

II. УЧЕБНЫЕ ТЕКСТЫ

ТЕКСТ 1

Перед работой над текстом повторите грамматические темы: существительное (исчисл/неисчисл, множ. число, артикль, сущ. как определение), Present Simple Tense, there is/are.

1. Прочитайте и переведите текст, выпишите новые слова.

SECTORS OF ECONOMY

There are three main sectors in any economy: the primary sector, the secondary sector, and the tertiary sector.

The primary sector of economy includes industries that get goods¹ from nature, such as agriculture and mining. There are two main branches in agriculture: crop and animal farming. Mining partially belongs to the secondary sector as mineral resources need industrial processing. Forestry, fishing, and beekeeping also belong to this sector.

Manufacturing industries which produce goods by means of mechanical, electrical or chemical, but not manual, processing of resources belong to the secondary sector. People who do not produce goods but provide different services for plants and factories work for the secondary sector, for example plant and factory managers. The sector also includes companies that provide fuel, energy, and transport for manufacturing.

The tertiary sector provides different services to consumers, such as trade, transport, banking, insurance and other public services. Teachers, doctors, tourist agents, drivers, lawyers, etc² work in the tertiary sector.

There are countries which are rich in land. They can use land intensively and produce agricultural products and minerals. Manufacturing plays an important role in the world economy, but there is a tendency for the growth of the service sector in many economies, especially in industrialized countries.

Пояснения к тексту

¹ **good** *n* товар, изделие (Традиционно существительное **goods** в значении «товар, товары» употребляется только в форме множественного числа, например, **goods and services**. В экономических текстах это слово используется и в единственном и во множественном числе).

1. Ответьте устно на вопросы к тексту:

1. What are the sectors of an economy?
2. What industries does the primary sector include?
3. Why does mining partially belong to the secondary sector?
4. How do manufacturing industries produce goods?
5. Do any services belong to the secondary sector?
6. What does the tertiary sector include?
7. What countries produce agricultural products?
8. Which sector grows in industrialized countries?

2. Раскройте скобки, употребив глаголы в нужной форме настоящего времени. Переведите предложения на русский язык.

1. Factories (not to use) this method of processing.
2. Not only goods but also services (to be) important for consumers.
3. The industry (not to use) the resources intensively.
4. The factory (to belong) to a Japanese company.
5. The primary sector (not to include) services to consumers.

3. Сделайте следующие предложения утвердительными или отрицательными в зависимости от смысла, употребив глаголы в нужной форме.

1. Manufacturing industries (to be) important in all countries.
2. Agriculture (to include) crop and animal farming.
3. Mining (to belong) to the service sector.

ТЕХТ 2

Перед работой над текстом повторите грамматические темы: множ. число сущ., притяж. падеж, личные и притяж. местоимения, порядковые числительные, местоимение it.

1. Прочитайте и переведите текст, выпишите новые слова.

WHAT IS ECONOMICS?

It is difficult to give a full and accurate definition of economics, but it is possible to indicate what problems economists are interested in. They are factors that affect prices of goods and services and also resources necessary to produce them. Economists are also interested in sellers' and buyers' behaviour in the market, in the relationship between "price system" and "market mechanism".

Now economics is more complex. There are three main approaches to economics: microeconomics, macroeconomics, and development economics. There are also several specialized areas of study. Among them are money economics, international economics, labour economics, industrial economics, agricultural economics, growth economics, mathematical economics, etc.

Like many other sciences, economics uses models to understand economic problems. A model often helps an economist to make correct predictions. The economist usually follows several rules when he makes a model of economic behaviour.

First, real life is complex and it is not possible for an economist to include all the details in a model. So, a model is an abstraction from real life. A model usually includes only essential elements and relationships of a particular economic situation.

Second, if an economist has two different models of one phenomenon, he always chooses the model that predicts the results of a particular phenomenon more accurately.

Third, although models are helpful in economic analysis, an economist always studies the actual economic situation before he makes decisions.

It is not enough to make models, it is also necessary to collect and study actual data in order to know how accurate a model is.

1. Ответьте на вопросы к тексту.

1. What problems are economists interested in?
2. What are three main approaches to economics?
3. What specialized areas of economics do you know?
4. Why do economists use economic models?
5. Why is it not possible to include all the details in a model?
6. What does a model usually include?
7. Which of the models does an economist always choose?
8. Why is it necessary for an economist to collect and study actual data?

2. Вставьте слова из активного словаря, употребив их в нужной форме.

1. Trade ... well in this area.
2. It is necessary to have correct... to make a correct decision
3. He does not have ... money to... the radio.
4. Economists study the... between prices of different goods in the... .
5. The economist... ... industrial economics.
6. The growth of industry and agriculture... the life of all the people in the country.

3. Употребив глаголы в нужной форме, сделайте следующие предложения утвердительными или отрицательными в зависимости от смысла.

1. People (to get) resources from the earth.
2. Consumers (to buy) goods from manufacturers.
3. We (to study) economics.
4. The economist (to study) consumers' behaviour in service markets.
5. The plant (to process) agricultural products, it (to manufacture) machines.

ТЕХТ 3

Перед работой над текстом повторите грамматические темы: Past Simple Active Voice, Present and Past Simple Passive Voice.

1. Прочитайте и переведите текст, выпишите новые слова.

AREAS OF ECONOMICS

There are three main approaches to economics: microeconomics, macroeconomics, and development economics.

Microeconomics focuses on individual economic units. The economic behaviour of either individual consumers or¹ firms or industries is studied by microeconomics. The distribution of products and income among all these units is also analyzed by microeconomics. In this field of economics individuals are considered both as suppliers of labour and as consumers of goods. Firms are also studied both as suppliers of products and² as consumers of labour and capital.

There was a long period in the 19th and early in the 20th centuries when microeconomic questions dominated in economics. In the 20th century economists' interest in forces that affect income, employment and prices grew. They considered economy in all its relationships.

The term "macroeconomics" was first used in the 1930s. The world depression that began in 1929 required the study of such macroeconomic questions as achievement of full employment and economic growth by means of proper government policies³. This area of economics was developed by the British economist John Maynard Keynes.

The third main field of economics, that is, development economics, studies the factors of economic growth and how these factors are used by governments in order to achieve high living standards.

Пояснения к тексту

¹ **either ... or ...** или ... или; либо... либо...

² **both... and ...** и...и; как...так и

³ существительное **policy** «политика» в английском языке может употребляться во множественном числе для обозначения политического курса, политики, проводимой конкретным правительством, партией и т.п. На русский язык обычно переводится единственным числом.

1. Ответьте на вопросы к тексту.

1. What does microeconomics study?
2. Whose economic behaviour is studied by microeconomics?
3. How are individuals considered by microeconomics?
4. When did microeconomic approach dominate in economics?
5. When did economists' interest in macroeconomics grow?
6. How is economy considered in macroeconomics?
7. What stimulated the development of macroeconomics?
8. What problems were analyzed in the 1930s?
9. What is studied by development economics?

2. Вставьте слова из активного словаря, употреби их в правильной форме.

1. Goods and services ... by government decisions in Soviet Union.
2. Agricultural products are ... bought by consumers... processed into other goods.
3. Not many workers ... in the depression years.
4. Many factors affect the ... of income in an economy.
5. The government... a proper policy to achieve high living standards
6. We know they have great... in their work.
7. People use their... to buy food, clothes, and other things.

3. Измените предложения, употребив глагол в форме страдательного залога.

1. The economist chose correct methods and models for his analysis.
2. They employ many workers in the service sector.
3. They developed mining industry in the 19th century in Great Britain, but in the 20th century they closed down many mines.
4. He wrote the book in 1968.

5. They followed these principles in the analysis of the economic situation.

ТЕХТ 4

Перед работой над текстом повторите грамматические темы: степени сравнения прил. (слово most), Passive Voice.

1. Прочитайте и переведите текст, выпишите новые слова.

DEVELOPMENT ECONOMICS

Development economics is an important branch of economics which considers specific problems of Third World countries. These countries are given a variety of different names such as “underdeveloped countries”, “less developed countries” (LDCs), and “developing countries” (DCs). All these terms contrast third world countries with first world countries which are called “developed” or “industrialized”. Economies of Western Europe, North America, and Japan belong to this type.

The growth of Third World countries was especially great in the 1950s and 1960s. Most of these countries were a part of the colonial system and they were controlled by Western Europe. Many countries got political independence after World War II, but they have not become independent economically yet. For example, India has been an independent country since 1945.

The most advanced Asian and South American countries are sometimes called "newly industrialized countries" (NICs). Hong Kong, Taiwan, Singapore, South Korea have reached a great success in the development of their light manufacturing industries recently. They have already greatly increased the exports of such goods as shoes, clothes, and electronics all over the world. Brazil and Mexico have also increased their share in the world market mainly by means of foodstuffs exports.

It is important to understand that Third World countries are not uniform. Each country has its economic problems, and it is necessary for each country to develop its own policy in order to make progress.

However, developing countries are distinguished from developed nations by the following common characteristics: lower average income per capita¹; low labour productivity; low level of education; high mortality rate²; fast population growth; low living standards, etc. Some developing countries have all of these characteristics; others have only some of them.

Пояснения к тексту

¹ **per** [pɜ:] *per* на, в (указывает на количество, приходящееся на определенную единицу) **per capita** на человека, на душу населения.

² mortality rate - уровень смертности

1. Ответьте на вопросы к тексту

1. What problems does development economics study?
2. How are Third World countries named?
3. What countries are known as "developed countries"?
4. When was the fastest growth of Third World countries?
5. Are developing countries independent politically or economically?
6. What countries belong to "newly industrialized countries"?
7. Are all developing countries uniform in their development?
8. What are the common characteristics of all developing countries?

III. ТРЕНИРОВОЧНЫЕ УПРАЖНЕНИЯ

После изучения грамматических тем и учебных текстов выполните следующие грамматические упражнения в отдельной тетради.

I. Напишите следующие имена существительные во множественном числе

a teacher; a wife; a school; a student; an institute; a boy; a girl; a baby; a family; a country; a city; a newspaper; a capital; a worker; a factory; a gallery.

II. Заполните пропуски соответствующими притяжательными местоимениями.

1. Give me ... pen.
2. Show him ... place.
3. Give her ... plan.
4. Show them ... data.
5. Give us ... place.
6. Give them ... map.
7. Let him open ... book.
7. Let her study ... data.
8. Let me show ...

method. 9. Let us study ... problems. 10. Do not let her change ... plan. 11. Do not let him try ... method.

III. Заполните пропуски местоимениями в объектном падеже и переведите предложения на русский язык.

1. Stop ... (he). 2. Find ... (she). 3. Take ... (they). 4. Help ... (we). 5. Try to help ... (they). 6. Try to find ... (she). 7. Help ... to hold it (I). 8. Help ... to study it (they). 9. Help ... to make it (she). 10. Help ... to open it (he). 11. Give ... a pen (I). 12. Give ... the notes (she). 13. Give ... the data (we). 14. Let ... go to college (he).

IV. Переведите предложения на русский язык, обращая внимание на функции местоимения it.

1. It was in the Crimea that I met them. 2. It was in our club that we saw this film. 3. It was I that (who) gave Ann these books at home yesterday. 4. It was our students who (that) took part in this expedition. 5. It is your book which (that) is on my table. 6. It is in this magazine that you will find the necessary article. 7. It was not until I saw him that, I realized how ill he was.

V. Поставьте предложения в вопросительную и отрицательную формы, обращая внимание на правильное употребление неопределённых местоимений, и сделайте необходимые изменения.

1. Someone is waiting for you. 2. There is something interesting in this magazine. 3. I can see somebody else there.

VI. Письменно ответьте на вопросы (дайте полные ответы), обращая внимание на употребление неопределённых местоимений и наречий.

1. Is there anything on that table? (No) 2. Can you see anything on that wall? (Yes) 3. Did you read anything interesting last month? (Yes) 4. Did any of you read any English books last year? (No) 5. Have you invited anybody to dinner at the week-end? (Yes)

VII. Заполните пропуски неопределёнными местоимениями и наречиями и их производными и переведите предложения на русский язык.

1. Can ... help me with this work today? 2. I'll be very glad if you invite ... else to join us. 3. ... of us could answer this difficult question. 4. We got home late and ... went to bed at once. 5. Can you get this book for me ...? 6. I don't like shopping on Saturday because there are too many people 7. "I don't think ... is here yet. Let's wait a little longer". 8. Is ... clear to you or shall I repeat the rule? 9. ... wanted to go to the country, but as it's raining hard, we shan't go today.

VIII. Раскройте скобки, употребив глаголы в нужной форме. Переведите предложения на русский язык.

1. Industries of the primary sector (to process) resources. 2. Fishing, forestry, and beekeeping (to be) industries of the secondary sector, they (to belong) to the primary sector. 3. Countries which (to be) rich in land (to produce) agricultural products. 4. Mining (to be) a very important industry in Russia. 5. Agriculture (to provide) goods for consumers and manufacturing. People (to get) resources from the earth. 6. Consumers (to buy) goods from manufacturers. 7. The economist (to study) consumers' behaviour in service markets. 8. Industry and agriculture (to use) fuel. 9. It (to be) possible to predict prices for essential goods. 10. High living standards (to achieve) by means of proper government policies. 11. Resources (to use) in order to produce goods and services.

IX. Раскройте скобки, употребив глаголы в нужной форме настоящего времени. Переведите предложения.

1. There (to be) a lot of agricultural land in this part of the country. 2. Manufacturing (to grow) fast in the UK and mining (not to grow) fast now. 3. There (to be) several industries which (to belong) to the primary sector. 4. Economists (to study) situations from real life by means of economic models. 5. Economists (to be) interested in relationship between prices for goods and buyers' behaviour. 6. The buyer (to choose) goods for which he (to have) enough money. 7. The manager (to make) decisions only after careful analysis of all the

data. 8. A consumer (to be) a person who (to buy) goods and services. 9. There (to be) several mining areas in this country. 10. It (to be) possible to predict prices for essential goods.

X. Измените предложения, употребив глагол в форме страдательного залога. Следите за тем, чтобы смысл предложений не изменялся

1. Banks provide new services for consumers. 2. Economists use models in order to study actual relations in an economy. 3. The economists predicted the growth of unemployment. 4. We consider individuals as suppliers of labour and capital. 5. The government achieved high employment.

XI. Задайте к предложениям все типы вопросов. Для специальных вопросов используйте слова, данные в скобках.

1. There are a lot of beautiful old buildings in Moscow. (what kind of). 2. Some of them are in the centre of Moscow. (where). 3. In the centre of the city we can also see theatres and concert halls. (what, where). 4. Yesterday I was at the Bolshoi theatre. (when). 5. It was Sunday. (what). 6. The ballet was very beautiful. (what kind of).

XII. Раскрыв скобки, употребите глагол в форме Present, Past, Future Simple, Present, Past, Future Continuous. Active or Passive Voice. Переведите на русский язык.

1. Even now the protective tariffs (to impose) on the export of some manufactured goods from Latin American countries to Europe. 2. Modern and improved transport facilities (to build) in Moscow in the near future. 3. Russia (to join) the World Trade Organization when all the necessary adjustments in the national economy (to do) by the government offices. 4. You (to lose out) if you (to pay) in dollars when their value (to fall). 5. If the company (to establish) a subsidiary in this country, its goods (to become) cheaper and more competitive in Russia.

XIII. Письменно переведите следующие предложения на русский язык, обращая внимание на залог.

- a) 1. This translation was done by the students yesterday. 2. Her articles are often published in the magazine. 3. She was given a few articles to translate.
- b) 1. I often invite my friend to the theatre. I am often invited to the theatre. 2. I often see him in the library. He is often seen there. 3. I told her to come here. She was told to come here.
- c) 1. You are asked on the telephone. 2. We were told to take part in the conference. 3. She will be met at the station. 4. The man was taken to the hospital at once.
- d) 1. A new underground station is being constructed in our street. 2. This question is not connected with the problem which is being discussed now. 3. Many various machines are being produced for our industry by this plant. 4. The machines produced by this plant are being used in agriculture.

IV. ТЕКСТЫ ДЛЯ ДОПОЛНИТЕЛЬНОГО ЧТЕНИЯ

Прочитайте, переведите, выписав новые слова, кратко перескажите следующие тексты.

ТЕКСТ 1

British Economy

The United Kingdom was the first country in the world which became highly industrialized. During the rapid industrialization of the 19th century, one of the most important factors was that coal deposits were situated near the ground surface, which made mining easy. Coal mining is one of the most developed industries in Great Britain. The biggest coal and iron mines are in the north-east of England, near Newcastle, in Lancashire and Yorkshire; in Scotland near Glasgow; in Wales near Cardiff and Bristol.

Until recent times, Britain's heavy industry was mainly concentrated in the centre of England and in the London region. Such towns as Birmingham, Coventry and Sheffield produced heavy machines, railway carriages and motor-cars. In the 20th century new branches of industry have appeared: electronics, radio, chemical industry and others.

Of great importance for Britain is ship-building industry. It is concentrated in London, Glasgow Newcastle, Liverpool and Belfast.

Great Britain produces a lot of wool, and woolen industry is developed in Yorkshire. British woolen products are exported to many countries.

Sea-ports play a great role in the life of the country. London, Liverpool and Glasgow are the biggest English ports, from which big liners go to all parts of the world. Great Britain exports industrial products to other countries and imports food and some other products.

Sheep-farming, cattle-farming and dairy-farming are also important branches of Great Britain's economy. Chicken farms produce a great number of chickens and eggs for the population.

The south of England is often called the "Garden of England", because there are many gardens and orchards there. In the orchards people grow apples, pears, cherries, plums and other fruits, and there are also large plantations of different berries.

Mineral Resources

Great Britain is rich in coal. There are rich coal basins in Northumberland, Lancashire, Yorkshire, Nottinghamshire, South Wales, North Wales and near Glasgow.

Among other mineral resources, iron ores found alongside coal layers are of primary importance, but the iron content of most of the ores is very low.

There are tin and copper mines in Cornwall and Devonshire, copper and lead mines in England.

Lead and silver ores are also mined in Derbyshire and Cumberland and Lancashire.

TEXT 2

The British Commonwealth of Nations¹

For centuries British sailors and merchants travelled all over the world, discovered new lands and claimed them for England. Large territories in North America, Africa, the whole continent of Australia, New Zealand, India and a lot of islands in the ocean got under British rule. Thus, gradually, in the course of centuries, the huge British Empire came into being. After World War II, with the growth of national liberation movement in the world, the countries which were dependent on Great Britain and formed parts of the

British Empire, began claiming independence. As a result of this movement, the British Empire fell apart. However, centuries-long economic, cultural and political ties of these former colonies and dominions with Great Britain were too strong for them to completely break away from each other, and it was found advisable to maintain the old ties. A new organization was established: the British Commonwealth of Nations, including about 50 independent states which were formerly parts of the British Empire. The British Commonwealth of Nations encourages trade and friendly relations among its members. The Queen is the official head of the Commonwealth.

¹The British Commonwealth of Nations (Британское содружество наций)

TEXT 3

AMERICA - THE WELFARE STATE

Industry

The United State is the world's greatest economic power in terms of both Gross National Product and per capita GNP, with its exports accounting for more than 10 % of all world trade.

Although the importance of industrial production is falling and that of services growing (as in most of Western Europe), the United States remains the world's greatest maker of industrial goods and around 20 million Americans are still employed in manufacturing.

The industrial heart of the nation is the Midwest around the Great Lakes, especially in the region stretching from southern Michigan through Northern Ohio and into the Pittsburgh area of Pennsylvania.

Another important industrial region is the Northeast, which is the home of the major computer manufacturers. Service industries are also very important in this region and New York is the country's banking and insurance capital.

The nation's fastest growing region, however, is the Southeast, where the chemical industry and high-technology industries are now catching up with the traditional textile industry as many firms exploit the warm climate and low labor costs.

V. РАЗГОВОРНАЯ ТЕМА

1. Прежде чем работать над темой, изучите слова из активного словаря, постарайтесь запомнить их.

to enter – входить/

поступать

entrance – вход

to pass an exam – сдать

экзамен

to take an exam| test -

сдавать экзамен | зачет

daytime department –

отделение дневного

обучения

extra-mural department –

отделение заочного

обучения

post-graduate course –

аспирантура

correspondence course –

заочный курс обучения

assignment – задание

higher educational

establishment – высшее

учебное заведение

secondary education –

среднее образование

attend lecture – посещать

лекцию

to fulfill the task –

выполнять задание

curriculum – учебный план

2. Прочитайте и переведите текст, ответьте на вопросы после него.

OUR UNIVERSITY

This year I passed my entrance exams successfully and entered Ivanovo State University. Our University is quite young. It was organised in 1974 on the basis of Ivanovo Teachers' Training Institute.

Now it has 9 faculties: the Faculty of Mathematics, Physics, Biology, and Chemistry. They are natural sciences faculties. The Faculty of Economics, History, Philology, the Law faculty, and the Faculty of Romance and Germanic Philology and Socio-Psychological Faculty (the humanities faculties).

The University has daytime, evening and extra-mural departments, a preparatory department and post-graduate courses. The student body is about 5000 students now.

Our University trains research workers, school teachers and instructors for higher educational establishments and secondary technical school.

At their disposal the students have all kinds of laboratories lecture-rooms, study-rooms, a good library, some reading rooms and gyms. The laboratories are provided with the most up-to-date equipment. The students make different experiments there. From the library the students borrow any book, journal, periodical which they need for their studies.

I am a first-year student at the Faculty of Economics. As I work I take a correspondence course at the University. The programme requirements of an extra-mural education are similar to those for day-time education. But the differences are only in teaching procedure. Extra-mural students do not have regular studies but are provided with all kinds of assistance, such as instructions, oral and written consultations, not to speak of special lectures.

According to the curriculum of the Faculty an extra-mural student fulfils a certain number of written assignments in different subjects and does practical work. He must write test works at various times.

Twice a year we have examination sessions. During the session we have practical classes, attend lectures and take tests and exams. To help the students the Dean's office provides consultations for them. We come to the consultation centre where experienced instructors give us all kinds of consultations.

It is not easy to combine work and studies but much is done by the state to help part-time students. They are granted from 10 to 40 day's leave every year to take examinations and tests and for laboratory work. Another 30 days are given for state exams. Besides this they get a four months' paid leave to prepare their diploma work.

Questions

1. Are you a student? 2. Are you a first-year student? 3. Where do you study? 4. When did you enter the University? 5. When was the University organized? 6. How many faculties has the University? 7. What are they? 8. How many students study at the University now? 9. What departments has the University now? 10. Has the University preparatory and post-graduate courses? 11. What specialists does the University train? 12. What have students at their disposal? 13. What faculty do you study at? 14. Are you an extra-mural student? 15. Have you regular studies? 16. What kinds of assistance are extra-mural students provided with? 17. An extra-mural student fulfils a certain number of written assignments in different subjects and does practical work according to the curriculum, doesn't he? 18. When have extra-mural students examination session? 19. What do extra-mural students do during examination sessions? 20. Is it easy to combine work and studies? 21. What is done to help part-time students in their studies?

3. Расскажите об Ивановском государственном университете.