

Федеральное агентство по образованию
Государственное образовательное учреждение высшего профессионального образования
«Нижегородский государственный архитектурно-строительный университет»

Кафедра иностранных языков № 2

Методические указания
по английскому языку
для студентов II курса экономических специальностей
часть II

Нижний Новгород

ННГАСУ

2011

Методические указания по английскому языку для студентов II курса экономических специальностей. – Нижний Новгород: Нижегородский государственный архитектурно-строительный университет, 2011. – 56с.

Методические указания предназначены студентам I курса заочного отделения по специальности «Экономика». В методических указаниях содержатся два грамматических раздела «Present simple active voice» и «Present simple passive voice». Пособие состоит из шести частей, связанных между собой уроков (Units). Материал изложен по принципу «от простого к сложному».

Каждый блок включает в себя текст, англо-русский словарь по соответствующей теме, специально разработанные задания и упражнения, позволяющие закрепить лексику урока и также отработать навыки перевода текстов экономического содержания. Упражнения предназначены для детальной отработки: отдельных элементов текста; грамматической структуры, синонимии, многозначности слов и т.д. Особое внимание уделяется таким сложностям изучения английского языка, как правильное употребление предлогов и устойчивых словосочетаний.

Составители: Гуслева Л.В.,
Трусова С.М.,
Якманова И.В.

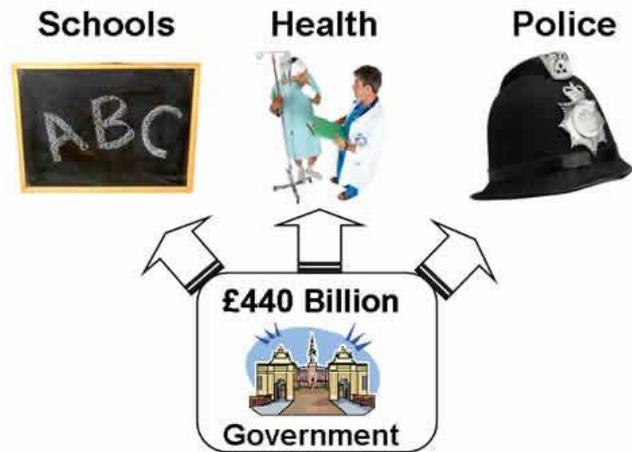
Content:

Unit 1 Economic Problem	Grammar Modal Verbs	pp. 4 – 10
Unit 2 Microeconomics and Macroeconomics		pp. 11 – 16
Unit 3 What is the brand?	Grammar Present Perfect Simple Passive Voice	pp. 17 – 21
Unit 4 American Consumer Culture Goes Global	Grammar Comparative and Superlative	pp. 22 – 26
Unit 5 Business Etiquette	Grammar Continuous (Progressive) Tenses	pp. 27 – 33
Unit 6 Contracts		pp. 34 – 37
Appendix		pp. 38

Unit 1

Economic Problem

“Economics is a science which studies human behaviour as a relationship between unlimited ends and scarce means which have alternative uses” Lionel Robbins, British economist (1898-1984)



Starting up

Ia. Work individually. Imagine that you have a sum of money (3,000 rubles) to last them for one month. Plan what you are going to spend that money on, you must spend ALL the money, but no more. Compare with your partner.

Ib. Work in pairs. Plan how to spend 4,000 rubles within one month.

II. What are person's basic needs for a month? What are country's basic needs for a year?

You've made a forward financial plan which shows financial targets over a given period of time. How is this plan called?

Vocabulary

I. Here are some more key terms of the economic problem. Fill in the gaps with the words from the list: *wants choice scarcity means*

The economic problem, sometimes called the **basic, central** or **fundamental economic problem**, is one of the fundamental economic theories in the operation of any economy. It asserts that there is _____, or that the finite resources available are insufficient to satisfy all human wants. The problem then becomes how to determine what is to be produced and how the factors of production (such as capital and labor) are to be allocated.

In short, the economic problem is the _____ one must make, arising out of limited _____ and unlimited _____.

Reading

I. Before reading match the English words to their Russian equivalents:

to aim	стоимость
to allocate	стремиться
to attempt	бросить, отказаться

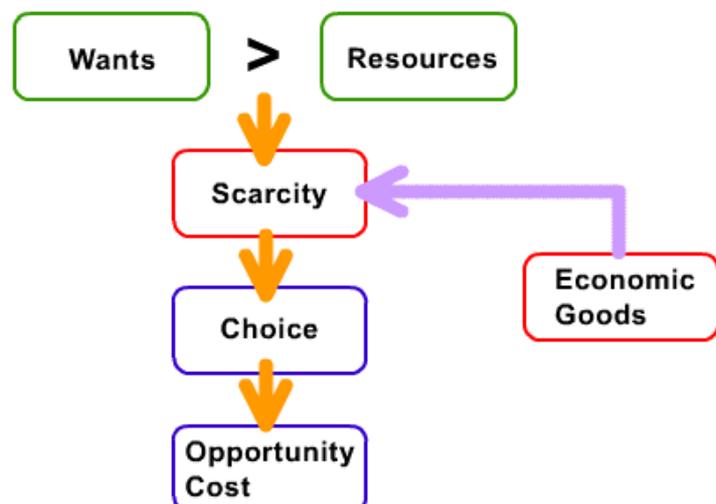
benefit	выгода, прибыль
to compete	пытаться
cost	покупка
to face	безработный
to forego	сталкиваться
to give up	распределять
purchase	конкурировать
unemployed	предшествовать

II. Can you say what are the three most important questions of economics? Read the text to see if you are right:

Business activity involves satisfying consumers' needs and wants. Businesses aim to satisfy these wants and needs by producing goods and services. When food is produced or a bus service is provided, resources (land, labour, capital and enterprise) are used up. These resources are scarce relative to needs and wants. In other words, there are not enough resources to satisfy all consumers' needs and wants. This is known as the BASIC ECONOMIC PROBLEM. This means businesses, individuals and the government must make choices when allocating scarce resources between different uses. For example, a printer may have to choose whether to buy a new printing press to improve quality or some new computer software to improve administrative efficiency.

Economics is the study of how resources are allocated in situations where they have different uses. The choices faced by decision makers can be placed in order of preference. For example, a business may be considering three investment options but can only afford one. The decision makers might decide that the order is: 1. a new computer system; 2. a fleet of cars for the sales reps; 3. a warehouse extension.

The business will allocate resources to the purchase of the new computer system. The other two options are foregone or given up. The benefit lost from the next best alternative is called OPPORTUNITY COST of



the choice. In this example it would be the benefit lost by not having a fleet of new cars.

What is an economy? An ECONOMY is a system which attempts to solve the basic economic problem. In the national economy the resources in a country are changed by business activity into goods and services which are bought by individuals. In a household economy the family budget is spent on a range of goods and services.

Local and international economies also act in the same way, but at different levels. The function of an economy is to allocate scarce resources amongst unlimited wants. The basic economic problem is often broken down into three questions.

◆ What should be produced? In developed economies the number of goods and services produced from resources is immense. The economic system must decide which resources will be used to produce which products. For example, what proportion of resources should be used to produce food, housing, cars, cigarettes, cosmetics or computers? Should resources be used for military purposes? Should resources be used to generate wealth for the future? In less developed countries the decision about what to produce may be simpler. This is because the choices available are limited. For example, a very poor African village might be faced with the decision whether to produce wheat or maize. However, this is still a question about resource allocation and what to produce.

◆ How should it be produced? The way in which goods and services are produced can vary. Decisions have to be made about such things as where production will take place, the method of production and the materials and labour that will be used.

◆ For whom should it be produced? An economy has to determine how the final goods and services will be allocated amongst competing groups. For example, how much should go to students, should the unemployed receive a share of output, should Ethiopia receive a proportion of total UK output, should managers get more than workers?

How the above questions are answered will depend on the type of economic system. It is usual to explain how resources are allocated in three types of economy: the free market economy, the planned economy and the mixed economy. The way business activity is organized will be different in each of these systems.

III. Read the text more carefully and answer the questions.

1. What is the basic economic problem?
2. What does economics study?
3. In what order can the choices be placed?
4. What is the opportunity cost of the choice?
5. How does national economy act?
6. What is the function of an economy?
7. Into what questions is the basic economic problem broken down?
8. In what order must economic system decide to solve the first question?
9. What decisions are to be made to solve the second question?
10. What has to be determined to solve the third question?

Vocabulary

I. Find in the text synonyms for the following words:

quantity (para 6)	main (para 4)
person (para 1)	huge (para 6)
application (para 1)	various (para 2)
distribution (para 6)	limited (para 1)
portion (para 8)	to upgrade (para 1)
option (para 1)	to change (para 7)
possibility (para 3)	to try (para 4)
aim (para 6)	

II. Find in the text English equivalents for the following Russian sentences:

1. Экономика – это система, которая пытается разрешить основную экономическую проблему.
2. В слаборазвитых странах вопрос о том, что производить, решается проще.
3. Надо принять решения о месте производства, о методах производства, а также о том, какой труд и какие материалы использовать.
4. Чтобы удовлетворить все потребности и запросы потребителей, ресурсов недостаточно.
5. Целью коммерческой деятельности является удовлетворение запросов потребителей.
6. Экономическая система должна определить, какие из ресурсов следует направить на производство каких продуктов.
7. Ответ на вышеупомянутые вопросы будет зависеть от типа экономической системы.

III. Fill in the gaps with the words from the box (there is one odd word):

afford, alternative, needs, produce, provide, resources, satisfy, vary, scarce, spent, unlimited

1. Businesses aim to ... these wants and needs by producing goods and services.
2. When food is produced, ... are used up.
3. A business may be considering three investment options but can only ... one.
4. The benefit lost from the next best ... is called the opportunity cost of the choice.
5. There are not enough resources to satisfy all consumers' ... and wants.
6. In a household economy the family budget is ... on a range of goods and services.
7. The function of an economy is to allocate scarce resources amongst ... wants.
8. In less developed countries the decision about what to ... is simpler.
9. The way in which goods and services are produced can
10. Resources are ... relative to needs and wants.

Word building

I. Form nouns from the following verbs using -er, -ence, -ion, -ment and translate them. Check in the text.

verb	noun
to compute	
to prefer	
to invest	
to extend	
to work	
to print	
to manage	
to make	
to allocate	
to govern	

Grammar**Modal verbs**

I. Look through the text about basic economic problem and pay attention to the underlined words. What do they have in common and what are they called?

Can, must, have to, should are modal verbs. They are often used in English and have different forms and meanings.

Can is used to say that you have the ability to do something/ you are allowed to do something/ something is possible.

Can't is used to say that you do not have the ability to do something/ you are not allowed to do something/ something is impossible.

Must is used when the situation, a rule or a law forces you to do something.

Mustn't is used to say that you can not do something because a rule or a law does not allow it, or it is dangerous.

Have to is used to say that something is necessary/ you have arranged to do it/ someone makes you do it.

Don't have to is used to say that something is not necessary.

Should and *shouldn't* are used to make recommendations or give advice, they can also express something between recommendation and obligation.

II. Study the table which gives the modal verbs in three different forms – past, present, future (should and shouldn't have the same forms in all three tenses):

Present	Past	Future
can	could	will be able
can't	couldn't	won't be able to
must	had to	will have to
mustn't	didn't have to	won't have to
have/has to	didn't have to	won't have to
don't/doesn't have to	didn't have to	won't have to

III. Complete the sentences with the right form of the modal verbs given above:

1. Scarce resources _____ be broken down into four key ingredients: land, labour, capital and enterprise.
2. Because resources are scarce and most of our wants are extensive, a choice _____ be made about how to use scarce resources in the best way.
3. Needs are the things that we _____ have in order to survive.
4. Because of the lack of money last month our company _____ afford a warehouse extension.
5. As resources are limited, we _____ satisfy all our wants.
6. If we use forests to produce furniture next year we _____ use the same forests for recreation.
7. Our government _____ spend more money on the development of science.

IV. Make up your own sentences using the modal verbs given in Ex. II.

Speaking

I. View the video at YouTube for a fun example of ‘Opportunity cost’
<http://www.youtube.com/watch?v=pWE7WDZC-IQ&feature=related>

II. Case Study – Road Performance Ltd.

1. Select the best answer:

In economics, the problems of scarcity and choice arise because:

- A. Wants are always limited
- B. Resources are limited relative to wants, which are virtually unlimited
- C. Resources and wants are unlimited
- D. We do not have enough money.

2. Work in pairs. Read the following Case Study and do the given task:

Case Study: Road Performance Ltd, a tyre producer in Dandenong, Victoria, has recently signed a contract with a Japanese manufacturer to supply 10 000 motor-racing tyres to them by the end of the year. The Japanese customer is prepared to pay more than Australian buyers, so Road Performance has decided to reduce production of standard tyres for the Australian market by 10%.

The manager of Road Performance has just announced that the company will restructure the factory to cut production time for each tyre and produce a better quality product. This will mean buying new capital equipment and retrenching fifteen workers.

Explain each of these economic decisions being made and identify the opportunity costs of each decision.

1. *What* to produce?
2. *How* to produce?
3. *Who* receives what is produced?



Unit 2

Microeconomics and Macroeconomics

Starting up

What branches can economics be divided into?

What is the difference between microeconomics and macroeconomics? What do they study?

Reading

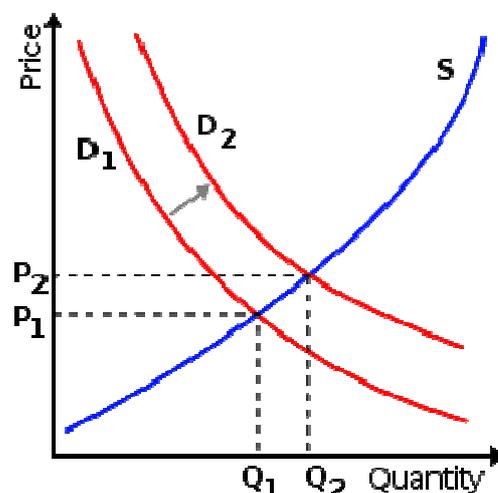
I. Before reading match the English words to their Russian equivalent:

to give rise	закономерный
judicious	дать толчок, вызвать
to loose track	в целом
to make sense	иметь смысл
subject grouping	потерять нить
as a whole	предметная группировка

II. Read the text and check if you are right:

Many economists specialize in a particular branch of the subject. For example, there are labour economists, energy economists, monetary economists, and international economists. What distinguishes these economists is the segment of economic life in which they are interested. Labour economics deals with problems of labour market as viewed by firms, workers, and society as a whole. Urban economics deals with city problems: land use, transport, congestion, and housing. **However, we need not classify branches** of economics according to the area of economic life in which we ask the standard questions “what”, “how”, and “for whom”. We can also classify branches of economics according to the approach or methodology that is used. The very broad division of approaches into microeconomics and macroeconomics cuts across the large number of subject grouping cited above.

Microeconomic analysis offers a detailed treatment of individual decisions about particular commodities. For example, we might study why individual households prefer cars to bicycles and



how producers decide whether to produce cars or bicycles. We can then aggregate the

behaviour of all households and all firms to discuss total car purchases and total car production. Within a market economy we can discuss the market for cars. Comparing this with the market for bicycles, we may be able to explain the relative price of cars and bicycles and the relative output of these two goods. The sophisticated branch of microeconomics known as general equilibrium theory extends this approach to its logical conclusion. It studies simultaneously every market for every commodity. From this it is hoped that we can understand the complete pattern of consumption, production, and exchange in the whole economy at a point in time.

If you think this sounds very complicated you are correct. For many purposes, the analysis becomes so complicated that we tend to lose track of the phenomena in which we were interested. The interesting task for economics, a task that retains an element of art in economic science, is to devise judicious simplifications, which keep the analysis manageable without distorting reality too much. It is here that microeconomists and macroeconomists proceed down different avenues. Microeconomists tend to offer a detailed treatment of one aspect of economic behaviour but ignore interactions with the rest of the economy in order to preserve the simplicity of the analysis. A microeconomic analysis of miners' wages would emphasize the characteristics of miners and the ability of mine owners to pay. It would largely neglect the chain of indirect effects to which a rise in miners' wages might give rise. For example, car workers might use the precedent of the miners' pay increase to secure higher wages in the car industry, thus being able to afford larger houses, which burned more coal in heating systems. When microeconomic analysis ignores such indirectly induced effects it is said to be partial analysis.

In some instances, indirect effects may not be too important and it will make sense for economists to devote their effort to very detailed analyses of particular industries or activities. In other circumstances an alternative simplification must be found.

Macroeconomics studies the interactions in the economy as a whole. It deliberately simplifies the individual building blocks of the analysis in order to retain a manageable analysis of the complete interaction of the economy.

For example, macroeconomists typically don't worry about the breakdown of consumer goods into cars, bicycles, televisions, and calculators. They prefer to treat them all as a single bundle called "consumer goods" because they are more interested in studying the interaction between households' purchases of consumer goods and firms' decisions about purchases of machinery and buildings.

III. Read the text more carefully and answer the questions.

1. What distinguishes different kinds of economists?
2. What branches of economics can you enumerate and what do they deal with?
3. How can we classify branches of economics?
4. What analysis offers a detailed treatment of individual decisions about particular commodities?
5. What do microeconomists tend to offer?
6. Why do microeconomists ignore interactions with the rest of the economy?
7. When is microeconomic analysis called partial analysis?
8. When does it make sense for economists to devote their effort to very detailed analyses of particular industries or activities?
9. What does macroeconomics emphasize?

Vocabulary

I. Find in the text synonyms for the following words:

to advance (para 2)	goods (para 2)
field (para 1)	manufacturers (para 2)
to invent (para 3)	to sum up (para 2)
to concern (para 1)	separate (para 2)
method (para 1)	sophisticated (para 3)
to propose (para 3)	to keep (para 3)
investigation (para 3)	to neglect (para 3)

II. Find in the text English equivalents for the following Russian sentences:

1. Макроэкономика изучает взаимодействия в экономике в целом.
2. Экономика труда занимается проблемами рынка с точки зрения фирм, рабочих, общества.
3. Общая теория равновесия изучает одновременно каждый рынок для каждого товара.
4. Макроэкономика рассматривает все товары как единое целое под названием «потребительские товары».
5. Микроэкономический анализ подробно изучает индивидуальные решения о приобретении отдельных товаров.
6. Мы можем классифицировать экономистов в соответствии с той отраслью экономики, которой они занимаются.

7. Микроэкономика подробно рассматривает какой-либо один аспект экономического развития, но игнорирует взаимодействия с остальными областями экономики, чтобы сохранить простоту анализа.

III. Fill in the gaps with the words from the box (there is one odd word):

market, households, commodity, effects, branches, deals with, interactions, consumer, simplifies, macroeconomics, microeconomics

1. Urban economics ... city problems.
2. We can classify ... of economics according to the methodology that is used.
3. Within a market economy we can discuss the ... for cars.
4. Macroeconomics ... the individual building blocks of the analysis.
5. We can study why ... prefer cars to bicycles.
6. General equilibrium theory studies simultaneously every market for every
7. When microeconomic analysis ignores indirectly induced ... it is said to be partial analysis.
8. Microeconomists ignores ... with the rest of the economy in order to preserve the simplicity of the analysis.
9. Macroeconomists don't worry about the breakdown of ... goods into cars, bicycles, televisions, and calculators.
10. ... treats the interactions in the economy as a whole.

IV. In each group only one noun make a phrase with the verb:

1. to distort	a) the effort b) the meaning c) the exchange
2. to loose	a) congestion b) circumstance c) track
3. to pay	a) wages b) jobs c) goods
4. to devise	a) housing b) simplifications c) divisions
5. to consume	a) chains b) branches c) goods

V. Match the term to the definition:

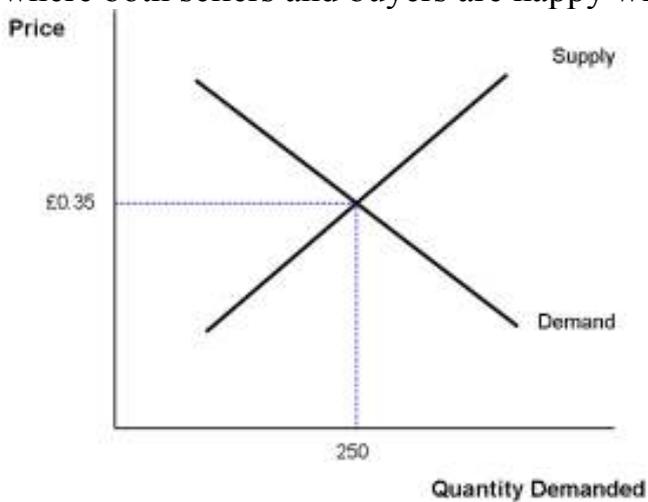
- | | |
|--|---------------------------|
| <p>a. economics which deals with problems of the labour market</p> | <p>1. urban economics</p> |
| <p>b. economics which deals with city</p> | <p>2. commodities</p> |
| | <p>3. consumer goods</p> |

- problems
- c. a detailed treatment of individual decisions about particular commodities
- d. things that meet needs or are wanted or can be traded
- e. a study of the interactions in the economy as a whole
- f. goods bought by households (not by firms)

- 4. labour economics
- 5. macroeconomics
- 6. microeconomics

Speaking

Price equilibrium is found where supply and demand are equal. This is the point where both sellers and buyers are happy with the price and quantity.



In the example above equilibrium price is £0.35 and 250 mars bars would be demanded at this price.

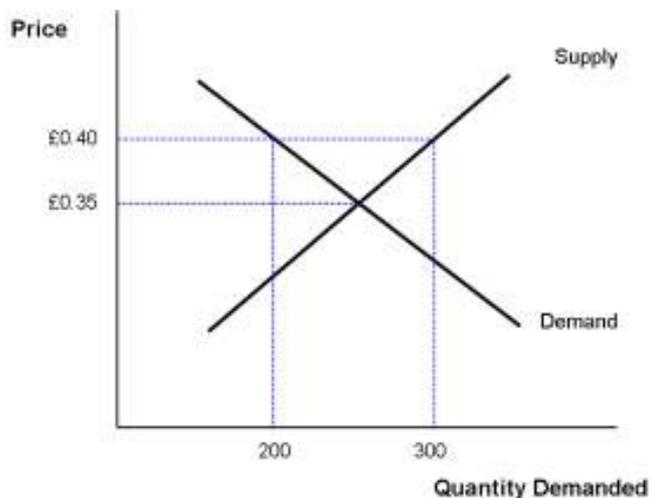
- If price was £0.40, demand would be less than supply and the market wouldn't be in equilibrium.
- If the price was £0.20, demand would be greater than supply and the market wouldn't be in equilibrium.

Excess supply

In the first graph equilibrium is at £0.35. Supply is equal to demand.

However at £0.40 it is not at equilibrium. Supply (300) is greater than demand (200).

Therefore we have excess supply.
Price needs to fall.

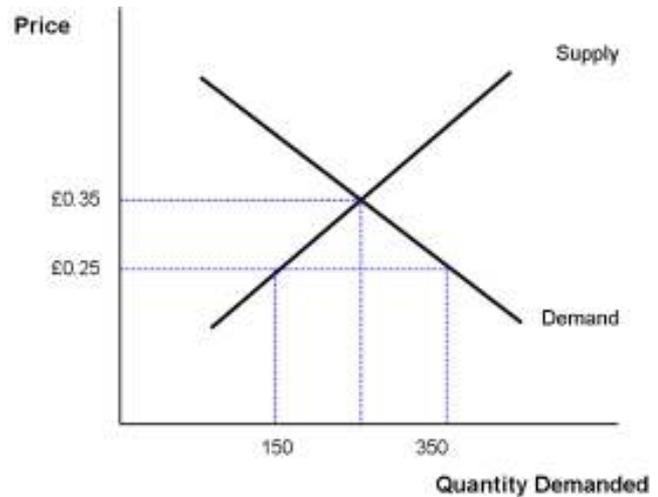


Excess demand

In the first graph equilibrium is at £0.35. Supply is equal to demand.

However at £0.25 it is not at equilibrium. Supply (150) is less than demand (350).

Therefore we have excess demand.
Price needs to increase.



- I.** Using housing as an example try to draw a supply and demand diagram showing equilibrium price and quantity.
- II.** Do the same for excess supply and excess demand.
- III.** Try to explain excess supply and demand in your own words.

Unit 3

What is the brand?

Starting up

A brand for a company is like a reputation for a person. You earn reputation by trying to do hard things well.

Jeffrey Bezos (1964) founder, president, Chief Executive Officer (CEO), and chairman of the board of Amazon.com.



I. What is brand, brand image? Try to give your own definition.

II. In pairs remember five examples of popular brands in each branch. Fill in the table:

Fast food	Clothing	Shoes	Mobile phones	Food	Household electrical appliances
McDonald's	Mexx	Ecco	Euroset	Демка	Bosch
...

Reading

I. Match the English words to their Russian equivalents:

1. to distinguish	продавать больше/лучше
2. perception	отличать
3. to get used to smth.	преданность
4. loyalty	восприятие
5. revenue	исключение
6. awareness	осведомлённость
7. to outsell	товар, изделие
8. exception	привыкать к ч.-л.
9. unique selling proposition	доход
10.item	уникальное торговое предложение

II. Do you know what brands are the most successful? What brands are the most expensive? Read the text and find out.

A brand is a special trade mark, sign, symbol, design of the product that distinguishes it from other products. Products can be sub-brands. People have some beliefs and perceptions about a particular product that is they have the brand image.

Consumers get used to some brands, and prefer to buy them. Some people drink only Nescafé, prefer mayonnaise produced by Moscow fat-producing plant (MZHK) and chocolate of Krasny Oktyabr factory and so on. In this case we can speak about brand loyalty, that is commitment to a particular brand, which people regularly buy.

Some brands have names of people. Tea brand Dilmah is composed of the parts of names Dilhan and Malik, sons of the tea producer. Some brands have mistakes in their names. Brand of vegetable oil is called “Zolotaya semechka”, but according to the rules of the Russian language, it should be called “Zolotoye semechko”.

It takes up to ten years to create a brand in the West. In Russia it can only take two years. It is known that 80 to 90% of new brands fail within their first six months.

If a company gives the name of the brand to its other products it's called brand-stretching. By putting their familiar trademarks on attractive and fashionable new products, companies can both generate additional revenue and increase brand-awareness. So there is Pepsi Maxwear, Camel watches and Cadbury jewellery.

Brand-stretching is not always successful.

A brand like Coca-Cola, the second most expensive one (the US-based Apple was recognized as the most expensive brand in the world), has been around a long time, and dominates the fizzy drink market in almost every country, outselling local brands. One of the exceptions is Scotland, and their marketing specialists are trying to find out why this is. One of the possible solutions is that people in Scotland are more conservative and keep to their traditions.

One of the most successful brands in the world is the Barbie.



Created in 1959, it targeted girls who wanted to have dolls, which were like young women. Its unique selling proposition is that Barbie looks like a young woman, not a baby. Barbie has had seventy five careers – from astronaut to presidential candidate. In 1961 Ken, the man in Barbie's life, was introduced. She has got little sisters and friends from

different ethnic groups. Now there are 15,000 different items for Barbie. Costume variations and brand stretching have been the key to her continued popularity. Her life cycle never ends. One Barbie is bought every two seconds.

II. Find in the text the definitions of the terms “brand”, “brand image”, “brand loyalty” and learn them.

III. Work in pairs. Find the names of the brands in the text and make up the table of brands and their products:

brand	Coca-Cola
products	drinks

IV. Read the text more carefully and say if the following statements are true or false. Correct the false ones.

1. Brand is a special trademark, sign that distinguishes it from other products.
2. People can't get used to any brand, they are usually ready to use something new.
3. It isn't acceptable to make mistakes in any brand or give products the names of people.
4. In Russia it takes more years than in the west countries to create a brand.
5. Brand-stretching is giving the name of the brand to company's other products.
6. Companies can generate additional revenue and increase brand awareness by putting their familiar trademarks on attractive new products.
7. Coca-Cola outsells local brands in almost every country, especially in Scotland.
8. Specialists have solved Scottish phenomenon. The Scottish are conservative and keep to their traditions.
9. Unique selling proposition of Barbie is that she looks like a woman and there are 15,000 different items for her.
10. The key to her popularity is that Barbie is a high-tech doll like a robot.

Grammar I

Present Perfect Simple

have/has + Past Participle (V ₃)
--

I. Find the sentences in the text with the predicates in the Present Perfect Simple Tense, explain why this tense is used in each case.

Use: There are two main uses of the Present Perfect

- to express an action in the past. We are interested in the experience as part of someone's life.

They've lived all over the world.

- to express an action or state which began in the past and continues to the present.

I have been a student for a year.

For and **since** are common with this use.

We've lived here for six years.

I've known Alice since my childhood.

II. Put the verbs in brackets in Present Perfect:

1. The Ford Focus (become) America's best selling compact car since its launch in 2000.
2. I (have) this Barbie doll for twenty eight years.
3. Apple recently (develop) a new product.
4. BlackBerry (produce) smart phones since 2006.
5. She already (buy) a new laptop.

III. Complete the sentences below using *for* or *since*:

1. ... last year, BMW has made many significant improvements to the car.
2. ... the 2000s, Lexus has increased sales outside its largest market in the United States through an ongoing global expansion.
3. Barbie has been an important part of the toy fashion doll market ... fifty years.
4. Apple Inc. has produced iPhone ... 2007.
5. We have known Microsoft ... more than thirty years.

IV. Make up as many questions as you can to each sentence in the text (work in pairs, write them down).

Grammar II

Passive Voice

to be + Past Participle (V₃)

All tense changes are taken place with the auxiliary verb „to be“.

I. What tense is it?

- | | | |
|-------------------------------------|-------------------------------|------------------------------|
| 1. am }
is } done
are } | 2. was }
were } done | 3. will be done |
| 4. am }
is } being done
are } | 5. was }
were } being done | 6. have }
has } been done |
| 7. had been done | 8. will have been done | |

II. Find five examples of Passive Voice in the text.

III. Open the brackets putting the given verbs in the right form of Passive Voice:

1. The products with well-known brands (to buy) better than the products with new names.
2. Tea brand Dilmah (to create) in the 20th century as parts of the names of two sons of the tea producer.
3. Additional revenue and increasing of brand awareness can (to generate) by putting company's familiar trademarks on attractive and fashionable new products.
4. Fizzy drink market in almost every country (to dominate) by Coca-Cola for a long time.

5. The Scottish prefer their native drinks to Coca-Cola because the traditions (to keep) by them nowadays due to their conservatism.
6. Seventy five careers of Barbie already (to create).
7. Ken, the man in Barbie's life (to introduce) in 1961.

Speaking

I. Discuss with your partner what brand, brand image, brand stretching, brand loyalty are (give some examples from the text or your own), how they affect customer's beliefs and commitment to particular products.

Unit 4

American Consumer Culture Goes Global

Starting up

I. Do you know what consumer culture is? Read the definition from Wikipedia.

Consumerism or *consumer culture* is a social and economic order that is based on the systematic creation and fostering of a desire to purchase goods and services in ever greater amounts.

II. Match the English words to their Russian equivalents:

- | | |
|----------------------------|---------------------------------|
| 1. convenience | a. улей |
| 2. on a par | b. удобство |
| 3. to consume | с. потреблять |
| 4. per capita | d. предсказывать |
| 5. destruction | e. мощный |
| 6. to spread | f. наравне, на одном уровне |
| 7. population | g. природные ресурсы |
| 8. wealth | h. на душу населения |
| 9. to generate | i. полезные ископаемые |
| 10. gross domestic product | j. разрушение |
| 11. pace | к. свободный рынок |
| 12. encourage | l. распространять |
| 13. waste | m. иссякать |
| 14. to be like | n. генерировать, вырабатывать |
| 15. run out | o. быть подобным |
| 16. free market | p. тратить |
| 17. mineral resources | q. население |
| 18. natural resources | г. поддерживать, поощрять |
| 19. pollution | s. благосостояние |
| 20. mighty | t. темп, шаг |
| 21. to predict | u. валовой национальный продукт |
| 22. hive | v. загрязнение |

III. Find the synonyms to the given words (there may be more than one):

- | | |
|-----------------|---------------|
| 1. decade | a. speed |
| 2. domestic | b. resources |
| 3. policy-maker | c. to produce |
| 4. globe | d. powerful |
| 5. pace | e. home |
| 6. to state | f. to lead |
| 7. to drive | g. to say |
| 8. wealth | h. world |
| 9. to generate | i. mankind |
| 10. mighty | j. politician |

11. humanity

k. ten-years

l. to declare

m. to work out

n. riches

IV. Find a definition to the following words:

1. market	<ul style="list-style-type: none"> a) a percentage of sales company has b) information about what consumers want and need c) the group of consumers or organizations that is interested in the product and has the resources to purchase the product
2. consumer	<ul style="list-style-type: none"> a) a person who acquires goods and services for his or her own personal needs b) a person or business enterprise that generates goods or services for sale c) things people buy for their own use
3. product	<ul style="list-style-type: none"> a) personal belongings or clothing b) commodities offered for sale c) any nutritious substance that people or animals eat or drink
4. consumerism	<ul style="list-style-type: none"> a) information about what is up-to-date in different aspects of life b) a group of people who protect customers and their interests c) the protection or promotion of the interests of consumers
5. natural resources	<ul style="list-style-type: none"> a) something such as land, minerals or natural energy that exists in a country and can be used to increase its wealth b) things made of natural materials c) the exhibits of any art exhibition
6. population	<ul style="list-style-type: none"> a) a number of animals living in a particular habitat b) a number of people living in a particular area, country c) a group of people of similar age, professional level, or a social group

Reading

I. What do you think what are the positive and negative effects of spreading consumer culture? Read the text and see if you are right:

On every continent more and more people are adopting the American consumer lifestyle of Convenience. Today about 1.2 billion people, most of them in North America, Europe, Japan and Australia live on a par with Americans. China consumes almost half as much meat per capita as Americans do. In Latin America a number of

automobile owners doubled during two last decades of the 20th century. The per capita gross domestic product of Singapore is almost the same as that of the USA. These changes are encouraged by US policy-makers who believe that free markets and consumerism can spread democracy and stability to all corners of the globe. But the fast pace of change also brings worries.

Americans, only 5 per cent of the world's population, consume one-fourth of its oil. They use more water and own more cars than anybody else. They waste more food than most people in Africa eat. If the rest of the world becomes more like of America, water, oil and food can just run out. Paul Ehrlich, the author of the book "The Population Bomb" states that the American lifestyle is driving the global ecosystem to destruction.



Other scientists say that wealth of the country depends not on its resources but on the government. Angola, a resource-rich country, can't use its wealth because of the civil war, and Russia, rich in natural resources and intellectual capital, has poor people.

Most experts think that we will see less of Mother Nature in the coming years. As more people around the world achieve the American Dream, they will consume more resources and generate more pollution. Mighty rivers like the Yangtze and the Nile, will become more canal-like.

As the new country progresses, fewer and fewer of us will live on the land. Experts predict that half of humanity will live in "megacities" like Tokyo and Sao Paulo, Brazil – human hives of 12, 15, even 25 million people.



II. Give the examples that more and more people on every continent are adopting the American consumer lifestyle of Convenience.

III. Read the text more carefully and answer the questions:

1. What do US politicians think about the globalization of American lifestyle?
2. What can happen if the world becomes more like of America?
3. What does the wealth of the country depend on?
4. What do most experts think about the future of the world?
5. Where will the most people live in the nearest future?

Grammar

Comparative and Superlative

<i>adjective</i>	<i>comparative</i>	<i>superlative</i>	<i>spelling</i>
One-syllable adjectives			
hard	harder (than)	the hardest	ends in consonant – + -er, the -est
nice	nicer (than)	the nicest	ends in -e – + -r, the -st
big	bigger (than)	the biggest	vowel+consonant – double consonant
Two- or more syllable adjectives			
happy	happier (than)	the happiest	two syllables ends in -y – y changes to i
boring	more boring (than)	the most boring	two or more syllables – no changes
interesting	more interesting (than)	the most interesting	
Irregular adjectives			
bad	worse (than)	the worst	
good	better (than)	the best	
little	less (than)	the least	
far	farther/further (than)	the farthest/ furthest	

I. Look through the text, find sentences with comparatives and superlatives, call the positive forms of the adjectives, and translate the sentences.

II. Fill in the blanks with the correct form of the adjective

1. On the one hand, technical progress makes the level of lifestyle ... (good), on the other hand people consume ... (many) mineral resources and pollute the environment.
2. Having become ... (rich) people don't become ... (happy).
3. San Paulo, New York, Tokyo, Hong Kong are ones of the ... (large) cities in the world.

4. Japanese cars are the ... (comfortable) and the ... (secure) in the world.
5. ... (Few) people of our country live on the land, country population becomes ... (little).
6. Everest is the ... (high) mountain in the world.
7. Globalization of American consumer culture is the ... (interesting) topic for me.

Speaking

I. Discuss with your partner American lifestyle and compare it with Russian one. Are we adopting the American consumer lifestyle of Convenience? Discuss all possible problems of globalization for our country.

Unit 5 Business Etiquette

Starting up

When you choose the behaviour, you choose the consequences.

Dr. Phillip McGraw (1950) American television personality, psychologist

Etiquette ['etiket] – rules for polite behaviour in society or in a particular group (professional etiquette).

I. Express your own ideas on the following:

- a) Is etiquette important in everyday life?
- b) Has business etiquette any special features and does it differ from table or communication manners?
- c) Is etiquette international or does each country have its own code of behaviour?
- d) Give some examples of any everyday manners.



Vocabulary

I. Read the words (consult the dictionary), try to remember them:

to employ	}	нанимать на работу
to hire		
to recruit		

to get along – преуспевать

IIa. Look through some example of word-building. What do these words mean? What parts of speech are they, verb, noun or adjective?

- a) to compete – competition – competitive
to employ – employee – employer – employment
host – hostess
- b) meal + time = mealtime
dinner + table = dinner-table
business + man/woman = businessman/businesswoman

IIb. Fill in the table with the missing words:

verb	noun	negative noun (if possible)
recruit		
meet		
		misbehaviour
decide		
employ		
	butter	

develop		
---------	--	--

Reading

I. What do you think about the role of business etiquette nowadays? Is it getting more or less important than before? Why do you think so? Read the text and check your ideas.

The turn of the 20th century saw great interest in business etiquette in the USA. It can be surprising but in this era of take-away foods and dress-down Fridays etiquette is becoming very important. There are lots of signs of it. First of all, the bookstores are filled with different books on multicultural ways of doing business, on e-mail manners, table manners and more. Colleges and universities are giving their graduates a competitive edge in the job market, offering special courses. Businesses are spending hundreds of thousands of dollars for seminars and workshops with such names as “Customs and Protocol for Doing Business in the Global Marketplace”, “Business Basics for Professional Polish”. An etiquette expert Dorothea Johnson tells

Do you know?

Dress-down Friday, or simply *Casual day* is an American and Canadian trend wherein some offices may allow the workers to wear more casual clothing. Some companies might allow jeans, casual blouses or T-shirts and sneakers, but others require business casual or smart casual dress. The tropical roots of Casual Friday go back to at least 1947 in Hawaii, when the city of Honolulu allowed workers to wear the Aloha shirt part of the year.

the story of the businessman who came to her for help after he was not employed by a big corporation. At a lunch meeting with a senior executive in the company, he sat down and immediately started eating the salad in front of him. He looked up to see his boss, who hadn't picked up his fork yet, and was staring at him. “I knew right then they were going to send me out,” he said. If he knew the manners, he would have known to wait until his host started eating.

The recruiters do not offer jobs to candidates who salt their food before nesting, because it shows a tendency toward hasty decision-making, or to those who order very expensive food at the restaurants.

Today's parents are realizing that while good manners will help their children get along in life, they can't teach them. Etiquette hasn't been a priority during the last

two decades. Even if parents feel competent to teach manners, they may not have time. If family mealtimes are a thing of the past, when are children going to learn not to butter all their bread at once, or, more important, how to hold polite dinner-table conversation? Top corporations hire specialists to teach “client development skills”, not manners, which could include anything from how to place a napkin to how to present a business card to a Japanese businessman.

The important thing to remember, though, is that good manners are more than a code of behaviour. They can make life easier. It’s methodology by which people can get along with each other.

II. Read the text more carefully and answer the questions:

1. What are the signs of a great interest in business etiquette?
2. What are the examples of misbehaviour of the businessman?
3. When don’t the recruiters offer job to candidates? (Give reasons.)
4. What are the ways of teaching polite manners of behaviour?
5. Why is it difficult for modern parents to teach their children good manners?
6. Try to explain what “client development skills” are.
7. What should you remember to be a successful person?

Grammar

Continuous (Progressive) Tenses

to be + Participle I (V _{ing})
--

I. What tense is it?

1. I’m working as a senior executive now.
2. I was looking at him when he was eating the salad.
3. We will be having lunch from 11 till 12 with our colleagues next Friday.

II. Find the examples of Progressive Tenses in the text.

III. Change the verbs in brackets, use one of the Progressive Tenses:

1. My friend (to study) at the University of Architecture and Civil Engineering.
2. I (to read) Code of Behaviour when my friend came to see me.
3. Ann and Steve (to stay) at a hotel in London because they are on holiday in England.
4. We (to drink) coffee and (to talk) about our business last Sunday.
5. We (to travel) by car the whole next weekend.

IV. For the groups of 3-5 students. Find out the topic of discussion:

- a) during the business lunch last Friday;
- b) at the meeting next week;
- c) on the telephone just now.

Speaking

I. Test Your Business Etiquette

Social and business etiquette can be tricky, and making the right moves can make a big difference. Take this quiz and see how you fare in the following business situations. (See Appendix for the answers.)

1. Your boss, Ms. Alpha, enters the room when you're meeting with an important client, Mr. Beta. You rise and say "Ms. Alpha, I'd like you to meet Mr. Beta, our client from San Diego." Is this introduction correct?
2. At a social function, you meet the CEO of an important Japanese corporation. After a brief chat, you give him your business card. Is this correct?
3. You're hosting a dinner at a restaurant. You've pre-ordered for everyone and indicated where they should sit. Are you correct?
4. You're at a table in a restaurant for a business dinner. Midway through the meal, you're called to the telephone. What do you do with your napkin?
 - a. Take it with you
 - b. Fold and place it to the left of your plate
 - c. Loosely fold it and place it on the right side
 - d. Leave it on your chair
5. You're invited to a reception and the invitation states "7:00 to 9:00 PM." You should arrive:
 - a. at 7:00 PM
 - b. anytime between 7:00 PM and 9:00 PM
 - c. between 7:00 PM and 7:30 PM
 - d. go early and leave early
6. You're talking with a group of four people. Do you make eye contact with:
 - a. just the person to whom you're speaking at the moment?
 - b. each of the four, moving your eye contact from one to another?
 - c. no one particular person (not looking directly into anyone's eyes)?
7. When you greet a visitor in your office, do you:
 - a. say nothing and let her sit where she wishes?
 - b. tell her where to sit?
 - c. say "Just sit anywhere"



"Hah, he bowed lower than I did."

8. You're scheduled to meet a business associate for working lunch and you arrive a few minutes early to find a suitable table. 30 minutes later your associate still hasn't arrived. Do you:
 - a. order your lunch and eat?
 - b. continue waiting and fuming that your associate isn't there?
 - c. tell the head waiter you're not staying and give him our card with instructions to present it to your associate to prove you were there?
 - d. after 15 minutes call your associate?
9. You've forgotten a lunch with a business associate. You feel terrible and know he's furious. Do you:
 - a. write a letter of apology?
 - b. send flowers?
 - c. keep quiet and hope he forgets about it?
 - d. call and set up another appointment?

II. You may think you're polite, but how much do you really know about global etiquette? Work in pairs. Discuss the possible answer with your partner. (See Appendix for the answers.)

Russia	Denmark	China	Germany	France
--------	---------	-------	---------	--------

- ✓ In which countries is it NOT expected that you bring a gift to a business meeting?
- ✓ In which country should you bring several copies of all written documents for your meetings?
- ✓ In which country when shaking hands with someone, must you take off your gloves, as it is considered rude not to?
- ✓ Which nationality does not appreciate humor in a business context?
- ✓ In which country if you do not speak the official language, is it very important that you apologize for your lack of knowledge?

III. Telephone is a common thing in our everyday life. Nowadays important business decisions can be made over the phone. Here are important tips of telephone etiquette from the site <http://officeskills.org/>. Fill in the gaps with the verbs from the box:

use	smile	take	drink	listen	be	focus	address	ask
-----	-------	------	-------	--------	----	-------	---------	-----

1. _____ a deep breath before you pick up the phone.
2. _____ before you speak.
3. Speak clearly, slowly and in a cheerful, professional voice.
4. _____ your normal tone of voice when answering a call.
5. Do not eat or _____ while you are on



telephone duty.

6. Do not use slang words or poor language.

7. _____ the caller properly by his or her title. (i.e. Good morning Mr. Brown, Good afternoon Ms. Sanders). Never address an unfamiliar caller by his or her first name.

8. _____ to the caller and what they have to say.

9. _____ patient and helpful.

10. Always _____ if you can put the caller on hold.

11. Always _____ on the call. Try not to get distracted by people around you.

IV. Read the dialogues. Find in the dialogues equivalents to the following phrases:

- Could I speak to ...?
- Could you hold on?
- Would you like to leave a message?
- You are welcome.
- It's ..., isn't it?
- I'm calling to ...
- (name) speaking.

a) (Dr Hill dials his number and asks the receptionist for extension 123.)

Secretary: Mr. Brooke's office.

Hill: I'd like to speak to Mr. Brooke.

S: One moment. Hold the line, please. I'll see if he's in. (In a minute or so). Are you listening?

H: Yes.

S: I'm sorry, but Mr. Brooke is not yet in. He must be still in conference with his chief. But I expect he'll be back in a few minutes. Any message, sir?

H: Well, I'd be very much obliged if you asked him to ring me up any time before lunch. The number is 245-3077 (two-four-five-three-oh-double seven), and the name is Hill - Dr Patrick Hill.

S: Very well, sir. I'll make a note of it...So it's 245-3077, Dr Hill. Did I get you right?

H: Yes, that's right. Thank you.

S: Not at all, sir. Good - bye.

H: Good-bye. (Hangs up)

b) Edward: Excuse me, may I use your telephone?

Secretary: Certainly.

E: Thank you. (Picks up the receiver and dials a number).

Voice: 4802, hello.

E: Hello. Is this 4803?

Voice: No, you've got the wrong number.

E: Oh, I'm sorry. (Replaces the receiver)

c) Secretary: 2-5-6; 98-22 (double two)

Mr. Black: I would like to make an appointment with Mr. Jones. My name is Mr. Black.

S: Good morning. Just a second. I'll put you through.

Mr. Jones: It's Jones. Good morning.

Mr. Black: Good morning, Mr. Jones. Black speaking. I'm calling about our appointment. When would you like to meet, Mr. Jones?

Mr. Jones: Just a moment. I'll get my schedule. Is the day after tomorrow possible?

Mr. Black: That's good. What time do you suggest?

Mr. Jones: Suppose we make it 4.30. Will it suit you?

Mr. Black: Yes, that's perfect. Thank you. Good-bye.

V. Fill in the missing remarks.

1. A: May I speak to Mr. Bell?

B: ...

A: Could I leave a message for him?

B: ...

2. A: Is this 347-5166?

B: ...

A: Oh, sorry to have troubled you.

3. A: Sorry. Mr. Fisk is on the other line. ..., please?

B: All right, thank you.

4. A: ...

B: I'll call back later.

5. A: Sorry to have kept you waiting. Now I'm putting you through.

B: ...

6. A: ...

B: Hold on, please. I'll see if he is in.

7. A: Sorry. Mr. Bradley is not available. Would you like to leave a message?

B: ...

8. A: May I have extension 75, please?

B: ...

A: Well, yes, if it doesn't take too long.

9. A: I'm sorry. I didn't catch your name. Will you spell it, please?

B: ...

VI. Role play a dialogue. Student A read the following role card. Student B read the role card in Appendix.

Role card A

You are Mr. First.

You want to call your business partner Mr. Second to make an appointment. His number is 365-9973. You can meet him on Wednesday any time after lunch.

First you've got the wrong number.

Then Mr. Second is not in the office.

Unit 6 Contracts

A compromise is an agreement whereby both parties get what neither of them wanted. ~Author Unknown

There are various types of contracts, for example, agreements, employment contracts, export contracts, franchise contracts, international contracts, investment contracts, rental contracts, sales contracts, service contracts, wedding contracts.

Have you ever signed any contracts? What type of contract was it? What information should a contract include?



Reading

I. Read the text and check if you were right, before reading match a verb to a noun to make a phrase:

verb	noun
to conclude	a dispute
to state	a price
to specify	a contract
to solve	packing
to deliver	obligations
to fulfill	goods

A contract is a business agreement between two parties which buy or sell goods or services. Contracts are concluded either between companies in one country or internationally, that is between companies from different countries.

The contract has the following clauses or articles:

- 1) Naming (definition) of the parties and their legal addresses.
- 2) The subject of the Contract, that is what goods or services will be bought or sold and the volume of delivery.
- 3) Prices and the total value (amount) of the Contract including terms of delivery.

The price stated in the Contract may be firm, fixed or sliding. Firm priced can't be changed in the course of the Contract performance. Fixed price is the price in the market on the day of delivery or for a given period. Sliding prices can be for machinery and equipment which require a long period of delivery.

- 4) Time (dates of delivery) is shown in the Contract too.

- 5) Terms of delivery. The most usual terms of delivery are FOB, CIF, and CFR.
- 6) The Contract also specifies packing, marking and terms of payment.

Payment in foreign trade may be made in cash or on credit. The most widely used method is payment by letter of credit (L/C). The following types of L/C are usually used: irrevocable, confirmed, and revolving. An irrevocable L/C cannot be modified or cancelled without the consent of the party in whose favour it has been opened. A confirmed L/C is an irrevocable L/C, payment under which is guaranteed by a first class bank.

A revolving L/C is one under which its value is constantly made up to a given limit after payment for each shipment.

- 7) The Contract also includes terms of insurance (if any) and a Force Majeure clause. It usually includes natural disasters such as an earthquake, flood, fire, etc. which the parties can't control.
- 8) It is also specified in the Contract in what ways disputes are solved.

All the clauses of the Contract have numbers, and in the negotiations or correspondence one can refer to the specific clause or sub-clause.

The international Contract is usually written in two languages, one copy of each party.

Vocabulary

I. You are going to read important information about international abbreviations from the site <http://www.investopedia.com/terms/>. Fill in the gaps with the words from the box:

delivery	transportation	insurance	credit	obligations	payment	cost
----------	----------------	-----------	--------	-------------	---------	------



Contracts involving international transportation often contain abbreviated trade terms that describe matters such as the time and place of _____ and payment, the most commonly known trade terms are *Incoterms*, which are published by the International Chamber of Commerce.

FOB (free on board) A trade term requiring the seller to deliver goods on board a vessel designated by the buyer. The seller fulfills its _____ to deliver when the goods have passed over the ship's rail.

CIF (cost, _____, freight) Under CIF terms the buyer pays for the goods and their transportation and also insures the goods.

CFR (_____, freight) Under C&F terms the buyer pays for the goods and their _____.

L/C Letters of _____ are often used in international transactions to ensure that _____ will be received. It's a letter from a bank guaranteeing that a buyer's payment to a seller will be received on time and for the correct amount.

II. Complete the questions and then answer them:

1. _____ is the Contract?
2. _____ legal addresses named in the Contract?
3. _____ firm prices be changed?
4. _____ is fixed price?
5. _____ are the most usual terms of delivery?
6. _____ the Contract specify packing?
7. _____ are ways of payment in the Contract?
8. _____ is the most widely used method of payment?
9. _____ are types of L/C?
10. _____ is also specified in the Contract?

III. You are going to read two extracts from the real contracts taken from the site <http://contracts.onecle.com/>.

a) Fill in the gaps in the contract with the following words and phrases:

Contract No.	The Seller	The Buyer	Tel	Date	Fax
Sales Contract - Die Solar and Jinko Solar Co. Ltd. (Jan 5, 2010)					

Sales Contract

[_____]: JINKO20100105
[_____]: 2010/01/05

[_____]:
DIE SOLAR
Am Riedbach 1
87499 Wildpoldsried, Germany

[_____]:
JINKO SOLAR CO., LTD
1# Jinko Road, Shangrao Economic Development Zone Jiangxi Province, 334100,
China

[_____]: +86-0793-8618833
[_____]: +86-0793-8461152

The undersigned parties the "seller" and the "buyer" or the "agent/distributor" agreed to conduct transaction according to the terms and conditions stipulated below: ...

b) Read the following extract and answer the questions:

1. Who will pay for packing?
2. Who will deliver Products to a vessel?
3. Who will choose the way of delivery?
4. Who owns Products when they are on a vessel?

Product Purchase Agreement - International Business Machines Corp. and Accent Color Sciences Inc. (Jan 11, 1995)

5.0 PACKAGING, SHIPMENT AND DELIVERY

- 5.1 PACKAGING. Seller shall, at its expense, package Products for shipment in accordance with the packaging specifications set forth in Attachment 2.
- 5.2 DELIVERY. Delivery of Products shall be F.O.B. Seller's location at 99 East River Drive, East Hartford, Connecticut.
- 5.3 TITLE (право собственности) AND RISK OF LOSS. Title to Products and all risk of loss shall pass to Buyer upon delivery.
- 5.4 LIENS (залог), CLAIMS (иски) AND ENCUMBRANCES (закладные). All Products shall be free and clear of all liens, claims and encumbrances.
- 5.5 TRANSPORTATION. The carrier and mode of transportation shall be selected by the Buyer.

APPENDIX

Unit 5

Speaking I

Answers to Business Etiquette Quiz

Now lets see how you did...

1. No. Introduce the more important person first. You should address your client and say "Mr. Beta, I'd like you to meet our Vice President of Development, Ms. Alpha."
2. No. In Japan (unlike in the United States or the UK), business cards are taken as a serious reflection of their owner and are exchanged with great ceremony.
Yes
3. No. If you do, then you're toasting yourself.
4. D. Leave it on your chair. Definitely don't put it on the table – what if you have crumbs on it?
5. A, B, or C. It's terribly impolite to arrive early.
6. B. Make eye contact with all of the individuals you're talking with.
7. B. Indicating where your guest should sit will make her feel more comfortable.
8. A. You've waited 30 minutes. Expect an apology later, though.
9. D. Call and set up another appointment. And don't forget to apologize for your error. Imagine how you'd feel if it was you!

Speaking II

- ✓ Denmark, Germany, France
- ✓ China
- ✓ Russia
- ✓ German
- ✓ France

Role card B

First, you're a man whose number is 365-9873.

Then you're a secretary of Mr. Second. He's not in his office.

Finally, you're Mr. Second. You can meet Mr. First, your business partner, on Tuesday or on Wednesday any time.

Гуслева Людмила Васильевна
Трусова Светлана Михайловна
Якманова Ирина Всеволодовна

Методические указания по английскому языку для студентов II курса экономических специальностей. Часть II

Подписано в печать _____ Формат 60x90 1/16 Бумага газетная. Печать трафаретная.

Уч.изд.л. _____. Усл.печ.л. _____. Тираж _____ экз. Заказ № _____

Государственное образовательное учреждение высшего профессионального образования

«Нижегородский государственный архитектурно-строительный университет»

603950, Н.Новгород, Ильинская, 65

Полиграфцентр ННГАСУ, 603950, Н.Новгород, Ильинская, 65