



English for Business and Economics

A Learner's Guidebook to Business and Economics English vocabulary

طلبة الليسانس وبالخصوص طلبة العلوم
التجارية

An academic study for bachelor's students in Commercial Sciences

Prepared by : Dr, Kheira MORSLI
Associate Professor b

إعداد الأستاذة / مرسلي خيرة
أستاذ محاضر ب



Contents :

0.Foreword	03
1. Unit I:Marketing	04
1. What is marketing	05
2. The centrality of Marketing	08
3. Grammar focus present simple tense	12
2. Unit II production	17
1. Concept of production	18
2. the four Ps and the four Cs	20
3. Grammar focus : present progressive	23
3. Unit III:Consumption	30
1. Determinant factors of consumption	33
2. A spring in consumers' steps:Americans prepare to get back to their spending ways...	36
4. Unit V : Trade	38
1. National and International trade	39
2. Algeria trade	40
3. Grammar focus :present perfect	44
5. UnitIV:Company Structure	55
5.1 Partnerships	56
4.2 company law	59
4.3 Communication skills	61
6. Unit V Business:	63
1. Basic Forms of Business Ownership	64
2. grammar focus ! futur tense	67
7. Unit VI :Money and Income	69
1. money	70



2. business finance.....	75
3. Grammar focus : active and passive voice.....	78
8. Unit VII: banking	84
1. Banking	85
2. Personal banking	90
3. Grammar focus : Sentence structure	93
4. Grammar focus :Linking words	96
5. Central banking.....	102
6. Commercial banking	107
7. Islamic banking.....	110
8. Grammar focus writing	111
9. Business vocabulary.....	113
10. Conclusion.....	126



Forword :

This book is the result of an academic effort aimed at providing students of the Faculty of Economics, Commercial Sciences, and Business Management at the University of Algiers 3—particularly those majoring in **Commercial Sciences**—with practical educational materials in the fields of Economics and Business. It places special emphasis on the development of English language skills within the context of their field of study.

In addition to language development, this manual provides opportunities for students to build confidence and acquire the necessary skills to use English for both academic and personal purposes. The topics covered are carefully selected to promote critical thinking and to enhance students' competence in using English in professional and academic contexts.

This manual has been carefully designed to meet the needs of university students by enhancing the four core language skills: **reading, writing, and speaking**. It offers content that reflects real-life business and economic environments and helps students build confidence and competence in using English for academic and professional purposes.

Moreover, the book aims to broaden students' knowledge of **specialized English terminology** related to Business, Economics, and Commercial Sciences. It also encourages critical thinking through exposure to carefully selected topics that align with their academic training.

The book is divided into **nine instructional units**, each covering essential themes in Business English. These units are specifically tailored to support the pedagogical goals of students in **Commercial Sciences**, as well as those in Economics and Management, with the objective of **deepening understanding and expanding subject knowledge**.



We hope this book will serve as an effective learning tool that supports students in improving their language proficiency and in applying English confidently in both their academic journey and future professional .

Unit I :Marketing



What is MARKETING

Marketing is the process by which sellers find buyers and by which goods and services move from producers to consumers. There are many marketing activities. For example, advertising and selling are part of the marketing process. Other marketing activities include financing by banks and deliveries to shops and homes. Marketing is so important to industry that about half the cost of goods and services results from the marketing process.

Consumers in most countries can choose from a huge variety of products and services. Therefore, a company must have an effective marketing programmer to make its products and services attractive to customers. Every growing business engages in five major marketing activities: market research, product development, distribution, pricing, and promotion.

Market research is the study of the probable users of a product or service. Such potential customers are called **market segments**. It also examines competitive products and the way in which they are sold and distributed. There are many sources of market information. For example, government statistics about population and income indicate the size of a market and its purchasing power.

Product development includes determining the various goods to be offered, as well as developing the products themselves. Manufacturers continually meet the demands of the public by adding new products, changing existing ones, and dropping others.

Distribution is to move goods and services from producers to consumers. A manufacturer must establish a system that keeps products moving steadily from the factory to the customer. Such a system is called a **marketing channel**, or a **channel of distribution**.

Many types of companies take part in distribution. They include wholesalers, who sell large quantities of goods to retailers. The retailers, in turn, sell small numbers of products to consumers. Independent dealers and agents buy goods from manufacturers in large quantities and sell them to



retail dealers in small quantities. Other firms provide such services as financing, transportation, and storage

Pricing: when setting the price of product, most manufacturers start with their unit production cost, the expense of making one unit of the item. They add a percentage of this cost to provide a profit for themselves. Each firm adds an amount that covers its expenses and enables it to make a profit. The amount added at each stage is called a mark-up. The final selling price of an item equals its production cost plus the total of the mark-ups.

Promotion includes advertising, catalogues, coupons, direct-mail, in-store displays, and door-to-door sales. Companies engage in a variety of promotional activities to inform customers about products and services and to persuade them to buy.

1) Comprehension:

say whether the following statements are true or false, and correct the false ones:

1. Advertising and selling are the only marketing activities.
2. Market research is the study of the potential users of products
3. Product development means producing news goods and buys them to consumers
4. The distribution channel is between producers and wholesalers
5. Distribution includes wholesalers and retailers.
6. Promotion is to inform and persuade customers to buy products.

2)- Lexis :

a) - Find in the text synonyms to the following

Purchasing= potential=

Convince = show=

b) - Find in the text opposites to the following



University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

invaluable ≠ small ≠

bought ≠ gives ≠

E- writing : In few lines say « Why marketing is important» .Be precise and give examples.

.....

.....

.....

.....

.....

.....

.....

.....



The centrality of marketing

Most management and marketing writers now distinguish between selling and marketing. The 'selling concept' assumes that resisting consumers have to be persuaded by vigorous hard-selling techniques to buy non-essential goods or services. Products are sold rather than bought. The 'marketing concept', on the contrary, assumes that the producer's task is to find wants and fill them. In other words, you don't sell what you make; you make what will be bought. As well as satisfying existing needs, marketers can also anticipate and create new ones. The markets for the Walkman, video recorders, CD players, mobile phone, mountain bikes, to choose some recent examples, were largely created rather than identified.

Marketers are consequently always looking for market opportunities - profitable possibilities of filling unsatisfied needs or creating new ones in areas in which the company is likely to enjoy a differential advantage, due to its distinctive competencies (the things it does particularly well). Market opportunities are generally isolated by market segmentation. Once a target market has been identified, a company has to decide what goods or services to offer. This means that much of the work of marketing has been done before the final product or service comes into existence. It also means that the marketing concept has to be understood throughout the company, e.g. in the production department of a manufacturing company, as much as in the marketing department itself. The company must also take account of the existence of competitors, who always have to be identified, monitored and defeated in search for loyal customers.

Rather than risk launching a product or service solely on the basis of intuition or guesswork, most companies undertake market research (GB) or marketing research (US). They collect and analyse information about the size of a potential market, about consumers' reactions to particular product or service features, and so on. Sales representatives, who also talk to customers, are another important source of information.



Once the basic offer, e.g. a product concept, has been established, the company has to think about the marketing mix, i.e. all the various elements of a marketing programme, their integration, and the amount of effort that a company can expend on them in order to influence the target market. The best known classification of these elements is the 'Four Ps': product, place, promotion and price. Aspects to be considered in marketing products include quality, features (standard and optional), style, brand name, size, packaging, services and guarantee. Place in a marketing mix includes such factors as distribution channels, locations of points of sale, transport, inventory size, etc. Promotion groups together advertising, publicity, sales promotion, and personal selling, while price includes the basic list price discounts, the length of the payment period, possible credit terms, and so on. It must be remembered that quite apart from consumer markets (in which people buy products for direct consumption) there exists an enormous producer or industrial or business market, consisting of all the individuals and organizations that acquire goods and services that are used in the production of other goods, or in the supply of services to others. Few consumers realize that the producer market is actually larger than the consumer market, since it contains all the raw materials, manufactured parts and components that go into consumer goods.

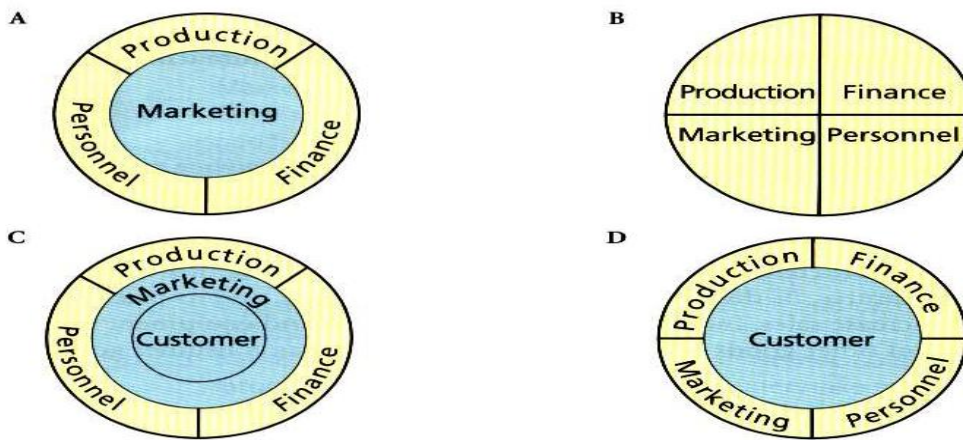
Questions:

2 Activity one :-Answer the following questions using your own words as much as possible.

- 1-Is the marketing work carried by one specific department?
- 2- Why is it necessary to take into consideration the existence of competitors?
- 3- How can marketers identify market opportunities?
- 4- Why does the marketer say that producers can not sell anything they make?
- 5- What are the elements to be considered in launching a new product or service?

3- Activity two :Look at the following diagrams from Marketing Management by Philip Kotler

According to the text above (the centrality of marketing) which of these diagrams best illustrates a company that has adopted the marketing concept? Explain your answer.



Here is a definition of marketing. Complete it by inserting the following verbs in the gaps:

Design develop identify influence modify persuade

Marketers have to Or anticipate a consumer need

A product or service that meets that need better than any competing products or services ;.....target customers to try the product or service ; and, in the long term,it to satisfy changes in consumer needs or market conditions. Marketers canparticular features, attractive packaging, and effective advertising, that will.....consumer's wants. Marketing thus begins long before the product or service is put on the market ; it combines market research, new product development, distribution, advertising, promotion, product, improvement, and so on.

Activity three : Classify the following aspects of marketing according to which 'P' (product, price, promotion and place) they belong to.

advertising	guarantee	points of sale
after-sales service	inventory	publicity
brand name	market coverage	quality
credit terms	optional features	sales promotions



characteristics	packaging	size
discounts	payment period	style
distribution channel	personal selling	transportation

Product	Price	Promotion	Place



The Present Simple Tense

Spelling Tip : In the present simple 3rd person singular (he, she, it), add s, es, or ies to the base form of the verb.

- To regular verbs just add an s – Ex: travel > travels, give > gives, play > plays
- To verbs that end in s, ss, sh, ch, x, and o, add an es – Ex: wash > washes, mix > mixes, go > goes
- To verbs end in y after a consonant (any letter that isn't a vowel), change the y to i and add es. Ex: study > studies, fly > flies

We use the present simple tense to express the following ideas:

1. To state facts or general truths
2. To express habits or customs
3. To relate future plans (often regarding programs and timetables)
4. To tell jokes and stories or to report sporting events in real time.

Examples of the Present Simple

1. The sun **sets** in the west.
2. We **produce** lasers for cosmetic surgery.
3. They **move** into their new home next week.
4. So, I **go** to Mr. D and **say** "I deserve a better mark in this class".
5. Jones **stops** in mid-court and **passes** the ball to Schuster.

Forming the Present Simple

Subject	verb	rest of sentence
I / You / We / They	sleep	late on Saturdays
He / She / It	goes	to the beach every weekend



Time Expressions in the Present Simple

The most common time expressions in the present simple are: usually, always, never, on Wednesdays, every Wednesday, twice a week, once a month, in general, every other day.

Time expressions made up of **one** word are placed between the subject and the verb in positive sentences and questions and between the auxiliary verb and main verb in negative sentences.

1. I **always** study hard for exams.
2. Do you **usually** speak to him like that?

Time expressions made up of **two or more** words are placed either at the beginning or the end of a sentence and usually at the end of questions.

1. Ben goes to football practice **every Tuesday**.
2. **In general**, I believe that all people can live in peace.
3. you go to the supermarket **every week**?

Negative Sentences in the Present Simple Tense

Spelling Tip **When shortening the 3rd person (he, she, it) negative, just remove the o in not and add an apostrophe (') does not > doesn't**

When creating negative sentences, we usually use the auxiliary verbs don't and doesn't + the base form of the verb.

Subject	auxillary verb	verb in base form	rest of sentence
I / You / We / They	don't (do not)	eat	late at night
He / She / It	doesn't (does not)	watch	TV every day

1. I **don't like** the food they serve at that restaurant.
2. Jim **doesn't work** on Fridays.
3. My friends **don't** usually **leave** so early.
4. I **do not want** to go with you!



Yes/No Questions in the Present Simple

Punctuation Tip Always begin a sentence, question and wh-question with a capital letter:

He always does good work.

Do you like me?

What did they bring you?

To create a question that will be answered with a yes or no, start the question with Do or Does, then add a subject (the person or thing that does the action) followed by the base form of the verb and only then add the rest of the sentence.

Auxiliary Verb	subject	verb in base form	rest of sentence
Do	I / you / we / they	drive	to the city on Mondays
Does	he / she / it	break down	often

1. Do you surf the Internet every day?
2. Does your boss give you positive feedback?
3. Does Jonathan always turn off the lights?
4. Don't you ever clean your room?

Note: In the Present Simple tense:

1. You may add a one-word time expression, such as 'always', 'usually', or 'often' between the subject and the verb.
2. You may use a negative question with a time expression such as 'ever'.

Wh-Questions in the Present Simple

Wh- questions are questions that require more information in their answers. Typical wh- words are what, where, when, why, who, how, how many, how much.



To create a wh-question, start with the wh-word, then add do or does, then the subject (a person or thing that does the action), followed by the base form of the verb and only then add the rest of the sentence.

Wh- Word	Auxiliary Verb	Subject	Verb in Base Form	Rest of Sentence
What	do	I / you / we / they	want	
Why	does	he / she / it	shout	at you

1. **When do** you **want** to meet me?
2. **Why does** Beth always **complain** so much?
3. **How much does** the **ticket** cost?
4. **Why don't** you ever **go** on vacation?

Tag Questions in the Present Simple

Tag questions are those short questions that are tagged onto the end of a sentence. They are used just to make sure the person you're talking to understood what you meant or to emphasize what you said.

They're formed either by using a regular sentence in the present simple and adding don't or doesn't and a pronoun (I, you, we, they, he, she, it) and a question mark.

1. John likes me, **doesn't he**?
2. All those girls speak French, **don't they**?

You may also add a positive tag when you're using a negative sentence.

1. Keisha doesn't speak Spanish, **does she**
2. Those boys don't play sports, **do they**?



University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

As a rule: When the sentence is positive, the tag is negative.

When the sentence is negative, the tag is positive.

Exercise: Fill in the correct form of the verb as in the examples.

1. Mark and Sara play squash twice a week. (play)
2. Sheila doesn't do the family accounts. (not do) Her husband does them.
3. Does Gillian usually meet clients so late at night? (meet)
1. Every year his family _____ to Europe for two weeks. (go)
2. Tammy and Jen _____ a Pilates class on Wednesday mornings.(take)
3. _____ that airline _____ to Paris? (fly)
4. The semester _____ until the end of June. (not finish)
5. Tony usually _____ to call his mother in the mornings. (try)
6. _____ for your car expenses? (Who/pay)
7. The shops _____ until 21:00. (not close)
8. Gerard _____ the ball and _____ it into the net. (receive/kick)
9. _____ times a day _____ you _____ your dogs for a walk? (take)
10. _____ he always _____ his cell phone for long distance calls? (use)



UNIT 02:production

The concept of production



The aim of any economic activity is to produce goods and to provide services. Production is therefore the transformation of the input into output by means of different productive processes. To produce any article or to provide any service depends upon some factors or agents of production, also called factors resources. There are two types of factors of production: human factors and nonhuman factors, The human factors consists of labour, and the non-human factors which refers to land and capital.

Labour describes the productive services, that is to say, the human physical effort, skills and intellectual abilities. Enterprise refers to the way in which the structural organisation of production is made. Land denotes the natural resources of the universe, such as the earth; the sun, lakes, rivers, animals, etc. Capital consists mainly of finance and other resources, such as factories, means of production, road, etc.

Primary process deals with the extraction of raw material, e.g. mining.

Secondary process, in this process, the raw materials are transformed into manufactures goods, e.g. car manufacturing.

Tertiary process in which the finished article is made available and displayed to the consumer.

A- Give answers to these questions in your own words. Use a complete sentence for each answer :

- 1- According to the writer, what are the main factors of production?
- 2- What is the difference between direct and indirect production?
- 3- What are the major processes of production?
- 4- What is the purpose of an economic activity?

B- Find in the text words that mean the following:

1. Manual work or work done by hands.
2. Something that goes into the production of another thing



3.The quantity of something that is created or produced

4. A person whose needs are satisfied by producers.

C- Complete this paragraph using the following words:

economicsfactors of productionutilitygood or servicevalueproduction
functionoutputrealization

In,**production** is the act of creating....., a
which hasand contributes to the of individuals. The act may or
may not includeother than labor. Any effort directed toward
the of a desired product or service is a "productive" effort and the
performance of such act is production. The relation between the amount of inputs used in
production and the resulting amount of output is called the

The four Ps and the four Cs

A.The four Ps:

Susanna Chang is marketing manager at the Vermilion mobile phone company:

- Of course, marketing is often defined in term of :
 - **Product:** deciding what products and/or services to sell. The word 'Product' for us can refer to a product or a service, or a combination of these.
 - **Price :** setting prices that are attractive to customers and that are profitable for the company.
 - **Place :** finding suitable **distribution channelsandoutlets** to reach these customer groups.
 - **Promotion :** all the activities, not just advertising, used to support theproduct everything from pre-sales information to after-sales service.

These are the **four Ps** of the **marketing mix**, the factors that we use in different combinations for different products and different potential buyers.

So my job is much more than organizing advertising campaigns. I work with engineers, finance people and other senior managers to find **offerings**-products, services and combinations of these- that will appeal to customers.

B.Thefour Cs:

'But I find it helps us more to look at the marketing effort from the point of view of customers, rather than the company, when we consider the **four Cs**:

- **Customer solution :** we aim to find a solution to a customer 'problem' by offering the right combination of products and services to satisfy particular customer needs. Pay-as-you-go was a dream solution for parents worried about children running up big phone bills
- **Customer cost:** the price paid by the customer for the product. It includes the 'price' related to not buying another product of the same or another type. For example, someone who buys a sophisticated mobile may not than have the money to buy a laptop computer they that wanted.
- **Convenience:** distributing our products in the way that is most convenient for each type of customer. We have to decide, for instance, how many new shops to open and where they should be.



- **Communication** :with the customer: customers are informed about products through advertising and so on, but the communication is two- way because customers also communicate with us, for example through telephone helplines. This is a good way for us to find out more about what our customers want, and to change or improve our offering, and to get ideas for new offering.

Thinking of the marketing mix in these terms helps as maintain a true **customer orientation** or **customer focus**.'

1. Susannachang continues to talk about her organization. Find which 'P' of the marketing mix in A opposite she is referring to in each of the statements.

- | | |
|--|--|
| 1. We want to offer calls at a lower cost than our competitors. | 2. We don't put our own brand on mobile phones, but we sell phones for use on different call plans: both pre-paid and monthly-billed customers |
| 3. We advertise heavily on television and in the national press. | 4. We have our own high-street outlets, and we also sell through the big electrical goods stores. |
| 5. We phone existing customers to try to persuade them to buy more sophisticated phones which have a higher profit margin. | 6. We sponsor classical music concerts |

2. A mobile phone customer in talking about a recent mobile phone purchase. Find which 'C' in B opposite he is referring to in each of his statements.

- | | |
|--|--|
| 1. I was looking for a phone that gives me Internet access. | I wanted the phone to be delivered to my door. |
| 3. I had some questions about how to use the phone, so I phoned the customer helpline. They were very helpful. | 4. My budget's limited – I had the money to buy a phone or a computer, but not both. |



University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

5. I love the modern design of the phone. I was looking for something that looks fashionable and

6. I like the TV advertisements- I only noticed them after I bought the phone, but they persuaded me that I'd made the right choice.

3. Look at the expressions in A and B opposite and say if these statements are true or false.

1. Another word for a shop is a 'let-out'.
2. Distribution channels are used to get goods from producers to consumers.
3. A Product or service, or a combination of these sold together, is an offering.
4. The four Ps are also referred to as the marketing mixture.
5. Sellers with a customer focus are only concerned with the technical excellence of their products as an end in itself.

Over to you

Think of something that you bought recently. Describe your purchase in terms of the four Cs. Then describe it from the seller's point of view in terms of the four Ps.



The Present Progressive Tense

Spelling Tip Verbing (Present Participle)

- Add **ing** to most verbs. Ex. play > **playing**, cry > **crying**, bark > **barking**
- For verbs that end in **e**, remove the **e** and add **ing**. Ex: slide > **sliding**, ride > **riding**
- For verbs that end in **ie**, change the **ie** to **y** and add **ing**. Ex: die > **dying**, tie > **tying**
- For a verb whose last syllable is written with a consonant-vowel-consonant and is stressed, double the last letter before adding **ing**. Ex: beg > **begging**, begin > **beginning**. However: enter > **entering** (last syllable is not stressed)

The present progressive tense is often overused by non-native speakers of English. It should only be used in the following contexts:

To describe an incomplete action which is in progress at the moment of speaking; usually with time expressions such as: now, at the moment, right now.

1. (During a phone call or in an e-mail) We **are discussing** the project at the moment.
To describe a plan or arrangement in the near future; usually with time expressions such as: tonight, tomorrow, this week, this Monday.
1. Jim's **leaving** for Brussels this evening.
To express actions that are repeated regularly; usually with a negative meaning and with the time expressions: always or forever.
1. Her husband **is** always **complaining** about his health.
Note: A common mistake is using this form to describe what a company sells or produces. In general, a company sells something on a regular basis, so you need to use the present simple tense and not the present progressive.
 - Incorrect: We are producing high-end plastic pipes.
 - Correct: We produce high-end plastic pipes.
 - Correct: That company is always selling some cheap gadget. (negative meaning)The present progressive (continuous) is formed using **am**, **is** or **are** together with the **ing** (present participle) form of the verb.

Subject	A form of be + Verbing (Present Participle)	Rest of Sentence
I	am taking	my final exam tomorrow



Subject	A form of be + Verbing (Present Participle)	Rest of Sentence
He / She / It	is sweeping	the floor at the moment
You / We / They	are giving	me a headache

Contractions in the Present Progressive (Continuous)

In general we contract (or shorten) the subject (the person or thing doing the action), and form of be:

1. I am > I'm – I'm going to the store in about ten minutes.
2. He is > **He's**, She is > **She's**, It is > **It's** – It's raining cats and dogs.
3. We are > **We're**, You are > **You're**, They are > **They're** – **We're** catching the 9:00 flight.
Save the long forms for when you want to create emphasis.

1. You **are not** going out tonight!
When speaking, you should stress the not.

Negatives in the Present Progressive (Continuous)

Spelling Tip

When shortening a form of be and negative, just remove the o in not and add an apostrophe (')

is not > **isn't**

are not > **aren't**

The negative in the present progressive tense is created using am not, is not or are not together with the ing form (present participle) of the verb.

Subject	A form of be + Verbing	Rest of Sentence
---------	------------------------	------------------



Subject	A form of be + Verbing	Rest of Sentence
I	am not working	on that project now
He / She / It	isn't sleeping	at the moment
You / We / They	aren't running	in the marathon tomorrow

Note: In general, use these contractions in the negative: isn't, aren't. Am not cannot be shortened, but you can say **I'm not**. Save the long forms for when you want to create emphasis.

1. **I'm not** listening to you.
2. Roger **isn't** eating with us tonight.
3. The Smiths **aren't** going to France this year. They're going to Thailand.
4. He **is not** coming with me dressed like that!

Yes/No Questions in the Present Progressive (Continuous)

To ask a question that will be answered with either a yes or no, start with Am, Is or Are, then choose your subject (the person or thing doing the action), followed by the **ing** (present participle) form of the verb and then the rest of your question.

A Form of be	Subject	Verbing	Rest of Sentence
Am	I	making	myself clear
Is	he / she / it	shaking	right now



A Form of be	Subject	Verbing	Rest of Sentence
Are	you / we / they	buying	steaks for dinner tomorrow

1. **Am** I talking too much?
2. **Is** that your dog barking?
3. **Are** you participating in the competition next week?

Wh-Questions in the Present Progressive

Wh- questions are questions that require more information in their answers. Typical wh- words are what, where, when, which, why, who, how, how many, how much.

To create a wh-question, start with the wh-word, then add am, is or are, then the subject (a person or thing that is doing the action), followed by the ing (present participle) form of the verb and only then add the rest of the sentence.

Wh Word	A form of be	Subject	Verbing	Rest of Sentence
Who	am	I	meeting	with today
What	is	he / she / it	doing	right now
When	are	you / we / they	choosing	the colors for the room

1. Which route **are** you taking to the conference this week?
2. Why **is** she bleeding?
3. Who **am** I sending to the meeting?



Tag Questions in the Present Progressive

Tag questions are those short questions that are tagged onto the end of a sentence. They are used just to make sure the person you're talking to understood what you meant or to emphasize what you said.

They're formed by using a positive sentence in the present progressive and adding **isn't** or **aren't** and a pronoun (I, you, we, they, he, she, it) and a question mark. For sentences in the first person (I), use the tag **aren't I**?

1. Terry **is** driving to the post office, **isn't she**?
2. All the kids in the class **are** going on the field trip, **aren't they**?
3. I **'m** buying tickets for everyone, **aren't I**?
You may also add a positive tag when you're using a negative sentence.

1. Latika **'s not** working at IBM anymore, **is she**?
2. Tomer and Guy **aren't** going on the trek to South America, **are they**?
As a rule: When the sentence is positive, the tag is negative.
When the sentence is negative, the tag is positive.

Exercises for Present Progressive

Fill in the correct form of the Present Progressive as in the examples.

1. The runners are approaching the finish line. (approach)
2. Are you preparing the contract for the client? (prepare)
3. Joyce isn't playing in today's tournament. (not play)
1. The team members _____ late to finish the bid. (stay)
2. What _____ Arnie _____ over there? (do)
3. _____ you _____ a big wedding? (plan)
4. Tim is helping you put the lights up, _____?
5. The computers _____ finally _____ like they're supposed to. (run)
6. _____ Ann _____ in from New York tonight? (fly)
7. The customers aren't getting the price quote this week, _____?
8. I _____ Peter for a drink later. (meet)
9. How much money _____ they _____ in the company?(invest)
10. He _____ to you. (not lie) He _____ the truth. (tell)

Answers:



University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

1. are staying
2. is/doing
3. Are/planning
4. isn't he
5. are/running
6. Is/flying
7. are they
8. am meeting
9. are/investing
10. isn't lying/is telling

Examples – Present Progressive (Continuous)

Positive

1. We are discussing the project at the moment.
2. Jim's leaving for Brussels this evening.
3. Her husband is always complaining about his health.

Contractions

1. I'm going to the store in about ten minutes.
2. It's raining cats and dogs.
3. We're catching the 9:00 flight.

Negatives

1. I'm not listening to you.
2. Roger isn't eating with us tonight.
3. The Smiths aren't going to France this year. They're going to Thailand.
4. He is not coming with me dressed like that!

Yes/No Questions

1. Am I talking too much?



University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

2. Is that your dog barking?
3. Are you participating in the competition next week?

Wh-Questions

1. Which route are you taking to the conference this week?
2. Why is she bleeding?
3. Who am I sending to the meeting?

Tag Questions

1. Terry is driving to the post office, isn't she?
2. All the kids in the class are going on the field trip, aren't they?
3. I'm buying tickets for everyone, aren't I?
4. Latika's not working at IBM anymore, is she?
5. Tomer and Guy aren't going on the trek to South America, are they?



Unit III Consumption



Consumption

Consumption is the act of using resources to satisfy current needs and wants. It is seen in contrast to investing, which is spending for acquisition of *future* income. Consumption a major concept in economics and is also studied in many other social sciences.

Different schools of economists define consumption differently. According to mainstream economists, only the final purchase of newly produced goods and services by individuals for immediate use constitutes consumption, while other types of expenditure — in particular, fixed investment, intermediate consumption, and government spending — are placed in separate categories (see Consumer choice). Other economists define consumption much more broadly, as the aggregate of all economic activity that does not entail the design, production and marketing of goods and services (e.g. the selection, adoption, use, disposal and recycling of goods and services).

Economists are particularly interested in the relationship between consumption and income, as modelled with the consumption function. A similar realist structural view can be found in consumption theory, which views the Fisherian intertemporal choice framework as the real structure of the consumption function. Unlike the passive strategy of structure embodied in inductive structural realism, economists define structure in terms of its invariance under intervention.

1) Comprehension: read carefully the text

A/ Activity one : Look quickly through the following text and decide which paragraphs are about These subjects:



University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

- 1).....- consumption definition
- 2)-identifying consumption and income
- 3)-the importance of consumption
- 4)- consumption definition from different economic schools .

B/ Activity two : Answer the following questions using your own words

- 1-Why is understanding consumption important?
- 2-What is consumption analysis?
- 3-What is a consumption in marketing?
- 4-What are the main problems with consumption?
- 5-How does consumption affect the economy?
- 6-Does consumption destroy production?

C/ Activity three : choose the best answer to complete these sentences

1-In general, consumption can be defined as.....?

- a-The final purchase of goods and services by individuals
- b-the amount of money left over after taxes
- c- the confidence we have in an economy
- d- none of the answers are correct

2- Consumption can be affected by what?

- a. A desire to save
- b. Amount of income tax paid
- c. Confidence in the economy
- d. All of the answers are correct



2. Disposable Income is.....?

- a. The money we have after taxes are paid.
- b. The money we have before taxes are paid.
- c. The amount of money we put in the bank.
- d. The amount of money we spend on coffee.

Writing : write a paragraph about the following topic

Do we have some studies on country-wise access to safe water and on average water consumption. Which countries are fast running out of water!! And what mitigation methods/ technologies are being adopted.

Determinant factors of consumption

The main factors affecting consumption studied by economists include:

Income: Economists consider the income level to be the most crucial factor affecting consumption. Therefore the offered consumption functions often emphasize this variable. Keynes considers absolute income, Dosnberyon considers relative income, and Friedman considers permanent income as factors that determine one's consumption.

Consumer expectations: Changes in the prices would change the real income and purchasing power of the consumer. If the consumer's expectations about future prices change, it can change his consumption decisions in the present period.

Consumer assets and wealth: These refer to assets in the form of cash, bank deposits, securities, as well as physical assets such as stocks of durable goods or real estate such as houses, land, etc. These factors can affect consumption; if the mentioned assets are sufficiently liquid, they will remain in reserve and can be used in emergencies.



Consumer credits: The increase in the consumer's credit and his credit transactions can allow the consumer to use his future income at present. As a result, it can lead to more consumption expenditure compared to the case that the only purchasing power is current income.

Interest rate: Fluctuations in interest rates can affect household consumption decisions. An increase in interest rates increases people's savings and, as a result, reduces their consumption expenditures.

Household size: Households' absolute consumption costs increase as the number of family members increases. Although for some goods, as the number of households increases, the consumption of such goods would increase relatively less than the number of households. This happens due to the phenomena of the economy of scale.

Social groups: Household consumption varies in different social groups. For example, the consumption pattern of employers is different from the consumption pattern of workers. The smaller the gap between groups in a society, the more homogeneous consumption pattern within the society.

Consumer taste: One of the important factors in shaping the consumption pattern is consumer taste. This factor, to some extent, can affect other factors such as income and price levels. On the other hand, society's culture has a significant impact on shaping the tastes of consumers.

Area: Consumption patterns are different in different geographical regions. For example, this pattern differs from urban and rural areas, crowded and sparsely populated areas, economically active and inactive areas, etc.

Comprehension:

What are the factors that affect the consumption?

What are the main problems with consumption?

What is the most important factor influencing consumption?

What are the four factors that affect consumption?

Activity one : Match up the words or expression on the left with the definitions on the right:

Match up these words with their definitions



Media plan, brand preference, competitors, focus group, samples, word-of-mouth advertising, publicity, brand loyalty, posters, brand switchers, advertising agency, brand awareness

- | | |
|--------------------------|---|
| 1. Distribution channel | A- all the companies or individuals involved in moving a particular good or service from the producer to the consumer. |
| 2. To launch a product | B- an idea for a new product, which is tested with target consumers before the actual product is developed |
| 3. Market opportunities | C- attributes or characteristics of a product : quality, price, reliability, etc. |
| 4. Market research | D- dividing a market into distinct groups of buyers who have different requirements or buying habits |
| 5. Market segmentation | E- places where goods are sold to the public – shops, stores, kiosks, market stalls, etc. |
| 6. Packaging | F- possibilities of filling unsatisfied needs in sectors in which a company can profitably produce goods or services. |
| 7. Points of sale | G- someone who contacts existing and potential customers, and tries to persuade them to buy goods or services |
| 8. Product concept | H- collecting, analysing and reporting data relevant to a specific marketing situation (such as a proposed new product) |
| 9. Product features | I - to introduce a new product onto the market |
| 10. Sales representative | J- wrappers and containers in which products are sold |

Activity two : The following is a summary of the text. Fill in the blanks using these words

marketing, to offer, market segments, satisfying, promoting, market research, companies, distributing, marketing

The marketing concept is that a company's choice of what goods and services..... should be based on the goal of..... consumers' needs. Many limit themselves to attempting to satisfy the needs of particular Their choice of action is often the result of A product's features, the methods of and it, and its price can all be changed during the



course of its life, if necessary. Quite apart from the of consumer products, with which everybody is familiar, there is a great deal of of industrial goods.

A spring in consumers' steps:

Americans prepare to get back to their spending ways

Economics Spotlight, June 2021

In 2019, a year before COVID-19 changed our world, consumers in the United States spent close to US\$10 trillion¹ on a swathe of services. Then, in 2020, faced with a formidable and unseen biological enemy that spread across the country through touch and aerosols, people withdrew indoors. Hitting the gym, grabbing a drink at the local pub, and hailing a cab—until then hallmarks of daily life—suddenly turned into a game of Russian roulette. As homes turned into offices and wider economic activity slowed, consumer spending suffered, and spending patterns suddenly changed. Travel, transportation, and restaurant spending were suddenly out of favor. Instead, people stockpiled food and other essentials, and spent more on home gyms, furnishings, and utilities.

This year, the despair of 2020 is giving way to hope. New virus cases have declined by 95% since the peak of January 8, while vaccinations have increased.² Vaccines are now available even for children aged 12 years and over.³ It is likely that by the end of this year, the country will inch closer to what it was before the pandemic. With it, consumer spending and the wider economy will likely get stronger. Services is set for a strong rebound as people travel more, attend sporting events, go out shopping like they did in 2019, and return in troves to restaurants and pubs. Spending on durable goods is, however, expected to be moderate. After all, there's a limit to the amount of gym equipment and furnishings one can buy. Yet the future of consumer spending will also depend on the nature of postpandemic life. Remote and hybrid work—a mix of in-person and remote, for example—may induce permanent changes in the way Americans work, live, and spend.

Fears of the virus and social distancing meant that consumers avoided places where the possibility of crowding or sharing space with those who are not part of their families is high. Deloitte's survey of consumers reveals that between April and May 2020, only 23%



respondents⁷ felt safe taking a flight while just 29% felt safe staying at a hotel. And although the figures increased slightly through the year, the rise wasn't much. The survey also reveals that most consumers remained wary of visiting food services places and attending in-person events

Fears of the virus and social distancing meant that consumers avoided places where the possibility of crowding or sharing space with those who are not part of their families is high. Deloitte's survey of consumers reveals that between April and May 2020, only 23% respondents⁷ felt safe taking a flight while just 29% felt safe staying at a hotel. And although the figures increased slightly through the year, the rise wasn't much. The survey also reveals that most consumers remained wary of visiting food services places and attending in-person events (figure 3).

Consequently, certain forms of services spending suffered deeply. PCE on recreation services fell by 31.8% last year, while spending on food services and accommodation dipped 21.8%. People also avoided communal travel such as public transport, taxis, and airplanes—total ridership in public transportation fell by 50% in the first three quarters of 2020 compared to the same period a year before.⁸ Consumer spending on transportation therefore fell sharply last year (figure 4). Spending on housing and utilities services, however, maintained a steady growth as people preferred to stay indoors and many worked out of their home offices.

Among durable goods, the biggest surge in spending was on recreational goods and vehicles (18%) as people opted to set up their home gyms rather than step out for workouts. Figure 4 also reveals that the need to set up or augment home offices meant an increase in spending on furnishings and other durable household equipment in 2020. Within nondurable goods, spending on food and beverages grew by 6.9%, up from the previous year's 1.7% rise—the pandemic not only made people stock up on groceries but fewer visits to restaurants meant more cooking at home.

Can safely assume that such changes will have an impact on the amount, nature, and even mode of consumer spending. Changes to the way people work and live, for example, will ensure that demand for durable goods will remain healthy even three to four years from now. That's why we expect spending on durable goods to bounce back during 2023–2025 after a likely correction in 2022. Similarly, the switch to online purchases during the pandemic is likely to sustain even



though most consumers feel safe to visit stores and restaurants now, as figure 7 shows.¹⁷ However, it's hard to predict the extent of such changes and whether they will persist beyond this decade. Economists will be able to paint a clearer picture only when the nature of the postpandemic world becomes more evident.

Unit V : Trade



Trade refers to buying and selling of goods and services for money or money's worth. It involves transfer or exchange of goods and services for money or money's worth. The manufacturers or producer produces the goods,



University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

جامعة الجزائر3
كلية العلوم الاقتصادية والعلوم التجارية وعلوم التسيير
قسم العلوم التجارية

Trade and international trade



Before we begin a discussion about why nations trade, it would be helpful to take a moment to consider the character and evolution of trade. It is important to keep in mind, first, that although we frequently talk about trade “between nations,” the great majority of international transactions today actually take place between private individuals and private enterprises based in different countries. Governments sometimes sell things to each other, or to individuals or corporations in other countries, but these comprise only a small percentage of world trade.

Trade is not a modern invention. International trade today is not qualitatively different from the exchange of goods and services that people have been conducting for thousands of years.

Before the widespread adoption of currency, people exchanged goods and some services through bartering—trading a certain quantity of one good or service for another good or service with the same estimated value. With the emergence of money, the exchange of goods and services became more efficient.

Developments in transportation and communication revolutionized economic exchange, not only increasing its volume but also widening its geographical range. As trade expanded in geographic scope, diversity, and quantity, the channels of trade also became more complex. The earliest transactions were conducted by individuals in face-to-face encounters. Many domestic transactions, and some international ones, still follow that pattern. But over time, the producers and the buyers of goods and services became more remote from each other.

A wide variety of market actors—individuals and firms—emerged to play supportive roles in commercial transactions. These “middlemen”—wholesalers, providers of transportation services, providers of market information, and others—facilitate transactions that would be too complex, distant, time-consuming, or large for individuals to conduct face-to-face in an efficient manner.

www.globalization101.org

1) Comprehension: answer the following questions according to the text:

1) How did trade develop?

.....
.....



University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

جامعة الجزائر3
كلية العلوم الاقتصادية والعلوم التجارية وعلوم التسيير
قسم العلوم التجارية

2) How did international trade develop?

.....
.....

Say whether the following sentences are true or false and correct the false ones

1) Trade comprise a small percentage of world trade

.....

2) International trade is a new phenomenon that has developed recently

.....

Vocabulary :

a) **Find in the text synonyms to the following words**

development= far = variety =

b) **Find in the text opposites to the following words**

simple#ancient# different #

c) **Reorder the following sentences to get a meaningful paragraph**

- As a result, share prices usually rise.
- Firstly, they make it easier for companies to make profits,
- Cuts in interest rates have a number of good effects on the economy
- because the cost of repaying loans goes down.

1..... 2..... 3..... 4.....

3) Grammar:

a) **Complete the sentences below, using the adjectives given in brackets**

- The bus.....the train. (slow)
- The train isthe car. (dangerous)
- New York is city to live in.(cheap)
- Tokyo is thecity to leave in. (expensive)



b) Find in the text two adjectives and use them in sentences

1.
2.

c) Put the verbs between brackets in their appropriate form.

1. Consumer spending will fall if the government(raise) taxes
2. If these machines(not be) expensive, we would buy them.

4)Written expression: Write a paragraph (no more than 8 lines) about the importance of international trade. Use the following words: free trade, taxes, tariffs, quotas... etc.

.....

.....

.....

.....

.....

.....



Algeria- international trade

Over the past several decades, Algeria has maintained a **trade surplus**, largely due to the export of hydrocarbons, which accounts for 90 percent of exports. In 1999 that surplus reached \$4.4 billion on exports of \$13.7 billion and imports of \$9.3 billion. This surplus has endured even when oil prices dropped, as they did in 1998 when the trade surplus reached US\$1.5 billion. Nonhydrocarbon exports, although minimal, have risen in the last 3 years, but much of that is believed to have come as a result of repayment of debt owed to the former Soviet Union in the form of goods.

The value of imports increased between 1987 and 1995. Merchandise imports fell between 1996 and 1998, thanks to a good harvest, but rose slightly in 1999 due to an increase in domestic demand. Capital equipment accounted for 34 percent of imports, while food has generally accounted for almost 25 percent of imports. Semi-finished products were in third position, accounting for 27 percent of total imports.

The European Union and the United States are Algeria's main trade partners. The EU, which is negotiating a new Euro-Mediterranean Partnership (EMP) agreement with Algeria, is a major importer of the country's hydrocarbons. In 1999, Italy—Algeria's largest trade partner in the last decade—accounted for 17.8 percent of exports, followed by France (12.4 percent) and Spain (10.2 percent). The United States is Algeria's second-largest trading partner, accounting for 16.4 percent of exports in 1999. France is Algeria's main source of imports, accounting for 29.8 percent, followed by Italy (9.7 percent), Germany (6.8 percent), and Spain (5.9 percent). The United States comes in the fifth place, providing 5.3 percent of Algeria's total imports.

A- Comprehension: read the text, and then say whether the following statements are TRUE or FALSE:

- 1) In 1998, Algeria trade surplus dropped because of the fall in oil prices.
- 2) Algeria maintained a trade surplus due to the exports of hydrocarbons.
- 3) Algeria's imports consisted mainly in food.



University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

جامعة الجزائر 3
كلية العلوم الاقتصادية والعلوم التجارية وعلوم التسيير
قسم العلوم التجارية

- 4) The EU, the US and the UK are Algeria's trade partners.

B- vocabulary: (5pts)

a) Find words in the text that mean the same as the expressions below

- 1) To require or need.
- 2) A business, political... etc arrangement, spoken or written.
- 3) To bargain or discuss a subject in order to agree
- 4) What one person owes to another.

b) Fill in the blanks using the following words :

down, unemployment, goes up, higher wages, economy, begins

In many ways, the economic outlook is good. _____ is falling and is now _____ to 8% from 14%. The _____ is growing at a rate of 2.5%. However, the real danger is that inflation _____ to rise. This is dangerous because every time that inflation _____, people always demand _____, and this in turn makes the problem worse.

C- Grammar: (6pts)

a) Rewrite the second sentence using active or passive forms

- 1) They have announced to reduce costs
Costs.....
- 2) The North American Free Trade Area (NAFTA) was established in 1993 to link the United States, Canada and Mexico in a free trade agreement
They

b) Give the right form of the verbs between brackets:

- 1) If the terms of the contract (be)different, we might accept it.
- 2) We (give) you a bigger discounts if you had increased your order.



c) Rewrite the second sentence in direct or indirect speech:

- 1) She said, "I am very interested in working for your company"
Miss Briggs said
- 2) He said she had seen him the day before.
He said: ".....".

D- Written expression:

You are a manager; write a letter to your suppliers inviting them to a meeting in order to discuss different points such as discussing a new contract, prices of raw materials ... etc.

The Present Perfect Simple Verb Tense

The Perfect Tenses

The opinion of many native and non-native English speakers is that the perfect tenses are far from being 'perfect'. They cause headaches for most people. On these pages, we will break the perfect tenses down into short sections that will make them easier to understand.



Useful Tip

Time Expressions in the Present Perfect

- Use since with a specific year or a period in the past > **since 2002** / **since I was a child**
- Use for with a number of years > **for** twenty years
- Use ever and yet in questions and negatives > **Have you ever** / **hasn't been yet**
- Use already and never, just between have/has and the verb > **has already finished** / **have just been**
- Use before, since, for, already, many times, so far, yet at the end of a sentence or questions > Have you been there before?

The present perfect simple tense is used to

Describe actions that occurred in the past but are still relevant to the present.

1. Rani **has broken** her arm. (She broke it in the past and can't use her arm now.)

Describe an action that started in the past but is still happening on a regular or habitual basis (like the present simple).

1. The girls **have played** tennis at the club since 2005. (They started to play tennis there in 2005 and still play there today. This does not mean they are playing tennis at the moment.)

Describe actions that were repeated several times in the past.

1. I've already **made** several calls. (Up until now)

The specific time in the past is unimportant, just the fact that it happened.

Note: Time Expressions – Present Perfect

NEVER use the same time expressions that you use in the past simple tense, such as: yesterday, a week ago, last night. You MAY use unspecific time expressions such as: ever, never, since, for, already, many times, before, so far, yet.

The Typical Present Perfect Sentence

In order to form a typical sentence in the present perfect simple, choose a subject ((the person or thing that has done the action), add an auxiliary (or helping) verb: has or have + the V3 (past participle) form of the verb and then add the rest of the sentence.

- The V3 (past participle) form of a regular verb looks just like a regular verb in the past simple:



University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

جامعة الجزائر3
كلية العلوم الاقتصادية والعلوم التجارية وعلوم التسيير
قسم العلوم التجارية

Negative Sentences in the Present Perfect Simple Tense

Spelling Tip

When shortening the auxiliary verb have/has and the negative, just remove the o in not and add an apostrophe (')

has not > hasn't

have not > haven't

1. Jim **hasn't worked** on Fridays since he joined the company.
2. I **have not forgiven** you!

Yes/No Questions in the Present Perfect Simple

To create a question that will be answered with a yes or no, start the question with Have or Has, (Haven't or Hasn't for a negative question) then add a subject (the person or thing that has done the action) followed by the V3 (Past Participle) form of the verb and only then add the rest of the sentence.

1. **Have** you ever **gone** ice skating?
2. **Has** Jerry **presented** his ideas to the CEO yet?

Wh-Questions in the Present Perfect Simple

Wh- questions are questions that require more information in their answers. Typical wh- words are what, where, when, why, who, how, how many, how much.

To create a wh-question, start with the wh-word, then add have or has, then the subject (a person or thing that has done the action), followed by the V3 (Past Participle) form of the verb and only then add the rest of the sentence.

1. **When have** I ever **lied** to you?
2. **Why has** Tanya **left** the country?
3. **How much** money **have** you **spent** so far?

Exercises – Present Perfect Simple

Fill in the correct form of the present perfect simple as in the examples.



University of Algiers3

Faculty of economics, Commercial and Management Sciences

Department of Commerce Sciences

1. Dan has worked in that company for 12 years. (work)
2. Have you heard the news? (hear)
3. The boys have never eaten sushi. (eat)
1. Daniel ____ that video clip at least twenty times. (see)
2. The workers _____ a break in 4 hours. (not have)
3. We _____ them regularly over the last few years. (visit)
4. _____ Ella _____ her driving test yet? (pass)
5. Roger _____ to Mexico several times since 2002.(be)
6. They _____ to each other in ages, _____ they? (not speak)
7. Why _____ Mathew _____ his job? (quit)
8. _____ the nurses _____ on strike again? (go)
9. _____ they _____ the post yet? (not deliver)
10. I _____ already _____ you the answer. (tell)

Answers:

1. has seen
2. haven't had
3. have visited
4. Has/passed
5. has been
6. haven't spoken/have
7. has/quit
8. Have/gone
9. Haven't/delivered
10. have/ told

Examples – Present Perfect Simple

Positive

1. Rani has broken her arm.
2. The girls have played tennis at the club since 2005.
3. I've already made several calls.



University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

Contractions

1. I have > I've – I've used those images before.
2. He has > He's / She has > She's / It has > It's – He's already had the surgery.
3. We have > We've / You have > You've / They have > They've – We've just gotten home.

Negative

1. I haven't eaten at that restaurant yet.
2. Jim hasn't worked on Fridays since he joined the company.
3. My friends haven't ever gone to France.
4. I have not forgiven you!

Yes/No Questions

1. Have you ever gone ice skating?
2. Has Jerry presented his ideas to the CEO yet?

Wh-Questions

1. When have I ever lied to you?
2. Why has Tanya left the country?
3. How much money have you spent so far?

The Past Progressive Tense

Spelling Tip

Verbing (Present Participle)

- Add **ing** to most verbs. Ex. play > **playing**, cry > **crying**, bark > **barking**
- For verbs that end in **e**, remove the **e** and add **ing**. Ex: slide > **sliding**, ride > **riding**
- For verbs that end in **ie**, change the **ie** to **y** and add **ing**. Ex: die > **dying**, tie > **tying**



- For a verb whose **last** syllable is written with a consonant-vowel-consonant and is stressed, double the last letter before adding ing. Ex: beg > **begging**, begin > **beginning**. **However:** enter > **entering** (last syllable is not stressed)

The past progressive tense is difficult for many non-native speakers to master because many languages don't have an equivalent.

The past progressive describes an action that was in progress at a specific time in the past. It can be used:

To describe an action that started in the past and was interrupted by another action:

1. He **was writing** an e-mail when the phone rang.

To describe two actions that were in progress at the same time in the past:

1. I was preparing dinner while Melanie was working upstairs.
2. While Melanie was working upstairs, I was preparing dinner

Note: The word order in the sentence can be switched around as in the examples above, however, it is important to remember that we use the time expression while before the past progressive and the word when before the past simple part of the sentence. Use only one of these time expressions in each sentence.

The past progressive is formed using was or were and the ing (present participle) form of the verb.

Subject	a form of be + verbing	rest of sentence
I / He / She / It	was finishing	the exam when the bell rang
You / We / They	were paying	the bill while I was waiting to be seated

Wh-Questions in the Past Progressive (Continuous)

Wh- questions are questions that require more information in their answers. Typical wh- words are what, where, when, which, why, who, and how.



To create a wh-question, start with the Wh-word, then was or were (wasn't or weren't for a negative question), then the subject (a person or thing that does the action), followed by the ing (participle) form of the verb and only then add the rest of the sentence.

Wh Word	a form of be	subject	verbing	rest of sentence
Who	was	I	talking	to
What	was	he / she / it	doing	
When	were	you / we / they	planning	on telling me the bad news

1. **Where were** you standing when the trouble started?
2. **Who was** I talking to? I can't remember.
3. Why **wasn't** she waiting at the meeting point?

Exercises – Past Progressive

Fill in the correct form of the verb in Past Progressive (Continuous) or Past Simple as in the examples.

1. Tom was wrapping the gift when I walked in the room. (wrap / walk)
2. Did he comfort her while she was crying? (comfort / cry)
3. What were you doing when the accident occurred? (do / occur)
1. What _____ the manager _____ at 7:00 pm yesterday? (do)
2. Tina and Shelly _____ to the hotel when it _____ to rain. (walk/start)
3. When Donny _____ the room, everyone _____. (enter/talk)
4. I _____ in the sales department when I first _____ Sofie. (work/meet)
5. My brother _____ the computer while I _____ for my trip. (use/pack)
6. _____ you _____ attention when the teacher _____ your name? (pay/call)
7. We _____ TV when the lightning _____. (watch/ strike)



8. She _____ about me behind my back, wasn't she? (whisper)
9. _____ the client really _____ out while Troy _____ the proposal? (walk / present)
10. This morning, while I _____ breakfast, someone _____ on the door. (eat /knock)

Answers:

1. was/doing
2. were walking/started
3. entered/was talking
4. was working/met
5. was using/was packing
6. Were/paying/called
7. were watching/struck
8. was whispering
9. Did/walk/was presenting
10. was eating/knocked

Examples Past Progressive (Continuous)

Positive

1. He was writing an e-mail when the phone rang.
2. When the phone rang, he was writing an e-mail.
3. While he was writing an e-mail, the phone rang.
4. I was preparing dinner while Melanie was working upstairs.
5. While Melanie was working upstairs, I was preparing dinner.

Negative

1. I wasn't sleeping when you came home last night.
2. When Ms. Foster came in, the girls weren't studying.
3. Sam wasn't lying when he said he loved you.

Wh-Questions

1. Where were you standing when the trouble started?
2. Who was I talking to? I can't remember.



University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

جامعة الجزائر3
كلية العلوم الاقتصادية والعلوم التجارية وعلوم التسيير
قسم العلوم التجارية

3. Why wasn't she waiting at the meeting point?

UnitIV:Company Structure



Partnerships

A partnership is a business arrangement in which several people work together and share the risks and profits in Britain and the US, partnerships do not have limited liability for debts. Do the partners are fully liable or responsible for any debts the business has. Furthermore, Partnerships are not legal entities so in case of a legal action it is the individual partners and not the partnership which are legal entities.

A sole trader business – an enterprise owned and operated by a single person- also has unlimited liability for debts.

Limited liability

A company is a business that is a legal entity in other words it has a separate legal existence from its owners the shareholders. It can enter into contracts. And can be used or taken to court if it breaks a contract. A company can (in theory) continue for ever even if all the staff and owners



change . most companies have limited liability, which means that the owners are not fully liable for- or responsible for the business's debts.

These companies are known as limited companies their liability is limited to the value of their share capital : the amount of cash that the shareholders have contributed to the company . This limitation of liability encourages investors to risk their money to become part owners of companies. While leaving the management of these companies to qualified managers and senior managers, known as directors.

These managers and full-time executive directors run the company for its owners. There are standard procedures of corporate governance- the way a company is run by the management for the shareholders, and how the managers are accountable to the shareholders. These include separating the job of chairman from that of managing director and having several non-executive directors on the board of directors who do not work full-time for the company but can offer it expert advice non-executive directors are often more objective : less influenced by their opinions and beliefs there is also an audit committee , containing several non-executive directors, to which auditor's report.

BrF : chairman ; AmE : president

BrF : managing director : AmE :
chief executive officer (CEO)

Founding companies

When people found or start companies, they draw up or prepare Articles of Association and a Memorandum of Association the Articles of Association state :

- The rights and duties of the shareholders and directors
- The relationships among different classes of shareholder (see Unit29)
- The relationships between shareholders and the company and its directors.



University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

The Memorandum of Association states :

- The company's name
- The location of the company's registered office- where to send official documents
- The company's purpose- its aims or objectives
- The authorized share capital- the maximum share capital it can have

5.1 Are the following statements true or false ?find reason for your

answers in A and B opposite

1 in case of a legal dispute people can take a company's shareholders to court

2 the owners of limited companies have to pay all the company's debts.

3 Many companies are not owned by their managers

4 External directors can usually give more objective advice than full-time directors.

5 partners in british and American businesses are not liable for the partnership's debts

6 in case of a dispute, people can take british companies and partnerships to court.

5.2 Make word combinations using a word from each box. Then match the word combinations to the definitions below. Look at A opposite to help you

Corporate

Audit

Limited

Non-executive

Share

Committee

Directors

Governance

Capital

Liability

1. group of directors to whom the external directors report
2. members of a board of directors who are responsible for the company's financial health
3. : owners' money invested in a company
4. : responsibility for debts up to the value of the company's share capital



5..... the way a company is managed for its owers.

5.3 Complete the document, look at C opposite to help you.

(a)----- of Association

1. The name of the Company is language services Pty limited
2. the (b) ----- of the company will be in Australia
3. the (c) -----for which the company is established is to provide translation and interpreting services to international companies
4. the (d) ----- of the company is made up of ordinary shares divided into five thousand (5.000) shares of a \$1.00 par value each with one vote for each share.

Company law 2

Private companies usually have 'l'imited' or 'I ,td' at the end of their name. They are not allowed to sell their stocks or shares on an open market. Most companies are private there are about one million private companies in Britain compared to around 2,000 public limited companies (PLCs). These companies have 'plc' at the end of their name, and their shares are publicly traded on the London Stock Exchange. A stock exchange is a market where anyone can buy stocks and shares. The US equivalent of a PLC is a company or corporation registered with the Securities and Exchange Commission (SEC) .

SEC- registered companies, also known as listed companies have to make quarterly reports(i.e. every three months). They report on :

- Sales revenue or turnover- the money received by company in that period from selling goods or services
- Gross profit – turnover less cost of sales
- Net profit- gross profit less administrative expenses and tax.



Companies on the London stock Exchange, known as quoted companies have to produce a half-yearly interim report which informs shareholders about the company's progress. These reports are not audited.

All companies with shareholders or stockholders have to send them an Annual report each financial year. This contains a review of the year's activity, and an examination and explanation of the company's financial position and results. There are also financial statements and notes (see Units 11-14), and the auditors' report on the financial statements.

BARCLAYS PLC interim report 2004

Group performance was very strong :

- Profit before tax up 23% to £2.411m
- Earning per share up 25% at 26.7p
- Dividend per share up 17% to 8025p
- Return on equity of 20.4%

All businesses had higher profits,

demonstrating good progress across the whole portfolio
income growth was particularly strong, up 14% with good broad
based contribution by business and by income type

If there is a crisis, the directors or the shareholders can request to hold an Extraordinary General Meeting (EGM) to discuss the situation. For example, if there are claims of misconduct by the directors, where they have behaved illegally, there could be an EGM



University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

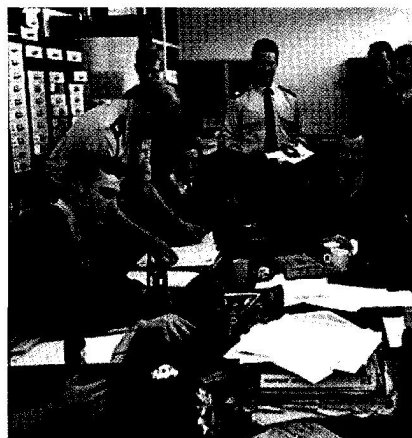
جامعة الجزائر3
كلية العلوم الاقتصادية والعلوم التجارية وعلوم التسيير
قسم العلوم التجارية

Communication skills : Presentations 1: preparation and introduction

A Types of presentation

Melanie Kray is an expert in giving presentations.
Here, she gives some examples of different presentations:

- **press conference:** two chief executives tell journalists why their companies have merged.
- **briefing:** a senior officer gives information to other officers about a police operation they are about to undertake.
- **demonstration:** the head of research and development tells non-technical colleagues about a new machine.
- **product launch:** a car company announces a new model.
- **lecture:** a university professor communicates information about economics to 300 students.
- **talk:** a member of a stamp-collecting club tells other members about 19th century British stamps.
- **seminar:** a financial adviser gives advice about investments to eight people.
- **workshop:** a yoga expert tells people how to improve their breathing techniques and gets them to practise.



A briefing

B Dos and don'ts: preparation

Here are some tips for a **stand-up presentation** (one person talking to an audience).

- a Find out about the **audience**: how many people there will be, who they are, why they will be there, and how much they know about the subject.
- b Find out about the **venue** and the **facilities**: the room, the seating plan, the equipment, etc.
- c Plan the **content** and **structure**, but don't write the complete text of the presentation.
- d Write notes on sheets of paper, not on **cards**.
- e Try to **memorize** the first five sentences of your talk.
- f Prepare **visual aids**: pictures, diagrams, etc.
- g **Rehearse** your presentation (practise it so that it becomes very familiar) with friends or colleagues.

C Key phrases: introduction

Melanie is advising Anne-Marie Duval on giving a presentation at a conference.

- | | | |
|---|---|--|
| h Introduce yourself and your subject. | i Outline what you're going to talk about: describe the different sections of your talk. | j Say whether people should ask questions during the talk, or at the end. |
|---|---|--|

My name's Anne-Marie Duval and I work for Gem Consultants. My talk is called 'Consultancy Skills for the 21st Century'.

There are three main skills areas I want to talk about today ...

If you have any questions, I'll be very happy to answer them at the end of the session.



- 1 Match the presentation types in A opposite to the things (1–8) that people say in them.
- 1 As you can see, this prototype is far in advance of anything we've done before.
 - 2 Here are some typical patterns for demand and supply in the widget industry.
 - 3 I'm going to give each group a series of problems faced by an imaginary company, and I want you to suggest solutions.
 - 4 Now is the right time to get out of company shares and invest in property.
 - 5 The combined resources of our two organizations will allow us to achieve great things.
 - 6 The first postage stamp in the world was the Penny Black in 1840.
 - 7 The parachutists will come in at 08:30 and land in two waves, here and here.
 - 8 The X300 has the most advanced features of any car in its class.
- 2 Here are reasons for the advice given in B and C opposite. Match each reason (1–10) to a piece of advice (a–j).
- 1 If you drop the cards on the floor, you're in trouble.
 - 2 It could sound monotonous and boring if you speak from a complete, prepared text.
 - 3 It will help you adjust the content of your talk so that it is suitable, for example not too easy or difficult.
 - 4 It will help you to keep control, and avoid people interrupting if you don't want them to.
 - 5 It will help your audience follow the logic of what you're going to say.
 - 6 It will make you feel more at ease at the beginning, when you may be nervous.
 - 7 It will reassure people that they are in the right place, and provide a focus for the beginning of your talk.
 - 8 They add visual interest, provide you with support and help the audience follow you.
 - 9 You can ask for changes in the seating plan if necessary.
 - 10 They will be able to tell you if anything is unclear before the presentation.



UNIT V / A Business and businesses



A Business and businesses

Business is the activity of producing, buying and selling goods and services. A business, company, firm or more formally, a concern, sells goods or services. Large companies considered together are referred to as big business.

A company may be called an enterprise, especially to emphasize its risk-taking nature.

Businesses vary in size, from the self-employed person working alone, through the small or medium enterprise (SME) to the large multinational with activities in several countries.

A large company, especially in the US, is a corporation. The adjective, corporate, is often used in these combinations:

*corporate culture

* corporate headquarters

*corporate image

*corporate headquarters

*corporate logo

*corporate profits

B Commerce:

Commerce is used to refer to business:

in relation to other fields: literature, politics and commerce.

in relation to government departments that deal with business: the US Department of Commerce.

in the names of organizations which help business: chambers of commerce.

on the Internet: electronic commerce or e-commerce. The adjective commercial describes money-making business activities:

- commercial airline

- commercial artist

-commercial television

- commercial disaster

-commercial land

You can't say ~~ecommerce~~.



C Enterprise

In 1970s Britain, there were state-owned or government-owned companies in many different industries such as car manufacturing and air travel. Some industries had been nationalized and were entirely state-owned, such as coal, electricity and telephone services. In the 1980s, the government believed that nationalized companies were bureaucratic and inefficient, and many of them were privatized and sold to investors.

Enterprise is used in a positive way to talk about business, emphasizing

take risks.

A. Word combinations with 'enterprise'

1 Correct the mistakes using words and expressions from A opposite.

- 1 Before we employ people, we like to put them in job situations to see how they do the work and fit into the corporate ladder.
 - 2 The company has built a grand corporate logo as a permanent symbol of its power.
 - 3 Our stylish new corporate culture shows our wish to be seen as a more international airline.
 - 4 The economy is growing and corporate headquarters are rising.
 - 5 The rules were introduced to protect women working in factories, but today they make it harder for women to climb the corporate image.
 - 6 Companies hit by computer crime are not talking about it because they fear the publicity. will harm their corporate profits.
- 2 Someone is talking about the word combinations in B opposite. Which are they referring to each time?
- 1 It carries passengers and goods, it's not military. 2 It's going to be used for offices and factories, not houses.
 - 3 It receives no money from the state to make its programmes.



University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

4 He does advertisements: you can't find his work in art galleries.

5 It was an artistic success, but unfortunately it lost a lot of money.

3 Use expressions from D opposite to complete this text.

Margaret Thatcher often talked about the benefits of or She said that her achievement was to establish an in Britain, an economy where people were encouraged to start their own companies and where it was acceptable to get rich through.

business: an.....

In some areas, the government reduced the number of laws and regulations to encourage businesses to move there. Businesses were encouraged to set up in the London Docklands, for example. The Docklands were an

The Future Tense

The future can be expressed in several ways in English. Here are the different possibilities:



University of Algiers3

Faculty of economics, Commercial and Management Sciences

Department of Commerce Sciences

1. Future Simple: will + base form of the verb
2. Be Going To: am, is, are + going to + base form of the verb
3. Shall: Shall + subject + base form of the verb?
4. Future Progressive: will be + verbing
5. Present Simple and Present Progressive with Future Meaning

Time expressions in the Future Tense

There are several time expressions that are used in all of the different forms of the future tense. They are generally used at the end of the sentence or question. The most common are: tomorrow, next week (Sunday/month/year), in two days (weeks, months years), the day after tomorrow.

Future Simple: Will + Base Form of the Verb

This form is used to:

Describe a simple action in the future:

1. She **‘ll write** the e-mail after lunch.
 2. Alice **won’t help** us decorate for the party.
- Make a prediction or give a warning:
1. Don’t lift that. You **‘ll hurt** yourself
 2. If you don’t finish the bid, the boss **won’t give** you a raise.

Make a spontaneous decision:

1. You dropped your purse. I **‘ll get** it.
1. When will he give you an answer?
2. Why won’t you tell him the truth?

Exercises – Future Simple Tense

Fill in the correct form of the verb with the future simple tense as in the examples.

1. I’ll drive you to your lesson at 4 pm. (drive)
2. He won’t work overtime anymore (not work)
1. Sam _____ the documents over to you tomorrow. (bring)
2. The managers _____ about the budget until next Thursday. (not decide)
3. _____ your sister _____ in a large church? (get married)
4. _____ he _____ you move to your new apartment? (not help)
5. I _____ him this time. He mustn’t do that again. (forgive)

Answers:

1. will bring
2. won’t decide
3. Will/ get married



4. Won't/help

5. will forgive

Future – Be Going To

1. We _____ a refund on that TV that broke down. (demand)

2. _____ Ms. Thompson _____ you extra for that work?(pay)

3. I _____ Los Angeles next year. (leave)

4. Turner _____ a car when he lands at the airport. (hire) He'll take the train.



University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

جامعة الجزائر3
كلية العلوم الاقتصادية والعلوم التجارية وعلوم التسيير
قسم العلوم التجارية

UNIT VI / MONEY AND INCOME



Money and income

Currency

The money used in a country euros.dollars.yen.etcisitscurrency money in notes (banknotes) and coins is called cash. Most money however consists of bank deposits. Money that people and organizations have in bank accounts. Most of this is on paper existing in theory only and only about ten per cent of it exists in the form of cash in the bank.

Personal finance All the money a person receives or earns as payment. This is his or her income. This can include :

- A salary : money paid monthly by an employer or wages : money paid by the day or the hour usually received weekly
- Overtime : money received for working extra hours
- Commission : money paid to salespeople and agents- a certain percentage of the income the employee generates
- A bonus : extra money given for meeting a target or for good financial results
- Fees : money paid to professional people such as lawyers and architects
- Social security : money paid by the government to unemployed and sick people
- A pension : money paid by a company or the government to retired person.

Salaries and wages are often paid after deductionssuch as social security charges and pension contribution .

Amounts of money that people have to spend regularly are outgoings. These often include :

- Living expenses : money spent on everyday need such as food clothes and public transport
- Bills : requests for the payment of money owed for services such as electricity gas and telephone connections
- Rent : the money paid for the use of house or flat
- A mortgage : repayments of money borrowed to buy a house or flat
- Health insurance : financial protection against medical expenses for sickness or accidental injuries
- Tax : money paid to financial governments



A financial plan showing how much money a person or organization expects to earn and spend is called a budget

Planned monthly budget for next year ()

income	outgoings	
Salary (after deductions)	3.250	rent
900		
Commission (average)	600	bills
250		
		Living expenses
Health insurance	130	
Tax	800	
Total		
3.280		

Exercise one : Complete the sentences with words from the box look at A and B opposite to help you





Commission bonus eurrencyearnmortgagetaxovertimepensionrentsalary social security

after i lost my job I was living on for three months. this was difficult because the amount was much lower than the I had before.

I used to work as a salesperson but I wasn't very successful so I didn't

It will take me at least 25 years to repay the on my house

If the company makes 10% more than last year we'll all get a at the end of the year.

Many European countries now have the same The euro

Nearly 40% of everything I earn goes to the government as

My wages aren't very good so I do a lot of

The owner has just increased the On our flat by 15%

When I retire My will be 60% of my final salary .

1.1 Complete the sentences with words from the box look at A and B opposite to help you

1.2 Are the following statements true or false? Find reasons for your answers in A and B opposite.

1 Bank deposits are not classified as money

2 people earning wages paid more often than people earning a salary



University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

3 people working on commission always get paid the same amount

4 When you stop working at the end of your career you receive a pension

5 most people pay a rent a mortgage

2-Business finance

A. Capital

When people want to set up or start a company they need money, called capital companies can borrow this money, called a loan from banks. The loan must be paid back with interest : the amount paid to borrow the money capital can also come from issuing shares or equities certificates representing units of ownership of a company. the people who invest money in shares are called

University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

shareholders and they own part of the company the money they provides money to companies by buying bonds loans that pay interest and are repaid at a fixed future date

Money that is owed that will have to be paid to other people or businesses is a debt in accounting companies debts are usually called liabilities long tern liabilities include bonds short term liabilities include debts to suppliers who provide goods or services on credit that will be paid for later

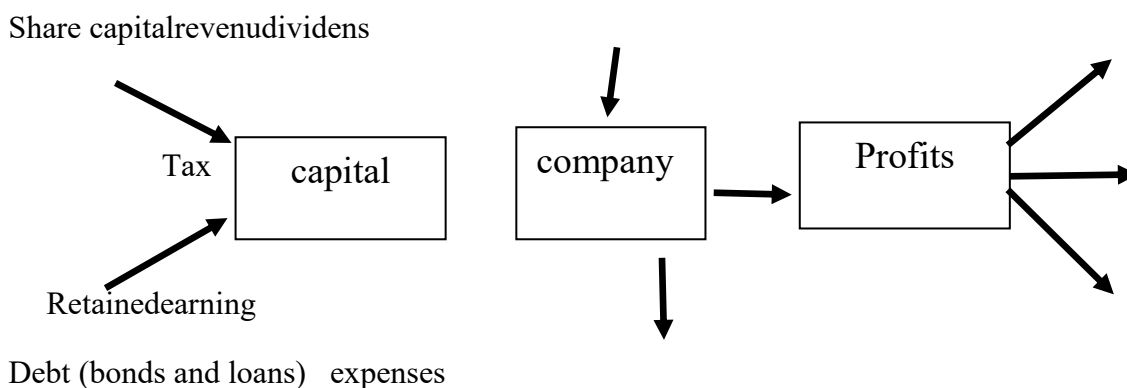
The money that a business uses for everyday expenses or has available for spending is called working capital or funds

BrE : sharesAmE stocks

BrB :shareholder : AmE : stockholder

B. Revenue

All the money coming into a company during a given period is **revenue**. Revenue minus the cost of sales and operating **expenses** such as rent and salaries is known **as profit, earnings or net income**. The part of its profit that a company pays to its hareholders is a**dividend** companies pay proportion of profits to the government as tax to finance governmentspendingtheyalso**retain** or keepsome of theirearnings for future use.



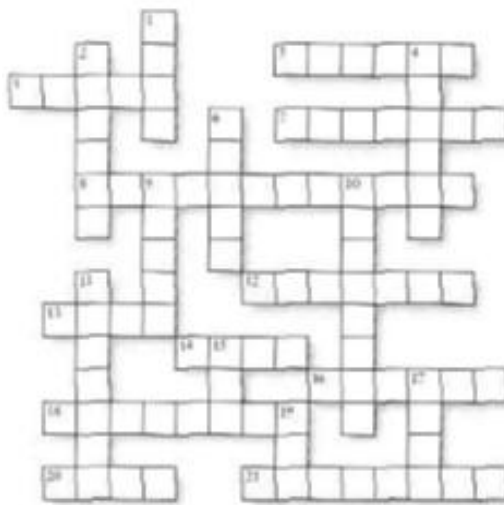
C. Financial statements



Companies give information about their financial situation in **financial statements**. The **balance sheet** shows the company's **assets** – the things it owns; its liabilities the money it owes; and its capital the **profit and loss account** shows the company's revenues and expenses during a particular period such as three months or a year.

BrF : profit and loss account : AmE :

2.1 Complete the crossword. Look at A , B and C opposite to help You



Across

- 3 small companies often try to get bank loans when they need to money.
- 5 we don't have sufficient To build a completely new factory.
- 7 and 6 down details of a company's liabilities are shown on the
- 8 We're going to raise more money by selling new shares to our existing
- 12 we're going to raise €50.000..... in order to start the business



13 We're going to pay back some of the people who lent us money and reduce our.....

14 I decided to buy a \$10,000 instead of shares as it's probably safer

16 Another term for profit is net

18 I think this is a good investment : it pays 8%.....

20 When they saw our financial statements, the bank refused to us any more money

21 Profit is the difference between revenue and

Down

1 The profit and account shows if a company is receiving more money than it's spending

2 If you don't like taking risks. You should only N very successful companies

4 A company's retained earnings belong to its.....

6 sec 7 across.

9 Anything a company uses to produce goods or services is an

10 The company made such a big profit, I expected a higher

11 We sold a lot more last year, so our..... went up

15 We..... our suppliers \$100,000 for goods bought on credit

17 Everyone who buys a share part of the company

19 Thirty per cent of our profits goes straight to the government in



Passive Voice In English Grammar: Form, Use, And Examples

Table of Contents

- Definition
- Active Voice vs. Passive Voice
- Form of the passive voice
- Use of the passive voice
- Examples of the passive voice
- Passive voice sentences with two objects
- Impersonal Passive voice
- Conclusion

Definition

Passive voice is a structure where the subject of a sentence receives the action of the verb rather than performs it.

Example:

- ***They were invited to the party.*** (The subject "**they**" receives the action of the passive verb "were invited.")

The Passive Vs. The Active Voice

The main difference between the active and passive voice is that the subject in the active voice performs the action while in the passive voice, it receives the action. In the following sentence, the subject "**they**" receives the action of the passive verb "were given."

- ***They were given enough time to finish the task.***

Compare the above sentence with its alternative active form.

- ***The teacher gave them enough time to finish the task.*** (The subject "**the teacher**" does not receive the action of the verb "gave." Instead, it performs it.)



University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

Here are some examples of active and passive voice:

Active Voice	Passive Voice
Most countries in Latin America speak Spanish.	Spanish is spoken in most countries in Latin America.
William Shakespeare wrote "Hamlet".	"Hamlet" was written by William Shakespeare.
Scientists conducted the experiment in a controlled environment.	The experiment was conducted in a controlled environment by scientists.
Someone had stolen the car.	The car had been stolen.
Most people believe that the earth is round.	It is widely believed that the earth is round.
The intern has written the report.	The report has been written by the intern.
The company is hiring a new employee.	A new employee is being hired by the company.

Form Of The Passive Voice

Subject + the appropriate form of *to be* + Past Participle

NOTE: The appropriate form of *to be* = To be is put in the tense of the active voice main verb.

When rewriting active sentences in passive voice, note the following:

- The object of the active sentence becomes the subject of the passive sentence.
- The form of the verb is the appropriate form of *to be* (the tense of the active voice main verb) + the past participle.
- The subject of the active sentence becomes the object of the preposition "by" in the passive sentence (or is dropped.)

Example:



Active	Nancy	makes	tea
	subject	verb	object
Passive	Tea	is made	(by Nancy)
	object becoming subject	verb	Subject becoming the object of the preposition "by" (or is dropped)

Use Of The Passive Voice

1. Passive voice is used when the **focus is on the action**. It is not important or not known, however, who or what is performing the action.

Example: "A letter was written."

The focus, here, is on the fact that a letter was written. We don't know, however, who wrote it.

2. It is also used when we don't know the doer of the action.

Example:

My bike was stolen,

3. Sometimes a statement in passive is more **polite** (or **less accusative**) than in active voice, as the following example shows:

Example: A vase was broken.

The focus, here, is on the fact that a vase was broken, but we don't blame anyone. Compare this to: "You broke the vase."

4. It is used when we want to appear more objective:

Example:

The experiment was conducted in a controlled environment.

Examples Of The Passive Voice

Tense	Subject	Verb	Object
-------	---------	------	--------



Simple Present	<i>Active:</i>	Nancy	makes	tea.
	<i>Passive:</i>	Tea	is made	by Nancy.
Present Progressive	<i>Active:</i>	Nancy	is making	tea.
	<i>Passive:</i>	Tea	is being made	by Nancy.
Simple Past	<i>Active:</i>	Nancy	made	tea.
	<i>Passive:</i>	Tea	was made	by Nancy.
Past Progressive	<i>Active:</i>	Nancy	was making	tea.
	<i>Passive:</i>	Tea	was being made	by Nancy.
Present Perfect	<i>Active:</i>	Nancy	has made	Tea.
	<i>Passive:</i>	Tea	has been made	by Nancy.
Past Perfect	<i>Active:</i>	Nancy	had made	tea.
	<i>Passive:</i>	Tea	had been made	by Nancy.
Future simple	<i>Active:</i>	Nancy	will make	tea.
	<i>Passive:</i>	Tea	will be made	by Nancy.
Future perfect	<i>Active:</i>	Nancy	will have made	tea.
	<i>Passive:</i>	Tea	will have been made	by Nancy.
Conditional	<i>Active:</i>	Nancy	would make	tea.
	<i>Passive:</i>	Tea	would be made	by Nancy.
Modals	<i>Active:</i>	Nancy	can make	tea.
	<i>Passive:</i>	Tea	can be made	by Nancy.

Passive Voice Sentences With Two Objects:



Rewriting an active sentence with two objects in passive voice means that one of the two objects becomes the subject, and the other one remains an object. Which object to transform into a subject depends on what you want to put focus on.

Active/Passive	Subject	Verb	Object 1	Object 2
<i>Active:</i>	Nancy	offered	a flower	to me.
<i>Passive:</i>	A flower	was offered	to me	by Nancy.
<i>Passive:</i>	I	was offered	a flower	by Nancy.

Impersonal Passive Voice

Study These Examples:

- They say that the planet is in danger.
- It is said that the planet is in danger.

This type of passive is called impersonal because we use the impersonal form "it is..." This is only possible with verbs of perception (e. g. say, think, know ...)

Examples:

- It is said that...
- It is thought that...
- It is believed that...
- It is known that...

It is also common that we start the passive form of these sentences with the subject of the *that-clause*:

Examples:

- They say that the planet is in danger.= The planet is said to be in danger.
- They think that women live longer than men. = Women are thought to live longer.



Conclusion

Passive voice is a structure where the subject receives the action instead of performing it. It is used when we don't know the doer of the action, when we don't want to appear accusative, or when we want to be objective. This structure is often used in scientific texts or news stories.



Unit VII: banking



The banks

The banks have played a “prominent” role in the development of economy since the very beginning of commercial activities .Their branches have become a familiar sight on many city street, but also in villages, as more people now "bank" with any one of the national or local banks

Banks offer their services both to private individuals and to businesses. One can open a current account or a deposit account with them. The former will enable a person to use a cheque for payment instead of hard cash, whereas the latter will bring a small interest. People can ask their bank to pay "recurring" expenses for them, such as subscriptions, rents, and telephone, gas or electricity bills. Valuables or deeds can be left in custody in a bank safe on payment of certain charge. The bank will obtain foreign currencies, issue traveller's cheque and letters of credit payable at their branches or at correspondent banks.

Besides, banks will operate transactions on the stock exchange for you and give you advice on investments. They also lend money, generally on a short term basis: thus they can allow overdraft facilities or personal loans if your credit rating is good and if you can offer some sort of security, they may consider longer term credit. Most of this applies to business firms as well; but these will also apply to their bank for the discounting of their bills —Bills of exchange, or even Promissory Notes. In the field of foreign trade, the bank can help in financing or advising their clients. They can be referred to by either party for status enquiries in business transactions.

1) Activity 1 : answer the following questions:

- 1) Do banks play a secondary role in the development of modern economy?
- 2) Are banks located in cities only?
- 3) Do banks offer their services to business people only?
- 4) Does a current account bring interest to the client?
- 5) What's the difference between a current account and a deposit account?
- 6) What other services do banks offer to their clients?
- 7) Do banks keep in custody valuables free of charge?
- 8) Do banks provide short-term credit only?

Activity 2: find out the most suitable end to the following:



University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

1) Banks provide people with:

Foreign.....

Travellers'.....

Letters of.....

Overdraft.....

Personal.....

Money for.....

2) clients can ask their bank to pay their current expenses such as.....

Clients can rely on the bank to keep in safe custody their.....

In their business transactions with new partners clients' companies can enquire about... .. of the partners unknown to them.

At the bank

Mr. X, a foreigner, wants to open a bank account with a local bank.

Mr. X. - I would like to open an account here.

Bank Clerk. - Very well, sir. Here is a form you will have to fill in.

Mr. X. There may be a problem. You see, I'm a foreign resident.

Bank Clerk. - This is quite all right, sir. Quite a number of our clients are foreigners. Do you want to open a current account or a deposit account?

Mr. X.-Well, I'm going to stay and work here for a while, and I'd like my salary to be paid into my bank account. But I don't want to have to give notice before I can withdraw money.

Bank Clerk - It's obviously a current account you need.



University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

Mr. X.- How long will it take to open an account?

Bank Clerk.- (it) Doesn't take long, sir. Let me see... Today is Thursday, if you can complete this form today, your cheque -book will be ready for you on Tuesday.

Mr. X.- Fine. So my salary could be paid in at the end of the month.

Bank Clerk.- No doubt, sir.

Mr. X.- There are two questions I'd like to ask. Will this be the only place where I can cash a cheque?

Bank Clerk.- Oh no, sir. You can have them cashed at any of our branches.

Mr. X.- Good. And what about statements of account? How frequently does one get them?

Bank Clerk.- Normally, once a month. But we shall send one out after each transaction if you want us to.

Activity 3 : read the dialogue and answer the following questions

- 1) Why does Mr X want to open an account with this bank?
- 2) Why doesn't he want to open a deposit account?
- 3) How long does it take to get a cheque book in this bank?
- 4) Is this bank the only place where he can cash his cheques?
- 5) How frequently do the clients of this bank get their statements of account?
- 6) What is a statement of account? Why do clients need them?

Activity 4: answer the following questions:

- 1) How long does it take to open an account and get a cheque book in your country?
- 2) Do clients have to give notice to their bank before they can withdraw money from their current account?
- 3) Can clients withdraw money whenever they want to from a deposit account?
- 4) How frequently do you withdraw money from your giro account? (compte CCP), once a month? Twice a month?



University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

Key sentences

- 1- I'd like to change French francs into pounds
- 2- Your account is in red (overdrawn)
- 3- Should I (must I) cross the cheque?
- 4- He has opened a giro account.
- 5-My salary is paid into my account every month.
- 6-The holders of such deposit accounts must give seven day's notice before withdrawal
- 7- Savings accounts earn an interest
- 8- The last withdrawal dates back to the 27th of last month.
- 9- My contributions to the club are paid automatically by my bank
- 10- He wanted me to make out a blank cheque.
- 11- Why not you endorse the cheque to his (her) name.
- 12- My bank will lend me part of the sum.
- 13- He will find it hard to repay his loan.
- 14- Why has his (her) overdraft been discontinued?
- 15- He should not have borrowed so much.
- 16- This is the 5th bad cheque (dud check) we've had this month.
- 17- Please go to counter 6.
- 18- Please give me the rest in 5- pound notes.
- 19- The statement has still not reached me.
- 20- I have to (I must) replenish my account.



21- She hasn't drawn on her account for 3 weeks.

Activity5 :Put the correct word in each space.

account _ back _ banknotes _ borrowed _ change _ coin _ currency _ earn
lent _ note _ salary _ spend _ sum _ wages _ waste _ win

1. In the USA, "quarters" (25 cents) and "dimes" (10 cents) are types of _____.
2. In the United Kingdom, "a tenner" means a ten pound _____.
3. The US dollar, the Yen and the Euro are types of _____.
4. Hundred dollar bills and twenty pound notes are _____.
5. 2,000,000 Swiss francs is a large _____ of money.
6. I need to _____ some Euros into Australian dollars.
7. My friend _____ a hundred pounds from me.
8. I _____ a hundred pounds to my friend. When she can, she'll pay me
_____.
9. I buy a lottery ticket every week, but I never _____ anything.
10. Most dentists _____ at least £30,000 a year.
11. _____ are paid to employees weekly. _____ are paid to employees monthly.
12. In business, you have to _____ money to make money.
13. A: Do you have a bank _____?
B: Yes. I bank with the Bank of Scotland.
14. In my opinion, eating in expensive restaurants is a _____ of money.

1. What is Personal Banking?



Personal banking refers to the services that banks provide to individuals (not businesses). It includes:

- Opening and managing accounts
 - Depositing and withdrawing money
 - Accessing loans and credit
 - Saving and investing
 - Using debit/credit cards and online banking
-

2. Types of Bank Accounts

Checking Account

- Used for **daily transactions**
- Linked to **debit cards**
- Often no interest earned

Savings Account

- Used to **save money**
- Earns **interest**
- May have limited withdrawals per month

Other account types:

- **Certificate of Deposit (CD):** Fixed deposit for a set term with higher interest
- **Money Market Account:** Mix of checking and savings, usually higher interest



3. Key Banking Terms

Term	Meaning
Interest	Money earned or paid for the use of money
ATM	Automated Teller Machine – for cash and account access
Overdraft	Spending more than your balance (may incur a fee)
Minimum Balance	The least amount you must keep in your account
Direct Deposit	Employer deposits your paycheck directly to your account

4. Digital Banking

Modern banks offer:

- **Online banking:** Check balance, pay bills, transfer funds
- **Mobile banking:** Same as online, but through an app
- **Alerts:** Get texts or emails for low balances or suspicious activity

5. Why Use a Bank?

- Keeps your money **safe**
- Helps you **track spending**
- Builds **credit history** (if you borrow)
- Offers **convenience** (online, ATM, mobile)



Exercise: Personal Banking Basics

Part A: Multiple Choice (Choose the correct answer)

1. Which account is best for everyday transactions?
 - A) Savings account
 - B) Checking account
 - C) CD account
 - D) Loan account
2. What does “overdraft” mean?
 - A) Earning interest on your account
 - B) Depositing money into your account
 - C) Spending more than what is in your account
 - D) Transferring money to another account
3. Which tool lets you withdraw cash without going into a bank?
 - A) Debit card
 - B) Mobile app
 - C) Checkbook
 - D) ATM
4. What is the main benefit of a savings account?
 - A) Unlimited withdrawals
 - B) Higher interest earnings
 - C) Access to a credit line
 - D) Buying stocks

Part B: True or False



5. You can usually write checks from a savings account.
6. Banks always require you to go in person to open an account.
7. Mobile banking lets you transfer money between your accounts.
8. Keeping money under your mattress is safer than keeping it in the bank.

Sentence structure

I-Simple sentences :

A simple sentence has only one clause:



University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

The children were laughing.
John wanted a new bicycle.
All the girls are learning English.

II-Compound sentences :

A compound sentence has **two or more clauses**:

(We stayed behind) and (finished the job)
(We stayed behind) and (finished the job), then (we went home)

The clauses in a compound sentence are joined by **co-ordinating conjunctions**:

John shouted **and** everybody waved.
We looked everywhere **but** we couldn't find him.
They are coming by car **so** they should be here soon.

The common coordinating conjunctions are:

and – but – or – nor – so – then – yet

III-Complex sentences:

A complex sentence has a **main clause** and **one or more adverbial clauses**. Adverbial clauses usually come **after** the main clause:

Eg : Her father died when she was very young

>>>

Her father died (main clause)
when (subordinating conjunction)
she was very young (adverbial clause)



University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

Eg : She had a difficult childhood because her father died when she was very young.

>>>>

She had a difficult childhood (main clause)

because (subordinating conjunction)

her father died (adverbial clause)

when (subordinating conjunction)

she was very young (adverbial clause).

Some subordinate clauses can come **in front of** the main clause:

Eg : Although a few snakes are dangerous most of them are quite harmless

>>>>

Although (subordinating conjunction)

some snakes are dangerous (adverbial clause)

most of them are harmless (main clause).

A sentence can contain **both** subordinate and coordinate clauses:

Eg : Although she has always lived in France, she speaks fluent English because her mother was American and her father was Nigerian

>>>>

Although (subordinating conjunction)

she has always lived in France (adverbial clause),

she speaks fluent English (main clause)

because (subordinating conjunction)

her mother was American (adverbial clause)

and (coordinating conjunction)

her father was Nigerian (adverbial clause).

There are seven types of adverbial clauses:

	Common conjunctions
Contrast clauses	although; though; even though; while;



	Common conjunctions
Reason clauses	because;since; as
Place clauses	where;wherever; everywhere
Purpose clauses	so that; so; because + want
Result clauses	so that; so ... that; such ... that
Time clauses	when; before; after; since; while; as; as soon as; by the time; until
Conditional clauses	if; unless; provided (that); as long as

Investment banking

A/ Raising capital



University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

Ruth Henly works in an investment bank in New York. 'Unlike commercial banks, investment banks like ours don't lend money. Instead we act as **intermediaries** between companies and investors. We help companies and governments raise capital by **issuing securities** such as stocks and bonds - that is, we offer them for sale.

We often **underwrite** securities issues: in other words, we guarantee to buy the securities ourselves if we can't find other purchasers.

As well as **initial public offerings (IPOS)**, when companies offer stock for sale for the first time, there are other occasions when they **raise funds**. For example, they might want to expand their operations. or to **acquire** another company, or to reduce their amount of debt, or to finance a specific project. They don't only raise capital from the public: they can sell stocks or shares to **institutional investors** like insurance companies, **investment funds**- companies that invest the money of lots of small investors, and **pension funds** -companies that invest money that will later be paid to retired workers.

We also have a **stockbroking** and dealing department. This **executes orders** - buys and sells stocks for clients which is broking, and trades with our own money, which is dealing. The stockbroking department also offers advice to investors.'

BrE: flotation; AmE: initial public offering (IPO)

B/ Mergers and acquisitions

'Investment banks often represent firms in mergers, and **acquisitions** (see Unit 21), and **divestitures**. A divestiture is when a company sells a **subsidiary**- another company that it owns. Most of the **fee**- the money the company pays us for the service-will depend on us completing the deal successfully. This gives the bank a good reason to make sure that the transaction succeeds.'

C/ Consulting and research

'Large corporations have their own finance and corporate development departments. But they often use an investment bank like ours because, like a **consulting firm**, we can offer independent advice, and we have



a lot of experience in financial transactions. We also have a large network of contacts, and relationships with investors and companies that could be interested in a merger or acquisition.

It we've worked on a transaction with a company, we know a lot about its business. This means we can give advice about strategic **planning** - deciding what do to in the future - or **financial restructuring** - changing the way the business is financed. Large investment banks also have extensive **research** departments with **analysts** and **forecasters** who specialize in the **valuation** of different markets, industries, companies, securities and currencies. Analysts try to work out how much things are worth now, and forecasters study the prospects for the future.'

1/ Complete the table with words from A, B and C opposite and related forms. Put a stress mark in front of the stressed syllable in each word. The first one has been done for you.

Verb	Noun(s)	Noun for people	Adjectives(s)
acquire		-	-
advise			-
			analytical
institute		-	
invest			-
value		-	

2/ Complete the sentences from newspaper articles with words from the box.

Acquiring advised divesting fees IPOs merged underwritten

1. Deutsche Telekom's IPO was by Goldman Sachs.
2. During their acquisition of Mannesman, Vodafone were by UBS.



University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

3. Large multinationals are always less successful parts of their business as well as successful companies.
4. Big Wall Street banks earned millions of dollars in consulting from Enron before the company collapsed.
5. When Mitsubishi Tokyo Financial Group with UFJ Holdings, they became the world's biggest bank.

6. In 2000, the global value ofwas over 220 billion.

3/ Match the words in the box with the definitions below. Look at A, B and Composite to help you.

Financial restructuring consulting firm forecasters institutional investor

Strategic planning pension fund subsidiary valuation

1. A company of experts providing professional advice to businesses for a fee.
2. a financial institution that invests money to provide retirement income for employees.
3. deciding what a company is going to do in the future.
4. people who try to predict what will happen in the future.
5. a company that is partly or wholly owned by another one.
6. a financial institution that purchases securities.
7. making changes to how a company is financed.
8. establishing how much something is worth.



Linking words and their functions

Use this resource together with your linking words and functions network diagram.
The sentences below are designed to show you how to use a variety of linking words correctly.
The extent to which you can vary your sentence structures by using a number of different linking devices is commonly seen as a good measure of the maturity of your English writing skills.

ADDITION

Computers save a lot of tedious tasks **and** they are easy to use.

Not only do computers save a lot of tedious tasks, **but** they are **also** easy to use.

Computers save a lot of tedious tasks. They are **also** easy to use.

Computers save a lot of tedious tasks. They are easy to use, **too**.

Computers save a lot of tedious tasks. **What is more**, they are easy to use.

Computers save a lot of tedious tasks. **Moreover**, they are easy to use.

Computers save a lot of tedious tasks, **plus** they are easy to use.



Computers save a lot of tedious tasks. They are easy to use **as well**.

CONTRAST

Computers have provided many benefits, **but** they have also created the potential for disaster.

Computers have provided many benefits. **On the other hand**, they have created the potential for disaster.

Computers have provided many benefits. **However**, they have also created the potential for disaster. OR They have, **however**, created the potential for disaster as well.

While computers have provided many benefits, they have created the potential for disaster.

Whilst computers have provided many benefits, they have also created the potential for disaster.

Computers have not been 100% beneficial. **On the contrary**, they have created the potential for disaster.

Humans are capable of error **whereas** computers are not.

REASON

Work has become a lot more efficient **because** computers are now widely used.

Work has become a lot more efficient **since** computers are now widely used.

Work has become a lot more efficient **as** computers are now widely used.

Work has become a lot more efficient **due to** the widespread use of computers.



Work has become a lot more efficient **owing to** the widespread use of computers.

Work has become a lot more efficient **owing to the fact that** computers are now widely used.

EXAMPLE

When computers malfunction, there is the potential for chaos. **For instance**, people were worried about Y2K in the year 2000.

When computers malfunction, there is the potential for chaos, **such as** Y2K problems in 2000.

When computers malfunction, there is the potential for chaos. **An example of this** was concern about Y2K in 2000.

CONDITION

If we do not retain control of computers, they may begin to control us.

Unless we control computers carefully, they may begin to control us.

We should retain control of computers **lest** they begin to control us.

Computers are useful tools, **provided that** we use them for good purposes.

Computers are useful tools, **providing (that)** we use them for good purposes.

I allow my daughter to use the Internet **on the condition that** she has done all of her homework first.



CONCESSION

Although computers are extremely useful tools, we should not be too dependent on them.

Computers are very useful tools. **Nevertheless**, we should not become too dependent on them.

Computers are useful tools, **yet** we must not become too dependent on them.

In spite of the efficiency and usefulness of computers, we should not become too dependent on them.

Despite their usefulness, computers can be dangerous tools when wicked people spread evil messages through them.

EMPHASIS

It is **particularly** important that we retain control of computers rather than allow computers to control us.

It is **especially** important that we retain control of computers rather than let them control us.

Computers must be used wisely. **Above all**, we must control them rather than let them control us.



CONSEQUENCE

It is important for everyone to learn how to use computers to cope with modern life.

It is important for everyone to learn how to use computers in order to cope with modern life.

It is important for everyone to learn how to use computers so as to cope with modern life.

It is important for everyone to learn how to use computers so that they can cope with modern life.

It is important for everyone to learn how to use computers in order that they can cope with modern life.

RESULT/EFFECT

Computers can store an enormous amount of information and regularly update it, so they are being used more and more for research purposes.

Computers can store an enormous amount of information and regularly update it, and therefore they are being used more and more for research purposes. OR

Therefore, they are being used more and more for research purposes. /

Computers can store an enormous amount of information and regularly update it, and thus they are being used more and more for research purposes.

Thus they are being used more and more for research purposes.

Computers can store an enormous amount of information and regularly update it.

Consequently, they are being used more and more for research purposes.



Computers can store an enormous amount of information and regularly update it.

As a consequence, they are being used more and more for research purposes.

Computers can store an enormous amount of information and regularly update it, **and**
hence they are being used more and more for research purposes. OR

Hence they are being used more and more for research purposes.

EXPLANATION

The worldwide web, **that is** the Internet, is a valuable research tool.

The worldwide web, **in other words** the Internet, is a valuable research tool.

Note: A semi-colon can be used instead of a full-stop before linking words and phrases for some sentences which are very closely connected in meaning. American English tends to favour this more than British English. These connectors include conjunctive adverbs e.g. *however, therefore, nevertheless, moreover*, and transition phrases e.g. *for example, as a result, that is, in fact, when* they are followed by a main clause.

This resource was created by Year 13 ESOL students and Julie Luxton at BIS 2001.



Central banking

A/ The functions of central banks :

What are the main functions of central banks?

Well, most countries have a central bank that provides financial services to the government and to the banking system. If a group of countries have a common currency, for example the euro, they also share a central bank, such as the European Central Bank in Frankfurt.

Some central banks are responsible for monetary policy - trying to control the rate of inflation to maintain financial stability. This involves changing interest rates. The aim is to protect the value of the currency - what it will purchase at home and in other currencies.

In many countries, the central bank supervises and regulates the banking system and the whole financial sector. It also collects financial data and publishes statistics, and provides financial information for consumers. In most countries, the central bank prints and issues currency - putting banknotes into circulation. It also participates in clearing cheques (see Unit 21) and settling debts among commercial banks.

B/ The central bank and the commercial banks :

How exactly does the central bank supervise the commercial banks?

Well, commercial banks have to keep reserves - a certain amount of their deposits - for customers who want to withdraw their money. These are held by the central bank, which can also change the **reserve-asset ratio** - the minimum percentage of its deposits a bank has to keep in its reserves.



If one bank goes bankrupt, it can quickly affect the stability of the whole **financial system**. And if depositors think a bank is unsafe they might all try to withdraw their money. If this happens it's called a bank run or a **run on the bank**, and the bank will quickly use up its reserves. Central banks can act as lender of last resort, which means lending money to financial institutions in difficulty, to allow them to make payments. But central banks don't always **bail** out or rescue banks in difficulty, because this could lead banks to take risks that are too big.

C/ Central banks and exchange rates :

What about exchange rates with foreign currencies?

Central banks manage a country's reserves of **gold** and foreign currencies. They can try to have an influence on the **exchange rate** - the price at which their currency can be converted into other currencies. They do this by **intervening** on the **currency markets**, and moving the rate up or down by buying or selling their currency. This changes the balance of **supply** - how much is being sold - and **demand** - how much is being bought.



Islamic banking

A/Interest-free banking :

Some financial institutions do not charge interest on loans or pay interest on savings, because it is against certain ethical or religious beliefs. For example, in **Islamic** countries and major financial centres there are Islamic banks that offer **interest-free banking**. Islamic banks do not pay interest to depositors or charge interest to borrowers. Instead they invest in companies and share the profits with their depositors. Investment financing and trade financing are done on a **profit and loss sharing (PLS)** basis. Consequently the banks, their depositors, and their borrowers also share the risks of the business. This form of financing is similar to that of **venture capitalists** or **risk capitalists** who buy the shares of new companies.

B/ Types of accounts :

Current accounts in Islamic banks give no return-pay no interest -to depositors. They are a **safekeeping** arrangement between the depositors and the bank, which allows the depositors to withdraw their money at any time, and permits the bank to use this money. Islamic banks do not usually grant overdrafts on current accounts,

Savings accounts can pay a return to depositors, depending on the bank's **profitability**: that is, its ability to earn a profit. Therefore the amount of return depends on how much profit the bank makes in a given period. However, these payments are not guaranteed. There is no fixed **rate of return**: the amount of money the investment pays, expressed as a percentage of the amount invested, is not fixed. Banks are careful to invest money from savings accounts in relatively risk-free, short-term projects.



Investment accounts are **fixed-term** deposits which cannot be withdrawn before maturity. They receive a share of the bank's profits. In theory, the rate of return could be negative, if the bank makes a loss. In other words, the capital is not guaranteed.

C/ Leasing and short-term loans:

To finance the purchase of expensive consumer goods for personal consumption, Islamic banks can buy an item for a customer, and the customer repays the bank at a higher price later on. Or the bank can buy an item for a customer with a **leasing or hire purchase** arrangement. Another possibility is for the bank to lend money without interest but to cover its expenses with a service charge.

If a business suddenly needs very short term capital or **working capital** for unexpected purchases and expenses, it can be difficult to get it under the PLS system. On the other hand, PLS means that **bank-customer relations** are very close, and that banks have to be very careful in evaluating projects, as they are buying shares in the company.

Conventional banks :

- Pay interest to depositors.
- Charge interest to borrowers.
- Lend money to finance personal consumption goods.

Islamic banks :

- Give no return on current accounts, share profits with holders of savings accounts and investment accounts.
- Share borrowers' profits (or losses).
- Buy items for personal customers with a leasing or hire-purchase arrangement.

1/ Match the two parts of the sentences. Look at A opposite to help you.

1. The basic feature of Islamic banking
2. Instead of charging and paying interest
3. Depositors in Islamic banks



University of Algiers3

Faculty of economics, Commercial and Management Sciences

Department of Commerce Sciences

4. Businesses that borrow from Islamic banks
5. Islamic banks operate in a similar way
 - a. do not receive a fixed return.
 - b. have to share their profits with the bank.
 - c. Islamic banks and their customers share profits and losses.
 - d. is that it is interest-free.
 - e. to venture capitalists who buy companies' stocks or shares.

2/Which of the following statements could be made by customers of Islamic banks and which by customers of conventional banks? Look at B opposite to help you.

1. I get 1.5% on my current account and 3% on my savings account.
2. I get a variable rate of return on my savings account, depending on the bank's profitability.
3. If I open a five-year investment account, I won't be able to withdraw my money during this period, but I will receive a share of the bank's profits.
4. They offered me an overdraft of up to one month's salary.
5. If the bank makes a loss I could lose part of my savings.

3/ Make word combinations using a word from each box. Then use the word combinations to complete the sentences below, Look at A, B and C opposite to help you.

Investment	capitalists
service	capital
risk	charge
working	account

1. All businesses needfor everyday purchases and expenses.
2. I don't pay interest but the bank adds ato cover its expenses.
3. Islamic banks are like the who buy the shares of new companies.



4. The bank pays me some of its profits on the money I have in my

Commercial and retail banking

When people have more money than they need to spend, they may choose to save it. They deposit it in a bank account, at a commercial or retail bank, and the bank generally pays interest to the depositors. The bank then uses the money that has been deposited to grant loans - lend money to borrowers who need more money than they have available. Banks make a profit by charging a higher rate of interest to borrowers than they pay to depositors.

Commercial banks can also move or transfer money from one customer's bank account to another one, at the same or another bank, when the customer asks them to.

Credit

Banks also create credit - make money available for someone to borrow - because the money they lend, from their deposits, is usually spent and so transferred to another bank account.

The capital a bank has and the loans it has made are its assets. The customers' deposits are liabilities because the money is owed to someone else. Banks have to keep a certain percentage of their assets as reserves for borrowers who want to withdraw their money. This is known as the reserve requirement. For example, if the reserve requirement is 10%, a bank that receives a € 100 deposit can lend € 90 of it. If the borrower spends the money and writes a cheque to someone who deposits the 90, the bank receiving that deposit can lend € 81. As the process continues, the banking system can expand the first deposit of € 100 into nearly € 1,000. In this way, it creates credit of almost € 900.

Loans and risks

Before lending money, a bank has to assess or calculate the risk involved. Generally, the greater the risk for the bank of not being repaid, the higher the interest rate they charge. Most retail banks have standardized products for personal customers, such as personal loans. This means that all



customers who have been granted a loan have the same terms and conditions - they have the same rules for paying back the money.

Banks have more complicated risk assessment methods for corporate customers - business clients - but large companies these days prefer to raise their own finance rather than borrow from banks.

Banks have to find a balance between liquidity - having cash available when depositors want it - and different maturities - dates when loans will be repaid. They also have to balance yield - how much money a loan pays - and risk.

1. Complete the sentences from banks which fits. Look at A and C opposite to help you.

1. if you need instant access to all your money, this is the the..... for you

2. Our products for include business overdrafts, loan, repayments that reflect your cash flow, and commercial mortgages.

3. Our local branch managers are encouraged to help local businesses and are authorized to..... and overdrafts.

4. We offer standardized loans: you can be sure you won't get less favourable terms and..... than our other

2. Match the two parts of the sentences. Look at A, B and C opposite to help you.

I Banks lend savers deposits

1. 2 They also create credit by

3 How much credit banks can create



4 Before lending money,

5 The interest rate on a loan 6 Banks always need liquidity,

a banks have to assess the risk involved.

b depends on the reserve requirements. c depends on how risky it is for the bank to lend the money,

d so they can't lend all their money in loans with long maturities

e lending the same original deposit several times.

f to people who need to borrow money.

20.3 Find verbs in A, B and C opposite that can be used to make word combinations with the nouns below. Then use some of the verbs to complete the sentences.

2.

3. Interest

..... risks

4.

.....

5.

6.

7. money

8.

9.

1 With standardized products, all customers are the same interest rate.

2 Banks generally know from experience how much cash to keep in their reserves for customer who want to it



10. 3banks carefully study the financial situation of a company to the risk involved in lending it money.
11. Over to you
12. Look at some commercial bank websites from your country. Which bank offers the best rates to borrowers and lenders ?

Essay Writing

An essay is a related group of paragraphs written to entertain, inform, or persuade. The essay is merely a collection of paragraphs about the same subject, and with a more definite beginning, middle, and end. An essay consists of three parts: the introduction, the body, and the conclusion.

1. The Introduction

The **introduction** of an essay—the opening paragraph—has two main purposes: to grab the reader's attention and to introduce the thesis statement, or main point, of the essay.

- ✓ To grab the reader's attention, you need a catchy opening, something that will make a reader perk up and want to read on.
- ✓ Another function of the introduction is to present **the thesis statement**—a single sentence that sums up what the essay is about. Usually, the thesis statement is the last sentence of the first paragraph.



University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

Here are some examples of thesis statements:

- a. The entertainment industry should start giving an Oscar to the best benefit show.
- b. The qualities I like best in a teacher are fairness, knowledge, wit, and compassion.
- c. Religious symbols, such as crosses and menorahs, should be kept out of our public parks.
- d. People usually go into debt for three reasons: unemployment, lack of budgeting, and running credit cards to the limit.

The thesis statement, in fact, is like a big topic sentence. It gives the point of the entire essay, whereas the topic sentence gives the point of a paragraph. Basically, that is the only difference between them.

2. The Body

The **body** of an essay consists of all the sub-ideas that prove your thesis statement. Each sub-idea is expressed in a separate paragraph with its own topic sentence.

Here are some examples of thesis statements and the topic sentences of the three paragraphs that make up the body of the essay. Notice that all the topic sentences that follow are already nested in the thesis statements

Thesis statement: Before you leave on vacation, take these easy steps to prevent a home burglary.

First topic sentence: Ask a neighbor to pick up your morning newspaper from the front of your house.

Second topic sentence: Leave on some lights in the house.

Third topic sentence: Let friends and neighbors know that you will be gone.



University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

Thesis statement: It took a while, but after my father's death, I discovered how to deal

with grief: accept it, hold on to hope, and keep busy.

First topic sentence: I simply accepted what had happened.

Second topic sentence: I held on to the hope that life still offered some goodness.

Third topic sentence: I kept busy with schoolwork and some social life.

Thesis statement: A brisk 30-minute walk every day will increase your cardiovascular fitness, tone up your muscles, and help you to relax.

First topic sentence: A daily, brisk 30-minute walk will help your cardiovascular fitness.

Second topic sentence: The second benefit of a daily, brisk 30-minute walk is improved muscle tone.

Third topic sentence: Finally, a daily, brisk 30-minute walk will help you to relax.

3. The Conclusion

The **conclusion** of your essay summarizes your opinions and leaves the reader with a final thought. A good conclusion does not leave the reader dangling. Rather, it ends the essay gracefully and with a sense of finality. Below are conclusions for the burglary essay and for the essay on overcoming grief:

- ✓ Taking these three steps may not guarantee that your house will not be burglarized, but at least you will know that you've done your best to prevent a burglar from stealing your treasures.
- ✓ Of course, I still get sad sometimes when I think of my dad. But I now cherish the memories of him, as he would want me to do. I also know that Dad would want me to live my life to the fullest, just as he did.



These conclusions are good because they do not merely parrot back the thesis sentence. Instead, they sum up what the writer has said in the body of the essay and add, as a finishing touch, a final thought.

An essay consists of three parts:

- An introduction with its thesis statement.
- A body of paragraphs, each with a topic sentence that proves the thesis statement.
- A conclusion that gives the essay a sense of finality.

Business vocabulary



University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

جامعة الجزائر3
كلية العلوم الاقتصادية والعلوم التجارية وعلوم التسيير
قسم العلوم التجارية

A

Accounts
Actively managed funds
Actuary
Administration
Allocation rate
Annuity
Arbitrage
Asset stripping
Auditors



University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

جامعة الجزائر 3
كلية العلوم الاقتصادية والعلوم التجارية وعلوم التسيير
قسم العلوم التجارية

B

Balance of payments
Balance sheet
Bank of England
Bank of England's inflation report
Bond
Budget
Business cycle
Buy-out

C

Capital account
Capital gain
Central bank
Collateral
Commercial paper
Commodity
Competition Commission
Consumer confidence
Contents insurance
Corporate raiders
Corporation tax
Current account

D

Day trading
Deflation
Demand-pull inflation
Depression



Derivatives

Discount mortgage

Dividend

Dividend yield

E

Earnings

Economic growth

Economies of scale

Elasticity

Enterprise value

Equity

Ethical investment

European Central Bank

Externalities

F

Final salary pension scheme

Financial Services Authority

Financial year

Fiscal policy

Fiscal year

Fixed costs

Fixed-rate mortgage

Flexible mortgage

Foreign exchange (Forex)

Freehold

FTSE 100 index

FTSE 250

FTSE 350

FTSE All-Share



FTSE SmallCap

FTSE TechMARK

FTSE4Good

Futures

G

Gazumping

Gazundering

Gearing

Gilts

Glass-Steagall Act

Gold

Golden handcuffs

Golden handshake

Golden hello

Golden parachute

Golden rule

Golden share

Greenback

Grey knight

Gross domestic product (GDP)

Gross national product (GNP)

Ground rent

Group of Eight (G8)

Group of Seven (G7)

Guaranteed annuity rate

Guarantor



H

Half year

Hang Seng

Hedge funds

Home reversion plan

Horizontal merger

Hostile takeover

House price surveys

Hyperinflation

I

Income protection insurance

Income statement

Income tax

Independent financial adviser (IFA)

Individual savings account (Isa)

Industrial output

Inflation

Inflation measures

Inheritance tax

Insider trading

Institutional investor

Interest-only mortgage

Interim

Investment trust

Invisible hand

Irrational exuberance

J

Joint account



K

Keynesian economics

L

Laissez-faire

Leasehold

Leveraged buyout

Libor rate

Liquid asset

Lloyd's of London

Loan-to-value

London Stock Exchange

M

Macroeconomics

Managed fund

Manufacturing output

Margin

Median

Merger

Microeconomics

Minimum wage

Monetarism

Monetary policy committee

Money supply

Monopoly

Mortgage broker

Mortgage indemnity protection/guarantee

Mortgage term



University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

Mutual

Mutual fund

N

Naked short-selling

Nasdaq

National Economic Council

NIESR

National debt

National insurance

Negative equity

Net asset value

New York Stock Exchange

Nikkei 225

Nominal interest rate

Nominal values

Non-executive director

O

Occupational pension scheme

Office for National Statistics (ONS)

Office of Fair Trading (OFT)

Offshore account

Old Lady of Threadneedle Street

Oligopoly

Open-market operations

Operating profit/loss

Option

Ordinary residence

Ordinary share



Organisation for Economic Cooperation and Development

Organisation of petroleum exporting countries (Opec)

Overdraft

P

Pay As You Earn (PAYE)

Percentage change

Permanent interest-bearing shares (Pibs)

Personal loan

Poison pill

Ponzi scheme

Portfolio

Pound

Poverty trap

Precipice bonds

Preference shares

Preliminary announcement (prelim)

Premium bonds

Price to earnings ratio (PE ratio)

Primary discount rate

Privatisation

Producer price index

Profit and loss account

Profit Participating Deferred Shares

Profits

Public company

Purchasing Managers' Index (PMI)

Purchasing power parity



Q

Quantitative easing

Quantity theory of money

Quarterly report

Quota

R

Random walk theory

Rate of return

Ratings agencies

Real estate investment trusts

Recession

Regressive tax

Retail Prices

Rights issue

Royal Mint

S

Savings account

Security

Share

Shareholder

Short selling

Special liquidity scheme

Square Mile

Stock

Stock exchange

Swaps



T

Takeover

Tax haven

Trade balance

Treasury

U

Underwriter (shares)

Unemployment

V

Value added tax (VAT)

Volume

W

Wall Street

Without-profits policy

Write down, write off

Y

Yen carry trade

Yield

Z

Zero interest rates



Conclusion :

As can be observed, this manual is comprehensive enough to be used as a course book. It represents an initial attempt to serve as a **guideline for language acquisition**, intended for students. It can also be used as a **supportive resource** for learning English. In addition, it offers a variety of texts and materials that can serve as practical **examples and samples** for classroom use.

However, this manual includes a substantial number of texts from the teacher's side, as it does not primarily focus on the **gradual progression of language acquisition**. The gaps left between the various sections are intended to be filled by the teacher, who plays a key role in adapting and supplementing the material according to the learners' needs.

Nevertheless, the manual is designed to be used as a **complete and coherent course book**, to be followed from beginning to end.

This manual may be regarded as sufficiently comprehensive to serve as a course book. It constitutes an initial pedagogical attempt, offering a structured framework for language acquisition that may be used by both students and learners as a practical guide. In addition to its instructional function, it provides a range of texts and linguistic materials that may be exploited as



reference models or illustrative samples in classroom settings. the manual incorporates a substantial amount of input from the teacher's side, as it does not explicitly emphasize a systematic progression of language learning. Consequently, the gaps between units and linguistic elements are intentionally left to be addressed and supplemented by the instructor, who plays a central role in facilitating continuity and coherence throughout the learning process.

As a future direction, our objective is to design a more comprehensive and pedagogically progressive course book that more thoroughly addresses the evolving needs of learners. Such an effort would focus on the structured development of language proficiency, ensuring that each component builds upon the last in a coherent and cumulative manner.

References :

1. Bill Mascull, business vocabulary in use, third edition, Cambridge University Press 2002.



University of Algiers3
Faculty of economics, Commercial and Management Sciences
Department of Commerce Sciences

- 2.Cate Farrall ,Marianne Lindsley ; Professionnel English in Use, Marketing ; Cambridge University Press 2008.
- 3.Fiona Talbot, How to Write Effective Business English : the essential toolkit for composing powerful letters, emails and more, for today's business needs - 1st ed, London, United Kingdom , 2009
3. Ian MacKenzieK , professionnel English in use ;finance ,Cambridge University Press, July2006.
- 4.Louis Pil,Susan Lowe, Intelligent business, teacher's book, the economist , second impression,Longman, England
- 4.Rawdon Wyatt, Business and Administration, fourth edition,2007
5. Svetlana Pilucka, Business English, Daugavpils Pedagogiska University, 1998.
6. Susan Lowe, Louis Pil, businessenglish language practice grammar and vocabulary, Delta publishing, England.
7. <https://www.udemy.com/course/finance-accounting-business-english-vocabulary-concepts/?srsltid=AfmBOoqbkkRkjQmwb1old40tADHd7pjZUv1Gc48RvGM8WJxvzleHo8Qz>