to watch, to observe, to make, to have, to let *частица to перед инфинитивом не ставится*.

После глаголов чувственного восприятия употребляется **Complex Object**, состоящий из существительного или местоимения и причастия настоящего времени (-ing формы), или причастия I.

Сравните:

**I heard him sing** his last song. – Я слышал, как он спел свою последнюю песню.

**I felt her heart beating** fast. – Я чувствовал, как часто бьется ее сердце.

Если действие было коротким или мы наблюдали его до конца – это инфинитив (без частицы **to**). Если действие было длительным и мы застали его в процессе совершения – употребляется причастие I.

We saw him **enter** the house. – Мы видели, как он зашел в дом.

We saw him entering the house. – Мы видели, как он заходил в дом.

### **Grammar exercises**

#### **Exercise 1. Translate the sentences.**

1. She wanted him to be invited here.
2. I like people to tell the truth.
3. They don't like to be asked about it.
4. I should like to be invited to the concert.
5. I want his article to be published.
6. He wants to be sent to the conference in Moscow.
7. We want you to explain this law once more and give us some examples.
8. I should like you to find out the address of this firm.
9. Nobody wants the conference to be postponed.
10. He wants to be shown these newspapers.
11. He doesn't like to be interrupted.
12. We didn't expect it to rain.
13. I want you to take this article and translate it.
14. I have never seen him swim, but I have heard that he swims very well.
15. The witness saw him come into the house.
16. Nobody noticed her leave the room.
17. She felt somebody touch her hand.
18. Seeing her cross the street and come into the house, I got up and went downstairs to meet her.
19. The eyewitness saw the cases packed, put on a lorry and taken away.

#### **Exercise 2. Work in pairs and decide...**

1. What would you like the federal government to do for people? (to raise wages and salaries / to improve services / to help people at the

substance level / to support the young / to help low-income parents / to create new jobs)

2. What services do you want your local authorities to improve? (health care / social services to the elderly people / keeping streets clean / collecting rubbish / school and university education)

3. What does business expect the government to do to support it? (to ease regulations / to dampen inflation / to provide information / to break monopolistic groups / to promote competition)

4. What makes people live on credit / rent property / borrow money?

5. Do you want your family to change the spending pattern? Would you like your parents to spend more on food / clothes / holidays / entertainment / durable goods?

6. Are there any cadets in your group who have an artistic talent? Have heard them singing or playing musical instruments? Have you seen them dancing? Would you like to see them performing?

**Be prepared to justify your answers.**

# UNIT 10

## ECONOMIC CRIMES

### Lead-in

*Economic crimes refer to illegal acts committed by an individual or a group of individuals to obtain a financial or professional advantage. In such crimes, the offender's principal motive is economic gain. Cyber crimes, tax evasion, robbery, selling of controlled substances, and abuses of economic aid are all examples of economic crimes.*

#### **Task 1. Discuss in groups and compare your points of view.**

1. What other kinds of economic crimes do you know?
2. How do modern economic crimes differ from previous ones? Which of economic crimes in your opinion will be impossible in the future? Why do you think so?
3. How serious do you believe white-collar crime is? How safe do you feel from white-collar crime?
4. Are you going to fight against economic crimes?

#### **Task 2. Read the text; fill in the gaps with the words in the box. Translate and retell the text.**

bankruptcy	own judgment	sanctioning or punishment	sense of
trust colleagues	violent crime	financial security	criticism
prosecution			

Victims of financial crime often describe a tremendous violation of their personal integrity and \_\_\_\_\_. White collar crime victims have a similar sense of violation and often require "psychological first aid".

Fraud crime is a personal violation. Your trust in your \_\_\_\_\_, and your trust in others, is often shattered. You may feel a sense of betrayal, especially if the perpetrator is someone you know. You may

have hesitated to tell family members, friends or \_\_\_\_\_ about your victimization for fear of \_\_\_\_\_. If they then were exploited by the same fraud, you might feel guilty and suffer a sense of isolation. Fraud crimes can destroy your \_\_\_\_\_. If you are elderly, disabled, or on a fixed income, and you lack opportunities to recover your losses, you may face even the loss of your independence.

Victims of financial crime, similar to victims of \_\_\_\_\_, may never see the perpetrator of their crime again. If they do, they observe that the perpetrator often escapes all \_\_\_\_\_. Even if the perpetrator is located, the scheme has often been adequately layered with buffers which keep the individual perpetrator from \_\_\_\_\_. If arrested, alleged perpetrators often liquidate their assets and if prosecuted and convicted, typically employ methods such as \_\_\_\_\_ to avoid paying adequate restitution to their victims.

### **Vocabulary:**

1. non-violent crime – преступление, не связанное с насилием над личностью;

2. fraud – обман, мошенничество;

3. fraudulent – обманный, мошеннический;

4. tax evasion – уклонение от уплаты налогов;

5. money-laundering – отмыwanie денег;

6. procurement – получение, приобретение; закупка;

7. bogus firms – поддельные фирмы;

8. fake – подделка, фальшивка, подлог;

9. book-keeping offences – бухгалтерские преступления;

10. detriment – ущерб;

11. consumer fraud – обман потребителей;

12. misleading – вводящий в заблуждение, обманный;

13. unfair competition – недобросовестная конкуренция;

14. fiscal offences – преступления, связанные с налогами;

15. evasion – увиливание, уклонение;

16. currency regulations – правила валютных операций;

17. bankruptcy frauds – ложное банкротство;

18. maritime frauds – мошенничество на море;

19. pyramid selling – пирамидная система продаж, пирамидные продажи (система сбыта, при которой члены дистрибьюторской сети продают товары новым членам сети, а не конечным потребителям с целью вынудить купить товар не в силу качеств последнего, а из желания устроиться на работу в дистрибьюторскую сеть);

20. high-yield investment – высокодоходные инвестиции;

21. advance fee frauds – случаи мошенничества, связанные с авансовыми выплатами гонораров;

22. intellectual property theft – кража интеллектуальной собственности;

23. hacking – взлом;

24. blackmail – шантаж, вымогательство;

25. blue-collar crime – «синеворотничковое» преступление, (преступление, совершенное производственным рабочим);

26. white-collar crime – «беловоротничковое» преступление (преступная махинация, совершенная служащим или лицом, занимающим высокое общественное положение);

27. bribery – взяточничество;

28. counterfeiting – фальшивомонетничество;

29. extortion – вымогательство;

30. embezzlement – растрата, хищение, присвоение имущества;

31. forgery – подделка документов, фальшивка;

32. racketeering – рэкет, вымогательство;

33. slander – клевета.

### **Vocabulary exercises**

#### **Exercise 1. Match the two halves of the sentences.**

1. fraud	a. the concealment of the origins of illegally obtained money, typically by means of transfers involving foreign banks or legitimate businesses
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2. unfair competition	b. wrongful or criminal deception intended to result in financial or personal gain
3. tax evasion	c. the state of being harmed or damaged
4. money-laundering	d. deceptive practices that result in financial or other losses for consumers in the course of seemingly legitimate business transactions
5. detriment	e. giving the wrong idea or impression
6. consumer fraud	f. the illegal nonpayment or underpayment of tax
7. misleading	g. acts done by a seller to confuse or deceive the public with intent to acquire a larger portion of the market, as by cutting prices below cost, misleading advertising, selling a spurious product under a false identity

### **Text A**

#### **Economic Crimes**

The term "economic crimes" refers broadly to any non-violent crimes that result in a financial loss. These crimes comprise a broad range of illegal activities, including fraud, tax evasion and money-laundering. The category of "economic crime" is hard to define. That's why it is difficult to give comprehensive and precise definition of the list of illegal activities that can be grouped under the heading of economic crime. This list includes:

1. Cartel offences
2. Fraudulent practices and abuse of economic situation by multinational companies
3. Fraudulent procurement or abuse of state or international organizations' grants
4. Computer crime (theft of data, violation of secrets, manipulation of computerized data)
5. Bogus firms
6. Faking of company balance sheets and book-keeping offences
7. Fraud concerning economic situation and corporate capital of companies
8. Violations by a company of standards of security and health concerning employees

9. Fraud to the detriment of creditors (bankruptcy, violation of intellectual and industrial property rights)

10. Consumer fraud (in particular goods falsification and misleading statements on goods, offences against public health, abuse of consumers' weakness and inexperience)

11. Unfair competition (including bribery of an employee of a competing company) and misleading advertising

12. Fiscal offences and evasion of social costs by enterprises

13. Custom offences (evasion of custom duties, breach of quota restrictions)

14. Offences concerning money and currency regulations

15. Stock exchange and bank offences (insider trading, fraudulent stock exchange manipulation and abuse of public's inexperience)

16. Offences against the environment.

It is important to develop an analytical perspective within which it is possible to locate different forms of economic criminality in terms of the interests affected: what sectors of the business, government and general public are harmed and what sectors benefit from crimes. One possible way of classifying economic crimes is the following:

1. Harm to government/taxpayer interests

- Direct taxation (income tax)

- Indirect taxation (VAT and other sales taxes)

2. Harm to all corporate as well as individual/social interests

- Bankruptcy frauds, maritime frauds, payment cards frauds, pyramid selling, high-yield investment/advance fee frauds

3. Harm to social and some corporate interests but benefit for some other "mainly legitimate" ones

- Some cartels, transnational corruption

4. Harm to corporate/ governmental interests but benefit illegitimate ones and some consumers

- Intellectual property theft and "hacking".

The overall extend of the phenomenon is difficult to determine, owing in part to the lack of a clear and accepted concept and the fact that



systems for recording economic and financial crime differ greatly from country to country. Nevertheless, there is a growing perception that economic crimes are some of the fastest growing offences.

### **After reading tasks**

**Task 1. Read and decide if the following statements are true or false? Correct the false ones.**

1. Economic crimes comprise a broad range of illegal activities, that is why the category of "economic crime" is hard to define.

2. Cartel offences include theft of data, violation of secrets, manipulation of computerized data.

3. Unfair competition comprises bribery of an employee of a competing company.

4. Harm to all corporate as well as individual/social interests may be: bankruptcy frauds, maritime frauds, payment cards frauds, pyramid selling and high-yield investment/advance fee frauds.

5. Maritime frauds harm only to some consumers.

### **Vocabulary:**

1. matter – дело, вопрос;
2. advantage – преимущество, выгода;
3. mortgage fraud – мошенничество в ипотеке;
4. to oversee – наблюдать, следить;
5. to disrupt – разрушать, срывать;
6. advance fees scheme – махинация со взносами по займу;
7. telemarketing – прямой маркетинг по телефону;
8. to render – оказывать услугу, предоставлять;
9. reimbursable – возместимый, компенсированный;
10. kickback – взятка;
11. to unbundle – устанавливать отдельную цену за каждую услугу;
12. to dismantle – разрушать, срывать;
13. overview – общее представление, обзор.

## Vocabulary exercises

### **Exercise 1. Read and translate into Russian paying attention to suffixes and prefixes in word-building:**

investigate – investigation – investigator – investigative  
embezzle – embezzlement – embezzler  
violate – violation – violence – violator  
apply – application – applicant – applicator – applicable  
frustrate – frustration  
facilitate – facilitation – facilitator  
respond – respondent – response – responsible – responsibility – responsive  
perform – performance – performer  
identify – identification – identity  
fail – failure  
legal – illegal  
negotiate – negotiation – negotiator – negotiable  
disrupt – disruption – disrupter – disruptive

### **Exercise 2. Read and translate into Russian the synonyms:**

fraud – deceit	perform – function – operate
theft – larceny	mission – target
force – power	oversee – view
promote – put forward	facilitate – assist
individual – person	significant – important
obtain – get	commodities – goods
advantage – benefit – priority	kickback – bribery
area – region – field	disrupt – dismantle
crime – offence	scheme – project
investigation – survey	accomplishment – fulfillment

## **Text B**

### **The Fight against Financial Crimes**

The Federal Bureau of Investigation investigates matters relating to fraud, theft, or embezzlement occurring within or against the national or international financial community. These crimes are characterized by deceit, concealment, or violation of trust, and are not dependent upon the application or threat of physical force or violence. Such acts are committed by individuals and organizations to obtain personal or business advantage. The FBI focuses its financial crimes investigations on such criminal activities as corporate fraud, health care fraud, mortgage fraud, identity theft, insurance fraud, and money laundering. These are the identified priority crime problem areas of the Financial Crime Section (FCS) of the FBI.

The mission of the FCS is to oversee the investigation of financial fraud and to facilitate the forfeiture of assets from those engaging in federal crimes. The FCS is divided into four units: the Economic Crimes Unit, Health Care Fraud Unit, Financial Institution Fraud Unit, and the Asset Forfeiture / Money Laundering Unit.

The Economic Crimes Unit is responsible for significant frauds targeted against individuals, businesses and industries to include: corporate fraud, insurance fraud (non-health care related), securities and commodities fraud, telemarketing fraud, advance fees schemes, and pyramid schemes.

The Health Care Fraud Unit oversees investigations targeting individuals and/or organizations who are defrauding the public and private health care systems. Areas investigated under health care fraud include: billing for services not rendered, billing for a higher reimbursable service than performed, performing unnecessary services, kickbacks, unbundling of tests and services to generate higher fees, durable medical equipment fraud, pharmaceutical drug diversion, outpatient surgery fraud, and internet pharmacy sales.

The mission of the Financial Institution Fraud Unit is to identify, target, disrupt, and dismantle criminal organizations and individuals

engaged in fraud schemes which target our nation's financial institutions. Areas investigated in the financial institution fraud arena include: financial institution failures, insider fraud, identity theft, check fraud, counterfeit negotiable instruments, loan fraud, and mortgage fraud.

The Asset Forfeiture / Money Laundering Unit promotes the strategic use of asset forfeiture and ensures field offices employ the money laundering violation in all investigations, where appropriate, to disrupt and / or dismantle criminal enterprises. The term, "follow the money," leads to the identification of assets which can be forfeited and lead to the effective and efficient disruption and dismantling of illegal money laundering apparatuses.

Each section provides an overview, statistical accomplishments, and successful investigations for the identified crime problem. Where appropriate, each section also provides ways in which the public can protect themselves from being victimized.

### **After reading tasks**

**Task 1. Read and decide if the following statements are true or false? Correct the false ones.**

1. The FBI investigates matters relating to construction.
2. Frauds, thefts, or embezzlements are characterized by application or threat of physical force or violence.
3. The FBI focuses its financial crimes investigations on such criminal activities as bribery and corruption.
4. The Financial Crime Section is divided into five units.
5. The Health Care Fraud Unit oversees investigations of homicides.
6. The mission of the Financial Institution Fraud Unit is to identify, target, disrupt criminal organizations and individuals engaged in money laundering.
7. The Asset Forfeiture / Money Laundering Unit is responsible for street crime prevention.

**Task 2. Find the English equivalents for the following Russian words and word combinations. Reproduce the context.**

Дела, имеющие отношение к мошенничеству; нарушение доверия; деяния, совершаемые людьми или организациями; получить личную выгоду; преступная деятельность; «кража личности»; оказание ненужных медицинских услуг; установление отдельной цены за каждое исследование и услугу с целью получения более высокой платы; обман при приеме амбулаторных больных; выявлять преступную организацию; подделка оборотных кредитно-денежных документов; защититься от обмана.

**Task 3. Complete this chart.**

**The Financial Crime Section (FCS)**

is divided into

The Economic Crimes Unit	Health Care Fraud Unit	Financial Institution Fraud Unit	The Asset Forfeiture / Money Laundering Unit
...	...	...	...
...	...	...	...
...	...	...	...

**Vocabulary:**

1. perpetrator – правонарушитель, преступник;
2. transaction – сделка;
3. to fuel – разжигать, подстрекать;
4. to decline – ухудшаться, уменьшаться;
5. embezzlement – растрата, хищение;
6. to contribute – содействовать, вносить вклад;
7. frustration – срыв, чувство разочарования;
8. consequence – следствие, результат;
9. capability – способность;
10. allocation – распределение;
11. municipality – муниципалитет;
12. awareness – осознание, осведомленность;

13. intensity – интенсивность, сила;  
 14. to increase – увеличиваться, расти.

### **Vocabulary exercises**

#### **Exercise 1. Form nouns from the following verbs:**

to regulate	_____	to allocate	_____
to grow	_____	to frustrate	_____
to communicate	_____	to prosecute	_____
to protect	_____	to inspect	_____
to enforce	_____	to investigate	_____
to organize	_____	to train	_____
to combat	_____	to commit	_____

#### **Exercise 2. Match the infinitives in A with the nouns in B. Make up your own sentences with these word combinations.**

##### **A**

to investigate  
 to prevent  
 to support  
 to apprehend  
 to protect  
 to allocate

##### **B**

resources  
 Police  
 Case  
 Assets  
 Crime  
 Perpetrator

### **Text C**

#### **The Battle against White-Collar Crime**

One in three American households is victims of white collar crime, yet just 41% actually report it. Of those reported, a mere 21% made it into the hands of a law enforcement or consumer protection agency. This means that less than eight percent of white-collar crimes reached the proper authorities, according to the National White Collar Crime Center (NW3C), a nonprofit, federally funded organization that supports state and local police in their efforts to prevent, investigate, and prosecute economic and high-tech crime.

White collar crimes come in many different forms, including money laundering; credit card, health care, insurance, securities, and/or telecommunications fraud; intellectual property and computer crimes; and identity theft. The growth of the information age and the globalization of Internet communication and commerce have impacted significantly upon the manner in which economic crimes are committed, their frequency, and the difficulty in apprehending the perpetrators.

The FBI statistics show that, while arrests for most index crimes of violence (e.g., murder, non-negligent manslaughter, rape) and property crimes (robbery, burglary, motor vehicle theft) have declined those for fraud and embezzlement have risen significantly.

Several channels have contributed to combating economic and high-tech crime: independent corporations and private-sector industry coalitions. As a result of limited law enforcement resources, corporations on their own initiate strategic economic crime-management plans and investigative groups. There is a growing level of frustration among these corporations; because the monetary thresholds for law enforcement even to investigate a case can be very high, depending on the jurisdiction. While protection of corporate assets and their consumers should be their responsibility, there are several consequences to this arrangement. Many economic crimes go unreported; fewer prosecutions of these offenses occur; and perpetrators tend to be fired rather than prosecuted, leaving them free to move on to another organization and continue their victimizing.

On the federal level, numerous regulatory and law enforcement agencies are authorized to combat specific economic crimes, including the Federal Bureau of Investigation, Secret Service, Postal Inspection Service, Securities and Exchange Commission, and Customs. Local law enforcement capabilities for combating economic crime vary, depending on the size and location of the department and the allocation of resources. Some larger municipalities and state law enforcement agencies have formed economic and computer crime units. As resources, training, and awareness of the intensity of the problem increase that more of these units will be formed.

### **After reading tasks**

**Task 1. Read and decide if the following statements are true or false? Correct the false ones.**

1. One in ten American households is victims of white collar crime.
2. All economic crimes are reported to law enforcement or consumer protection agencies.
3. National White Collar Crime Center is a highly profitable private organization.
4. White collar crimes include money laundering and bribery.
5. The globalization of Internet communication influences the manner in which economic crimes are committed and their frequency.
6. Economic crimes don't cost the nation a lot.
7. The FBI statistics show that, while arrests for property crimes (robbery, burglary, motor vehicle theft) have raised those for fraud and embezzlement have declined.
8. Only law enforcement agencies combat economic and high-tech crime.
9. Perpetrators tend to be prosecuted rather than fired and they stop their victimizing.
10. The Federal Bureau of Investigation, Secret Service, and Customs are authorized to combat specific economic crimes.

**Task 2. Answer the following questions.**

1. What percentage of American households are victims of white collar crimes according to available estimates?
2. What percentage of white-collar crimes reached the proper authorities, according to the National White Collar Crime Center?
3. What are the duties of the National White Collar Crime Center?
4. What crimes are mentioned in the text?
5. Why does economic crime grow exponentially?
6. What organizations have contributed to combating economic and high-tech crime?



7. Have you or someone in your household been victimized by white-collar crime? If so, did you report the victimization?

8. What type of person do you believe the average white-collar crime victim is?

**Task 3. Find the English equivalents for the following Russian words and word combinations. Reproduce the context.**

Пострадавшие от экономических преступлений; общество защиты прав потребителей; согласно чему-либо; некоммерческая организация; преступления в сфере высоких технологий; беловоротничковые преступления; преступление против собственности; мошенничество с ценными бумагами; мошенничество при страховании; глобализация торговли; трудность в задержании преступника; финансовые сделки; расти в геометрической прогрессии; статистические данные показывают; значительно увеличиться; независимая корпорация; ограниченные ресурсы; составлять стратегические планы по борьбе с экономическими преступлениями; защита активов корпорации; о многих экономических преступлениях не сообщают; переходить в другую организацию; органы правоприменения; Секретная служба.

### **Review grammar tenses**

**Exercise 1. Fill in the gaps with a right form of a verb.**

1. – Are Alice and Tom still living in New York?

– No, they \_\_\_\_\_ to Dallas.

*a. had just moved*

*b. have just moved*

*c. will just move*

2. – Isn't it hard to drive downtown to work?

– Yes, that's why I \_\_\_\_\_ to work by train.

*a. have been going*

*b. have been gone*

*c. going*

3. – How long have you been with the company?

– I \_\_\_\_\_ there for two years by January.

*a. will work*

*b. was working*

*c. will have worked*

4. – When are you planning to send the memo to the staff?

– I \_\_\_\_\_ it already.

*a. send*

*b. had sent*

*c. have sent*

5. – I took TOEFL. It was really hard.

– \_\_\_\_\_ a lot before you took it?

*a. have you studied*

*b. did you study*

*c. had you studied*

6. Did you say that you \_\_\_\_\_ here only three days ago?

*a. came*

*b. have come*

*c. had come*

7. This book is so long that I \_\_\_\_\_ .

*a. haven't finished it yet*

*b. haven't finished it already*

*c. still*

*have finished it.*

8. – Where was Michael Caine born?

– In Britain, but today he \_\_\_\_\_ in the United States.

*a. has lived*

*b. lives*

*c. living*

9. Harry S. Truman assumed the presidency of the United States after F.D. Roosevelt \_\_\_\_\_ in office.

*a. dies*

*b. has died*

*c. died*

10. Students who \_\_\_\_\_ pencils to the test were not allowed to take it.

*a. didn't bring*

*b. haven't brought*

*c. don't bring*

11. Television \_\_\_\_\_ very popular in the United States since the fifties.

*a. has been*

*b. had been*

*c. is*

12. Elizabeth I \_\_\_\_\_ as queen of England from 1558 to 1603.

*a. has reigned*

*b. had been reigning*

*c. reigned*

13. The River Amazon \_\_\_\_\_ into the Atlantic Ocean.

*a. is flowing*

*b. flows*

*c. flowed*

14. Buying a house nowadays \_\_\_\_\_ more and more expensive all the time.

*a. has become*

*b. becomes*

*c. is becoming*

15. Jazz \_\_\_\_\_ in the United States around 1900.

*a. originated*

*b. has originated*

*c. was originated*

16. The witness claimed he \_\_\_\_\_ the accused before.

*a. didn't see*

*b. wasn't seeing*

*c. hadn't seen*

17. Before Columbus discovered America, people \_\_\_\_\_ that the earth was flat.

- a. believed*                      *b. had believed*                      *c. had been believing*

18. Newton made his great discovery while he \_\_\_\_\_ under an apple tree.

- a. was sitting*                      *b. sat*                      *c. had been sitting*

**Exercise 2. Make up the sentences using the proper passive forms of the verbs in brackets.**

1. The table \_\_\_\_\_ (*to steal*) by the thieves when the watchman arrived.

2. The missing boy \_\_\_\_\_ (*to find*) yet.

3. Jack is in jail for using foul language in public. He \_\_\_\_\_ (*to tell*) that it was against the law.

4. It \_\_\_\_\_ (*to recognize*) that constant stress can cause serious health problems for certain people.

5. I'm sorry. I \_\_\_\_\_ (*not to finish*) my work yet.

6. You look confused. \_\_\_\_\_ (*to understand*) you understand what I say?

7. \_\_\_\_\_ (*to look*) for a long time before you got a job?

8. I \_\_\_\_\_ (*to begin*) the day with a jog around the block.

9. – Can I come by for my check tomorrow?

– Yes, by then I \_\_\_\_\_ (*to have*) time to go to the bank.

10. – Did you meet Ann here at the university?

– No, we \_\_\_\_\_ (*to meet*) when I started college.

11. – Would you like to go to the band concert?

– Thanks, but I \_\_\_\_\_ (*to see*) it already.

12. I'm writing in connection with the advertisement which \_\_\_\_\_ (*to appear*) on 3 December.

**Review the rules of translating Passive Voice-structures**

Глагол в пассивном залоге в английском языке можно переводить на русский язык несколькими способами:

- Глаголом, оканчивающимся на **-ся, -сь**:

Letters **are delivered** by mailmen. – *Письма доставляются почтальонами.*

• Сочетанием глагола **быть** с краткой формой причастия пассивного залога (в русском языке в этом сочетании глагол **быть** в настоящем времени не употребляется):

**Were** his books **translated** into Russian? – *Были ли его книги переведены на русский язык?*

• Глаголом в активном залоге в 3-м лице множественного числа в составе неопределенно-личного предложения:

They **were taught** French last year. – *Их учили французскому языку в прошлом году.*

Дополнение в предложении с глаголом-сказуемым в пассивном залоге употребляется с предлогом **by** или **with**. Это дополнение соответствует русскому дополнению в творительном падеже без предлога.

Дополнение с предлогом **by** выражает действующее лицо или действующую силу:

Jimmy's wallet was stolen **by** the teenager. – *Бумажник Джимми был украден подростком.*

He is followed **by** the police. – *Его преследует полиция.*

Дополнение с предлогом **with** выражает орудие действия:

The finger was cut **with** a knife. – *Палец порезали ножом.*

### Grammar exercises

**Exercise 1. Translate the sentences with Passive Voice-structures into Russian.**

1. Let's go out and talk in the garden, where we will not be overheard.

2. He doesn't get on with the new boss and has asked to be transferred to another department.

3. We are staying with my parents while we are having our apartment re-decorated.

4. Chinese economy is believed to have been developing at its highest capacity this current decade.

5. I was shocked to see that my house had been broken into and all valuable things taken out.

6. If that book had not been published last year, I would never have known that you had become a writer!

7. I can't stand to be told how to do things by people who are not professionals in this field.

8. The driver has been suspected to be speeding during the time of the accident ever since the beginning of the investigation.

9. I could not work during lunch break as all the computers in the lab were being used at the time.

10. A great deal of our oil will have been exported to other countries by our government.

11. The streets around the fire had been blocked off by the police.

12. A 24-year-old British man was charged Wednesday with conspiring in an explosives plot with Richard Reid, the al-Qaida "shoe bomber" who tried to blow up a U.S. airliner.

13. In 1925 it was discovered that blood groups could be determined from many people's body secretions such as saliva and urine, and by the mid-1960s the work of Drs Margaret Pereira and Brian Culliford at Scotland Yard's forensic science laboratory had applied the medical principles of analyzing blood to the point where they could often link the identity of a suspect with a blood stain to a very high degree of accuracy.

14. China has unveiled a landmark law that will boost the protection of private property rights.

15. When a computer is used as a tool to aid criminal activity, it may include storing records of fraud, producing false identification, reproducing and distributing copyright material, collecting and distributing child pornography, and many other crimes.

16. Embezzlement occurs when a person who has been entrusted with money or property appropriates it for his or her own use and benefit.

17. The counterfeiting of money is one of the oldest crimes in history. At some periods in early history, it was considered treasonous and was punishable by death.

18. Civil law is usually referred to in comparison to criminal law, which is that body of law involving the state against individuals where the state relies on the power given it by statutory law.

19. The double standard used in handling white-collar offenders and their victims as opposed to handling street criminals and their victims has been attributed to the higher status of the accused perpetrators, the difficulty of establishing criminal intent in such cases, and a belief that imprisonment is not the cure for this kind of stealing.

20. Commercial fraud was a major problem, especially as the new technologies and Internet become increasingly widespread in international trade.

21. Some 500 cases of illegal activities based on pyramid selling have been discovered around the country.

## **Exercise 2. Translate the sentences with Passive Voice-structures into English.**

1. Книги распродали.
2. Ее попросили прийти.
3. Его слушали внимательно.
4. Вещественные доказательства упаковывают с утра.
5. Осмотр места происшествия будет закончен к концу дня.
6. Правонарушителя опрашивали около часа, когда мы вошли в комнату.
7. Насильственные преступления расследуют и раскрывают.
8. Кредитные карты легко подделывают.
9. Опасный преступник был задержан.
10. Следственные группы созданы независимыми корпорациями.
11. Потребителей защищают от экономических преступлений.
12. Мошенник был уволен на прошлой неделе.

13. Много законов издают для борьбы с беловоротничковыми преступлениями.

14. Будут сформированы подразделения по борьбе с компьютерными преступлениями.

### **Texts for reading**

#### **Different Types of Economic Crimes**

#### **Embezzlement**

Embezzlement is the act of dishonestly appropriating or secreting assets, usually financial in nature, by one or more individuals to whom such assets have been entrusted. It is a kind of financial fraud. For instance, a clerk or cashier handling large sums of money can embezzle cash from his or her employer, a lawyer can embezzle funds from clients' trust accounts, a financial advisor can embezzle funds from investors. Embezzlement may range from the very minor in nature, involving only small amounts, to the immense, involving large sums and sophisticated schemes.

Embezzlement sometimes involves falsification of records in order to conceal the activity. Embezzlers commonly secrete relatively small amounts repeatedly, in a systematic and / or methodical manner, over a long period of time, although some embezzlers commonly secrete one large sum at once. Some very successful embezzlement schemes have continued for many years before being detected due to the skill of the embezzler in concealing the nature of the transactions or their skill in gaining the trust and confidence of investors or clients, who are then reluctant to "test" the embezzler's trustworthiness by forcing a withdrawal of funds.

Embezzling should not be confused with skimming which is under-reporting income and pocket the difference. For example, in 2005, several managers of the service provider Aramark were found to be under-reporting profits from a string of vending machine locations in the eastern United States. While the amount stolen from each machine was relatively small, the total amount taken from many machines over a

length of time was very large. A smart technique employed by many small time embezzlers can be covered by falsifying the records. Another method is to create a false vendor account, and to supply false bills to the company being embezzled so that the checks that are cut appear completely legitimate. Yet another method is to create phantom employees, who are then paid with payroll checks.

The latter two methods should be uncovered by routine audits, but often aren't if the audit is not sufficiently in-depth, because the paperwork appears to be in order. The first method is easier to detect if all transactions are by cheque or other instrument, but if many transactions are in cash, it is much more difficult to identify. Employers have developed a number of strategies to deal with this problem. In fact, cash registers were invented just for this reason.

Some of the most complex (and potentially most lucrative) forms of embezzlement involve Ponzi-like financial schemes where high returns to early investors are paid out of funds received from later investors duped into believing they are themselves receiving entry into a high return investment scheme. The Madoff investment scandal is an example of this kind of high level embezzlement scheme, where it is alleged \$65 billion was siphoned off from gullible investors and financial institutions.

Bribery, a form of pecuniary corruption, is an act implying money or gift given that alters the behavior of the recipient. Bribery constitutes a crime and is defined as the offering, giving, receiving, or soliciting of any item of value to influence the actions of an official or other person in discharge of a public or legal duty. The bribe is the gift bestowed to

### **Money Laundering**

Money laundering is the process of creating the appearance that large amounts of money obtained from serious crimes, such as drug trafficking, originated from a legitimate source. It is a crime in many jurisdictions with varying definitions. It is a key operation of the underground economy.

In US law it is the practice of engaging in financial transactions to conceal the identity, source, or destination of illegally gained money. In



UK law the common law definition is wider. The act is defined as *taking any action with property of any form which is either wholly or in part the proceeds of a crime that will disguise the fact that that property is the proceeds of a crime or obscure the beneficial ownership of said property.*

In the past, the term "money laundering" was applied only to financial transactions related to organized crime. Today its definition is often expanded by government and international regulators to mean *any financial transaction which generates an asset or a value as the result of an illegal act*, which may involve actions such as tax evasion or false accounting. In the UK, it does not even need to involve money, but any economic good. Courts involve money laundering committed by private individuals, drug dealers, businesses, corrupt officials, members of criminal organizations such as the Mafia, and even states.

A business taking large amounts of small change each week (e.g. a convenience store) needs to deposit that money in a bank. If its deposits vary greatly for no obvious reason this can draw suspicion; but if the transactions are regular and roughly the same the suspicion is easily discounted. This is the basis of all money laundering, a track record of depositing clean money before slipping through dirty money. In the United States, for example, cash transactions and deposits of more than \$10,000 must be reported by the cashier (the bank etc) as "significant cash transactions" to the Financial Crimes Enforcement Network with any other suspicious financial activity identified as "suspicious activity reports".

Another method is to start a business whose cash inflow cannot be monitored, and funnel the small change into it and pay taxes on it. But all bank employees are trained to be constantly on the lookout for transactions that seem to be trying to get around reporting requirements. To avoid suspicion, shell companies should deal directly with the public, perform some service (not provide physical goods), and have a business that reasonably would accept cash as a matter of course. Dealing directly with the public in cash gives a plausible reason for not having a record of customers.

## **Bribery**

influence the recipient's conduct. It may be any money, good, right in action, property, preferment, privilege, emolument, object of value, advantage, or merely a promise or undertaking to induce or influence the action, vote, or influence of a person in an official or public capacity.

One must be careful of differing social and cultural norms when examining bribery. Expectations of when a monetary transaction is appropriate can differ from place to place. Political campaign contributions in the form of cash, for example, are considered criminal acts of bribery in some countries, while in the United States they are legal. Tipping, for example, is considered bribery in some societies, while in others the two concepts may not be interchangeable. In some Spanish-speaking countries, bribes are referred to as "mordida" (literally, "bite"); in Arab countries they are Backshish or Bakshish. However, Bakshish is more akin to *tipping* and is socially permissible. The offence may be divided into two great classes: the one, where a person invested with power is induced by payment to use it unjustly; the other, where power is obtained by purchasing the suffrages of those who can impart it. Likewise, the briber might hold a powerful role and control the transaction; or in other cases, a bribe may be effectively extracted from the person paying it, although this is better known as extortion.

The forms that bribery takes are numerous. For example, a motorist might bribe a police officer not to issue a ticket for speeding, a citizen seeking paperwork or utility line connections might bribe a functionary for faster service. Bribery may also take the form of a secret commission, a profit made by an agent, in the course of his employment, without the knowledge of his principal. Bribers and recipients of bribery are likewise numerous although bribers have one common denominator and that is the financial ability to bribe. Bribery around the world is estimated at about \$1 trillion.

From a legal point of view, active bribery can be defined for instance as *the promising, offering or giving by any person, directly or indirectly, of any undue advantage, for himself or herself or for anyone else, for him or her to act or refrain from acting in the exercise of his or*

*her functions.* Passive bribery can be defined as *the request or receipt, directly or indirectly, of any undue advantage, for himself or herself or for anyone else, or the acceptance of an offer or a promise of such an advantage, to act or refrain from acting in the exercise of his or her functions.* The reason for this dissociation is to make the early steps (offering, promising, requesting an advantage) of a corrupt deal already an offence and, thus, to give a clear signal (from a criminal policy point of view) that bribery is not acceptable. Besides, such dissociation makes the prosecution of bribery offences easier since it can be very difficult to prove that two parties (the bribe-giver and the bribe-taker) have formally agreed upon a corrupt deal. Besides, there is often no such formal deal but only a mutual understanding, for instance when it is common knowledge in a municipality that to obtain a building permit one has to pay a "fee" to the decision maker to obtain a favourable decision.

### **Identity Theft**

Identity theft occurs when one individual misappropriates another person's personal identification information – name, social security number, date of birth, mother's maiden name – and uses it to take over existing credit card or bank accounts, apply for a mortgage or car loan, make large purchases, apply for insurance. In many cases, unsuspecting victims have no idea that anything is amiss until they receive irate phone calls from creditors or have trouble applying for a job, loan, or mortgage. They then discover that their credit has been seriously damaged or even ruined by any number of purchases or other financial obligations undertaken in their name by the impersonator. In what may be the worst possible scenario for victims of identity theft, the impersonator may commit a separate criminal act, resulting in the victim actually facing criminal charges for a crime committed by an imposter.

Incidences of identity theft have increased dramatically over the last several years. This is due, in part, because of new technologies such as the Internet that have enabled criminals to gain access to victims' financial information with greater ease than ever before. In a May, 1998 report from

the General Accounting Office, Trans Union, one of three major credit bureaus, reported that two-thirds of all consumer inquiries related to identity theft. In 1997, these inquiries totaled 522,922, up from a total of 35,235 in 1992. The rise was attributed to "increasing cases of identity fraud, as well as to company growth and better consumer outreach" The GAO report found that identity theft was increasingly detected by government agencies, including the Secret Service, Postal Service, and Internal Revenue Service. Moreover, the Secret Service reports that financial losses to victims and institutions totaled \$745 million in 1997, while only two years earlier, such losses amounted to \$442 million.

Victims of identity theft face an enormous and arduous task in repairing both their credit rating and their emotional well being. One of the biggest obstacles traditionally faced by these victims is the fact that they are, more or less, completely on their own in clearing their financial records. The prevailing attitude on the part of most creditors who are advised of an occurrence of identity fraud is one of downright skepticism. Most creditors require identity-theft victims to submit an affidavit testifying to the fact that they did not incur the debt themselves. Many creditors may require more, including the submission of copies of the victim's driver's license, Social Security card, or birth certificate. Understandably, many victims who are in the midst of the quagmire of identity theft are not eager to hand over these personal identification items, particularly since many victims suspect that it is a creditor's negligence (i.e., inadequate verification of the identity of an applicant) that may have led to the identity theft in the first place.

### **Insurance Fraud**

Insurance fraud is any act committed with the intent to fraudulently obtain payment from an insurer. Insurance fraud has existed ever since the beginning of insurance as a commercial enterprise. Fraudulent claims account for a significant portion of all claims received by insurers, and cost billions of dollars annually. Types of insurance fraud are very diverse, and occur in all areas of insurance. Insurance crimes also range in severity,

from slightly exaggerating claims to deliberately causing accidents or damage. Fraudulent activities also affect the lives of innocent people, both directly through accidental or purposeful injury or damage, and indirectly as these crimes cause insurance premiums to be higher. Insurance fraud poses a very significant problem, and governments and other organizations are making efforts to deter such activities.

The “chief motive in all insurance crimes is financial profit.” Insurance contracts provide both the insured and the insurer with opportunities for exploitation. One reason that this opportunity arises is in the case of over-insurance, when the amount insured is greater than the actual value of the property insured. This condition can be very difficult to avoid, especially since an insurance provider might sometimes encourage it in order to obtain greater profits. This allows fraudsters to make profits by destroying their property because the payment they receive from their insurers is of greater value than the property they destroy. Insurance companies are also susceptible to fraud because false insurance claims can be made to appear like ordinary claims. This allows fraudsters to file claims for damages that never occurred, and so obtain payment with little or no initial cost.

The most common form of insurance fraud is inflating of loss. It is virtually impossible to determine an exact value for the amount of money stolen through insurance fraud. Insurance fraud is designed to be undetectable, unlike visible crimes such as robbery or murder. As such, the number of cases of insurance fraud that are detected is much lower than the number of acts that are actually committed. The best that can be done is to provide an estimate for the losses that insurers suffer due to insurance fraud. The Coalition Against Insurance Fraud estimates that in 2006 a total of about \$80 billion was lost in the United States due to insurance fraud.

Insurance fraud can be classified as either hard fraud or soft fraud. Hard fraud occurs when someone deliberately plans or invents a loss, such as a collision, auto theft, or fire that is covered by their insurance policy in order to receive payment for damages. Criminal rings are sometimes involved in hard fraud schemes that can steal millions of

dollars. Soft fraud, which is far more common than hard fraud, is sometimes also referred to as opportunistic fraud. This type of fraud consists of policyholders exaggerating otherwise legitimate claims. For example, when involved in a collision an insured person might claim more damage than was really done to his or her car. Soft fraud can also occur when, while obtaining a new insurance policy, an individual misreports previous or existing conditions in order to obtain a lower premium on their insurance policy.

The types of insurance fraud that exist are as diverse as the types of insurance policies that are available. Some of the major areas in which insurance fraud occurs are in the life, health care, automobile, and property insurance industries.

An example of life insurance fraud is the John Darwin disappearance case, an ongoing investigation into the faked death of British former teacher and prison officer John Darwin, who turned up alive in December 2007, five years after he was thought to have died in a canoeing accident. Darwin was reported as "missing" after failing to report to work following a canoeing trip on March 21, 2002. He reappeared on December 1, 2007, claiming to have no memory of the past five years.

### **Computer Crime**

Computer crime issues have become high-profile, particularly those surrounding hacking, copyright infringement through warez, child pornography. There are also problems of privacy when confidential information is lost or intercepted, lawfully or otherwise.

Computer crime encompasses a broad range of potentially illegal activities. Generally, however, it may be divided into one of two types of categories: (1) crimes that target computer networks or devices directly; (2) crimes facilitated by computer networks or devices, the primary target of which is independent of the computer network or device.

Examples of crimes that primarily target computer networks or devices would include: malware (malicious code), denial-of-service attack, computer viruses.

Examples of crimes that merely use computer networks or devices would include: cyber stalking, fraud and identity theft, phishing scams, information warfare.

A common example is when a person starts to steal information from sites, or cause damage to, a computer or computer network. This can be entirely virtual in that the information only exists in digital form, and the damage, while real, has no physical consequence other than the machine ceases to function. In some legal systems, intangible property cannot be stolen and the damage must be visible, e.g. as resulting from a blow from a hammer. Where human-centric terminology is used for crimes relying on natural language skills and innate gullibility, definitions have to be modified to ensure that fraudulent behavior remains criminal no matter how it is committed.

A computer can be a source of evidence. Even though the computer is not directly used for criminal purposes, it is an excellent device for record keeping, particularly given the power to encrypt the data. If this evidence can be obtained and decrypted, it can be of great value to criminal investigators.

### **Specific Computer Crimes**

**Spam**, or the unsolicited sending of bulk email for commercial purposes, is unlawful to varying degrees. As applied to email, specific anti-spam laws are relatively new, however limits on unsolicited electronic communications have existed in some forms for some time.

**Computer fraud** is any dishonest misrepresentation of fact intended to let another to do or refrain from doing something which causes loss. In this context, the fraud will result in obtaining a benefit by:

- altering computer input in an unauthorized way. This requires little technical expertise and is not an uncommon form of theft by employees altering the data before entry or entering false data, or by entering unauthorized instructions or using unauthorized processes;
- altering, destroying, suppressing, or stealing output, usually to conceal unauthorized transactions: this is difficult to detect;

- altering or misusing existing system tools or software packages, or altering or writing code for fraudulent purposes. This requires real programming skills and is not common.

Other forms of fraud may be facilitated using computer systems, including bank fraud, identity theft, extortion, and theft of classified information.

**Drug trafficking.** Drug traffickers are increasingly taking advantage of the Internet to sell their illegal substances through encrypted e-mail and other Internet Technology. Some drug traffickers arrange deals at internet cafes, use courier Web sites to track illegal packages of pills, and swap recipes for amphetamines in restricted-access chat rooms. The rise in Internet drug trades could also be attributed to the lack of face-to-face communication. These virtual exchanges allow more intimidated individuals to more comfortably purchase illegal drugs. The sketchy effects that are often associated with drug trades are severely minimized and the filtering process that comes with physical interaction fades away. Furthermore, traditional drug recipes were carefully kept secrets. But with modern computer technology, this information is now being made available to anyone with computer access.

### **After reading tasks**

**Task 1. Tell us the main idea of every text from the six ones given above.**

#### **Task 2. Translate into English.**

Растрата – самостоятельная форма хищения, при которой имущество, вверенное виновному для осуществления определенных правомочий, незаконно истрачивается, расходуется, продается, потребляется. Растрату чужого имущества следует отличать от кражи. Основным разграничительным признаком указанной формы хищения является отношение субъекта преступления к похищенному имуществу. При растрате имущество не только вверено виновному, находится в его правомочном владении, но он наделен относительно



этого имущества определенными правомочиями. При краже субъект либо вообще не имеет никакого отношения к похищенному имуществу, либо получает доступ к нему для выявления технических, производственных функций, которые не порождают на его стороне никаких правомочий по владению, пользованию, распоряжению или охране. Хищение имущества, совершенное лицом, не обладающим правомочиями, но имеющим к нему доступ в связи выполнением служебных обязанностей, подлежит квалификации как кража. К таким категориям лиц могут быть отнесены, например, рабочие предприятий, докеры в портах, грузчики оптовых баз и складов и т. д. Помимо этого, существует множество других видов и форм экономических преступлений: грабеж, разбой, изготовление и сбыт поддельных денег, государственных ценных бумаг. С принятием Налогового кодекса появился новый вид мошенничества – подделка или изменение документов с целью неуплаты или уменьшения размера начисления налогов. К таким деяниям может быть отнесено:

- сокрытие дохода (прибыли);
- занижение дохода (прибыли);
- сокрытие иного объекта налогообложения.

Появляется большой рост преступлений в сфере кредитно-финансовых отношений, таких как незаконная банковская деятельность, создание лжепредприятий. Активная роль в преступлениях принадлежит работникам банка. Появились и такие ранее не встречавшиеся виды преступлений, как создание фиктивных банковских учреждений, ложное банкротство, кредитование подставных фирм, ассоциаций и обществ, мошенничество при получении ссуд и погашении кредитов, отмывание денег.

Государство должно предпринять следующие меры для борьбы с экономическими преступлениями:

- обеспечить политическую и экономическую стабильность в обществе;
- сформировать правовую базу, необходимую для эффективной борьбы с экономическими преступлениями;

- совершенствовать систему государственных органов, ведущих борьбу с экономическими преступлениями;
- усилить контроль со стороны государственных органов за деятельностью предприятий, на которых совершается основная масса экономических преступлений;
- усилить профилактическую деятельность.

## Translation Practice

**Translate the following sentences, pay attention to the Grammar Tenses.**

**Complete the dialogues with the present simple or the present continuous form of the verbs in brackets.**

1 A: Is Jack here? I need to speak to him.

B: No, sorry, he isn't here. Oh, look, he's there in the car park.  
..... (leave).

2 A: Do you always travel by train?

B: No. Usually I ..... (take) my car.

3 A: Are you busy at the moment?

B: I .....(have) lunch. Call me in an hour.

4 A: Can we have a meeting tomorrow?

B: Sorry, I ..... (not/work) on Wednesdays.

5 A: Could I speak to Ken Olsen?

B: I'm sorry, he ... ..... (have) a meeting at the moment.

6 A: Maria is here early!

B: No, she always ..... (get) here at eight.

7 A: Are you at the office?

B: No, I .....(call) from the train.

8 A: Are 4x4s cheap to run?

B: No, they ..... (use) a lot of petrol.

**Complete the text with the Past Simple of the verbs in the boxes.**

HEWL ETT -PACKARD

The 1930s

Income (1939): \$5,369. Employees: 2

graduate    decide    study
-----------------------------

Bill Hewlett and Dave Packard 1.....at Stanford University. When they

2....., they 3.....to start a business.

rent      work      move

In 1938, Dave 4..... into a flat in Palo Alto, California, and Bill

5 .....a small house at the back. They 6..... in a small garage in the garden.

call      design      use

They 7..... their first product, which they 8..... .Walt Disney engineers 9.....the HP200A to test sound equipment in cinemas showing Fantasia.

The 1940s

Income (1949): \$2.2 million. Employees: 166

add      order      start

Hewlett-Packard 10..... many new products to their range, and when the

Second World War 11..... , the US government 12.....large quantities of electronic equipment.

The 1950s

Income (1959): \$48 million. Employees: 2,378

manufactu      expand      enter

In the 1950s, Hewlett-Packard 13.....rapidly in the USA and

Europe. In 1958, they first 14.....the printers market

after taking over FL Moseley, a company that15..... graphic plotters.

**Do You Know How to Read Figures and Numbers?**  
**If you are not sure consult the article (Appendix, pp. 211)**

**Exercise 1. Say the following:**

1. The exact figure is 0.005.
2. My telephone number is 095-24-90-71
3. I am in Room 804
4. The figure is 10,008
5. It's somewhere between 3.489 and 3.492.
6. It's less than 5.375.
7. I only get \$5.75.
8. No, I mean 21.021 not 21,021.

**Exercise 2. Read the following numbers:**

*168; 2,809; 35,602; 928,921; 4.572,712; 1.35; 26.085; 0.6; 3.01; 0.002.*

**Exercise 3. Say the following:**

- | a)                                      | b)                                       | c)                      |
|---|--|-------------------------|
| 1) My telephone number is 095-434-67-85 | 1) What's 30% of 150?                    | 1) 123 страны;          |
| 2) 5/6 ton                              | 2) The rate went up by another 0.5%      | 2) 50 банков;           |
| 3) $12 + 4 = 16$                        | 3) 0.75% won't make a lot of difference. | 3) 1,000 человек;       |
| 4) $22 - 5 = 17$                        |  | 4) миллионы вкладчиков. |
| 5) $10 \times 3 = 30$                   |  |                         |
| 6) $20/4 = 5$                           |  |                         |

#### **Exercise 4. Read quickly:**

**a)**

1. 10.66 - ten-point-six-six
2. 0.325 - nought-point-three-two-five
3. 0.001- nought-point-oh-oh-one
4. 0.7 - nought-point-seven
5. 0.07 - nought-point-oh-seven
6. 0.007 - nought-point-oh-oh-seven

**b)** 777,777,777.0777 – seven hundred and seventy-seven million, seven hundred and seventy-seven thousand, seven hundred and seventy-seven, point oh, seven, seven, seven.

#### **Exercise 5. Read the following sentences and translate them:**

1. Economic crime cost the nation \$5,000,000,000 in 1970, \$20,000,000,000 in 1980, and \$100,000,000,000 in 1990. As businesses and financial transactions become more and more computer and Internet dependent, the reality of increased economic crime grows exponentially, fueled by the rapid growth of technology.

2. The exact amount of dirty money circulating in the Russian economy is hard to establish. The approximate evaluation may be based on the assessment of the size of the Russian shadow economy and amounts to 20–30% of GDP in annual terms.

3. External fraudsters are still the main perpetrators of economic crime for the majority of FS organisations (57% in 2014 and 60% in 2011).

4. Nearly one in five (18%) organisations suffering fraud experienced a financial impact of between US\$1 million and US\$100 million. And the percentage of respondents reporting losses in excess of US\$100 doubled, from 1 to 2 %.

## **Special Texts Translation Practice**

### **Market and Command Economies**

Economics is a science that analyzes what, how, and for whom society produces. The central economic problem is to reconcile the conflict between people's unlimited demands with society's ability to produce goods and services.

In industrial Western countries markets are to allocate resources. The market is the process by which production and consumption are coordinated through prices.

In a command economy, a central planning office makes decisions on what, how, and for whom to produce. Economy cannot rely entirely on command, but there was extensive planning in many Soviet bloc countries. A free market economy has no government intervention. Resources are allocated entirely through markets.

Modern economies in the West are mixed and rely mainly on the market but with a large dose of government intervention. The optimal level of government intervention remains a problem which is of interest to economists. The degree of government restrictions differs greatly between countries that have command economies and countries that have free market economies. In the former, resources are allocated by central government planning. In the latter, there is not any government regulation of the consumption, production, and exchange of goods.

Between the two main types lies the mixed economy where market and government are both of importance.

### **International Economics**

The study of economics would be incomplete without an understanding of the nation's role in the world economy. The study of the world economy is known as "international economics". International economics embraces two broad areas of interest: international trade and international finance. World trade has been gaining increasing significance among nations. Why do nations trade? The answer is that nations have different quantities and qualities of economic resources and different ways

of combining them. As a result, each country can produce certain goods more efficiently, or at relatively lower costs, than others. This idea can be stated somewhat differently.

Imagine a world consisting of only two countries, each producing the same goods. Under such circumstances, the alternative or opportunity cost to each country of producing more of one good is the amount of the second good that must be sacrificed. In view of this, which of the two goods should the countries produce? The answer is that each should specialize. When two parties engage, the sacrifice that each makes to obtain something from the other is called the “terms of trade”. For example, in order to buy a book, you might have had to give up five visits to the movies. Your terms of trade, therefore, are 5 movies = 1 book. The terms of trade for a given transaction equal the number of units of goods that must be given up for one unit of goods received by each party to the transaction. Or in other words, terms of trade are defined as the ratio of the prices of its export commodity to the price of its import commodity. Despite the fact that trade is of great importance for each nation, all countries impose restrictions of one form or another to protect some of their domestic industries. The restrictions may be of several types: tariffs, import quotas, nontariff barriers. Tariffs are customs duties or

taxes imposed by a government on the importation of a good. Tariffs may be specific, in the form of a tax per unit of the commodity, or ad valorem, based on the value of the commodity. Import quotas are laws that limit the number of units of a commodity that may be imported during a specified period. Nontariff barriers are any laws or regulations, other than tariffs, that nations impose in order to restrict imports. For instance, to “protect the health and safety” of their citizens, many countries establish higher standards of quality for various kinds of imported goods than for similar goods produced domestically.

### **Lying, cheating, and stealing**

That’s white-collar crime in a nutshell. The term—reportedly coined in 1939—is now synonymous with the full range of frauds committed by



business and government professionals. It's not a victimless crime. A single scam can destroy a company, devastate families by wiping out their life savings, or cost investors billions of dollars (or even all three, as in the Enron case). Today's fraud schemes are more sophisticated than ever, and we are dedicated to using our skills to track down the culprits and stop scams before they start.

### **Asset Forfeiture**

Many criminals are motivated by greed and the acquisition of material goods. Therefore, the ability of the government to forfeit property connected with criminal activity can be an effective law enforcement tool by reducing the incentive for illegal conduct. Asset forfeiture "takes the profit out of crime" by helping to eliminate the ability of the offender to command resources necessary to continue illegal activities.

The use of asset forfeiture in criminal investigations aims to undermine the economic infrastructure of the criminal enterprise. Criminal enterprises in many ways mirror legitimate businesses. They require employees, equipment, and cash flow to operate. Criminal enterprises also generate a profit from the sale of their "product" or "services." The obvious difference is that the profit generated from criminal enterprises is derived from criminal activity. Asset forfeiture can remove the tools, equipment, cash flow, profit, and, sometimes, the product itself, from the criminals and the criminal organization, rendering the criminal organization powerless to operate.

Asset forfeiture is also the most effective means of recovering property and funds which can then be used to compensate innocent victims. Restoration of property to victims in white collar cases is the first priority of law enforcement when it comes to disbursing forfeited property. Much time and effort is expended in such cases to ensure that the wrongdoer's assets are preserved pending trial, so they remain available for this purpose once the case is settled.

## **Law Origins**

The seizure of property is a practice long used by governments. For example, in English common law, the value of an inanimate object could be forfeited to the English Crown if that object caused the death of a person. Therefore, the forfeiture of property was generally justified as a penalty for carelessness. This tradition and justification has, over time, merged with a belief that the right to own property could be denied an individual who engaged in criminal conduct.

The forfeiture sanction is a legal concept that involves the application of procedures resulting in the transfer of the ownership of property to the government. Many of the criminal laws enforced by the Federal Bureau of Investigation (FBI) contain forfeiture provisions. Some of these forfeiture provisions are excellent deterrents, for example, forfeiture under federal drug laws and under money laundering laws.

The seizure of property by law enforcement authorities generally is permissible when the property is evidence of a crime or is subject to forfeiture. The seizure of property for forfeiture implicates tenets of the Fourth and Fifth Amendments of the United States Constitution. The proper method of seizure of property, for example in a civil forfeiture action, depends upon the methods permitted in the relevant statute, the location of the property, Department of Justice and FBI policy, and whether or not exigent circumstances are present. It is FBI policy to seize property for forfeiture pursuant to a seizure warrant.

## **Types of Forfeiture Actions**

There are two types of forfeiture actions: criminal and civil. The criminal forfeiture action is referred to as an *in personam* action, meaning that the action is against the person, and, that upon conviction, the punitive effect of forfeiture can be used against the convicted offender. The civil forfeiture action is referred to as an *in rem* action, meaning that the action is against the property. The two actions differ in many ways, including: (1) the point in the proceeding, generally at which the property may be seized; (2) the burden of proof necessary to

forfeit the property; and (3) in some cases, the type of property interests that can be forfeited.

### **Criminal Forfeiture Actions**

A criminal forfeiture action must be judicial. The property subject to forfeiture is named in the same indictment that charges the defendant with a criminal violation. The jurisdiction of the court over the defendant provides the court with jurisdiction over the defendant's property interests. While there is some disagreement among the appellate courts, generally, the government must meet the legal standard of proof, beyond a reasonable doubt, necessary to convict the defendant in order to forfeit the property. The property may be forfeited in this manner only if the defendant is convicted of the underlying offense charged, and the trier of fact finds that the property named in the indictment was illegally tainted.

As a general rule, the seizure of the property through criminal forfeiture may not occur until after the property has been forfeited. The district court then issues an order to seize the property, and the seizure is made by the U.S. Marshal Service.

Criminal forfeiture laws name interests subject to forfeiture that are more complex, including property acquired or maintained in violation of Racketeer Influenced and Corrupt Organizations Act (RICO), and various types of legal interests in property that have afforded a source of influence over the illegal enterprise. The civil forfeiture laws generally name specific property that is integrally connected with prohibited activity, including conveyances used, money furnished, and real property used.

### **Administrative Forfeiture**

An administrative forfeiture procedure can be commenced by a seizing agency against most property if it is valued at \$500,000 or less, unless the property is a monetary instrument, in which case there is no maximum monetary limit. If the administrative action is not contested in a timely manner, any legal claim to the property is thereafter barred and the agency may declare the property forfeited. An administrative action

can be contested by the filing of a claim of ownership. A timely claim to the property forces the government to terminate the administrative forfeiture action and to commence a civil judicial action.

### **Judicial Forfeiture**

If a claim has been filed in a timely manner, the FBI must transmit it to the U.S. Attorney and the administrative forfeiture must cease. If the property subject to forfeiture is not a monetary instrument or a hauling conveyance, and is valued over \$500,000, the proceedings must commence as a judicial action. In addition, if the forfeiture action is against real property, the proceedings must be judicial, regardless of the value of the property.

### **Burden of Proof**

The burden of proof on the FBI to seize property for civil, administrative and judicial forfeiture is probable cause. This burden must be met to satisfy both statutory and constitutional requirements. A civil forfeiture action commences upon notification by mail and publication of the government's intent to forfeit the property.

Probable cause for an administrative forfeiture is defined as a reasonable ground for belief of guilt, supported by less than prima facie proof, but more than mere suspicion.

The initial burden of proof in a judicial action is also probable cause. After seizure, the United States Attorney's Office must make an independent determination of whether the property can be forfeited. After finding the forfeiture action has merit, a verified complaint must be filed, in effect, charging the property with violating the law. The burden is then on the government to prove the property is subject to forfeiture by a preponderance of the evidence. Preponderance of the evidence is defined as "superior evidentiary weight that, though sufficient to free the mind wholly from all reasonable doubt, is still sufficient to incline a fair and impartial mind to one side of the issue rather than the other."

It should be remembered that a civil judicial forfeiture action is a civil proceeding, rather than a criminal proceeding, so the Federal Rules

of Civil Procedure are applicable. Discovery processes under these rules are different than those found in criminal procedures.

### **Corporate Fraud**

Corporate fraud continues to be one of the FBI's highest criminal priorities. As the lead agency investigating corporate fraud, we focus our efforts on cases that involve accounting schemes, self-dealing by corporate executives, and obstruction of justice.

The majority of corporate fraud cases involve accounting schemes designed to deceive investors, auditors, and analysts about the true financial condition of a corporation or business entity. Through the manipulation of financial data, the share price, or other valuation measurements of a corporation, financial performance may remain artificially inflated based on fictitious performance indicators provided to the investing public. The corporate fraud investigations primarily focus on the following activities:

**Falsification of financial information of public and private corporations**, including:

False accounting entries and/or misrepresentations of financial condition;

Fraudulent trades designed to inflate profits or hide losses; and

Illicit transactions designed to evade regulatory oversight.

**Self-dealing by corporate insiders**, including:

Insider trading (trading based on material, non-public information) including, but not limited to:

Corporate insiders leaking proprietary information;

Attorneys involved in merger and acquisition negotiations leaking info;

Matchmaking firms facilitating information leaks;

Traders profiting or avoiding losses through trading; and

Payoffs or bribes in exchange for leaked information.

Kickbacks;

Misuse of corporate property for personal gain; and

Individual tax violations related to self-dealing.

Obstruction of justice designed to conceal any of the above-noted types of criminal conduct, particularly when the obstruction impedes the inquiries of the SEC, other regulatory agencies, and/or law enforcement agencies.

In addition to significant financial losses to investors, corporate fraud has the potential to cause immeasurable damage to the U.S. economy and investor confidence.

### **Financial Institution Fraud**

Financial institution fraud (FIF) investigations are among the most time-consuming white collar cases undertaken by law enforcement. Separate from mortgage fraud, FIF involves a variety of internal and external schemes perpetrated across varying platforms against traditional retail banks, credit unions, and other federally-insured financial institutions. Externally, some common schemes include check fraud, mail/wire fraud, check kiting, counterfeit instruments, and e-mail hacking leading to loss. Embezzlement and misapplication of funds are two of the more common internal schemes identified in investigations. And when the fraud is egregious enough, it can lead to the complete failure of the federally-insured financial institution.

Criminals use a variety of techniques and platforms to commit FIF. Financial Institutions increasingly rely upon new technologies such as online banking, point-of-sale systems, and contactless payments to conduct everyday business, and there's also been an increase in the number of third-party check-cashing services and bank holding companies who provide services to the general public. These novel technologies, combined with the increased number of financial institutions, have given illicit actors more opportunities to engage in criminal activities.

In FIF investigations, the law enforcement agencies continue to concentrate their efforts on organized criminal groups often involved in the sale and distribution of stolen and counterfeit corporate checks, money orders, payroll checks, credit and debit cards and currency. Furthermore, the groups involved in check and loan fraud schemes are often involved in illegal money laundering activities in an effort to conceal their illegal proceeds.

Like many other crimes, FIF has evolved over time. And the law enforcement agencies combine the reporting and collection abilities of financial crimes and money laundering intelligence units with their complementary operational units to identify trends and gaps in the banking industry which make financial institutions susceptible to criminal activity.

### **Health care fraud**

Health care fraud costs the country tens of billions of dollars a year. It's a rising threat, with national health care expenditures estimated to exceed \$3 trillion in 2014 and spending continuing to outpace inflation. Recent cases also show that medical professionals continue, and may be more willing, to risk patient harm in furtherance of their schemes. The FBI is the primary agency for exposing and investigating health care fraud, with jurisdiction over both federal and private insurance programs. We seek to identify and pursue investigations against the most egregious offenders involved in health care fraud through our investigative partnerships with federal, state, and local agencies, as well as our relationships with private insurance national groups, associations, and investigative units. Our field offices proactively target fraud through coordinated initiatives, task forces and strike teams, and undercover operations.

*Medical Equipment Fraud:* Equipment manufacturers offer "free" products to individuals. Insurers are then charged for products that were not needed and/or may not have been delivered.

*"Rolling Lab" Schemes:* Unnecessary and sometimes fake tests are given to individuals at health clubs, retirement homes, or shopping malls and billed to insurance companies or Medicare.

*Services Not Performed:* Customers or providers bill insurers for services never rendered by changing bills or submitting fake ones.

*Medicare Fraud:* Medicare fraud can take the form of any of the health insurance frauds described above. Senior citizens are frequent targets of Medicare schemes, especially by medical equipment manufacturers who offer seniors free medical products in exchange for their Medicare numbers. Because a physician has to sign a form

certifying that equipment or testing is needed before Medicare pays for it, con artists fake signatures or bribe corrupt doctors to sign the forms. Once a signature is in place, the manufacturers bill Medicare for merchandise or service that was not needed or was not ordered.

### **Tips for Avoiding Health Care Fraud or Health Insurance Fraud:**

Never sign blank insurance claim forms.

Never give blanket authorization to a medical provider to bill for services rendered.

Ask your medical providers what they will charge and what you will be expected to pay out-of-pocket.

Carefully review your insurer's explanation of the benefits statement. Call your insurer and provider if you have questions.

Do not do business with door-to-door or telephone salespeople who tell you that services of medical equipment are free.

Give your insurance/Medicare identification only to those who have provided you with medical services.

Keep accurate records of all health care appointments.

Know if your physician ordered equipment for you.

### **Telemarketing Fraud**

When you send money to people you do not know personally or give personal or financial information to unknown callers, you increase your chances of becoming a victim of telemarketing fraud.

Here are some warning signs of telemarketing fraud—what a caller may tell you:

“You must act ‘now’ or the offer won’t be good”.

“You’ve won a ‘free’ gift, vacation, or prize”. But you have to pay for “postage and handling” or other charges.

“You must send money, give a credit card or bank account number, or have a check picked up by courier”. You may hear this before you have had a chance to consider the offer carefully.

“You don’t need to check out the company with anyone”. The



callers say you do not need to speak to anyone including your family, lawyer, accountant, local Better Business Bureau, or consumer protection agency.

“You don’t need any written information about their company or their references”.

“You can’t afford to miss this ‘high-profit, no-risk’ offer”.

If you hear these or similar “lines” from a telephone salesperson, just say “no thank you” and hang up the telephone.

### **Tips for Avoiding Telemarketing Fraud**

It’s very difficult to get your money back if you’ve been cheated over the telephone. Before you buy anything by telephone, remember:

Don’t buy from an unfamiliar company. Legitimate businesses understand that you want more information about their company and are happy to comply.

Always ask for and wait until you receive written material about any offer or charity. If you get brochures about costly investments, ask someone whose financial advice you trust to review them. But, unfortunately, beware—not everything written down is true.

Always check out unfamiliar companies with your local consumer protection agency, state attorney general, the National Fraud Information Center, or other watchdog groups. Unfortunately, not all bad businesses can be identified through these organizations.

Obtain a salesperson’s name, business identity, telephone number, street address, mailing address, and business license number before you transact business. Some con artists give out false names, telephone numbers, addresses, and business license numbers. Verify the accuracy of these items.

Before you give money to a charity or make an investment, find out what percentage of the money is paid in commissions and what percentage actually goes to the charity or investment.

Before you send money, ask yourself a simple question. “What guarantee do I really have that this solicitor will use my money in the manner we agreed upon?”

Don't pay in advance for services. Pay services only after they are delivered.

Be wary of companies that want to send a messenger to your home to pick up money, claiming it is part of their service to you. In reality, they are taking your money without leaving any trace of who they are or where they can be reached.

Always take your time making a decision. Legitimate companies won't pressure you to make a snap decision.

Don't pay for a "free prize." If a caller tells you the payment is for taxes, he or she is violating federal law.

Before you receive your next sales pitch, decide what your limits are – the kinds of financial information you will and won't give out on the telephone.

Be sure to talk over big investments offered by telephone salespeople with a trusted friend, family member, or financial advisor. It's never rude to wait and think about an offer.

Never respond to an offer you don't understand thoroughly.

Never send money or give out personal information such as credit card numbers and expiration dates, bank account numbers, dates of birth, or social security numbers to unfamiliar companies or unknown persons.

Be aware that your personal information is often brokered to telemarketers through third parties.

If you have been victimized once, be wary of persons who call offering to help you recover your losses for a fee paid in advance.

If you have information about a fraud, report it to state, local, or federal law enforcement agencies.

### **Nigerian Letter or "419" Fraud**

Nigerian letter frauds combine the threat of impersonation fraud with a variation of an advance fee scheme in which a letter mailed from Nigeria offers the recipient the "opportunity" to share in a percentage of millions of dollars that the author—a self-proclaimed government official—is trying to transfer illegally out of Nigeria. The recipient is encouraged to send

information to the author, such as blank letterhead stationery, bank name and account numbers, and other identifying information using a fax number provided in the letter. Some of these letters have also been received via e-mail through the Internet. The scheme relies on convincing a willing victim, who has demonstrated a “propensity for larceny” by responding to the invitation, to send money to the author of the letter in Nigeria in several installments of increasing amounts for a variety of reasons.

Payment of taxes, bribes to government officials, and legal fees are often described in great detail with the promise that all expenses will be reimbursed as soon as the funds are spirited out of Nigeria. In actuality, the millions of dollars do not exist, and the victim eventually ends up with nothing but loss. Once the victim stops sending money, the perpetrators have been known to use the personal information and checks that they received to impersonate the victim, draining bank accounts and credit card balances. While such an invitation impresses most law-abiding citizens as a laughable hoax, millions of dollars in losses are caused by these schemes annually. Some victims have been lured to Nigeria, where they have been imprisoned against their will along with losing large sums of money. The Nigerian government is not sympathetic to victims of these schemes, since the victim actually conspires to remove funds from Nigeria in a manner that is contrary to Nigerian law. The schemes themselves violate section 419 of the Nigerian criminal code, hence the label “419 fraud.”

### **Tips for Avoiding Nigerian Letter or “419” Fraud**

If you receive a letter from Nigeria asking you to send personal or banking information, do not reply in any manner. Send the letter to the U.S. Secret Service, your local FBI office, or the U.S. Postal Inspection Service. You can also register a complaint with the Federal Trade Commission’s Complaint Assistant.

If you know someone who is corresponding in one of these schemes, encourage that person to contact the FBI or the U.S. Secret Service as soon as possible.

Be skeptical of individuals representing themselves as Nigerian or foreign government officials asking for your help in placing large sums of money in overseas bank accounts.

Do not believe the promise of large sums of money for your cooperation.

Guard your account information carefully.

### **Identity Theft**

Identity theft occurs when someone assumes your identity to perform a fraud or other criminal act. Criminals can get the information they need to assume your identity from a variety of sources, including by stealing your wallet, rifling through your trash, or by compromising your credit or bank information. They may approach you in person, by telephone, or on the Internet and ask you for the information. The sources of information about you are so numerous that you cannot prevent the theft of your identity. But you can minimize your risk of loss by following a few simple hints.

#### **Tips for Avoiding Identity Theft:**

Never throw away ATM receipts, credit statements, credit cards, or bank statements in a usable form.

Never give your credit card number over the telephone unless you make the call.

Reconcile your bank account monthly, and notify your bank of discrepancies immediately.

Keep a list of telephone numbers to call to report the loss or theft of your wallet, credit cards, etc.

Report unauthorized financial transactions to your bank, credit card company, and the police as soon as you detect them.

Review a copy of your credit report at least once each year. Notify the credit bureau in writing of any questionable entries and follow through until they are explained or removed.

If your identity has been assumed, ask the credit bureau to print a statement to that effect in your credit report.

If you know of anyone who receives mail from credit card companies or banks in the names of others, report it to local or federal law enforcement authorities.

### **Advance Fee Schemes**

An advance fee scheme occurs when the victim pays money to someone in anticipation of receiving something of greater value—such as a loan, contract, investment, or gift—and then receives little or nothing in return.

The variety of advance fee schemes is limited only by the imagination of the con artists who offer them. They may involve the sale of products or services, the offering of investments, lottery winnings, “found money,” or many other “opportunities.” Clever con artists will offer to find financing arrangements for their clients who pay a “finder’s fee” in advance. They require their clients to sign contracts in which they agree to pay the fee when they are introduced to the financing source. Victims often learn that they are ineligible for financing only after they have paid the “finder” according to the contract. Such agreements may be legal unless it can be shown that the “finder” never had the intention or the ability to provide financing for the victims.

### **Tips for Avoiding Advanced Fee Schemes:**

If the offer of an “opportunity” appears too good to be true, it probably is. Follow common business practice. For example, legitimate business is rarely conducted in cash on a street corner.

Know who you are dealing with. If you have not heard of a person or company that you intend to do business with, learn more about them. Depending on the amount of money that you plan on spending, you may want to visit the business location, check with the Better Business Bureau, or consult with your bank, an attorney, or the police.

Make sure you fully understand any business agreement that you enter into. If the terms are complex, have them reviewed by a competent attorney.

Be wary of businesses that operate out of post office boxes or mail drops and do not have a street address. Also be suspicious when dealing

with persons who do not have a direct telephone line and who are never in when you call, but always return your call later.

Be wary of business deals that require you to sign nondisclosure or non-circumvention agreements that are designed to prevent you from independently verifying the bona fides of the people with whom you intend to do business. Con artists often use non-circumvention agreements to threaten their victims with civil suit if they report their losses to law enforcement.

### **Redemption / Strawman / Bond Fraud**

Proponents of this scheme claim that the U.S. government or the Treasury Department control bank accounts – often referred to as “U.S. Treasury Direct Accounts” – for all U.S. citizens that can be accessed by submitting paperwork with state and federal authorities. Individuals promoting this scam frequently cite various discredited legal theories and may refer to the scheme as “Redemption,” “Strawman,” or “Acceptance for Value.” Trainers and websites will often charge large fees for “kits” that teach individuals how to perpetrate this scheme. They will often imply that others have had great success in discharging debt and purchasing merchandise such as cars and homes. Failures to implement the scheme successfully are attributed to individuals not following instructions in a specific order or not filing paperwork at correct times.

This scheme predominately uses fraudulent financial documents that appear to be legitimate. These documents are frequently referred to as “bills of exchange,” “promissory bonds,” “indemnity bonds,” “offset bonds,” “sight drafts,” or “comptrollers warrants.” In addition, other official documents are used outside of their intended purpose, like IRS forms 1099, 1099-OID, and 8300. This scheme frequently intermingles legal and pseudo legal terminology in order to appear lawful. Notaries may be used in an attempt to make the fraud appear legitimate. Often, victims of the scheme are instructed to address their paperwork to the U.S. Secretary of the Treasury.

### **Tips for Avoiding Redemption/Strawman/Bond Fraud**

Be wary of individuals or groups selling kits that they claim will inform you on to access secret bank accounts.

Be wary of individuals or groups proclaiming that paying federal and/or state income tax is not necessary.

Do not believe that the U.S. Treasury controls bank accounts for all citizens.

Be skeptical of individuals advocating that speeding tickets, summons, bills, tax notifications, or similar documents can be resolved by writing “acceptance for value” on them.

If you know of anyone advocating the use of property liens to coerce acceptance of this scheme, contact your local FBI office.

### **Investment-Related Scams**

#### **Letter of Credit Fraud**

Legitimate letters of credit are never sold or offered as investments. They are issued by banks to ensure payment for goods shipped in connection with international trade. Payment on a letter of credit generally requires that the paying bank receive documentation certifying that the goods ordered have been shipped and are en route to their intended destination. Letters of credit frauds are often attempted against banks by providing false documentation to show that goods were shipped when, in fact, no goods or inferior goods were shipped.

Other letter of credit frauds occur when con artists offer a “letter of credit” or “bank guarantee” as an investment wherein the investor is promised huge interest rates on the order of 100 to 300 percent annually. Such investment “opportunities” simply do not exist. (See Prime Bank Notes for additional information.)

#### **Tips for Avoiding Letter of Credit Fraud:**

If an “opportunity” appears too good to be true, it probably is.

Do not invest in anything unless you understand the deal. Con artists rely on complex transactions and faulty logic to “explain” fraudulent investment schemes.

Do not invest or attempt to “purchase” a “letter of credit.” Such investments simply do not exist.

Be wary of any investment that offers the promise of extremely high yields.

Independently verify the terms of any investment that you intend to make, including the parties involved and the nature of the investment.

### **Prime Bank Note Fraud**

International fraud artists have invented an investment scheme that supposedly offers extremely high yields in a relatively short period of time. In this scheme, they claim to have access to “bank guarantees” that they can buy at a discount and sell at a premium. By reselling the “bank guarantees” several times, they claim to be able to produce exceptional returns on investment. For example, if \$10 million worth of “bank guarantees” can be sold at a two percent profit on 10 separate occasions—or “traunches” – the seller would receive a 20 percent profit. Such a scheme is often referred to as a “roll program.”

To make their schemes more enticing, con artists often refer to the “guarantees” as being issued by the world’s “prime banks,” hence the term “prime bank guarantees.” Other official sounding terms are also used, such as “prime bank notes” and “prime bank debentures.” Legal documents associated with such schemes often require the victim to enter into non-disclosure and non-circumvention agreements, offer returns on investment in “a year and a day”, and claim to use forms required by the International Chamber of Commerce (ICC). In fact, the ICC has issued a warning to all potential investors that no such investments exist.

The purpose of these frauds is generally to encourage the victim to send money to a foreign bank, where it is eventually transferred to an off-shore account in the control of the con artist. From there, the victim’s money is used for the perpetrator’s personal expenses or is laundered in an effort to make it disappear.

While foreign banks use instruments called “bank guarantees” in the same manner that U.S. banks use letters of credit to insure payment for



goods in international trade, such bank guarantees are never traded or sold on any kind of market.

### **Tips for Avoiding Prime Bank Note Fraud:**

Think before you invest in anything. Be wary of an investment in any scheme, referred to as a “roll program,” that offers unusually high yields by buying and selling anything issued by “prime banks.”

As with any investment, perform due diligence. Independently verify the identity of the people involved, the veracity of the deal, and the existence of the security in which you plan to invest.

Be wary of business deals that require non-disclosure or non-circumvention agreements that are designed to prevent you from independently verifying information about the investment.

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### **“Ponzi” Schemes**

“Ponzi” schemes promise high financial returns or dividends not available through traditional investments. Instead of investing the funds of victims, however, the con artist pays “dividends” to initial investors using the funds of subsequent investors. The scheme generally falls apart when the operator flees with all of the proceeds or when a sufficient number of new investors cannot be found to allow the continued payment of “dividends.”

This type of fraud is named after its creator—Charles Ponzi of Boston, Massachusetts. In the early 1900s, Ponzi launched a scheme that guaranteed investors a 50 percent return on their investment in postal coupons. Although he was able to pay his initial backers, the scheme dissolved when he was unable to pay later investors.

### **Tips for Avoiding Ponzi Schemes:**

Be careful of any investment opportunity that makes exaggerated earnings claims.

Exercise due diligence in selecting investments and the people with whom you invest—in other words, do your homework.

Consult an unbiased third party—like an unconnected broker or licensed financial advisor—before investing.

### **Pyramid Schemes**

As in Ponzi schemes, the money collected from newer victims of the fraud is paid to earlier victims to provide a veneer of legitimacy. In pyramid schemes, however, the victims themselves are induced to recruit further victims through the payment of recruitment commissions.

More specifically, pyramid schemes—also referred to as franchise fraud or chain referral schemes—are marketing and investment frauds in which an individual is offered a distributorship or franchise to market a particular product. The real profit is earned, not by the sale of the product, but by the sale of new distributorships. Emphasis on selling franchises rather than the product eventually leads to a point where the supply of potential investors is exhausted and the pyramid collapses. At the heart of each pyramid scheme is typically a representation that new participants can recoup their original investments by inducing two or more prospects to make the same investment. Promoters fail to tell prospective participants that this is mathematically impossible for everyone to do, since some participants drop out, while others recoup their original investments and then drop out.

### **Tips for Avoiding Pyramid Schemes:**

Be wary of “opportunities” to invest your money in franchises or investments that require you to bring in subsequent investors to increase your profit or recoup your initial investment.

Independently verify the legitimacy of any franchise or investment before you invest.

### **Market Manipulation or “Pump and Dump” Fraud**

This scheme—commonly referred to as a “pump and dump” – creates artificial buying pressure for a targeted security, generally a low-trading

volume issuer in the over-the-counter securities market largely controlled by the fraud perpetrators. This artificially increased trading volume has the effect of artificially increasing the price of the targeted security (i.e., the “pump”), which is rapidly sold off into the inflated market for the security by the fraud perpetrators (i.e., the “dump”); resulting in illicit gains to the perpetrators and losses to innocent third party investors. Typically, the increased trading volume is generated by inducing unwitting investors to purchase shares of the targeted security through false or deceptive sales practices and/or public information releases.

A modern variation on this scheme involves largely foreign-based computer criminals gaining unauthorized access to the online brokerage accounts of unsuspecting victims in the United States. These victim accounts are then utilized to engage in coordinated online purchases of the targeted security to affect the pump portion of a manipulation, while the fraud perpetrators sell their pre-existing holdings in the targeted security into the inflated market to complete the dump.

### **Tips for Avoiding Market Manipulation Fraud:**

- Don’t believe the hype.
- Find out where the stock trades.
- Independently verify claims.
- Research the opportunity.
- Beware of high-pressure pitches.
- Always be skeptical.

# APPENDIX

## Parts of Speech

Part of speech	Function or "job"	Example words	Example sentences
<b>Verb</b>	action or state	(to) be, have, do, like, work, sing, can, must	English <b>is</b> not my native language. But I <b>like</b> English.
<b>Noun</b>	thing or person	pen, dog, work, music, town, London, teacher, John	This is my <b>dog</b> . He lives in my <b>house</b> . We live in <b>London</b> .
<b>Adjective</b>	describes a noun	a/an, the, some, good, big, red, well, interesting	My dogs are <b>big</b> . I like <b>big</b> dogs.
<b>Adverb</b>	describes a verb, adjective or adverb	quickly, silently, well, badly, very, really	My dog eats <b>quickly</b> . When he is <b>very</b> hungry, he eats <b>really</b> quickly.
<b>Pronoun</b>	replaces a noun	I, you, he, she, some	Tara is Indian. <b>She</b> is beautiful.
<b>Preposition</b>	links a noun to another word	to, at, after, on, but	We went <b>to</b> school <b>on</b> Monday.
<b>Conjunction</b>	joins clauses or sentences or words	and, but, when	I like dogs <b>and</b> I like cats. I like cats <b>and</b> dogs. I like dogs <b>but</b> I don't like cats.
<b>Interjection</b>	short exclamation, sometimes inserted into a sentence	oh!, ouch!, hi!, well	<b>Ouch!</b> That hurts! <b>Hi!</b> How are you? <b>Well</b> , I don't know.

## English Grammar Tenses

<b>Tense</b>	<b>Affirmative/ Negative/ Question</b>	<b>Use</b>	<b>Signal Words</b>
<b>Present Simple</b>	A: He speaks. N: He does not speak. Q: Does he speak?	<ul style="list-style-type: none"> <li>• action in the present taking place once, never or several times</li> <li>• facts</li> <li>• actions taking place one after another</li> <li>• action set by a timetable or schedule</li> </ul>	always, every ..., never, normally, often, seldom, sometimes, usually if sentences type I ( <i>If I talk, ...</i> )
<b>Present Continuous</b>	A: He is speaking. N: He is not speaking. Q: Is he speaking?	<ul style="list-style-type: none"> <li>• action taking place in the moment of speaking</li> <li>• action taking place only for a limited period of time</li> <li>• action arranged for the future</li> </ul>	at the moment, just, just now, Listen!, Look!, now, right now
<b>Past Simple</b>	A: He spoke. N: He did not speak. Q: Did he speak?	<ul style="list-style-type: none"> <li>• action in the past taking place once, never or several times</li> <li>• actions taking place one after another</li> <li>• action taking place in the middle of another action</li> </ul>	yesterday, 2 minutes ago, in 1990, the other day, last Friday if sentence type II ( <i>If I talked, ...</i> )
<b>Past Continuous</b>	A: He was speaking. N: He was not speaking. Q: Was he speaking?	<ul style="list-style-type: none"> <li>• action going on at a certain time in the past</li> <li>• actions taking place at the same time</li> <li>• action in the past that is interrupted by another action</li> </ul>	when, while, as long as

<b>Present Perfect Simple</b>	<b>A:</b> He has spoken. <b>N:</b> He has not spoken. <b>Q:</b> Has he spoken?	<ul style="list-style-type: none"> <li>• putting emphasis on the result</li> <li>• action that is still going on</li> <li>• action that stopped recently</li> <li>• finished action that has an influence on the present</li> <li>• action that has taken place once, never or several times before the moment of speaking</li> </ul>	already, ever, just, never, not yet, so far, till now, up to now
<b>Present Perfect Continuous</b>	<b>A:</b> He has been speaking. <b>N:</b> He has not been speaking. <b>Q:</b> Has he been speaking?	<ul style="list-style-type: none"> <li>• putting emphasis on the course or duration(not the result)</li> <li>• action that recently stopped or is still going on</li> <li>• finished action that influenced the present</li> </ul>	all day, for 4 years, since 1993, how long?, the whole week
<b>Past Perfect Simple</b>	<b>A:</b> He had spoken. <b>N:</b> He had not spoken. <b>Q:</b> Had he spoken?	<ul style="list-style-type: none"> <li>• action taking place before a certain time in the past</li> <li>• sometimes interchangeable with past perfect progressive</li> <li>• putting emphasis only on the fact (not the duration)</li> </ul>	already, just, never, not yet, once, until that day if sentence type III ( <i>If I had talked, ...</i> )
<b>Past Perfect Continuous</b>	<b>A:</b> He had been speaking. <b>N:</b> He had not been speaking. <b>Q:</b> Had he been speaking?	<ul style="list-style-type: none"> <li>• action taking place before a certain time in the past</li> <li>• sometimes interchangeable with past perfect simple</li> <li>• putting emphasis on the duration or course of an action</li> </ul>	for, since, the whole day, all day

<b>Future Simple</b>	<p><b>A:</b> He will speak.</p> <p><b>N:</b> He will not speak.</p> <p><b>Q:</b> Will he speak?</p>	<ul style="list-style-type: none"> <li>• action in the future that cannot be influenced</li> <li>• spontaneous decision</li> <li>• assumption with regard to the future</li> </ul>	<p>in a year, next ..., tomorrow</p> <p>if sentence type I (<i>If you ask her, she will help you.</i>)</p> <p>assumption: I think, probably, perhaps</p>
<b>To be going to</b>	<p><b>A:</b> He is going to speak.</p> <p><b>N:</b> He is not going to speak.</p> <p><b>Q:</b> Is he going to speak?</p>	<ul style="list-style-type: none"> <li>• decision made for the future</li> <li>• conclusion with regard to the future</li> </ul>	<p>in one year, next week, tomorrow</p>
<b>Future Continuous</b>	<p><b>A:</b> He will be speaking.</p> <p><b>N:</b> He will not be speaking.</p> <p><b>Q:</b> Will he be speaking?</p>	<ul style="list-style-type: none"> <li>• action that is going on at a certain time in the future</li> <li>• action that is sure to happen in the near future</li> </ul>	<p>in one year, next week, tomorrow</p>
<b>Future Perfect</b>	<p><b>A:</b> He will have spoken.</p> <p><b>N:</b> He will not have spoken.</p> <p><b>Q:</b> Will he have spoken?</p>	<ul style="list-style-type: none"> <li>• action that will be finished at a certain time in the future</li> </ul>	<p>by Monday, in a week</p>
<b>Future Perfect Continuous</b>	<p><b>A:</b> He will have been speaking.</p> <p><b>N:</b> He will not have been speaking.</p> <p><b>Q:</b> Will he have been speaking?</p>	<ul style="list-style-type: none"> <li>• action taking place before a certain time in the future</li> <li>• putting emphasis on the course of an action</li> </ul>	<p>for ..., the last couple of hours, all day long</p>

## How to Read Figures and Numbers

### 1. Даты

Как правило, даты пишутся следующим образом:

*30 March 2003 или цифрами 30/3/2003.*

Даты, состоящие из цифр, в Великобритании и США пишутся по-разному.

*В Великобритании дата 9.11.2002 означает 9 ноября 2002 года, а в США – 11 сентября 2002 года.*

Даты читаются следующим образом:

*30 March 1995 = March the thirtieth, nineteen ninety-five  
или the thirtieth of March, nineteen ninety-five.*

*1999 год читается nineteen ninety-nine*

*2000 год читается (the year) two thousand*

*2001 год читается two thousand and one*

*2015 год читается two thousand and fifteen или twenty fifteen*

В британском английском "O" в числе, обозначающем год, читается как "oh". Например: 1909 год читается как nineteen oh nine. В американском английском "0" читается как "zero".

### 2. Номера телефонов и факсов

Номера телефонов и факсов, как правило, читаются как однозначные числа (или группы чисел, отделяемые одна от другой паузами):

*01273 736 344 – oh one two seven three, seven three six, three double four; 442677 – double four, two six, double seven;*

*1555 – one treble five or one five double five;*

цифра "0" в телефонных номерах читается как "oh" в британском английском и как "zero" в американском варианте современного английского языка.

### 3. Цифра "0"

В британском английском языке цифра "0" может читаться по-разному.



1. Англичане читают цифру "0" как "oh":

– если "0" стоит после точки, отделяющей десятичный разряд в дробях:

*5.03 – five point oh three*

– в номерах автобусов, офисов и комнат в гостиницах:

*No 701 – seven oh one*

*Room 206 – room two oh six*

2. Цифра "0" произносится nought [nɔ:t] перед десятичными знаками, т. е. до точки, однако, как правило, она не произносится:

*0.001 – nought point oh oh one – point oh one*

*0.175 – nought point one seven five – point one seven five*

3. Не забудьте, что англичане используют точку (.), а не запятую (,) в десятичных дробях. Запятая используется для отражения тысяч:

*10,001 – ten thousand and one*

4. Не забудьте, что в английском языке все цифры после десятичного знака читаются отдельно:

*11.55 – eleven point five five*

Однако если величина с десятичными знаками представляет собой денежную сумму, то она читается как обычное число:

*\$ 12.50 – twelve dollars fifty*

*£ 22.75 – twenty-two pounds  
seventy-five*

Обратите внимание, что числительные типа 50-е годы, 60-е годы и т. д. пишутся и произносятся следующим образом:

*The 60s (the 1960s) – the sixties (the nineteen sixties)*

#### **4. Простые дроби**

В простых дробях числитель (numerator) выражается количественным числительным, а знаменатель (denominator) – порядковым числительным.

$\frac{1}{3}$  – a (one) third

$\frac{1}{5}$  – a (one) fifth

Однако:

$\frac{1}{2}$  – читается как **a (one)**  
**half**

$\frac{1}{4}$  – **a (one) quarter**  
(реже: **a fourth**)

Когда числитель больше единицы, знаменатель принимает окончание **-s**:

$\frac{2}{3}$  – **two thirds**

$3\frac{3}{4}$  – **three and three quarters**

С дробями меньше единицы существительное, следующее за дробью, стоит в единственном числе:

$\frac{2}{3}$  ton – **two thirds of a ton**, т.е. дробь + of a + существительное в ед. числе.

Это же правило применяется и в отношении десятичных дробей.

Существительное, к которому относится смешанное число, употребляется во множественном числе **без** предлога **of**:

$2\frac{1}{2}$  tons – читается: **two and a half tons**

**1.3 millimeters** – **one point three millimeters**

$7\frac{1}{4}$  tons – **seven and a quarter tons**

Простые дроби могут читаться следующим образом:

$\frac{1}{4}$  – **one over four**

Это удобно в следующем случае: 349/682 – **349 over 682**

## 5. Математические действия

$10 + 4 = 14$  – читается: *ten plus four is fourteen; или ten and four equals fourteen;*

$10 - 4 = 6$  – читается: *ten minus four equals six; или ten take away four equals six;*

$10 \times 4 = 40$  – читается: *ten times four is (or equals) forty; или ten multiplied by four is forty;*

$10 : 4 = 2 \frac{1}{2}$  – читается: *ten divided by four is two and a half.*

Действие деления можно выразить и следующим образом:

$\frac{(x-y)}{z}$  – читается: *x minus y over z.*

## 6. Проценты

Проценты обозначаются и читаются следующим образом:

$10\%$  – *ten per cent*

$\frac{3}{8}\%$  – *3/8 per cent – three eighths per cent*

$\frac{1}{2}\%$  – *1/2 percent – a half per cent*

$0.2\%$  – *0.2 per cent – nought point two per cent*

Процентные ставки читаются как:

$0.5\%$  – *a half of one per cent*

$0.25\%$  – *a quarter of a percentage point*

Обратите внимание, что числительные, обозначающие сотни, тысячи и миллионы, читаются:

В британском варианте английского языка

*123 – a hundred and twenty-three*

В американском варианте английского языка

*123 – a hundred twenty-three*

Обратите внимание, что в американском варианте английского языка "a billion" – это 1,000,000,000, т. е. миллиард. В настоящее время это значение принято и в Великобритании.

Число 1,000,000,000,000 – "trillion".

**Таблица неправильных глаголов с транскрипцией и переводом**

<b>Infinitive</b>		<b>Past Tense</b>		<b>Past Participle</b>		<b>Перевод</b>
<b>arise</b>	[ə'raɪz]	<b>arose</b>	[ə'rəʊz]	<b>arisen</b>	[ə'riz(ə)n]	возникать, появляться
<b>awake</b>	[ə'weɪk]	<b>awoke</b>	[ə'wəʊk]	<b>awoken</b>	[ə'wəʊkən]	будить, просыпаться
<b>be</b>	[bi:]	<b>was, were</b>	[wɒz], [wɜ:]	<b>been</b>	[bi:n]	быть
<b>bear</b>	[beə]	<b>bore</b>	[bɔ:]	<b>born</b>	[bɔ:n]	рождать, приносить
<b>beat</b>	[bi:t]	<b>beat</b>	[bi:t]	<b>beaten</b>	['bi:tn]	бить
<b>become</b>	[bi 'kʌm]	<b>became</b>	[bi 'keɪm]	<b>become</b>	[bi 'kʌm]	становиться
<b>begin</b>	[bi 'gɪn]	<b>began</b>	[bi 'gæn]	<b>begun</b>	[bi 'gʌn]	начинать(ся)
<b>bend</b>	[bend]	<b>bent</b>	[bent]	<b>bent</b>	[bent]	гнуть, сгибать
<b>bind</b>	[baɪnd]	<b>bound</b>	[baʊnd]	<b>bound</b>	[baʊnd]	связывать
<b>bite</b>	[baɪt]	<b>bit</b>	[bɪt]	<b>bitten</b>	['bɪtn]	кусать(ся)
<b>bleed</b>	[bli:d]	<b>bled</b>	[bled]	<b>bled</b>	[bled]	кровоточить
<b>blow</b>	[bləʊ]	<b>blew</b>	[blu:]	<b>blown</b>	[bləʊn]	дуть
<b>break</b>	[breɪk]	<b>broke</b>	[brəʊk]	<b>broken</b>	['brəʊkən]	ломать(ся)
<b>breed</b>	[bri:d]	<b>bred</b>	[bred]	<b>bred</b>	[bred]	воспитывать
<b>bring</b>	[brɪŋ]	<b>brought</b>	[brɔ:t]	<b>brought</b>	[brɔ:t]	приносить
<b>build</b>	[bɪld]	<b>built</b>	[bɪlt]	<b>built</b>	[bɪlt]	строить
<b>burn</b>	[bɜ:rn]	<b>burnt</b>	[bɜ:nt]	<b>burnt</b>	[bɜ:nt]	гореть, жечь
<b>burst</b>	[bɜ:st]	<b>burst</b>	[bɜ:st]	<b>burst</b>	[bɜ:st]	разразиться, взрывать(ся)

<b>buy</b>	[baɪ]	<b>bought</b>	[bɔ:t]	<b>bought</b>	[bɔ:t]	покупать
<b>cast</b>	[kɑ:st]	<b>cast</b>	[kɑ:st]	<b>cast</b>	[kɑ:st]	кинуть, лить (ме- талл)
<b>catch</b>	[kætʃ]	<b>caught</b>	[kɔ:t]	<b>caught</b>	[kɔ:t]	ловить, схватывать
<b>choose</b>	[tʃu:z]	<b>chose</b>	[tʃouz]	<b>chosen</b>	['tʃouzən]	выбирать, подбирать
<b>come</b>	[kʌm]	<b>came</b>	[keɪm]	<b>come</b>	[kʌm]	приходить
<b>cost</b>	[kɒst]	<b>cost</b>	[kɒst]	<b>cost</b>	[kɒst]	стоить
<b>cut</b>	[kʌt]	<b>cut</b>	[kʌt]	<b>cut</b>	[kʌt]	резать
<b>dig</b>	[dɪg]	<b>dug</b>	[dʌg]	<b>dug</b>	[dʌg]	рыть, копать
<b>do</b>	[du:]	<b>did</b>	[dɪd]	<b>done</b>	[dʌn]	делать
<b>draw</b>	[drɔ:]	<b>drew</b>	[dru:]	<b>drawn</b>	[drɔ:n]	рисовать, тащить
<b>dream</b>	[dri:m]	<b>dreamt</b>	[dreɪmt]	<b>dreamt</b>	[dreɪmt]	мечтать, сниться
<b>drink</b>	[drɪŋk]	<b>drank</b>	[dræŋk]	<b>drunk</b>	[drʌŋk]	пить
<b>drive</b>	[draɪv]	<b>drove</b>	[drouv]	<b>driven</b>	['draɪvən]	водить
<b>eat</b>	[i:t]	<b>ate</b>	[eɪt, et]	<b>eaten</b>	['i:tn]	есть
<b>fall</b>	[fɔ:l]	<b>fell</b>	[fel]	<b>fallen</b>	['fɔ:lən]	падать
<b>feed</b>	[fi:d]	<b>fed</b>	[fed]	<b>fed</b>	[fed]	кормить
<b>feel</b>	[fi:l]	<b>felt</b>	[felt]	<b>felt</b>	[felt]	чувствовать
<b>fight</b>	[faɪt]	<b>fought</b>	[fɔ:t]	<b>fought</b>	[fɔ:t]	бороться
<b>find</b>	[faɪnd]	<b>found</b>	[faʊnd]	<b>found</b>	[faʊnd]	находить
<b>fit</b>	[fɪt]	<b>fit</b>	[fɪt]	<b>fit</b>	[fɪt]	подходить по размеру
<b>fly</b>	[flaɪ]	<b>flew</b>	[flu:]	<b>flown</b>	[flaʊn]	летать
<b>forget</b>	[fər 'get]	<b>forgot</b>	[fər 'gɒt]	<b>forgotte n</b>	[fər 'gɒtn]	забывать
<b>forgive</b>	[fər 'gɪv]	<b>forgave</b>	[fər 'geɪv]	<b>forgiven</b>	[fər 'gɪvən]	прощать
<b>freeze</b>	[fri:z]	<b>froze</b>	[frouz]	<b>frozen</b>	['frouzən]	замерзать
<b>get</b>	[get]	<b>got</b>	[gɒt]	<b>got</b>	[gɒt]	получать
<b>give</b>	[gɪv]	<b>gave</b>	[geɪv]	<b>given</b>	['gɪvən]	давать

<b>go</b>	[gou]	<b>went</b>	[went]	<b>gone</b>	[gɒn]	идти, ходить
<b>grow</b>	[grou]	<b>grew</b>	[gru:]	<b>grown</b>	[groun]	расти
<b>hang</b>	[hæŋ]	<b>hung</b>	[hʌŋ]	<b>hung</b>	[hʌŋ]	висеть, раз- вешивать
<b>have</b>	[hæv]	<b>had</b>	[hæd]	<b>had</b>	[hæd]	иметь
<b>hear</b>	[hiə]	<b>heard</b>	[hɜ:rd]	<b>heard</b>	[hɜ:rd]	слышать
<b>hide</b>	[haɪd]	<b>hid</b>	[hɪd]	<b>hidden</b>	[ˈhɪdn]	прятать
<b>hit</b>	[hɪt]	<b>hit</b>	[hɪt]	<b>hit</b>	[hɪt]	попадать в цель
<b>hold</b>	[hould]	<b>held</b>	[held]	<b>held</b>	[held]	держать
<b>hurt</b>	[hɜ:rt]	<b>hurt</b>	[hɜ:rt]	<b>hurt</b>	[hɜ:rt]	ранить, ушибить
<b>keep</b>	[ki:p]	<b>kept</b>	[kept]	<b>kept</b>	[kept]	держать, сохранять
<b>kneel</b>	[ni:l]	<b>knelt</b>	[nelt]	<b>knelt</b>	[nelt]	становиться на колени
<b>knit</b>	[nɪt]	<b>knit</b>	[nɪt]	<b>knit</b>	[nɪt]	вязать (спи- цами)
<b>know</b>	[nou]	<b>knew</b>	[nu:]	<b>known</b>	[noun]	знать
<b>lay</b>	[lei]	<b>laid</b>	[leid]	<b>laid</b>	[leid]	класть, по- ложить
<b>lead</b>	[li:d]	<b>led</b>	[led]	<b>led</b>	[led]	вести, воз- главлять
<b>lean</b>	[li:n]	<b>leant</b>	[lent]	<b>leant</b>	[lent]	наклоняться
<b>learn</b>	[lɜ:rn]	<b>learnt</b>	[lɜ:rnt]	<b>learnt</b>	[lɜ:rnt]	учить
<b>leave</b>	[li:v]	<b>left</b>	[left]	<b>left</b>	[left]	оставлять, покидать
<b>lend</b>	[lend]	<b>lent</b>	[lent]	<b>lent</b>	[lent]	занимать, одалживать
<b>let</b>	[let]	<b>let</b>	[let]	<b>let</b>	[let]	позволять
<b>lie</b>	[lai]	<b>lay</b>	[lei]	<b>lain</b>	[lein]	лежать
<b>light</b>	[lait]	<b>lit</b>	[lit]	<b>lit</b>	[lit]	освещать, зажигать
<b>lose</b>	[lu:z]	<b>lost</b>	[lɒst]	<b>lost</b>	[lɒst]	терять
<b>make</b>	[mek]	<b>made</b>	[meid]	<b>made</b>	[meid]	делать
<b>mean</b>	[mi:n]	<b>meant</b>	[ment]	<b>meant</b>	[ment]	значить

<b>meet</b>	[mi:t]	<b>met</b>	[met]	<b>met</b>	[met]	встречать
<b>mistake</b>	[mis'teik ]	<b>mistook</b>	[mis'tuk]	<b>mistake n</b>	[mis'teik(e n)]	ошибаться
<b>pay</b>	[pei]	<b>paid</b>	[peɪd]	<b>paid</b>	[peɪd]	платить
<b>put</b>	[pʊt]	<b>put</b>	[pʊt]	<b>put</b>	[pʊt]	класть, ставить
<b>read</b>	[ri:d]	<b>read</b>	[red]	<b>read</b>	[red]	читать
<b>ride</b>	[raɪd]	<b>rode</b>	[roud]	<b>ridden</b>	['rɪdn]	ехать верхом
<b>ring</b>	[rɪŋ]	<b>rang</b>	[ræŋ]	<b>rung</b>	[rʌŋ]	звонить, звенеть
<b>rise</b>	[raɪz]	<b>rose</b>	[rouz]	<b>risen</b>	['rɪzən]	подниматься
<b>run</b>	[rʌn]	<b>ran</b>	[ræn]	<b>run</b>	[rʌn]	бежать
<b>say</b>	[sei]	<b>said</b>	[sed]	<b>said</b>	[sed]	говорить
<b>see</b>	[si:]	<b>saw</b>	[sɔ:]	<b>seen</b>	[si:n]	видеть
<b>seek</b>	[si:k]	<b>sought</b>	[sɔ:t]	<b>sought</b>	[sɔ:t]	искать
<b>sell</b>	[sel]	<b>sold</b>	[sould]	<b>sold</b>	[sould]	продавать
<b>send</b>	[send]	<b>sent</b>	[sent]	<b>sent</b>	[sent]	посылать
<b>set</b>	[set]	<b>set</b>	[set]	<b>set</b>	[set]	класть, ставить
<b>shake</b>	[ʃeɪk]	<b>shook</b>	[ʃʊk]	<b>shaken</b>	['ʃeɪkən]	трясти
<b>shine</b>	[ʃaɪn]	<b>shone</b>	[ʃoun, ʃɒn]	<b>shone</b>	[ʃoun, ʃɒn]	светить, сиять, блестеть
<b>shoot</b>	[ʃu:t]	<b>shot</b>	[ʃɒt]	<b>shot</b>	[ʃɒt]	стрелять
<b>show</b>	[ʃou]	<b>showed</b>	[ʃoud]	<b>shown</b>	[ʃoun]	показывать
<b>shrink</b>	[ʃrɪŋk]	<b>shrank</b>	[ʃræŋk]	<b>shrunk</b>	[ʃrʌŋk]	садиться (о материале), умень- шать(ся), со- кращать(ся)
<b>shut</b>	[ʃʌt]	<b>shut</b>	[ʃʌt]	<b>shut</b>	[ʃʌt]	закрывать
<b>sing</b>	[sɪŋ]	<b>sang</b>	[sæŋ]	<b>sung</b>	[sʌŋ]	петь
<b>sink</b>	[sɪŋk]	<b>sank</b>	[sæŋk]	<b>sunk</b>	[sʌŋk]	тонуть
<b>sit</b>	[sɪt]	<b>sat</b>	[sæt]	<b>sat</b>	[sæt]	сидеть
<b>sleep</b>	[sli:p]	<b>slept</b>	[slept]	<b>slept</b>	[slept]	спать

<b>smell</b>	[smel]	<b>smelt</b>	[smelt]	<b>smelt</b>	[smelt]	нюхать, пахнуть
<b>slide</b>	[slaid]	<b>slid</b>	[slid]	<b>slid</b>	[slid]	скользить
<b>sow</b>	[sou]	<b>sowed</b>	[soud]	<b>sown</b>	[soun]	сеять, засевать
<b>smell</b>	[smel]	<b>smelled</b>	[smeld]	<b>smelled</b>	[smeld]	нюхать, пахнуть
<b>speak</b>	[spi:k]	<b>spoke</b>	[spouk]	<b>spoken</b>	['spoukən]	говорить
<b>spell</b>	[spel]	<b>spelt</b>	[spelt]	<b>spelt</b>	[spelt]	произно- сить по бу- квам
<b>spend</b>	[spend]	<b>spent</b>	[spent]	<b>spent</b>	[spent]	тратить
<b>spill</b>	[spil]	<b>spilt</b>	[spilt]	<b>spilt</b>	[spilt]	проливать
<b>spit</b>	[spit]	<b>spat</b>	[spæt]	<b>spat</b>	[spæt]	плевать
<b>split</b>	[split]	<b>split</b>	[split]	<b>split</b>	[split]	расщеплять
<b>spoil</b>	[spoil]	<b>spoilt</b>	[spoilt]	<b>spoilt</b>	[spoilt]	портить
<b>spread</b>	[spred]	<b>spread</b>	[spred]	<b>spread</b>	[spred]	распростра- нять(ся)
<b>stand</b>	[stænd]	<b>stood</b>	[stʊd]	<b>stood</b>	[stʊd]	стоять
<b>steal</b>	[sti:l]	<b>stole</b>	[stoul]	<b>stolen</b>	['stoulən]	воровать
<b>stick</b>	[stik]	<b>stuck</b>	[stʌk]	<b>stuck</b>	[stʌk]	приклеи- вать(ся), застрывать, упорство- вать
<b>sting</b>	[stiŋ]	<b>stung</b>	[stʌŋ]	<b>stung</b>	[stʌŋ]	жалить
<b>strike</b>	[straik]	<b>struck</b>	[strʌk]	<b>struck</b>	[strʌk]	ударять, бастовать
<b>strive</b>	[straiv]	<b>strove</b>	[strəuv]	<b>striven</b>	['strivn]	стараться, стремиться
<b>swear</b>	[sweə]	<b>swore</b>	[swɔ:]	<b>sworn</b>	[swɔ:n]	давать клятву
<b>sweep</b>	[swi:p]	<b>swept</b>	[swept]	<b>swept</b>	[swept]	мести, подметать
<b>swim</b>	[swim]	<b>swam</b>	[swæm]	<b>swum</b>	[swʌm]	плавать
<b>take</b>	[teik]	<b>took</b>	[tʊk]	<b>taken</b>	['teikən]	брать, взять



<b>teach</b>	[ti:tʃ]	<b>taught</b>	[tɔ:t]	<b>taught</b>	[tɔ:t]	учить
<b>tear</b>	[teər]	<b>tore</b>	[tɔr]	<b>torn</b>	[tɔrn]	рвать
<b>tell</b>	[tel]	<b>told</b>	[tould]	<b>told</b>	[tould]	рассказы- вать
<b>think</b>	[θɪŋk]	<b>thought</b>	[θɔ:t]	<b>thought</b>	[θɔ:t]	думать
<b>throw</b>	[θrou]	<b>threw</b>	[θru:]	<b>thrown</b>	[θroun]	бросать
<b>underst and</b>	[ʌndər 'stænd]	<b>understo od</b>	[ʌndər 'stɒd]	<b>understo od</b>	[ʌndər 'stɒd]	понимать
<b>upset</b>	[ʌp'set]	<b>upset</b>	[ʌp'set]	<b>upset</b>	[ʌp'set]	опрокиды- вать, рас- страивать (планы), огорчать
<b>wake</b>	[weɪk]	<b>woke</b>	[wouk]	<b>woken</b>	['woukən]	просыпаться
<b>wear</b>	[weər]	<b>wore</b>	[wɔr]	<b>worn</b>	[wɔrn]	носить
<b>weep</b>	[wi:p]	<b>wept</b>	[wept]	<b>wept</b>	[wept]	плакать
<b>wet</b>	[wet]	<b>wet</b>	[wet]	<b>wet</b>	[wet]	мочить, увлажнять
<b>win</b>	[wɪn]	<b>won</b>	[wʌn]	<b>won</b>	[wʌn]	выигры- вать, побе- ждать
<b>wind</b>	[waɪnd]	<b>wound</b>	[waʊnd]	<b>wound</b>	[waʊnd]	извиваться, обматывать, заводить (часы)
<b>write</b>	[raɪt]	<b>wrote</b>	[rout]	<b>written</b>	['rɪtn]	писать

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