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Faculty of Economics, Commerce and Management Sciences
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Pedagogical Print for First-Year Bachelor's Students in Economics

Business English 1 (Lessons and Exercises)

(According to the syllabus prescribed by the Ministry of Higher Education and Scientific Research)

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Content:

| | |
|--|-------------|
| Introduction | I-II |
| <u>Unit 01: Socializing (Greetings, Introductions & Goodbyes)</u> | 01 |
| A. Warm-up: Greetings | 02 |
| B. Introductions | 03 |
| B. 1. Introducing yourself | 03 |
| B. 2. Introducing others | 04 |
| B. 3. Small talk | 05 |
| C. Goodbyes | 06 |
| Exercises | 07 |
| Homework | 08 |
| Language review: Subject Pronouns & Possessive Adjectives | 08 |
| Exercises | 08 |
| <u>Unit 02: Business Meetings</u> | 09 |
| A. Preparing for the meeting | 10 |
| B. Chairing a meeting | 11 |
| B. 1. Welcoming attendees and starting the meeting | 12 |
| B. 2. Introducing the topic and outlining the agenda | 12 |
| B. 3. Inviting attendees to participate | 13 |
| B. 4. Dealing with distractions and staying on topic | 13 |
| B. 5. Summarizing and concluding the meeting | 13 |
| C. Participating in a meeting | 14 |
| C. 1. Agreeing and disagreeing | 14 |
| C. 2. Expressing opinions | 15 |
| C. 3. Making suggestions | 15 |
| C. 4. Asking questions and interrupting | 15 |
| Exercises | 16 |
| Homework | 17 |
| Language review: Capitalization & Punctuation | 17 |
| Exercises | 17 |

| | |
|--|-----------|
| Unit 03: Saying Numbers | 19 |
| A. Numbers & Years | 20 |
| A. 1. The number “Zero” | 20 |
| A. 2. One to ninety-nine | 20 |
| A. 3. Larger numbers | 21 |
| A. 4. Years, Decades, Centuries & Millennia | 21 |
| B. Ordinal numbers & Parts of numbers | 23 |
| B. 1. Ordinal numbers | 23 |
| B. 2. Parts of numbers | 23 |
| B. 3. Sequence of numbers | 24 |
| C. Numbers & Money | 25 |
| C. 1. Amounts of money | 25 |
| C. 2. Approximate amounts | 25 |
| Exercises | 26 |
| Homework | 27 |
| Language review: The Present Simple & Time expressions with “in, on, at” | 28 |
| Exercises | 28 |
| Unit 04: Money | 30 |
| A. The concept of money and currency? | 31 |
| A.1. What is money? | 31 |
| A.2. What is a currency? | 31 |
| B. Forms of money | 32 |
| C. Functions of money | 34 |
| D. Measuring money supply | 34 |
| Exercises | 35 |
| Homework | 36 |
| Language review: The past simple & Demonstratives: this, that, these, those | 37 |
| Exercises | 38 |

| | |
|---|-----------|
| Unit 05: Work and Jobs | 39 |
| A. Work vs. Job (meaning & differences) | 40 |
| A. 1. The meaning of ‘work’ and ‘job’ | 40 |
| A. 2. Key differences between ‘work’ and ‘job’ | 40 |
| B. Asking about someone’s job | 41 |
| C. Essential vocabulary related to ‘work’ and ‘job’ | 42 |
| D. Ways of working | 43 |
| E. Describing jobs | 44 |
| Exercises | 45 |
| Homework | 47 |
| Language review: Articles: a/an, the & Placement of adjectives | 47 |
| Exercises | 48 |
| Unit 06: Talking about leisure and hobbies at the workplace | 50 |
| A. The meaning of leisure and hobbies | 51 |
| A. 1. What is leisure? | 51 |
| A. 2. What is a Hobby? | 51 |
| B. Forms of leisure activities | 51 |
| C. Describing hobbies and leisure activities | 54 |
| D. Leisure and work (Work-life balance) | 55 |
| Exercises | 56 |
| Homework | 58 |
| Language review: Adverbs and Expressions of Frequency & Modals | 59 |
| Exercises | 60 |
| Conclusion | 61 |
| Answer Key to Exercises | 62 |

Introduction:

Studying English in general, and Business English in particular, is essential for university students in fields of economics, commerce, and management sciences, as it enhances their business vocabulary and communication skills, which are important for both academic success and future career opportunities. Studying Business English enables students to communicate their ideas effectively, which is crucial for writing essays, making presentations, and engaging in classroom discussions. It also familiarizes them with industry-specific language and concepts, enhancing their understanding of course materials and preparing them for internships and future job opportunities. Additionally, it provides students with the tools to produce high-quality written assignments, such as internship reports and research papers and theses, which are vital for their studies, especially with the new shift of the Algerian Ministry of Higher Education and Scientific Research toward adopting teaching in English across all the country's universities.

This pedagogical print is specifically designed for the first-year bachelor's students of economics at the faculty of economics, commerce, and management sciences, Setif 1 University. It only covers the units that should be taught in the first semester according to the last syllabus prescribed by the Algerian Ministry of Higher Education and Scientific Research.

1. Syllabus Description:

All the lessons of the first year are introductory lessons that acquaint students with Business English vocabulary and help them to develop their understanding of the basic concepts related to their field of study. The first semester includes six main units, which are related to socializing, business meetings, saying numbers, money, work and jobs, and talking about leisure and hobbies at the workplace. In addition to reviewing various aspects related to language and grammar. The teacher should deliver the lessons in such a distinctive way by setting clear objectives, engaging students with interactive techniques, and creating a positive learning environment. Each unit needs to be dealt with about 2 sessions divided between the main topic and reviewing language.

2. Learning Objectives:

Through studying these units, students will be taught the correct vocabulary and grammar structures for specific tasks. Each unit contains a business topic supported by examples and exercises that simulate real-life situations that students may face in the future. The course intends to develop students' confidence and fluency in using English in specific contexts. The participation of students in answering different questions and exercises help them improving their speaking and writing skills, and learning how to apply theoretical knowledge to practical situations.

3. Learning Outcomes:

After studying all these units, students will be able to:

- Learn the basic vocabulary related to each topic studied in each unit;
- Understand the meaning of the key concepts used in the business world concerning these topics;
- Know the difference between terminologies that are close in meaning to each other;
- Master the basic grammar and language rules, which helps students to communicate clearly, boost confidence in both spoken and written expression, and to convey their ideas more credibly in personal and academic settings.

4. Prerequisite Knowledge:

To effectively study Business English course, students should have a basic understanding of general English, including grammar, vocabulary, and sentence structure. They also need to be familiar with some essential business concepts and terminology, as well as have some reading comprehension skills and basic writing and listening abilities.

5. Ways of Evaluation:

There are many ways that can be used to assess the extent to which students have understood the lessons. But the teacher can focus on the following criteria:

- The participation and engagement in class discussions during delivering the lessons;
- Tracking attendance and discipline in the classroom;
- Administering in-class quizzes and tests and assigning homework;
- Conducting the final exam at the end of the semester.

Unit 01:



Socializing (Greetings, Introductions & Goodbyes)

Greetings and introductions are the first thing we do when we meet people or someone new.

In this unit the students will learn how to greet, introduce and say goodbye to someone whether in a **formal** or **informal** ways. (**Formal:** is more polite and used if we don't know the person. **Informal:** is used when talking to friends or persons we know very well!).



Language review: Subject Pronouns

Possessive Adjectives

A. Warm-up: Greetings

When we meet a person or a group of persons for the first time, we greet each other. These greetings are done in different ways according to the different cultures and also vary depending on the relationship between the two persons or groups involved. The table below summarizes some words, phrases and expressions that we can use when we want to greet someone, with a sample response to each word or phrase.

| Formal greetings | | Informal greetings | |
|--|---|---|---|
| word or phrase | Sample response | word or phrase | Sample response |
| Hello, Hello Mr. Mrs. ... | Hello. | Hey. / Hi. | Hey. / Hi. |
| Good morning/afternoon/ evening/ night*... | Good morning/afternoon/ evening/ night... | How are things? How's everything? | Good. |
| How are you? | Fine. Thank you And you. | How's it going? | Not bad. |
| How do you do?** | How do you do? | What's up? What's new? What's going on? | Nothing. Nothing much. Nothing special. |

*'Good morning' is used until noon after which one uses 'good afternoon' until 4 pm. Anytime after 4 pm. we say 'good evening' even if the time is not evening but night. 'Good night' is used at leave taking after the evening.

**The phrase '*How do you do?*' isn't a real question. It's a formal greeting used only when meeting someone for the first time, and the standard reply is '*How do you do?*' not for example: '*Fine, thank you*'.

Example:

- a. Hello, Mr. Levinson. How are you? b. I'm very well thank you. And you? **(Formal)**
 a. Hi, Sarah. How are things? b. Oh fine. You know how it is. **(Informal)**

B. Introductions

Greetings are generally followed by introductions where you either introduce yourself or the person/s accompanying you. There are a lot of different places and contexts where you might need to introduce yourself or others (in a classroom, in a job interview, in a new job or activity...etc.). So knowing the context and the audience is very important in this case. In social situations, we can introduce ourselves without any considerations. However, in the business world introductions are based on a person's rank or position in an organization. The person with highest position is introduced first and the others follow in order of their position. If you introduce two people of equal rank to each other, introduce the one you know less to the one you know better.

B.1. Introducing yourself

To introduce yourself properly you must tell some necessary information and things about yourself. Some are considered basics and others are just options.

❖ The basics:

1. **Greetings:** (Formal or informal as we have seen above).
2. **Name:**
 - I am (I'm)..., My name is (My name's) ...
 - This is... (Especially on the telephone).
3. **Location: (Where are you from, where are you living)**
 - I'm from..., I come from...
 - I was born in...and grew up/ raised in..., but now I live in...
 - I'm originally from..., but I'm now based in...

❖ The options:

4. **Position and job:**
 - I work at/for... "*company name*", I work in... "*general area*".
 - I work as a/an... "*manager/accountant*..."
5. **Qualifications: (Especially in job interview)**
 - I have Baccalaureate degree (diploma) from...secondary/high school.
 - Now, I'm studying *Economics* at Setif 1 University.
 - I'm taking *English/French/Spanish*...courses at.... "*center/school*".
 - I have bachelor of arts degree in..."*marketing/management*"...

6. Experience:

- I have ...years of experience in
- I have worked in the.... field for...years.

7. Family:

- I'm from a family of ...
- I'm one of siblings.
- I'm an only child.

8. Hobbies:

- I really like *running/cooking/swimming*...
- I really enjoy *drawing/watching movies*...
- I'm a big fan of...
- I'm a keen *soccer/tennis* player.

9. Age:

- I'm ... years old.
- I'm in my early/mid/late + *decade*.

10. Fun facts:

- An interesting fear.
- A weird like or dislike.
- A strange achievement or extraordinary experience.

Example:

Good morning, everyone.

My name is Omer. I am 18 years old. I am from a family of four. I'm originally from Constantine, but now I live in Setif City. I'm studying Economics at Setif 1 University, and I'm taking English courses at the Intensive Language Teaching Center (ILTC), University of Setif1. I have three years of experience in sales. I really like swimming, and I am a big fan of fitness classes.

B. 2. Introducing others

In social or business contexts, we frequently meet new people. Very often, you may be introduced to unknown people by someone who is already known to you. Certainly,

you also need to introduce other people who are unknown to your family members, friends or colleagues. To introduce someone, you should give some details about the person (his/her name, place where he/she lives, works or studies, his/her qualifications or hobbies...etc.)

When you are in a formal situation, you should use formal language such as the following expressions:

- Would you please allow me to introduce ...
- I would like to introduce you to...
- May I introduce...
- Please let me introduce you to...

Example:

‘**Hello** everybody! **I would like to introduce** our new administrative officer, David Robinson. He is an Oxford graduate in management studies...’.

In an informal setting, introducing others is often made simply by saying: ‘This is (*name*). You don’t need to be that careful about what you say as you need to be in a formal context.

Example:

Ali: Adam, **this is** Abraham.

Adam: **Hi**, nice to meet you.

Abraham: Nice to meet too.

Ali: Abraham is my cousin.

B. 3. Small talk

When you meet someone especially for work, it is important to have a short social conversation about common interests before you actually begin to talk shop. This is called ‘small talk’.

Small talk helps to build relationship and create a favorable environment for talking business and to put people at ease before they get down to business. It may also help to develop a better understanding of the person that you are doing business with.

Example:

Mr. Gupta: it's a lovely weather today! Isn't it?

Mr. Burns: Yes. It is indeed.

Mr. Gupta: how was your flight?

Mr. Burns: it was very good. Thank you.

Mr. Gupta: Is this your first visit to India?

Mr. Burns: No. it isn't. I first came here ten years ago for a Trade Fair.

Mr. Gupta: Would you like something to drink before we start the meeting?

Mr. Burns: No. thank you.

Mr. Gupta: So let get down to business.

C. Goodbyes

When leaving someone you have many words or phrases to say to them. You can choose formal or informal farewells depending on the relationship with the person. The table below shows some of these words or phrases that we can use when we want to leave someone, with a sample response to each word or phrase.

| Formal goodbyes | | Informal goodbyes | |
|---|------------------------------------|--|---|
| word or phrase | Sample response | word or phrase | Sample response |
| Goodbye. | Goodbye. | Bye / bye-bye. | Bye / bye-bye |
| Good day/ night. | Good day/ night. | Bye for now. | |
| Have a good (nice) day/ weekend/ time! | Thank you. You too. | See you (ya). See you (ya) later. I gotta go. So long! friends (folks). Bye. | See you (ya) See you (ya) later. Bye. |
| It was nice (pleasure) to meet (see) you. | It was nice to meet (see) you too. | I'm off. | Ok. Bye. . |
| I look forward to see you again. | Same to me. | Take care. Take it easy. | You too. |

Exercises

Exercise 1: Put the words or phrases from the panel in the correct columns in the table below?

| Greetings | Introductions | Goodbyes |
|--|---------------|----------|
| | | |
| Hello. Goodbye. Hi. How do you do? This is my cousin. See you later. Bye. What's up? May I introduce you to my new friend. Take care. | | |

Exercise 2: Do you use formal (F) or informal (I) language with the following people? Write (F) or (I) in the brackets?

1. Your grandfather. ()
2. Your neighbor's son. ()
3. Your teacher. ()
4. Your colleague in the office. ()
5. A stranger you meet on the train. ()
6. Your classmate. ()
7. Your friends. ()

Exercise 3: Look at the example above (in the section B. 1). Then you practice introducing yourself. Use the clues given below.

A greeting word/expression.

Name

Age

Numbers of your family

Location where you live

Studies/Qualifications

Place of study/work

Experience

Hobbies

Exercise 4: Put students in groups of 3 or 4 and give them few minutes to get to know each other. Then have them practice introducing each one to another. Each student should say some necessary information about the other (their name, what they do/study, how they know each other, ... etc.)

Homework: Practice introducing yourself, with one of your family members. Use information that you have learned in this lesson?



Language review: Subject Pronouns & Possessive Adjectives

- **Subject Pronouns:** I, you, he, she, it, we, you, they.
- **Object pronouns:** me, you, him, her, it, us, you, them.
- **Possessive pronouns:** mine, yours, his, hers, ours, yours, theirs.
- **Possessive Adjectives:** my, your, his, her, its, our, your, their.
- **Wh-questions words:** what, when, where, why, who, which.

Exercise: Fill in the blanks with the correct pronouns or possessive adjectives?

1. My brother is a teacher. teaches English.
2. Ali didn't invite me towedding party.
3. Who are those people? Where arefrom?
4. When will you go back tocountry?
5. Hello everyone, today's lesson is about 'the company and departments'.
6. I have done my homework, but my sister hasn't done
7. What do you think of this pant? I likeIt's very nice!
8. This phone is You left it on the table.
9. Who is this man? Askwhat he is doing here.
10. Where are my keys? I can't find.....

(Statements **3, 4, 7, 9** and **10** are examples on **WH**- questions words)

Unit 02:

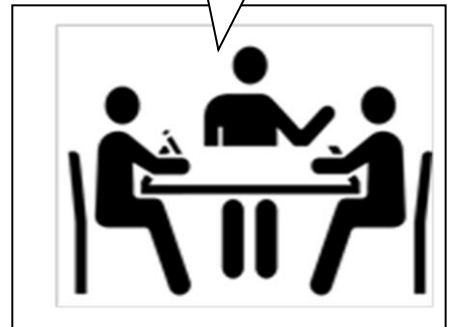


Business Meetings

Business meetings are essential for team working and getting things done in the organizations. A business meeting is a gathering of two people or more for the purpose of discussing business matters and making decisions related to these matters in the company. Business meetings are generally conducted face to face in an office. However, with the rise of video-conferencing technologies, participants can join a meeting from anywhere.

In this unit students will learn the basic vocabulary related to business meetings, and they will identify and understand the different processes or steps in holding a meeting.

I've called this meeting to discuss how to reduce costs in the IT department.



Language review: Capitalization

Punctuation

A. Preparing for the meeting

There are many things to prepare when managing a business meeting. These include:

1. Arranging the documents involved in the meeting: **the minutes** of the previous meeting, a meeting **agenda**, sending **a memo to the committee members**, and **the attendance list**.
2. Setting up the meeting room, and providing all the necessary equipment (computers, white board, overhead projector, video recorder, microphone, ...etc).

In general, **the Secretary** is the person who is responsible for doing the tasks mentioned above **The Chairperson** (the executive of the company) is responsible for chairing and leading the meeting.

Example:

Executive: The Sales Department meeting is scheduled for this Tuesday morning.

Have you sent a memo to everyone on the committee?

Secretary: Yes, sir. I have.

Executive: And have you typed up the agenda?

Secretary: No. I haven't done that yet. I will take care of that as soon as possible. Do you need me to take the minutes again?

Executive: Yes. And I also need you to check the meeting room on Monday and make sure all the equipment is ready.

Secretary: Ok. I will take care of that as well.

Executive: Great!

Key terms

Minutes: the written records of main points of discussions at a formal meeting (they're called '**notes**' in informal meetings).

Agenda: a list of items or topics discussed by the participants during the meeting.

Memo (abbreviation of: **Memorandum**): a short written report used for internal communication within an organization.

Committee members: a group of people chosen to take on the responsibility of managing specific issues and making decisions as a collective group within an organization.

Attendance list: a document that serves to keep a record of the people who will attend the meeting (attendees).

Secretary: the person whose work contains of supporting management and doing office work, including arranging the meetings.

Chairperson (Chairman / Chair): the person who is in charge of a meeting, a committee, or an event.

Word combinations with 'meeting'

Arrange / Set up / Fix: organize a meeting.

Bring forward: make a meeting earlier than originally decided.

Put back / postpone: make a meeting later than originally planned.

Cancel: not have a meeting after all.

Manage / Run / Chair: be in charge of a meeting.

Attend: go to a meeting.

Miss: not go to a meeting

Adjourn: have a pause (break) or rest during a meeting.

B. Chairing a meeting

There are many steps that must be followed by the chairperson to ensure running an effective and successful meeting.

B.1. Welcoming attendees and starting the meeting

Before the meeting starts, the chairperson should have to make sure that everyone is paying attention. They could say:

Could I have your attention, please?

After having everyone's attention, it's time to welcome and thank the attendees before getting things started.

Thank you all for coming and welcome to today's meeting. Let's begin. / Shall we make a start?

If the meeting is being held for the first time, making introductions becomes necessary especially when new participants attend the meeting. (sharing names and job titles).

Good morning / Hello, my name is .../ I'd like to introduce.../ This is ..., and he/she is...

B. 2. Introducing the topic and outlining the agenda

After welcoming the attendees and opening the meeting, the chairperson starts introducing the overall topic, then the agenda of the meeting. They could use some of these expressions:

Today's meeting is about... / I've called this meeting to discuss...

The objective of this meeting is to... / I've arranged this meeting to...

After that, the chair of the meeting starts outlining the items of the agenda. They could say:

We have many items on the agenda, the first is about... the second about is...

Let's move on to the next item. Now, we come to the.../The final item on the agenda is..

Example: Ali Haroun, Chief Executive of a company, is opening a meeting. He says: "good morning and thank you all for coming. As you know, I've called this meeting to discuss how to reduce costs in the IT department. We have three items on the agenda. The first one is about IT department running cost. The second is about proposals for reducing costs. And the last one is about staff cuts.

The chair should make sure each point on the agenda is allocated the time it deserves and should keep to the timetable. When the time allocated to one point is up, the chair should make sure that discussion moves on to the next point, even if the issue has not been completely covered or resolved (decided).

B. 3. Inviting attendees to participate

One of the chair's responsibilities is making sure attendees get a chance to express their ideas and take part in discussions.

Would you like to open the discussion? / What is your opinion on this? / What do you think about this? / What are your views (feelings or thoughts) on this? / Could you add anything to this idea?

The chair should make sure that each participant has the chance to make their point, and should deal tactfully with disagreements, making sure that each side feels their point of view has been noted.

B. 4. Dealing with distractions and staying on topic

The chairman needs to keep people focused on the agenda and avoid distractions (digressions), where people get off the point. They could use some of the following expressions:

Let's not get too far off the topic here. / we can discuss that at the end, if you feel it's important.

I don't think that's relevant to today's discussion. / let's table it (shelve it) until the next meeting.

B. 5. Summarizing and concluding the meeting

Once all the participants have finished discussing everything, the chair needs to summarize the key points from the agenda and to ensure the meeting finishes on time. They could say:

Before we close, let me just summarize the main points. / To sum up. / If there are no further issues to discuss, I'd like to finish with a quick summary and highlight the key points. / Right, that's all for today's meeting. Thank you all for coming.

After some meetings, it's necessary for the minutes to be circulated, especially if there are action points that particular people are responsible for. At the next meeting, the chair should ask for the minutes to be read out and see if all agree that it is an accurate record of what happened, and see if there are any matters arising (any points from the last meeting that need to be discussed). And they should check what progress has been made on the action points from the previous meeting.

C. Participating in a meeting

In a meeting, the participants discuss things. In the discussion, some people may agree with someone else. Others may disagree. They may have differences of opinion with somebody. They may ask questions, interrupt politely, and make suggestions.

C. 1. Agreeing and disagreeing

- **Agreeing:** when people agree about something, the following expressions are often used.

I (totally) agree with... / You're perfectly right. / You may be right there. / That sounds good.

I couldn't agree more. / let's go with this idea. / that's true. / Absolutely. / Exactly. ...etc.

Example: You may be right there. We're already ten per cent over budget.

- **Disagreeing:** when people disagree about something, the following expressions are frequent.

I don't really agree. / I'm sorry, but that's out of the question. / I think you're wrong. / To be honest, I'm not sure about this idea. / I take your point but... / I'm afraid I can't agree with you there. ...etc.

Example: I think you're wrong. The design department's costs are justified because of our high quality work.

(**Hedging** is when you avoid disagreeing directly. **Example:** I understand what you're saying about the needs of each department, but each department must be treated in an appropriate way.)

C. 2. Expressing opinions

The participants in a meeting could use some of the following expressions to express their opinions:

In my opinion,... / From my point of view (perspective),... / To my mind... / I think (believe)...

The way I see it... / As I see it,... / I look at it like this...etc.

Example: In my opinion, in order to meet budget this year, we will have to start some cost-saving measures.

C. 3. Making suggestions

When the participants want to make suggestions. They use some of these expressions:

I suggest / propose/recommend .../ I have a suggestion. / We ought to... / We might...

We have to... / We need (don't need) / I think we should (not)... etc.

Example: We have to improve the way we collect and record sales data. / **We don't need to** hire new staff at the moment.

C. 4. Asking questions and interrupting

- To ask questions in a meeting, the participant could use some of these expressions:

I have a question ... / Does this mean...? / Can you clarify/explain...?

Why is...? / How...? / What...? etc.

Example: What is your suggestion to solve this problem?

- To interrupt someone politely, the participant could say:

Sorry to interrupt you but, ... / if I can just stop you for a moment... / Can I come in here?

Can I share an idea? /I'd like to add something here. /Do you mind if I jump in here? ..etc

Example: Sorry to interrupt you, but I didn't understand. Would you mind clarifying this point?

Exercises

Exercise 1: Replace the underlined expressions with appropriate forms of the verbs from the box below? In some cases, more than one verb is possible.

A meeting of the Tennis Club Committee was organized for 1 October, but not everyone could go to it, so it was delayed until October 31. One committee member said that this was too late, so eventually we moved it to October 15. The chairperson was in charge of it very efficiently, and we decided on some new membership rules. Only one committee member did not go to the meeting.

| | | | | |
|-----------|----------|--------|--------------------|-----|
| put back | chaired | missed | set up | ran |
| postponed | arranged | attend | brought it forward | |

Exercise 2: Write each expression in the right column of the table below?

| Agreeing | Disagreeing | Expressing pinion | Making suggestion |
|----------|-------------|-------------------|-------------------|
| | | | |

- | | |
|--|--|
| 1. In my opinion, that will be very difficult. | 5. I think we should make this a priority. |
| 2. We need to find another solution. | 6. As I see it. We can't do this. |
| 3. let's go with this idea. | 7. I'm not sure about this idea. |
| 4. That's not exactly how I see it. | 8. That sounds perfect. |

Exercise 3: Put the following statements (related to the main tips of running a meeting) in the correct order?

- Redirect participants when they go off-topic.
- Summarize the key points and end the meeting on time.
- Type up the minutes of the meeting and distribute them to the attendees.
- Start the meeting (welcoming attendees, introducing the topic and outlining the agenda).
- Prepare the documents (previous minutes, agenda, memo) and set up the meeting room
- Send out the agenda to the participants and consider who needs to be invited to the meeting.
- Go through the items of the agenda.

Exercise 4: Look at the word square. Find seven words which match the given definitions?

1. A written report of what was discussed in a meeting.
2. People who attend a meeting.
3. List of items to discuss in a meeting.
4. The person who runs a meeting.
5. To have a break in a meeting
6. Delay the date of a meeting to a later time.
7. The person who does office work, including arranging meetings.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| P | A | R | T | I | C | I | P | A | N | T | S |
| F | G | I | O | I | H | P | H | S | V | N | O |
| A | E | M | J | C | A | Y | S | E | D | N | M |
| N | N | O | A | Z | I | B | E | C | E | O | I |
| D | D | C | N | P | R | A | S | R | D | N | M |
| E | A | K | C | O | B | J | E | E | H | I | N |
| K | A | B | M | S | O | P | C | T | Y | X | Q |
| D | A | B | C | T | H | H | O | A | L | T | U |
| R | D | B | N | P | L | K | P | R | O | O | I |
| I | A | D | J | O | U | R | N | Y | D | J | S |
| G | D | M | I | N | U | T | E | S | Z | M | T |
| T | U | N | B | E | A | R | T | S | A | P | P |

Homework: What do you think are the most important skills for someone chairing a meeting?

**Language review: Capitalization & Punctuation**

- **Capitalization:** the first word in a sentence / proper nouns / pronoun I / names of cities, states, countries / names of days and months / names of national, religious and local holidays / titles used with names / the first word in the greeting or closing of a letter / the main words in the title of a book, magazine, newspaper, movie... / names of organizations, associations, or teams and their members / the names of businesses and the official names of their products / initials and abbreviations...
- **Punctuation:** period (.) / comma (,) / colon (:) / semicolons (;) / hyphen (-) / dash (--) / apostrophe (') / ellipsis (...) / parentheses/brackets () / quotation marks ("") / question mark (?) / exclamation point (!).

Exercise 1: Rewrite the following sentences, using appropriate capital letters and punctuation marks where necessary? (Number of capital letters, number of punctuation marks)

1. wow what a beautiful picture (1,2)
2. how do i look she asked (2,3)
3. these photos were taken during our trip to california usa (5,2)
4. eiffel tower is the most famous monument in france (3,1)

5. his friends companions relatives all deserted him (1,4)
6. thank you sir for your advice (2,3)
7. he drank three and two thirds cans of coca cola during the lunch last weekend (3,4)
8. the meeting will be on monday morning (2,1)
9. is that man the new ceo of the company (4,1)
10. sami was born on tuesday july 9 1980 at 6 am (3,4)
11. the concert tickets were expensive we went to the cinema instead (1,2)
12. she studied three subjects politics sociology and economics (1,4)
13. i want to give my mom a very special gift for mother's day tomorrow (3,2)

Exercise 2: Rewrite the following 'business letter' using appropriate capital letters and punctuation marks where necessary? (number of capital letters, number of punctuation marks)

dear mr lopez (25,29)

i recently received the order that you placed on november 30 2021 for new vacuums and you requested a set of attachments as well we do have the products that you want in stock unfortunately our company has sold out of the specific set of attachments that you ordered we regret that we cannot fill your order however we do have an alternative for you if you like our company would be happy to send you different vacuums model which comes with a set of attachments in its purchase price mr lopez i think that you will find these vacuums equally efficient and i believe that you will be pleased with this model the price is a little higher but is still an excellent value if this is a satisfactory substitution please send the attached postcard to my office at 3434 smith street sylmar california 91342 as soon as possible

i hope that you will continue to choose polks electronics whenever you need new appliances thank you for your patronage we hope to serve you in the future
sincerely
susan smith

Unit 03:**Saying Numbers**

As most people working in accounting, finance, banking, commerce, etc. spend a lot of time dealing with numbers, it is important to train students practice in the foreign language.

In this unit students will learn how to say numbers correctly especially when dealing with amounts of money and they will know some main differences between American (AmE) English and British English (BrE) in saying and writing numbers.

2024 **1st 2nd 3rd 4th**
 $\frac{1}{2}$ $\frac{3}{4}$ **0.05**
DZD 2000 **507**
The 3rd millennium
023 428 03 07 **2020s**
50¢ **21st twenty** **40%**
\$12.99 **1,000,000,000**
 $4\frac{2}{3}$ **€33,972.35**

**Language review: The Present Simple Tense**

Time expressions with “in, on, at”

A. Numbers & Years

A. 1. The number “Zero”

The number ‘0’ is called **Zero** (AmE), **nought** or **oh** (BrE).

(Note: we say: love, nil or zip in sports scores).

In telephone numbers, room numbers, bus numbers, dates (years) etc.

We say **oh** or sometimes **zero**. We also say these numbers separately (see section B.3)

Examples:

- Call him on 023 428 03 07 (oh two three, four two eight, oh three, oh seven); we can use zero instead of oh.
- The meeting will be held in room **507**. (five oh seven).
- You can take the bus number **102**. (one oh two).
- she was born in **1905**. (nineteen oh five).

For football scores, we say **nil**.

Example: Algeria won three **nil**. (3-0).

AmE uses various words for sports scores.

Example: the Yankees are winning four **nothing** *or* four **zero** *or* four **zip**. (4-0).

For tennis scores, we say **love**.

Example: the score is thirty **love**. (30-0).

A. 2. One to ninety-nine

1 one / **2** two / **3** three / **4** four / **5** five / **6** six / **7** seven / **8** Eight / **9** Nine.

(Note: numbers from 1 to 9 are usually written in letters not in digits).

Example: I have **two** cars (not **2** cars). / He ate **four** apples. (not **4** apples).

10 ten / **11** eleven / **12** twelve / **13** thirteen / **14** fourteen / **15** fifteen / **16** sixteen /
17 seventeen / **18** eighteen / **19** nineteen / **20** twenty / **21** twenty-one / **30** thirty /
32 thirty-two / **40** forty / **43** forty-three / **50** fifty / **54** fifty-four / **60** sixty / **65** sixty-five /
70 seventy / **76** seventy-six / **80** eighty / **87** eighty-seven / **90** ninety / **98** ninety- eight /
99 ninety-nine.

A. 3. Larger numbers

100 a hundred *or* one hundred.

120 one hundred (and) twenty.

(**Note:** In AmE, we don't use '**and**' after the hundred. It is used only in BrE), and usually sounds like '**n**').

200 two hundred (not two ~~hundreds~~)

1,000 a (one) thousand

(**Note:** for 1,000 and above, we put **commas** to separate the figures into groups of three, starting from the right. We don't use spaces, full stops or any other punctuation).

1,250 one thousand two hundred (and) fifty *or* twelve hundred (and) fifty.

2,000 two thousand (not two ~~thousands~~)

10,000 ten thousand / 100,000 a (one) hundred thousand

1,000,000 a (one) million

(**Note:** alternatively, $1,000,000 = 10^6$ ten to the power six.

1,000,000,000 a (one) billion

$1,000,000,000 = 10^9$ ten to the power nine.

1,000,000,000,000 a (one) trillion

$1,000,000,000,000 = 10^{12}$ ten to the power twelve)

Example: this project will cost more than **\$1,000,000,000 (one billion dollars)**.

A. 4. Years, Decades, Centuries & Millennia

- **Years:** There are different ways to say years. But in general years are divided into two parts; the first two digits and the last two ones. (**Note:** we don't use commas or other punctuation in years).

- **Years before 2000:**

1500 fifteen hundred / **1505** fifteen and (oh) five / **1700** seventeen hundred / **1718** seventeen eighteen.

1800 eighteen hundred / **1829** eighteen twenty-nine / **1930** nineteen thirty / **1999** nineteen ninety-nine.

Example: Apple was founded in **1976 (nineteen seventy-six.)**

- **The year 2000:** ‘two thousand’
- **Years from 2001 to 2009:** two thousand (and) one, two thousand (and) two...two thousand (and) nine.
- **Years from 2010 to 2019:** two thousand and ten or twenty ten...two thousand (and) nineteen or twenty nineteen.

(Note: In AmE, we don’t use ‘**and**’ in years, it is used only in BrE)

- **Years 2020, 2021, 2022 and above:** it’s better to say: twenty-twenty / twenty twenty-one / twenty twenty-two.... But we can also say: two thousand and twenty / two thousand and twenty-one

See the difference: The year **1999** nineteen ninety-nine.

The **number 1,999** one thousand nine hundred (and) ninety-nine.

Examples: the world economy had big problems in **2009 (two thousand (and) nine.**

The World Cup **2022 (twenty twenty-two)** organized from November 20 to December 18 in Qatar.

- **Decades:** a decade is a period of **10** years.

1900-1909 (**1900s**): **nineteen-hundreds** / 1910-1919 (**1910s** or **10s**): **nineteen-tens** or **tens**)

1920-1929 (**1920s** or **20s**): **twenties** / **30s thirties** / **40s forties** ... **90s nineties.**

2000-2009 (**2000s**): **two-thousands** or **aughts** (AmE); **noughties** (BrE).

2010-2019 (**2010s** or **10s**): **(twenty-tens)** / 2020-2029 (**2020s** or **20s**: **twenty-twenties** or **twenties**).

2030s twenty-thirties / **2040s twenty-forties** .../ **2090s twenty-nineties...**

- **Centuries:** a century is a period of **100** years (**10** decades).

1701-1800 (18th): eighteenth century / **1801-1900 (19th): nineteenth century.**

1901-2000 (20th): twentieth century / **2001-2100 (21st): twenty-first century...**

- **Millennia:** a millennium is a period of **1000** years (**10** centuries or **100** decades).

The 1st millennium: the years from **1** to **1000 (1st to 10th centuries).**

The 2nd millennium: the years from **1001** to **2000 (11th to 20th centuries).**

The 3rd millennium: the years from **2001** to **3000 (21st to 30th centuries).**

Example: We are in the **twenties** of the **twenty-first (21st) century** of the **3rd millennium**.

B. Ordinal numbers & Parts of numbers

B.1. Ordinal numbers

When we talk about the order of numbers, we use ordinal numbers:

1st (the) **first** / 2nd (the) **second** / 3rd (the) **third** / 4th (the) **fourth...** / 20th (the) **twentieth** / 21st (the) **twenty-first** / 22nd (the) **twenty-second** / 23rd (the) **twenty-third** / 30th (the) **thirtieth** / 40th (the) **fortieth...** / 90th (the) **ninetieth** / 100th (the) **hundredth** / 1,000th (the) **thousandth...etc.**

Note: **first**, **second** and **third** are not formed from the numbers **one**, **two** and **three**, and that they don't end in 'th'.

Examples:

- This is my **second (2nd)** week in my **first (1st)** job.
- The building is on **Fifth (5th)** Avenue.
- I work in an office on the **thirty-fourth (34th)** floor

B. 2. Parts of numbers

When we talk about or write parts of numbers, we can use decimals, fractions or percentages.

• **Decimals**

For decimals, we use a **point** not a **comma**. Notice that we call it a **decimal point** not a **dot** as in internet addresses. We only use commas in figures for writing thousands. The numbers before a decimal point are said normally. But the numbers after a decimal point are read **separately**.

0.001 zero (nought) point oh oh one / **0.05** zero(nought) point oh five / **0.3** zero (nought) point three.

2.5 two point five / **8.142** eight point one four two / **67.39** sixty-seven point three nine.

See the difference: **123.456** a (one) hundred twenty-three **point four five six**.

123,456 a (one) hundred twenty-three **thousand four hundred (and) fifty-six**.

Note: in BrE, **zero** and **nought** are used before and after a decimal point. In AmE, we don't use **nought**, and **Oh** can be used after the decimal point.

• Fractions

Most fractions are similar to ordinal numbers. The fraction contains

$\frac{1}{4}$ a (one) quarter (fourth) / $\frac{1}{3}$ a (one) third / $\frac{1}{2}$ a (one) half / $\frac{2}{3}$ two thirds / $\frac{3}{4}$ three quarters

$1\frac{1}{4}$ one and a quarter (a fourth) / $2\frac{1}{3}$ two and a third / $3\frac{1}{2}$ three and a half / $4\frac{2}{3}$ four and two thirds $5\frac{3}{4}$ five and three quarters.

$\frac{1}{5}$ a (one) fifth / $\frac{1}{8}$ an (one) eighth / $\frac{3}{5}$ three fifths / $\frac{5}{8}$ five eighths / $\frac{9}{16}$ nine sixteenths / $\frac{7}{32}$ seven thirty-seconds

Example: A fifth ($\frac{1}{5}$) of the world's population lives in China.

Note: BrE: $\frac{1}{4}$ = a (one) quarter; AmE: $\frac{1}{4}$ = a (one) quarter or a (one) fourth.

• Percentages

Percentages are said normally. If they are decimal numbers, we say them with the same way like decimals, then we add the word 'percent' (%).

5% five percent / **40%** forty percent / **83%** eighty-three percent / **99%** ninety-nine percent ...

0.5% zero (nought) point five percent / **17.3%** seventeen point three percent / **99.95%** ninety-nine point nine five percent...

B. 3. Sequence of numbers

For telephone and fax numbers, credit card numbers, passport numbers, bank account numbers, and so on, we usually say each digit separately, but in groups of two, three or four digits.

0202 456 0414 oh (zero) two oh (zero) two, four five six, oh (zero) four one four.

An exception is for double numbers, which can be said in two ways:

077 335 7722 oh seven seven, three three five, seven seven two two

Or: oh double seven, double three five, double seven double two

Example: my account number is **43858722** and the sort code is **24-16-04**.

Four three, eight five, eight seven, two two (double two)

twenty-four, sixteen, oh (zero) four

C. Numbers & Money

C. 1. Amounts of money

For the amounts of money, the number after the decimal point is read like **a normal number (we don't separate it)**, and the decimal point is generally read as the currency unit.

The larger unit (e.g. dollar, pound) does not have to be said; the smaller unit (e. g. cent, pence) is usually not said. The name of a currency **is said after** or **in the middle** of the number, but **is written before** the number.

\$12.99 twelve dollars (and) ninety-nine cents

twelve dollars ninety-nine

£211.53 two hundred (and) eleven pounds (and) fifty-three pence

two hundred (and) eleven pounds fifty-three

€33,972.35 thirty-three thousand nine hundred (and) seventy-two euros (and) thirty-five cents

thirty-three thousand nine hundred (and) seventy-two euros thirty-five

We can refer to large amounts of money like this:

£2,250,000 (£2.25 million) **two and a quarter** million Pounds.

€6,500,000,000 (€6.5 billion) **six and a half** billion Euros.

¥9,750,000,000,000 (¥9.75 trillion) **nine and three quarter** trillion Yen. (not **three quarters**)

C. 2. Approximate amounts

When we don't give an exact amount, but we want to give an idea of the size of a figure which is large in our opinion, we use '**of**'.

(Hundreds /thousands /hundreds of thousands /millions /billions /trillions) **of** (dollars /pounds /euros /yen...).

Example: This camera costs **hundreds of dollars**.

We can also use words like: **about, around, roughly, approximately**. These words show that the figure is not exact – it is near this amount, but may be higher or lower.

Example: The price of this house is **approximately** \$2,500,000.

Exercises

Exercise 1: Put the following statements in the right column to show the main differences in saying numbers between British English (BrE) and American English (AmE)?

- The number '0' is called **zero** / The number '0' is also called **nought** or **oh**
- We use '**and**' after the hundred / We don't use '**and**' after the hundred
- The fraction '¼' is said 'a (one) quarter' / The fraction '¼' is said 'a quarter or a fourth'
- The decade (2000s) can be called '**aughts**' / The decade (2000s) can be called '**noughties**'

| BrE | AmE |
|-----|-----|
| | |

Exercise 2: Write the numbers in figures or in words?

a. Write these numbers in figures?

Five point eight nine / one hundred (and) twenty-three thousand, four hundred (and) fifty-six / twelve billion / an eighth / twenty twenty-three / nineties / twenty-first / forty-two point three nine percent.

b. Write these numbers in words?

0.06 / 0.875 / 12,354,789 / 3,000,000,000,000 / $\frac{1}{3}$ / $7\frac{3}{4}$ / $\frac{8}{5}$ / 2020s / 24th / 78.43% / \$120.55

Exercise 3: Complete the table below?

| Percentage | Fraction | Decimal |
|----------------------|----------------|--------------------------|
| seventy-five percent | three quarters | |
| | (a/one) half | (nought/zero) point five |
| twenty-five percent | | |
| | | (nought/zero) point two |
| ten percent | | |

Exercise 4: Write the following groups of numbers in words?

{ 16 :
 { 60 :
 { 1/5 :
 { 5th :
 { 80s :
 { 18th :
 { 2003 :
 { 2.003 :
 { 2,003 :
 { 18.95 :
 { 18.95% :
 { \$18.95 :
 { 17-23-05 :
 { 172,305 :
 { 172.305 :
 { 23456780 :
 { 23,456,780 :

Homework: Answer the following questions with writing numbers in figures and in words?

1. What is your favorite number?
2. What is your order in your family?
3. When were you born? (the year & the decade).
4. When did you start studying at the elementary school? (the year).
5. When did you go to study at the university? (the year).
6. Which floor of the building where you live and/or work?
7. What is the amount of money (salary) you want to get from your job in the future?



Language review: The Present Simple Tense & Time expressions with “in, on, at”

- The Present Simple Tense

Form:

- **Positive:** Infinitive + (s/'i'es) with s/he, it. (I work / it works / we teach / he teaches / she studies /plays).
- **Negative:** don't / doesn't + Infinitive. (I/you/we/they don't work / s/he /it doesn't work).
- **Question:** do / does + Infinitive. (do I/you/we/they work? / does s/he /it work?)

Uses: **Habits** (he drinks tea at breakfast). **Repeated actions** (I play golf every week). **Permanent activity** (she works for an advertising company). **General truths** (the sun rises in the east). **Scientific facts** (water boils at 100° C). **Headlines in newspapers** or **TVs** (the president resigns!). **Instructions & directions** (you go to the market and buy everything on the list / open the book on page 28). **Scheduled events in the near future** (the train leaves at 6 pm). **Future constructions** (I will call you before I leave).

- Time expressions with: “in, on, at”

- **“At” for the exact time of day:** at five o'clock / at midnight / at lunchtime / at sunset ...etc.
- **“On” for days and dates:** on Friday(s) / on 16 May / on New Year's Day / on birthday ...etc.
- **“In” for longer periods (months/years/seasons etc):** in June / in 2012 / in winter / in the 1990s / in the 20th century / in the past ...etc.

Exercise 1: Put the verbs into the correct form?

1. The earth (go) around the sun.
2. The museum (close) at 5 o'clock on Fridays.
3. Rice (not/grow) in cold climates.
4. I (get up) at 8 O'clock every morning.
5. How often (you/travel) by plane?
6. (you/have) a meeting now?

7. I(**work for**) a research company.
8. The company (**not/buy**) new computers every year.
9. Sami (**not/drink**) tea very often.
10. You (**go**) straight, and then you (**turn**) left.
11. I'll give it to her when she (**arrive**).
12. What (**the company/ make**)? It (**not/make**) anything, it (**offer**) legal advice.

Exercise 2: Complete the following sentences with: in, at or on?

1. Adam Smith was born 1723.
2. I've been invited to a wedding 26 June.
3. My grandfather was born the 1920s.
4. Ali is 63. He'll be retiring from his job two years.
5. Samira isn't here the moment, but she'll be here this afternoon.
6. I always go to the beach Summer.
7. I don't like the dark. I try to avoid going out night.
8. This building is very old. It was built the eighteenth century.
9. The office is closed Thursday afternoons.
10. My flight arrives 5 o'clock the morning.
11. What are you doing the weekend?
12. The semester begins 18 September and ends December.

Unit 04:



Money

We're living in a world where business, education, shopping, traveling, and many other daily life activities depend on money. Money is one of the most important parts of our life. It allows individuals and households to meet their needs and enterprises to do business.

In this unit students will know the meaning of money and currency, its main forms and functions, and will learn how to measure money supply in an economy.



Language review: The past simple tense

Demonstratives: this, that, these, those

A. The concept of money and currency?

A. 1. What is money?

Money is anything which is widely accepted in payment for goods and services, or in discharge of other kinds of business obligations.

Money is only a means and not an end in itself. It is demanded not for its own sake but because it helps us in buying goods and services to satisfy our wants. Money cannot directly satisfy human wants, but assists in production and exchange of goods and services. Its significance lies in its ability to command goods and services and liquidate business obligations.

A. 2. What is a currency?

Currency is money in the form of **bills (notes / banknotes)** or **coins** used in a particular country.

Note: a bill is paper money; a coin is a small, flat piece of metal used as money. We say **bills** in AmE and **notes** or **banknotes** in BrE.

For example, in the USA there are dollar bills for: **\$1 \$2 \$5 \$10 \$20 \$50 \$100**

Note: We put the symbol (\$, £, €, etc.) before the number, not after.

The US dollar is divided into **100 cents**, so one dollar equals 100 cents. There are coins for:

1¢ (a penny) 5¢ (a nickel) 10¢ (a dime) 25¢ (a quarter) 50¢ (a half)



10¢ (One dime)



One hundred-US dollar bill

Note: we say for example: 100 dollars or 10 cents (**plural**), but **the singular** form is used before **bill** or **coin**. **Example:** a hundred-dollar bill / a 10-cent coin.

Here are some main countries' currencies and their abbreviations (codes) and symbols.

| Country | Currency | Divided into | Abbreviation (Code) | Symbol |
|--------------------|------------------|--------------|---------------------|--------|
| The United States | US dollar | 100 cents | USD | \$ |
| European Union | Euro | 100 cents | EURO | € |
| The United Kingdom | Pound (Sterling) | 100 pence | GBP | £ |
| Japan | Japanese Yen | – | JPY | ¥ |
| China | Renminbi or Yuan | 10 jiao | CNY | ¥ |
| India | Rupee | 100 paise | INR | ₹ |
| Russia | Ruble or Rouble | 100 kopeks | RRB | ₽ |
| Algeria | Algerian Dinar | 100 centimes | DZD | DA |

If we want to **change (exchange)** one currency to another one, we must go to a **bank** or a **licensed money changer**. We have to pay a **commission** when we change money. The rate at which one currency will be exchanged for another currency is called '**the exchange rate**'.

B. Forms of money

There are many forms of money. The main forms are the following:

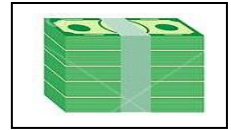
- **Commodity money:** is a commodity that has intrinsic value and use as a medium of exchange. For example: cowrie shells, salt, cattle, wheat, gold, silver etc. It is closely related to a **barter system**, where goods, services or assets are directly exchanged for other goods, services or assets without the use of money.



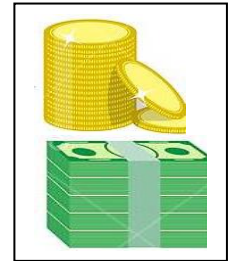
- **Metallic money (coins):** the money made of metals such as: gold, silver, nickel, copper, bronze. When the face value of the coin is equal to the value of metal contained in the coin, it is called *a full bodied coin* (the gold and silver coins of old times are examples of full bodied coins). When the face value of a coin is greater than the value of the metal it contains, it is called *token money*. (In our country, all the coins are token money).



- **Paper money:** refers to notes or bills of different value made of paper which is issued by the central bank or government of the country.



- **Fiat money:** is a form of currency that is declared legal tender by the government. It is backed by a country's government instead of physical commodities or financial instruments; therefore, it has no intrinsic value which comes only from the public's trust in the issuer. Most coin and paper currencies that are used today throughout the world are fiat money.



- **Representative money:** is money backed by a physical commodity such as precious metals (gold and silver) or financial instruments such as checks and credit cards which are used today in place of traditional money. The value of this type of money depends on the commodity it backs.



- **Near money (Quasi-money or Cash equivalents):** consists of highly liquid assets which are not cash but can easily be converted into cash. Examples of near money include: savings accounts, certificates of deposit (CDs), liquid foreign currencies, money market securities, and government treasury securities (T-bills).



- **Crypto-currency:** is a digital currency that is backed by block-chain technology. It uses a decentralized system to record transactions and issue new units. The first crypto-currency was created in 2009 which is called **Bitcoin**, and it remains the most popular and valuable digital currency in the world today.



C. Functions of money

Money performs **five** basic functions which can be classified into two **heads**:

- **Primary Functions**: money performs two basic functions. It acts as a:
 - ***Medium of exchange***: the use of money as a common medium of exchange has greatly facilitated the activity of buying and selling goods and services with minimum effort and time. Without money, exchange could be possible only through barter system.
 - ***Measure of value***: money acts as a unit of account to measure values of all goods and services in terms of their money price. The use of money makes it possible to compare the relative values of different commodities and services over time and between different regions.
- **Secondary Functions**: the other important functions of money (derived from the primary functions) are:
 - ***Standard of deferred payments***: The use of money as a standard of deterred (delayed) payments simplifies borrowing and lending operations because money generally maintains a constant value through time. Thus, money facilitates the formation of capital markets and the work of financial intermediaries.
 - ***Store of value***: People can hold a part of their present earnings in the form of money to be spent in future. Money is a perfectly liquid asset, durable and more stable in its value and it is easy to store as it is relatively light in weight and occupies less space. Hence, it is convenient to accumulate wealth in the form of money which can be converted into any asset at any time.
 - ***Transfer of value***: Money is the most convenient form in which value can be transferred from one person to another and from one place to another. This is because money is readily accepted by all and its cost of transfer is very low compared to other goods.

D. Measuring money supply

Money supply is the total quantity of money in the economy at any given time.

Measuring the money supply means calculating the total stock of money in the

economy at a particular time. The most commonly used methods to measure money supply in an economy include: **M1** and **M2**.

M1 = currency in circulation + checkable deposits + traveler's checks.

M2 = M1 + savings deposits + money market funds + certificates of deposit (CDs)

Currency in circulation: coins and bills that circulate in an economy.

Checkable deposits or demand deposits: the amounts held in checking accounts in commercial banks.

Traveler's checks: the checks used by people when traveling to foreign countries.

Savings deposits: bank accounts designed for savings.

Money market funds: mutual funds that invest in short-term liquid debt securities.

Certificates of deposit (CDs) or time deposits: the accounts that the depositor has committed to leaving in the bank for a certain period of time.

Measuring money supply allows the government to know the situation of its economy, if there is inflation (too much money) or recession (too little money). Therefore, the government could use the appropriate monetary policy to control the levels of money supply.

Exercises

Exercise 1: Match each concept in Column A with appropriate definition in Column B?

| Column A | | Column B | | | | | |
|-----------------------------|----------|---|----------|----------|----------|----------|----------|
| a. Barter | | 1. The value of goods or services for which the item can be exchanged. | | | | | |
| b. Currency | | 2. A medium of exchange that is accepted as money because the government says it has value. | | | | | |
| c. Liquidity | | 3. The value related to the tangible or physical properties of the object. | | | | | |
| d. Currency exchange | | 4. Bills and coins used as money in a particular country. | | | | | |
| e. Commodity money | | 5. The ease of use of an asset as a medium of exchange. | | | | | |
| f. Fiat money | | 6. Exchange of goods, services, or assets directly for other ones, without the use of money. | | | | | |
| g. Intrinsic value | | 7. A good used as money that is also valuable in itself. | | | | | |
| h. Exchange value | | 8. The conversion of one country's currency to another one. | | | | | |
| a | b | C | d | e | f | g | h |
| | | | | | | | |

Exercise 3: Complete the dialogue with the correct expressions from the box?

A: How was your business trip to Japan?

B: Great, thanks. I'm just going to the bank to the money I didn't spend.

A: What's the in Japan?

B: It's the yen. Look – this is It's worth about \$3.50.

A: Oh, it's very nice.

B: Yes. Did you know that the yen is not other units?

There are no cents, just yen.

A: What's the for the yen?

B: It's JPY.

| |
|--|
| abbreviation 500-yen coin change back divided into currency |
|--|

Exercise 3: choose the correct alternative to complete each sentence?

1. The dollar, the euro, the yen are all..... (**funds / currencies / monies**)
2. Money in coins and bills is called.....(**reserves / capital / cash**)
3. Without money, exchange could be possible only through.....
(**barter system / financial system / credit system**)
4. When the face value of a coin is greater than the value of the metal it contains, it is called.....(**full bodied coin / bitcoin / token money**)
5. Money in coins and bills that is declared legal tender by the government is called.....(**representative / fiat money / commodity money**)
6. A measure of the money supply that includes currency in circulation, checkable deposits, and traveler's checks is called.....(**M1 money supply / M2 money supply/ M3 money supply**)

Exercise 4: According to the Federal Reserve (US Central Bank), the US money stock components, at the end of February 2015, were as follows: (**billions of \$**)

Currency in circulation = **\$1,271.8** / Checkable deposits = **\$1,713.5** / Travelers checks = **\$2.9**

Savings deposits = **\$7,712.1** / Money market funds = **\$610.8** / time deposits = **\$509.2**

- Calculate M1 and M2 money supply in the US economy at that time?

Homework: Talk about the currency, bills and coins of your country (Algeria), and a country that you have visited before. What is or was the exchange rate with your country's currency?



Language review: The past simple tense & Demonstratives: this, that, these, those

- The past simple tense

Form:

- **Positive:** subject +infinitive +**ed (regular verbs):** (worked /planned /studied /played).
For **irregular verbs**, the past simple doesn't end in **-ed**.(be→**was/were**, do→**did**, go→**went**, pay→**paid**, get→**got**)...
- **Negative:** subject + **did not (didn't)** + infinitive. (**didn't** work / **didn't** study / **didn't** play / **didn't** do).
- **Question:** **did** + subject + Infinitive. (**did** I / you / we / they / she / he / it **work /study / play /do / go?**).

Uses: an action or activity finished in the past (I **visited** Turkey **last** year. / We **started** the business about a year **ago**). **Series of completed actions in the past** (**Last** summer, my brother and I **went** to the sea. There, we **met** our friends. We **swam** a lot in the warm water and **played** football in the evening...) **With the past continuous –the past simple interrupted an action which was in progress in the past** (I was going to the train station when you **called** me / While children were playing outside, it **started** to rain.)

Note: we use the past simple with these expressions: **Last** (night/week/month/year...). **Ago** (two hours ago, three weeks ago, four months ago...). **Yesterday** (morning, afternoon, evening..). In + past time (2010, the 1980s, the 18th century...).

- Demonstratives: this, that, these, those

Demonstratives show where an object, event, or a person is in relation to the speaker.

This (singular) / **These** (plural) = **here**, **That** (singular) / **Those** (plural) = **there**

- We use demonstratives with a noun (do you like **this/that** picture?/ who are **these/those** people?), or without a noun (**this** is a nice house! / who is **that**? / which shoes do you prefer - **these** or **those**?).
- We use **that** for: something that has happened (**That** was a really nice meal. Thank you very much). Or in what somebody has just said (Ali has a new job.' 'Really? I didn't know **that**).
- We use **this is...** and **is that...**? on the phone (Hi Sarah, **this** is Karim. (**this** = the speaker) / Is **that** Sarah? (**that** = the other person).
- We use **this is** ...to introduce people (**a:** Adam **this is** Sami. **b:** Hello, Sami -nice to meet you)

Exercise 1: Put the verbs into the correct form?

1. Bill Gates (**found**) Microsoft in 1975.
2. My grandfather (**die**) when he was 90 years old.
3. Last Tuesday Ali (**fly**) from Alegria to France.
4. He (**work**) in a bank from 2015 to 2021.
5. We (**enjoy**) the party last night. It (**finish**) at midnight.
6. Sami (**take**) a picture of me while I (**not / look**).'
7. (you / **go out**) last night? 'No, I (**be**) too tired.'
8. Today the weather (**be**) nice, but yesterday it (**be**) very cold.
9. When I (**get**) to the café my friends (**wait**) for me.
10. I (**not / go**) to work yesterday because I (**not / be**) well.
11. (the weather / **be**) nice when you (**be**) on holiday last week?
12. Amir (**learn**) Turkish when he (**live**) in Istanbul.
13. How (you / **learn**) to drive? 'My brother (**teach**) me.'
14. Maria (**spend**) a lot of money yesterday. She (**buy**) clothes which (**cost**) \$300.

Exercise 2: Complete the sentences using demonstratives (this, that, these, those)?

1. Do you like picture? (**the picture here**)
2. Look at two men. (**the two men there**)
3. flowers are for you. (**the flowers here**)
4. Can I come and stay with you week? (**the current week**)
5. Who are people? What are they doing there?
6. 'I'm sorry I forgot to phone you'. '.....'s all right.'
7. Do you like shoes? I bought them last week. (**the shoes here**)
8. **A:** Can we meet on Friday? **B:** I'm afraid I will be in Algiers day. (**the day then**)
9. I'm going on holiday next week. 'Oh, 's nice.'
10. **A:** Selma plays the piano very well. **B:** Does she? I didn't know
11. (*on the phone*) **Amina:** Hello, Leila is Amina. **Leila:** Oh, hi Amina. How are you?
(*Adam meets Rafik's brother, Ramzi*). **Rafik:** Adam, is my brother, Ramzi.
Adam: Hi, Ramzi. Nice to meet you.

Unit 05:



Work and Jobs

We all have many jobs or work to be done in our life. Some are activities done because of our responsibilities towards employers, family, friends or even for ourselves. Some are jobs which are performed in exchange for payment.

In this unit students will understand the meaning of the two terms ‘work’ and ‘job’ and the main differences between them, and will know the different ways of working. They will also learn the essential vocabulary related to the topic, and they learn how to ask about someone’s job and how to describe it.



Language review: Articles: a/an, the

Placement of adjectives

A. Work vs. Job (meaning & differences)

A. 1. The meaning of ‘work’ and ‘job’

Work refers to an activity, in which physical or mental efforts are made by an individual to produce something or accomplish a goal. It is mostly done because of interest, need, or responsibility towards employers or other people, like family, friends or even for oneself, and it doesn’t always include payment.

The term ‘work’ can be used in two major contexts, which are:

- It can be used to refer the place of work.

Example: He is at work. / She is going to work.

- It is also used to refer all the activities that happen during work, (meeting with clients, basic job duties, etc.).

A **Job** can be defined as an activity or a task performed regularly by a person in exchange for payment (salary or wage). It refers to a specific type of employment or position that a person (an employee) does or occupies at a company. Each job involves some tasks, duties, or responsibilities which should be performed in a systematic way, as the individual gets paid for that.

The term ‘job’ can be used in a variety of contexts, like a specific designation or duties performed in the job or the company someone is working for.

Note: The word ‘**job**’ is a **countable** noun; that means we can count the number of jobs.

Example: Ali has had **four jobs** in the past two years. We can’t use ‘job’ as a verb.

Example: I have to **work** today (not to ~~job~~).

The word ‘**work**’ is an **uncountable** noun, so it is not used in the plural. We cannot say for example: I have three ~~works~~ to do this week. Exception when talking about **works of art or literature**. It can be a **noun** (e.g. my **work** involves a lot of travel), or a **verb** (e. g. she **works** in the human resources department).

A. 2. Key differences between ‘work’ and ‘job’

The main differences between the two words (work and job) are summarized in the table below.

| Work | Job |
|--|---|
| Noun & verb. | Noun. |
| An uncountable noun. | A countable noun. |
| General efforts, either physically or mentally made by a person to achieve a result. | A specific activity done by a person for consideration. |
| It doesn't always include payment. | It is performed for payment. |
| It describes all kinds of activities done by a person. | It describes the position of a person in the company. |

B. Asking about someone's job

To find out what someone's job is, we usually ask the following question: **“What do you do?”**

Note: we can also ask these questions: **“What do you do for a living?” / What is your job? / What kind of job do you have? / Where do you work? ...**

This seems like a simple question, but there are many ways to answer it:

- **I'm a/an** (job title).

Example: **I'm a plumber. / I'm a carpenter. / I'm an accountant. / I'm an engineer.**

Note: there are two main types of jobs: **White-collar jobs:** involve professional, managerial, or administrative work, require formal education, and workers in these jobs are often paid on a salary basis. **Blue-collar jobs:** involve performing manual labor, formal education is not typically required, and workers in these jobs are often paid on an hourly basis. **For example: plumbers and carpenters are blue-collar workers. / Accountants and engineers are white-collar workers).**

We can also use the verb that matches our job or responsibilities. Or sometimes the verbs: do/ make.

Examples: **I teach** English. / **I program** apps / **I clean** houses. / **I do** sales. / **I make** websites.

- **I'm in charge of... / I'm responsible for... / one of my responsibilities is...**

Examples: **I'm in charge of** a production line. / **I'm responsible for** coordination between design and production. / **One of my main responsibilities** is to make sure that new model designs are finished on time.

- **I work (at/for/in/with/as) ...**

- I work **at** (a company).

Example: I work **at** Condor.

- I work **for** (a company / a famous person).

Examples: I work **for** IRIS. / I work **for** Tom Cruise. I'm his public relations manager.

- I work **in** (a department / a place / a city or country / a general area or industry).

Examples: I work **in** the marketing department. / I work **in** a factory. / I work **in** Oran, or I work **in** Algeria. / I work **in** finance, or I work **in** consulting.

- I work **with** (people/things).

Example: I work **with** special-needs children. / I work **with** computers.

- I work **as** (job position).

Example: I work **as** a manager. / I work **as** a translator for a company in London.

Note: if someone doesn't have a job yet, the possible answers may be: **I'm unemployed.** / **I'm out of work.** / **I'm looking for a job.** / **I'm actually job hunting** / **Currently, I'm in between jobs** / **I'm jobless at the moment.** / **I'm a student at Setif 1 University.**

C. Essential vocabulary related to 'work' and 'job'

If you **apply for** a job, you write a letter, or an email, or fill in a form in order to ask for this job. When you are officially accepted into a new job at a company, you are **hired** by the company. For example: "I was **hired** by an insurance company just two weeks after graduating from college".

When you're hired, you become an **employee** of the company. The company becomes your **employer**. The other employees in the company are your **colleagues** or **co-workers**. The person who is responsible for your work is your **boss** or **supervisor**.

We typically use the expression **get to work** for arriving at work, and **get off work** for leaving work. For example: "I get to work at 8:30 am, and I get off work at 5 pm."

When you travel regularly by car or public transportation between home and place of work, then you **commute** to work. For example: "I commute to work every day. I have a 20-minute commute". You have to **clock on (in)** - register your arrival at work, and **clock off (out)** - register your departure from work) every day.

As an employee, you earn **a salary** - money you receive regularly every month for your work, if you are paid daily or weekly, you will earn **a wage**. If you're good at your

job, you might get a **raise** - an increase in your salary. If you are a salesperson, you could get a **commission** – money paid to you for every sale. At the end of the year, some companies give their employees a **bonus** - extra money for doing a perfect job or a good performance.

The opposite of "hire" is **fire** - when your company forces you to leave your job. For example: "Adam was **fired** because he never came to work on time." Usually if someone is fired, it's because they did something bad.

If an employee loses his or her job because of some reasons, like when the company decides to reduce its size, then we say the employee was **laid off**. For example: "Amina was **laid off** when her company started having financial problems". If you decide to leave your job, you can say: "I'm going to **leave (quit) my job**, or I'm going to **resign**". When an old person decides to stop working, this means he decides to **retire**. In most countries, people retire around age of 65.

D. Ways of working

You can work **full-time** (usually about 40 hours per week), or **part-time** (usually 15-25 hours per week). A small number of companies offer **flexible time (flextime 'AmE', or flexitime 'BrE')** - that means the employee can set his/her own schedule. You can also work **overtime** – to work more hours than usual for more money. Some jobs allow you to **work remotely** from home or another place using Internet technology, and you communicate with your co-workers or clients by phone, e-mail, or video conferencing. Some people can work from home using either their telephones or the Internet- it's called **teleworking** or **telecommuting**.

You can work with regular working hours –it's called a **nine-to-five** job. In some jobs, you work **shifts** – the time is not the same every day; instead, you work a specific block of hours that the manager schedules. For example: "I work the day shift one week and the night shift the next week."

You may be **self-employed**, that means you give yourself work, or you are your own boss. You can **do freelance work (a freelancer)**, which means doing particular pieces of work for different organizations, rather than working all the time for a single organization. You can also start your own business and become a **business owner** or an **entrepreneur** –the person who runs the business and bears the risks in the hope of making profits.

E. Describing jobs

To describe someone's job in a positive or negative way, we can use many words or adjectives. We can say it is:

- **A rewarding job** (it makes you feel pleased and satisfied).

Example: "Helping sick people is very satisfying. For me, it's a rewarding job."

- **An interesting job** (when you like doing it because it is most probably amusing and stimulating).

Example: "She got an interesting job as a teacher of English at a private school."

- **A challenging job** (it is hard, but it is also exciting and interesting).

Example: "Teaching is a challenging job."

- **A demanding job** (it requires a lot of efforts, skills, energy, and time).

Example: "Being an emergency surgeon is a demanding job, you have to be on call 24 hours a day."

- **A high-flying job** (it is very well paid and offers lots of opportunities for promotion).

Example: "After he graduated from college, he got a high-flying job as a stockbroker."

- **A high-powered job** (a dynamic and important job).

Example: "After she published her book, she got a high-powered job as director of a national newspaper."

- **A stressful job** (it includes lots of stress (long hours of work, short deadlines), it can also include danger and risk).

Example: "It must be stressful working for the police."

- **A dead-end job** (it has no opportunities for advancement or promotion).

Example: "Being a truck driver is a dead-end job."

- **A repetitive job** (doing the same things and tasks again and again).

Example: "Most of what I do at the post office is a repetitive work."

- **A tedious job** (it is quite boring and frustrating).

Example: "People who work in those small kiosks have such tedious jobs."

Exercises

Exercise 1: Match the jobs with their definitions, and then put them in the right column?

| | | | |
|---|-------------------|---|--|
| 1 | Farmer | a | A person who repairs and maintains vehicle engines and other machinery. |
| 2 | Miner | b | A person who conducts research to advance knowledge in a particular area |
| 3 | Engineer | c | A person whose job is to keep and analyze financial accounts. |
| 4 | Scientist | d | A person who makes and repairs wooden objects and structures. |
| 5 | Mechanic | e | A person who practices law and represents people in a court. |
| 6 | Accountant | f | A person who designs and constructs engines and machines or structures. |
| 7 | Carpenter | g | A person who cultivates land or raises animals. |
| 8 | Lawyer | h | A person who works underground in mines. |

| White-collar workers | Blue-collar workers |
|----------------------|---------------------|
| | |

Exercise 2: Complete the following sentences with: job/jobs, or work/works?

1. She graduated from college last June, and now she is looking for a
2. How long does it take you to get to?
3. It took me an hour to get home from yesterday.
4. Being a fireman is a dangerous
5. Come on! We've got a lot to do.
6. He eight hours a day at this company.
7. Sarah has had many in the past five years.
8. I love all the of Shakespeare especially Romeo & Juliet, Macbeth, and Hamlet.
9. You don't have to include all your previous on your resume.
10. Choose a you love and you will never have to a day in your life.

Exercise 3: Which person (1–5) is most likely to do each of the five things (a-e)?

| | | | | | | | | | |
|---|----------|----------|----------|----------|--|--|--|--|--|
| <ol style="list-style-type: none"> 1. A designer in a website design company. Has to be in the office, but can decide when he wants to start and finish work each day. 2. An office worker in a large, traditional manufacturing company. 3. A manager in a department store in a large city. Lives in the country. 4. A construction worker on a building site where work goes on 24 hours a day. 5. A technical writer for a computer company. Lives in the country and visits the company offices once a month. | | | | | <ol style="list-style-type: none"> a. work in shifts b. work under a flextime system c. telecommute d. commute to work e. clock in and out at the same time every day | | | | |
| 1 | 2 | 3 | 4 | 5 | | | | | |
| | | | | | | | | | |

Exercise 4: Choose the correct alternative to complete each sentence?

1. The person who is responsible for your work is your
(colleague / boss / employer)
2. If you are paid regularly every month for your work, you will earn a.....
(salary / wage / commission)
3. If you work as a salesperson at a company, you could get a
(bonus /raise /commission)
4. If an employee lost his/her job, when the company faced problems, the employee was
(fired / laid off / resigned)
5. When you write a letter or fill in a form in order to ask for a job, youthis job.
(work for / look for / apply for)
6. When you travel regularly between home and place of work, youto work.
(commute / go / get)
7. When workers record the time at which they leave work, they.....
(get off / clock on / clock off)
8. When you work extra hours that exceed the normal working time for more money, you work.....
(flextime / overtime / full-time)
9. A work arrangement that allows employees to choose when to start and end their workday, it's called
(overtime / part-time / flextime)
10. The job that makes you feel pleased and satisfied, it's a job.
(rewarding / demanding / challenging)

Homework:**➤ If you study and work at the same time, answer these questions:**

- What do you do? What are you in charge of? What are your responsibilities?
- How long does it take you to get to work?
- What time do you arrive at work? What time do you leave for it?
- Can you reconcile between your study and work?

➤ If you just study and you don't work, answer these questions:

- What sort of job would you like to do?
 - What sort of working hours would you like to have when you start working?
 - Would you like to work from home?
 - Do you think that your field of study will allow you to get a good job with a good salary?
- _____

**Language review: Articles: a/an, the & Placement of adjectives****- Articles : a/an, the**

The indefinite articles (**a/an**) are used before a countable singular noun that is general, or when its identity is not known (**a** used before a noun beginning with a consonant sound / **an** used before a noun beginning with a vowel sound). **Examples:** **a** book, **a** car, **an** apple, **an** umbrella, **a** house (pronounced **h**), **an** hour (silent **h**) etc. (**note:** we also use the article '**a**' with words which sound like they begin with consonant even if the first letter is a vowel. **Examples:** **a** university, **a** user, **a** euro etc.). The same rule is applied to adjectives or adverbs. **Examples:** **a** cold weather, **an** easy lesson, **a** very nice day! Etc.

The definite article (**the**) is used before singular or plural nouns to indicate that the identity of the noun is known to the speaker or listener. **Examples:** **the** book, **the** work, **the** apple, **the** cars, **the** universities etc.

We use '**a/an**' when we talk about things or persons for the first time, and '**the**' for the second when we know them. **Example:** I had **a sandwich** and **an apple** for lunch. **The sandwich** wasn't very good, but **the apple** was nice.

We use ‘**a/an**’ when we say what kind of thing or person we mean, and we use ‘**the**’ when we are thinking of a specific thing. **Example:** We stayed at **a very cheap hotel**. (a type of hotels) / **The hotel** where we stayed was very cheap. (a specific hotel).

We also use ‘**the**’ when it is clear which thing or person we mean. **Example:** Turn off **the light** and close **the door**, please. (the light and the door of the room).

- Placement of adjectives

Adjectives are usually placed before the noun. **Example:** it’s a **nice** house! / he bought a **new** car / it’s an **old** song etc. But when used with some linking verbs (with verbs: ‘be/get/become/seem’, and sense verbs: ‘look/feel/sound/taste/smell’) they are placed after the verb. **Examples:** I’m **tired** and I’m **getting hungry**. / The cookies **smell good**. / This tea **tastes** a bit **strange**. / You **look tired**.

Sometimes we use two or more adjectives together. Some are called **opinion adjectives** which tell us what the speaker thinks of something or somebody, like: nice/beautiful/interesting/delicious etc. Other Adjectives are called **fact adjectives** which give us information about size, age, shape, color, origin, material, and purpose. like: new/large/round/long/hot etc. Opinion adjectives usually go before fact adjectives. **Example:** it was a **nice long** summer holiday. / It’s a **delicious hot** vegetable soup.

Sometimes we use two or more fact adjectives together. Usually we put fact adjectives in this order:

Opinion adjectives → Fact adjectives (**Size /Age /Shape /Color /Origin /Material /Purpose**) → Noun

Examples: a nice white cotton shirt. / a beautiful small new red Italian sports car.

Note: When there are two or more color adjectives, we use ‘and’. **Example:** a red, white and green flag.

We can put an adverb in front of the adjectives that we want to modify. Examples: look at that **really** big old black car! / She is a beautiful and **really** generous lady!

Exercise 1: Compete the sentences. Use the articles (a/an, or the)?

1. We enjoyed our trip. hotel was very nice.
2. 'Can I ask question?' 'Sure. What do you want to know?'
3. Do you live far from centre?

4. He is interesting person. You should meet him.
5. It's nice morning. Let's go for walk.
6. I saw accident this morning. car crashed into tree. driver of car wasn't hurt, but car was badly damaged.
7. This morning I bought book and magazine. book is in my bag, but I can't remember where I put magazine.
8. Linda is student. When she finishes her studies, she wants to be journalist. She lives with two friends in apartment near college where she is studying. apartment is small, but she likes it.
9. There are two cars parked outside: blue one and grey one. blue one belongs to my neighbors. I don't know who owner of grey one is.
10. Ahmed and Nadia have two children, boy and girl. boy is seven years old, and girl is three. Ahmed works in factory. Nadia doesn't have job at the moment.

Exercise 2: Put the adjectives written in bold in the correct order?

1. We have two **English interesting** classes this week.
2. He is a **black tall** man.
3. They live in a **white large** house.
4. The woman is wearing a **yellow long** dress.
5. I had never seen such an **colorful amazing small** animal before!
6. I bought a **new nice black** shirt.
7. She is an **English old arrogant** lady.
8. The clown was wearing a **yellow green and big** hat.
9. I love that **old beautiful antique big green** car that always parked at the end of the street.
10. She lives in the **green, white and red big** house at the end of the street.
11. What an **old amazing Chinese little** cup!
12. Ali works in an **important Canadian trading big** company.
13. Please put the marbles into that **old red round small** box.
14. Our work uniform consists of black pants, black shoes, and a **baggy big polo yellow** shirt.

Unit 06:



Talking about leisure and hobbies at the workplace

Most of us spend so much time working as we barely have time for our families and personal lives. Working for long hours has negative effects on our physical and mental health. For that, we must have hobbies and use leisure time for ourselves, because life needs balance. Work and leisure are both important.

In this unit students will understand the meaning of leisure and hobbies and the different forms of leisure activities. They will also learn how to describe their hobbies and leisure activities. Finally, they will know the importance of balancing between leisure and work.



Language review: Adverbs & Expressions of Frequency

Modals

A. The meaning of leisure and hobbies

A. 1. What is leisure?

Leisure is the time spent away from work, studying, or housework. It is spent on doing leisure activities which can be hobbies, like: gardening, painting, knitting, collecting, fishing, etc. It can also be used to do other leisure activities for relaxation, like: sleeping, watching TV, lounging, etc.)

Leisure activities may change according to what is going on in our life. For example, if someone is experiencing a lot of stress, their most important leisure need will be to relax. If they have a lot of extra energy, their leisure time may be active.

A. 2. What is a Hobby?

A **hobby** is a regular activity that a person does for enjoyment, typically during one's leisure time. So, a hobby can be part of our leisure time, as we have mentioned above. Hobbies include collecting themed items and objects, engaging in creative and artistic pursuits, playing sports, etc. A person's hobby is usually connected to what they enjoy. For example, a person who likes to create things with their hands may want to knit or do woodwork.

Hobbies tend to follow trends in society, for example: *collecting stamps* was popular during the 19th and 20th centuries as postal systems were the main means of communication, while *video games* are more popular nowadays following technological advances.

B. Forms of leisure activities

Leisure activities are divided into three main forms: (look at the figure below)

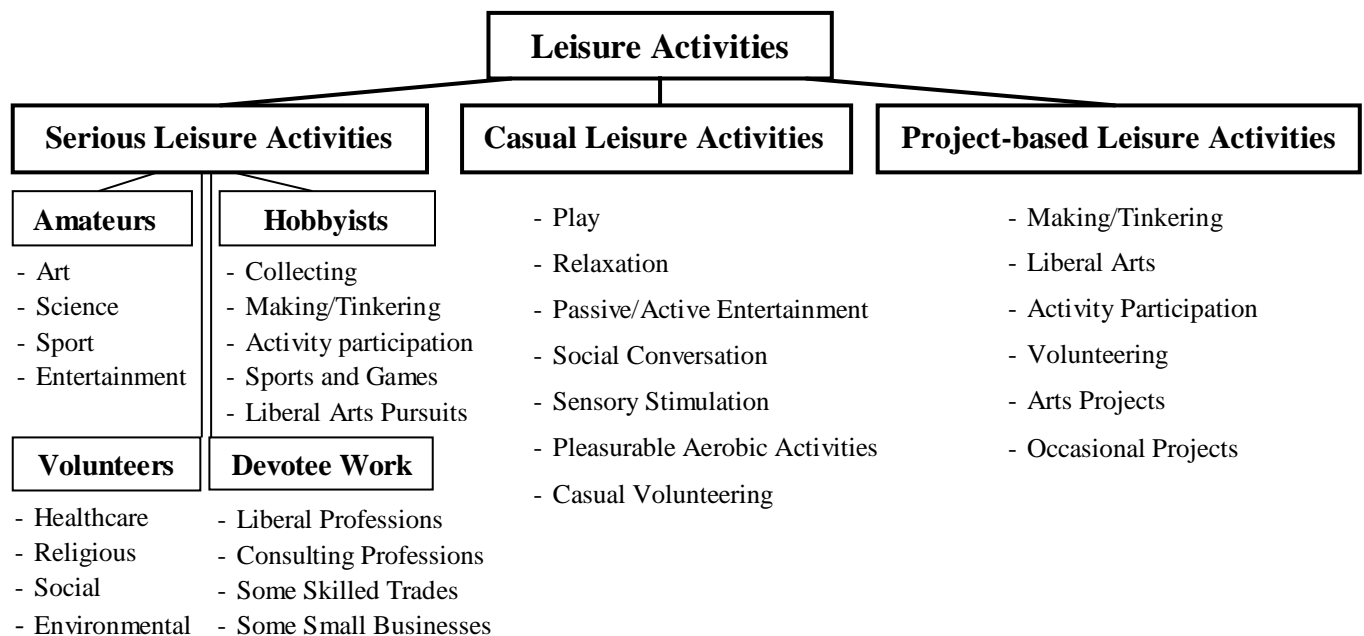
- **Serious Leisure Activities:** are those undertaken by people in their spare (free) time for a long term. These activities usually entail elements of perseverance, passion, and commitment, and people can eventually turn them into a career if they wish. They usually require the cultivation of special skills, knowledge, and experience, such as musical skill. There are four groups of people who may be involved in these activities; they are:

- **Amateurs**: who participate in serious leisure activities across many different fields, including: arts, sciences, sports, and entertainment. Amateurs may have relationships with professionals – who undertake the same activities in public for commercial reasons – and also with the public, when pursuing their leisure activities.
- **Hobbyists**: who do serious leisure activities as a hobby in their spare time. They usually do not have the relationships with professionals like amateurs. They are classified into five categories: *collectors* (who collect stamps, coins, shells, etc.); *makers and tinkers* (such as: inventors and craftsman); *participants in activities* (such as: fishing, bird watching, singing in the choir.); *sports/games players*; and *liberal arts Enthusiasts* (such as: writers, historians, artists, musicians, dancers, etc.)
- **Volunteers**: who offer help for the benefit of others, usually with no pay. They participate in helping activities (such as: healthcare, religious, social, environmental activities, etc.)
- **Devotee Work**: People engaged in devotee work are usually inspired to pursue a specific occupation in their leisure time, motivated by a sense of achievement through the activity that offers a pathway towards self-enhancement and self-growth. Examples of these people include: people involved in small businesses during their leisure time, or skilled trades and even the liberal and consulting professions.
- **Casual Leisure Activities**: are those that people engage with to occupy their spare time which usually require no specific skills or training, and which are usually short term and intrinsically pleasurable. They include: *play activities*; *relaxation activities* (napping, lounging, walking); *passive entertainment* (listening to music, reading books, watching a television series); *active entertainment* (such as games); *social conversations*; *sensory stimulation activities* (eating and drinking); *pleasurable aerobic activities* (walking, running, cycling, swimming, etc); and *casual volunteering* in a more unskilled manner.

- **Project-Based Leisure Activities:** these activities may require significant planning, effort, skill, and knowledge, and as such can be differentiated from casual leisure. They are also differentiated from serious leisure activities by the fact that these activities are not in themselves undertaken with the same degree of long-term interest. They may include similar activities to those within the serious leisure categories, such as making and tinkering, volunteering, and being involved in the arts.

Note: - The activities that are done inside a house or a building are called ‘**indoor activities**’ such as: watching TV, playing video games, cooking, etc., and the activities that are done outside a building, most commonly in natural settings, are called ‘**outdoor activities**’ such as: hiking, fishing, cycling, running, sailing, skiing, etc.

- Some activities can be done **individually**, such as: running, playing piano, painting pictures, etc., and some others must be performed in **groups or teams**, such as: football, volleyball, tennis, aerobics classes, etc.



C. Describing hobbies and leisure activities

To describe your hobbies and leisure activities that you do in your free time, you can use many phrases and vocabulary words.

- **Describing what you like to do**

These are some phrases and expressions that we can use:

In my free time I like to.../ I usually spend my free time in...

When I have some spare time I like to.../ When I get the time I like to...

Examples:

- In my free time I like to read books.
- I usually spend my free time in gardening.
- When I have some spare time I like to go out with my friends
- When I get the time I like to go running.

- **Describing what you enjoy to do or interested in**

We can use the following expressions:

I (really) enjoy... / I am (really/super) into... / I am keen on...

Some leisure activities that I have enjoyed in the past are... / I am interested in...

Examples:

- I really enjoy playing video games.
- I am really into lifting weights. / I am super into jogging.
- Ali is keen on volleyball. He plays for the school team.
- Some leisure activities that I have enjoyed in the past are: drawing, watching TV, and playing football.
- Sami is very interested in collecting coins. He just loves knowing about their history.

- **Describing sports activities & games**

We can use the verbs: ‘**play, do, go**’ to describe the types of sport exercises that we usually do in our free time.

- ✓ We use ‘**play**’ for team sports and games; involving two or more teams, where there is a competition.

Examples:

- Let's play football.
 - I'm going to play a 60-minute baseball match this Friday. Could you please come and watch me.
 - I like to play cards with my friends.
- ✓ We use '**do**' for individual sports; involving just one person (martial arts and specific exercises).

Examples:

- I like to do boxing.
 - I like to do meditation near running water.
 - What do you like to do? I like to do gymnastics.
 - I like to do push-ups every morning.
- ✓ We use '**go**' for sports that involve moving from one place to another.

Examples:

- I like to go swimming.
- I like to go running in my spare time.
- I like to go hiking in the mountain on weekends.

Note: we cannot use the verb '**practice**' in place of those three verbs above, so we cannot say, for example: I like practice football or judo.... We use this verb when we work at trying to improve the way we do things. **Example:** I'm studying the piano and I practice every day.

D. Leisure and work (Work-life balance)

Most of people spend so much time working as they barely have time for their families and personal lives. Working for long hours has negative effects on the physical and mental health of workers. It can cause chronic aches and pains, heart troubles, and hypertension, as well as stress, depression, exhaustion, and burnout.

Many people don't have hobbies and they don't use leisure time for themselves. They feel that they should be doing something else with their free time. But life needs balance. Work and leisure are both important.

When someone has a healthy work-life balance, they're able to allocate their time, so they don't overwork and can focus on other aspects of life; like doing hobbies and leisure activities such as: collecting and making things, playing sports and games, participating in different serious or casual leisure activities, etc.).

Many studies have found that hobbies and other leisure activities have a positive impact on work. These activities aren't just a means to have fun and pleasure in our free time; they also help to reduce stress and depression, and then enhance our mental health. Having hobbies can also boost social life and communication and increase creativity, knowledge, and experience which influence and help us perform better at work.

Exercises

Exercise 1: Say whether these statements are true (T), or false (F)?

1. A hobby is a casual leisure activity that a person does in his/her free time. ☐
2. Collecting stamps is a popular hobby nowadays because postal systems aren't the main means of communication. ☐
3. We can turn our hobbies into a career if we wish. ☐
4. Leisure activities that are done inside a house or a building are called 'casual activities'. ☐
5. Hobbies, voluntary activities, and amateurism are serious leisure activities usually require perseverance, passion, and commitment. ☐
6. Many studies found that hobbies and leisure activities have a negative impact on work. ☐

Exercise 2: Write the sports activities from the box in the table below according to the verb used?

| | |
|-------------|--|
| play | |
| do | |
| go | |

**Rock Climbing / Basketball / Kickboxing / Jogging / Yoga / Karate / Golf / Surfing / Judo
Badminton / Squats / Skiing / Chess / Gymnastics / Bowling / Scrabble / Darts / Tai Chi
Running / Taekwondo / Baseball / Cycling / Tennis / Kung Fu / Skateboarding / Rugby**

Exercise 3: Complete the following sentences with suitable words from the box?

1. I like to play sport. I especially like to with my friends.
2. My friend likes to of animals. They're really beautiful!
3. Do you like to? Yes. I do. I like to listen to pop and rap music.
4. I study and I have a part-time job, so I'm usually very tired. In my free time I like to
5. My friends and I just like to together and chat. We like spending time together.
6. I don't do anything special in my free time. I just stay at home and I like cooking shows.
7. I like to in my car on weekends.
8. There's a nice park in our neighborhood. My family and I like to there every weekend.
9. Amine doesn't like He prefers outdoor activities such as football.
10. She likes Her favorite writer is 'Joanne Rowling'.

| |
|---|
| <p>hang out / reading books / play football / watch TV / paint pictures listen to music / go for a walk / take a nap / go for a drive / playing video games</p> |
|---|

Exercise 4: Fill in the gaps with the appropriate words from the list, and then complete the crossword?

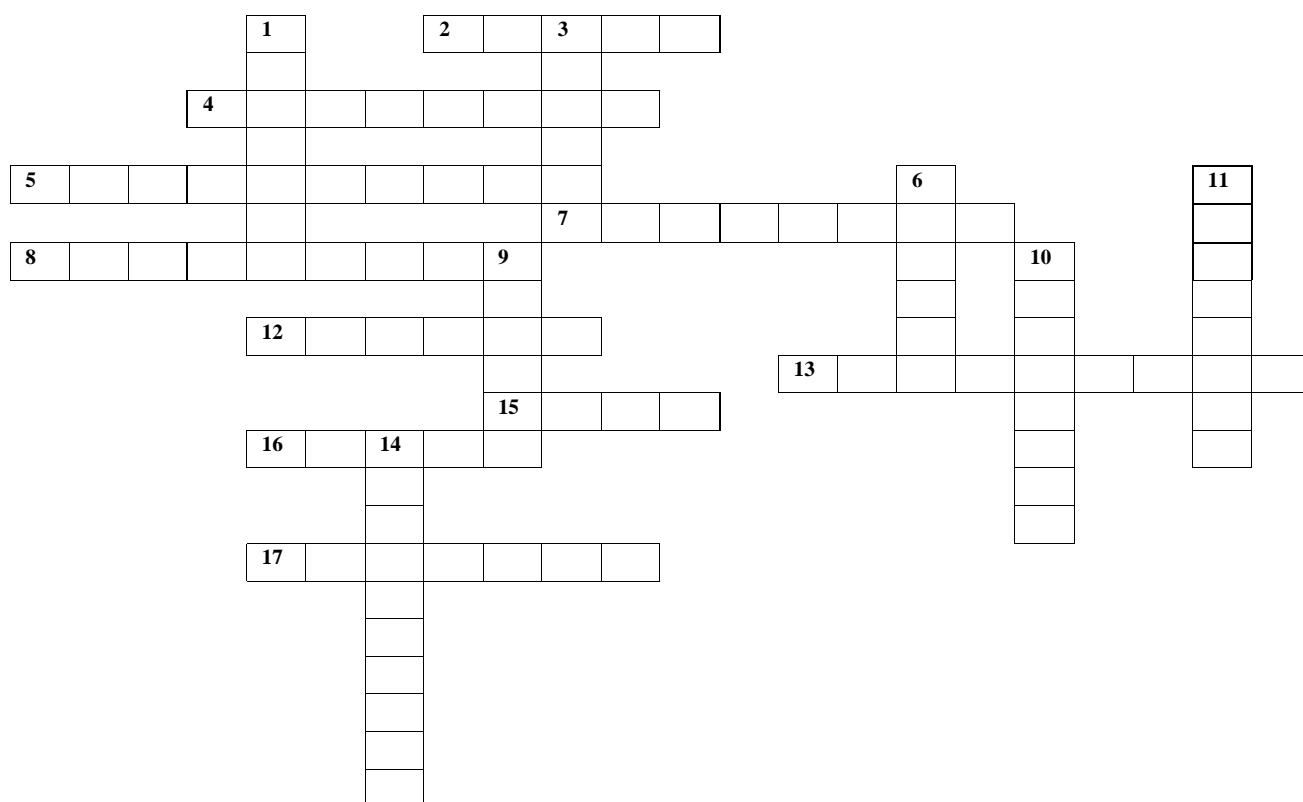
stamps coins shells computer internet flowers gardening park music
guitar individual indoor swimming volleyball gymnastics leisure weekends

Down ↓

1. My mother is really into planting
3. She likes collecting sea at the seaside.
6. Watching TV is anactivity.
9. I like collecting
10. Ali likes surfing the
11. I always play soccer on
14. Golf is an sport, while football is a team sport.

Across →

2. She likes listening towhen she drives.
4. Amine enjoys playing games.
5. I like playing basketball and
7. I usually go in the summer.
8. What do you like to do? I like to do
12. My cousin likes playing the
13. Maya is always working in the garden. She loves
15. My grandfather likes walking in the
16. Linda likes collecting
17.is the time spent away from work.



Homework:

1. Talk about your favorite hobbies, or other leisure activities that you like to do in your free time?
2. Should people work less (or students study less), so they can have more free time? Why? /Why not?
3. Do you think that hobbies and leisure activities have a positive or a negative impact on your study or work? Explain?



Language review: Adverbs and Expressions of Frequency & Modals

- Adverbs and Expressions of Frequency

- Adverbs and expressions of frequency describe how often an action happens. There are six main adverbs of frequency, which are: ***always (100%), usually (90%), often (70%), sometimes (50%), rarely (10%), and never (0%).*** (*We just use approximate percentages to show how often the action happens for each adverb, the only ones that are absolute are always and never*). *These adverbs go before the main verb and after the verb 'to be' (I **usually** wake up at 7 am. / He's **always** late).* *We can also place some of them at the beginning of a sentence. (**Sometimes** she does homework with her friends. / **Usually** he wakes up early).* When we use adverbs of frequency in the negative or question forms, we place them before the main verb. (Do you **usually** get up so late? / They don't **often** go to the cinema). *If there is a modal verb or an auxiliary verb, then the adverb of frequency goes between the modal or auxiliary verb and the main verb. (We should **never** be rude to customers / He has **often** visited France).*
- Expressions of frequency (every “**day/week...**”, twice “**a month/ a year...**”, once “**a month/ in a while ...**”, not very often...etc.) are placed either at the beginning or at the end of the sentence, but usually at the end. (We go to the cinema **once a week.** / I visit my grandmother **twice a month** / **Once in a while** my sister calls me, *or* My sister calls me **once in a while...etc.**)

- Modals: possibility/ability/request (can, could, ‘be’ able to)

We use **can** + *infinitive* to say that something is possible, or somebody has the ability to do something. (We **can see** the sea from our hotel. / I **can come** and see you tomorrow if you like). The negative form is: **can't** (I'm afraid I **can't come** to your party next week). We can also say that somebody **is able to** do something; (We **are able to see** the sea from our hotel). The past form is: **could** (We had a lovely room in the hotel. We **could see** the sea). We also use **could** to say that somebody had the ability to do something. (We were totally free; we **could do** what we wanted). But to say that somebody succeeded in doing something in a specific situation, we normally use **was/were able to**

(The fire spread quickly, but everybody **was able to escape**. (not ~~could~~ escape). The negative form is: **couldn't**, and it is possible in all situations. (I looked for Mahdi everywhere, but I **couldn't find** him). We use **can** or **could** to ask people to do things 'request' (**Can/Could** you wait a moment, please?), or asking for things (**Can I have** these postcards, please? / **Could** we **have** the menu, please?), or asking to do things (Hello, **can I speak** to Steve, please? / **Could I use** your phone charger?).

Exercise 1: Rewrite the following sentences using the adverbs and expressions of frequency in brackets?

1. She listens to the radio (*often*)
2. My grandfather goes for a walk in the evening (*always*)
3. Sarah helps her mother in the kitchen (*usually*)
4. I will forget what he said (*never*)
5. He drinks coffee (*sometimes*)
6. I go to bed before midnight, (*rarely*)
7. She goes out (*twice a week*)
8. I call my sister (*once in a while*)
9. Ali doesn't do his homework (*very often*)
10. He goes to work (*every day*)

Exercise 2: Complete the sentences using: can or (be) able to. You can use the negative or the past forms?

1. Your computer be customized according to your needs.
2. I'm sorry, we offer free delivery outside the country.
3. you speak any foreign languages?
4. He was a brilliant salesman; he sell anything!
5. you open the window, please?
6. I don't feel good this morning. I sleep last night.
7. I have a glass of water, please?
8. Sami has lived in Turkey a long time, so he should speak Turkish.
9. I borrow your umbrella?
10. After six hours of discussion, we finally find a solution.

Conclusion:

Learning Business English, along with reviewing the basic grammar is of great importance for first-year bachelor's students of economics. It allows them to build a solid linguistic foundation that enables them to understand various topics related to economics, as well as to acquire writing and speaking skills. Additionally, this foundational knowledge enhances their ability to understand other modules taught in English, thus enabling them to achieve success in their studies.

In the end, we hope to prepare another print (Business English 2), that addresses the remaining units taught in the second semester, which are related to other topics that lie at the heart of the economics major, such as management, marketing, accounting, finance etc., which will provide more support to students in their academic and professional path.

Dr. Mourad MERMI

Answer Key:**Unit 01:****Exercise 1:**

| Greetings | Introductions | Goodbyes |
|---|---|--|
| Hello. Hi. How do you do? What's up? | This is my friend. May I introduce you to my new friend. | See you later. Goodbye. Take care. Bye. |

Exercise 2:

1. (F)
2. (I)
3. (F)
4. (I)
5. (F)
6. (I)
7. (I)

Exercise: (Language Review)

1. He
2. his
3. they
4. your
5. its
6. hers
7. it
8. yours
9. him
10. them

Unit 02:**Exercise 1:**

A meeting of the Tennis Club Committee was **arranged/set up** for 1 October, but not everyone could **attend** it, so it was **postponed/put back** until October 31. One committee member said that this was too late so eventually we **brought it forward** to October 15. The chairperson **chaired/ran** it very efficiently and we decided on some new membership rules. Only one committee member **missed** the meeting.

Exercise 2:

| Agreeing | Disagreeing | Expressing pinion | Making suggestion |
|----------|-------------|-------------------|-------------------|
| 3 | 4 | 1 | 2 |
| 8 | 7 | 6 | 5 |

Exercise 3:

- ...5..... Redirect participants when they go off-topic.
- ...6..... Summarize the key points and end the meeting on time.
- ...7..... Type up the minutes of the meeting and distribute them to the attendees.
- ...3..... Start the meeting (welcoming attendees, introducing the topic and outlining the agenda).
- ...1.... Prepare the documents (previous minutes, agenda, memo) and set up the meeting room.
-2...Send out the agenda to the participants and consider who needs to be invited to the meeting.
- ...4... Go through the items of the agenda.

Exercise 4:

1. A written report of what was discussed in a meeting.
2. People who attend a meeting.
3. List of items to discuss in a meeting.
4. The person who runs a meeting.
5. To have a break in a meeting
6. Delay the date of a meeting to a later time.
7. The person who does office work, including arranging meetings.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| P | A | R | T | I | G | I | P | A | N | T | S |
| F | G | I | O | I | H | P | H | S | V | N | O |
| A | E | M | J | C | A | Y | S | E | D | N | M |
| N | N | O | A | Z | I | B | E | C | E | O | I |
| D | D | C | N | P | R | A | S | R | D | N | M |
| E | A | K | C | O | B | J | E | E | H | I | N |
| K | A | B | M | S | O | P | C | T | Y | X | Q |
| D | A | B | C | T | H | H | O | A | L | T | U |
| R | D | B | N | P | L | K | P | R | O | O | I |
| I | A | B | J | O | U | R | N | Y | D | J | S |
| G | D | M | I | N | U | T | E | S | Z | M | T |
| T | U | N | B | E | A | R | T | S | A | P | P |

Exercises: (Language Review)

Exercise 1:

1. Wow, what a beautiful picture!
2. “How do I look?” she asked.
3. These photos were taken during our trip to California, USA.
4. Eiffel Tower is the most famous monument in France.
5. His friends, companions, relatives -- all deserted him.
6. Thank you, Sir, for your advice.
7. He drank three and two-thirds cans of Coca-Cola during the lunch last week-end.
8. The meeting will be on Monday morning.
9. Is that man the new CEO of the company?
10. Sami was born on Tuesday, July 9, 1980, at 6 am.
11. The concert tickets were expensive; we went to the cinema instead.
12. She studied three subjects: politics, sociology, and economics.
13. I want to give my mom a very special gift for Mother’s Day tomorrow.

Exercise 2:

Dear Mr. Lopez,

I recently received the order that you placed on November 30, 2021, for new vacuums, and you requested a set of attachments as well. We do have the products that you want in stock; unfortunately, our company has sold out of the specific set of attachments that you ordered. We regret that we cannot fill your order; however, we do have an alternative for you. If you like, our company would be happy to send you a different vacuums model which comes with a set of attachments in its purchase price. Mr. Lopez, I think that you will find these vacuums equally efficient, and I believe that you will be pleased with this new model. The price is a little higher but is still an excellent value. If this is a satisfactory substitution, please send the attached postcard to my office at 3434 Smith Street, Sylmar, California 91342, as soon as possible.

I hope that you will continue to choose Polk's Electronics whenever you need new appliances. Thank you for your patronage; we hope to serve you in the future.

Sincerely,

Susan Smith.

Unit 03:

Exercise 1:

| BrE | AmE |
|--|--|
| The number '0' is also called nought or oh | The number '0' is called zero |
| We use ' and ' after the hundred | We don't use ' and ' after the hundred |
| The fraction '¼' is said 'a (one) quarter' | The fraction '¼' is said 'a (one) quarter or a (one) fourth' |
| The decade (2000s) can be called ' noughties ' | The decade (2000s) can be called ' aughts ' |

Exercise 2:

- a. 5.89 / 123, 456 / 12,000,000,000 / 1/8 / 2023 / 1990s / 21st / 42.39%.
- b. Nought point oh six / zero point eight seven five / twelve million three hundred (and) fifty-four thousand, seven hundred (and) eighty-nine / three trillion / a(one) third / seven and three quarters / eight fifths / twenties / the twenty-fourth / seventy-eight point four three percent / a (one) hundred (and) twenty dollars fifty-five (cents).

Exercise 3: Complete the table below?

| Percentage | Fraction | Decimal |
|-----------------------|----------------------------------|-------------------------------------|
| seventy-five percent | three quarters | (nought/zero) point seven five |
| fifty percent | (a/one) half | (nought/zero) point five |
| twenty-five percent | (a/one) quarter or fourth | (nought/zero) point two five |
| twenty percent | (a/one) fifth | (nought/zero) point two |
| ten percent | (a/one) tenth | (nought/zero) point one |

Exercise 4:

- { 16 : sixteen
- { 60 : sixty
- { 1/5 : a/one fifth
- { 5th : the fifth
- { 80s : eighties
- { 18th : the eighteenth
- { 2003 : two thousand and three
- { 2.003 : two point oh oh three
- { 2,003 : two thousand and three
- { 18.95 : eighteen point nine five
- { 18.95% : eighteen point nine five percent
- { \$18.95 : eighteen dollars ninety-five (cents)
- { 17-23-05 : seventeen, twenty-three, oh five
- { 172,305 : a/one hundred seventy-two thousand three hundred (and) five
- { 172.305 : a/one hundred seventy-two point three oh five
- { 23456780 : two three, four five, six seven, eight zero
- { 23,456,780 : twenty-three million four hundred (and) fifty-six thousand, seven hundred (and) eighty

Exercises: (Language Review)

Exercise 1:

1. The earth **goes** around the sun.
2. The museum **closes** at 5 O'clock on Fridays.
3. Rice **doesn't grow** in cold climates.
4. I **get up** at 8 o'clock every morning
5. How often **do** you **travel** by plane?
6. **Do** you **have** a meeting now?
7. I **work for** a research company.
8. The company **doesn't buy** new computers every year.
9. Sami **doesn't drink** tea very often.
10. You **go** straight, and then you **turn** left.
11. I'll give it to her when she **arrives**.
12. What **does** the company **make**? It **doesn't make** anything; it **offers** legal advice.

Exercise 2:

1. in
2. on
3. in
4. in
5. at
6. in
7. at
8. in
9. on
10. at ... in
11. at (or on in AmE)
12. on ... in

Unit 04:

Exercise 1:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| a | b | c | d | e | f | g | h |
| 6 | 4 | 5 | 8 | 7 | 2 | 3 | 1 |

Exercise 2:

A: How was your business trip to Japan?

B: Great, thanks. I'm just going to the bank to **change back** the money I didn't spend. **A:** What's the **currency** in Japan?

B: It's the yen. Look – this is **500-yen coin**. It's worth about \$3.50. **A:** Oh, it's very nice.

B: Yes. Did you know that the yen is not **divided into** other units? There are no cents, just yen. **A:** What's the **abbreviation** for the yen?

B: It's JPY.

Exercise 3:

1. currencies
2. cash
3. barter system
4. token money
5. fiat money
6. M1 money supply

Exercise 4:

M1 = currency in circulation + checkable deposits + travelers checks

$$= \$1,271.8 + \$1,713.5 + \$2.9 = \$2,988.2 \text{ billion (or \$3 trillion)}$$

M2 = **M1** + Savings deposits + Money market funds + Time deposits

$$= \$2,988.2 + \$7,712.1 + \$610.8 + \$509.2 = \$11,820.3 \text{ billion (or \$11.8 trillion)}$$

Exercises: (Language Review)

Exercise 1:

1. Bill Gates **founded** Microsoft in 1975.
2. My grandfather **died** when he was 90 years old.
3. Last Tuesday Ali **flew** from Alegria to France.
4. He **worked** in a bank from 2015 to 2021.
5. We **enjoyed** the party last night. It **finished** at midnight.
6. Sami **took** a picture of me while I **wasn't looking**.'
7. 'Did you **go out** last night?' 'No, I **was** too tired.'
8. Today the weather **is** nice, but yesterday it **was** very cold.
9. When I **got** to the café my friends **were waiting** for me.
10. I **didn't go** to work yesterday because I **wasn't** well
11. **Was** the weather nice when you **were** on holiday last week?
12. Amir **learnt** Turkish when he **was living** in Istanbul.
13. How **did** you **learn** to drive?' 'My brother **taught** me.'
14. Maria **spent** a lot of money yesterday. She **bought** clothes which **cost** \$300.

Exercise 2:

1. **this**
2. **those**
3. **These**
4. **this**
5. **those**
6. **That's**
7. **these**
8. **that**
9. **that's**
10. **that**
11. **this**
12. **this**

Unit 05:

Exercise 1:

| White-collar workers | | | | Blue-collar workers | | | |
|----------------------|----|----|----|---------------------|----|----|----|
| 3f | 4b | 6c | 8e | 1g | 2h | 5a | 7d |

Exercise 2:

1. job
2. work
3. work
4. job
5. work
6. works
7. jobs
8. works
9. jobs
10. job ... work

Exercise 3:

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| b | e | d | a | c |

Exercise 4:

1. boss
2. salary
3. commission
4. laid off
5. apply for
6. commute
7. clock off
8. overtime
9. flextime
10. rewarding

Exercises: (Language Review)

Exercise 1:

1. We enjoyed our trip. **The** hotel was very nice.
2. 'Can I ask **a** question?' 'Sure. What do you want to know?'
3. Do you live far from **the** centre?
4. He is **an** interesting person. You should meet him.
5. It's **a** nice morning. Let's go for **a** walk.
6. I saw **an** accident this morning. **A** car crashed into **a** tree. **The** driver of **the** car wasn't hurt, but **the** car was badly damaged.
7. This morning I bought **a** book and **a** magazine. **The** book is in my bag, but I can't remember where I put **the** magazine.
8. Linda is **a** student. When she finishes her studies, she wants to be **a** journalist. She lives with two friends in **an** apartment near **the** college where she is studying. **The** apartment is small but she likes it
9. There are two cars parked outside: **a** blue one and **a** grey one. **The** blue one belongs to my neighbors. I don't know who **the** owner of **the** grey one is.
10. Ahmed and Nadia have two children, **a** boy and **a** girl. **The** boy is seven years old, and **the** girl is three. Ahmed works in **a** factory. Nadia doesn't have **a** job at the moment.

Exercise 2:

1. We have two **interesting English** classes this week.
2. He is a **tall black** man.
3. They live in a **large white** house.
4. The woman is wearing a **long yellow** dress.
5. I had never seen such an **amazing small colorful** animal before!
6. I bought a **nice new black** shirt.
7. She is an **arrogant old English** lady.
8. The clown was wearing a **big green and yellow** hat.
9. I love that **beautiful big old green antique** car that always parked at the end of the street.
10. She lives in the **big green, white and red** house at the end of the street.
11. What an **amazing little old Chinese** cup!
12. Ali works in an **important big Canadian trading** company.
13. Please put the marbles into that **small old round red** box.
14. Our work uniform consists of black pants, black shoes, and a **big baggy yellow polo** shirt.

Unit 06:

Exercise 1:

1. F
2. F
3. T
4. F
5. T
6. F

Exercise 2:

| | |
|-------------|--|
| play | Basketball / Golf / Badminton / Chess / Scrabble / Darts / Baseball / Tennis / Rugby |
| do | Kickboxing / Yoga / Karate / Judo / Squats / Gymnastics / Tai Chi / Taekwondo / Kung Fu |
| go | Rock Climbing / Jogging / Surfing / Skiing / Bowling / Running / Cycling / Skateboarding |

Exercise 3:

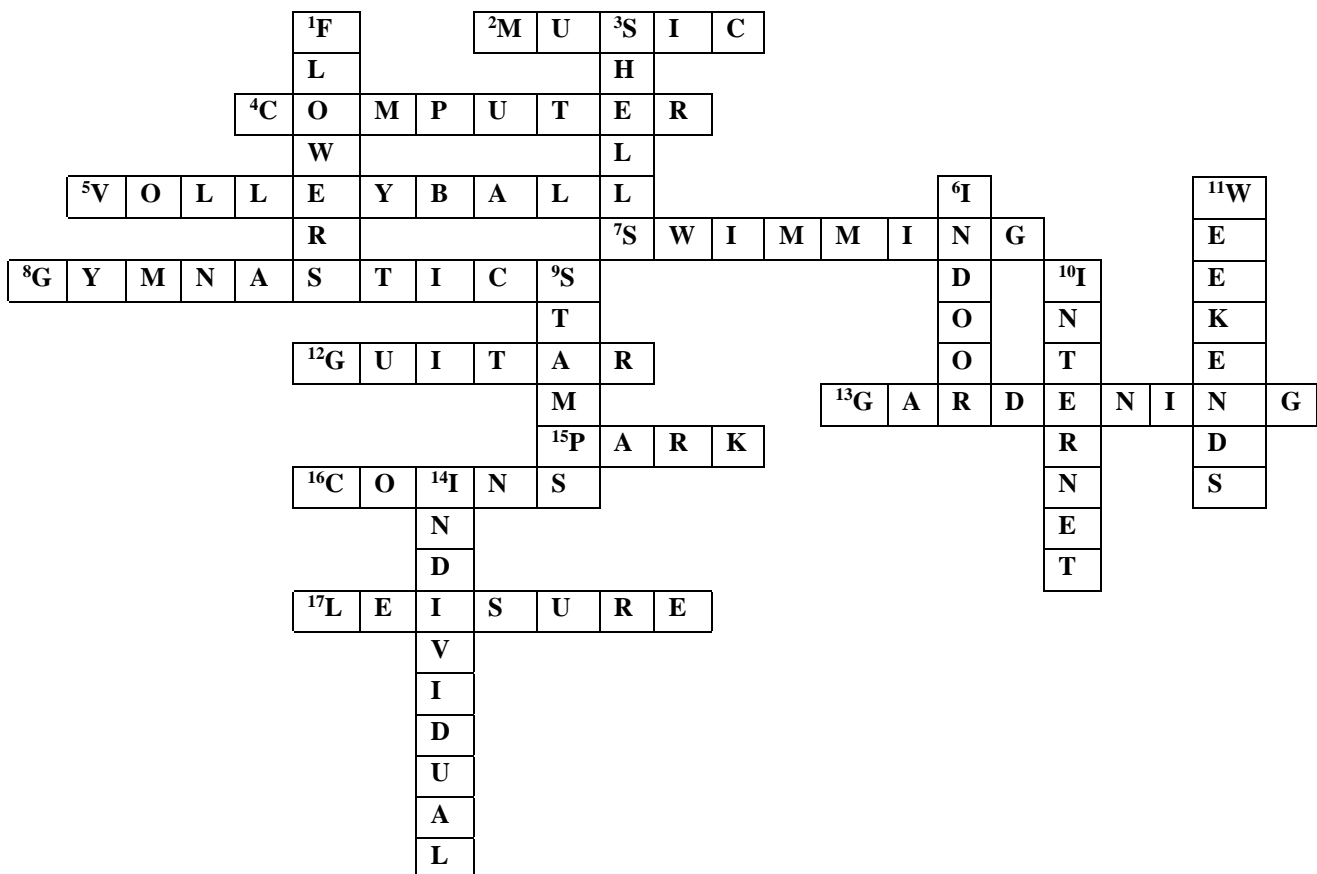
1. I like to play sports. I especially like to **play football** with my friends.
2. My friend likes to **paint pictures** of animals. They're really beautiful!
3. Do you like to **listen to music**? Yes. I do. I like to listen to pop and rap music.
4. I study and I have a part-time job, so I'm usually very tired. In my free time I like to **take a nap**.
5. My friends and I just like to **hang out** together and chat. We like spending time together.
6. I don't do anything special in my free time. I just stay at home and **watch TV**. I like cooking shows.
7. I like to **go for a drive** in my car on weekends.
8. There's a nice park in our neighborhood. My family and I like to **go for a walk** there every weekend.
9. Amine doesn't like **playing video games**. He prefers outdoor activities such as football.
10. She likes **reading books**. Her favorite writer is Joanne Rowling.

Exercise 4:**Down**

1. My mother is really into planting **flowers**.
3. She likes collecting sea **shells** at the seaside.
6. Watching TV is an **indoor** activity.
9. I like collecting **stamps**.
10. Ali likes surfing the **internet**.
11. I always play soccer on **weekends**.
14. Golf is an **individual** sport, while football is a team sport.

Across

2. She likes listening to **music** when she drives.
4. Amine enjoys playing **computer** games.
5. I like playing basketball and **volleyball**.
7. I usually go **swimming** in the summer.
8. What do you like to do? I like to do **gymnastics**.
12. My cousin likes playing the **guitar**.
13. Maya is always working in the garden. She loves **gardening**.
15. My grandfather likes walking in the **park**.
16. Linda likes collecting **coins**.
17. **Leisure** is the time spent away from work.



Exercises: (Language Review)

Exercise 1:

1. She *often* listens to the radio.
2. My grandfather *always* goes for a walk in the evening.
3. Sarah *usually* helps her mother in the kitchen.
4. I will *never* forget what he said.
5. He *sometimes* drinks coffee.
6. I *rarely* go to bed before midnight.
7. She goes out *twice a week*.
8. I call my sister *once in a while*.
9. Ali doesn't do his homework *very often*.
10. He goes to work *every day*.

Exercise 2:

1. can
2. can't
3. Can
4. could
5. Can/could
6. couldn't
7. Can
8. be able to
9. Could/can
10. were finally able to

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