

English for Students of Economics 1

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Herat 2013



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English for Students of Economics 1

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Preface

Introduction to the Herat University English for Specific Purposes Textbooks

The Herat English for Specific Purposes (ESP) textbooks are the first series of ESP textbooks produced for Afghan university students in Afghanistan. The Herat ESP Project was initiated in 2012 by a request of Herat University Chancellor Mir Ghulam Osman Barez Hosseini to the Public Affairs Section of the United States Consulate in Herat. The first ESP textbooks were completed and published under the leadership of Chancellor Dr. Abdul Zahir Mohtasebzadeh. English language instructors in two departments of Herat University - the English Language and Literature Department and the English Language and Computer Learning Center produced the textbooks under the guidance of Senior English Language Specialist Dr. Suzanne M. Griffin, ESP Editor Mr. Toufiq Sarwarzada and English Language Fellow Lisa Roegner.

The project was initiated because Herat University English instructors and their students had discovered that commercially available ESP textbooks were inadequate to the needs of Afghan students in specific departments of the university. English instructors began developing their skills as ESP materials writers in spring 2012, through a series of workshops and individual mentoring sessions that focused on developing lesson plans with sufficient detail to guide the classroom lessons for future ESP instructors. The goal of their work was to help Herat University undergraduate students successfully read the textbooks, journal articles and online resources written in English in nine discipline areas: Computer Science, Economics, Engineering, Humanities, Journalism, Medicine, Public Administration, Sciences and Sociology.

In autumn 2012 ten instructors combined their efforts and worked in teams to develop their lessons into textbook materials while four instructors continued to develop textbook materials individually. The instructors' work was guided by a leadership team that consisted of the department heads of the English Language and Literature Department and the English Language Center, as well as the ESP Section head and the ESP textbook editor in the English Language and Literature Department and led by the American English Language Specialist. The English Department Head of Herat Education University actively participated in the workshops and later joined the leadership team. The project goal is to produce four books in each discipline area by 2014.

The spring and autumn activities--workshops, consultant contracts for the English Language Specialist and printing of the first textbooks--were supported by two grants from English Language Programs Office in the Public Affairs Section of the United States Embassy, Kabul. The second grant was administered by the United States Consulate in Herat.

Dr. Suzanne Griffin

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1

Afghanistan Economy



Introduction to the lesson

Discuss the following questions with your classmates.

- 1. How do you see the economy of Afghanistan in recent years?*
- 2. What is the main economic problem in Afghanistan?*

① Activity

Refer to the vocabulary list and guess the topic of the lesson. Read the vocabulary and compare your definitions with the given meanings.

Words	English definitions
landlocked	almost or completely surrounded by land
strategic	done as part of a plan that is meant to achieve a particular purpose or to gain an advantage
population	all the people who live in a particular area, city or country; the total number of people who live there
gold	a chemical element. Gold is a yellow precious metal used for making coins, jewelry, decorative objects, etc
copper	a chemical element. Copper is a soft reddish-brown metal used for making electric wires, pipes and coins
silver	a chemical element. Silver is a grayish-white precious metal used for making coins, jewelry, decorative objects, etc
precious	rare and worth a lot of money
agriculture	the science or practice of farming
donation	something that is given to a person or an organization such as a charity, in order to help them; the act of giving something in this way
enforce	to make sure that people obey a particular law or rule
insecure	not confident about yourself or your relationships with other people
infusion	the act of adding something to something else in order to make it stronger or more successful
draught	a flow of cool air in a room or other confined space
cultivation	the preparation and use of land for growing plants or crops
contribute	to give something, especially money or goods, to help somebody/something
infrastructure	the basic systems and services that are necessary for a country or an organization to run smoothly, for example buildings, transport and water and power supplies
rejuvenated	to make somebody/something look or feel younger or more lively
tremendous	very great
transfer	to move from one place to another; to move something/somebody from one place to another

②Activity

Fill in the blanks with the following words.

draught	donations	contributed	strategic	transfer
---------	-----------	-------------	-----------	----------

1. The work of the charity is funded by voluntary
2. There's a in here.
3. Medical negligence was said to haveto her death.
4. How can I money from my bank account to his?
5. A decision to sell off part of the business.

Listening

Dictation: Listen to your teacher reading the following passage. Fill the blanks. You can use the given words to fill the blanks.

major	regime	international	agriculture	population
growth	facilities	enforcement	poorest	

Even after the fall of the Talibanin 2001, it is one of thecountries in the world. About 40% of the country'slives below the line. The economic progress is extremely slow with high dependency on....., trade with neighboring countries anddonation. There is still a dearth of basic....., such as housing, clean water, medical care and electricity. Some of thethreats to theof Afghanistan's economy are weak lawand governance, criminality and insecurity.

Reading

①Activity

Skim the reading for the main idea in 30 seconds and report or summarize it in one sentence.

The main idea of the reading is.....
.....

②Activity

Scan for specific information and discuss the answers with your classmates in groups.

A. Specify the geographical location of Afghanistan.

B. What are the natural resources in Afghanistan?

③ Activity

Read the Following Text.

Afghanistan Economy

Afghanistan is a landlocked country in South-Central Asia. Its location makes it a strategic point to connect East and West Asia or the Middle East. Afghanistan has a land area of 647,500 square kms and a population of 28,150,000, according to the 2009 estimates.

The country's natural resources include gold, copper, silver and zinc in the Southeast, precious and semi-precious stones in the Northeast and significant amount of petroleum in the North. However the natural resources have not been utilized to the fullest due to frequent invasions that country has been experiencing lately.

Even after the fall of the Taliban regime in 2001, it is one of the poorest countries in the world. About 40% of the country's population lives below the poverty line. The economic progress is extremely slow with high dependency on agriculture, trade with neighboring countries and international donation. There is still a dearth of basic facilities, such as housing, clean water, medical care and electricity. Some of the major threats to the growth of Afghanistan's economy are weak law enforcement and governance, criminality and insecurity.

Rise of Afghanistan Economy

Since 2001, "economic growth has been strong and has generated better livelihoods" in Afghanistan, reports the World Bank. The infusion of multi-billion US dollars proved significantly beneficial to Afghanistan's economy. Moreover, substantial agricultural production helped the country recover from the four-year draught in 1998-2001.

There was a 14% rise in the real value of the non-drug GDP in 2005 in the country. Cultivation of poppy and opium, morphine, heroin and other illicit drugs contributes about one-third of Afghanistan's GDP. About 3.3 million of population depends on opium production for its livelihood.

Development of infrastructure is in the pipeline, with two American companies, Black & Veatch and the Louis Berger Group, involved in rebuilding water supply systems, roads and power lines.

Another remarkable aspect in the recovery of Afghanistan's economy is the homecoming of more than 5 million Afghan refugees, who had left the country in the wake of the social and political upheaval in the country. They came back completely rejuvenated and brought with them substantial funds and skills to re-establish their foothold in the country. This has led to the reestablishment of a market institution, giving a boost to employment. The setting up of a \$25 million Coca Cola bottling plant by a Dubai-based Afghan family in 2006 has been a major factor behind the increase in employment in Afghanistan.

The financial sector has also experienced tremendous growth, with the opening of more than 16 banks in 2003. Some of the major banking institutions in the country are Afghanistan International Bank, Kabul Bank, Azizi Bank, Standard Chartered Bank and First Micro Finance Bank. It is now possible to transfer money in and out of the country through banking channels.

There are prospects for high economic growth in Afghanistan, according to the US Geological Survey and the Afghan Ministry of Mines and Industry. There are speculations about the natural resources reserves that are expected to generate enormous GDP for the country.

Adapted from a Topic taken from: www.stripes.com/.../Afghanistan-s-economy-is-seen-as-not-sustainable...

After you read

①Activity

Write whether the following sentences are true (T) or false (F).

- 1. Afghanistan is not a landlocked country in South-Central Asia.
- 2. Afghanistan location makes it a strategic point to connect East and West Asia.
- 3. The country’s natural resources include gold, copper, silver and zinc in the North.
- 4. Precious and semi-precious stones in the Northeast.
- 5. The natural resources have not been utilized to the fullest.
- 6. Afghanistan is one of the richest countries in the world..
- 7. The economic progress is extremely slow with high dependency on agriculture.
- 8. It is now possible to transfer money in and out of the country through banking channels.

.....

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.....

.....

②Activity

Discuss the following questions with your classmates.

- 1. What kind of country in terms of geographical location is Afghanistan? What are the natural resources in Afghanistan?
- 2. How was the economic situation of Afghanistan after 2001?

③Activity

Fill in the Blanks with the following words.

landlocked	population	major	precious	natural
------------	------------	-------	----------	---------

- 1. Afghanistan is completely
- 2. The entire of the town was at the meeting.
- 3. The crown was set with jewels—diamonds, rubies and emeralds.
- 4. The country’sresources include gold, copper, silver and zinc in the Southeast.
- 5. Some of thethreats to the growth of Afghanistan’s economy are weak law enforcement.

Speaking

Sit in groups, and compare the current condition of economy of Afghanistan with the economy that Afghanistan had during the Taliban Regime. Focus on the changes and specify whether these changes are positive or negative.

Grammar-Writing

① Grammar Point

The present perfect tells us about the past and present.

Examples:

The aircraft has landed means that the aircraft is on the ground now.

I/you/we/ they have washed.

He/ She/ it has washed.

→ Negative

I/you/we/ they haven't washed

He/ She/ it hasn't washed

→ Question

Have I/you/we/ they washed?

Have I/you/we/ they washed?

② Activity

Refer to the reading and find out all the verbs in present perfect tense and write them down.

.....

.....

③ Activity

Add a sentence. Use the present perfect. Follow the model.

Model: I am tired. (I/walk/miles) I have walked miles.

- Shakiba's computer is working now. (she/repair/it)
- It is cooler now. (I/open/ the window)
- The visitors are here at last. (they/arrive)
- Shafie's car isn't blocking us in now. (he/move/it)
- We haven't got any new videos. (we/watch/all these)

2

Doing Business in Afghanistan Market Overview



Introduction to the lesson

Discuss the following questions with your classmates.

- 1. Have you ever done business in Afghanistan? If yes, what kind of business?*
- 2. How do you see the investment condition in Afghanistan?*
- 3. Are there any foreign investors in Afghanistan?*

① Activity

Refer to the vocabulary list and guess the topic of the lesson. Read the vocabulary list and compare your definitions with the given meanings.

Words	English definitions
conflict	a situation in which people, groups or countries are involved in a serious disagreement or argument
transition	the process or a period of changing from one state or condition to another
donor	a person or an organization that makes a gift of money, clothes, food, etc. to a charity, etc
basic	forming the part of something that is most necessary and from which other things develop
assistance	help or support
corruption	dishonest or illegal behavior, especially of people in authority
stability	the quality or state of being steady and not changing or being disturbed in any way
framework	the parts of a building or an object that support its weight and give it shape
macroeconomic	the study of large economic systems, such as those of whole countries or areas of the world
currency	the system of money that a country uses
statistics	a collection of information shown in numbers
domestic	of or inside a particular country; not foreign or international
potential	that can develop into something or be developed in the future
investment	the act of investing money in something

② Activity

Fill in the blanks with the following words.

statistics	macroeconomic	donor	domestic	investment	current
------------	---------------	-------	----------	------------	---------

1. This country needs in education.
2. According to official..... the disease killed over 500 people.
3. Output consists of both exports and sales on the market.
4. First we need to identify actual and problems.
5. She is one of the charity's main

Listening

① Dictation

Listen to your teacher reading the following passage. Fill the blanks. You can use the given words to fill the blanks.

Challenging	donor	international	assistance
providing	improving	conference	

The Government of Afghanistan is the country's physical infrastructure with significant help and is committed tomore basic services and humanitarian to a growing population with some of the most social indicators in the world. The Kabul in July 2010 recommitted Afghanistan and its donors to improved development, governance and stability.

Reading

① Activity

Skim the Reading for the main idea in 30 seconds and report or summarize it in one sentence.

The main idea of the reading is
.....

② Activity

Scan for specific information and discuss the answers with your classmates in groups.

1. How long did Afghanistan experience war?
2. When was Kabul conference conducted?
3. What was Afghanistan's ranking according to the World Bank's Doing Business Index 2011?

③ Activity

Read the Following Text.

Doing Business in Afghanistan

Market Overview

Afghanistan continues to rebuild after nearly 30 years of conflict and is transitioning from a state-based model to a free market economy.

The Government of Afghanistan is improving the country's physical infrastructure with significant donor help and is committed to providing more basic services and humanitarian assistance to a growing population with some of the most challenging social indicators in

the world. The Kabul Conference in July 2010 recommitted Afghanistan and its international donors to improved development, governance and stability.

Corruption remains a persistent problem which increases costs.

A multi-billion dollar international effort to help reconstruct Afghanistan is ongoing, led by the United States and other international donors. Many, if not most, current business opportunities are linked to these reconstruction efforts.

The Government of Afghanistan has taken steps to create attractive conditions for foreign investment, however, there is still much more to be done, particularly in completing the process of reforming the legal and regulatory framework.

Doing business in Afghanistan, however, is more difficult than in other countries in the region. In the World Bank's Doing Business Index 2011, Afghanistan ranks 167 out of 183 economies in the ease of doing business.

Afghanistan has enjoyed mostly favorable macroeconomic conditions, with a historically high GDP growth (22.5 percent) and declining prices in 2009/10, according to the World Bank. Since 2002/03, Afghanistan has seen average growth rates in the double digits, but with significant volatility due to the heavy reliance on agriculture which is subject to weather fluctuations. Afghanistan's growth outlook for 2010/11 is cautiously optimistic, with anticipated GDP growth of 8.5-9.0 percent, and inflation around 5 percent, according to the World Bank.

Currency reform was completed in early 2003, resulting in a stable exchange rate. Since then, inflation has been relatively low and the nominal exchange rate stable. The tax code was restructured and clarified in 2005. Customs tariffs have been rationalized, existing trade agreements are being renewed and new agreements entered into force.

The economy is dominated by small-farm agriculture and approximately 80 percent of all economic activity remains informal. Illicit opium production remains a major activity and accounts for an amount equivalent to nearly a third of total licit GDP.

Comprehensive foreign direct investment (FDI) statistics for Afghanistan are unavailable. Figures, which are available, are not reliable because of inconsistencies in data collection. The United Nations 2010 World Investment Report estimated 2009 FDI flow into Afghanistan at USD 185 million and total FDI stocks at USD 1,550 million, representing 10.3% of GDP.

Significant investment in Afghanistan comes from United Arab Emirates, Canada, the United States, Turkey, Iran, China, Pakistan, India, and the United Kingdom.

According to the World Bank, trade as a share of GDP declined significantly in 2009/10. Since 2006, exports as a percent of GDP declined from 23 percent to 15 percent, while imports declined from 87 percent to 64 percent. This partly reflects growth in the domestic economy, but the official trade statistics show a 25% and 45% declines respectively in the value of exports to Pakistan and India that does not appear to reflect the actual trade flows.

Afghanistan’s top export markets are India, Pakistan, Iran, Saudi Arabia, Central Asian Republics and the European Union. Imports primarily come from China, Japan, Pakistan, Iran, the Central Asian Republics and the European Union.

Afghanistan’s history and location give it the potential to develop into a vital trade and transit hub for the region.

Adapted from www.doingbusiness.org/~media/fpdkm/doing%20business/..

After you read

①Activity

Write whether the following sentences are true **(T)** or false **(F)**.

- | | |
|---|-------|
| 1. Afghanistan continues to rebuild after nearly 45 years of conflict. | ..... |
| 2. Afghanistan is transitioning from a state-based model to a free market economy. | ..... |
| 3. The Government of Afghanistan is improving the country’s physical infrastructure without the cooperation of any countries. | ..... |
| 4. Corruption remains a persistent problem which increases costs. | ..... |
| 5. The Government of Afghanistan has taken steps to create attractive conditions for foreign investment. | ..... |
| 6. Currency reform was completed in early 2003, resulting in a stable exchange rate. | ..... |
| 7. According to the World Bank, trade as a share of GDP declined significantly in 2009/10. | ..... |
| 8. Afghanistan’s history and location give it the potential to develop into a vital. | ..... |

②Activity

Discuss the following questions with your classmates.

- 1. How is the improvement process in Afghanistan?
- 2. What were the important issues discussed in Kabul Conference?
- 3. Which countries are the Afghanistan’s exports markets?

③Activity

Fill in the blanks with the following words.

transition	assistance	World Bank	corruption	potential	create
------------	------------	------------	------------	-----------	--------

- 1. We need to ensure a smooth between the old system and the new one.
- 2. The company provides advice and in finding work.
- 3. The new district attorney has promised to fight police
- 4. According to the, trade as a share of GDP declined significantly in 2009/10.
- 5. The Government of Afghanistan has taken steps to attractive conditions for foreign investment.

Speaking

Sit in groups and discuss on the challenges which prevent businessmen to run business in Afghanistan. Then suggest solutions for those problems and challenges.

Grammar-Writing

Grammar Point

Linking Words: The Present Continuous

The present continuous means that we are at the middle of an action.

The present continuous is the present tense of be+an ing-form

I am looking.

You/we/ they are looking

He/she/it is looking

→ Negative

I am not looking

You/we/ they are not looking.

He/she/it is not looking.

→ Question

Am I looking.

Are you/we/ they looking?

Is he/she/it looking?

Activity

Refer to the reading and find out all the verbs in present continuous tense and write them down.

.....

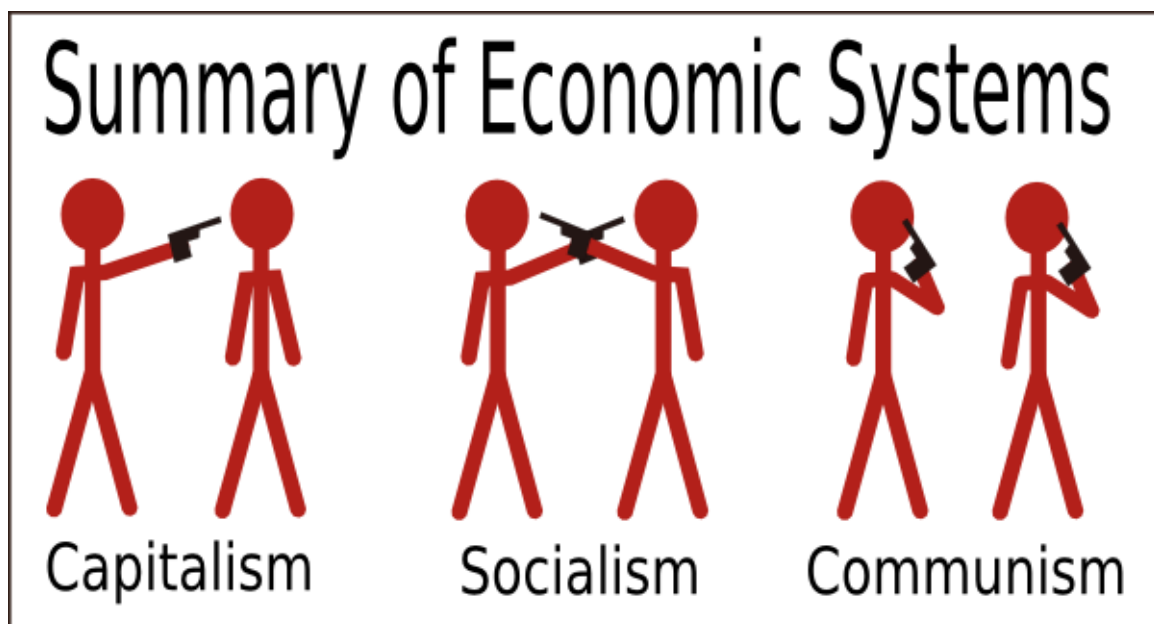
.....

.....

.....

3

Economic Systems



Introduction to the lesson

1. What does the word *economic* mean?
2. What English words do you know that are in the same word family)? (e.g., *economy*, *economically*, *economize*)
3. What words are related to *economic*? E.g. *cheap*, *expensive*, *fair price*
4. What is a *system*? Can you give examples of a system?

① Activity

Refer to the vocabulary list and guess what the topic will be about? Read the vocabulary and compare your definitions with the given meanings.

Words	English definitions
buyer	a person who buys something, especially something expensive
command system	an economic system in which the government controls the production and distribution of goods and services.
consumer	a person who buys goods and services.
distribute	to give things to a large number of people; to share something between a number of people
economic system	the way that a country or culture produces and distributes goods and services.
market system	an economic system in which individuals, not the government, control production and distribution of goods and services.
need	to require something/somebody because they are essential or very important, not just because you would like to have them
poor	having very little money; not having enough money for basic needs
product	a thing that is grown or produced, usually for sale.
seller	a person who sells something
traditional system	an economic system based on past ways of life and culture.
wealthy	having a lot of money, possessions, etc

② Activity

Fill in the blanks with the following words.

consumer	system	wealthy	poor	distributed
----------	--------	---------	------	-------------

1. We have a good....., but it needs to be marketed better.
2. Did you find afor your house.
3. Viruses are often..... via email.
4. She comes from a very.....family.
5. They remainedall their lives.

Listening

① Dictation

Listen to your teacher reading the following passage. Fill the blanks. You can use the given words to fill the blanks.

Traditional	follow	goods	services	roles	economic
-------------	--------	-------	----------	-------	----------

In a **system**, past beliefs and ways of doing things determine what and services should be produced. Tradition also determines how the goods and should be produced, and who should get them. Such traditional systems can still be found in some places around the world. In such cultures, young men in their fathers' footsteps. Young women take on their mothers'

Reading

① Activity

Skim the Reading for the main idea and report or summarize it in one sentence.

The main idea of the reading is.....
.....

② Activity

Scan for specific information and answer the following questions.

1. *What is an economic system?*
2. *How are goods and services produced in a traditional system?*

③ Activity

Read the Full Text.

Economic Systems

Nargees lives in Herat. She stops at the super market on her way home from work. She rushes through the store past hundreds of different products. There are canned meals, rice, milk, frozen pies. And although it is the dead of winter, there are many fresh fruits and vegetables as well. To Nargees, the supermarket does not seem super. She is used to having hundreds of different products to choose from.

All of us have such shopping experiences. The reason for different amounts of goods that are available for our purchase lies in the different economic systems in our countries. An economic system is the way a government tries to satisfy its people's needs and wants. There are three basic types of economic systems. They are the traditional, command, and market systems.

In a traditional system, past beliefs and ways of doing things determine what goods

and services should be produced. Tradition also determines how the goods and services should be produced, and who should get them. Such traditional economic systems can still be found in some places around the world. In such cultures, young men follow in their fathers’ footsteps. Young women take on their mothers’ roles.

In a pure market system, individuals are powerful. The government has little or no say in answering the three basic economic questions. Buyers and sellers make the economic decisions. Buyers in a market system have the freedom to buy whatever they want. Their decision will determine whether or not the producer keeps producing what they need. Their decisions will also determine how many of that product get produced and what their price will be. So in a market system goods and services you see are based on consumer buying decisions. Businesses produce what consumers need and want.

In a pure command system, the government controls the economy. . The government could be run by one person or a group of leaders. They decide what goods and services should be produced. They choose what food is farmed, what machines are made, and how they are used. Available jobs are based on the government’s decisions. The government also decides how the goods are distributed. Perhaps a small group of citizens become wealthy while most stay poor. Or perhaps all goods and services would be available equally to all people.

Adapted from Jane S. Iopus, Ph.D. and Marna, Owen. (1995) Fearon’s Economics: Globe Fearon Educational Publisher, N

After you Read

①Activity

Write whether the following sentences are true **(T)** or false **(F)**.

- | | |
|---|-------|
| 1. An Economic system is the way in which the government is not responsible to satisfy its people needs and wants. | ..... |
| 2. There are three basic types of economic systems. | ..... |
| 3. In a traditional system, past beliefs and ways of doing things determine what goods and services should be produced. | ..... |
| 4. Tradition doesn’t determine how the goods and services should be produced, and who should get them. | ..... |
| 5. Traditional economic systems can still be found in some places around the world. | ..... |
| 6. In a pure market system, individuals are powerful. | ..... |
| 7. Buyers in a market system have the freedom to buy whatever they want. | ..... |
| 8. In a market system goods and services you see are not based on consumer buying decisions. | ..... |
| 9. In a pure command system, the government decides what goods and services should be produced. | ..... |
| 10. In a command market, available jobs are based on the government’s decisions. The government also decides how the goods are distributed. | ..... |

②Activity

Discuss the following questions with your classmates.

1. In a pure market economy, who controls production? Explain.
2. In a command economy, who controls most of the major businesses?

③Activity

Fill in the blanks with the following words.

Buyer	economic	product	Need	seller
-------	----------	---------	------	--------

1. United States of America is the biggestof oil in the world.
2. She is a flower..... in the market square.
3. growth was fastest in Japan.
4. I just..... some information.
5. The new.....is overly complex.

Speaking

Sit in Groups and discuss the following question, then share the result of discussion within the class.

*What kinds of decisions do you make as a consumer in the market system of Afghanistan?
How can a business be affected by consumer decisions?*

Writing

1. Summarize the reading in one paragraph.
2. Choose one of the above economic systems that you would prefer to be applied in your country (Afghanistan) and write a personal paragraph on it. Try to support your ideas with strong reasons.

4

Desirable Qualities for Money



Introduction to the lesson

Discuss the following questions with your classmates.

1. What is the currency in your country?
2. What types of money do you use?
3. Does the currency in your country have the international qualities for the money?
4. If you are allowed to suggest changes to the type of money in your country, what kind of changes will you bring?

①Activity

Refer to the vocabulary list and guess the topic of the lesson. Read the vocabulary and compare your definitions with the given meanings.

Words	English definitions
Quality	the standard of something when it is compared to other things like it; how good or bad something is
Currency	coins and paper money.
scarce	if something is scarce , there is not enough of it and it is only available in small quantities
value	how much something is worth in money or other goods for which it can be exchanged
amount	a sum of money
trade	to buy and sell things
Counterfeit	illegally reproduced; fake; for example, a counterfeit ten dollar bill.
Demand deposit account	a checking account. Funds are payable on demand to the holder of the check.
reproduce	to produce something again; to make something happen again in the same way
denominations	units of value
Durable	lasting a long time without wearing out.
cash	money in any form
spend	to give money to pay for goods, services, etc
portable	easily carried or moved
Money supply	the value of all currency and checking account balances in a country.

②Activity

Fill in the blanks with the following words.

currency	denominations	counterfeit	portable	durable
----------	---------------	-------------	----------	---------

1. She had \$500 in foreign..... .
2. Coins and banknotes of various..... .
3. He was arrested for attempting to sellwatches.
4. Highly.....carpets for hotel use.
5. The equipment is and easy to store.

Listening

① Dictation

Listen to your teacher reading the following passage. Fill the blanks. You can use the given words to fill the blanks.

Coins	durable	checks	machines
account	serve	money	

Today's money is fairly dollars bills andcan go through washingand dryers and still be usable. may be easily destroyed, but the checkingitself does not disappear. Mostmust be long lasting and strong toits purpose well.

Reading

① Activity

Skim the Reading for the main idea in 30 seconds and report or summarize it in one sentence.

The main idea of the reading is.....
.....

② Activity

Scan for specific information and discuss the answers with your classmates in groups.

1. What did the early Native Americans use as money?
2. How do we carry check books, coins and so forth...?

③ Activity

Read the Following Text.

Desirable Qualities for Money

If you traveled the world, you would find that all money does not look exactly like U.S. money. Currency (paper bills and coins) in other countries may be red, black, blue, or purple. Kings, queens, presidents, and other foreign leaders may appear on their countries' coins. And not all countries measure their money in dollars, either. For example, the British use pounds, the Afghans use Afghanis.

Although these kinds of money may seem different, they are all alike in five important ways:

1. *The money should be widely accepted and recognized.*

In other words, people will take the money in exchange for goods and services. What

is accepted and recognized can vary greatly between cultures and countries. In the United States, for example, people gladly recognize and accept a five dollar bill. In contrast, people in some African and South American cultures would rather accept cows as money.

2. The money should be scarce.

There must be a limited amount of money, or it loses its value. For example, early Native Americans once used wampum as money. Wampum was the name for black and white beads that were used for trading in much the same way we use Afghanis. The wampum was highly polished and strung in beautiful designs. It took many hours of hard work to make. However, white men soon learned how to make counterfeit, or wampum. As wampum became less scarce, it began to lose its value. To keep money scarce, countries now use special designs, ink, paper, and metals. The more difficult it is to reproduce the money, the harder it is to counterfeit well.

3. The money should be easily divided.

In some cultures bars of salt were once used as money. The bars were about 12 inches long and 1 inches height. When trading goods and services, people would expertly pinch off just the right amount of salt. Today, most countries have bills and coins of different denominations or values that make it easy to divide and measure money. A dollar bill can be broken into four quarters, a quarter into five nickels, and so forth.

4. The money should be durable.

What would happen if people used ice for money? We would have to insulate our valets and cash registers to keep the money from melting. Otherwise, the money would not last long enough for us to spend it.

Today's money is fairly durable. Dollars bills and coins can go through washing machines and dryers and still be usable. Checks may be easily destroyed, but the checking account itself does not disappear. Most money must be long lasting and strong to serve its purpose well.

5. The money should be portable.

Most of us carry check books, dollars, and coins quite easily in our pockets and purses. This money is portable light and compact. If it were not, it would be hard to carry and use for trading.

In certain cultures, however, portability was not given a high priority. On the Pacific island of Yap, for example, the people used stones as money until World War II. A large hole was curved in the center of each stone. Some of the stones were so large that two people were needed to carry them. Long poles were inserted through the holes. The two people stood on either side of the pole. Then they took a deep breath. They pick up the stone, and went on their way!

Adapted from Jane S. Iopus, Ph.D. and Marna, Owen. (1995) Fearon's Economics: Globe Fearon Educational Publisher.

After you read

❶Activity

Write whether the following sentences are true (T) or false (F).

- 1. All money does not look exactly like U.S. money.
- 2. All countries measure their money in dollars.
- 3. Money is all alike in five important ways.
- 5. Money should be widely accepted and recognized.
- 6. People do not take the money in exchange for goods and services.
- 7. The money should be scarce.
- 8. The money should not be durable.
- 9. Most money must be long lasting and strong to serve its purpose well.
- 10. The money should be portable.

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❷Activity

Discuss the following questions with your classmates.

- 1. Why does money have to be scarce?
- 2. Can a dollar bill be easily divided? Explain.
- 3. Why should money be portable?
- 4. Give an example of durable, long-lasting money.

❸Activity

Fill in the blanks with the following words.

spent	scarce	amount	traded	cashed
-------	--------	--------	--------	--------

- 1. I've all my money already.
- 2. Traveler’s checks can be at most hotels.
- 3. She her posters for his CD.
- 4. Small will be paid in cash.
- 5. Food was becoming

Speaking

Sit in groups, and discuss the following question, then share the result of group discussion with the class.

As a consumer, do you prefer to use paper money, coins, or checks to pay for goods and services? Give at least two reasons for your choice.

Grammar Point

Passive Verb Forms

A passive verb is a form of be + a passive participle, e.g. is baked, was worn.

We use be+ a passive participle after will, be going to, can, must, have to, should, etc... too.

E.g. The machine has to be repaired.

1Activity

Refer to the reading and find out all the verbs which are in passive form and write them down.

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2Activity

Follow up the above reading and grammatical point which is explained above and write a short paragraph on currency in Afghanistan; try to use passive verb forms.

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5

Afghan Entrepreneur Defies War to Squeeze out a Juice Empire



By Rob Taylor KABUL Sun Oct 14, 2012

Introduction to the lesson

What do you see in the picture? Discuss with your partner.

1. *Where is this man?*
2. *What is he doing?*
3. *Where is this place?*

① Activity

Refer to the vocabulary list and guess what the topic will be about. Read the vocabulary and compare your definitions with the given meanings.

Words	English definitions
Factory	a building or group of buildings where goods are made.
Quality	the standard of something when it is compared to other things like it; how good or bad something is.
Behemoth	a very big and powerful company or organization
Thriving	to become, and continue to be, successful, strong, healthy, etc.
Entrepreneur	a person who makes money by starting or running businesses, especially when this involves taking financial risks.
Gamble	to risk money on a card game, horse race, etc
Opportunity	a time when a particular situation makes it possible to do or achieve something.
Profitable	that makes or is likely to make money
Instability	the quality of a situation in which things are likely to change or fail suddenly
Produce	to make things to be sold, especially in large quantities
Venture	a business project or activity, especially one that involves taking risks
Competitor	a person or an organization that competes against others, especially in business
Overcome	to succeed in dealing with or controlling a problem that has been preventing you from achieving something
Bob	to move or make something move quickly up and down, especially in water
Conveyor	a person or thing that carries something or makes something known
Machinery	machines as a group, especially large ones
Import	a product or service that is brought into one country from another

② Activity

Fill in the blanks with the following words.

overcome	competitors	profitable	imports	entrepreneur
----------	-------------	------------	---------	--------------

1. He finally managed to his fear of flying
2. It is usually more to sell direct to the public.
3. Afghanistan food from abroad.
4. We produce cheaper goods than our
5. A serial who had founded four countries.

Listening

① Dictation

Listen to your teacher reading the following passage. Fill the blanks. You can use the given words to fill the blanks.

Things	ignore	fruits	admired	expand	venture	behemoth
--------	--------	--------	---------	--------	---------	----------

"Besides a thousand negative said about Afghanistan, no one can the quality, the taste of our, that everywhere it is,," says Sadiq, a quiet 47-year-old with ambitious plans to his two-year-old, \$30 million into a \$100 million Afghan-born fruit

Reading

① Activity

Skim the Reading for the main idea and report or summarize it in one sentence.

The main idea of the reading is
.....

② Activity

Scan the reading for specific information and discuss the answers with your classmates in groups.

- What does the Omid Bahar Factory produce?
- In which countries Omid Bahar Factory plans to export its products?

③ Activity

Read the Full Text.

Afghan entrepreneur defies war to squeeze out a juice empire

Gaudily painted trucks line up outside Sadiq's 'Omid Bahar' factory and workers in juice-stained clothes unload sacks of pomegranates. The fruit's dark red seeds are prized in Europe for their abundant antioxidants, and in Japan where many believe they can help fight cancers in the aftermath of last year's Fukushima nuclear catastrophe.

"Besides a thousand things negative said about Afghanistan, no one can ignore the quality, the taste of our fruits, that everywhere it is admired," says Sadiq, a quiet 47-year-old with ambitious plans to expand his two-year-old, \$30 million venture into a \$100 million Afghan-born fruit behemoth.

Omid Bahar, or 'Spring Wish', is a rarity in war-wracked Afghanistan: a mid-sized business employing almost 1,000 people and thriving even as many entrepreneurs eye the country's exits, worried about what will happen when NATO combat troops leave in 2014.

The company is a huge gamble for Sadiq as other businesses fall around him, including many which relied on making military boots and uniforms, but whose orders have recently been cancelled or scaled back.

Where others fret about instability, Sadiq sees opportunity, selling fruit juice concentrate and fresh produce to Britain and Western Europe, as well as Canada, Dubai, Pakistan, India, and markets in Southeast Asia.

He has advanced plans for joint ventures in the United States, and sales of juice in neighboring Tajikistan and Uzbekistan as well as at home, where Afghans are mostly unaware of how highly-regarded their homegrown pomegranates are by health food aficionados.

"We have a premium product here and it is almost organically produced. Because of the climate and the taste we are a step ahead of our competitors," says Sadiq.

Sadiq has had to overcome the myriad problems thrown up by the war and Afghanistan's history of conflict, including Taliban insurgents blocking access to farms, Stone Age agricultural techniques, potholed supply routes riddled with landmines, and the bureaucratic torment of its notorious kleptocracy.

Inside his factory, fist-sized pomegranates tumble into water for cleaning before bobbing onto conveyors and into a stainless steel crusher where they are pressed into juice concentrate by machinery imported from Italy and Sweden.

The concentrate is packed into vacuum bags which then fill huge green drums shipped in from Russia. Next door a separate factory squirts fresh juice into shop-ready packs at a rate of 7,000 250ml cartons an hour.

"It is already, I would say, a profitable business. It can become much more profitable," he says, without offering hard figures which he worries could benefit his competitors. "The intention is that all the products that we used to import, I'm trying my best to produce locally."

Adapted from a report by Mirwais Harooni and Miriam Arghandiwal; Editing by Daniel Magnowski, Kabulnews website.

After you read

Activity

Write whether the following sentences are true (T) or false (F).

- 1. The fruit's dark red seeds are prized in Europe for their abundant antioxidants.
- 2. The reporter says “no one can ignore the quality, the taste of our fruits, that everywhere it is admired”.
- 3. Omid Bahar’s entrepreneur has advanced plans for joint ventures in the United States, and sales of juice in neighboring Tajikistan and Uzbekistan.

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4. Sadiq the owner of Omid Bahar factory has had to overcome the myriad problems thrown up by the war and Afghanistan's history of conflict.
5. The concentrate is packed into vacuum bags which then fill huge green drums shipped in from India.
6. Because of the climate and the taste we are a step ahead of our competitors," says Sadiq.
7. Sadiq says "The intention is that all the products that we used to import, I'm trying my best to produce locally."

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②Activity

Discuss the following question with your classmates.

1. *How is the quality of its products?*
2. *Is it possible for the entrepreneur of Omid Bahar Factory to have a successful business in the future? Answer this question based on the reading.*

Speaking

Sit in groups and discuss the following question then share the result of group discussion with the class.

What are the major challenges on Afghan entrepreneurs' investment inside Afghanistan? And as students of Economics which solutions do you suggest to solve the problems?

Writing

①Activity

Summarize the reading in one paragraph, then share it with the class.

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②Activity

Write a three paragraph essay on one factory such as Coca Cola and so on (Choose the company or products that you have background information about or you are interested in.) which produce goods and services in Afghanistan. Follow the above reading and essay's model you have.

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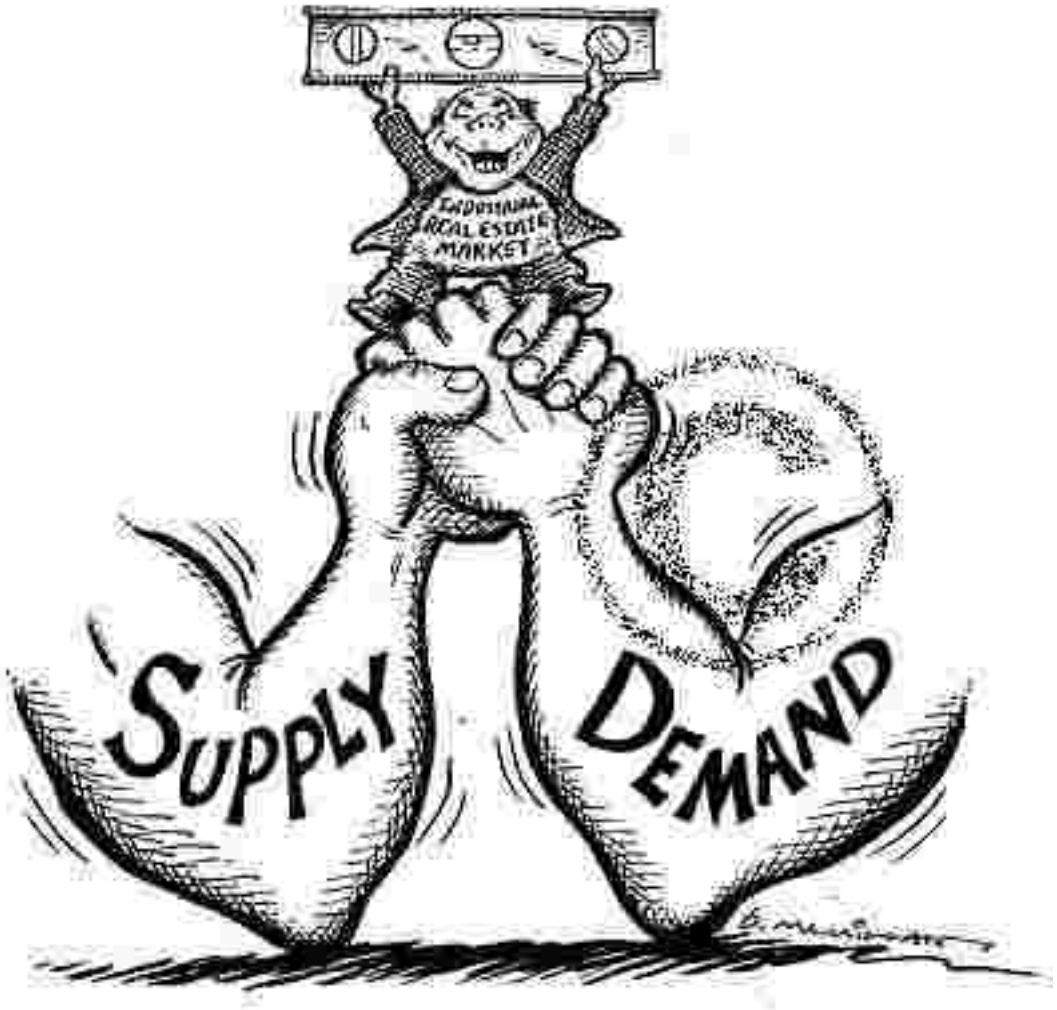
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6

Supply, Demand, and Wages



Introduction to the lesson

Discuss the following questions with your classmates

1. From your point of view, who makes up the labor force?
2. Who tends to earn the most in any category: men or women?
3. Give one example of industry in Afghanistan that may have a greater demand for workers than other industries?

①Activity

Refer to the vocabulary list and guess what the topic will be about? Read the vocabulary and compare your definitions with the given meanings.

Words	English definitions
Labor force	those 16 years old or older who are either employed or looking for a job.
Wages	the price that business pay workers in exchange for labor.
demand	the amount of a good or service that consumers are willing and able to buy at different prices
Supplier	a person or a company that supplies goods.
Executive	a person who has an important job as manager of a company or organization.
Employ	to give somebody a job to do for payment.
Economy	the relationship between production, trade and the supply of money in a particular country or region
Industry	the production of goods from raw materials, especially in factories
goods	things that are produced to be sold
service	a system that provides something that the people need, organized by the government or private company
price	the amount of money that you have to pay for something
career	the series of jobs that a person has in a particular area of work, usually involving more responsibility as time passes
Skill	the ability to do something well.
Salary	money that employees receive for doing their job, especially professional
Productivity	the rate at which a worker, a company or a country produces goods, and the amount produced, compared with how much time, work and money is needed to produce them

②Activity

Fill in the blanks with the following words.

Executive	Industry	prices	qualifications	Skill
-----------	----------	--------	----------------	-------

- Ahmad is an manager in a company.
- She got a job in
- are determined by the government.
- Your and education affect your academic goals greatly.
- Mahmood does not have enough time and to pursue his career properly.

Listening

1 Dictation

Listen to your teacher reading the following passage. Fill the blanks. You can use the given words to fill the blanks.

Career	jobs	skill	qualifications
wages	people	labor	salary

Now think about the and education it takes to be a brain surgeon. Not many have the time, money, and drive to pursue such a In part because of the limited supply, brain surgeons make very high Generally, the more education and skills a requires, the higher the

Reading

1 Activity

Skim the Reading for the main idea and report or summarize it in one sentence.

The main idea of the reading is
.....

2 Activity

Scan for specific information and discuss the answers with your classmates in groups.

- 1. Who is counted in the labor force?
- 2. Give one example of an industry that may have a greater demand for workers in the future?

3 Activity

Read the Full Text.

Supply, Demand, and Wages

Wages like prices are determined by supply and demand. People in the labor force are the suppliers of labor. Corporate executives, secretaries, chefs, and gardeners are all part of the labor force. On the demand side are businesses. They demand or want to hire, a certain number of workers. A small store may require a few clerks, while a large corporation may employ 10,000 workers. Wages are the price that businesses pay for labor. This price is usually determined by the supply of and the demand for workers. Wages can be affected by changes going on in the economy.

The demand for goods and services can affect the demand for labor. When the demand for a good or service is high, then the demand for labor in that industry is high. When the demand for a good or service is low, the demand for labor at that industry is low. For that reason, it is a good idea to try to plan for a career in a growing industry.

Education and skills can affect wages. Workers in a certain industry do not always get high wages just because there is a demand for them. For example, there might be a great demand for fast food workers. But wages in that field is not very high. This is partly because there are many people qualified to do those jobs. A large labor supply for an industry tends to mean lower wages for those workers.

Now think about the skills and education it takes to be a brain surgeon. Not many people have the time, money, qualifications and drive to pursue such a career. In part because of the limited labor supply, brain surgeons make very high salaries. Generally, the more education and skills a job requires, the higher the wages.

Another factor affecting wages is worker productivity. Workers who produce more per hour will often get higher wages than those who produce less. On one level, this may mean that the person who works the hardest gets the raise. On a broader level, it may mean that a company that is more productive will pay its workers higher wages.

Adapted from Jane S. Iopus, Ph.D. and Marna, Owen. (1995) Fearon’s Economics: Globe Fearon Educational Publisher.

After you read

①Activity

Write whether the following sentences are **true (T)** or **false (F)**.

- 1. Wages like prices are determined by supply and demand.
- 2. Corporate executives, secretaries, chefs, and gardeners are all part of the labor force.
- 3. A small store may require a few clerks, while a large corporation may employ 10,000 workers.
- 4. Wages cannot be affected by changes going on in the economy.
- 5. The demand for goods and services can affect the demand for labor.
- 6. Education and skills cannot affect wages.
- 7. Another factor affecting wages is worker productivity.
- 8. A company that is more productive will pay its workers higher wages.
- 9. Workers in a certain industry always get high wages.
- 10. When the demand for a good or service is low, the demand for labor at that industry is low.

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②Activity

Discuss the following question with your classmates.

- 1. *Who tends to earn more: workers who have not finished high school or those who have?*
- 2. *Who tends to earn more: workers who have some college, or those who have only finished high school?*

3Activity

Fill in the blanks with the following words.

Wage	Productivity	Economy	Salary	career
------	--------------	---------	--------	--------

- 1. It's a false to buy cheap clothes.
- 2. What made you decide on a as a vet?
- 3. He gets a basic plus commission.
- 4. rates depend on levels of

Speaking

Sit in groups and discuss the following question then share the result of group discussion with the class.
Suppose that someone asks your advice about whether or not to stay in schools, what can you tell that person about the relationship between wages and education?

Writing

- 1. Summarize the reading in one paragraph, and then share it with the class.
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.....
.....
- 2. Write a three paragraphs essay on supply, demand and wages in Afghanistan. Follow the above reading and essay's model you have, try to focus on the following question.
What does determine prices in Afghanistan?
.....
.....
.....
.....

7

Saving Money



Introduction to the lesson

Discuss the following questions with your classmates.

- 1. What does saving money mean to you?*
- 2. Have you ever saved your money? If yes. Where and how?*
- 3. What are the advantages and disadvantages of saving money in your point of view?*

Vocabulary

1Activity

Refer to the vocabulary list and guess the topic of the lesson. Read the vocabulary and compare your definitions with the given meanings.

Words	English definitions
purchase	The act or process of buying something
retirement	the fact of stopping work because you have reached a particular age; the time when you do this
incomes	the money that a person, a region, a country, etc. earns from work, from investing money, from business, etc
budget	the money that is available to a person or an organization and a plan of how it will be spent over a period of time
economy	the relationship between production, trade and the supply of money in a particular country or region
consumers	a person who buys goods or uses services
borrow	to take and use something that belongs to somebody else, and return it to them at a later time
stash	to store something in a safe or secret place
account	a written record of money that is owed to a business and of money that has been paid by it
interest	the extra money that you pay back when you borrow money or that you receive when you invest money
Financial institutions	banks, credit unions, savings and loans, and other organizations that offer services related to saving and borrowing money.
Credit	the promise to pay later for the purchase of goods or services without the actual transfer of money.
Compound interest	interest earned on the deposit and on all previously earned interest.
Money-market account	a savings account that requires a large minimum deposit.

2Activity

Fill in the blanks with the following words.

budget	income	retirement	purchased	economy
--------	--------	------------	-----------	---------

- 1. We need to make substantial..... .
- 2. If we carefully we'll be able to afford the trip.
- 3. Tourism is a major source of..... for the area.
- 4. He announced his..... from football.
- 5. They..... the land for \$1 million.

Listening

① Dictation

Listen to your teacher reading the following passage. Fill the blanks. You can use the given words to fill the blanks.

savings	fees	accounts	account	cheques
---------	------	----------	---------	---------

A bank may charge a fee when you open or close certain types ofaccounts. There oftenfor writing cheques on savingsthat allow you to write It is a good idea to know what all the related fees on anare before you open one.

Reading

① Activity

Skim the Reading for the main idea in 30 seconds and report or summarize it in one sentence.

The main idea of the reading is.....
.....

② Activity

Scan for specific information and discuss the answers with your classmates in groups.

1. Where can you save accounts?
2. Where can you get savings accounts? Name the available places.

③ Activity

Read the Following Text.

Saving Money

People save their money for all kinds of reasons. Sometimes they save toward a big purchase, such as a down payment on a home. Sometimes they put away money for emergencies. Other times they save for their retirement, or their children's college education.

Saving money can give you a sense of security. And it can help you meet your spending goals. How much you save depends on your incomes, budget, and goals. You may want to save 10 percent of your income on a regular basis. For example, let's say you get paid \$100 per week. If you save ten percent of that, you would be saving \$10 per week. Saving is also good for the economy. When consumers save, that money becomes available for businesses to borrow. This helps the economy grow.

Perhaps you have heard stories of people who stash their savings under floorboards or in mattresses. These people trust no one with their hard earned cash. Unfortunately, these people are losing out on making money with their savings. By putting their money into a savings account at a bank, they could earn interest. Here is how savings accounts work.

Suppose you put \$100 in a bank for one year. The bank says it will pay you 5 percent interest on your money annually (yearly). This means that by the end of the year, the bank will have paid you 5 percent of \$100, or \$5. You would now have \$105 in your account. If you decide to open a savings account, it's a good idea to do some comparison shopping. Here are the things to look for:

•How much interest does the account pay?

You can get savings accounts at many different kinds of financial institutions. Banks, savings and loans, and credit unions all offer different types of savings accounts with different interests. You want to find a high interest rate. Obviously, a saving account that offers 8 percent interest is better than one that offers 4 percent interest. But it is also important to know if and how the interest is compounded. In compound interest accounts, you earn interest on the interest. Suppose that in the previous example the interest is compounded early. The first year you earn \$5 interest on \$100. You then leave the total of \$105 in the account for another year. At the end of that second year, the bank pays you interest on \$105 instead of \$100. Your interest for the second year will be \$5.25. You now have a total of \$110.25 in your account.

•Is there a minimum deposit?

Many times, banks will ask you to keep a certain minimum amount in your savings account. For regular savings accounts, this amount may be as low as \$25. In a money market account, the minimum deposit may be as high as \$2,500. Money market accounts usually pay higher interest than regular accounts and you can often write a limited number of checks on a money market account. But using a money market account means you must commit a large sum of money, too.

• Are there any related fees?

A bank may charge a fee when you open or close certain types of savings accounts. There are often fees for writing checks on savings accounts that allow you to write checks. It is a good idea to know what all the related fees on an account are before you open one.

Adapted from Jane S. Iopos, Ph.D. and Marna, Owen. (1995) Fearon's Economics: Globe Fearon Educational Publisher.

After you read

Activity

Write whether the following sentences are true (T) or false (F).

- 1. People save their money for no reasons.
- 2. Saving money can give you a sense of security
- 3. Saving is not good for the economy.

.....

.....

.....

4. When consumers save, that money becomes available for businesses to borrow.
5. You can get savings accounts at many different kinds of financial institutions.
6. Banks, savings and loans, and credit unions do not offer savings accounts.
7. Banks won't ask you to keep a certain minimum amount in your savings account.
8. A bank may charge a fee when you open or close certain types of savings accounts.

.....

②Activity

Discuss the following questions with your classmates.

1. Give two reasons for saving money.
2. Compare and contrast three types of savings accounts.
3. What does the text convey to you about minimum deposit? Explain it.

③Activity

Fill in the blanks with the following words.

borrow	account	consumers	stashed	interest
--------	---------	-----------	---------	----------

1. The money was repaid with..... .
2. The company takes of environmental issues wherever possible.
3. She has a fortune away in various bank accounts.
4. I had to the money off a friend.
5. Tax cuts will boost confidence after the recession.

Speaking

Sit in groups, and discuss the following question, then share the result of group discussion with the class.

How much of your income would you like to be able to save? Why?

Grammar

Grammar Point

Verb+ing-form and verb + to-infinitive

After some verbs we can use an ing-form, for example, suggested going, enjoy putting.
 After some verbs we can use a to-infinitive, e.g. decided to have, and arranged to play.

①Activity

Refer to the above reading and underline all the verbs which are written in ing form or infinitive form.

Group Work (A): Verb + to-infinitive

Use these verbs before a to + infinitive: decide, demand, offer, promise, and threaten

②Activity

Ahmad: *I really must speak to the manager.*
Ahmad *demand*ed to speak to the manager

- 1. Mahmood: I will put the shelves up soon, i promise.
.....
- 2. Sahar: Ok, I will buy both the dresses.
.....
- 3. Manizha: I will cook the meal if you like.
.....
- 4. Paiman: If you don't control that dog, Nasim, I will shoot it.
.....

③Activity

Group Work (B): Verb + ing-form

Answer the questions using the notes in brackets. Follow the example.

Ahmad: *Is your car working now? (they /not/ finish/ repair/it)*
You: *No, they have not finished repairing it yet.*

1. Fatema: *Have you done the crossword? (I/ give up/ try)*
You: *No,*

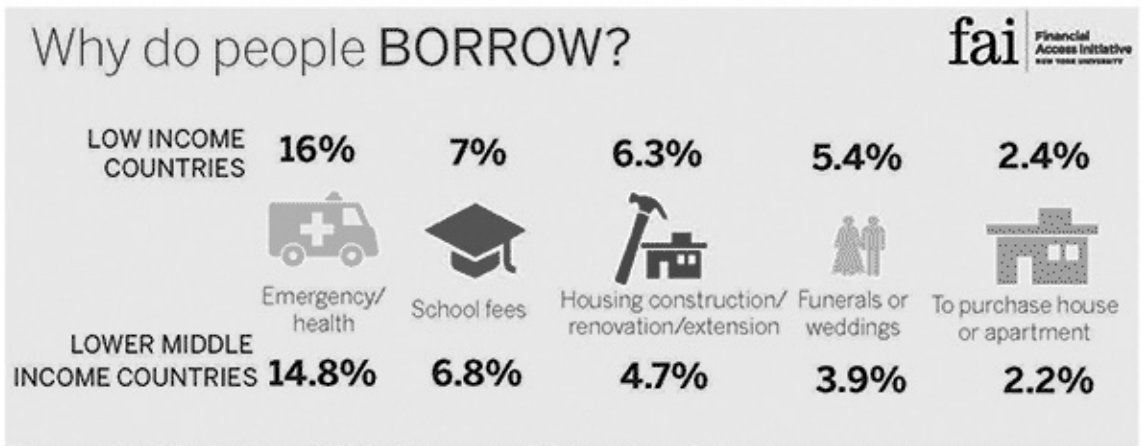
2. Zahra: *there is a story here in the paper about a 110-year-old man. (I/can/not/ imagine/be)*
You: *Good Lord. so old.*

3. Shakiba: *Do you like football? (i/ enjoy/ watch/it/on TV)*
You: *well,*

4. Wesal: *Whose idea was it to invite all these people? (suggest / have/ a party)*
You: *I am not sure. Someone*

8

Why Borrow?



Data source: Global Findex database, 2012 (<http://datatopics.worldbank.org/financialinclusion>)

Graphic and analysis by Kerry Brennan, Financial Access Initiative (www.financialaccess.org)

"House" symbol by Joe Caserta, "Hammer" symbol from thenounproject.com collection.

Note: Respondents were allowed to report more than one reason for borrowing.

Introduction to the lesson

Discuss the following questions with your classmates.

1. What does the word borrow mean to you?
2. Have you ever borrowed money? If yes, explain it, how and from whom?
3. Is it good to borrow money? If no, mention some of the disadvantages of borrowing money?

Vocabulary

Refer to the vocabulary list and guess the topic of the lesson. Read the vocabulary and compare your definitions with the given meanings.

Words	English definitions
afford	to have enough money or time to be able to buy or to do something
Principle	in a loan, the original amount of money borrowed.
charge	the amount of money that somebody asks for goods and services
bill	a piece of paper that shows how much you owe somebody for goods or services
offer	to say that you are willing to do something for somebody or give something to somebody
competition	a situation in which people or organizations compete with each other for something that not everyone can have
fee	an amount of money that you pay for professional advice or services
annual	a book, especially one for children, that is published once a year, with the same title each time, but different contents
membership	the state of being a member of a group, a club, an organization, etc
Financial institutions	banks, credit unions, savings and loans, and other organizations that offer services related to saving and borrowing money.
transaction	a piece of business that is done between people, especially an act of buying or selling
Loan	money that an organization such as a bank lends and somebody borrows
Collateral	property or cash offered by a borrower as a guarantee that a loan will be repaid.

🕒Activity

Fill in the blanks with the following words.

charge	principles	loan	bill	transactions
--------	------------	------	------	--------------

- 1. We'll be able to assess the at the conference.
- 2. Please me for the books.
- 3. The bank doesn't to stop a payment.
- 4. He couldn't the money to go on the trip.
- 5. There are three fundamental..... of teamwork.

Listening

Dictation: Listen to your teacher reading the following passage. Fill the blanks. You can use the given words to fill the blanks.

loans

repayment

stretch

depending

credit

interest

Banksare useful for making large purchases such as homes and cars.
of bank loans canover anywhere from 30 days to 30 years.....on
the type of loan. Just as withcards, it is important to shop for the best loan.
Once again, look for lowrates and low service fees.

Reading

①Activity

Skim the Reading for the main idea in 30 seconds and report or summarize it in one sentence.

The main idea of the reading is
.....

②Activity

Scan for specific information and discuss the answers with your classmates in groups.

1. What is principle?
2. What is collateral?

③Activity

Read the Following Text.

Why Borrow?

Many times, a consumer savings and income are just not enough. Few people can afford to pay cash for a large purchase such as a home or car. Emergencies may occur that required quick cash. And sometimes, consumers feel they must have new cloths, a stereo, or a meal in a good restaurant. But they may not have the money. When this happens, consumers can borrow money. Usually, this means using a credit card or taking out a bank loan.

When you borrow, you are getting credit. You promise to pay back the principle (amount borrowed) plus interest over a certain period of time. For example, you might buy a shirt for \$50 on your credit card. If you do not pay the \$50 (principle) right away, you might be charged 1.5 percent interest on that amount the following month. Instead of owning \$50, you now owned \$50.75. The longer you wait to pay the principle, the more interest you will have to pay. As a general rule, consumers look for the lowest interest rate they can find.

Credit cards are very convenient. They are easy to use and handy in emergencies. Quite often, you can even borrow cash and have it charged to your credit card.

Credit cards can be dangerous, too. Because they are so easy to use, people may be tempted to charge up to their credit limit. Then they are left with bills they can't pay. The interest mounts over time, and the consumer loses money.

To keep credit card costs down, consumers should keep a running total of what they charge each month. This amount should always be within their spending budget.

Consumer should remember that banks and other financial institutions offer credit cards as a service. Most banks consider credit cards a vital part of their business. They make money from the fees and interest that credit card users pay. Because banks are in competition for credit card users, consumers can comparison banks for the best deal. Generally, you are looking for cards with the lowest interest and fees. Here are the key things to look for:

1. What is the annual percentage rate (APR)?

This is the total cost of credit expressed as a early percentage. It includes the early interest that you will be charged on your purchase. It also includes the early membership fee, if any. The APR is often as high as 14 or 18 percent. Again, you want to find the lowest APR offered.

2. What are the membership fees?

Credit cards often required users to pay a yearly fee.

3. Are there other service or transaction fees?

Usually, credit cards companies will charge users national fees for being late on payments, for borrowing cash, or for going over their credit limits.

Bank Loans are not as easy to get as credit cards. They usually required the consumers to fill out many forms. And the consumer must prove that he or she can make the loan payments. Often, banks ask for collateral. This is property that the bank will take from you if you fail to make your loan payments.

Bank loans are useful for making large purchases such as homes and cars. Repayment of bank loans can stretch over anywhere from 30 days to 30 years depending on the type of loan. Just as with credit cards, it is important to shop for the best loan. Once again, look for low interest rates and low service fees. Know as much as you can before you sign on the dotted line.

Adapted from Jane S. Iopus, Ph.D. and Marna, Owen. (1995) Fearon's Economics: Globe Fearon Educational Publisher.

After you read

①Activity

Write whether the following sentences are true **(T)** or false **(F)**.

- 1. A lot of people can afford to pay cash for a large purchase such as a home or car.
- 2. When you borrow, you are getting credit.
- 3. Credit cards are not very convenient.
- 4. Credit cards can be dangerous, too.
- 5. To keep credit card costs down, consumers should keep a running total of what they charge each month.
- 6. Consumer should remember that banks and other financial institutions offer credit cards as a service.
- 7. The APR is often as high as 14 or 18 percent.
- 8. Credit cards companies will charge users national fees for being late on payments.

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②Activity

Discuss the following questions with your classmates.

- 1. What is principle on a loan?
- 2. If you charge a purchase on a credit card, why is it a good idea to pay it off as soon as possible?
- 3. What two things should consumers look for when shopping for a bank loan or credit card?

③Activity

Fill in the blanks with the following words.

competition	convenient	financial	membership	fee
-------------	------------	-----------	------------	-----

- 1. It took three years to repay my student..... .
- 2. financial..... between companies is an important issue.
- 3. Who is eligible to apply for of the association?
- 4. Credit cards are very They are easy to use and handy in emergencies.
- 5. Consumer should remember that banks and otherinstitutions offer credit cards as a service.

Speaking

Sit in groups and discuss the following question then share the result of group discussion with the class.

Suppose Bank A offers a credit card with an annual percentage rate of 14 percent. Bank B offers a credit card with an annual percentage rate of 18 percent. Bank A charges an annual fee of \$ 75. And Bank B charges no annual fee. Which would you choose? Why?

Grammar Point

Possibility and Certainty

may, might, could, must, etc

We use **may** or **might** to say that something is possible or it is quite likely.
We can use them for the present or the future.

It may/might be a bomb.

We can use **could** to say that something is possible.

The story could be true, I suppose.

We use **must** to say that something is necessary.

You will be leaving college soon. You must think about your future.

Activity

Pair Work: Add a sentence with **may** or **might** (both are correct). Follow the below examples.

I am not sure if it is going to rain. It **might** rain.
I don't know if we will see an elephant. We **may** see one.

- 1. I can't say whether Ahmad will win..... .
- 2. I have not decided if I am having holiday..... .
- 3. I don't know if we will get an invitation..... .
- 4. I have no idea whether Sarah will be late..... .
- 5. I am not sure if my friends are visiting me..... .

9

The Causes of Unemployment



Introduction to the lesson

Discuss the following questions with your classmates.

1. What is meant by unemployment?
2. What do you think of unemployment? What will be the causes of unemployment?

Vocabulary

① Activity

Refer to the vocabulary list and guess the topic of the lesson. Read the vocabulary and compare your definitions with the given meanings.

Words	English definitions
Cyclical unemployment	a situation that occurs when people are out of work because of a downturn in the business cycle
unemployment	the fact of a number of people not having a job; the number of people without a job
recession	a difficult time for the economy of a country, when there is less trade and industrial activity than usual and more people are unemployed
cycle	the fact of a series of events being repeated many times, always in the same order
production	the process of growing or making food, goods or materials, especially large quantities
contract	to become less or smaller; to make something become less or smaller
temporary	lasting or intended to last or be used only for a short time; not permanent
downturn	a fall in the amount of business that is done; a time when the economy becomes weaker
Structural unemployment	a situation that occurs when people are out of work because they lack the skills or education necessary for available job.
industry	the production of goods from raw materials, especially in factories
union	an organization of workers, usually in a particular industry, that exists to protect their interests, improve conditions of work, etc
Frictional unemployment	a situation that occurs when people are between jobs or are looking for their first jobs.
Seasonal unemployment	a situation that occurs when people are out of work for a part of the year because of the seasonal nature of their jobs.

Activity

Fill in the blanks with the following words.

production	temporary	unemployment	contracting	recession
------------	-----------	--------------	-------------	-----------

1. I'm looking for some..... work. .
2. The universe is expanding rather than
3. He wants a career in film
4. Thousands of young people are facing long-term..... .
5. The economy is in deep

Listening

Dictation:

Listen to your teacher reading the following passage. Fill the blanks. You can use the given words to fill the blanks.

Tough

economic

economy

unemployment

recession

types

When most people heard thatrate is rising, they get nervous. Does it mean that the is going into a.....? Is it a sign those times will get for every one? It depends. There are four of unemployment. Some of them are signs of an down turn, and others are not.

Reading

①Activity

Skim the Reading for the main idea in 30 seconds and report or summarize it in one sentence.

The main idea of the reading is
.....

②Activity

Scan for specific information and discuss the answers with your classmates in groups.

1. What is one example of seasonal unemployment?
2. What happens to the unemployment rate during a recession?
3. What is one example of structural unemployment?

③Activity

Read the Following Text.

The Causes of Unemployment

When most people heard that unemployment rate is rising, they get nervous. Does it mean that the economy is going into a recession? Is it a sign that time will get tough for every one? it depends. There are four types of unemployment. Some of them are signs of an economic down turn, and others are not.

1. Some unemployment is caused by changes in the business cycle.

When the economy is growing, production is up and GDP is increasing. There are a greater number of jobs. But eventually businesses stop growing. After the business cycle peaks, production begins to share or contract. GDP decreases. Businesses may lay off or fire workers to cope with the situation.

The unemployment rate may rise. This kind of unemployment is called cyclical unemployment.

2. Some unemployment is seasonal.

Suppose you are a contraction worker in a company. During the summer you have plenty of work building homes, working on road construction, and so forth. But when the wintry weather comes, you often find yourself unemployed along with many of your co-workers. Farm workers, land scrapers, and life guards may also find themselves seasonally unemployed. Workers who experience seasonal unemployment may try to save enough to get by during the off season. Or they may try to plan dual careers. For example, the summer gardener may try to get an indoor job in the winter. The gardener might work as a science teacher's aide. Likewise, a person who works on snow removal in the winter may try to get a summer job as a gardener.

Seasonal unemployment may cause a temporary rise in the unemployment rate. But it does not necessarily mean that the whole economy is in a downturn or heading for a recession.

3. Some people are unemployed because they lack the skills or education to find jobs.

Many Detroit auto workers have been displaced by electronics robots that now do their work. These workers may have trouble finding new jobs because they lack the right experience, skills and education. Unemployment caused by lack of skills is called structural unemployment. It may hit different industries at different times. This type of unemployment can often be lowered through further education and training when it is available. For example, more and more unions are offering job retraining programs for workers who have lost their jobs. This job retraining helps the workers to cope with new job requirements. The workers are taught the new skills they will need to know.

4. Unemployment can be caused when people voluntarily quit finding new jobs.

Suppose you have a job as a secretary. To get to the office, you have to drive 30 miles to work each day. So when your car breaks down, you quit your job and look for something closer to home. In the meantime, you are added to the unemployment rate. Any other people in the same situation are added, as well. This type of unemployment is called frictional unemployment. It doesn't mean that the economy is in bad shape. It means that workers have the freedom to quit jobs to look for better ones.

Adapted from Jane S. Iopus, Ph.D. and Marna, Owen. (1995) Fearon's Economics: Globe Fearon Educational Publisher.

After you read

1Activity

Write whether the following sentences are true (T) or false (F).

1. There are four types of unemployment.

2. Unemployment is caused by changes in the business cycle.

3. When the economy is growing, production is up.

4. Unemployment is not seasonal.

5. The summer gardener may try to get an indoor job in the winter..

6. Unemployment can be caused when people voluntarily quit to find new jobs.

7. A situation that occurs when people are between jobs or are looking for their first jobs is called seasonal unemployment.

8. Workers have the freedom to quit jobs to look for better ones.
-

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2Activity

Discuss the following questions with your classmates.

1. List four causes of unemployment.

2. What is one example of seasonal unemployment? Explain

3. Suppose the country is in a recession. How will this affect unemployment rate?

2Activity

Fill in the blanks with the following words.

downturn	union	cyclical	unemployment	industries
----------	-------	----------	--------------	------------

1. Ahmad works in a labor with other workers who defend the workers ‘right.

2. We need to develop local

3. A occurred in Ahmad's sales last year.

4. Seasonal may cause a temporary rise in the unemployment rate.

5. This kind of unemployment is called unemployment.

Speaking

Activity

Sit in groups, and discuss the following question, then share the result of group discussion with the class.

How can education and job training help keep you from being unemployed?

Grammar Point

Adjectives

An **adjective** is a word that describes a noun. There are two places where we can use an adjective: before a **noun** (a quiet restaurant) and after a **linking verb** (feeling romantic).

1 Activity

Refer to the reading and underline all the adjectives.

.....

.....

.....

.....

2 Activity

Look at the below picture and describe it through the use of adjectives. Write down your descriptions in the space following the picture.



.....

.....

.....

.....

10

Trade and Specialization



Introduction to the lesson

Discuss the following questions with your classmates.

1. *What is trade mean?*
2. *Have you ever been involved in trading? If yes, what kind of trade?*

Vocabulary

②Activity

Refer to the vocabulary list and guess the topic of the lesson. Read the vocabulary and compare your definitions with the given meanings.

Words	English definitions
international trade	trade between nations
resource	a supply of something that a country, an organization or a person has and can use, especially to increase their wealth
Iron	a chemical element. Iron is a hard strong metal that is used to make steel and is also found in small quantities in blood and food
Copper	a chemical element. Copper is a soft reddish-brown metal used for making electric wires, pipes and coins
merchant	a person who buys and sells goods in large quantities, especially one who imports and exports goods
to establish	to start or create an organization, a system, etc. that is meant to last for a long time
Trade surplus	a condition in which the value of a nation's exports is greater than the value of its imports.
Trade deficit	a condition in which the value of a nation's imports is greater than the value of its exports.
import	a product or service that is brought into one country from another
export	the selling and transporting of goods to another country
comparative advantage	a country's ability to produce a product at a lower opportunity cost than other countries
to benefit	to be useful to somebody or improve their life in some way
to consume	to use something, especially fuel, energy or time

①Activity

Fill in the blanks with the following words.

imports	merchants	copper	resource	establish
---------	-----------	--------	----------	-----------

- Food from abroad
- Venice was once a city of rich.....
- is a soft reddish-brown metal used for making electric wires, pipes and coins.
- Time is your most valuable, especially in examinations.
- Mahmood wants to.....a large firm.

Listening

Dictation

Listen to your teacher reading the following passage. Fill the blanks. You can use the given words to fill the blanks.

consume

prices

resources

production

specialize

International trade allows countries to and use their in the best way possible. This means that world is increased. It also means that people get to more and better products, at lower, than if there were no trade.

Reading

①Activity

Skim the Reading for the main idea in 30 seconds and report or summarize it in one sentence.

The main idea of the reading is
.....

②Activity

Scan for specific information and discuss the answers with your classmates in groups.

1. Mention one of the benefits of international trade.
2. What is import?
3. What is export?

③Activity

Read the Following Text.

Trade and Specialization

International trade has been going on since ancient times. As people began to travel, they found that countries differed widely in the amount and quality of their productive resources. One country might have fertile land, another acres of forests. And still another might have resources such as iron and copper.

How the people in a country used these resources varied, too. For example, early cultures in ancient China produced cinnamon and incense. Merchants from these countries began trading with each other. They established trade routes leading from one country to another. Countries and cultures specialized in different goods and services, depending on their resources and costs. Trade between countries enabled people to share in these different specialties.

In today's world, trade is easier and more extensive, partly due to improved transportation. Imports and exports move tens of thousands of miles in a few days time, if need be. Countries become known for certain products. For example, Japan is well known for its electronics exports. The United States is recognized as major exporters of wheat. Fine African coffee is bought throughout the world.

How do countries come to be specialized in certain exports? They specialized in making products where they have the comparative advantages. Comparative advantage means that a country can produce a product at a lower opportunity cost than other countries. For example, the United States imports baskets. The United States certainly has the resources necessary to produce more than enough baskets to meet its demand. But baskets can be produced much more cheaply in certain other countries. These countries have the comparative advantage when it comes to producing baskets. So the United States doesn't bother to specialize in baskets. Instead, it imports baskets from those countries that do specialized in baskets. And the United States uses its own resources for producing other goods.

The benefits and problems of international trade; international trade allows countries to specialize and use their resources in the best way possible. This means that world production is increased. It also means that people get to consume more and better products, at lower prices, than if there were no trade.

But some people believe that international trade can also cause problems. For example, countries may become dependent on the goods of another country. The United States imports a great deal of foreign oil, for example. Middle Eastern countries can produce oil at lower costs than the United States can.

When one nation trades with another, both countries are importing and exporting certain products. The value of a nation's imports and exports may not be equal. When the dollar value of exports is greater than the dollar value of imports, the nation is said to have a trade surplus. When the value of imports is greater than the value of exports there is a trade deficit.

Adapted from Jane S. Iopus, Ph.D. and Marna, Owen. (1995) Fearon's Economics: Globe Fearon Educational Publisher.

After you read

①Activity

Write whether the following sentences are true (T) or false (F).

1. International trade has been going on since ancient times.

2. Countries differed widely in the amount and quality of their productive resources..

3. Trade between countries enabled people to share different specialties.
-

.....

.....

4. In today's world, trade is easier and more extensive.
5. Comparative advantage means that a country can produce a product at a lower opportunity cost than other countries.
6. International trade does not allow countries to specialize and use their resources in the best way possible.
7. United States can produce oil at lower costs than Middle Eastern countries can.
8. When the value of imports is greater than the value of exports there is a trade deficit.

.....

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②Activity

Discuss the following questions with your classmates.

1. What are two benefits of international trade?
2. Give one example of a country becoming dependent on another country for a particular product.
3. What is a trade deficit?
4. What is trade surplus?
5. What is comparative advantage?

③Activity

Fill in the blanks with the following words.

consumed	advantage	goods	benefit	export
----------	-----------	-------	---------	--------

1. Before he died he had a large quantity of alcohol.
2. It will be to your to arrive early.
3. The islands..... sugar and fruit.
4. Comparative means that a country can produce a product at a lower opportunity cost than other countries.
5. Countries and cultures specialized in different and services, depending on their resources and costs.

Speaking

Sit in groups, and discuss the following question, then share the result of group discussion with the class.

If you worked in the Afghans motor bike industry, would you be for or against high tariffs on Japanese motor bike? How would you feel if you were a consumer who was buying an imported motor bike? Explain.

Grammar Point

Modal: Can (ability)

Can is usually used to talk about **general ability** –the ability to do something any time you want to.

He can play tennis.

Can he play tennis?

Yes, he can.

1 Activity

Refer to the reading and find out the modal Can that conveys the meaning of ability. Write them in the space provided below and count them, then compare your list with your classmates.

.....

.....

2 Activity

Pair up and practice: Ask and answer questions with can. Follow the model.
Model: speak French

A: *can you speak French?*

B: *yes, I can.*

- Establish a factory

A:

B:

- Set this watch

A:

B:

- Run a business

A:

B:

Assignment: Follow up the above reading and grammatical point which is explained above. Write a short paragraph on international trade in Afghanistan.

.....

.....

.....

.....

11

Consumers and Demand



Introduction to the lesson

Discuss the following questions with your classmates.

- 1. As a consumer, what do you need to access the most in your country?*
- 2. What affects demand the most in your country?*

Vocabulary

①Activity

Refer to the vocabulary list and guess what the topic will be about? Read the vocabulary and compare your definitions with the given meanings.

Words	English definitions
complementary goods	goods that are used with each other, such as cars and tires
demand	the amount of a good or service that consumers are willing and able to buy at different prices
income	the amount of money that a person makes in a certain period of time
interchangeable	capable of being put in place of one another
law of demand	the economic law that which states that consumers will buy more of a good or service as the price goes down.
substitute goods	goods that can take the place of one another
consumer	a person who buys goods or use services
goods	things that are produced to be sold
service	a system that provides something that the people need, organized by the government or private company
price	the amount of money that you have to pay for something
increase	to become or to make something greater in amount, number, value, etc
decrease	to become or make something become smaller in size, number, etc
machine-made	made by a machine
expensive	costing a lot of money

②Activity

Fill in the blanks with the following words.

complementary	substitutes	decreased	law	increase	services
---------------	-------------	-----------	-----	----------	----------

1. The road was closed both to passengers and.....
2. The two words are virtually.....
3. Essential.....will be maintained.
4. Average family size has.....from five to three children.
5. The..... applies equally to businesses large and small.
6. Demand is expected toover the next decades.

Listening

Dictation

Listen to your teacher reading the following passage. Fill the blanks. You can use the given words to fill the blanks.

price

tastes

popular

increase

styles

demand

Demand can be affected by things other than For example, consumer likes and dislikes can easily or decrease demand for an item. Clothing are entirely different from now than they were 100 years ago. Why? Partly because change. If there is any at all now for women's Chador (Boqra) it is very low. But at the turn of the years, these were very items in high demand.

Reading

① Activity

Skim the Reading for the main idea and report or summarize it in one sentence.

The main idea of the reading is
.....

② Activity

Read the Full Text.

Consumers and Demand

It is Sunday before Eid- One of the biggest shopping days of the year. A crowd has been streaming outside their houses in the bazaar and made a list of what they need and will buy. The people buy large amounts of clothing, holiday decorations, cookware, and jewelry. The consumers believe that they can buy whatever they want in good prices.

This example gives a good illustration of the economic law of demand. Demand is the amount of good or service that consumers are willing and able to buy at different prices. The law of demand state that consumers will usually be willing and able to buy more of a good or service as the price goes down. Store owners know this if they want to sell something in a hurry, they lower the price. Demand is a force that helps determine the price of goods and services.

Demand can be affected by things other than price. For example, consumer likes and dislikes can easily increase or decrease demand for an item. Clothing styles are entirely different from now than they were 100 years ago. Why? Partly because tastes change. If there is any demand at all now for women's Chador (Boqra) it is very low. But at the

turn of the years, these were very popular items in high demand.

Demand also can be affected by income. Income is the amount of money a person makes in a certain period of time. Suppose a large number of students got raises at their part-time jobs. They might be willing and able to use this income to buy more of clothing such as T-Shirts. This would mean an increase in demand. On the other hand if students' incomes decreased, they might buy fewer of T-Shirts. They could not afford as many.

Demand is also affected by the price of substitute goods or services. a substitute is a good or service that can take the place of another. For example, powdered milk can take the place of fresh cow's milk. Because these goods are interchangeable, the price of one substitute good will affect the demand for another. For example, suppose that there are some machine-made T-Shirts that look almost as good as Mahmood's Custom T's. When the price of these machine-made T-shirts goes down, the demand for Mahmood's Custom T's decreases. Why? Consumers will usually go for the lower-priced good or service. Now suppose the price of the machine-made T-shirts goes up. Demand for Mahmood's Custom T's will increase. People will switch to buy the less expensive substitute.

Adapted from Jane S. Iopus, Ph.D. and Marna, Owen. (1995) Fearon's Economics: Globe Fearon Educational Publisher.

After you read

①Activity

A: Each of the following target words appears in the reading on the above. Use the paragraph number in parentheses to locate each word in context. Read the dictionary definitions below. Write the letter of the definition that reflects how the word is used in the reading.

1. Consumer (1. L4)

- a person who buys goods or use services
- the use of goods and services.

2. demand (2. L1)

- a force that helps determine the price of goods and services.
- things that somebody/something makes you do, especially things that are difficult, make you tired, worried, etc

3. income (3. L1)

- the amount of money that a person makes in a certain period of time
- a person who comes to live in a particular place

4. interchangeable (4. L3)

- capable of being put in place of one another
- that can be exchanged, especially without affecting the way in which something works

②Activity

Discuss the following questions with your classmates.

1. Suppose the price of powdered milk goes down. Will the demand for cow's milk increase or decrease?
2. Give an example of interchangeable goods.
3. Imagine a beautiful sports car that sells for \$125,000. Millions of people would love to buy it. But only a few people can afford it. Do you think people would buy more cars or fewer if the price of the sports car somehow came down to \$25,000?
4. Suppose the price of powdered milk goes up. Will the demand for cow's milk increase or decrease

③Activity

Fill in the blanks with the following words.

interchangeable	demand	income	goods	hurry	price
-----------------	--------	--------	-------	-------	-------

1. We provide a service that is essentiallyto that of the banks.
2. We are living in ansociety.
3. The company produces.....for engine oil.
4. As.....goes up, the need to import will return.
5. Store owners know this if they want to sell something in a, they lower the price.
6. A lot of our.....comes from bank interest.

Speaking

Sit in groups, and discuss the following question, then share the result of group discussion with the class.

What are the most important things that can affect consumer demand in your environment?

Writing

①Activity

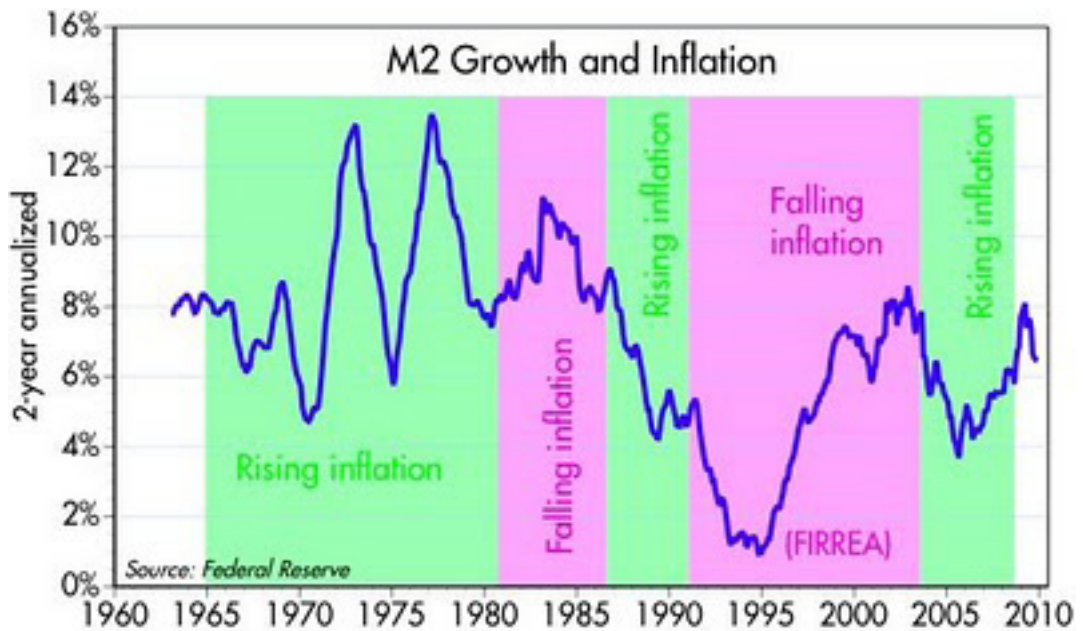
Summarize reading in one paragraph.

②Activity

Write a paragraph about the law of demand in Afghanistan. When the demand for specific goods or services is increased, does the prices goes down or goes up?

12

Inflation



Introduction to the lesson

Discuss the following questions with your classmates.

1. What does inflation mean to you?
2. Have you ever faced with inflation in your country? If yes, discuss the effects of inflation on your life.
3. What are some reasons for high rate of inflation in a country?

Vocabulary

①Activity

Refer to the vocabulary list and guess the topic of the lesson. Read the vocabulary and compare your definitions with the given meanings.

Words	English definitions
Consumer Price Index (CPI)	a statistic used to measure inflation
Cost of living raise	a raise in income to keep wages even with inflation.
Cost push inflation	the kind of inflation caused by the rising cost of resources such as labor or oil
Deflation	a decrease in the average price of all goods and services
Transportation	the system of buses, trains, etc. provided for people to travel from one place to another place.
average	calculated by adding several amounts together, finding a total, and dividing the total by the number of amounts
measure	to find the size, quantity, etc. of something in standard unit.
Demand pull inflation	the kind of inflation caused when consumer spending is greater than the amount of goods and services available.
Fixed incomes	incomes that do not change
Pension	a regular payment to a retired person by his or her former employer
Bonus	an extra amount of money that is added to a payment, especially to somebody's wages as reward.
bid	to offer to pay a particular price for something.
resource	a supply of something that a country, an organization or a person has and can use, especially to increase their wealth.

②Activity

Fill in the blanks with the following words.

measured	fixed incomes	inflation	pension	production
----------	---------------	-----------	---------	------------

1. A ship's speed is by knots.
2. The opposite of is deflation.
3. Ahmad is on, he has been retired.
4. Inflation especially hurts people with
5. Businesses can increase their

Listening

① Dictation

Listen to your teacher reading the following passage. Fill the blanks. You can use the given words to fill the blanks.

goods	food	transportation	pay	deflation	average	prices
-------	------	----------------	-----	-----------	---------	--------

Inflation doesn't mean that the prices of alland services go up equally. Perhaps the cost of entertainment andrises, while the cost of publicgoes down. In general, though, inflation means that theperson willmore for goods and services than before. The opposite of inflation is during times of deflation,.....go down, on average.

② Activity

Skim the Reading for the main idea in 30 seconds and report or summarize it in one sentence.

The main idea of the reading is
.....

③ Activity

Scan for specific information and discuss the answers with your classmates in groups.

1. What is the difference between inflation and deflation?
2. What is the CPI?
3. What is a pension?

Reading

① Activity

Read the following Text.

Inflation

Inflation doesn't mean that the prices of all goods and services go up equally. Perhaps the cost of entertainment and food rises, while the cost of public transportation goes down. In general, though, inflation means that the average person will pay more for goods and services than before. The opposite of inflation is deflation. During times of deflation, prices go down, on average.

One way to measure inflation is with Consumer Price Index (CPI). The CPI compares today's prices with the prices of goods and services used by consumers in some early

year. These goods and services include food, housing, energy, clothing, and so forth.

Inflation makes it difficult to plan for the future. It is hard to know what the price of a home, car or college education will be in another 20 years. Inflation especially hurts people with fixed incomes. Fixed incomes are incomes that do not change when times change. In today's world, many wages rise with inflation. Workers often get cost of living raises that keep up with the rate of inflation. But many retired people on pensions can't count on raises or bonuses. While prices go up, their incomes stay the same. That means they can buy fewer and fewer goods and services as the years ago. And they can do little about it.

Economists generally agree that there are two major causes of inflation. The first cause occurs when consumers spend their money faster than businesses can increase production. Of course, people must first have the money to be able to spend it. Here is a good example. A few housing developments are under construction. But at the moment there is only one existing home for sale. The asking price is \$250,000. Three people decide to bid on the home. The seller accepts the highest bid, of course. If this same bidding war occurred with all goods and services, inflation would soar.

This type of inflation is called demand pull inflation. It is sometimes described as too many dollars chasing too few goods and services. Inflation can also be caused by the rising cost of important recourses. Suppose that the cost of oil goes up. Gas stations make up for this increased cost by raising the price of their gasoline. Inflation caused by the rising price of resources is called cost pushing inflation.

Adapted from Jane S. Iopus, Ph.D. and Marna, Owen. (1995) Fearon's Economics: Globe Fearon Educational Publisher.

After you read

Activity

Write whether the following sentences are **true (T)** or **false (F)**.

- 1. Inflation means that the prices of all goods and services go up equally.
- 2. Inflation means that the average person will pay more for goods and services than before.
- 3. The opposite of inflation is pension.
- 4. During times of deflation, prices go down, on average.
- 5. The only way to measure inflation is with Consumer Price Index (CPI).
- 6. Inflation makes it easy to plan for the future.
- 7. Inflation doesn't hurt people with fixed incomes.
- 8. Economists generally agree that there are three major causes of inflation.
- 9. Inflation cause by the rising price of resources is called cost pushing inflation.
- 10. The CPI compares today's prices with the prices of goods and services used by consumers in some early year.

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2Activity

Discuss the following question with your classmates.

- 1. How does inflation affect people with fixed incomes?
- 2. What is demand pull inflation?

Speaking

Sit in groups, and discuss the following question, then share the result of group discussion with the class.

What are those things you can do to help live with inflation?

Writing

Summarize the reading in one paragraph, and then share it with the class.

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Activity

Write a three paragraphs essay on the following question. What is one thing you can do to help live with inflation? Follow the above reading and essay’s model you have.

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13

Poverty and the Standard of Living



Introduction to the lesson

Discuss the following questions with your classmates.

- 1. What does poverty mean to you?*
- 2. Have you ever struggled with poverty?*
- 3. What factors do you think cause poverty in a country?*

① Activity

Refer to the vocabulary list and guess the topic of the lesson. Read the vocabulary and compare your definitions with the given meanings.

Words	English definitions
income	the money that a person, a region, a country, etc. earns from work, from investing money, from business, etc
inflation	a general rise in the prices of services and goods in a particular country, resulting in a fall in the value of money; the rate at which this happens
inherit	to receive money, property, etc. from somebody when they die.
cash	money in any form
interest	the extra money that you pay back when you borrow money or that you receive when you invest money
constant	happening all the time or repeatedly
property	a thing or things that are owned by somebody; a possession or possessions
insurance	an arrangement with a company in which you pay them regular amounts of money and they agree to pay the costs, for example, if you die or are ill/sick, or if you lose or damage something
Poverty	the state of being poor
social	connected with society and the way it is organized
security	the activities involved in protecting a country, building or person against attack, danger, etc
administration	the activities that are done in order to plan, organize and run a business, school or other institution
poverty line	the minimum yearly income that a family must have in order to meet its basic needs
threshold	the level at which something starts to happen or have an effect
shelter	to give somebody/something a place where they are protected from the weather or from danger; to protect somebody/something
clothing	clothes, especially a particular type of clothes

② Activity

Fill in the blanks with the following words.

security	property	constant	interest	inherited
----------	----------	----------	----------	-----------

1. People were desperately seekingfrom the gunfire.
2. Be careful not to damage other people's
3. Babies needattention.
4. The money was repaid with
5. Shea passion for music from her grandfather.

Listening

1 Dictation

Listen to your teacher reading the following passage. Fill the blanks. You can use the given words to fill the blanks.

standard	inherited	poverty	interest	account
income	pays	insurance	line	

Some people do not believe that theline accurately measures a person'sof living. In other words, a person'smay not really measure how well he or she lives. For example, suppose that Ahmada nice home and \$100,000 he puts the cash in a savingswhere he earns 5 percent interest annually. Each year, he earns about \$5,000 in Ahmad's needs are simple. He does not have a job. But he easilyfor his foods, clothing, health, and taxes. Yet, this income puts him below the poverty

Reading

1 Activity

Skim the Reading for the main idea in 30 seconds and report or summarize it in one sentence.

The main idea of the reading is

2 Activity

Scan for specific information and discuss the answers with your classmates in groups.

- 1. What does the poverty line mean?
- 2. Besides income what are the three factors that affect a person's standard of living? Name them.
- 3. What was the poverty line for a family of four in 1989?

3 Activity

Read the Following Text.

Poverty and the Standard of Living

In 1964, the social security administration established the poverty line as a system of measuring poverty. The poverty line is also called poverty level or the poverty threshold. The poverty line is the minimum yearly income that a family

must have in order to meet its basic needs. Any family earning below that amount in the United States is living in poverty. For example, the poverty level for a family of four in 1989 was \$12,675. The government estimated that one-third of this amount was required to meet basic food needs. The other two-thirds would take care of shelter, clothing, and medical needs. Any family of four who receives less than that amount of income was counted as living in poverty.

The U.S. government has established poverty lines for families of one to nine percent. The figures are adjusted each year for inflation based on the Consumer Price Index.

Some people do not believe that the poverty line accurately measures a person's standard of living. In other words, a person's income may not really measure how well he or she lives. For example, suppose that Ahmad inherited a nice home and \$100,000. He puts the cash in a savings account where he earns 5 percent interest annually. Each year, he earns about \$5,000 in interest. Ahmad's needs are simple. He does not have a job. But he easily pays for his foods, clothing, health insurance, and taxes. Yet, this income puts him below the poverty line.

On the other hand, the Mahmoods, a family of six, earn \$19,000 a year. They are considered to be living above the poverty line. But Mr. and Mrs. Mahmood are raising four children. They have a constant struggle trying to make ends meet.

Another thing to consider is where a person live. The cost of living may vary greatly in different parts of the country. Heating bills in New York City will be much higher than in Daytona Beach, Florida. Housing may be more expensive in Los Angeles than in Kansas City. Thus, a family may live better on \$12,000 in one city than in another. Yet, the poverty threshold is the same in either city.

Many people believe that it is important to take the following factors into account when determining poverty: does a person own property, such as a house or car? Does the person receive food stamps or government provided health insurance? How much tax does the person pay on his or her income? Where does the person live? All of these things will determine how well off a person is. But to accurately measure the standard of living for each family would be too complicated. Therefore the government has continued to classify people as poor only if they fall below the nationwide poverty line.

Adapted from Jane S. Iopos, Ph.D. and Marna, Owen. (1995) Fearon's Economics: Globe Fearon Educational Publisher.

After you Read

①Activity

Write whether the following sentences are **true (T)** or **false (F)**.

- 1. In 1964, the social security administration established the poverty line as a system of measuring poverty.
- 2. The poverty line is also called poverty increase.
- 3. The poverty line is the minimum yearly income that a family must have in order to meet its whole needs.
- 5. The poverty level for a family of four in 1989 was \$12.675.
- 6. Any family of four who receives less than that amount of income was counted as living in poverty.
- 7. People believe that the poverty line accurately measures a person's standard of living
- 8. The cost of living may vary greatly in different parts of the country.
- 9. Accurately measuring the standard of living for each family would be too complicated.
- 10. Government has continued to classify people as poor only if they fall below the nationwide poverty line.

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②Activity

Discuss the following questions with your classmates.

- 1. What is a poverty line?
- 2. What do people believe in to be considered when determining poverty line?
- 3. What do people think about poverty line measurement?

③Activity

Fill in the blanks with the following words.

poverty	Administration	insurance	Social	shelter
---------	----------------	-----------	--------	---------

- 1. He works in company.
- 2. Many elderly people live in
- 3.events and training days are arranged for all the staff.
- 4. They carried outchecks at the airport.
- 5.costs are passed on to the customer.

Speaking

Activity

Sit in groups, and discuss the following question, then share the result of group discussion with the class.

What are two things you can do to ensure that you have a good standard of living?

Grammar Point

The Present Simple

We use the present simple for:

- thoughts and feelings. I think so. I like it.
- states, things staying the same, facts and things that are true for a long time: we live quite near.
- repeated actions: we come here every week.
- in phrases like I promise, I agree.

In the **present simple** we use verb without an ending.

You know the answer.
Most children like ice-cream.

But in the third person singular (*after he, she, it, your friend, etc*) the verb ends in **s** or **es**.
It gets busy at weekends.
Sarah catches the early train.

Negative

I/you/we/they do not get.
he/she/it/ does not get.

Question

do i/we/you/they get?
does he/she/it/ get?

1 Activity

Refer to the reading and find out all the verbs which are in simple present tense form and write them down.

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2 Activity

Assignment: Follow up the above reading and grammatical point which is explained above. Write a short paragraph answering the following question:
What are two things you can do to ensure that you have a good standard of living?

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14

Economic Competition



Introduction to the lesson

Discuss the following questions with your classmates.

- 1. What is economic competition mean?*
- 2. Have you ever had competition? If yes, what kind of competition?*
- 3. How do you see the economic competition in your country Afghanistan? Do the businesses compete?*

Vocabulary

①Activity

Refer to the vocabulary list and guess the topic of the lesson. Read the vocabulary and compare your definitions with the given meanings.

Words	English definitions
plant	a living thing that grows in the earth and usually has a stem, leaves and roots, especially one that is smaller than a tree or bush
harvest	the time of year when the crops are gathered in on a farm, etc; the act of cutting and gathering crops
crop	a plant that is grown in large quantities, especially as food
to haul	to pull something/somebody with a lot of effort
equilibrium	a state of balance, especially between opposing forces or influences
identical	similar in every detail
availability	that you can get, buy or find
economic	connected with the trade, industry and development of wealth of a country, an area or a society
competition	a situation in which people or organizations compete with each other for sth that not everyone can have
rivalry	a state in which two people, companies, etc. are competing for the same thing
force	a group of people who have been organized for a particular purpose
quality	the standard of something when it is compared to other things like it; how good or bad something is
degree	the amount or level of something
industry	the production of goods from raw materials, especially in factories
seed	the small hard part produced by a plant, from which a new plant can grow

②Activity

Fill in the blanks with the following words.

industry	plants	harvest	hailed	degree
----------	--------	---------	--------	--------

1. Her job demands a highof skill.
2. She got a job in
3. Allneed light and water.
4. Farmers are extremely busy during the
5. I wasover the coals by my boss for being late.

Listening

Dictation

Listen to your teacher reading the following passage. Fill the blanks. You can use the given words to fill the blanks.

sell

price

shoppers

think

competition

take

equilibrium

The goingfor tomatoes is ten Afghanis per kilo. Youabout lowering the price to nine Afghanis per kilo , but why should youless? You are confident you willthem all at ten Afghanis per kilo. You won't raise the price above ten Afghanis either. The seeing the difference, would go to your, the other tomato sellers. Supply and demand have set theprice at ten Afghanis per kilo. This is an example of perfect competition.

Reading

①Activity

Skim the Reading for the main idea in 30 seconds and report or summarize it in one sentence.

The main idea of the reading is
.....

②Activity

Scan for specific information and discuss the answers with your classmates in groups.

1. What is competition?
2. Identify two characteristics of a perfect competition.
3. What are two important ways in which competition helps consumers?

③Activity

Read the Following Text.

Economic Competition

Competition is the rivalry between businesses that produce similar goods or services. Competition is a key force in the world economy.

It does two important things.

1. It forces businesses to supply goods and services that people want. For example, suppose one company's running shoes are not as good as those made by a competing

company. The first business will probably have to improve its shoes or go broke.

2. It forces businesses to sell those goods and services at prices close to the cost of making them. For example, suppose two competing Kabaab restaurants with similar quality Kabab had very different prices. The one offering better deal would get all the customers. The other restaurant would have to lower its price. This competition would go on until the price of both kababs was close to the cost of making them. The degree of competition varies among industries. In some industries there is a great deal of competition. In others, there may be little or no competition.

Perfect Competition: suppose that you decide to grow and sell tomato. You buy the seeds, plant them in your backyard , and watch them grow. Then you harvest your crops and haul it to the farmers market. You find dozens of other tomato sellers there and many people shopping for tomatoes.

The going price for tomatoes is ten Afghanis per kilo. You think about lowering the price to nine Afghanis per kilo , but why should you take less? You are confident you will sell them all at ten Afghanis per kilo. You wont raise the price above ten Afghanis either. The shoppers seeing the difference, would go to your competition, the other tomato sellers. Supply and demand have set the equilibrium price at ten Afghanis per kilo. This is an example of perfect competition.

Perfect competition has these four characteristics:

1) There are many buyers and sellers. In the example above, there were numerous buyers and sellers of tomatoes at the farmers markets.

2) Producers are selling the same good or service. Tomatoes may vary a little in size and color, but they are basically identical.

3) It is relatively easy for other producers to get into the same business to get started, a tomato grower needs only land, seeds, water, gardening tools, and a little know - how.

4) It is easy to find information about prices, quality, and availability of the good or service. At the farmers market, both buyers and sellers could easily see prices and quality. They could also see how many tomatoes were on sale that day.

Adapted from Jane S. Iopus, Ph.D. and Marna, Owen. (1995) Fearon's Economics: Globe Fearon Educational Publisher.

After you read

①Activity

Write whether the following sentences are **true (T)** or **false (F)**.

1. Competition is the rivalry between businesses that produce similar goods or services.

.....

2. Competition is a key force in the world economy.
3. Competition forces businesses to supply goods and services that people want.
4. Competition forces businesses to sell those goods and services at prices close to the cost of making them.
5. Perfect competition has four characteristics.

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②Activity

Discuss the following question with your classmates.

1. In which two ways competition is important?
2. When there is perfect competition, are there many or few buyers and sellers?
3. When there is perfect competition between businesses, is it fairly easy to start up the same kind of business? why or why not?
4. Give an example of a product that fits the idea of perfect competition.

③Activity

Fill in the blanks with the following words.

competition	seed	rivalry	quality	economic
-------------	------	---------	---------	----------

1. The government'spolicy.
2. There is now intensebetween schools to attract students.
3. There is a certain amount of friendlybetween the teams.
4. When costs are cut productsuffers.
5. These vegetables can be grown from

Speaking

Activity

Sit in groups, and discuss the following question, then share the result of group discussion with the class.

Suppose that there are two grocery stores near your home. Both sell the same products. At one store, the clerks know you by your name. they carry your groceries to your car. But prices at this store are slightly higher than at the other one. At which store do you think you would do most of your shopping? Why?

Grammar Point

Countable and Uncountable nouns

Countable Nouns: a countable noun can be singular or plural. We can count it. For example, a ship, two ships, three ships.....

Uncountable Nouns: an uncountable noun is neither singular nor plural. we cannot count it.

For example: Water. We can say water or some water but Not a water or two waters

1Activity

Refer to the reading and find out some of the countable nouns then write them down.

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2Activity

look at the underlined nouns. Are they countable or uncountable?

- 1. Do you play golf.
- 2. I had to wait ten minutes.
- 3. Just tell me one thing.
- 4. Love makes the world go round.
- 5. Good luck in your new job.
- 6. Power stations produce energy.
- 7. I am taking a photo.
- 8. Would you like an apple?

15

Characteristics of Developing Countries



Introduction to the lesson

Discuss the following questions with your classmates.

- 1. Name some of the developing countries*
- 2. What kind of nation is Afghanistan? Developed or developing?*
- 3. Why some countries are developed and some of them are not?*

①Activity

Refer to the vocabulary list and guess the topic of the lesson. Read the vocabulary and compare your definitions with the given meanings.

Words	English definitions
subsistence	the state of having just enough money or food to stay alive
labor	the state of expecting or hoping that something, especially something good or exciting, will happen
literacy rate	the percentage of people who can read and write
expectancy	the state of expecting or hoping that something, especially something good or exciting, will happen
feeding	the act of giving food to a person, an animal or a plant
populous	where a large number of people live
growth	(of people, animals or plants) the process of growing physically, mentally or emotionally
portion	one part of something larger
Developing	(of a country, society, etc.) poor, and trying to make its industry and economic system more advanced
leader	a person who leads a group of people, especially the head of a country, an organization, etc
determine	to discover the facts about something; to calculate something exactly
per capita	for each person
population	all the people who live in a particular area, city or country; the total number of people who live there
wealth	a large amount of money, property, etc. that a person or country owns
agricultural	the science or practice of farming

②Activity

Fill in the blanks with the following words.

wealth	expectancy	agriculture	portion	leader
--------	------------	-------------	---------	--------

1. His personalis estimated at around \$100 million.
2. The number of people employed inhas fallen in the last decade.
3. Only a smallof the budget is spent on books.
4. Many families are living below the level of
5. There was an air ofamong the waiting crowd.

Listening

Dictation

Listen to your teacher reading the following passage. Fill the blanks. You can use the given words to fill the blanks.

population	country	continue	second	percent	billion	people
------------	---------	----------	--------	---------	---------	--------

In 1993 India was the world'smost populous, with almost 900 million China was first with over one both India and china havegrowth rates of about 2.1 They will probablyto have the world's largest populations into the 21th century.

Reading

①Activity

Skim the Reading for the main idea in 30 seconds and report or summarize it in one sentence.

The main idea of the reading is
.....

②Activity

Scan for specific information and discuss the answers with your classmates in groups.

1. What is per capita GDP?
2. What is health care like in many developing countries?

③Activity

Read the Following Text.

Characteristics of Developing countries

Economists and world leaders look at several different things to determine whether a country is a developing nation or not.

1. Developing countries usually allow capita GDP. If you take a country's GDP and divide it by the number of people in the population, you get the per capita GDP. Per capita GDP is a way to compare the wealth and productivity of countries and their people.

In developing countries, per capita GDP is usually below \$2,000. For example, Vietnam's per capita GDP is about \$200 per year. Compare this to the United States' per capita GDP of almost \$20,000. The average person in Vietnam not only has less to

spend. He or She has fewer goods and services to spend it on.

2. Developing countries usually have agricultural economies. In a developing country, most people make a living by farming rather than industry. Quite often, a large portion of the population lives through subsistence farming. This means that a family produces only enough food for its own needs. In the country of Chile, for example, about 85 percent of the labor force works in farming. Most of these farmers grow only enough food for their own families. In the United States, only about 2 percent of the labor force works in farming. Yet U.S. farmers produce most of the country's food and enough to export, too.

3. Developing countries have a low literacy rate. The literacy rate is the percentage of people who can read and write. In developing countries, there may not be much money spend for public schools and education. Literacy rates vary greatly among developing nations. In the developing nation of Mozambique, for example, the literacy rate is 14 percent. This means that out of every 100 people, only 14 can read and write. But in Thailand, another developing nation, the literacy rate is 89 percent. This is closed to the U.S. literacy rate of about 99 percent.

4. Developing countries have poor health conditions. Some countries do not have money to develop industries or schools. That usually means they do not have money or know how to be healthy either. There are few hospitals and doctors, and they are hard to get to. Because of poor health care, people may not live as long as they do in developed countries. Their life expectancy is low. For example the average American male can expect to live 72 years of age. But in Peru, a developing country, the life expectancy for the average male is only around 61.

Also in developing countries, more babies may die during their first year than in developed nations. The number of these deaths per 1000 babies is called the infant mortality rate. In the United States, the infant mortality rate is about one percent. This means that about 10 in every 1000 infants that are born die before the age of one. In the developing country of Afghanistan, about 19 percent of infants die before the age of one.

5. Developing countries have fast growing populations. When a country has trouble feeding its people, a fast growing population adds to the problem. In many developing nations, the population rate is increasing at over 3 percent each year. This may not seem like much. But in a country such as Honduras, it means the population will double in about 20 years. In the United States, the population is growing at a rate of about one percent.

In 1993 India was the world's second most populous country, with almost 900 million people. China was first with over one billion. Both India and China have population growth rates of about 2.1 percent. They will probably continue to have the world's largest populations into the 21st century.

After you read

①Activity

Write whether the following sentences are **true (T)** or **false (F)**.

1. Developing countries usually allow capita GDP.

2. Per capita GDP is the only way to compare the wealth and productivity of countries and their people.

3. In developing countries, per capita GDP is usually over \$2,000.

4. Developing countries usually have agricultural economies.

5. In a developing country, most people make a living by farming rather than industry.

6. Developing countries have good health conditions.

7. Developing countries have fast growing populations.

8. In many developing nations, the population rate is increasing at over 3 percent each year

9. In 1993 India was the world's second most populous country.

10. Both India and china have population growth rates of about 2.1 percent.
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②Activity

Discuss the following questions with your classmates.

1. What are three factors other than per capita GDP that help determine whether a country is developed or developing?

2. Which type of country has more industry, a developed or developing country? Explain.

3. Which country has a higher standard of living, a developed or developing country? Why?

4. How do most people in a developing country make a living?

③Activity

Fill in the blanks with the following words.

Per capita	determine	population	developing	subsistence
------------	-----------	------------	------------	-------------

1. People in manycountries are free of forms of cancer that are common in the West.

2. He was not a natural

3. We set out toexactly what happened that night.

4. income rose sharply last year.

5. The entireof the town was at the meeting.

Speaking

Sit in groups, and discuss the following question, then share the result of group discussion with the class.

Compare your life to that of a person in a developed country. In what ways might your life be different? You might think about education, health care, and job opportunities.

Grammar Point

Adverbs of Frequency

An adverb of frequency tells us how often. It usually goes in mid position.

Ahmad is **always** in such a hurry.
I **sometimes** feel depressed.

Normally, usually, often, sometimes and occasionally can also go in front or end position.

Every day we go to school.
I feel depressed **sometimes**.

1Activity

Refer to the reading and finding out all the adverbs of frequency and write them down here.

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2Activity

Assignment: Follow up the above reading and grammatical point which is explained above. Compare your life to that of a person in a developed country. In what ways might your life be different? You might think about education, health care, and job opportunities.

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16

Stock Dividends



Introduction to the lesson

Discuss the following questions with your classmates.

- 1. Have ever had shares in a company?*
- 2. What does the word dividend mean to you?*
- 3. Have you ever received dividends from a company?*

① Activity

Refer to the vocabulary list and guess the topic of the lesson. Read the vocabulary and compare your definitions with the given meanings.

Words	English definitions
profit	the money that you make in business or by selling things, especially after paying the costs involved
investment	the act of investing money in something
supply	an amount of something that is provided or available to be used
demand	a very firm request for something; something that somebody needs
share	any of the units of equal value into which a company is divided and sold to raise money. People who own shares receive part of the company's profits
capital gain	the money earned when you sell something for more than you paid for
stockbroker	a person or an organization that buys and sells shares for other people
investor	a person or an organization that invests money in something
brokerage	the business of being a broker
Stock	a supply of goods that is available for sale in a shop/store
Dividend	an amount of the profits that a company pays to people who own shares in the company
holding	a number of shares that somebody has in a company
common	happening often; existing in large numbers or in many places
stockholder	a person who owns stocks and shares in a business
vote	a formal choice that you make in an election or at a meeting in order to choose somebody or decide something
director	one of a group of senior managers who run a company
to invest	to buy property, shares in a company, etc. in the hope of making a profit
firm	a business or company
corporation	a large business company

② Activity

Fill in the blanks with the following words.

directors	firm	invest	profit	supplies
-----------	------	--------	--------	----------

1. He's on the board of
2. Now is a good time toin the property market.
3. He is the owner of a big
4. The company made a healthy on the deal.
5. We cannot guarantee adequate of raw materials.

Listening

Dictation

Listen to your teacher reading the following passage. Fill the blanks. You can use the given words to fill the blanks.

prices	events	market	affect
steady	flying	downward	

Stock market prices can hold over time, then change suddenly in a day. in the stock can respond instantly to news of major such as wars and elections. Since these events often business, they often affect the stock market. Many times even false rumors are enough to send the market upward or tumbling

Reading

①Activity

Skim the Reading for the main idea in 30 seconds and report or summarize it in one sentence.

The main idea of the reading is.....
.....

②Activity

Scan for specific information and discuss the answers with your classmates in groups.

1. What is the possible way to make money through based on the below text?
2. What are the largest stock markets in America?

③Activity

Read the Following Text.

Stock Dividends

Holding stock does not always mean that you will get a dividend, however. If you buy preferred stock, you will receive a stated dividend each year. Many companies also pay dividends on their common stock. But if a company is short of money, people who own preferred stock get paid their dividends first. In this case, there may not be enough money for common stock dividends.

Common stockholders get to vote at yearly stockholders' meetings, while preferred stockholders do not. They can vote for such things as who will be on the board of directors.

Buying and Selling Stocks: Another possible way to make money is through buying and selling stocks. Suppose that you invested \$1,000. You bought 100 shares of Ahmad and

Mahmood's stock at \$10 each. In three years, the chain does very well. It shows bigger and bigger profits each year. The stock is seen as a good investment. The laws of supply and demand drive the price up. It is now worth \$30 per share. If you sold your 100 shares of stock, you would get \$3,000. This is \$2,000 more than your initial \$1,000 investment. The profit you make is called a capital gain. Now you wish you would invest a million!

Anyone who invests in stock is taking a risk, however. Suppose the restaurant chain did poorly. The price of the stock would probably drop. If you had to sell your 100 shares of stock at \$5 each, for example, you would only get \$500. That is \$500 less than you bought the stock for in the first place. The money you lost from your first investment is called a capital loss.

Due to the risk of losing money, many people prefer safer investments, such as a savings account. You won't make much money, but you don't have to worry about losing your investment. And your money will be earning a guaranteed rate of interest. Interest is the amount of money a borrower must pay a lender for the use of borrowed funds. In this case, the bank is the borrower and you are the lender.

Where to Buy and Sell Stocks: Stock is bought and sold through a stockbroker. You would buy shares of Chevron, for example, through a stockbroker rather than from a gas station. A stockbroker is licensed to handle sales between buyers and sellers. Usually, stocks are bought and sold in units of 100 shares or more.

Most stocks are traded in a stock market. The largest stock markets in America are the New York stock Exchange (NYSE) and the American Stock exchange (ASE). Both are located in New York City.

These stock markets seem to be filled with noise and confusion. Stockbrokers known as floor traders rush around shouting out buy or sell orders. Other brokers make and take phone calls. Nervous investors, hoping to make a profit, watch the constantly changing stock prices on an electronic screen.

If the market is up, it is a sign that people feel confident about business. People have been buying stocks and bidding up the prices. If the market is down, people have been selling their stocks for lower prices.

Stock market prices can hold steady over time, then change suddenly in a day. Prices in the stock market can respond instantly to news of major events such as wars and elections. Since these events often affect business, they often affect the stock market. Many times even false rumors are enough to send the market flying upward or tumbling downward.

Investors can also buy what are called over the counter stocks through brokerage firms. These stocks are usually from smaller, less well known corporations.

Adapted from Jane S. Iopos, Ph.D. and Marna, Owen. (1995) Fearon's Economics: Globe Fearon Educational Publisher.

After you read

①Activity

Write whether the following sentences are **true (T)** or **false (F)**.

1. Holding stock does not always mean that you will get a dividend.

2. If you buy preferred stock, you will receive a stated dividend each year.

3. Many companies do not pay dividends on their common stock.

4. People who own preferred stock get paid their dividends first.

5. Common stockholders get to vote at yearly stockholders' meetings

6. Another possible way to make money is through buying and selling stocks.

7. Most stocks are traded in a stock market.

8. The largest stock markets in America are the New York stock Exchange (NYSE) and the American Stock exchange (ASE).

9. Stockbrokers known as floor traders rush around shouting out buy or sell orders.

10. Investors can also buy what are called over the counter stocks through brokerage firms.
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②Activity

Discuss the following question with your classmates.

1. What is one difference between common and preferred stockholders?

2. Do you think investing in stock is risky? Why?

3. How can an investor make money buying and selling stock?

③Activity

Fill in the blanks with the following words.

dividend	holding	stockholders	stock	common
----------	---------	--------------	-------	--------

1. That particular model is not currently in

2. payments of 50 cents a share.

3. She has a 40% in the company.

4. They share a interest in photography.

5. Ahmad is one of the company's

Speaking

Activity

Sit in groups, and discuss the following question, then share the result of group discussion with the class.

If you had the cash, would you risk it on the stock market? Why or why not?

Grammar Point

The Past Simple

- **Positive Forms:** A regular past form ends in ed.
e.g: It happened very quickly.
- Some verbs have an irregular past form
e.g: the car came out of a side road.
- The past simple is the same in all persons except in the past tense of be.

<i>I/he/she/it was</i>	<i>I was ill last week.</i>
<i>you/we/they were</i>	<i>Those cakes were nice.</i>

- We use did in negatives and questions.
- Negative
I/you/he/she/it/we/they did not stop.

- Question
did I/you/he/she/it/we/they stop?

1Activity

Refer to the reading and find out all the verbs which are in simple past form and write them down.

.....

.....

.....

.....

2Activity

Assignment: Follow up the above reading and grammatical point which is explained above. Write a short paragraph on If you had a cash, would you risk it on the stock market? Why or why not?

.....

.....

.....

.....

17

Economic Opportunities in Afghanistan



Introduction to the lesson

Discuss the following questions with your classmates.

1. *Are you employee in any company? If yes, what do you do?*
2. *What is the best job in your idea? Why?*
3. *What the common and available jobs in your country?*

① Activity

Refer to the vocabulary list and guess the topic of the lesson. Read the vocabulary and compare your definitions with the given meanings.

Words	English definitions
Opportunity	a time when a particular situation makes it possible to do or achieve something
government	the group of people who are responsible for controlling a country or a state
tailoring	the style or the way in which a suit, jacket, etc. is made
livestock	the animals kept on a farm, for example cows or sheep
community	all the people who live in a particular area, country, etc. when talked about as a group
farming	the business of managing or working on a farm
access	a way of entering or reaching a place
confined	small and surrounded by walls or sides
workforce	all the people who work for a particular company, organization, etc.
nepotism	giving unfair advantages to your own family if you are in a position of power, especially by giving them jobs
profession	a type of job that needs special training or skill, especially one that needs a high level of education
occupied	being used by somebody
position	the situation that somebody is in, especially when it affects what they can and cannot do
income	the money that a person, a region, a country, etc. earns from work, from investing money, from business, etc
Decent	of a good enough standard or
regular	following a pattern, especially with the same time and space in between each thing and the next
strenuous	needing great effort and energy
employment	work, especially when it is done to earn money; the state of being employed
uncompetitive	not cheaper or better than others and therefore not able to compete equally
bribery	the giving or taking of bribes
jobless	people who are unemployed

2Activity

Fill in the blanks with the following words.

access	jobless	workforce	bribery	employment
--------	---------	-----------	---------	------------

- 1. The closure left 500 people
- 2. The factory has a 1 000-strong
- 3. She was arrested on charges.
- 4. Students must have to good resources.
- 5. Graduates are finding it more and more difficult to find

Listening

Dictation

Listen to your teacher reading the following passage. Fill the blanks. You can use the given words to fill the blanks.

Tailoring	community	make	earn
economic	livestock	working	employment

Respondents from Boyina Bagh, Shirabad Ulya and Kart-i-Bakheter mentioned teaching andin the government as the best ways to a living. By contrast, male Participants from Naw Da mentioned activities such as driving,, raising livestock, and—for youths at least—shop keeping, as the best ways for them to a living. Female adults from the felt that the best jobs involved “raising....., shop keeping, modern farming, government, teaching, engineering, and engaging in the medical profession.”

Reading

1Activity

Skim the Reading for the main idea in 30 seconds and report or summarize it in one sentence.

The main idea of the reading is

2Activity

Scan for specific information and discuss the answers with your classmates in groups.

- 1. Where are participants of the meeting in the below text from?
- 2. In participants’ point of view, which jobs are the best to make a living?
- 3. What are the appropriate jobs mentioned by Naw Da participants?
- 4. Do the Naw Da participants occupy those jobs they mentioned as appropriate occupations?

③ Activity

Read the Following Text.

Economic Opportunities in Afghanistan

What are the best and worst jobs in Afghans Point of View in Afghanistan?

The following reading is adapted from Chona R. Echavez. March 2012, Afghanistan Research and Evaluation Unit. In order to know the ideas of Afghans about the best and worst jobs in Afghanistan, Echavez hold a meeting and asks people from different communities to get together and share their ideas.

Respondents from Boyina Bagh, Shirabad Ulya and Kart-i-Bakheter mentioned teaching and working in the government as the best ways to make a living. By contrast, male Participants from Naw Da mentioned economic activities such as driving, tailoring, raising livestock, and—for youths at least—shop keeping, as the best ways for them to earn a living. Female adults from the community felt that the best jobs involved “raising livestock, shop keeping, modern farming, government employment, teaching, engineering, and engaging in the medical profession.”

However, no-one of either sex from Naw Da occupied any of the positions mentioned. Men in the community mentioned that for now, they are not really after the best jobs and would be satisfied with any means to earn an income. Decent pay and regular work were the main reasons people felt teaching, being in the government or in a medical profession (and in the case of men, running a business) were the best ways to make a living. Other reasons included the fact that these jobs were less strenuous, and highly regarded by other community members. By contrast, farming and any form of daily-waged labor were seen as the worst ways to make a living, especially in rural Boyina Bagh and urban Kart-i-Bakheter. Youth participants from Boyina Bagh said that these forms of economic activity require hard work and yet pay less, while adults and youths in Kart-i-Bakheter tended to focus only on the lack of decent pay. In the case of Naw Da, all participants concluded that the worst ways to make a living were in fact the jobs they already had—quarrying stones, hauling goods, and gathering and selling firewood. However, they also noted that such work was better than having no income at all. Male youths from Boyina Bagh and Shirabad Ulya saw joining the army or the police as the worst jobs since doing so would put their lives at risk in fighting against lawless elements and the Taliban.

Women's access to paid work

In all study areas except Kart-i-Bakheter, women have no more access to paid work than they did ten years ago. Participants explained that women were overwhelmingly, confined inside the home performing household chores and taking care of children. Ten years ago, ongoing armed conflict and the presence of the Taliban in their communities prevented women from going outside and working. Today, it appears that the views of women and men in these three communities regarding women

working outside the home are much more positive. Instead, the factor hindering women’s participation in the workforce is the lack of employment opportunities and a lack of education that renders them uncompetitive for the few chances that do exist. The participants from the two urban communities mentioned that for men and women to get into the government or private companies, assistance from employment and professional agencies was necessary. People in Kart-i-Bakheter also raised the issue of bribery and nepotism, essential for anyone seeking serious employment, as CQ informants in the community described:

Government employment is available, but to get the job you must have relatives [in the government] or pay bribes, otherwise it is impossible.

Currently in our village there are a lot of people who are literate but they are jobless because they don’t have any supporters or relatives and can’t afford the bribe. During the Taliban period, there were more jobs but people didn’t have care about work and a lot of people had left.

In Naw Da, participants said that women did not work ten years ago mainly because both women and men adhered to the belief that women stay at home and take care of the house and children. At present, women are still invisible in the workplace, but participants said that if there were job opportunities for them, they would definitely join the workforce. However, they also pointed out that people in the community had little idea about how to look for jobs.

Adapted from Chona R. Echavez. March 2012, Afghanistan Research and Evaluation Unit.

After you read

①Activity

Write whether the following sentences are **true (T)** or **false (F)**.

- | | |
|--|-------|
| 1. Respondents from Boyina Bagh, Shirabad Ulya and Kart-i-Bakheter mentioned teaching and working in the government as the best ways to make a living. | ..... |
| 2. Naw Da mentioned economic activities such as driving, tailoring, raising livestock, as the best ways for them to earn a living. | ..... |
| 3. Decent pay and regular work were the main reasons people felt teaching, being in the government or in a medical profession were the best ways to make a living. | ..... |
| 4. Farming and any form of daily-waged labor were seen as the best ways to make a living. | ..... |
| 5. Naw Da, all participants concluded that the worst ways to make a living were quarrying stones, hauling goods, and gathering and selling firewood. | ..... |
| 6. Male youths from Boyina Bagh and Shirabad Ulya saw joining the army or the police as the best jobs. | ..... |
| 7. The factor hindering women’s participation in the workforce is the lack of employment opportunities. | ..... |
| 8. People in Kart-i-Bakheter also raised the issue of bribery and nepotism. | ..... |

②Activity

Discuss the following questions with your classmates.

1. What are the appropriate jobs mentioned by Naw Da participants?
2. Why did most of the participants feel teaching, being in the government and being involved in medical profession as best ways of making a living?
3. What is the view of men on women's working outside home?

Speaking

Sit in groups, then discuss the results of the research, and relate your own experiences, then share the result of discussion with the class.

Grammar

Grammar Point

Linking Words: to, in order to, so that, and for.

We use to, in order to, so that, and for to express purpose, to say why we do things.

- **To:**

We can use the to-infinitive to express purpose.

e.g: Most people work to earn money.

- **In order to and so as to**

In order to and so as to are more formal than to

e.g: The government took these measures in order to reduce crime.

- **So that**

Look at this example.

e.g: I will post the card today so that it gets there on Ahmad's birthday.

After so that we use a subject and a verb. E.g.: it gets

- **To or For**

We can use for with a noun to say **why** we do something.

e.g. Why don't you come over for coffee?

To talk about the purpose of a thing, we use either a to+infinitive or for+ing-form

e.g. This heater is to keep/ for keeping the plants warm in winter.

①Activity

Refer to the reading and find out all the linking words and write them down.

.....

.....

2Activity

Follow up the above reading and grammatical point which is explained above. Write a short paragraph on your favorite job, and support your ideas with strong reasons.

.....

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.....

.....

.....

.....

18

Engaging in business is not a woman's place In Afghans 'Point of View



Introduction to the lesson

Discuss the following questions with your classmates.

- 1. What do you think of women's involvement in economic activities?*
- 2. Are the women involved in business and other economic activities in your city ?*
- 3. In your point of view what are the positive aspects of women engagement in economic activities in a society?*

① Activity

Refer to the vocabulary list and guess the topic of the lesson. Read the vocabulary and compare your definitions with the given meanings.

Words	English definitions
engage	to employ somebody to do a particular job
enterprise	a company or business
conduct	to organize and/or do a particular activity
powerful	being able to control and influence people and events
support	to help or encourage somebody/something by saying or showing that you agree with them/it
expenditure	the act of spending or using money; an amount of money
entrepreneur	a person who makes money by starting or running businesses, especially when this involves taking financial risks
loan	money that an organization such as a bank lends and somebody borrows
resource	a supply of something that a country, an organization or a person has and can use, especially to increase their wealth
authority	the power to give orders to people
environment	the conditions that affect the behavior and development of somebody/something; the physical conditions that somebody/something exists in a pleasant working/learning environment
immaterial	not important in a particular situation
prosper	to develop in a successful way; to be successful, especially in making money
financial	connected with money and finance

② Activity

Fill in the blanks with the following words.

expenditure	support	conducted	environment	enterprise
-------------	---------	-----------	-------------	------------

1. We must make the most efficient use of the available financial.....
2. The budget provided for a total of £27 billion.
3. The company will customers in Europe.
4. The music festival is a new which we hope will become an annual event.
5. The negotiations have been in a positive manner.
6. They have created an in which productivity should flourish.

Listening

Dictation

Listen to your teacher reading the following passage. Fill the blanks. You can use the given words to fill the blanks.

Enterprise	participants	divide	tradition
business	domain	engage	

The genderof “*who does what*” was particularly evident when discussed the question of who couldin a business..... Overwhelmingly, the feeling was that business should be conducted by men sinceenterprise is conducted outside the home, and the outside world was largely seen as a male.....; male youths in Boyina Bagh explained that “according to our....., women do not do business in our community.”

Reading

①Activity

Skim the Reading for the main idea in 30 seconds and report or summarize it in one sentence.

The main idea of the reading is
.....

②Activity

Scan for specific information and discuss the answers with your classmates in groups.

1. Who could engage in a business enterprise in participants’ point of view?
2. What is the idea of male youths in Boyina Bagh regarding the women’s participation in business?
3. Based on the following reading who are free in decision making, men or women?
4. Based on participants’ point of view in the following reading, whose support is important for women in economic activities?

③Activity

Read the Following Text.

Engaging in business is not a woman’s place In Afghans ‘Point of View

The following reading is adapted from Chona R. Echavez. March 2012, Afghanistan Research and Evaluation Unit. In order to know the ideas of Afghans about the role and placement of women in economic activities in Afghanistan, Echavez hold a meeting and asked people from different communities to get together and share their ideas.

The gender divide of “who does what” was particularly evident when participants discussed the question of who could engage in a business enterprise. Overwhelmingly, the feeling was that business should be conducted by men since business enterprise is conducted outside the home, and the outside world was largely seen as a male domain; male youths in Boyina Bagh explained that “according to our tradition, women do not do business in our community.” As a consequence, participants generally thought that it would be very difficult for a woman to succeed in a business endeavor without the support of her husband. This was a point stressed especially strongly by adult participants across all communities: If the man wants to open a business and the woman does not agree with him, he will not face a big problem. But if the woman wants to open a business and the man does not agree with her, she will face problems, because in our community the man is powerful. They have freedom and are able to make decisions, but women need the support from men. All female adults, Shirabad Ulya mentioned that in our community the men are strong and they have access to information and resources and are able to move every time and everywhere. The support of the men is most important for women. According to our culture men are more powerful than women. A man is able to make decisions without the support of the woman. It is more difficult for a woman to make decisions without the support of the men in the family. This is because women do not have access to information, markets or other main factors related to business.

The three most common reasons cited by all participants for why women would struggle to run a business on their own were as follows: 1) men have more authority in terms of decision-making; 2) men are more mobile than women, allowing them more access to information and networking opportunities; and 3) it is not culturally acceptable for a woman to open a business on her own. By contrast, male adults in three communities (Boyina Bagh, Shirabad Ulya and Kart-i-Bakheter) felt that a wife’s support would be largely immaterial to whether or not her husband’s business prospered, since all decisions were made by men in any case: Because the husband is responsible for financial questions...the wife’s activities [i.e. support] do not affect him. The husband is the head of the family and he is powerful. Also, the husband is responsible for food and expenditures. He can do all the work without the support of his wife, although if this is the case, the relationship between husband and wife may be affected. All male adults, Shirabad Ulya a woman is not in the position in our community to make decisions regarding business outside the home. She is just able to do some things inside the house, while men are able to go everywhere and make decisions regarding work or business. However, there were two groups of male youths in Boyina Bagh and Kart-i-Bakheter who said that men would have difficulty in pursuing a business if their women would not support them. In Kart-i-Bakheter, male youths explained this in terms of traditionally ascribed gender roles, suggesting that without a wife’s support in managing affairs inside the home, he would struggle to run a business outside it.

Needless to say, wives succeeding in business were ultimately seen as a rare and even peculiar scenario across all study communities by the majority of adults and many youths.

Female adults in Shirabad Ulya and all participants from Kart-i-Bakheter also said that even if a woman were to run a successful business, she would still have to consult with men about how to spend the money they earned. Only male youths in Boyina Bagh claimed that such women would have “One hundred percent control over the money they have earned.”

Adapted from Chona R. Echavez. March 2012, Afghanistan Research and Evaluation Unit.

After you read

①Activity

Write whether the following sentences are **true (T)** or **false (F)**.

- | | |
|---|-------|
| 1. Business should be conducted by men since business enterprise is conducted outside the home. | ..... |
| 2. Participants generally thought that it would be very difficult for a woman to succeed in a business. | ..... |
| 3. If a man wants to open a business and the woman does not agree with him, he will face a big problem. | ..... |
| 4. Women have freedom and able to make decisions | ..... |
| 5. Women are strong and they have access to information and resources and are able to move every time and everywhere. | ..... |
| 6. The support of the women is most important for men. | ..... |
| 7. It is more difficult for a woman to make decisions without the support of the men in the family. | ..... |
| 8. The husband is the head of the family and he is powerful. | ..... |

②Activity

Discuss the following questions with your classmates.

1. Why did most of participants say that business should be run by men?
2. What is the reason of women not taking part in business in male youths in Boyina Bagh point of view?
3. If a man wants to open a business and the woman does not agree with him, what will happen?
4. Who is free in decision making in Afghan communities, men or women? Why?
5. What do male adults in Shirabad Ulya think about women position in business?

③Activity

Fill in the blanks with the following words.

resource	entrepreneur	prospered	loan	financial
----------	--------------	-----------	------	-----------

- 1. Tokyo and New York are major centers.
- 2. It took three years to repay my student
- 3. A creative, he was continually dreaming up new projects.
- 4. Tradesmen by supplying the spectators with refreshment.
- 5. We must make the most efficient use of the available financial

Speaking

Sit in groups, and discuss the results of the research and relate your own experiences, then share the result of your discussion with the class.

Grammar

Grammar Point

Comparison: *more + adjective + than*
e.g. *women are powerful*
Women are more powerful than men.

①Activity

Refer to the reading and find out all the comparison adjectives, then write them down.

.....

.....

.....

②Activity

Pair Work: Pair up and practice. Make comparison with more + adjective + than.

- Your new business is comfortable. (your old business)
- This bus is convenient. (a taxi)
- The library was interesting. (the museum)
- The movie was enjoyable. (the concert)
- This shop is expensive. (that shop)
- That restaurant is popular. (this restaurant)

③Activity

Assignment: Write a two paragraphs essay on the importance of women’s role in economic activities.

19

Typical Types of job available to men and women in Afghanistan



Introduction to the lesson

Discuss the following questions with your classmates.

1. *What are the typical types of job available to men and women in Afghanistan?*
2. *What are the most well paid jobs in your idea available for women and men in Afghanistan?*
3. *What type of job do you prefer?*

① Activity

Refer to the vocabulary list and guess the topic of the lesson. Read the vocabulary and compare your definitions with the given meanings.

Words	English definitions
available	that you can get, buy or find
tradition	a belief, custom or way of doing something that has existed for a long time among a particular group of people; a set of these beliefs or customs
factor	one of several things that cause or influence something
power	the ability to control people or things
significant	large or important enough to have an effect or to be noticed
discrimination	the practice of treating somebody or a particular group in society less fairly than others
acceptable	agreed or approved of by most people in a society
norm	a situation or a pattern of behavior that is usual or expected
feasible	that is possible and likely to be achieved
undertake	to make yourself responsible for something and start doing it
strength	the quality of being physically strong
capacity	the number of things or people that a container or space can hold
perform	to do something, such as a piece of work, task or duty
professional	connected with a job that needs special training or skill, especially one that needs a high level of education
quarry	a place where large amounts of stone, etc. are dug out of the
qualify	to reach the standard of ability or knowledge needed to do a particular job, for example by completing a course of study or passing exams
breadwinner	a person who supports their family with the money they earn
maintenance	the act of keeping something in good condition by checking or repairing it regularly

② Activity

Fill in the blanks with the following words.

available	strength	significant	factors	norms
-----------	----------	-------------	---------	-------

1. It may take a few weeks for you to build up your again.
2. She considered people to be products of the values and of the society they lived in.
3. Your work has shown a improvement.
4. The result will depend on a number of different
5. Tickets are free of charge from the school.

Listening

Dictation

Listen to your teacher reading the following passage. Fill the blanks. You can use the given words to fill the blanks.

Factors	limits	traditions	made
education	women	participant	significant

Local and perceived differences in the biological make-up of men and came out as the main influencing the types of jobs that women and men engage in, along with questions of, distance, class, and power. In all four communities, tradition continued to play a role in determining how women were viewed. Female adults and youths specific mention of the discrimination this engendered and the it placed on what jobs women could do.

Reading

① Activity

Skim the Reading for the main idea in 30 seconds and report or summarize it in one sentence.

The main idea of the reading is
.....

② Activity

Scan for specific information and discuss the answers with your classmates in groups.

1. What are the main factors influencing the types of jobs that women and men engage in?
2. How is the role of tradition in how women are viewed?
3. According to a female youth participant in Kart-i-Bakheter, why finding a job is different for a woman?

③ Activity

Read the Following Text.

Typical Types of job available to men and women in Afghanistan

Local traditions and perceived differences in the biological make-up of men and women came out as the main factors influencing the types of jobs that women and men engage in, along with questions of education, distance, class, and power: tradition continued to play a significant role in determining how women were viewed. Female adults and youths made specific mention of the discrimination this engendered and the limits it placed on what jobs women could do. According to a female youth participant in Kart-i-Bakheter:

For women finding a job is different because of work discrimination. For example if a woman becomes a police officer, then she will be faced with discrimination, but if she is a teacher or doctor, she will not face any discrimination because it is acceptable for a woman to take on such types of jobs. In relation to this, distance was also an additional factor for women in particular to consider when taking a job in all communities apart from Kart-i-Bakheter. Given religious and traditional norms limiting women's movement, the feasibility of women being able to work was almost nil if the job was located outside the community.

There was a general feeling across these three communities that women would need a mahram (a male relative to act as chaperone) if they were to take on work outside the community. By contrast, in Kart-i-Bakheter, there were women who were able to work outside of their homes and outside of the community without a mahram. Most if not all of male participants said that there was a division in terms of what jobs women and men could undertake. Jobs that needed physical strength were for men, as were jobs undertaken outside the home. However, this view is slowly changing, especially in urban areas like Kart-i-Bakheter and Shirabad Ulya. Even in the rural communities, women and men are slowly opening up to the idea of women working outside of the home, especially in times of economic difficulty. There was a significant divide in opinions about perceived changes in attitudes to what jobs women could do among adult participants across research communities.

Female adults from Shirabad Ulya, Kart-i-Bakheter and Naw Da felt that there should be an end to gender-specific job access. Female adults from Naw Da said that women have the capacity to perform jobs normally reserved for men, such as a professional work (although they felt that women could not be involved in physical labor like quarrying): That there are jobs solely for men or for women is not important, because women can do the jobs men can. For example, men and women outside our community perform similar jobs such as teaching, engineering, medical jobs and vocational courses etc. This is not happening in our community though, because both men and women are not educated and will not qualify for these jobs. Some female adults also stated that tradition inhibited women in getting engaged in paid work, yet they also repeatedly suggested that there should be separate jobs for women and men because of their biological differences and their level of mobility. In contrast, male adults from these three communities started discussions by asserting these differences should remain. Later on, however, they expressed that it would no longer be important if women and men worked together. Ultimately, they felt that if their communities were to develop economically, men should be provided with job opportunities first because they remained the main breadwinners and women therefore did not need to earn money: If there are available jobs it does not matter whether women are separated or work together with men. But now we need to find work and jobs so it is okay if these jobs are separated. Based on the present situation of the community there is no work for men. If someone wants to help the community, the first step they will

do is to help the men because the men [are] responsible for providing food and for the overall maintenance of the family. All male adults, Boyina Bagh Continuing this line of thinking, all the male adults and youths in Boyina Bagh, male youth in Shirabad Ulya, and male adults in Kart-i-Bakheter believed that men would be more affected than women if they lost their jobs. Again, they argued that this was the case because the demands of raising a family were on men’s shoulders. Even among youths, there was a sense across all four study communities that, in terms of economic activity, women’s place was in the home while access to the public sphere was largely restricted to men. Interestingly, while female and male youth participants were conscious of the differences in their economic pursuits, none of them ever expressed a willingness to switch any of their activities with those of the opposite sex. Female youths in Shirabad Ulya said they were happy with what they were doing, while youth participants from Naw Da pointed out the difficulty women would have working in the stone mines, and how men are uncomfortable doing household chores (although female youths from this community mentioned that men help in fetching water and collecting firewood). Only in Boyina Bagh did anyone state that economic opportunities should be afforded to both men and women—a view expressed by one male youth and all the female youths. However, this is an important thought if the typical scenario of women/house and men/work is to be challenged. If the road were be paved and loans provided to us to support our economic [activities], the same assistance [should be given] to women, because they [too] don’t have any economic activity.

Adapted from Chona R. Echavez. March 2012, Afghanistan Research and Evaluation Unit.

After you read

①Activity

Write whether the following sentences are **true (T)** or **false (F)**.

- 1. Tradition continued to play a significant role in determining how women were viewed.
- 2. For women finding a job is different because of work discrimination.
- 3. Given religious and traditional norms limiting women’s movement.
- 4. Women would need a mahram (a male relative to act as chaperone) if they were to take on work outside the community.
- 5. Jobs that needed physical strength were for men
- 6. Women therefore did not need to earn money.
- 7. Male adults in Kart-i-Bakheter believed that men would be more affected than women if they lost their jobs.
- 8. Only in Boyina Bagh did anyone state that economic opportunities should be afforded to both men and women.

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2Activity

Discuss the following questions with your classmates.

- 1. What are the main factors influencing the types of jobs that women and men engage in? Explain.
- 2. What is the view of female adults on gender access to jobs?

3Activity

Fill in the blanks with the following words.

maintenance	community	affected	capacity	performs
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- 1. The school pays for heating and the of the buildings.
- 2. She an important role in our organization.
- 3. The theatre has a seating of 2 000.
- 4. If someone wants to help the, the first step they will do is to help the men.
- 5. Men would be morethan women if they lost their jobs.

Speaking

Activity

Sit in groups, and discuss the results of the research and relate your own experiences, then share the result of your discussion with the class.

Grammar

Grammar Point

→ to	with	directions
→ at	with	time
→ for	with	duration of time
→ in	with	places and year
→ on	with	days and dates
→ by	with	means of travel

1Activity

Refer to the reading and find out all the prepositions and write them down in the appropriate column.

directions	time	duration of time	place and year	days and dates	mean of travel

②Activity

Use *in, on, at, to, for, or by*. Follow the model.

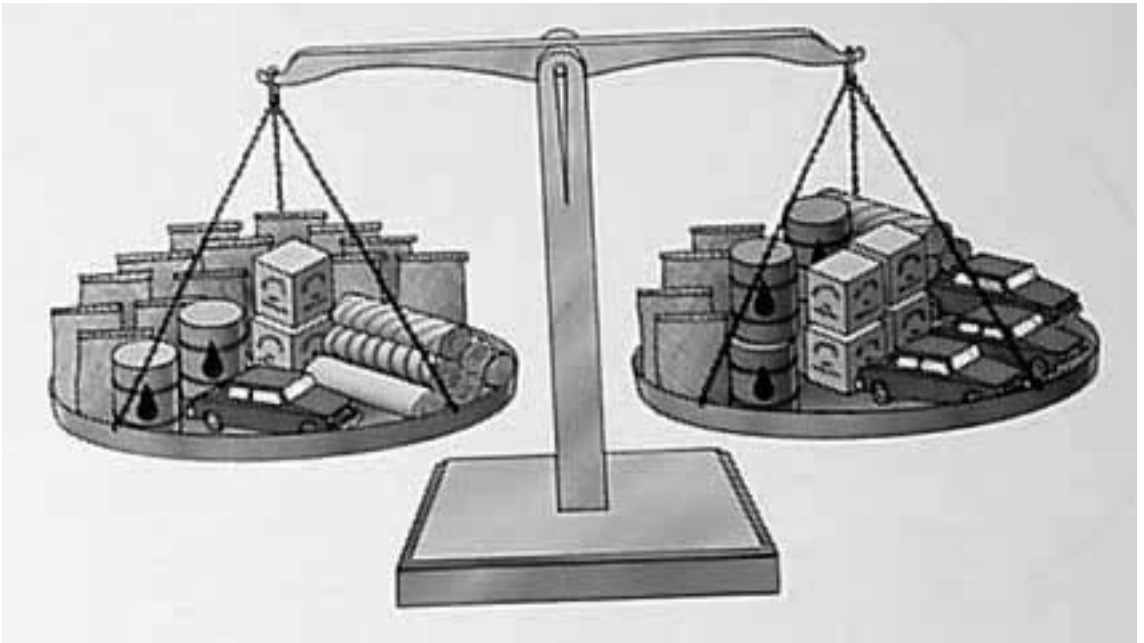
Model: *The team is playing Herat.*

The team is playing in Herat.

- He establishes his company.....Wednesday.
- Ahmad is going to the airport.....8:30 a.m.
- They are flying back.....Afghanistan.....October 19th.
- Mr. Ahmadi is traveling Plane.
- They are staying Qandahar..... four days.

20

Balance of Payment



Introduction to the lesson

Discuss the following questions with your classmates.

1. *What do you know about balance of payment?*
2. *What is the condition of Afghanistan's BoP (Balance of Payment)?*

① Activity

Refer to the vocabulary list and guess the topic of the lesson. Read the vocabulary and compare your definitions with the given meanings.

Words	English definitions
Balance	an even distribution of weight enabling someone or something to remain upright and steady
monetary	of or relating to money or currency
transactions	an instance of buying or selling something; a business deal : in an ordinary commercial transaction a delivery date is essential.
investment	1 the action or process of investing money for profit or material result
fund	a sum of money saved or made available for a particular purpose
surplus	an amount of something left over when requirements have been met; an excess of production or supply over demand
wealth	an abundance of valuable possessions or money
global	of or relating to the whole world; worldwide : the downturn in the global economy.
component	a part or element of a larger whole, esp. a part of a machine or vehicle
float	rest or move on or near the surface of a liquid without sinking

② Activity

Fill in the blanks with the following words.

Balance	monetary	transactions	investor	fund
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1. If a country is importing more than it exports, its trade will be in deficit.
2. Balance of payments (BoP) accounts are an accounting record of all transactions between a country and the rest of the world.
3. Sources of funds for a nation, such as exports or the receipts of loans and, are recorded as positive or surplus items.
4. Many foreign countries are the main core of different projects in Afghanistan.

Listening

Dictation

Listen to your teacher reading the following passage. Fill the blanks. You can use the given words to fill the blanks.

Protect	changes	market	pure	reserves	exchange
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Alternatives to a fixed rate system include a managed float where some of exchange rates are allowed, or at the other extreme a purely floating exchange rate (also known as a purely flexible exchange rate). With a float the central bank does not intervene at all to or devalue its currency, allowing the rate to be set by the, and the central bank's foreign exchange do not change.

Reading

①Activity

Skim the Reading for the main idea in 30 seconds and report or summarize it in one sentence.

The main idea of the reading is
.....

②Activity

Scan for specific information and discuss the answers with your classmates in groups.

1. Name the elements of BOP?
2. When BoP (balance of payment) should sum to zero?

③Activity

Read the Following Text.

Balance of Payment

Balance of payments (BoP) accounts are an accounting record of all monetary transactions between a country and the rest of the world. These transactions include payments for the country's exports and imports of goods, services, financial capital, and financial transfers. The BoP accounts summarize international transactions for a specific period, usually a year, and are prepared in a single currency, typically the domestic currency for the country concerned. Sources of funds for a nation, such as exports or the receipts of loans and investments, are recorded as positive or surplus items. Uses of funds, such as for imports or to invest in foreign countries, are recorded as negative or deficit items.

When all components of the BOP accounts are included they must sum to zero with no overall surplus or deficit. For example, if a country is importing more than it exports, its trade balance will be in deficit, but the shortfall will have to be counterbalanced in other ways – such as by funds earned from its foreign investments, by running down central bank reserves or by receiving loans from other countries.

While the overall BOP accounts will always balance when all types of payments are included, imbalances are possible on individual elements of the BOP, such as the current account, the capital account excluding the central bank's reserve account, or the sum of the two. Imbalances in the latter sum can result in surplus countries accumulating wealth, while deficit nations become increasingly indebted. The term "balance of payments" often refers to this sum: a country's balance of payments is said to be in surplus (equivalently, the balance of payments is positive) by a certain amount if sources of funds (such as export goods sold and bonds sold) exceed uses of funds (such as paying for imported goods and paying for foreign bonds purchased) by that amount. There is said to be a balance of payments deficit (the balance of payments is said to be negative) if the former are less than the latter.

Under a fixed exchange rate system, the central bank accommodates those flows by buying up any net inflow of funds into the country or by providing foreign currency funds to the foreign exchange market to match any international outflow of funds, thus preventing the funds flows from affecting the exchange rate between the country's currency and other currencies. Then the net change per year in the central bank's foreign exchange reserves is sometimes called the balance of payments surplus or deficit. Alternatives to a fixed exchange rate system include a managed float where some changes of exchange rates are allowed, or at the other extreme a purely floating exchange rate (also known as a purely flexible exchange rate). With a pure float the central bank does not intervene at all to protect or devalue its currency, allowing the rate to be set by the market, and the central bank's foreign exchange reserves do not change.

Historically there have been different approaches to the question of how or even whether to eliminate current account or trade imbalances. With record trade imbalances held up as one of the contributing factors to the financial crisis of 2007–2010, plans to address global imbalances have been high on the agenda of policy makers since 2009.

Adapted from a Topic taken from: www.wikipedia.com

After you read

1Activity

Write whether the following sentences are **true (T)** or **false (F)**.

1. Balance of payments (BoP) accounts are an accounting record of all monetary transactions between a country and the rest of the world.

.....
2. The BoP accounts summarize international transactions for a long period

.....
3. Sources of funds for a nation, such as exports or the receipts of loans and investments, are recorded as positive or surplus items.

.....
4. If a country is importing more than it exports, its trade balance will be in deficit.

.....
5. Alternatives to a fixed exchange rate system include a managed float .

.....
6. With a pure float the central bank does not intervene at all to protect or devalue its currency.

.....
7. Historically there have been different approaches to the question of how or even whether to eliminate current account or trade imbalances.

.....

2Activity

Discuss the following questions with your classmates.

1. When BoP (balance of payment) has a surplus?
2. When BoP (balance of payment) has a deficit?

3Activity

Fill in the blanks with the following words.

Surplus	wealth	global	components	float
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1. Imbalances in the latter sum can result in countries accumulating, while deficit nations become increasingly indebted.
2. When all components of the BOP accounts are included they must sum to zero
3. Alternatives to a fixed exchange rate system include a managed where some changes of exchange rates are allowed
4. Plans to address imbalances have been high on the agenda of policy makers since 2009.

Speaking

Activity

Sit in groups, and talk about the BoP of Afghanistan. Try to find out the differences between the balance of payment of Afghanistan and other countries.

Writing

Assignment: write a three paragraph essay on the condition of balance of payment in Afghanistan.

List of images in the book

The numbers correspond with the unit number in the book.

Unit 1: http://www.economywatch.com/world_economy/afghanistan/
EconomyWatch.com Content. 6 March 2010

Unit 2: http://www.trade.gov/static/2011CCG_Afghan.pdf

Unit 3: http://www.dailygloom.com/cartoons/summary_economic_systems/

Unit 4: <http://media.web.britannica.com/eb-media/53/92853-004-E3A33057.jpg&imgrefurl>

Unit 5: Mirwais and Miriam. 2012.

Unit 6: Jane S. Iopos, Ph.D. and Marna, Owen. (1995) p 112-114.

Unit 7: <http://www.google.com.af/imgres?imgurl=http://sp.life123.com/bm.pix/529-plan.s600x600.jpg&imgrefurl>

Unit 8: Jane S. Iopos, Ph.D. and Marna, Owen. (1995) p 160-162.

Unit 9: <http://pearlsofprofundity.files.wordpress.com/2012/07/unemployment-up.jpg&imgrefurl>

Unit 10: Jane S. Iopos, Ph.D. and Marna, Owen. (1995) p 280-284.

Unit 11: Jane S. Iopos, Ph.D. and Marna, Owen. (1995) p 32-39.

Unit 12: Jane S. Iopos, Ph.D. and Marna, Owen. (1995) p 204-209.

Unit 13: Jane S. Iopos, Ph.D. and Marna, Owen. (1995) p 226-230.

Unit 14: Jane S. Iopos, Ph.D. and Marna, Owen. (1995) p 96-104.

Unit 15: Jane S. Iopos, Ph.D. and Marna, Owen. (1995) p 292-300.

Unit 16: <http://www.financialliteracy.us/wordpress/wp-content/uploads/2009/05/helterskelter.jpg>

Unit 17: Chona R. Echavez. March 2012, p32

Unit 18: Chona R. Echavez. March 2012, p34-36

Unit 19: Chona R. Echavez. March 2012, p33-35

Cover Image: <http://waterwelljournal.org/wp-content/uploads/2011/08/business.jpg>

