

ПРЕДИСЛОВИЕ

Иностранный язык - один из немногих предметов, изучение которых обязательно во всех вузах. Владение иностранным языком необходимо специалисту любого профиля, так как способствует поиску, извлечению и широкому практическому использованию информации из разных источников, обеспечивает возможность контактов с зарубежными коллегами. Процесс изучения иностранного языка чрезвычайно развивает мыслительные способности, тренирует память, расширяет кругозор.

Курс заочного обучения английскому языку предполагает выработку следующих навыков и умений:

- чтение литературы по специальности на английском языке с целью извлечения необходимой информации;
- перевод текстов по специальности с английского языка на русский;

В соответствии с действующими учебными планами на курс заочного обучения английскому языку отводится 50-60 часов аудиторных занятий (установочных, контрольно-закрепительных, итоговых) и около 300 часов самостоятельной работы. Количество учебных часов может быть несколько уменьшено или увеличено в зависимости от специальности.

Программа предполагает преемственность вузовского курса обучения по отношению к школьному, при этом учтена возможность возобновить изучение английского языка после значительного перерыва, вызвавшего утрату большинства навыков и умений.

ПРОГРАММА КУРСА

Фонетика

Фонетический строй английского языка. Система гласных. Система согласных. Основные правила чтения букв и буквосочетаний. Ударение. Членение речевого потока. Ритмическая группа. Синтагма. Основные интонационные типы.

Лексика

Морфологическая структура слова. Словообразовательные модели. Префиксальное и суффиксальное словообразование. Роль суффиксов в распознавании частей речи. Интернациональные префиксы и суффиксы. Переход слов из одной части речи в другую. «Ложные друзья» переводчика. Понятие фразеологического оборота. Идиома. Синонимы, антонимы, омонимы. Сокращения.

К концу обучения лексический минимум должен составить примерно 2000-2500 единиц. В этот минимум не входят слова и выражения, усвоенные в средней школе (не менее 350 единиц) и интернациональная лексика (т.е. слова, имеющие сходное звучание и одинаковое значение в русском и английском языках).

Грамматика

Морфология

Артикль. Определённый, неопределённый артикль. Опущение артикля.

Имя существительное. Грамматические категории числа и падежа имен существительных. Род существительных.

Имя прилагательное. Степени сравнения прилагательных. Место прилагательного в предложении.

Имя числительное. Количественные и порядковые числительные. Хронологические даты. Дробные числительные.

Местоимение. Личные, указательные, притяжательные, относительные, вопросительные, неопределённые, возвратные местоимения. Местоимение *it*.

Глагол. Грамматические категории глагола. Вспомогательные глаголы. Действительный и страдательный залого.

Отрицательная и вопросительная формы. Система видо-временных форм глагола (Indefinite, Continuous, Perfect, Perfect Continuous). Сравнительная характеристика форм настоящего, прошедшего и будущего времени. Модальные глаголы. Повелительное наклонение. Сослагательное наклонение. Неличные формы глагола: инфинитив, причастие, герундий.

Наречие. Образование наречий. Степени сравнения наречий.

Предлог. Функции и значения предлогов. Сложные предлоги. Многозначность предлогов.

Союз. Простые, производные и составные союзы.

Синтаксис

Типы предложений. Простое предложение. Главные и второстепенные члены предложения. Прямой и обратный (инверсия) порядок слов. Виды вопросительных предложений. Сказуемое простое и составное. Место второстепенных членов предложения. Сложное предложение. Сложносочинённое и сложноподчинённое предложение. Виды придаточных предложений. Прямая речь, косвенная речь. Согласование времён. Инфинитивные конструкции. Причастные обороты. Абсолютная причастная конструкция. Конструкции с герундием. Эмфатические обороты.

УЧЕБНЫЕ ТЕКСТЫ ТЕКСТЫ ДЛЯ ДОПОЛНИТЕЛЬНОГО ЧТЕНИЯ

При изучении английского языка студент использует следующие виды учебной литературы:

- тексты контрольных работ;
- учебные тексты;
- тексты для дополнительного чтения.

Цель контрольной работы – помочь студенту в самостоятельном изучении английского языка и проверить, насколько хорошо он усвоил пройденный учебный материал. Требования к выполнению и оформлению контрольных работ приведены ниже.

Чтение учебных текстов поможет студенту выработать навыки, необходимые для успешного овладения английским языком, закрепить соответствующие грамматические правила, приобрести необходимый запас слов. Объём прочитанных текстов должен составлять 12000 и 15 000 печатных знаков* на первом и втором курсе, соответственно, т.е. около 30 000 печатных знаков за полный курс обучения. Тексты для чтения включены в методические указания.

Дополнительное чтение имеет целью закрепление и углубление знаний по английскому языку. За полный курс обучения студент должен подготовить дополнительное чтение в объёме 20 000 печатных знаков, из них:

I курс: адаптированные тексты по широкому профилю вуза или специальности в объёме 10 000 печатных знаков.

II курс: неадаптированные или частично адаптированные тексты по специальности в объёме 10 000 печатных знаков.

Тексты для дополнительного (внеаудиторного) чтения также включены в методические указания.

ИТОГОВЫЙ КОНТРОЛЬ

В соответствии с учебным планом в конце 1-3 семестров студент сдаёт зачёт, а в конце второго года обучения – итоговый экзамен.

Для получения зачёта или допуска к экзамену студент должен:

- А) В срок сдать контрольные работы (на I курсе – № 1 и 2, на II - № 3 и 4), при необходимости исправить ошибки или выполнить всю работу заново для получения оценки «зачтено»;

* Подсчёт количества печатных знаков: число печатных знаков (считая знаки препинания) в полной строке умножается на количество строк. Обычно на странице бывает 1800 – 2000 знаков.

Б) Сдать норму чтения и перевода (учебные тексты, тексты контрольных работ, тексты для дополнительного чтения).

Содержание билета на экзамене по английскому языку:

1. Изучающее чтение и передача содержания в виде полного письменного перевода незнакомого текста объёмом до 1000 печатных знаков за один академический час (со словарём).
2. Ознакомительное чтение незнакомого текста объёмом до 1200 печатных знаков и изложение его содержания на русском или английском языке. Время на подготовку 15 минут (без словаря).
3. Просмотровое чтение и перевод на русский язык одного из текстов для обязательного чтения (без словаря). Время на подготовку – 2-3 минуты.

Рекомендуемая литература

Учебники и учебные пособия

1. Английский язык: Метод. указ. и контрольные задания для студентов экономических специальностей заочной формы обучения/ СПбГУАП. СПб., 2005
2. Дудорова Э.С. Through Fundamentals to Communicative English. От основ к разговорному английскому языку/ ГУАП. СПб., 2004
3. Хведченя Л.В., Хорень Р.В. Английский язык для поступающих в вузы. Минск: Вышэйша школа, любой год издания.

Грамматические справочники

4. Крылова И.П., Крылова Е.В. Практическая грамматика английского языка: Учеб. пособие. М., 1997
5. Голицынский Ю.Б. Грамматика: Сб. упражнений. СПб., 2001
6. Любой грамматический справочник.

Словари

7. Англо-русский словарь на 70 тысяч слов и более (любое издание).
8. Англо-русский словарь по экономике и финансам (любое издание).
9. Русско-английский словарь (любой).

МЕТОДИЧЕСКИЕ УКАЗАНИЯ

Произношение и чтение

Правильное произношение – гарантия понимания не только устной, но и

письменной речи, так как чтение и письмо происходят под контролем слуха и сопровождаются проговариванием на уровне внутренней речи. Неправильное чтение слова приводит к его неправильному запоминанию и неузнаванию.

Основные сложности овладения английским произношением обусловлены следующими причинами:

- *несовпадением звуковых систем русского и английского языков.* Следует изучить фонетическую систему английского языка, научиться правильно и четко произносить звуки.
- *отсутствием автоматизации фонетических навыков.* Следует регулярно выполнять фонетические упражнения, прослушивать звукозаписи и передачи с английской речью, смотреть фильмы и телепередачи на английском языке.
- *частым несопадением звучания и написания.* Следует изучить правила чтения букв и буквосочетаний, регулярно их повторять.
- *несовпадением интонационных систем английского и русского языков.* Следует изучить правила слогаделения, членения речевого потока на ритмические группы и синтагмы, усвоить основные интонационные модели.

Лексика

За полный курс обучения студент должен выучить и активно использовать около 2500 новых лексических единиц, т.е. по 1200 слов на каждом курсе. Потенциальный запас лексики может быть почти удвоен за счет:

- 1) усвоения системы английского словообразования;
- 2) запоминания значений словообразовательных элементов (префиксов, суффиксов), что позволит выводить значения производных слов;
- 3) изучения интернациональной лексики.

Работая над переводом текста или упражнения, следует выписывать в тетрадь-словарик встречающиеся незнакомые слова в их исходной (словарной) форме: глаголы – в неопределенной форме, существительные – в форме единственного числа, прилагательные – в форме положительной степени. Найдя слово в словаре, внимательно прочитайте всю словарную статью. Помните, что словарь чаще всего дает не однозначный перевод слова с одного языка на другой, а предлагает несколько, иногда много, значений. Правильный перевод возможен только с учетом общего смысла, контекста.

Заучивать следует в первую очередь наиболее часто встречающиеся слова. Их надо сразу выделять в тетради-словарике и работать над ними: повторять, писать под диктовку, составлять с ними словосочетания и предложения, стараться в дальнейшем находить в тексте их однокоренные слова, определять их синонимы, антонимы и т.д. Нельзя забывать, что только постоянная работа над лексикой поможет выучить и активно использовать нужное количество слов.

Грамматика

Грамматика обеспечивает связь слов в предложении и позволяет понять смысл текста. В каждой контрольной работе указаны грамматические темы, подлежащие изучению.

Пользуясь учебниками, пособиями, справочниками, таблицами, изучите данный раздел, выполните несколько упражнений, чтобы закрепить пройденное. В дальнейшем, читая тексты или слушая английскую речь, старайтесь опознавать выученную грамматическую форму. Особое и постоянное внимание следует уделять глагольным формам. Работайте над каждым глаголом: определите его видо-временную форму, проспрягайте в уже изученных временах, образуйте вопросительную и отрицательную формы.

Ни один грамматический раздел не должен оставаться неувоенным. В случае необходимости следует обращаться за консультацией (письменной или устной) к преподавателю.

Работа над текстом

В зависимости от цели, которую ставит перед собой читающий, и от скорости чтения выделяют:

- изучающее чтение;
- селективное (быстрое) чтение, включающее ознакомительное, просмотровое и поисковое.

Изучающее чтение предполагает полное и адекватное понимание всей информации текста.

Ознакомительное чтение предусматривает быстрое прочтение всего текста (скорость около 180-190 слов в минуту) с полным пониманием основной информации текста.

Просмотровое чтение позволяет выяснить, о чем идет речь в тексте. Этот вид чтения используется, когда необходимо определить, насколько важна или интересна для читающего информация, содержащаяся в тексте.

Поисковое чтение даёт возможность находить в тексте те элементы информации, о которых заранее известно, что они имеются в тексте.

Курс заочного обучения английскому языку предусматривает освоение всех видов чтения, при некотором доминировании изучающего.

Изучающее чтение предполагает полный письменный или устный перевод текста с использованием словаря.

При письменном переводе текста рекомендуется следующая последовательность действий:

1. Прочитать весь текст и постараться понять, о чем идет речь; это поможет выбрать нужный эквивалент незнакомого слова при пользовании словарем.

1. Прочитать первое предложение, обращая внимание на знаки

препинания, знакомые слова, союзы, артикли, и постараться определить, простое это предложение или сложное. Каждое простое предложение в составе сложного следует переводить отдельно.

2. Найти сказуемое и подлежащее, ориентируясь на порядок слов и формальные признаки.

3. Перевести двучлен «подлежащее – сказуемое». Перевод этого двучлена и составит ядро перевода всей фразы.

4. Перевести слова, относящиеся к подлежащему (группу подлежащего).

5. Перевести группу сказуемого.

6. Перевести то, что осталось за рамками групп подлежащего и сказуемого.

7. Перевести все предложение целиком.

8. Отредактировать перевод, т.е. проверить, насколько четко и ясно передана мысль автора, соответствует ли ее изложение нормам русского языка.

Не следует выписывать незнакомые слова сразу из всего текста и переводить их изолированно. Этот способ не оправдывает себя: во-первых, о значении некоторых слов можно догадаться, переведя предыдущую часть текста. Во-вторых, придется выписывать либо все значения многозначного слова, либо первое попавшееся, которое может и не подойти для данного предложения, и тогда нужно будет снова обращаться к словарю, отыскивая другое, подходящее значение слова.

При устном переводе текста последовательность действий остается практически той же. Следует только более тщательно переводить новые слова, что поможет при сдаче текста преподавателю.

Все виды селективного (быстрого) чтения предполагают охват общего содержания текста без использования словаря. Следует постараться уловить смысл прочитанного, опираясь на знакомые слова. Контроль понимания может осуществляться разными способами: студент должен изложить своими словами на русском или английском языке содержание всего текста или его части; составить план пересказа; озаглавить абзацы или другие структурные единицы текста; ответить на вопросы или выбрать правильный ответ из нескольких предложенных вариантов и т.д.

Дополнительное чтение

Дополнительное чтение литературы на английском языке способствует расширению словарного запаса, повторению и закреплению пройденного грамматического материала, совершенствованию техники чтения, автоматизации навыка работы со словарем. При работе над дополнительными текстами следует все незнакомые слова и выражения выписывать в отдельную тетрадь-словарь в исходной (словарной) форме.

Для удобства пользования рекомендуется указывать номер страницы, с которой выписаны слова. Можно даже пронумеровать абзацы и отмечать те слова, которые студент отбирает для выучивания.

При сдаче дополнительного чтения студент должен:

- 1) уметь правильно читать любой отрывок из текста;
- 2) предъявить преподавателю для контроля тетрадь-словарь с выписанными и переведенными незнакомыми словами из прочитанного текста;
- 3) адекватно перевести на русский язык любой отрывок из прочитанного текста, пользуясь тетрадь-словарем. Полный письменный перевод текста делать не рекомендуется. При ответе преподавателю пользоваться письменным переводом запрещается;
- 4) знать новые слова, отобранные и выученные в процессе подготовки дополнительного чтения;
- 5) уметь объяснить любое фонетическое, лексическое, грамматическое явление текста в объеме, предусмотренном программой для данного курса.

Контрольные задания

На I курсе студенты выполняют контрольные задания №1 и 2, на II курсе – №3 и 4. Выбор варианта контрольной работы осуществляется в соответствии с последней цифрой номера студенческого билета (шифра): 1-й вариант выполняют студентами с номерами шифра, оканчивающего на 1, 2 или 3; 2-й вариант – для студентов с последней цифрой шифра 4, 5 или 6; наконец, 3-й вариант – для студентов с последней цифрой шифра 7, 8, 9 или 0. Выполненные контрольные работы присылаются или сдаются в деканат заочного отделения в установленные сроки. При этом помните, что высылать контрольную работу следует с учетом того, что Вам может потребоваться время на исправление. Особенно актуально это для студентов, готовящихся сдавать итоговый экзамен по английскому языку. Контрольная работа должна быть зарегистрирована. Работы, не имеющие входящего номера, на рецензию не принимаются.

При оформлении контрольных заданий придерживайтесь следующих указаний:

- Выполняйте каждую контрольную работу в отдельной тетради. На обложке напишите свою фамилию, имя, отчество, адрес, название и фамилию автора учебника, по которому вы занимаетесь, номера проработанных уроков.
- Работа должна быть написана аккуратно, четко, разборчиво, без сокращений. Для замечаний, объяснений, указаний рецензента оставляйте в тетради широкие поля.
- Выполняйте работы в той последовательности, в которой они даны в настоящем пособии. Присылайте на проверку только одну работу. Во избежание возможного повторения ошибок следующую работу выполняйте и высылайте на проверку только после получения рецензии на предыдущую.
- Обязательно указывайте номер упражнения и переписывайте задание. Модель выполнения можно не переписывать.
- При выполнении работы лист следует разделить пополам и слева писать предложения по-английски, а справа – их перевод.

Если контрольная работа выполнена неясно, небрежно, не полностью или

не в соответствии с указаниями, она возвращается студенту без проверки.

Исправления контрольной работы на основе рецензии

Проверенная преподавателем контрольная работа возвращается студенту с рецензией и оценкой «зачтено» или «не зачтено». Студент должен ознакомиться с рецензией, с исправлениями, замечаниями, указаниями на полях работы, проанализировать их.

Если работа зачтена, но в ней допущен ряд ошибок, то их надо исправить. Руководствуясь указаниями рецензента, повторите соответствующий грамматический материал, проверьте значения неверно переведенных слов по словарю и т.д. Обязательно уясните сущность каждой допущенной ошибки. Все предложения, в которых были ошибки, перепишите в конце контрольной работы в исправленном виде. Контрольная работа с исправлением ошибок предъявляется преподавателю на зачетно-экзаменационной сессии.

Если работа не зачтена, ее следует переделать целиком или частично, в зависимости от указаний преподавателя, и вновь выслать на проверку вместе с незачтенной работой.

Контрольные работы являются учебными документами, которые необходимо сохранять и предъявлять на зачетах и экзаменах. При сдаче зачета или экзамена преподаватель может провести опрос и по контрольной работе.

Письменные консультации

Сообщайте своему рецензенту обо всех возникающих у вас в процессе изучения английского языка затруднениях и обращайтесь к нему за консультацией по вопросам, которые вы не можете решить самостоятельно.

Занятия по английскому языку во время сессии

На занятиях по английскому языку студент должен иметь:

- англо-русский словарь;
- русско-английский словарь;
- прорецензированные контрольные работы;
- переведенные учебные тексты, тексты по дополнительному чтению и тетрадь-словарь с выписанными и переведенными словами к ним;
- тетради с дополнительными упражнениями по грамматике;
- используемые учебники и пособия;
- данные методические указания.

График представления контрольных работ

Контрольные работы № 1 и 3 (для студентов I и II курсов, соответственно) высылаются на адрес университета или сдаются на кафедру иностранных языков до **20 ноября**.

Контрольная работа № 2 сдается до **29 апреля**; контрольная работа № 4 - до **30 марта**.

Выбор варианта контрольной работы приводится на с. 8

Первый год обучения

КОНТРОЛЬНОЕ ЗАДАНИЕ № 1

THE SCIENCE OF ECONOMICS

Для правильного выполнения Задания №1 необходимо усвоить следующие разделы курса английского языка по любым учебникам:

1. Артикли. Множественное число и притяжательный падеж имен существительных. Предлоги как показатели падежных отношений. Порядок слов в английском предложении. Использование существительных в функции определения.
2. Степени сравнения имен прилагательных и наречия. Сравнительные конструкции.
3. Числительные.
4. Местоимения: личные, притяжательные, вопросительные, указательные, неопределенные и другие.
4. Формы настоящего, прошедшего и будущего времени действительного залога изъявительного наклонения. Спряжение глаголов *to be, to have* в *Present, Past, Future Indefinite*.
6. Простое распространенное предложение: прямой порядок слов в утвердительной и отрицательной форме; обратный порядок слов вопросительного предложения.оборот "*there + be*".
7. Словообразование - основные суффиксы и префиксы. Словосложение. Использование слов, одинаковых по форме, представляющих собой различные части речи.

После изучения всего указанного выше материала можно приступить к выполнению задания.

READING MATERIAL

Text I (A) Economic Activity

Most people work in order to earn their living.
They produce goods and services.

Goods are either produced on farms, like maize and milk, or in factories, like cars and paper.

Such things as schools, hospitals and shops provide services.

Some people provide goods, some provide services.

Other people provide both goods and services. For example, in the same garage, a man may buy a car or he may buy some service, which helps him to maintain his car.

The work which people do is called their economic activity.

Economic activities make up the economic system.

The economic system is *the sum-total* of what people do and what they want. The work which people undertake either provides what they need or provides them with money.

People buy essential commodities with money.

Notes: the sum-total - общая сумма

Text 1 (B) The Science of Economics

Economics is a science.

This science is based upon the facts of our everyday lives.

Economists study our everyday lives. They study the system, which affects our lives.

The economist tries to describe the facts of the economy in which we live. He tries to explain how the system works.

His methods should be objective and scientific.

We need food, clothes and shelter. If we could get food, clothes and shelter without working, we probably would not work.

But even when we have these essential things, we may want other things.

If we had them, these other things (like radios, books and toys for children) might make life more enjoyable.

The science of economics is concerned with all our material needs and wants. It is not just concerned with basic needs like food, clothes and shelter.

Text 1 (C) Microeconomics and Macroeconomics

Economics as a science consists of two disciplines, that is of microeconomics and macroeconomics.

Microeconomics is a branch of economics that studies individual producers, consumers, or markets. It is concerned with scarcity, choice and opportunity costs, and with production and consumption. Microeconomics

also studies how government activities such as regulations and taxes affect individual markets. Besides microeconomics tries to understand what factors affect the prices, wages and earnings. Principal emphasis is given by microeconomics to the study of prices and their relationship to units of economy.

Macroeconomics is the branch of economics that studies the economy as a whole. It examines questions such as how fast the economy is running; how much overall output is being generated; how much total income is. It also seeks solutions to macroeconomic problems such as how employment can be increased, and what can be done to increase the output of goods and services. It tries to understand the picture as a whole rather than small parts of it. In particular, it studies the overall values of output, of unemployment and of inflation.

Text 1 (D) The Limits of Economic Freedom

A person is economically free, if he can do what he wishes with his own property, time and effort. In all communities, of course, limits are set upon this personal freedom. In some countries the limits are complex; in others they are relatively simple.

All individual citizens must conform to the laws made by their governments. Complete economic freedom of action can cause great difficulties, because the freedoms of various individuals will conflict. If citizens were completely free, some landowners might build factories in unsuitable places. If there was no system of control, factory-owners might make their employees work too long each day.

If they were completely free, workers might stop working when they got their first pay, and come back to do more work only when they needed more money. Such economic freedom could create a very unstable economy. Laws related to economic conditions are sometimes concerned with workers' health, wages and pensions. They are sometimes concerned with contracts between employers and employees. They are sometimes concerned with the location of places of work. Sometimes they help the employers; sometimes they protect the interests of the workers.

Text 1 (E) Economic Strategies

Four Asian nations - Hong-Kong, Singapore, South Korea and Taiwan -

are now called NICs, newly industrialized countries. Their new status is a product of outward-oriented development strategies.

In the 1950s and 1960s, the governments of the four countries protected domestic markets from foreign competition to stimulate domestic production for domestic consumption.

Taiwan was the first to replace an inward-oriented policy with an outward-oriented policy. The other three countries followed closely behind. Soon each country experienced rapid growth in exports and domestic national income.

These countries maintain some restrictions on the domestic economy, but operate with another set of rules for exporting firms. Production for export occurs in a free market *setting*, with no taxes or restrictions on imports of the materials needed to manufacture goods for export.

The governments have developed banking and financial institutions that can finance export production and sales.

Notes: setting- обстановка, условие

Text 1 (F) Why Study Economics?

You may be asking yourself, “Why should I study economics?” There are several very good reasons, all of which involve you. Some have to do with you as an individual, some with you as an earner and spender, and some with you as a citizen.

As a member of the society in which you live, *there is no escaping economics*.* The food you eat, the home you live in, the clothes you wear, and the way you spend your leisure time are all affected, in part, by economic forces. The study of economics will help you to understand these forces better and enable you to live a fuller life.

Economic forces also affect decisions in the world of business. In fact, one common definition of economics is “the study of how people make a living”. The more you know about the subject, the better career decisions you will be able to make.

Economics will also help you to fulfill your responsibilities as a citizen in a *democracy*.** Unlike other countries, in which government officials or dictators assume sole control over the nation’s affairs, really democratic countries expect their citizens to share in governing the country. As a voter, you will be asked to express your opinion on many questions involving economic issues. The study of economics will help you deal with these questions intelligently.

NOTES: * there is no escaping economics – зд. вы не можете существовать

без экономических знаний; ** *a democracy* – демократическая страна

ВАРИАНТ I

1. Перепишите данные ниже предложения. Определите по грамматическим признакам, какой частью речи является слово, оформленное окончанием - s, и какую функцию это окончание выполняет, т.е. служит ли оно:

а) показателем 3 лица ед. ч. в Present Indefinite,

б) признаком множественного числа имени существительного,

в) показателем притяжательного падежа имени существительного.

Переведите на русский язык.

1. The lectures of Professor Nelson are very interesting. 2. He lectures on Mathematics. 3. What is your friend's profession? 4. Each lesson lasts 45 minutes. 5. In autumn leaves begin to fall from the trees. 6. The train leaves at nine.

2. Перепишите следующие предложения, содержащие разные формы сравнения, и переведите на русский язык.

1. The more often you visit the Hermitage, the more you admire it. 2. Winter is the coldest season of the year. 3. Moscow today is 5 times as big as at the beginning of the 20-th century. 4. St. Petersburg is the second largest city after Moscow. 5. The St. Petersburg University is not so old as the Moscow or Kazan Universities.

3. Перепишите и письменно переведите предложения, обращая внимание на перевод неопределенных местоимений и наречий.

1. Everywhere in Moscow you will see new buildings. 2. The lecturer will tell us something about the history of Great Britain. 3. Any station in our Metro is very clean and beautiful. 4. Some new districts appeared in St. Petersburg during the last 5 years. 5. You couldn't find this book anywhere. 6. Anyone who comes to St. Petersburg tries to visit the Hermitage. 7. No engineer can solve this problem without the help of computers.

4. Перепишите данные предложения, определите в них видо-временные формы глаголов и укажите их инфинитив. Переведите предложения на русский язык.

1. In 1712 St. Petersburg became the capital of Russia. 2. For citizens of St. Petersburg the embankment of the Neva is one of the most beautiful places

in the world. 3. St.Petersburg got its name in 1703. 4. I shan't go out now as I have much work to do. 5. They do their shopping every day.

5. Прочтите и устно переведите оба абзаца текста. Перепишите и письменно переведите текст до слов "Such an economic system ...".

Most people work to earn a living, and produce goods and services. Goods are either agricultural (like maize and milk) or manufactured (like cars and paper). Services are such things as education, medicine and commerce. Some people provide goods; some people provide services. For example, in the same garage a man may buy a car and some service, which helps him to maintain his car.

The work people do is called economic activity. All economic activities together make up the economic system of a town, a city, a country or the world. Such an economic system is the sum-total of what people do and what they want. The work people undertake either provides what they need or provides the money with which they can buy essential commodities. Of course, most people hope to earn enough money to buy commodities and services, which are non-essential, but which provide some particular personal satisfaction, like toys for children, visits to the cinema and books.

6. Прочтите 2й абзац текста. Из приведенных ниже вариантов ответов укажите номер предложения, содержащего правильный ответ на вопрос *What is an economic system the sum-total of?*

- 1) An economic system is the sum-total of what people need and what they want.
- 2) 2) An economic system is the sum-total of what people do and what they want.
- 3) 3) An economic system is the sum-total of what people need and what they provide.

8. Выпишите из следующего текста словосочетания, которые содержат существительные в функции определения, и предложения, которые содержат прилагательные в сравнительной и превосходной степени. Переведите текст письменно на русский язык.

Abundance of natural resources and investment opportunities make Russia the nation with the greatest ultimate potential for foreign investors. Recent political and ethnic conflicts and a slow-moving bureaucracy create greater risks and lower the grade. The best opportunities are in energy, food processing, tourism, road construction, ceramics, and medicine.

ВАРИАНТ II

1. Перепишите данные ниже предложения. Определите по грамматическим признакам, какой частью речи является слово, оформленное окончанием - s, и какую функцию это окончание выполняет, т.е. служит ли оно:

а) показателем 3 л. ед. ч. в Present Indefinite,

б) признаком множественного числа имени существительного,

в) показателем притяжательного падежа имени существительного.

Переведите предложения на русский язык.

1. The St. Petersburg Technical University trains specialists in many fields.
2. Trains from Moscow arrive in St. Petersburg at the Moscow Railway Station.
3. Flats in new houses are very comfortable. 4. The Hermitage houses a big collection of Western European Art. 5. This problem needs a special approach. 6. Our country's needs in electricity will continue to grow.

2. Перепишите следующие предложения, содержащие разные формы сравнения, и переведите их на русский язык.

1. There are more than 50 schools of higher learning in St. Petersburg. 2. Mathematics is as important for technical students as Physics. 3. This new apparatus is 4 times as powerful as the old one. 4. These machine tools are not so efficient as the new ones. 5. The more systematic are our studies the deeper is our knowledge.

3. Перепишите и письменно переведите предложения, обращая внимание на перевод неопределенных местоимений и наречий.

1. Some electric devices find wide application in every house. 2. You will find this material nowhere but in the encyclopedia. 3. Something happened to my fountain pen. It does not write. 4. Any result in our experiment will be of great importance for the whole research. 5. If you have no money, you cannot buy anything. 6. She said nothing. 7. There was no one in the room.

5. Перепишите данные предложения, определите в них видо-временные формы глаголов, укажите их инфинитив. Переведите предложения на русский язык.

1. There is a wide system of extramural education in our country. 2. In two years, my friend will become a specialist in the field of economics. 3. She

got up, washed, had breakfast and went to school. 4. Our classes begin at 8.30. 5. We saw an interesting film yesterday.

5. Прочтите и устно переведите оба абзаца текста. Перепишите и письменно переведите текст до слов "Our lives might be more....".

The science of economics is based upon facts of our everyday lives. Economists study our everyday lives and the general life of our communities in order to understand the whole economic system of which we are part. They try to describe the facts of the economy in which we live, and to explain how it works. The economist's methods should of course be strictly objective and scientific.

We need food, clothes and shelter. We probably would not go to work if we could satisfy these basic needs without working. But even when we have satisfied such basic needs, we may still want other things. Our lives might be more enjoyable if we had such things as radios, books and toys for children. Human beings certainly have a wide and very complex range of wants. The science of economics is concerned with all our material needs and wants.

6. Прочтите 2й абзац текста. Из приведенных ниже вариантов ответов укажите номер предложения, содержащего правильный ответ на вопрос *What is the science of economics concerned with?*

- 1) The science of economics is concerned with the facts of our everyday life.
- 2) The science of economics is concerned with all our material needs and wants.
- 3) 3) The science of economics is concerned only with basic needs and wants.

6. Выпишите из следующего текста словосочетания, которые содержат существительное в функции определения, и предложения, которые содержат прилагательные в сравнительной и превосходной степени. Переведите текст письменно на русский язык.

Abundance of natural resources and investment opportunities make Russia the nation with the greatest ultimate potential for foreign investors. Recent political and ethnic conflicts and a slow-moving bureaucracy create risks and lower the grade. The best opportunities are in energy, food processing, tourism, road construction, ceramics, and medicine.

ВАРИАНТ III

1. Перепишите данные ниже предложения. Определите по грамматическим признакам, какой частью речи является слово, оформленное окончанием - s, и какую функцию это окончание выполняет, т.е. служит ли оно:

а) показателем 3 л. ед. ч. в Present Indefinite,

б) признаком множественного числа имени существительного,

в) показателем притяжательного падежа имени существительного.

Переведите на русский язык.

1. A friend of mine studies at our University. 2. This young engineer's projects are very interesting. 3. Students do their practical work in well-equipped laboratories and studies. 4. He used the results of these analyses in his work. 5. Electricity lights our streets and houses. 6. Their Institute houses both physical and chemical laboratories.

2. Перепишите следующие предложения, содержащие разные формы сравнения, и переведите их на русский язык.

1. The nearer is the summer the longer are the days. 2. Winter in England is not so cold as it is in our country. 3. This new device operates several times faster than your old one. 4. To study well is as important as to work well. 5. The hottest days are in summer.

3. Перепишите и письменно переведите предложения, обращая внимание на перевод неопределенных местоимений и наречий.

1. Nobody missed lectures last week. 2. We didn't find this magazine anywhere. 3. He knew nothing about this discovery. 4. Something happened to my TV set. 5. Everybody in England is proud of his or her old traditions. 6. No one in the laboratory could tell us about the results of his experiments. 7. Professor told us about some interesting facts from his practical work.

4. Перепишите данные предложения, определите в них видо-временные формы глаголов, укажите их инфинитивы, переведите на русский язык.

1. There were two universities in England in the early 13th century - Oxford and Cambridge. 2. They usually buy newspapers in the morning. 3. For a long time London University had no library. 4. The students will take an active part in the preparation for the conference. 5. My friend attends lectures, classes and seminars at the University three times a week.

5. Прочтите и устно переведите оба абзаца текста. Перепишите и письменно переведите текст до слов "In Poland...".

The countries of Western Europe underwent radical political and

economic changes in 1990s, when they began to move from state control of the economy to free markets. In response, firms in the rest of the world began searching for new opportunities in Eastern Europe. They rate various countries on the current good growth opportunities and government attitudes to foreign investors.

The government of Hungary, for example, has actively recruited foreign investors. Foreigners can purchase a less-than-50-percent interest in a firm with no government approval. With approval, foreigners can own 100 percent. In Poland labour is inexpensive and the government has welcomed foreign investors, allowing 100-percent ownership and the same rights as Polish citizens. The weak macroeconomic condition of the economy lowers the grade.

6. Прочтите 2-й абзац текста. Из приведенных ниже вариантов ответов укажите номер предложения, содержащего правильный ответ на вопрос *What opportunities does the government of Poland offer for foreign investors?*

- 1) The government has been slow to attract foreign investors.
- 2) The government has welcomed foreign investors.
- 3) The government has substantial restrictions on foreign investments.

7. Выпишите из следующего текста словосочетания, которые содержат существительные в функции определения, и предложения, которые содержат прилагательные в сравнительной и превосходной степени. Переведите текст письменно на русский язык.

Abundance of natural resources and investment opportunities make Russia the nation with the greatest ultimate potential for foreign investors. Recent political and ethnic conflicts and a slow-moving bureaucracy create greater risks and lower the grade. The best opportunities are in energy, food processing, tourism, road construction, ceramics, and medicine.

КОНТРОЛЬНОЕ ЗАДАНИЕ № 2

ECONOMIC SYSTEMS. MODES OF PRODUCTION

Для правильного выполнения Задания №2 необходимо усвоить следующие разделы курса английского языка по любым учебникам:

1. Видо-временные формы глагола:

а) активный залог (*the Active Voice*) для форм *Continuous (Present, Past, Future)* и *Perfect (Present, Past, Future)*

б) пассивный залог (*the Passive Voice*) для форм *Indefinite, Continuous, Perfect (Present, Past, Future)*. Особенности перевода пассивного залога на русский язык.

2. Модальные глаголы и их эквиваленты:

а) модальные глаголы *can (could), may (might)*, выражающие возможность, и эквивалент глагола *can - to be able to*

б) модальный глагол *must*, выражающий долженствование, и его эквиваленты *to be to, to have to*.

3. Простые неличные формы глагола: *Participle I (Present Participle), Participle II (Past Participle), Infinitive* в функциях определения и обстоятельства.

4. Основные правила согласования времен в английском языке. Перевод на русский язык главных и придаточных предложений при согласовании времен.

5. Функции и значение слов *if, that, since, for, as*. Выделение отдельных членов предложения при помощи оборота *it is (was),..... that (when, how, who, where)*. Функции глаголов *to have, to be, to do*.

После изучения материала можно приступать к выполнению задания.

READING MATERIAL

Text 2 (A) Economic Systems

Different economic systems answer the "what", "how" and "for whom" questions differently. The main economic systems today are capitalism, socialism, communism, mixed economies and traditional economies.

Capitalism - is an economic system characterized by private ownership of most resources, goods and services. Capitalism relies on the market system to allocate resources, goods and services to their most highly used value. Property is privately owned, businesses compete to earn profits, and resources are allocated by the market according to the laws of supply and demand. In capitalist economy what to produce is determined by consumers, how to produce is determined by profit-seeking entrepreneurs, who maximize profit by producing in the most sufficient manner, and for whom to produce is determined by income and prices. In a capitalist system workers are generally paid according to how productive they are, and the distribution of income is unequal because people differ in their abilities.

Socialism - is an economic system characterized by government ownership of resources other than labour and centralized economic decision-making. The principal means of production are owned by the state, and resources are allocated according to a plan. How much property is owned by the state and how much planning is used to allocate resources vary enormously from one socialist country to another. Under socialist system government authorities answer the "what", "how" and "for whom" questions. In a socialist system government planners set wages and though wages are not equal for all workers, incomes tend to be more evenly distributed than in capitalist countries.

In centrally planned economies government planners decide what goods will be produced and set the prices at which they are sold.

Communism - is an economic system in which all resources (including labour) are commonly owned and economic decisions making is centrally planned. According to communist theory, people contribute what they are able to the economy but receive what they need. In theory, this means that goods are produced for use rather than to earn profits and that everyone's needs are met. Communist countries have central planning boards that set prices. Communism is the form of socialism based on the writings of Karl Marx practiced in the Soviet Union, China and other countries.

Text 2(B) Mixed Economies

Mixed economies - are economies that have characteristics of more than one system. There may be both private and public ownership of property. There may also be common ownership of resources that are provided by government. Mixed economies answer the basic economic questions partly through the market and partly through government, with some decisions based on tradition as well.

It has been found necessary in many countries to control or regulate national economic conditions. Even the most dedicated free enterprise systems, such as the USA, have felt this need.

The under-developed countries of the world are usually interested in control and long-term planning.

Such countries as India have had a number of plans guided by the government. India makes a distinction between the public sector of the economy on the one hand and the private sector, on the other hand.

Britain today has a mixed economy. In the public sector of British economic life are the nationalized industries like coal and steel, British Rail and British Overseas Airways Corporation.* In the private sector are the majority of the nation's industries, both large and small.

The private sector includes giant companies like Imperial Chemical

Industries** and British Petroleum*** and a great number of small family businesses.

In 1962 the government set up an official planning body to guide national economic policies. This body is called National Economic Development Council.

The members of this council are representatives of the employers, the employees and other interested people.

NOTES: * BOAC - British Overseas Airways Corporation - Британская корпорация зарубежных авиалиний
** ICI - Imperial Chemical Industries - "Империал кемикал индастриз" - Имперский химический трест (крупнейший в Великобритании и Западной Европе химический концерн)
*** BP - British Petroleum - "Бритиш петролеум" - Британская нефтяная компания

Text 2 (C) First Socio-Economic Formations

The first socio-economic formation was the primitive-communal system, which covered the period of many hundred years. At first people were in a semi-savage state, powerless against nature. They gathered nuts, wild fruit and berries, roots and plants. Man's first instruments were roughly chipped stones and sticks. Later people learnt to make the simplest tools.

The basis of production relations was communal ownership of the primitive labour instruments and production means. People lived together in communes. With the advance of cattle breeding and agriculture there arose a social division of labour: animal husbandry* separated from agriculture. This led to higher productivity and productive forces growing.

Productive forces continued to expand and man began to produce more. It became possible to use workmen obtained through warfare.** Captured prisoners became slaves. There followed the first division of society into classes known as slavery. Slave-owners possessed both the means of production and the people engaged in production. The ancient world achieved considerable progress in economy and culture. But time passed, and the necessity to replace the slave-owning relations arose: the new feudal mode of production began to take shape.

NOTES: *animal husbandry – скотоводство; **through warfare - в войнах

Text 2 (D) Feudalism

The feudal system existed in almost all countries. The epoch of feudalism covers a long period. In China the feudal system existed for more than two

thousand years. In the West-European countries feudalism spread over some centuries, from the fall of the Roman Empire to the bourgeois revolutions in England and France. In Russia it lasted from the 9th century to the abolition of serfdom in 1861.

The production relations of feudal society were based on the private landed property of the lords and their incomplete property rights over the serf. He was not a slave; he had his own holding. The peasant holding was the means by which the landlord secured his labour force.

The towns, inhabited mainly by craftsmen and traders, were subjected to the authority of the feudal lord on whose land the town was built.

Under feudalism the productive forces reached a higher level than those under the slave system. Production technique in agriculture was improved; new branches of field cultivation arose, market gardening developed considerably.

But the feudal system acted as a brake on the productive forces development, so capitalist relations of production began to appear. The abolition of feudalism became a historical necessity.

NOTES: * holding – хозяйство

Text 2 (E) Capitalism

The development of capitalism dealt a crushing blow* to natural economy. Under capitalism everything, including man's labour power, took the form of a commodity. Commodity production became dominant and universal.

Once commodity production under capitalism had become the prevailing form of production, the relations between people in the process of production, i.e. their production relations, took the form of commodity relations. To exploit the worker the capitalist has to hire him while the worker has to sell his labour power, which is not a commodity. The worker receives a wage with which he buys his means of subsistence** - commodities.

NOTES: * dealt a crushing blow - нанесли сокрушительный удар;
** means of subsistence - средства существования

ВАРИАНТ I

1. Перепишите предложения. Подчеркните глагол-сказуемое в каждом из них и определите его видо-временную форму и залог. Переведите предложения на русский язык. *Например: will be said – Future Simple*

Passive. В разделе (В) обратите внимание на особенности перевода пассивных конструкций.

А). 1. In centrally planned economies government planners decide what goods will be produced. 2. Many nations of Eastern Europe are undergoing transition from communism to capitalism. 3. Before 1988 Hungary had taxed successful companies in order to provide subsidies for inefficient companies. 4. Some nations of Eastern Europe took steps to join the ranks of Western developed nations in becoming mixed economies.

В). 1. Such economies are called traditional economies. 2. Some countries exhibit elements of traditional economies in their tendency to make economic decisions according to how things have been done in the past. 3. Profitable companies are allowed to keep a large share of their profit. 4. In centrally planned economies government planners set the prices at which goods are sold. 5. The work people do is called economic activity. 6. Once the simple tools of labour were made, the need arose among the primitive men to communicate with one another. 7. I have just been told I shall get better wages next month. 8. Nothing more will be said about the matter. 9. This door must be kept shut. 10. The market is being investigated.

2. Перепишите предложения; подчеркните Participle I, Participle II и установите функции каждого из них, т.е. укажите, будет ли оно определением, обстоятельством или составной частью глагола-сказуемого. Предложения переведите.

1. People, working in fanning, take a great risk if they decide to use untried new techniques. 2. The transition from a system of common ownership to a system of private ownership has never occurred before' on a wide scale. 3. So far the experiment in farming is doing well in Poland. 4. Shifting from communism to capitalism many countries have to overcome serious economic problems. 5. Producing in the most sufficient manner entrepreneurs get high profits.

3. Перепишите и письменно переведите следующие предложения; подчеркните в них модальные глаголы и их эквиваленты.

1. A traditional economy may have elements of capitalism or socialism. 2. According to communist theory people contribute what they are able to the economy, but receive what they need. 3. People could decide how the fruits of their labour and capital would be shared. 4. Nearly half of the working people of the plant will probably have to find new jobs. 5. If a person works harder, he must get a higher salary.

4. Перепишите следующие предложения и переведите их, учитывая различные значения слов *it, that, since, one, for, as*.

1. I consider it important to do this work today. 2. It is at the club that I usually meet him. 3. One must read very much. 4. I haven't got such a textbook, I must buy one. 5. I have lived in that street for ten years. 6. As the child was too young to travel by herself, they arranged for her to travel in the care of a friend of the family.

5. Перепишите следующие предложения, обращая внимание на различные значения глаголов *to do, to be, to have*. Переведите предложения на русский язык.

1. Our task is to study well. 2. He wasn't at the last meeting. 3. He was sent to Moscow. 4. The train is to arrive at 5. He has finished his work. 6. I have to do it. 7. I want to have a smoke. 8. I had my shoes repaired. 9. Don't come at 9 tomorrow. 10. Does he do his work well?

6. Перепишите следующие предложения, обращая внимание на функции инфинитива. Переведите предложения на русский язык.

1. To develop high standards of products is to stay competitive. 2. The problem was impossible to solve. 3. We agreed to be helped. 4. I need time to consider your proposal. 5. He will enter the University to study Economics.

7. Перепишите следующие предложения, принимая во внимание правила согласования времен и бессоюзное подчинение. Переведите предложения на русский язык. При переводе обратите внимание на тот факт, что в русском языке правила согласования времен отсутствуют.

1. She asked if he'd like to go to the concert and I said that I was sure he would. 2. He asked what the weather had been like during my holiday and I said it had been awful. 3. I asked her if she'd like to borrow the book but she thanked me and said she had already read it and hadn't liked it very much. 4. He said it made no difference.

8. Переведите текст "The Traditional Economy" письменно, используя словарь.

The Traditional Economy

In many developing countries long-established custom provides answers to the "what", "how" and "for whom" questions. In these economies ways of doing things are passed down from generation to generation. If your father was a carpenter, you are likely to be a carpenter. If your parents were poor, you are likely to be poor. Economic and other decisions may be made by a group of elders, who follow the beliefs and practices of previous generations.

Such economies are called traditional ones.

Developing nations such as Ethiopia, the Sudan and Bolivia exhibit elements of traditional economies in their tendency to make economic decisions accordingly to how things have been done in the past. The answers to the "what", "how" and "for whom" questions in these countries are: produce what they have always produced; produce the way they have always produced; and distribute income and wealth as they have been distributed in the past.

A traditional economy may have elements of capitalism or socialism, but it is predominantly traditional in the way economic decisions are made. Traditional economies exist because people lack the opportunities to learn new ways - they simply learn how to do the job their parents do. People living on subsistence incomes take a great risk if they try a new technology or change production strategies. Farmers whose families' lives depend directly on the success of their crops take a great risk if they decide to use untried "new" techniques in their farming. In addition new technologies often involve capital expenditures well beyond the cash available to farmers in the less developed countries.

ВАРИАНТ II

1. Перепишите предложения, подчеркните в каждом из них глагол-сказуемое и определите его видовременную форму и залог. Переведите предложения на русский язык. Например: *has been found* – *Present Perfect Passive*. В разделе (B) обратите внимание на особенности перевода пассивных конструкций.

A) 1. It has been found necessary in many countries to control or regulate national economic conditions. 2. India makes clear distinction between the public and private sectors. 3. Economics is constantly developing. 4. The State provides all the services, which the citizens require. 5. In 1962 an official planning body was set up by the government to guide national economic policies.

B) 1. Such systems are sometimes called "mixed economies". 2. The word "capital" is often used to describe financial backing. 3. People who provide labour services are paid wages and salaries. 4. Economics is referred to as the science studying such everyday problems as inflation, unemployment, and international trade. 5. The science of economics is based upon the facts of our everyday lives. 6. The serfs working time was divided into necessary and surplus time. 7. The plan hasn't been at all well thought out by the

leader. 8. Many of these products will be exported to the Pacific countries, especially Japan and the West of the US. 9. This notice must be altered. 10. Heavy industry is being reorganized.

2. Перепишите предложения, подчеркните Participle I, Participle II и установите функции каждого из них, т.е. укажите, будет ли оно определением, обстоятельством или составной частью глагола-сказуемого. Предложения переведите.

1. India has had a number of plans guided by the government. 2. If declared bankrupt, a person may not obtain any credit. 3. Britain is producing a lot of goods to the national market. 4. The under-developed countries of the world are inevitably interested in control and long term plans guided by the government. 5. It is not possible to plan ahead with any certainty even in a rigidly controlled economy, because natural disasters, political changes and other factors can affect the general plan in unexpected ways.

3. Перепишите и письменно переведите следующие предложения; подчеркните в каждом из них модальный глагол и его эквивалент.

1. Any government must set up an official planning body to guide national economic policies. 2. Many countries, even such strongholds of free enterprise as the USA, had to control or regulate national economic conditions. 3. Natural disasters, political changes and other factors can affect the general plan in unexpected ways. 4. There are different problems that economics has to solve. 5. The national economy must be planned ahead over years.

4. Перепишите следующие предложения и переведите их, учитывая различные значения слов *it, that, since, one, for, as*.

1. He made it clear that the question should not be discussed now. 2. It was on Saturday that he rang me up. 3. One mustn't read in bed. 4. This notebook is too thin, I need a thicker one. 5. He was in prison for 2 years. Since that time he became interested in pigeons. 6. It is a long time since I had a good meal.

5. Перепишите следующие предложения, обращая внимание на различные значения глаголов *to do, to be, to have*. Переведите предложения на русский язык.

1. The students will have to stay after classes. 2. Molly had a child in her

arms. 3. I have never been to Paris. 4. You'd better have your car painted. 5. I am to make a report at our next meeting. 6. John was reading when we came. 7. They will be sent on business trip soon. 8. I wasn't at the lecture last Monday. 9. Don't allow the children to play in the street. 10. Did you buy flowers?

6. Перепишите следующие предложения, обращая внимание на функции инфинитива. Переведите предложения на русский язык.

1. We were too tired to continue our way. 2. It is difficult to translate such texts. 3. His wish was to be given this work. 4. Nick was the last to come to the finish. 5. Is to climb a high mountain an easy or a difficult task?

7. Перепишите следующие предложения, принимая во внимание правила согласования времен и бессоюзное подчинение. Переведите предложения на русский язык. При переводе обратите внимание на тот факт, что в русском языке правила согласования времен отсутствуют.

1. They said that while they were bathing they saw someone examining their cloths. 2. He said he thought my electric iron was unsafe and advised me to have it seen to. 3. I told her to stop making a fuss about nothing and said she was lucky to have got a seat at all. 4. He said I mustn't mind if the first one wasn't very good.

8. Переведите следующий текст письменно, используя словарь.

It has been found necessary in many countries, even such dedicated strongholds of free enterprise as the USA, to control or regulate national economic conditions. The under-developed countries of the world are inevitably interested in control and long term plans guided by the government. India has had a number of such plans. India makes clear distinction between the public and private sectors. Systems of this type are sometimes called "mixed economies".

Britain nowadays has a mixed economy. In the public sector of Britain economic life are the nationalized industries like coal and steel, British Rail and BOAC*. In the private sector are the majority of the nation's industries, both large and small, from giants like ICI** and BP*** to small family businesses.

In 1962 the government set up an official planning body to guide national economic policies. This body is known as the National Economic Development Council (NEDC). The members of the NEDC are representatives of the employers' federations, and the Trades Union

Congress, together with members of the government, eminent industrialists and leading economists.

The main function of the NEDC is planning national production and setting up production targets. It is however a very difficult matter to plan ahead in a mixed economy. It is not possible to plan ahead with any certainty even in a rigidly controlled economy, because natural disasters, political changes and other factors can affect the general plan in unexpected ways.

NOTES: * BOAC - British Overseas Airways Corporation - Британская корпорация зарубежных авиалиний

** ICI - Imperial Chemical Industries - "Империял кемикал индастриз" - Имперский химический трест (крупнейший в Великобритании и Западной Европе химический концерн)

*** BP - British Petroleum - "Бритиш петролеум" - Британская нефтяная компания

ВАРИАНТ III

1. Перепишите предложения, подчеркните в каждом из них глагол-сказуемое и определите его видовременную форму и залог. Переведите предложения на русский язык. Например: are paid – Present Simple Passive. В разделе (B) обратите внимание на особенности перевода пассивных конструкций.

A). 1. Governments usually require all individuals to conform to the laws they make. 2. The consumption of coal and steel has increased greatly in recent years. 3. The city authorities are providing many services for their citizens. 4. The government policy will depend upon the political and economic ideology adopted by the government. 5. Income is used to purchase goods and services.

B). 1. Great difficulties can be created by complete economic freedom of action. 2. The new machines were needed to increase the production output. 3. People who provide labour services are paid wages and salaries. 4. The price at which goods are sold depends on what the seller thinks he can get. 5. The science of economics is concerned with all our needs and wants. 6. The towns, inhabited mainly by craftsmen and traders, were subjected to the authority of the feudal lord. 7. He has already been told to report for duty at six. 8. The paintings will be exhibited till the end of the month. 9. A special edition for children must be written. 10. A competition problem is being

studied.

2. Перепишите предложения, подчеркните Participle I, Participle II и установите функции каждого из них, т.е. укажите, будет ли оно определением, обстоятельством или составной частью глагола-сказуемого. Переведите предложения на русский язык.

1. Laws related to economic conditions are sometimes concerned with the workers' health, wages and pensions. 2. In all communities, of course, the limits are set upon the personal freedom of their citizens. 3. Being completely free, workers might stop working when they got their first pay, and come back only when they need more money. 4. Laws protecting the interests of the workers may be beneficial towards the employers at other times. 5. Production of goods intended for sale is called "production for the market".

3. Перепишите и письменно переведите следующие предложения; подчеркните в каждом из них модальный глагол или его эквивалент.

1. Economists say that a man is economically free if he can do what he wishes with his own property, time and energy. 2. The government policy may be biased towards employers and capital on the one hand, or workers and the problems of labour, on the other. 3. All individual citizens must conform to the laws made by the government. 4. Complete economic freedom can lead to economic anarchy. 5. People have to work to keep themselves and their families.

4. Перепишите следующие предложения и переведите их, учитывая различные значения слов *it, that, since, one, for, as*.

1. I find it necessary to help them. 2. It is Mr. Black whom I want to see. 3. One can get this book everywhere. 4. This room is larger than that one. 5. As I don't know Mr. Smith very well, will you introduce me to him? 6. It's three years since I did any skiing. 7. The astronauts have already been in the orbit for 2 days.

5. Перепишите следующие предложения, обращая внимание на различные значения глаголов *to do, to be, to have*. Переведите предложения на русский язык.

1. I want to have a bite right now. 2. You will have to go there alone. 3. John has to do it. 4. He has finished his work. 5. I have no shares of this company. 6. Our task is to buy all their equipment. 7. He was sent to London in 1996. 8. You are to make a report. 9. Don't do it! 10. Do you take

a bus or a tram?

6. Перепишите следующие предложения, обращая внимание на функции инфинитива. Переведите предложения на русский язык.

1. Let's hurry so as not to be late. 2. Our task is to master English. 3. Illiteracy had to be done away with. 4. The questions to be discussed at tomorrow's meeting are important. 5. Who was the last to speak at yesterday's meeting?

7. Перепишите следующие предложения, принимая во внимание правила согласования времен и бессоюзное подчинение. Переведите предложения на русский язык. При переводе обратите внимание на тот факт, что в русском языке правила согласования времен отсутствуют.

1. He said two days previously an enormous load of firewood had been dumped at his front gate and that since then he hadn't been able to get his car out. 2. I asked him if he had enjoyed hunting and he said he hadn't. 3. My employer hoped I wouldn't be offended if he told me that, in his opinion, I would go better in some other kind of job. 4. She said sadly she was to leave.

8. Переведите следующий текст письменно, используя словарь.

If a person can do what he wishes with his own property, time and energy, then economists say that he is "economically free". In all communities, of course, the limits are imposed upon the personal freedom of their citizens and these limits are in some cases very complex but in other relatively simple. All individuals must conform to the laws made by the government.

Complete economic freedom of action can create great difficulties, because the freedoms of various individuals often conflict. If citizens were completely free some landowners might build factories in unsuitable places, while some factory-owners might make their employees work too long each day. If they were completely free, workers might stop working when they got their first pay, and come back only when they needed more money. Such economic anarchy could cause instability (unemployment, loss of production, etc.) in the whole economy of the country.

Laws related to economic conditions are sometimes concerned with contracts between employers and employees. Sometimes they are concerned with the workers' health, wages and pensions, and sometimes with the location of places of work.

Sometimes they protect the interests principally of the workers, while at other times they may be beneficial towards the employers. The government policy towards both employers and employees will depend upon the political and economic ideology adopted by the government, and may be biased

towards employers and capital on the one hand, or workers and the problems of labour on the other.

Второй год обучения

КОНТРОЛЬНОЕ ЗАДАНИЕ № 3

LABOUR, CAPITAL AND THE MARKET

Для того, чтобы правильно выполнить Задание №4, необходимо усвоить следующие разделы грамматики английского языка по любым учебникам:

1. Основные сведения о сослагательном наклонении (*Subjunctive Mood*).
Условные предложения.
2. Сложные формы инфинитива (*Infinitive*) и причастия (*Participle*).
3. Обороты, равнозначные придаточным предложениям:
 - a) Объектный инфинитивный оборот (*Complex Object*)
 - b) Субъектный инфинитивный оборот (*Complex Subject*)
 - c) Самостоятельный (независимый) причастный оборот (*Absolute Participial Construction*).
4. Эмфатические конструкции.
5. Многозначность *that (those), once, only, since*.

После изучения всего указанного выше материала можно приступить к выполнению задания.

READING MATERIAL

Text 3 (A) Utility and Prices

Our basic needs are simple, but our additional individual wants are often very complex. Commodities of different kinds satisfy our wants in different ways. A banana, a bottle of medicine and a textbook satisfy very different wants. The banana cannot satisfy the same wants as the textbook.

This characteristic of satisfying a want is known in economics as its *utility*. Utility, however, should not be confused with usefulness. For example, a submarine may or may not be useful in time of peace, but it satisfies a want. Many nations want submarines. Economists say that utility determines "the relationship between a consumer and a commodity".

Utility varies between different people and between different nations. A vegetarian does not want meat, but may rate the utility of bananas very highly, while a meat-eater may prefer steak. A mountain-republic like Switzerland has little interest in submarines, while marine nations rate them highly.

Utility varies not only in relation to individual tastes and to geography, but also in relation to time. In wartime, the utility of bombs is high, and the utility of pianos is low. Utility is therefore related to our decisions about priorities in production -particularly in a centrally planned economy. The production of pianos falls sharply in wartime.

The utility of a commodity is also related to the quantity, which is available to the consumer. If paper is freely available, people will not be so interested in buying too much of it. If there is an excess of paper, the relative demand for paper will go down. We can say that the utility of a commodity therefore decreases as the consumer's stock of that commodity increases. A special relationship exists between goods and services on the one hand, and a consumer and his money, on the other. The consumer's desire for a commodity tends to diminish as he buys more units of that commodity. Economists call this tendency the *Law of Diminishing Marginal Utility*.*

NOTES: *the Law of Diminishing Utility - закон убывающей предельной полезности

Text 3 (B) Supply and Demand

Economists talk about the *Law of Supply*, in which a rise in prices tends to increase supply, while a fall in prices tends to reduce it. If prices rise for a

particular commodity, the rise will of course encourage producers to make more.

On the other hand, if prices fall either locally or throughout the world, producers will reduce production. This can result in serious difficulties for many producers, and may cause them to go out of business completely. Over-production of any commodity can also create difficulties, because it can lead to a glut on the market, which may cause prices to fall sharply.

Changes in prices lead to changes in the quantity of a particular commodity, which is made available to consumers. In such instances supply is said to be "*elastic*", because it can be increased or decreased rapidly in response to market prices.

Elasticity of supply, as a response to changes in price, is related to demand. Economists define "*demand*" as a consumer's desire or want, together with his willingness to pay for what he wants. We can say that demand is indicated by our willingness to offer money for particular goods or services. Money has no value in itself, but serves as a means of exchange between commodities, which do have a value to us.

Usually we have to decide carefully how to spend our income. We do it according to our personal scale of preferences. In this scale of preferences essential commodities come first (food, clothing, shelter, medical expenses etc.), then the kind of luxuries, which help us to be comfortable (telephone, special furniture, insurance etc.), and finally those non-essentials, which give us personal pleasure (holidays, parties, visits to theatres or concerts, chocolates etc.).

Elasticity of demand is a measure of the change in the quantity of a good, in response to demand. The change in demand results from a change in price. Demand is inelastic when a good is regarded as a basic necessity, but particularly elastic for non-essential commodities. Accordingly, we buy basic necessities even if the prices rise steeply, but we buy other things only when they are relatively cheap.

Text 3 (C) The Price System

The utility of a commodity is related to the *Laws of Supply and Demand*.

When economists talk about a Law of Supply, they mean that a rise in prices tends to increase the supply of a commodity, while a fall in prices tends to reduce it.

When they talk about a Law of Demand, they mean that the fall in prices tends to increase the demand for a commodity, while a rise in prices tends to decrease the demand. In any economic situation, a consumer will decide to buy a commodity only in terms of its particular utility to him.

So changes in market prices lead to changes in the quantity of a particular commodity made available to consumers.

Equilibrium is a combination of price and quantity at which the quantity demanded and the quantity supplied are the same. Once equilibrium is achieved, there is no incentive for producers or consumers to move away from it. An equilibrium price changes only when demand or supply changes - i.e., when the determinants of demand or the determinants of supply change.

A price that is above the equilibrium price creates a surplus, because producers are willing and able to offer more for sale than buyers are willing and able to purchase.

A price that is below the equilibrium price leads to a shortage, because buyers are willing and able to purchase more than producers are willing and able to offer for sale.

When demand changes, price and quantity change in the same direction.

When supply changes, price and quantity change, but not in the same direction. When both demand and supply change, the direction of the change depends on the relative sizes of the changes in demand and supply.

Markets may not always be in equilibrium because price changes may be costly, buyers and sellers fix prices for long periods of time, or the government may regulate prices.

Text 3(E) Labour

Money is not only a means of exchange but is also a means of measuring the value of men's labour. In economic theory, "labour" is any work undertaken in return for a fixed payment. The work undertaken by a mother in caring for her children may be hard, but it receives no fixed payment. It is not therefore labour in the strict economic sense.

As a scientist, the economist is interested in measuring the services, which people render to each other. Although he is aware of the services, which people provide for no financial reward, he is not concerned with these services. He is interested essentially in services, which are measurable in terms of money payments for a fixed and/or regular nature. In economics, money is the standard by which the value of things is judged. This standard is an objective and scientific one.

Human labour produces both goods and services. The activities of a farm worker and a nurse are very different, but both are measurable in terms of payments received. Labour in this sense is not concerned with distinctions of social class, but simply with the payment of wages in return for work. The *national labour force* are those people who are available for work within the nation, i.e. the working population.

It should be noted that any person engaged in private business is self-employed and his activities are partly those of an employer and partly those of an employee. If however he employs an assistant, to whom he pays a fixed wage, his new employee provides labour in return for payment. The employer receives the surplus (large or small) from the whole business. This surplus is the reward of private enterprise and is known as *profit*.

Text 3(F) Capital

Labour is any work performed for an employer at a negotiated rate while *profit* is the surplus, which accumulates as a result of productive work. The employer obtains this surplus after he pays the necessary expense of his business and the wages of his employees. He may be required to share the surplus with others who have provided the capital with which he started his business.

Most businesses need capital in order to start productive work, and the capital pays for the accommodation, machinery and other items, which the business needs.

There is always an element of risk in providing capital and starting a business. The business may not be successful. The employees of the business do not bear this risk, but the employers and the providers of capital do bear it. If the business is successful, the risk has been justified and the invested capital earns part of the profits as a return on the investment.

The capital, which people provide to help new business, is an accumulation of previous surpluses on previous business activities. In this way the past is used to finance the future. Such capital is accumulated by a deliberate policy of saving surpluses. This policy may be personal, or it may be collective. As such, it is common to many economic systems. A certain part of the profit is "ploughed back" into the system in order to create capital.

In general, capital can be defined as (1) a factor of production (for example, machinery or cash); (2) the assets possessed by a person, a company or a nation. Land, houses and shares in a business are capital. All railways, docks, airports and state funds of money are part of the nation's capital.

Text 3 (G) Markets and Monopolies

The term *market*, as used by economists, is an extension of the ancient idea of a market as a place where people gather to buy and sell goods. In those days part of a town was kept as a market, and people would travel long distances on special market-days in order to buy and sell various commodities. Today, markets such as the world sugar market, the gold

market and the cotton market do not need to have any fixed geographical location. Such a market is simply a set of conditions permitting buyers and sellers to work together.

In a *free market*, competition takes place among sellers of the same commodity, and among those who wish to buy that commodity. Such competition influences the prices prevailing on the market. Prices fluctuate, and such fluctuations are affected by current supply and demand.

In a *perfect market*, communications are easy, buyers and sellers are numerous and competition is completely free. There can be only one price for any given commodity: the lowest price, which sellers will accept, and the highest, which consumers will pay. There are, however, no really perfect markets. It can be said that the price ruling in a market indicates the point where supply and demand meet.

In some markets there may only be one seller or a very limited number of sellers. Such a situation is called a *monopoly*, and may arise from many different causes. It is possible to distinguish in practice four kinds of monopoly: (a) state monopolies, (b) natural monopolies, (c) legal monopolies and (d) sole traders.

State, natural and legal monopolies are distinct from the sole trading which takes place because certain companies have obtained complete control over particular commodities. This action is often illegal in many countries. In the USA anti-trust laws operate to restrict such activities, while in Britain the Monopolies Commission examines all special arrangements and mergers, which might lead to understand monopolies.

ВАРИАНТ 1

1. Перепишите и письменно переведите следующие предложения, принимая во внимание, что инфинитив в функции определения и особенно Complex Object и Complex Subject часто соответствуют придаточным предложениям.

1. There is no time to be lost with the delivery. 2. The manufacturers expected their goods to be in great demand. 3. Basic human needs seem to be very simple, but individual wants may be very complex. 4. New brands were reported to have been sold well. 5. We believe our people to restore the level of economic development during the shortest time period. 6. Labour power is man's ability to work. 7. Though abolished in America slavery did not disappear.

2. Перепишите и письменно переведите данные ниже предложения, учитывая различия в переводе зависимого и независимого причастного

оборотов

1. Launching your own business you should have initial capital. 2. New business having been launched, they worked day and night. 3. A new Board of Directors was formed, with R. Brown being in charge of finance. 4. The contract having been signed, the partners shook hands. 5. In many underdeveloped countries people suffer most from the rising cost of living. 6. An economy manufacturing products for exchange is called a commodity economy. 7. The total sum of money received over a certain period (a year) is called the country's national income.

3. Перепишите и письменно переведите следующие предложения, учитывая разные возможности перевода герундия на русский язык.

1. They regretted having lost the cargo. 2. People buy essentials even if this means spending all their money. 3. Britain's industry was protected by prohibiting the colonies from producing certain goods. 4. In primitive times people lived for centuries without exploiting each other. 5. Anarchy in production prevails in a society of individual commodity producers as they all work without planning their production.

4. Перепишите и письменно переведите следующие предложения, содержащие причастия, герундий и инфинитив или конструкции с ними.

1. Any person engaged in private business is known to be paid a fixed sum of money. 2. Everyone believes economy to be a rather difficult science. 3. We consider money to be a means of measuring the value of men's labour. 4. Human labour is supposed to produce both goods and services. 5. The activities of a farm worker and a nurse being very different, the payment received by the two should be different too. 6. The work having been finished in time, all the salesgirls got their salaries. 7. Many economists believe the wages to be the price of labour. 8. The report will be discussed at the conference to open in Moscow soon. 9. Known as simple commodity production, this sort of economy is based on private ownership. 10. Saving means not spending income on consumption. Simply leaving money in a current account or in a jar on the mantelpiece, as long as it represents non-spending of current income, is saving.

5. Перепишите и письменно переведите данные предложения,

содержащие условные придаточные предложения.

1. If the exchange rate changes the parties will renegotiate the price. 2. If the exchange rate changed the price would be renegotiated. 3. If the demand had risen they would have produced more of that commodity. 4. Had there been a license the tax police would not have closed your business. 5. If the president employs an assistant his new employee provides labour in return for payment. 6. If the new employee had received the surplus from the whole business, he himself would have received his wage. 7. If we talked about the "national labour force", we would mention all those people who are available for work within the nation. 8. If you fire your bookkeeper, you'll have many difficulties in finding another one of the same qualification. 9. If it is hard work, you should be paid properly.

6. Перепишите и переведите на русский язык предложения, содержащие усилительные (эмфатические) конструкции.

1. And he did maintain himself though he was very young. 2. It is labour that creates the use-value (потребительская стоимость) of a commodity. 3. It is under simple commodity production when the owner of commodities sells his goods to purchase others. 4. It is the worker's ability to create surplus value that the employers are most interested in. 5. It is oil that is becoming too expensive for generating electrical power; therefore the percentage of energy obtained from coal does increase.

7. Прочтите и устно переведите 1 и 2 абзацы текста. Перепишите и письменно переведите 3 абзац.

The Open Market

In addition to being a means of exchange, money is also a means of measuring the value of men's labour. Labour, in economic theory, is any work undertaken in return for a fixed payment. A mother may work very hard for her children, but she receives no fixed wages for her work. It is not therefore labour in the strict economic sense. Economists are interested in measuring the services, which people render to each other. They are not concerned with such services, which people provide for nothing. In economics, money is the standard by which the value of things is judged.

Human labour produces both goods and services. The activities of a farm worker and a nurse are very different, but each is measurable in terms of payment received. If however a farmer is self-employed and does not receive a fixed wage from anyone else, he is in a different category from the nurse and from his own farm workers. His activities are not wholly labour. His

workers receive their wages, but he receives whatever surplus (large or small) emerges from his farming. This surplus, like any surplus in industry or commerce, is what we usually call profit.

Employers obtain their net profits only after they have paid all expenses arising out of their business activities: interest, rentals, payments for machinery, wages and overheads generally. The surplus is not usually available only for employers and their families. Normally part of it goes to those who have provided the initial capital needed to start a business. There is always an element of risk in providing capital for new businesses. Such businesses may fail. Both those who have provided the capital and those who run the businesses agree to bear risk, but employees of such businesses are not expected to bear any risk. If the business is successful, the risk-taking has been justified, and invested capital earns part of the profits as a return on the investment and the period during which the capital was at risk.

ВАРИАНТ II

1. Перепишите и письменно переведите следующие предложения, принимая во внимание, что инфинитив в функции определения и особенно Complex Object и Complex Subject часто соответствуют придаточным предложениям.

1. This is the contract to be signed first of all. 2. They found the advertising campaign to have worked very well. 3. The goods seemed to be of excellent quality. 4. Supply is said to be elastic when it is regulated according to market prices. 5. The entrepreneur wants the wageworker to be skilled and to acquire qualifications on his own expenses. 6. We have no intention to order these goods. 7. Established, at the end of the 14th century in Italy and in the 16th century in other countries, the first large enterprises were capitalist manufactories.

2. Перепишите и письменно переведите данные ниже предложения, учитывая различия в переводе зависимого и независимого причастного оборотов.

1. Circulating capital is spent on the purchase of labour power. 2. An economy producing goods for direct consumption and not for sale is called a natural economy. 3. The value of the commodity manufactured has two components. 4. Having been promoted the goods sold well. 5. The goods

having been promoted, the sales increased. 6. The company flourished, with a new image found. 7. A meeting ground having been reached, both parties were satisfied.

3. Перепишите и письменно переведите следующие предложения, учитывая разные возможности перевода герундия на русский язык.

1. We are greatly interested in buying computers and office equipment. 2. Overproduction resulted in decreasing the price. 3. The Letter of Credit was made valid by having been extended for another term. 4. Labour spent on finishing, transporting and packaging commodities adds a new value to the already existing one. 5. Studying the laws governing goods production and distribution is a subject matter of economics.

4. Перепишите и письменно переведите данные предложения, содержащие условные придаточные предложения.

1. If prices fall the manufacturers will reduce the production. 2. If prices fell the production would be reduced. 3. If business had been going well the company would have survived. 4. Were there an excess of these goods, however, the individual cannot change the prices of the commodities he wants. 5. When planning his expenditures, he must therefore accept these fixed prices. Relative demand would go down, then. 6. If it is a free market, the competition takes place among sellers of the same commodity. 7. If you fired this bookkeeper, you would be very sorry. 8. If you had put services into effect quickly, you would not have failed. 9. If you start your own business you need capital. 10. If we examine the monetary history of Greece and Rome, we'll find a very complex manipulation of standards and currency.

5. Перепишите и письменно переведите следующие предложения, содержащие конструкции с причастиями, герундием и инфинитивом.

1. This kind of business seemed to be successful. 2. The Island of Britain is known to have been revealed to the Roman world by Julius Caesar in the year 55 BC. 3. The manager made his employees start productive work. 4. We consider such a risk to have been justified. 5. In the American economic system the type and quality of goods produced are determined largely through the interaction of supply and demand. 6. With the sphere of culture still remaining profitable, the aim of the "cultural" capitalist is to cut down the cost of production to a minimum. 7. Selling commodities on foreign markets entrepreneurs are able to expand production and thereby to increase

profit. 8. The amount of money to be paid included the cost of packing. 9. The planning process requires a large bureaucracy with the resulting problem of securing administrative efficiency faced by any large organization. 10. The government can influence the money supply by buying and selling its own securities.

6. Перепишите и переведите на русский язык предложения, содержащие усилительные (эмфатические) конструкции.

1. Workers do restore the physical strength because they have all the vital necessities needed. 2. It is abstract labour that forms the value of a commodity. 3. It is only the value of the workers' labour that they are paid for. 4. It is under private ownership of the production means when the law of value results in the emergence of capitalist relations. 5. I believe he does know the subject well.

7. Прочтите и устно переведите текст. Перепишите и письменно переведите 1 и 3 абзацы.

The Open Market

Capital invested in business is simply the accumulation of previous surpluses on previous business activities. In this way the past is used to finance the future. The accumulation of capital is almost always deliberate, either on the part of individual citizens or on the part of the state. Even in non-capitalistic societies a certain part of the surplus achieved in any enterprise is "*ploughed back*" into the system in order to promote further growth.

When capital, labour and enterprise combine to make a new business successful, the business must still continue to compete on the market with other companies producing the same type of commodity. The term *market*, as used by economists, is a logical extension from the idea of a place set aside for buying and selling. In the past, part of a town was kept as a marketplace, and country people would come in on market-days to buy and sell. Markets today need not however to be located in any fixed place: the sugar market and the cotton market are not geographical locations, but simply sets of conditions which permit buyers and sellers to work together.

In a free market, competition takes place among sellers in order to sell their commodities at the best possible price, and among buyers in order to obtain what they want at a price, which suits them. Such competition influences prices. Changes in supply and demand have their effects, and it is not surprising that considerable fluctuations in price can take place over periods of weeks and months.

ВАРИАНТ III

1. Перепишите и письменно переведите следующие предложения, принимая во внимание, что инфинитив в функции определения и особенно Complex Object и Complex Subject часто соответствуют придаточным предложениям.

1. Goods not to be stored for a long time are called perishable goods. 2. Do you want us to revise the price? 3. The new business was expected to give considerable profit. 4. The first use of the symbol to decorate a shawl appears to have been in the Indian province of Kashmir in the late 17th century. 5. We know labour power to exist only as long as its owner remains alive. 6. There is every reason to suppose that the machinery will arrive in time. 7. When exchanged, articles of different value are equaled to each other.

2. Перепишите и письменно переведите данные ниже предложения, учитывая различия в переводе зависимого и независимого причастного оборотов.

1. The part of capital spent on production means is called constant capital. 2. Looking at varicoloured cars, lorries and buses rushing from traffic lights to traffic lights, from one jam to another, it is hard to imagine that Japan entered the automobile age only 30 years ago. 3. 1960 was a historic year in aviation making the passage from propeller flight to the jet era. 4. Having made an investment they expected to obtain good interest. 5. The investment having been made, they gained high profit. 6. The assortment was varied, with the customers being satisfied. 7. The discount having been given, the contract was drawn up.

3. Перепишите и письменно переведите следующие предложения, учитывая разные возможности перевода герундия на русский язык.

1. Factors of production include labour, capital and natural resources used in producing goods and services. 2. The change of the exchange rate resulted in renegotiating the price. 3. The cameras sold well after having been promoted. 4. In determining the probability of this enterprise, the entrepreneur sets surplus against the capital spent. 5. After revealing the secret of capitalist exploitation, Marx discovered the basic law of capitalist mode of production.

4. Перепишите и письменно переведите следующие предложения, содержащие конструкции с причастиями, герундием и инфинитивом.

1. Every enterprise would like fuel and raw materials to be cheap. 2. Being a commodity, labour power also has a use-value, which includes the wage, that is worker's capacity to create value greater than the value of his labour during production. 3. Historians suppose the name "London" to come from a Celtic word. 4. The new method is believed to have given good results. 5. Speculation is buying and selling with a view to buying and selling after when prices have changed. 6. The Physiocrats regarded the state's role as simply that of preserving property and upholding the natural order. 7. Communications being easy, buyers and sellers are numerous and competition is completely free. 8. Transfer costs should include all costs of achieving these physical transfers, including loading and unloading costs, administrative costs, etc. 9. Having created products to meet present and future needs, we must ensure that they provide optimum cost performance (оптимальную характеристику стоимости).

5. Перепишите и письменно переведите данные предложения, содержащие условные придаточные предложения.

1. If prices increase we shan't be able to buy more fuel from you. 2. If you gave us a 5% discount we would increase our purchase of fuel. 3. If there had been an excess of this commodity the demand would have fallen. 4. Had the terms been reasonable the contract would have been signed immediately. 5. If you think we are living in an age of technology, you are perfectly right. If you think this is a phenomenon of recent years or centuries, you are entirely wrong. 6. If we look at the structure of societies, it will be seen that they are divided into different levels, or strata. 7. If we could go back thousands of years, we should find that people who lived at that time also had to think of necessary supplies of food and clothing, and of suitable shelter. 8. Trade would have developed, if some surplus had been produced. 9. The great development of industry that occurred in the 19th century would not have been possible if it had not been for the invention of steam.

6. Перепишите и переведите на русский язык предложения, содержащие усилительные (эмфатические) конструкции.

1. The quality and quantity of the necessary means of substance do depend on certain factors. 2. It is the development of the forms of value that led to the appearance of money itself. 3. It is the working people who suffer

most from the inflation. 4. It was two years ago when the firm built this factory. 5. It was the mechanized cotton mills of the North of England that were making wealth.

7. Прочтите и устно переведите 1 абзац текста. Перепишите и письменно переведите 2 абзац.

The Open Market

Monopoly is one of the peculiar factors, which can affect the sale, and purchase of certain commodities. In some markets, there may be only one seller or a cartel of sellers working very closely together to control prices. The result of such monopolistic activity is to fix prices at a level suitable to the seller, a level, which may bring him artificially high profits. Many governments dislike this procedure and have taken legal action to restrict or halt any business activities directed towards "cornering the market". In the US, anti-trust laws operate to limit cartels and mergers, while in Britain the Monopolistic Commission examines all special arrangements and mergers referred to them by the Board of Trade which appear to operate against the public interest.

This type of monopoly is not the only possibility, however. There are three other forms: state, legal and natural. State monopolies are quite common nowadays, where the authorities in a particular country control industries like steel and transport or important and prestigious services like national airlines. Legal monopolies are rather different, because the law permits certain individuals to benefit solely from their special inventions, discoveries or processes. No other person may infringe their rights in respect to such monopolies. Finally, natural monopoly arises where a nation or individual possesses most of a particular mineral for reasons of geography and geology. Canadian nickel and South African gold are two well-known examples of this kind of monopoly.

КОНТРОЛЬНОЕ ЗАДАНИЕ № 4

MONEY AND FINANCIAL INSTITUTIONS

Для правильного выполнения Задания №4 необходимо усвоить

следующие разделы курса английского языка по любым учебникам:

1. Особенности перевода страдательного залога английских глаголов, имеющих предложное дополнение или дополнение без предлога.

2. Место *Participle II*, выступающего в функции определения, и способы его перевода на русский язык.

3. Бессоюзные дополнительные и определительные придаточные предложения.

4. Бессоюзные условные предложения (Инверсия).

5. Многозначность *should / would*.

После изучения указанного материала можно приступить к выполнению задания.

READING MATERIAL

Text 4 (A) Functions of Money

All values in the economic system are measured in terms of money. Our goods and services are sold for money, and that money is in turn exchanged for other goods and services. Coins are adequate for small transactions, while paper notes are used for general business. There is additionally a wider sense of the word *money*, covering anything, which is used as a means of exchange, whatever forms it may take. Originally, a valuable metal (gold, silver or copper) served as a constant store of value, and today the American dollar is technically "backed" by the store of gold, which the US government maintains. Because gold has been universally regarded as a very valuable metal, national currencies were for many years judged in terms of the so-called *gold standard*.

Paper notes have generally replaced valuable metals. These notes are used by governments and authorized banks, and are known as *legal tender*. Other arrangements such as checks and money orders are not legal tender. They perform the function of substitute money and are known as *instruments of credit*. Credit is offered only when creditors believe that they get a good chance of obtaining legal tender when they present such instruments at a bank or other authorized institution. If a man's assets are known to be considerable, then the credit will be good. If his assets are in doubt, it may be difficult for him to obtain large sums of credit or even to pay for goods with a check.

The value of money is basically its value as a *medium of exchange*, or, as economists put it, its *purchasing power*. This purchasing power is dependent on supply and demand. The demand for money is the quantity needed to effect business transactions. An increase in business requires an increase in the amount of money coming into general circulation. But the demand for money is related not only to the quantity of business but also to

the rapidity with which the business is done. The supply of money, on the other hand, is the actual amount in notes and coins available for business purposes. If too much money is available, its value decreases, and it does not buy as much as it did, say, five years earlier. This condition is known as *inflation*.

Text 4 (B) Banks and Banking

Banks are closely concerned with the flow of money into and out of the economy. They often co-operate with governments in efforts to stabilize economies and to prevent inflation. They are specialists in the business of providing capital, and in allocating funds on credit. Banks originated as places to which people took their valuables for safekeeping, but today the great banks of the world have many functions in addition to acting as guardians of valuable private possessions.

Banks normally receive money from their customers in two distinct forms: on current account, and on deposit account. With a current account, a customer can issue personal checks. The bank on this type of account pays no interest. With a deposit account, however, the customer undertakes to leave his money in the bank for a minimum specified period of time. Interest is paid on this money.

The bank in turn lends the deposited money to customers who need capital. This activity earns interest for the bank, and this interest is almost always at a higher rate than any interest, which the bank pays to its depositors. In this way the bank makes its main profits.

The primary function of a bank today is to act as an intermediary between depositors who wish to make interest on their savings, and borrowers who wish to obtain capital. The bank is a reservoir of loanable money, with streams of money flowing in and out. For this reason, economists and financiers often talk of money being *liquid*, or of the *liquidity* of money. Many small sums which might otherwise be used as capital are rendered useful simply because the bank acts as a reservoir.

The system of banks rests upon a basis of trust. Innumerable acts of trust built up the system of which bankers, depositors and borrowers are part. They all agree to behave in certain predictable ways in relation to each other, and in relation to the rapid fluctuations of credit and debit. Consequently, business can be done and checks can be written without any legal tender visibly changing hands.

Text 4 (C) International Banking

Large banks today are truly transnational enterprises. International banks, like domestic banks, act as financial intermediaries. But they operate in different legal environment.

The laws regulating domestic banking in each nation are typically very restrictive, yet many nations allow international banking to operate largely unregulated. Because they are not hampered by regulations, international banks typically can offer depositors and borrowers better terms than could be negotiated at a domestic bank.

The International Bank for Reconstruction and Development (IBRD), referred to as the World Bank, provides development aid to the world's poorest and underdeveloped countries. The International Monetary Fund (IMF) concentrates on providing advice and temporary funds for countries with economic difficulties.

The major role of the World Bank, the world's greatest development bank, is to provide a helping hand to countries in need. Its first activity, after being set up in Washington, D.C., in 1945, was to channel funds from the United States and other nations to rebuilding Europe after World War II.

The World Bank often relies on the IMF to encourage countries to make difficult economic reforms. The economic medicine prescribed by the IMF is painful. For example, it often insists on strict anti-inflationary measures, such as increasing the prices on basic goods and services.

Besides supervising the international monetary system and providing financial support to member countries, since the early 1990s the IMF has been concentrating its efforts in two areas. First, it has mounted a massive campaign to assist the countries of Eastern Europe in difficult transition from centrally planned to market economies. It is providing not only money but, what is more important, expertise in establishing those financial and economic structures (central banks, tax systems, currency convertibility, tariff regimes, etc.) indispensable for functioning of a free-enterprise system. Second, it is continuing to assist its poorer members in creating environment for economic growth.

Text 4 (D) Common Market

The European Economic Community (EEC; Common Market) was established by the six member states of the European Atomic Energy Community – France, Spain, Germany, the Netherlands, Belgium and Italy. The controlling bodies of these three communities merged in 1967 to form the Commission of European Communities and the Council of European Communities. The European Parliament and the European Court of Justice were formed in accordance with the Treaty of Rome in 1957.

At present the European Common Market has almost 50 years of history behind it. It has grown to 12 member states, and some other countries would like to join it.

It is a fact of modern life that trade, economic, social and technological projects would be impossible without international cooperation. In the EC countries there are no trade barriers. The capitals and goods flow freely. Besides their national currencies the member states had the common currency called ECU (European Common Unit).

In January 1999, the Common Market began official operations with the new currency – EURO. Since 1999 it has been more expensive than the US dollar but used only in the banks. In 2003 it was internationally accepted and became the major European currency.

ВАРИАНТ 1

1. Перепишите следующие предложения и письменно переведите их на русский язык. При переводе обратите внимание на место предлога в русском языке.

1. The terms were agreed upon. 2. The data can be relied on. 3. This method was done away with many years ago. 4. The introduction was followed by a list of illustrations. 5. Character is influenced by heredity and environment. 6. People are influenced by the pronunciation and words they hear on the radio and TV or in spoken motion pictures,

2. Перепишите и письменно переведите следующие предложения, выбирая русские глаголы с дополнением без предлога.

1. This phenomenon will be commented upon in the following paragraph. 2. Some urgent problems have been touched upon here. 3. These matters will not be dealt with here.

3. Перепишите и письменно переведите текст. Обратите внимание на место Participle II в качестве определения и способы его перевода.

Overtime hours are the hours worked in excess of the standard number of hours of week laid down in the conditions of employment. Hourly-paid employees are normally paid at a higher rate per hour for overtime than for standard hours, and it is therefore in their interests to get the number of standard hours reduced. The amount of overtime worked fluctuates in response to movements in aggregate demand. From 1968 to 1975 the standard number of hours worked per week in the UK fell by about 1 per cent to just under forty hours, whereas the number of hours actually worked per week has fallen by 5 per cent to a little over forty-two.

4. Перепишите следующие предложения; выделите в них придаточные предложения, подчеркните их и определите тип. Предложения переведите на русский язык.

1. Man exchanges his services for the goods he wants to consume. 2. The number of people this planet can support is limited. 3. The choice we make depends on our preferences. 4. In 1812 a young Bostonian, Francis Calot Lowell, had returned from a trip to England determined to set up in the United States a textile factory of the kind he had seen in Lancashire. 5. He raised capital, bought a site in the Charles River, and launched a factory that succeeded in the mass production of coarse sheeting. 6. Most people believe the chief reason for going to school is to learn something. 7. I think there is a great deal of merit in wanting to conserve energy. 8. Many of the rights English people enjoy today were won at a great sacrifice, first by the rising bourgeoisie against feudalism, and later by the working class.

5. Перепишите и переведите следующие предложения, обратив внимание на порядок слов в придаточном предложении.

1. Could the ice of the poles be melted, Antarctica might be the home of new nations and new civilizations. 2. Columbus did not find in the Americas a civilization that was technically more advanced than that of Europe. Had there been one there, it would have discovered Europe. 3. Japan's large population could not have been self-supporting for so long, had soil and climate not been favourable.

6. Перепишите следующие предложения. Укажите, в каком значении употребляется в них глаголы should / would. Предложения переведите.

1. More attention should be paid to reducing the quantity of money in the economy. 2. Guaranteed wage should be followed by permanent employment. 3. In principle, the price increases should eliminate the excess demand. 4. At different stages of research the scientist would be interested in different questions. 5. Both private and public companies would not make public certain information about their business. 6. Private companies would place certain restrictions on the transfer of shares. 7. The discovery of life on another planet would be a monument to our age. 8. There is no problem, which would be more exciting to everybody than that of life on other planets.

7. Перепишите и письменно переведите на русский язык приводимый

ниже текст.

What Are The Causes of Inflation?

Economists use the terms *purchasing power*, or *value*, to describe the quantity and quality of goods and services we can buy with our money. When prices rise, the *value* of money falls; when prices fall, its value increases.

An extended period of rising prices is called *inflation*. One in which prices are falling is called *deflation*.

If prices and income rise by the same percentage, inflation is not a problem. And inflation is very much a problem when income rises at a slower rate than prices.

Economists often classify inflation according to the source of the inflationary pressure.

Demand-Pull Inflation. A situation in which there is "too much money chasing too few goods" is described as demand-pull inflation. When demand increases faster than industry's ability to satisfy that demand, prices will increase.

Cash-Push Inflation. A period of rising prices due to an increase in the cost of production is called cost-push inflation. For instance, efforts by producers to increase profits by increasing prices rather than by reducing costs could trigger an inflationary spiral.

Although these notions explain how certain rounds of inflation begin, there are other factors to consider, for example, sudden unexpected shortage of a basic commodity can cause price increase.

NOTES: Demand-pull inflation - инфляция, вызванная превышением спроса над предложением

Cash-push inflation – инфляция, вызванная ростом издержек производства

ВАРИАНТ II

1. Перепишите следующие предложения и письменно переведите их на русский язык. При переводе обратите внимание на место предлога в русском языке.

1. The new discovery is being much spoken about. 2. At present tests are usually relied on to supply the data. 3. Many materials now commonly used were not even thought of thirty years ago. 4. This simple rule is followed by the majority of scientists. 5. The use of metals is affected by a number of factors. 6. The proposal will be dealt with later.

2. Перепишите и письменно переведите следующие предложения, выбирая русские глаголы с дополнением без предлога.

1. The working method of science may be dealt in several ways. 2. The exceptions are not easily accounted for. 3. Some urgent problems have been touched upon here.

3. Перепишите и письменно переведите следующий текст. Обратите внимание на место Participle II в качестве определения и способы его перевода.

Overtime hours are the hours worked in excess of the standard number of hours of week laid down in the conditions of employment. Hourly-paid employees are normally paid at a higher rate per hour for overtime than for standard hours, and it is therefore in their interests to get the number of standard hours reduced. The amount of overtime worked fluctuates in response to movements in aggregate demand. From 1968 to 1975 the standard number of hours worked per week in the UK fell by about 1 per cent to just under forty hours, whereas the number of hours actually worked per week has fallen by 5 per cent to a little over forty-two.

4. Перепишите следующие предложения. Выделите в них придаточные предложения, подчеркните их и определите тип. Предложения переведите.

1. Modern man lives in a crowded world with the benefits and inconveniences large crowds imply. 2. People find it profitable to trade the things they possess in overabundance for the things they want more urgently. 3. A student takes into consideration the market potential for the training he chooses to acquire. 4. Lowell died in 1817, but by this time the industry he had founded was firmly established. 5. You are deeply involved in economics whether you have taken a course in it or not. Every time you buy a can of beans or collect a paycheck or put \$20 in your savings account, you affect not only your own economic life, but also the lives of others. 6. Some people say American great cities are monuments of progress; others say they are symptoms of social disease. 7. The value of the dollar is determined by how much it will buy. Money is as "good" as the amount of food, electricity, clothing, etc', you can get in exchange for it.

5. Перепишите и переведите следующие предложения, обратив внимание на порядок слов в придаточных предложениях.

1. The movement would have remained ineffective, had it not found an army in the recently developed class of industrial workmen. 2. Had the antifascist, antiwar forces been able at that time to unite, World War II

could have been prevented; fifty million would not have had to die. 3. Only if we bear the future in mind, will we be able to guide and correctly invest our energies at the present time". (P. Kapitsa)

6. Перепишите следующие предложения. Укажите, в каком значении употребляются в них глаголы should / would. Предложения переведите.

1. In principle, the price increases should eliminate the excess demand. The idea that we should consume less, in order to save and invest more was much criticized. 3. The bulk of company's reserves would be invested in the business. 4. An industry with low concentration would be one, which contained a hundred firms each of approximately the same size. 5. The firm's demand for labour would be determined by a complex of factors. 6. To judge by these factors would be risky. 7. It would be wrong to think that the intellectual capacities of an individual man are inexhaustible.

7. Перепишите и письменно переведите на русский язык приводимый ниже текст.

Who Suffers Or Benefits From Inflation?

Inflation affects people differently: some suffer, while others benefit.

Those most likely to suffer from inflation are *people living on relatively fixed incomes, savers, lenders and business.*

During periods of inflation the cost of living increases. Therefore it is necessary to earn more just to maintain your present living standard. How much of an increase is necessary? At least as much as the rate of inflation.

Some people put their money into savings accounts or bonds that guarantee a fixed rate of returns (usually called "interest"). Unless the rate of return is at least as high as the inflation rate, the money returned to a saver will purchase less than the sum he or she set aside. Those who lend money are in the same position as those who save.

Business is hurt by inflation because it causes uncertainty and makes it hard for managers to predict future costs. Besides, it raises production cost.

Those who can easily increase their incomes, borrowers and government, can benefit from inflation.

Certain professions, industries and labour groups find it easier to increase prices and wages during periods of inflation than at other times. A case in point is the retail jewelry trade. During periods of inflation the price of jewelry has generally increased faster than the cost of living. The result has been higher profit margins for jewelers.

ВАРИАНТ III

1. Перепишите следующие предложения и письменно переведите их на русский язык. При переводе обратите внимание на место предлога в русском языке.

1. The nature of the problem is such that empirical approach can be relied upon. 2. Old traditions cannot be easily done away with. 3. These days the Conservative Party is often referred to as the party of business directors. 4. This discovery was followed by the others in Europe and North America. 5. The migration of workers to the United Kingdom in recent times has been influenced more by the demand in labour in Britain than by unfavorable conditions at home.

2. Перепишите и письменно переведите следующие предложения, выбирая русские глаголы с дополнением без предлога.

1. The problem of pollution was not even touched upon some fifty years ago. 2. The British Minister of Education said that that the government had been concerned about the ability of British children to speak other languages. 3. The best-known example of an artificial language is Esperanto. A young Warsaw doctor who in 1887 published a book called «International Language» created it.

3. Перепишите и письменно переведите следующий текст. Обратите внимание на место Participle II в качестве определения и способы его перевода.

Overtime hours are the hours worked in excess of the standard number of hours of week laid down in the conditions of employment. Hourly-paid employees are normally paid at a higher rate per hour for overtime than for standard hours, and it is therefore in their interests to get the number of standard hours reduced. The amount of overtime worked fluctuates in response to movements in aggregate demand. From 1968 to 1975 the standard number of hours worked per week in the UK fell by about 1 per cent to just under forty hours, whereas the number of hours actually worked per week has fallen by 5 per cent to a little over forty-two.

4. Перепишите следующие предложения; выделите в них придаточные предложения, подчеркните их и определите тип. Предложения переведите.

1. It is important to find out how the goods the trading entity possesses

are acquired. 2. The storeowner has to pay the bank interest on the money he has borrowed. 3. Robinson Crusoe had to make himself the things he wanted to consume. 4. Few people realize a Spaniard named Balboa discovered the Pacific Ocean in 1513. 5. Let us suppose the news is true. 6. It is no doubt wars affect the economy. 6. Personally I believe it was the Spaniards rather than Indians who first brought horses and ponies in America. 7. It is thanks to an Englishman that table tennis is the fast and skilful game it is today.

5. Перепишите и переведите следующие предложения, обратив внимание на порядок слов в придаточных предложениях.

1. In 1908 the "Tungus meteorite" struck Central Siberia. Had it come five hours later, Earth would have turned enough in its orbit to allow a direct hit on St. Petersburg. 2. Gold cannot be manufactured. Could it be possible, it would lose its special utility as a means of exchange. 3. A. Einstein is best known for his work on relativity. Had he never written a line on this subject, he would still be regarded as a scientist of the first rank.

6. Перепишите следующие предложения. Укажите, в каком значении употребляются в них глаголы should/would. Предложения переведите.

1. It should be noted that the market for Euro-dollars is not confined in Europe. 2. This process should be completed by the end of 1999. 3. The exchange rate would depend on supply and demand conditions for the relevant currencies in the market. 4. Most economists would agree that under present conditions complete freedom of trade would not be desirable. 5. Some economists would prefer to see a higher proportion of the dividends distributed and then rechannelled back to investment. 6. Countries devote home resources to exports because they can obtain more goods and resources by international exchange than they would obtain from the same resources devoted to direct home production.

7. Перепишите и письменно переведите на русский язык приводимый ниже текст.

Public Finance

The government collects money from citizens through taxes. *Income tax* is the tax collected on wages and salaries. *Inheritance tax* is collected on what people inherit from others. *Customs or excise duties* have to be paid on goods imported from other countries. *VAT or value added tax* is a tax paid on most goods and services when they are bought or purchased. Companies pay *corporation tax* on their profits. If you pay too much tax, you should be given some money back, a *tax rebate*.

The government also sometimes pays out money to people in need, e.g. *unemployment benefit*, *disability allowances* and *student grants* (to help to pay for studying). Recipients draw a pension or an unemployment benefit or are on social security.

Every country may sell shares to members of the public who are then said to have invested in that company. They should be paid a regular dividend on their investment, depending on the profit or loss made by the company.

ТЕКСТЫ ДЛЯ ДОПОЛНИТЕЛЬНОГО ЧТЕНИЯ

Первый год обучения

1 семестр

What is economics?

Unlike history, mathematics, English and chemistry, economics is a subject that most students encounter only briefly sometimes not at all, before they begin college. Economics

is a basic discipline, like those just listed, not an applied subject like accounting or drafting in which specific skills are taught.

Economics has some similarities to mathematics because logical reasoning and mathematical tools are used in it extensively. It also has some similarities to history because economics studies people as they interact in social groups.

Like chemistry, economics employs scientific method, although some of economics has a descriptive rather than an analytical flavour. Finally, like English grammar, economics has a few simple rules and principles, but from these principles economics can derive many conclusions.

Economics is the science of making choices. Individuals must decide whether to study another hour or to go for a walk, whether to buy a six-pack of Pepsi or a 0,5 gallon of milk at the grocery, whether to choose fire fighting or teaching as an occupation and whether to play golf or to watch television for an afternoon of recreation. As a group, people must also choose through their governments whether to build a dam or to repair highways with their taxes, whether to invest money to business or to expand national parks.

The common element in all these decisions is that every choice involves a cost. (Reading this text means that you are not enjoying a bike ride).

In fact economics is the study of the choice that people make and the actions that they take in order to make the best use of scarce resources in meeting their wants.

Economics is about the everyday life. How do we get our living? Why do we sometimes get more and sometimes less? Are we producing as efficiently as we could? Are we producing the “right things”? What are the “right things”? Who ought to decide this and why? The study of economics helps us to answer this sort of questions.

(1650 t.un.)

What Economists Do

Usually a person is not qualified to use the name “economist” without a graduate degree in economics, either a master’s degree or a Ph. D.* By this definition, there are about 100 000 economists in the US.

About half of them are academic economists, who engage in teaching, writing and doing research in colleges and universities. They also write textbooks and journal articles, develop and test new theoretical models, provide consulting services to governments and businesses, and engage in a variety of other professional activities.

The other half of the profession works for business or government. Business economists forecast sales and costs, help firms anticipate (or try to influence) government policy. Some business economists work for private lobbying organizations, helping them prepare their arguments to try to affect tax laws, regulations, etc. Which are important to particular kinds of industries.

Government economists also perform a variety of useful tasks. Often the government economist wears a second hat** as a policy analyst. Economists forecast tax revenues and interest rates, analyze who gains and who loses from particular changes, monitor prices, compute total output and perform other useful tasks in the public sector.

In the broader sense, economists study the ways in which people deal with the problems

of scarcity.

(1143 t.un.)

NOTES: * Ph. D. – Doctor of Philosophy; ** to wear a second hat – выполнять две или более обязанностей

Scarcity And Choice

You have already learned that economics is the study of how people make choices in the world of scarcity. At all times and in all societies, everyone faces the scarcity problem in some form.

Scarcity is a condition that results from the imbalance between relatively unlimited wants and the relatively limited resources available for satisfying those wants. No society has ever had enough resources to produce the full amount and variety of goods and services its members wanted. Everything of value is scarce – money, goods, time, even human skill – while the desire for goods and services is almost infinite.

Scarcity necessitates choice. If we can't have everything we would like, we must choose which things we want most. Thus, both individuals and societies must continuously make choices about how to use the scarce resources available to them.

At the level of economy as a whole, the choices to be made are what to produce, how and for whom. How a society answers these questions depends on the type of economic system a particular society uses.

Actually, in every economy societies and individuals have to make these three key choices in the face of scarcity. (1000 t.un.)

Trade-Offs And Opportunity Costs

Let's suppose that you recently managed to save enough to buy the CD player you always wanted. While you were building up your savings, you discovered the fun of basketball and would now love a pair of pump sneakers. You can afford to buy either a CD player or sneakers, but not both. It's a trade-off.

Economists describe these kinds of trade-offs as opportunity costs. The opportunity cost of something is its cost measured in terms of what you have to give up to get it. Thus, the opportunity cost of the CD player in the example above would be new sneakers.

Business is also faced with the problem of choices and opportunity costs. In planning an advertising programme, for example, a local store might have to choose between a newspaper ad or a direct-mail campaign. If it puts its efforts into newspaper advertising, the opportunity cost is the benefits of a direct-mail campaign.

Like individuals and business firms, government also pays opportunity costs. If, for example, the federal government chooses to increase its spending for roads by reducing the number of warships to be built, the opportunity costs of the improved road network would be a more powerful navy. (1 000 t.un.)

NOTES: a trade-off – альтернатива, выбор; an opportunity cost – альтернативные издержки, издержки неиспользованных возможностей

The Role of Production of Material Values

Man's conscious labour and his first tools marked the beginning of the establishment of human society. Human beings embarked upon an entirely new way of life, unlike the life led by animals. Animals can only make use of those benefits which nature provides for them. Labour freed man from this complete dependence upon nature.

With the aid of his new tools man was able to get benefits from nature that were formerly inaccessible to him. He was also able to change these natural benefits and to make them more useful to himself. Tools of stone and wood made it possible for primitive man to considerably extend his use of material values.

Man began to kill large, strong animals and thus added quantities of nourishing meat products to his diet. He learned to work the skins of animals and used them to protect his body from the cold. Man also used his tools to build shelters. It was the production of material values that became the basis of life in human society.

As production developed man increased his active influence on nature. He found that he could satisfy his needs more readily through the material values he himself created.

The production of material values is not stationary; it grows, develops and is perfected constantly. In order to exist mankind must constantly produce material values in ever-increasing quantities.

The development of production is an objective necessity, independent of the will and desire of people. It is a law of social existence. (1258 t.un.)

Factors of Production

The resources that go into the creation of goods and services are called the factors of production. The factors of production include natural resources, human resources, capital and entrepreneurship. Each factor of production has a place in our economic system, and each has a particular function. People who own or use a factor of production are entitled to a "return or reward". This generates income which, as it is spent, becomes a kind of fuel that drives the economy.

Natural resources or land. Natural resources are the things provided by nature that go into the creation of goods and services. They include such things as mineral, wildlife and timber resources, as well as the air we breathe. Economists also use the term "land" when they speak of natural resources as a factor of production.

The price paid for the use of land is called rent. Rent becomes income to the owner of the land.

Human resources or labour. Economists call the physical and mental effort that people put into the creation of goods and services labour.

The price paid for the use of labour is called wages. Wages represent income to workers, who own their labour.

Capital. To the economist, physical capital (or "capital" as it is commonly called) is something created by people to produce other goods and services. A factory, tools and machines are capital resources because they can be used to produce other goods and

services. So too is the truck that delivers gasoline to the local service station. The term “capital” is often used by business people to refer to money they can use to buy factories, machinery and other similar productive resources.

Payment for the use of someone else’s money, or capital, is called interest.

Entrepreneurship. Closely associated with labour is the concept of entrepreneurship, the managerial or organizational skills needed by most firms to produce goods and services. The entrepreneur brings together the other three factors of production. When they are successful, entrepreneurs earn profits. When they are not successful, they suffer losses.

The reward to entrepreneurs for the risks, innovative ideas and efforts that they have put into the business are profits, whatever remains after the owners of land, labour and capital have received their payments. (1930 t.un.)

Allocation of Products And Resources

The pure market economy, without any government control whatsoever, allocates (distributes) products and resources to get maximum profits. The quest for profit, or the profit motive as it is often called, is the force that drives the free enterprise economic system.

As to the command economy, it allows the government to act as a dictator.

In a mixed economy three quarters of production is carried out by the private sector through the market, though subject to varying degrees of government control. For the other quarter the government is directly responsible through the public sector. Thus the government influences the allocation of the goods and services produced.

(599

t.un.)

Types of Business Firms

Microeconomics studies particular firms, households, banks, etc. Business organizations may be considered as firms or companies. They produce goods and render services. They also rent or purchase buildings, land, equipment. They market and advertise their products. They deal with government and courts, as well as with banks, insurance companies.

From the legal point of view there are three basic kinds of business firms: 1) proprietorships, 2) partnerships and 3) corporations. A proprietor is responsible for all personal and business debts and losses, he provides the capital and executes the total management. To start the business of this kind it is necessary to obtain licenses required by the law.

The proprietorship form has several advantages, such as: simplicity of organization, freedom to make all decisions, tax advantages, etc. Among disadvantages the following are worth mentioning: possible lack of ability and experience, difficulty in raising capital.

Partnerships are firms owned jointly by two or more persons who are co-owners of business. Partnerships are based on agreement, which should cover all areas of possible disagreement among the partners. Advantages of the partnership may be combined talents, judgements, skills as well as larger capital and tax advantages. Disadvantages of this form

are divided authority, danger of disagreement, etc.

Corporation is a firm owned by a group of people, called stockholders, and given rights, privileges and liabilities by law. Advantages of the corporation is a variety of skills, abilities and ideas, ease of expansion. Disadvantages of this form of ownership may be as follows: government regulation, profit sharing, taxes.

Corporation has the right to conduct business as if it were one person. (1520 t.un.)

Второй год обучения 3 семестр

The consumer goods industry is concerned with producing goods bought and used by the people, e.g. foods, furniture, clothes, domestic appliances, etc.

Consumer goods may be perishables, consumer durables or non-durables.

The capital goods industry is concerned with manufacturing durables, e.g. machinery, equipment and vehicles.

Commerce is concerned with the distribution and exchange of goods and services.

Distribution covers getting goods from the producer to the consumer. Exchange covers the buying and selling of goods and services, goods are exchanged for money and money is exchanged for goods. Between the producer and consumer there may be many layers of buyers and sellers.

Manufacturers buy raw materials from commodity markets and sell in bulk their products to wholesalers. To wholesale means to sell in large quantities. To sell in small quantities means to retail.

Very primitive trade may be the exchange of goods for other goods. It is called barter. The difficulties of barter do not allow for trade to develop widely.

What is needed for trade to develop is something that people are prepared to accept in exchange for anything. The value of goods was first measured by shells, herds, metal pieces and other things. Finally metal money proved most suitable. Thus money was used as measure of value.

Today each country has its own money, or currency, which is acceptable inside its frontiers, but not outside.

This is the way money goes round: 1) People earn wages for producing goods and services. 2) Their wages are spent in shops, etc. on goods and services. 3) Shops bank their profits. 4) Banks lend money to industries.

(1374 t.un.)

Retailing

The retailer performs the last stage of the production process for it is he who puts the goods in the hands of the actual customer. His work is "to have the right goods in the right place at a right time".

There are four types of retail institutions: 1) specialty stores, 2) supermarkets, 3) general merchandise stores, 4) nonstore retailing.

Often specialty stores sell one type of product, such as clothing, jewelry, furniture, books. These stores, having a better feeling of their market, compete against giant

department stores. They can adjust more quickly to market conditions.

Big supermarkets are usually well located. All the goods are arranged on trays and shelves. All the prices are clearly marked. The goods are ready-weighed and beautifully packed. There you can find everything you need. The prices are responsible.

General merchandise stores (GMS) carry a wide variety of products. There are three types of GMS, a) department stores, b) discount stores, c) hypermarkets. Big department stores started in America more than 50 years ago, and then the idea was brought to European countries. These stores are wonderful places. People can do all their shopping under one roof. All the things for sale are displayed so that they can be easily seen, and the customers walk around and choose what they want.

The store is divided into departments: women's clothes, men's clothes, shoes, toys, sport goods, china and glass, etc. There may be a restaurant with an orchestra and sometimes a tea-room as well. You will also find a room where you can rest if you are tired. There's an office where you can book seats for the theatre or arrange to travel anywhere in the world.

Low price is a major attraction of the discount stores. These stores sell the most popular items, colours and sizes. The stores keep long hours and usually open on Sundays. Hypermarket is a type of discount store that was developed in Germany. They are very large stores with low-price and high-turnover products. Hypermarkets achieve cost savings by simplifying their unpacking and display.

There are three major types of nonstore retailing: a) vending machines, b) door-to-door sales, and c) catalogue sales. (1830 t.un.)

NOTES: to book – заказывать; discount store – розничный магазин, торгующий по сниженным ценам; door-to-door sales – продажа через торговых агентов на дому; general merchandise store – магазин со смешанным товаром; hypermarket – гигантский супермаркет; non-store retailing – продажа помимо магазина; specialty store – специализированный магазин розничной торговли; turnover – оборот, товарооборот; vending machine – торговый автомат

Wholesaling

Wholesalers are the institutions which stand between the manufacturer and the retailer. The wholesaler buys goods in bulk from producers and sells them in small quantities to retailers. In doing so he helps to the production process. If you had an intention to be a successful manufacturer, you would make high quality products at a reasonable price for selected markets. If you intended to be a wholesaler, you would learn how to serve the market.

Wholesaler economizes the distribution. The most important function of a wholesaler is to contact manufacturers and potential customers.

Wholesalers are used for information and advice. Suggestions which customers make to the retailer are passed to the wholesaler who conveys them to the manufacturer. Thus the latter can improve his product.

The wholesaler keeps stocks. Shoppers like to obtain goods immediately. This requires

stocks. Often, however, neither the producer nor the retailer has extensive storage facilities and responsibility falls on the wholesaler.

The wholesaler cannot rely on retailers visiting him to see goods and place orders. Representatives, or travelers, go out to visit retailers with catalogues, price lists and order forms. They also carry samples.

Moreover he arranges imports from abroad. Foreign manufacturers can rarely bother to ship small parcels to individual retailers abroad. They prefer to deal with a wholesaler, an import merchant with established trade connections.

The wholesaler normally allows a certain period of credit. Not to delay payment, cash discount is allowed within a month. A trade or quantity discount, which increases with the amount of goods ordered, encourages retailers to place large orders.

Wholesalers may be classified into three groups: manufacturer-owned operations, merchant wholesalers and merchandize agents and brokers. Manufacturers can establish their own wholesaling office or branch, the latter providing more services to its customers. Depending on the industry or geographical location merchant-wholesalers are called distributors, jobbers, or dealers. Among merchandize agents there are selling agents, brokers, commission agents and action companies. They are all compensated by either a commission or a brokerage fee. (1925 t.un.)

NOTES: jobber – человек, работающий сдельно, посредник; merchant-wholesaler-оптовик; merchandize agent – торговый агент

4 семестр

Money and Banking

Money is important to the operation of the economy at two levels. First, it is the means of financing the purchases of goods and services and of storing values. Second, the quantity of money in the economy helps to determine total spending and the general level of price.

Almost every society now has a money economy based on coins and paper bills. However, this has not always been true. In primitive societies a system of barter was used. Barter was a system of direct exchange of goods. Somebody could exchange a sheep, for example, for anything in the market-place that they considered to be of equal value. Barter, however, was a very unsatisfactory system because people's needs seldom coincided. People needed a more practical system of exchange, and various money systems developed, based on goods such as cattle, grain, shells, salt, etc. Precious metals gradually took over, because, when made into coins, they were portable, durable and divisible into larger and smaller units of value.

A coin is a piece of metal, usually discshaped, which bears lettering, designs or numbers showing its value.

Most governments now issue paper money in the form of bills, which are really "Promises to pay". Paper money or "bank-notes" are easier to handle and much more convenient in the modern world. Checks and credit cards are being used increasingly.

At the end of the U. K. Banking system is the Bank of England, which is also known as the Central Bank. It is also the Government's Bank and holds all surpluses of the various

government departments.

(1306 t.un.)

The Stock Exchange

If you are a shareholder and you want to get back the money you have put into a company, you must sell your shares at the Stock Exchange. The Stock Exchange is a place where shares are bought and sold.

The price of shares is controlled by the amount of people willing to pay for them.

If the company is making a profit, other people may want to buy shares in it, so you may be able to sell the shares at a higher price than you paid for them. If you bought 100 shares at \$ 1.00 each and you sold them later at \$ 1.50 each, you would make \$ 50 profit on the 100 shares, as well as keeping any dividend paid during the period when you owned the shares.

But if business is not going well, other people may not be willing to pay as much as \$ 1.00 a share. If they think the company may do well in the end, they might pay 80 p. A share. If the business is really failing no one will buy the shares at all and you risk losing all your money.

The first Stock Exchange was established in 1773 in London. It was the biggest in the world until 1914. Now it is the third to Tokyo and New York. The building as it stands today dates from 1969.

(916 t.un.)

Britain's Banking and Financial Institutions

Britain is the world's leading financial center and the home of international banking and financial markets. The city of London holds the greatest concentration of banks in the world and is responsible for about a fifth of total international bank lending. It also accommodates the world's largest insurance and reinsurance industry and one of the world's largest stock exchanges.

The daily turnover of money in London Foreign exchange Markets alone is about \$303 billion compared to \$192 billion in New York and \$128 billion in Tokyo.

Over the last Britain's income from banking, financial and business services, life and general insurance, investment management and leasing has risen sharply, accounting for some 14 per cent in 1990.

During the 1980s – a decade marked by unprecedented growth - financial institutions entered a new and challenging era. Reforms also brought specific areas of service into line with Member States in the European Union. Major retail banks serving the personal and commercial sectors have extended and improved their product and service range. The interests of individual investors have been protected and financial service institutions have submitted to guidelines.

London has built much on this success in the 1990s. Sterling joined Europe's exchange-rate mechanism in 1990, reassuring skeptics about the British commitments to fight inflation. The regulatory system strikes a better balance between light self-regulation and effective statutory rules than those applied in other financial centers.

Britain's leading position owes much to the traditionalism of the City and Port of London as centres for trade; also to the City's responsiveness to new challenges. The City

offers:

- The world's biggest international financial markets.
- A time-zone advantage in 24-hour global dealings.
- Comprehensive financial expertise and innovation.
- International professional advisers.
- Liberal financial regulations.
- World-wide communications.
- A stable political climate.
- A compact location with first rate amenities (and new, prime office developments in nearby Docklands).
- World-class cultural entertainment. (2019 t.un.)

NOTES: retail bank – банк, занимающийся обслуживанием мелкой клиентуры; reinsurance – перестрахование, страхование заново; amenities – удобства

Banking and Finance

Banking and financial market operations in Britain involve a number of special institutions and financial markets which, as a result of deregulation and new legislative frameworks, are increasingly integrating. Many banking and financial institutions are unique to Britain and offer highly specialized services to individuals, companies and sovereign bodies all over the world.

Commercial Banks

This is the broad title for institutions authorized under the Banking Act 1987 as deposit-taking institutions involved in the classic banking business of taking deposits and lending money, both in the retail and wholesale markets. In Britain, they include the retail banks and institutions which offer banking services.

Special Financing Institutions

Operating in both the public and private sectors, there are a number of different special financial institutions offering loan finance and equity capital. In the private sector they include finance houses; special leasing houses; factoring companies and venture capital companies, each providing an alternative to retail bank funding.

The Financial Markets

The city of London has long been the nexus of international activity in a number of highly organized financial markets. These include the London Stock Exchange, the sterling money and bond markets; the foreign exchange markets; eurocurrency markets; financial futures; bullion; commodities; shipping and freight. (1214 t.un.)

NOTES: deregulation – дерегулирование, сокращение объема вмешательства правительства в экономику; to take deposits – принимать вклады (выстроившихся в очередь вкладчиков); to authorize – уполномочивать, разрешать; equity capital – капитал в форме акций; leasing – лизинг, долгосрочная аренда; factoring – факторинг (приобретение требований к должнику и взыскание долга); nexus – центр; futures – фьючерсы, срочные контракты, срочные сделки

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