

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
КИЇВСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ  
імені ВАДИМА ГЕТЬМАНА

Й. Кунатенко

# *Англійська мова*

**Навчальний посібник**

Видання друге, без змін

*Рекомендовано  
Міністерством освіти і науки України*

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Мета посібника — розвиток навичок розуміння й аналізу оригінальних текстів з основних проблем економіки, нагромадження словникового запасу, удосконалення навичок розмовної мови, уміння вести бесіду, брати участь у дискусіях англійською мовою, формувати соціально-комунікативну позицію фахівця в галузі економіки.

Посібник складений згідно з вимогами навчальної програми з іноземної мови для підготовки бакалаврів з економіки та менеджменту і охоплює нормативну граматику англійської мови та базовий лексичний мінімум.

Складається з 16 розділів. Кожний розділ являє собою окрему економічну проблему — тему — і включає оригінальні тексти із зарубіжної економічної літератури. До текстів пропонуються дотекстові вправи на подолання фонетичних труднощів, коментар, лексичні вправи та завдання на вироблення мовленнєвих навичок і вмінь використання лексичного матеріалу, що вивчається в ситуаціях реального спілкування.

Для студентів економічних вузів і факультетів усіх рівнів та форм навчання.

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# Передмова

Навчальний посібник призначено для вивчення англійської мови студентами I та II курсів економічних факультетів денної та вечірньої форм навчання.

Посібник складено згідно з вимогами навчальної програми з іноземної мови для підготовки бакалаврів з економіки та менеджменту. Він охоплює нормативну граматику англійської мови та базовий лексичний мінімум.

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Посібник складається із 16 розділів. Кожний розділ містить окрему економічну проблему — тему — і включає оригінальні тексти із зарубіжної економічної літератури. До текстів пропонуються до-текстові вправи на подолання фонетичних труднощів, коментар, лексичні вправи та завдання на відпрацьовування мовленнєвих навичок і вмінь використання лексичного матеріалу, що вивчається в ситуаціях реального спілкування. Це вправи на словотворення, перефразування, тлумачення окремих економічних термінів, переклад з української

мови на англійську та навпаки. У кінці кожного розділу пропонуються мовні ситуації за темою, практичні завдання та вправи, спрямовані на закріплення вивченого граматичного матеріалу, представленого в граматичному довіднику. Щоб уникнути переобтяженості кожного розділу, граматичний матеріал у довіднику подається в кінці посібника у вигляді таблиць і схем.

У зв'язку з тим, що в сучасній вищій школі навчальний процес дедалі більше набуває характеру самостійної роботи студентів під керівництвом викладача на засаді сучасних методів і засобів навчання, постає завдання планування, раціональної організації і контролю самостійної роботи студентів, її дальшої активізації.

Практика показує, що одним із важливих принципів організації самостійної роботи є принцип активності. Його реалізація можлива тільки за попереднього засвоєння способів набування знань на практичних заняттях з англійської мови з текстами за фахом.

Іншим важливим принципом є доступність видів завдань, вправ, текстів. Саме тому в кінці кожного розділу пропонуються завдання для самостійної роботи студентів.

Під час підготовки посібника було враховано слушну думку, що система контролю, якою б мірою вона не здійснювалася, може бути дійовою тільки в тім разі, коли існує ефективний самоконтроль. Для розвитку навиків самоконтролю пропонуються «ключі» (відповіді до вправ) та глосарій економічних термінів.

## UNIT 1

TOPIC: **OUR UNIVERSITY**

TEXT A

TEXT B

TEXT C

GRAMMAR: The Noun: Number and Case. The Article

The verbs **to be** and **to have** in the Present Indefinite Tense

The Construction **there + to be**

### READING DRILLS

#### 1. Practise the pronunciation of the following words:

##### a) stress the first syllable:

state, high, quality, training, prominent, manager, national, programme, various, leading, goal, nowadays, purpose, study, student, knowledge, excellent, found, founder, industry, trade, faculty, railway, maintenance, science, scientist, public, skill, field, figure, theory, number, president, major, institute, technical;

##### b) stress the second syllable:

economy, economist, establishment, provide, position, direction, renown, coordinate, prestige, progressive, objective, equip, contemporary, professional, commercial, result, towards, transform, restructure, among, statistics, inventor, academy, autonomy, decision, activity;

##### c) stress the third syllable:

university, economic, economics, managerial, orientation.

#### Text A

Kyiv National Economic University is a prominent economic **establishment of higher learning**<sup>1</sup>. It provides a high quality training of economists and managers for various fields of national economy and coordinates economic and managerial training programmes in Ukraine.

The leading position of the University, its prestige and renown are the results of its orientation towards progressive goals and objectives of nowadays. The main purpose of the University is **to equip students with**<sup>2</sup> contemporary knowledge of economics and to provide them with excellent professional skills.

The University was founded in 1906 as a commercial school in the field of industry and trade. In 1908 it was transformed into Kyiv Commercial Institute. The students studied at three faculties: economic, commercial and technical, and **railway maintenance**<sup>3</sup>. In 1920 the Institute was restructured and named Kyiv Institute of National Economy.

Many prominent scientists and **public figures**<sup>4</sup> studied and worked at the Institute: the founder of the school of statistics Ye.Slutsky, one of the inventors of the theory of numbers Academician D.Grave, President of the Academy of Sciences of Ukraine O.Bohomolets and many others.

In August 1992 the Institute was transformed into Kyiv State University of Economics and became the leading higher school of economics in Ukraine. In February 1997 according to the President decree the University was given the status of National Economic University. At present **it is granted autonomy in making decisions**<sup>5</sup> on the major directions of its activity.

## COMMENTS

1. **establishment of higher learning** — вищий навчальний заклад
2. **to equip students with** — *тут*: надавати студентам
3. **railway maintenance** — залізнично-експлуатаційний
4. **public figures** — громадські діячі
5. **... it is granted autonomy in making decisions ...** — йому надано самостійність у прийнятті рішень

## VOCABULARY EXERCISES

### I. Find equivalents:

- |   |                                      |
|---|--------------------------------------|
| 1. establishment of higher learning     | а. залізнично-експлуатаційний        |
| 2. in the field of industry and trade   | б. прогресивні цілі й завдання       |
| 3. commercial school                    | в. розробник теорії чисел            |
| 4. railway maintenance                  | г. інститут народного господарства   |
| 5. progressive goals and objectives     | д. вищий навчальний заклад           |
| 6. to make decisions                    | е. комерційна школа                  |
| 7. public figures                       | є. приймати рішення                  |
| 8. inventor of the theory of numbers    | ж. головний напрямок діяльності      |
| 9. Institute of National Economy        | з. Академія наук України             |
| 10. major direction of activity         | и. громадські діячі                  |
| 11. Academy of Sciences of Ukraine      | і. засновник школи статистики        |
| 12. founder of the school of statistics | ї. надавати студентам                |
| 13. to equip students with              | й. у сфері промисловості та торгівлі |

## **II. Give the corresponding nouns to the following verbs:**

a) to result, to trade, to name, to work, to major, to answer, to purchase, to cause, to study, to form, to change, to place, to walk, to service;

b) to develop, to maintain, to specialize, to manage, to invent, to improve, to coordinate, to establish, to instruct, to orientate, to provide, to direct, to learn, to graduate, to found, to equip, to train, to know.

## **III. Fill in the blanks with prepositions or adverbs if necessary:**

1. Kyiv National Economic University is a prominent economic institution ... higher learning. 2. It provides ... a high quality training ... economists and managers ... various fields ... national economy. 3. The main purpose ... the University is to equip students ... contemporary knowledge ... economics and management. 4. The University was founded ... 1906 as a commercial school ... the field ... industry and trade. 5. The students studied ... three faculties. 6. Many prominent scientists and public figures studied ... the Institute. 7. In 1992 the Institute was transformed ... Kyiv State University ... Economics. 8. At present it is granted autonomy ... making decisions ... the major directions ... its activity.

## **IV. Complete the following sentences:**

1. Kyiv National Economic University is ... . 2. It provides ... . 3. The leading position of the University, its prestige and renown are ... . 4. The main purpose of the University is ... . 5. In 1920 the Institute was restructured and named ... . 6. In August 1992 it was transformed ... . 7. Many prominent scientists and public figures studied and worked at the Institute: ... . 8. In February 1997 according to the President decree ... .

## **V. Answer the following questions:**

1. Is Kyiv National Economic University a prominent economic establishment of higher learning? 2. What does it provide? 3. What is the main purpose of the University? 4. When was the University founded? 5. When was the commercial school transformed into Kyiv Commercial Institute? 6. What faculties did the students study at? 7. When was it restructured and named Kyiv Institute of National Economy? 8. What prominent scientists and public figures studied and worked at the Institute? 9. When was the Institute transformed into Kyiv State University of Economics? 10. The University became the leading higher school of economics in Ukraine, didn't it? 11. Is it granted autonomy in making decisions on the major directions of its activity?

## **VI. Translate into English:**

1. Київський національний економічний університет є провідним економічним вищим навчальним закладом в Україні. 2. Він готує висококваліфікованих економістів і менеджерів для різних галузей народного господарства. 3. Головна мета університету — надати студентам сучасні знання з економіки та менеджменту та забезпечити їх високий професійний рівень. 4. Університет було створено в 1906 році як комерційну школу. 5. У 1908 році вона стала Київським комерційним інститутом. 6. Студенти навчалися на трьох факультетах: економічному, комерційно-технічному та залізнично-експлуатаційному. 7. У 1920 році комерційний інститут було перейменовано в Київський інститут народного господарства. 8. Багато видатних учених та громадських діячів навчалися та працювали в інституті. 9. Зараз університету надано самостійність у вирішенні питань з головних напрямів його діяльності.

## **VII. Speak about the University you study using the following words and word-combinations:**

establishment of higher learning; economist; manager; various fields of national economy; to provide; high quality training; to coordinate; economic and managerial training programmes; contemporary knowledge of economics; to equip students with; excellent professional skills; to transform; commercial school; to found; in the field of industry and trade; prominent scientists; public figures; to make decisions.

### **READING DRILLS**

#### **1. Practise the pronunciation of the following words:**

##### **a) stress the first syllable:**

building, hostel, lecture-hall, library, literature, reading-room, specialist, access, entrance, private, different, day-time, marketing, management, banking, graduate, branch, agriculture, ownership, offer;

##### **b) stress the second syllable:**

facility, laboratory, prepare, preparatory, computing, collection, per cent, technology, assistance, admit, department, accounting, finance, prefer, enroll, agrarian, combine, canteen, successful;

##### **c) stress the third syllable:**

academic, education, correspondence, international, information.



## Text B

Kyiv National Economic University is more than 90 years old. It has three academic buildings with all **education facilities**<sup>1</sup>, four hostels and a sport centre. There are well-equipped laboratories and **studies**<sup>2</sup>, lecture halls and computing centres. The University's library has the largest collection<sup>3</sup> of literature on economics in Ukraine. The students **have free access**<sup>3</sup> to the library, reading-rooms, laboratories, medical assistance and sport facilities.

More than ten thousand future specialists get their training here. They **are admitted to the University**<sup>4</sup> on the basis of their results at **the entrance examinations**<sup>5</sup>. The students<sup>6</sup> may **enroll in day-time, evening or correspondence departments**.

At present the University has 7 faculties at the day-time department: marketing, management, international economics and law, accounting, finance, information systems and technologies, and agrarian management. **The graduates**<sup>7</sup> of the University work at various branches of industry and agriculture,<sup>8</sup> state and private organizations **with different forms of ownership**, finance and banking system.

About 50 per cent of young people prefer **to combine studies with work**<sup>9</sup>. They are admitted to the evening or correspondence departments after **passing** successfully **their examinations**<sup>10</sup>.

There is also **a preparatory faculty**<sup>11</sup> at the University. It offers programmes aimed to prepare applicants for entrance examinations.

## COMMENTS

1. **education facilities** — навчальне обладнання, умови для занять
2. **a study** — кабінет
3. **... have free access ...** — можуть безкоштовно користуватися
4. **to be admitted to the University** — вступити до університету
5. **entrance examinations** — вступні іспити
6. **to enroll in day-time (evening, correspondence) department** — вступити на денне (вечірнє, заочне) відділення
7. **a graduate** — випускник вищого навчального закладу  
(*амер.* випускник будь-якого навчального закладу)  
**to graduate from** — закінчувати вищий навчальний заклад
8. **with different forms of ownership** — з різними формами власності
9. **to combine studies with work** — поєднувати навчання з роботою

10. **to pass examinations** — скласти іспити

11. **preparatory faculty** — *тут.* факультет довузівської підготовки

## VOCABULARY EXERCISES

### I. Give the verbs corresponding to the following nouns:

education, examination, graduation, equipment, accounting, computer, building, collection, management, information, specialist, training, student.

### II. Give the English equivalents for:

умови для занять; добре обладнані лабораторії та кабінети; фонд економічної літератури; читальні зали; комп'ютерний центр; вступити до університету; денне, вечірнє та заочне відділення; факультет міжнародної економіки та права; аграрний менеджмент; різні галузі промисловості та сільського господарства; державні та приватні організації; різні форми власності; вступні іспити; фінансова та банківська системи; поєднувати навчання з роботою; складати іспити; факультет довузівської підготовки.

### III. Fill in the blanks below with the most appropriate terms from the list:

to combine; evening and correspondence departments; collection of literature on economics; education facilities; entrance examinations; faculties; are admitted; training.

1. Our University has three academic buildings with all \_\_\_\_\_ .  
2. The library of the University has the largest \_\_\_\_\_ in our country.  
3. More than ten thousand future specialists get their \_\_\_\_\_ here.  
4. They \_\_\_\_\_ to the University on the basis of their results at the \_\_\_\_\_ .  
5. There are seven \_\_\_\_\_ at the day-time department.  
6. Many young people prefer \_\_\_\_\_ studies with work. 7. They are admitted to the \_\_\_\_\_ .

### IV. Fill in the blanks with prepositions or adverbs if necessary:

1. A lot ... specialists ... different fields are trained ... the University.  
2. Any school leaver may apply ... the University. 3. The students may enroll ... day-time, evening and correspondence departments. 4. There are seven faculties ... the day-time department. 5. The extra-mural students combine their work ... studies. 6. All the University laboratories are well-equipped ... computers. 7. He graduated ... the University ... two years ago. 8. The graduates ... the University may work ... state and private organizations ... different forms ... ownership. 9. Most ... students ... the marketing faculty take part ... social activities.

## V. Answer the following questions:

1. Where do the students have free access to? 2. How many people get their training at the University? 3. What departments may the students enroll in? 4. What faculties are there at the day-time department? 5. Where may the graduates of the University work? 6. Where are young people admitted when they want to combine studies with work? 7. What is the aim of the preparatory faculty?

## VI. Say whether these statements are true or false and if they are false say why:

1. Kyiv National Economic University is more than 100 years old. 2. The doors of the University are open to all. 3. All the students of the University must pay for tuition. 4. The University has many academic buildings with all education facilities. 5. The University's library has the largest collection of literature on economics in Europe. 6. The students have free access to the library, reading-rooms, computing centres and laboratories.

## READING DRILLS

### 1. Practise the pronunciation of the following words:

#### a) stress the first syllable:

wide, choice, course, bachelor, master, doctorate, freshman, sophomore, level, special, junior, senior, almost, major, subject, term, terminal, background, general, candidate, follow, deep;

#### b) stress the second syllable:

postgraduate, develop, ability, achievement, profession, require, devote, entirely, essential, duration, divide, submit, degree, consider, beyond, specific, philosophy;

#### c) stress the third syllable:

individual, represent, undergraduate, graduation, baccalaureate.

## Text C

Kyiv National Economic University offers a wide choice of programmes and courses for the students: **Bachelor's programmes in economics and management**<sup>1</sup>, **Master's programmes**<sup>2</sup>, **postgraduate and doctorate programmes**<sup>3</sup>. They are aimed to develop individual and professional abilities of the students and represent different level of academic achievement.

Bachelor's degree programmes in economics and management are profession-oriented and require four years of study. The first two years (the **freshman**<sup>4</sup> year and **sophomore**<sup>5</sup> year) are aimed at providing general education and preparing for more special studies. The last two years (the **junior**<sup>6</sup> and **senior**<sup>7</sup> years) are devoted almost entirely to the majors. **The undergraduates major in those subjects**<sup>9</sup> which are essential for their future activity.

**The academic year**<sup>10</sup> is usually nine months duration and is divided into two **terms**<sup>11</sup>. The students have an examination session at the end of each term. At the end of their studies they have **to submit a graduation paper**<sup>12</sup> and **take the state examinations**<sup>13</sup>. The Bachelor's degree is usually known as the first degree and may be a terminal qualification. But it is often considered as a background for further specialization, a step toward higher degree.

The Master's degree programmes require one or two years of study beyond baccalaureate. The Master's degree candidate follows a rather specific course of study, usually in a single field.

The postgraduate programmes provide a deeper study of philosophy, foreign languages and subjects related to the chosen major and lead to the candidate degree.

## COMMENTS

1. **Bachelor's programmes in economics and management** — бакалаврські програми з економіки та менеджменту
2. **Master's programmes** — магістерські програми
3. **postgraduate and doctorate programmes** — програми аспірантської та докторської підготовки
4. **freshman** — першокурсник
5. **sophomore** — другокурсник
6. **junior** — студент третього курсу
7. **senior** — старшокурсник
8. **undergraduate** — студент останнього курсу
9. **to major in a subject** — вивчати основний предмет
10. **academic year** — навчальний рік
11. **term** — семестр
12. **to submit a graduation paper** — захистити дипломну роботу
13. **to take the state examinations** — складати державні іспити

## VOCABULARY EXERCISES

### I. Use the correct word in the sentences. Change the form of the words if necessary:

#### -specialize

1. The students of our University \_\_\_\_\_ in various fields of economics. 2. The Bachelor's degree is often considered as a background for further \_\_\_\_\_. 3. Our University trains qualified \_\_\_\_\_ for various branches of national economy. 4. There is a wide choice of \_\_\_\_\_ at our University.

#### -educate

1. Wide \_\_\_\_\_ opportunities are opened for young people of our country. 2. The purpose of our University is \_\_\_\_\_ students to serve in all branches of national economy. 3. Higher \_\_\_\_\_ in Ukraine is accessible to all. 4. She was a highly \_\_\_\_\_ woman. 5. My elder sister \_\_\_\_\_ in France.

### II. Find the corresponding synonyms in the right-hand column:

- |  |  |
|--|--|
| 1. freshman                            | a. extra-mural education                       |
| 2. to major in                         | b. money paid for education                    |
| 3. establishment of higher learning    | c. fourth-year student                         |
| 4. applicant                           | d. instructor                                  |
| 5. sophomore                           | e. third-year student                          |
| 6. junior                              | f. second-year student                         |
| 7. undergraduate                       | g. student of senior courses                   |
| 8. tuition fee                         | h. to specialize in a chosen field             |
| 9. major                               | i. prospective student                         |
| 10. term                               | j. first-year student                          |
| 11. senior                             | k. full-time student                           |
| 12. non-resident instruction           | l. semester                                    |
| 13. teacher at a university            | m. higher school                               |
| 14. student of the day-time department | n. subject chosen as a field of specialization |

### III. Memorize the following word-combinations.

#### Use them in the sentences of your own:

entrance examination — *вступний іспит*

final examination — *випускний іспит*

to sit for an exam/to take an exam — *складати іспит*

to give/set an exam — *приймати іспит; екзаменувати*

re-examination — *перездача іспиту*

to fail in an examination — *провалитися на іспиті*

to pass an exam — *витримати іспит*

to pass an examination with distinction/honours — *скласти іспит з відзнакою*

to go through one's exam/to do well at an exam — *успішно скласти іспит*

to examine smb (in/on smth) — *екзаменувати когось (з чогось)*

end-of-exam — *іспит у кінці семестру*

#### **IV. Answer the following questions:**

1. What programmes does Kyiv National Economic University offer to the students? 2. The programmes are aimed to develop individual and professional abilities of the students, aren't they? 3. What do the Bachelor's degree programmes represent? 4. What do the students have at the end of each term? 5. The Bachelor's degree is the first academic degree, isn't it? 6. How long does the course for Master's degree last? 7. What do the postgraduate programmes provide?

#### **V. Translate into English:**

1. Київський національний економічний університет пропонує широкий вибір навчальних програм та курсів. 2. Вони спрямовані на розвиток індивідуальних і професійних якостей студентів. 3. Бакалаврські програми з економіки та менеджменту мають професійне спрямування. 4. Вони націлені на одержання базової вищої економічної освіти. 5. Старшокурсники спеціалізуються з тих предметів, що є суттєвими в їхній майбутній роботі. 6. Навчальний рік триває дев'ять місяців і ділиться на два семестри. 7. Студенти мають іспитову сесію в кінці кожного семестру. 8. У кінці навчання вони повинні захистити дипломну роботу та здати державні іспити. 9. Магістерські програми розраховано на один або два роки навчання. 10. Програми аспірантської освіти забезпечують поглиблене вивчення філософії, іноземних мов та інших спеціальних дисциплін.

#### **VI. Speak about the University's academic activity using the following words and word-combinations:**

wide choice of programmes; Bachelor's programmes in economics and management; Master's programmes; different level of academic achievement; postgraduate and doctorate programmes; special studies; academic year; term; examination session; candidate degree; to submit a graduation paper; general education; to take the state examination.

## GRAMMAR EXERCISES

### The Noun: Singular and Plural

#### I. Read and memorize the following:

- a) room — rooms, hand — hands, tree — trees, shoe — shoes, cup — cups, map — maps, group — groups, student — students;
- b) dictionary — dictionaries, city — cities, family — families;
- c) boy — boys, toy — toys, key — keys, day — days, play — plays;
- d) wife — wives, calf — calves, half — halves, life — lives, thief — thieves, shelf — shelves, wolf — wolves, sheaf — sheaves, knife — knives, self — selves, leaf — leaves, loaf — loaves;  
*but:* belief — beliefs, kerchief — kerchiefs;
- e) dish — dishes, match — matches, class — classes, box — boxes;
- f) tomato — tomatoes, potato — potatoes, hero — heroes;  
*but:* piano — pianos, zoo — zoos, photo — photos, kilo — kilos, memo — memos, solo — solos;
- g) man — men, woman — women, tooth — teeth, foot — feet, mouse — mice, goose — geese, child — children, ox — oxen, louse — lice;
- h) fish, deer, sheep, swine, means, series, species, works, offspring;
- i) criterion — criteria, stimulus — stimuli, crisis — crises, index — indices, analysis — analyses, datum — data, curriculum — curricula.

#### II. Give the plural of the following nouns:

student, economist, field, day, mark, month, faculty, facility, branch, ox, box, potato, photo, zero, loaf, wife, wolf, life, kerchief, man, child, foot, goose, deer, crisis, basis, text-book, daughter-in-law, woman-teacher.

#### III. Give the singular of the following nouns:

managers, classrooms, specialists, banks, paths, classes, keys, libraries, activities, cargoes, heroes, pianos, halves, leaves, calves, chiefs, safes, beliefs, women, teeth, phenomena, sheep, boy-friends, sons-in-law.

#### IV. Choose the correct verb:

1. Economics (*is, are*) Tom's favourite subject. 2. Their information (*is, are*) not correct. 3. The news (*is, are*) very interesting. 4. Some people (*is, are*) coming today. 5. Nick's trousers (*is, are*) out of fashion. 6. Your money (*is, are*) not enough to buy this book. 7. The furniture in our classroom (*is, are*) of good quality. 8. The police (*is, are*) looking for the thief.

## V. Choose the correct noun:

1. Her hair/hairs is dark. 2. We eat a great deal of fruit/fruits. 3. There are a lot of vegetable/vegetables on the table. 4. All the gate/gates were closed. 5. He spent his winter vacation/vacations in Great Britain. 6. This company is engaged in the export/exports and import/imports of different machines. 7. He likes this idea/ideas. 8. He has three watch/watches. 9. Carrot/carrots are rich in vitamins. 10. I have a lot of homework/homeworks to do tonight. 11. There weren't many people/peoples at the lecture yesterday. 12. The children caught two fish/fishes. 13. Can you give me some advice/advice? 14. I enjoy listening to music/musics.

## VI. Translate into English:

1. Економіка — суспільна наука. 2. Я задоволений вашими успіхами. 3. Ваші поради дуже корисні, вони мені дуже допомагають. 4. У супі надто багато картоплі. 5. Де гроші? — Вони на столі, візьміть їх. 6. Він виловив багато риби. 7. У нас дуже мало інформації з цього питання. 8. Моя сестра дуже любить фрукти, вони влітку дуже дешеві. 9. Ці новини дуже важливі для нас. 10. Санки стояли біля воріт. 11. Його заробітна плата дуже висока. 12. Зміст його листа є несподіваним для нас. 13. Ножиці лежали на полиці. 14. Кіт любить ловити мишей. 15. У неї світле волосся та голубі очі. 16. У нього досить знань, щоб зробити цю роботу.

## The Noun: Common and Possessive Case

### VII. Replace the «*of phrase*» by the Possessive Case:

1. The lecture of this teacher is very interesting. 2. The text-books of the students are on the desk. 3. The house of their parents is nice. 4. We don't know the names of these children. 5. The camera of my friend is new. 6. The success of the company is great. 7. The son of Klimenko studies very well. 8. The shirt of Carlos is green. 9. The birthday of my wife is on Sunday. 10. The library of our University is very large.

### VIII. Translate into Ukrainian:

students' life; Marketing faculty; Master's degree programmes; summer holidays; public figures; education facilities; University's library; sport centre; correspondence department; Bachelor's degree programmes; grammar mistake; this student's graduation paper; candidate degree; examination session; market economy; consumer goods; Oxford University; silk dress.



**IX. Complete the following sentences using the words from the right-hand column:**

- |                                    |             |
|------------------------------------|-------------|
| 1. My father's wife is my ...      | mother      |
| 2. My parents' son is my ...       | aunt        |
| 3. My parents' daughter is my ...  | cousin      |
| 4. My mother's husband is my ...   | father      |
| 5. My mother's father is my ...    | brother     |
| 6. My father's sister is my ...    | sister      |
| 7. My mother's brother is my ...   | grandfather |
| 8. My father's mother is my ...    | uncle       |
| 9. My mother's sister is my ...    | niece       |
| 10. My uncle's son is my ...       | grandmother |
| 11. My brother's son is my ...     | nephew      |
| 12. My sister's daughter is my ... |             |

**X. Use the italicized noun or noun phrase in the first sentence as a modifier in the second sentence:**

1. My garden has *flowers* in it. It is a flower garden . 2. Their house has *nine rooms*. It is \_\_\_\_\_ . 3. That handbook is for *students*. It is \_\_\_\_\_ . 4. Their baby is *ten months old*. They have \_\_\_\_\_ . 5. Our trip lasted for *three days*. We took \_\_\_\_\_ . 6. She is a psychologist for *children*. She is \_\_\_\_\_ . 7. I wrote a check for *fifty dollars*. I wrote \_\_\_\_\_ . 8. I will get *three credits* for that course. It is \_\_\_\_\_ . 9. That food is for *dogs*. It is \_\_\_\_\_ . 10. That room is for *guests*. It is \_\_\_\_\_ . 11. I have a sister who is *ten years old* and a brother who is *twelve years old*. I have \_\_\_\_\_ . 12. The building has *offices* in it. It is an \_\_\_\_\_ .

**XI. Translate into English:**

а) мій брат — студент; двері кімнати зачинено; дайте цей словник студенту; напишіть листа батькам; я випив склянку молока; він переказав текст; вправи, виконані студентами; лист, підписаний директором; я не люблю писати авторучкою; вони говорять про новий фільм;

б) вступні іспити; спеціальності студентів; студентський гуртожиток; бакалаврські програми; книга нашого викладача; книги нашого викладача; книга наших викладачів; книги наших викладачів; спортивний центр; фонд літератури; деканат; прізвища студентів; дипломна робота; іспитова сесія; промені сонця; пропозиції уряду; зарплата за минулий тиждень.

## The Article

### XII. Insert *a, an* or *the* if necessary:

1. I ate ... sandwich and ... apple yesterday. 2. My sister is ... doctor. 3. It is ... very difficult question. 4. Ukraine is ... agricultural country. 5. It is ... rainy day today. 6. I had ... shower this morning. 7. They are ... friends. 8. We often go to ... cinema. 9. Who invented ... telephone? 10. I have ... hour and ... half for ... lunch. 11. I have ... headache and ... sore throat. I think I've got ... cold. 12. What ... strange man! 13. Do you play ... guitar?

### XIII. Explain the use of the article:

1. This is *a pencil*. It is *a red pencil*. *The red pencil* is on the table. 2. I am *a teacher*. I am *at home* now. This is *my room*. *The room* is large and clean. 3. *The Black Sea* is in the South of Ukraine. 4. Open your books at page fifteen. 5. *The dean of our faculty* spoke at *the meeting* yesterday. *A lot of students of our group* attended *the meeting*. 6. Yesterday I met *my friend with a young girl*. *The girl* lives on *the second floor* in *the house* not far from *our University*. 7. *Summer* is *the most beautiful season of the year*. *The sky* is blue and *the sun* shines brightly in *summer*.

### XIV. Insert the article where necessary. Retell the passage:

I study at ... Kyiv National Economic University. I am ... first-year student of ... day-time department. My friend is ... second-year student of ... marketing faculty. My father works at ... factory. He is ... economist. My mother is ... book-keeper. My friend and I have ... lot of ... common interests. ... lessons at ... University begin at ... 8.30. When ... lectures are over we go to ... library or to ... reading-hall. When I come home I have ... rest. If ... weather is very cold I stay at ... home and listen to ... radio or watch ... television. But if ... weather is fine I go to ... Dnipro for ... walk.

### XV. Translate into English:

1. Який чудовий день! Їдмо за місто. 2. Молоко надто холодне, не пий його. 3. Вода й повітря необхідні для життя. 4. Який смачний обід! Ви чудовий кухар. 5. Мій брат спить 9 годин на добу. 6. Вовк — дика тварина. 7. Сосна — вічнозелене дерево. 8. Це добре вино. 9. Він попросив склянку води. 10. Покажи мені статтю, яку ти написав. 11. Це дуже просте питання. Школяр може на нього відповісти. 12. Ви добре відпочили за містом? — Так, була чудова погода і ми здебільшого перебували на повітрі. 13. Яка добра порада! 14. На жаль, я не можу пообідати з вами.

## The Verb «to be» in the Present Indefinite Tense

### XVI. Answer the following questions:

1. What is your name?
2. How old are you?
3. What are you?
4. Where are you from?
5. What is your favourite occupation?
6. How many are you in the family?
7. What are your parents?
8. Where are they now?
9. What is your friend?
10. What is his/her name?
11. How old is he/she?
12. Where is he/she now?
13. What's the date?
14. What day of the week is it?
15. What is the weather like today?

### XVII. Give short answers in the affirmative or negative:

**Pattern:** *Are you ready?* — *Yes, I am/No, I am not.*

1. Are you a student?
2. Are you a second-year student?
3. Is your friend a student?
4. Is your name Taras?
5. Are you eighteen?
6. Are you from Kyiv?
7. Is your friend from Lviv?
8. Are your parents managers?
9. Are they at home now?
10. Is it Sunday today?
11. Is it cold today?
12. Are you happy?

### XVIII. Make the following sentences interrogative and negative:

**Pattern:** *My friend is here.*

*Is my friend here?*

*My friend isn't/is not/ here.*

1. I am right.
2. They are second-year students.
3. They are very busy at that time.
4. Their favourite subject is English.
5. Our teacher is from Kharkiv.
6. Mathematics is one of the most difficult subjects.
7. The weather is very rainy in May.
8. They are in the classroom now.
9. It is the end of the term.
10. They are teachers.
11. This exercise is easy.
12. The days are fine in August.
13. Her parents are in London now.

### XIX. Fill in the blanks with *am, is or are*:

1. Taras \_\_\_\_ a student. Who \_\_\_\_ a student? Taras \_\_\_\_ .
2. \_\_\_\_ you a student? Yes, I \_\_\_\_ .
3. \_\_\_\_ Nina a student? No, she \_\_\_\_ not. What \_\_\_\_ she? She \_\_\_\_ an economist.
4. \_\_\_\_ they managers? Yes, they \_\_\_\_ .
5. \_\_\_\_ you a financier? No, I \_\_\_\_ not. What \_\_\_\_ you? I \_\_\_\_ a student.
6. \_\_\_\_ they teachers? No, they \_\_\_\_ not. What \_\_\_\_ they? They \_\_\_\_ businessmen.
7. \_\_\_\_ Peter a businessman? No, he \_\_\_\_ not. What he? He \_\_\_\_ an engineer.
8. Where \_\_\_\_ your friend? He \_\_\_\_ in the library.
9. Where \_\_\_\_ the students? They \_\_\_\_ in the classroom.

## XX. Complete the disjunctive questions:

**Pattern:** *It is far from Lviv, ... ? — It is far from Lviv, isn't it?*  
*It isn't cold, ... ? — It isn't cold, is it?*

a) 1. You are a student, ... ? 2. You are tired, ... ? 3. They are on holiday, ... ? 4. She is in her office today, ... ? 5. He is angry, ... ? 6. Those are your gloves, ... ? 7. It's very expensive, ... ? 8. These are Susan's glasses, ... ? 9. That is Mike's dictionary, ... ? 10. Mary is intelligent, ... ?

b) 1. Ann isn't at home, ... ? 2. You aren't afraid of snakes, ... ? 3. She is never late for class, ... ? 4. The children aren't surprised, ... ? 5. Your sister isn't married, ... ? 6. That isn't Tom, ... ? 7. I am not fat, ... ? 8. English Grammar isn't easy, ... ? 9. These books aren't yours, ... ? 10. Nothing is wrong, ... ?

## The Verb «to have» in the Present Indefinite Tense

### XXI. Answer the following questions:

1. Have you a large family? 2. Have you a friend? 3. At what time do you usually have breakfast? 4. Do you usually have a big breakfast? 5. Do you have tea or coffee for breakfast? 6. How many times a day do you have tea? 7. Do you have a walk before going to bed?

### XXII. Make the following sentences interrogative and negative:

**Pattern:** *He has a lot of relatives in Poltava.*

*Has he a lot of relatives in Poltava?*

*He hasn't /has not/ a lot of relatives in Poltava.*

*They have lunch at eleven.*

*Do they have lunch at eleven?*

*They don't have /do not have/ lunch at eleven.*

1. I have dinner at home. 2. The students have an examination session at the end of each term. 3. We have an hour to discuss this question. 4. We have too much snow this winter. 5. Susan has a high temperature. 6. Our University has sport camps and holiday homes at the seaside.

### XXIII. Fill in the blanks with *have* or *has*:

1. I ... a sister. She ... a very interesting profession. 2. Hurry up! We ... no time for tea. 3. Do you ... a rest after lunch? No, I ... not. 4. John and Mary ... a baby. 5. ... you got a grammar book? Yes I ... . It ... twelve chapters. 6. My friend ... a brother. He ... a Bachelor's degree. 7. ... the students many lectures and seminars during the week? Yes, they ... .

#### XXIV. Complete the disjunctive questions:

**Pattern:** *You have time to do it, ... ?*

*You have time to do it, haven't you?*

*He hasn't much money, ... ?*

*He hasn't much money, has he?*

*He has breakfast at 8 o'clock ... ?*

*He has breakfast at 8 o'clock, doesn't he?*

1. His wife has headaches quite often, ... ? 2. She has got lovely blue eyes, ... ? 3. The Smiths have a big house, ... ? 4. You have difficulty in getting a job, ... ? 5. You haven't got a computer, ... ? 6. Bill hasn't got a car, ... ? 7. She has a heart attack, ... ? 8. He has a good memory, ... ?

#### XXV. Translate into English:

1. У мене є друг. У нього блакитні очі й темне волосся. У нього завжди дуже багато роботи і в нього ніколи немає вільного часу. 2. Ви обідаєте вдома чи в їдальні? — Іноді я обідаю дома, а іноді — у кафе. Я ніколи не обідаю в ресторані. — О котрій годині ви звичайно обідаєте? — Як правило, я обідаю о другій годині. 3. У тебе є англійсько-український словник? — Ні. У мене його немає, але я дуже хотіла б його мати. — У тебе є гроші? — Так. У мене є досить грошей, щоб купити його. 4. У мене є трикімнатна квартира в центрі міста. Вона має всі сучасні вигоди.

#### The Construction «there + to be»

#### XXVI. Make the following interrogative and negative:

**Pattern:** *There is too much salt in the soup.*

*Is there too much salt in the soup?*

*There isn't /is not/ too much salt in the soup.*

or: *There is no too much salt in the soup.*

*There are several bookshops in this street.*

*Are there several bookshops in this street?*

*There aren't /are not/ several bookshops in this street.*

1. There is a telephone in this room. 2. There are fifteen students in our group. 3. There are some interesting articles in this newspaper. 4. There is somebody in the room. 5. There is something on the table. 6. There is a lot of fish in this river. 7. There is too much snow on the roof of the house. 8. There is too much water in the lake in spring.

**XXVII. Translate into Ukrainian:**

1. There is a man at the bus-stop. There are two men at the bus-stop. There is a man and a woman at the bus-stop. 2. There isn't any sugar in my tea. 3. There is only one bridge across the river in this place. 4. There is no time to visit the museum. 5. There are several bookshops in this street. 6. There is a lot of coal in the Donbas. 7. There is no oil in our country. 8. There are few offices in this part of the town.

**XXVIII. Ask questions using *how many*:**

**Pattern:** *chapters in this book.*

*How many chapters are there in this book ?*

1. English books in your library. 2. continents in the world. 3. people in your family. 4. states in the United States of America. 5. floors in this building. 6. letters in the English alphabet. 7. students in your group. 8. windows in this room. 9. desks in your classroom. 10. rooms in your flat.

**XXIX. Complete the disjunctive questions:**

1. There are a lot of people here, ... ? 2. There is a better way to solve this problem, ... ? 3. There aren't any problems, ... ? 4. There is a meeting tonight, ... ? 5. There isn't a test tomorrow, ... ? 6. There is nobody at home, ... ? 7. There isn't a lot to do, ... ? 8. There isn't a lot of noise, ... ? 9. There are some English books on the shelf, ... ? 10. There are some spelling mistakes in your composition, ... ?

**XXX. Complete the questions in your own way:**

1. Is there much ... ? 2. Are there many ... ? 3. Is there little ... ? 4. Is there a lot of ... ? 5. Is there a large number of ... ? 6. Is there any ... ? 7. Are there any ... ? 8. Are there a few ... ?

**XXXI. Memorize the following proverbs:**

1. *There are spots even on the sun.* 2. *There are more ways to the wood than one.* 3. Where *there is* a will, *there is* a way. 4. *There is* no rose without a thorn. 5. *There is* a place for everything, and everything in its place. 6. *There is* more than one way to kill a cat. 7. *There is* no fire without smoke. 8. *There is* no place like home. 9. When a friend asks, *there is* no tomorrow. 10. *There is* no royal road to learning.

### XXXII. Translate into English:

1. У Києві є багато мальовничих вулиць. 2. На вашій вулиці є кінотеатр? — Так, біля мого будинку є великий кінотеатр. 3. Чи є в глецику молоко? 4. Там багато снігу? Якщо багато, ми підемо кататися на лижах. 5. У нашій бібліотеці є читальні зали. 6. Скільки студентів у вашій групі? — У нашій групі п'ятнадцять студентів. — Чи є дівчата у вашій групі? — Так, у нашій групі п'ять дівчат і десять хлопців. Вони дуже дружні. 7. Чи є цікаві статті в цьому журналі? — Так, у цьому журналі є цікаві статті з економіки. 8. Я не можу їсти цього супу. У ньому забагато солі та картоплі, але зовсім немає м'яса. 9. Скільки слів у цьому словнику? 10. У твоїй бібліотеці є твори англійських чи американських письменників? — Так, у моїй бібліотеці є кілька творів англійських письменників, але немає жодного твору американських авторів.

### EXERCISES FOR INDIVIDUAL WORK

#### I. Choose the correct verb:

1. A lot of students (*is, are*) already here. 2. The United States (*is, are*) located in North America. 3. One of the countries I would like to visit (*is, are*) Italy. 4. The number of students in this room right now (*is, are*) twenty. 5. His knowledge of English (*is, are*) bad. 6. English (*is, are*) not my native language. 7. Fruit (*is, are*) cheap in summer. 8. Each of my friends (*is, are*) here.

#### II. Change the number of the italicized nouns and make all necessary changes:

1. *The book* is on *the shelf*. 2. This is an English *dictionary*. 3. *The roof* of *the house* was covered with snow. 4. This *factory* has a good *laboratory*. 5. A *copy* of the contract was sent to Lviv. 6. Where is *the knife*? 7. *The child* is playing in the yard. 8. *The tomato* is ripe. 9. The cat caught a *mouse*. 10. I have hurt my *foot*. 11. *The story* is very long. 12. He is a nice *person*. 13. *The speech* was very interesting. 14. He left *the key* on the table. 15. The last *leaf* fell from *the tree*. 16. I like his new *play*.

#### III. Choose the correct form of the verb:

1. There (*is, are*) no time for it today. 2. There (*is, are*) a students' hostel in this street. 3. There (*is, are*) a lot of problems in the world. 4. There (*is, are*) a blackboard, a table and a lot of chairs in our study. 5. There (*isn't, aren't*) any letters in the mail for you today. 6. There (*isn't, aren't*) any mail for you today. 7. (*Is, are*) there many students in the classroom? 8. There (*is,*

are) six desks and a table in the classroom. 9. There (*is, are*) some laboratories, a library and a reading-hall on the ground floor. 10. How many kinds of birds (*is, are*) there in the world?

#### **IV. Change the following sentences using *there + to be*:**

1. The University's campus has four hostels. 2. I see a lot of students in the classroom. 3. The University's laboratories and studies are large and light. 4. The book-keeping department is on the ground floor. 5. How many students have you got in your group? 6. We can't see anybody here. 7. The library has a large collection of literature on economics. 8. He has only two mistakes in his dictation. 9. We have some meat in the fridge.

#### **V. Use *it is* or *there is/are* in the following sentences:**

1. ... fine today. 2. ... an underground station near my house. 3. ... nearly 11 o'clock. 4. ... a light in the window. Somebody must be at home. 5. ... a pity you can't go with us. 6. ... easy to understand why she is absent. 7. ... any news in the letter? 8. ... not true to say that she is a close friend of mine. 9. ... time to go to bed. 10. ... important to know the details. 11. ... no central heating in my house. 12. ... too early to leave. 13. ... much money in his purse. 14. ... difficult to study French. 15. ... some interesting articles in the newspaper? 16. ... fifteen students in our group. 17. ... only one cigarette in the box. 18. ... warmer today than ... was yesterday.

#### **VI. Translate into English:**

1. У мого брата волосся сиве, а брови чорні. 2. У нього погані знання. 3. Смітти — культурна сім'я. 4. Вони полюють на оленів. 5. Усі ворота було зачинено. 6. Ваші поради мені дуже допомагають. Я завжди слідую їм. Вони дуже корисні. 7. Ви та сама людина, яка мені потрібна. 8. Я завжди їду 17-м автобусом. У 17-му автобусі звичайно буває мало людей. 9. Кому належать ці гроші? — Ці гроші належать йому. 10. Мій батько пішов до школи, щоб познайомитися з учителем. 11. У нашому місті багато вищих навчальних закладів. 12. Чи є хтось удома? — Ні, немає нікого вдома. 13. У тебе є сестра чи брат? — Так, у мене є брат. — Хто він? — Мій брат менеджер. — Де він зараз? — Він у відрядженні у Львові. 14. Скільки днів у квітні? — У квітні 30 днів.



## UNIT 2

TOPIC: **ECONOMY of UKRAINE**

TEXT A

TEXT B

TEXT C

TEXT D

GRAMMAR: The Present Indefinite Tense

The Pronoun: Personal and Possessive

Word Order in the Simple Declarative Sentence

### READING DRILLS

#### 1. Practise the pronunciation of the following words:

##### a) stress the first syllable:

nation, wide, territory, country, former, chemical, agriculture, function, decade, aggregate, national, system, link, management, product, cycle, clearly, border, gross, monetary, credit, break, crisis, index, negative, rate, sign, branch, reason, price, power, carrier, government, stimulus;

##### b) stress the second syllable:

declare, formation, inflation, confirm, industrial, potential, traditional, financial, political, domestic, republic, dynamic, metallurgy, machine-building, production, productive, economy, co-operate, technology, inherit, dependence, suffice, emergence, development, appear, reform, reorganize, restore, effective;

##### c) stress the third syllable:

independent, referendum, economic, predetermine, realization;

##### d) stress the fourth syllable:

stabilization, privatization.

#### 2. Read the following words. Mind the difference in pronunciation.

##### Translate the words:

a) produce — to produce; transport — to transport; object — to object; process — to process; decrease — to decrease; increase — to increase; progress — to progress; record — to record; import — to import; export — to export;

b) formation — to form; graduate — to graduate; finance — to finance; unity — to unite; tax — taxation — to tax; privatization — to privatize.

## Text A

On August 24, 1991 the Verkhovna Rada declared the formation of the Independent Ukrainian State and on December 1991, a nation-wide referendum confirmed the formation of a new large European state.

As to its territory Ukraine is the second largest country in Europe. As to its industrial potential, this is one of the most developed republics of the former Soviet Union with highly developed metallurgy, machine-building, chemical production and agriculture.

The economy of the Soviet Union was functioning for decades as an aggregate national economic system linked by united management, **co-operated links**<sup>1</sup> and applied technologies. This has predetermined **the inherited dependence**<sup>2</sup> of Ukraine on economic ties with former republics of the former Soviet Union. It will suffice to point out that 2/3 of the country's **gross domestic product**<sup>3</sup> did not have a **closed productive cycle**<sup>4</sup> in Ukraine.

Clearly **the emergence**<sup>5</sup> of political and economic borders in a formerly united economy, the emergence of **the national monetary-credit and financial systems**<sup>6</sup>, breaking of the system of traditional economic links have brought the economy of the country to a crisis. Almost all the indices of the economic development have negative dynamics. But **the rates of decrease of production are slow down**<sup>7</sup> and first signs of stabilization appear in a number of branches of economy.

One of the main reasons of inflation are prices for **power carriers**<sup>8</sup> imported from Russia. These prices have increased by hundreds times during the last years. The government of Ukraine sees the way out of the crisis in realization of the programme of economic reforms which would make it possible to reorganize the economy, to change its structure, **to carry out**<sup>9</sup> privatization and to restore stimuli to a highly effective work.

## COMMENTS

1. **co-operated links** — спільні зв'язки
2. **inherited dependence** — успадкована залежність
3. **gross domestic product** — внутрішній валовий продукт
4. **closed productive cycle** — замкнутий виробничий цикл
5. **emergence** — поява
6. **national monetary-credit and financial systems** — національна грошово-кредитна та фінансова системи

7. **rates of decrease of production are slow down** — темпи зниження виробництва уповільнюються
8. **power carriers** — енергоносії
9. **to carry out** — проводити

## VOCABULARY EXERCISES

### I. Find equivalents:

- |                                   |                                  |
|-----------------------------------|----------------------------------|
| 1. nation-wide referendum         | а. енергоносії                   |
| 2. industrial potential           | б. економічний розвиток          |
| 3. united management              | в. програма економічних реформ   |
| 4. monetary-credit system         | г. внутрішній валовий продукт    |
| 5. inherited dependence           | д. всенародний референдум        |
| 6. machine-building               | е. промисловий потенціал         |
| 7. gross domestic product         | є. вихід із кризи                |
| 8. closed productive cycle        | ж. успадкована залежність        |
| 9. traditional economic links     | з. спільне управління            |
| 10. economic development          | и. замкнутий виробничий цикл     |
| 11. power carriers                | і. грошово-кредитна система      |
| 12. way out of the crisis         | ї. традиційні економічні зв'язки |
| 13. programme of economic reforms | й. відновити стимули             |
| 14. to restore stimuli            | к. машинобудування               |

### II. Give the corresponding nouns to the following verbs:

to declare, to confirm, to populate, to develop, to produce, to cooperate, to stabilize, to reorganize, to realize, to depend, to inflate, to manage, to govern, to form, to apply, to restore.

### III. Use the correct word in the sentences. Change the form of the word if necessary:

#### - depend

1. The Declaration of Ukrainian \_\_\_\_\_ was proclaimed on August 24, 1991 by the Ukrainian Parliament. 2. A new \_\_\_\_\_ state appeared on the world political map. 3. His happiness \_\_\_\_\_ not on other people but on himself. 4. Financially he was completely \_\_\_\_\_ on his brother. 5. He wanted to go to work to be \_\_\_\_\_ of his parents. 6. What time will you arrive? — I don't know. It \_\_\_\_\_ on the traffic.

### **- develop**

1. Ukraine is one of the most \_\_\_\_\_ republics of the former Soviet Union. 2. Present-day independent Ukraine has a considerable potential to quickly \_\_\_\_\_ its economy. 3. Our country has very favourable conditions for the \_\_\_\_\_ of agricultural production.

### **IV. Fill in the blanks with prepositions or adverbs if necessary:**

1. As to its territory Ukraine is the second largest country ... Europe. 2. Ukraine is one ... the most developed republics ... the former Soviet Union ... highly developed industry and agriculture. 3. One ... the main reasons ... inflation are prices ... power carriers imported ... Russia. 4. The prices have increased ... hundreds times ... the last years. 5. The government ... Ukraine sees the way out ... the crisis ... realisation ... the programme ... economic reforms.

### **V. Answer the following questions:**

1. When did the Verkhovna Rada declare the formation of the Independent Ukrainian State? 2. What can you say about Ukraine's industrial potential? 3. What has predetermined the inherited dependence of Ukraine on economic ties with former republics of the Soviet Union? 4. What has brought the economy of the country to a crisis? 5. What is one of the main reason of inflation? 6. Does the government of Ukraine see the way out of the crisis?

### **VI. Translate into English:**

1. 24 серпня 1991 року Верховна Рада України проголосила створення самостійної держави України. 2. Щодо території Україна є другою за величиною країною в Європі. 3. Щодо промислового потенціалу вона є однією з найбільш розвинутих республік колишнього Радянського Союзу з потужними металургією, машинобудуванням, хімічною промисловістю та сільським господарством. 4. Єдинопідприємствна економічна система зі спільним управлінням та зв'язками зумовила успадковану залежність України від інших республік колишнього Радянського Союзу. 5. Розрив системи традиційних економічних зв'язків з цими республіками призвів економіку країни до кризи. 6. Однією з головних причин інфляції є високі ціни на енергоносії, що імпортуються з Росії. 7. Уряд України бачить вихід із кризи в реалізації програми економічних реформ.

**VII. Give the characteristic of Ukraine's economy today using the following words and word-combinations:**

to declare the formation of the Independent Ukrainian State; aggregate national economic system; nation-wide referendum; co-operated links; applied technologies; to predetermine; inherited dependence; united management; gross domestic product; closed productive cycle; emergence of political and economic borders; national monetary-credit and financial systems; traditional economic links; economic development; rates of decrease of production are slow down; power carriers; the way out of the crisis; to reorganize the economy; to carry out privatization; to restore stimuli to a highly effective work.

**READING DRILLS**

**1. Practise the pronunciation of the following words:**

**a) stress the first syllable:**

namely, market, complicate, quickly, favourable, natural, term, structure, structural, balance, payment, gradual, solve, period, legislative, regulate, basis, cost, trade, budget, practice, change, price, energy, food, communal, service;

**b) stress the second syllable:**

assertion, prerequisite, accomplishment, considerable, potential, develop, explain, condition, convenient, position, exchange, reform, attainment, account, create, creation, attraction, investment, succeed, conduct, taxation, essentially;

**c) stress the third syllable:**

transformation, proclamation, integration, independence, international, geographical, correspond;

**d) stress the fourth syllable:**

interrelate, characteristic.

**Text B**

Two interrelated processes are characteristic of Ukraine's economy today, namely its **assertion**<sup>1</sup> as that of an independent state, and its transformation from planned-centralized to market-controlled. These processes are rather complicated, but there are all **prerequisites**<sup>2</sup> for their effective accomplishment.

Present-day independent Ukraine has a considerable potential to quickly develop its economy — and this is explained not only by the favourable natural conditions, but also by the convenient geographical position **in terms of**<sup>3</sup> international trade exchanges.

Reforms, started in the national economy after the proclamation of independence, are aimed at the establishment of an open, effective market type economy.

The main directions of the programme of economic reforms are as follows:

1. The programme of structural reorganization.
2. Attainment of balanced payments account.
3. Creation of conditions for gradual integration of Ukraine with the world economy.

These and other problems must be solved at the cost of a wide attraction of foreign investments. In a short period of time the Verkhovna Rada and government of Ukraine have succeeded in creation a legislative and regulating basis for conducting economic reforms. **Taxation and budget systems**<sup>4</sup> corresponding in their structure to the world practice are created essentially anew. The change over to a free price formation in the economy is carried out. The government regulation of price level is applied only in establishing prices for main energy carriers, some most important food, communal and transportation services.

Much attention is given to the change of the structure of property.<sup>5</sup> Legislative basis is created for privatization of **state-owned enterprises**, implementation of reforms of the banking and financial systems.

## COMMENTS

1. **assertion** — становлення
2. **prerequisite** — передумова
3. **in terms of** — з погляду
4. **taxation and budget systems** — податкова та бюджетна системи
5. **state-owned enterprises** — державні підприємства

## VOCABULARY EXERCISES

### I. Give the verbs from which the following nouns are derived:

assertion, proclamation, regulation, creation, direction, reorganization, attraction, implementation, formation, transportation, taxation, independence, integration, government, accomplishment, investment, development, payment.

**II. Give the Ukrainian equivalents for the following words and word-combinations. Use them in the sentences of your own:**

national economy; international trade; world economy; in a short period of time; structural reorganization; attraction of foreign investments; effective market type economy; to succeed in; banking and financial systems; to conduct economic reforms; taxation and budget systems; to establish prices; legislative and regulating basis; state-owned enterprises.

**III. Match the synonyms:**

suitable, energy carriers, complicated, property, present-day, complex, to fix prices, convenient, to implement, nationalized, power carriers, state-owned, declaration, sovereign, accomplishment, ownership, proclamation, to establish prices, contemporary, independent, achievement, to carry out.

**IV. Fill in the blanks below with the most appropriate terms from the list:**

programme of economic reforms; prerequisites; assertion; banking and financial systems; taxation; market-controlled; independent sovereign state; privatization.

1. Ukraine is recognized by the world community as an \_\_\_\_\_  
. 2. The process of Ukraine's \_\_\_\_\_ as an independent state is very complicated. 3. Ukraine has all \_\_\_\_\_ for the development of its economy. 4. The government of Ukraine sees the way out of the crisis in realization of the \_\_\_\_\_. 5. Reforms are aimed at the transformation of Ukraine's economy from planned-centralized to \_\_\_\_\_. 6. The implementation of reforms of the \_\_\_\_\_ are of a high priority. 7. \_\_\_\_\_ and budget systems corresponding in their structure to the world practice are created essentially anew. 8. Legislative basis is created for \_\_\_\_\_ of state-owned enterprises.

**V. Complete the following sentences:**

1. Two interrelated processes are characteristic of Ukraine's economy today, namely ... . 2. Present-day independent Ukraine has ... . 3. Reforms, started in the national economy after the proclamation of independence, are aimed ... . 4. The main directions of the programme of economic reforms are as follows: ... . 5. These and other problems must be solved ... . 6. In a short period of time the Verkhovna Rada and government of Ukraine have succeeded in ... . 7. Much attention is given to ... . 8. Legislative basis is created ... .

## **VI. Answer the following questions:**

1. What processes are characteristic of Ukraine's economy today?
2. These processes are rather complicated, aren't they?
3. What potential does Ukraine have to develop its economy?
4. What are the main directions of the programme of economic reforms?
5. What is the role of the Verkhovna Rada and government in conducting economic reforms?
6. What problems is much attention given to?

## **VII. Translate into English:**

1. Сучасна незалежна Україна має значний потенціал для швидкого розвитку економіки.
2. Реформи, які розпочалися в народному господарстві після проголошення незалежності, спрямовано на створення відкритої ефективної економіки ринкового типу.
3. Одним із головних напрямків програми економічних реформ є створення умов для поступової інтеграції України у світове господарство.
4. Верховна Рада та уряд України досягли успіху в створенні правової бази для проведення економічних реформ.
5. Уряд регулює ціни на енергоносії, комунальні послуги, транспорт та деякі інші товари й послуги.
6. Велика увага приділяється приватизації державних підприємств.

## **READING DRILLS**

### **1. Practise the pronunciation of the following words:**

#### **a) stress the first syllable:**

industry, area, current, structure, occupy, heavy, steel, coal, light, job, service, health, care, concentrate, region, mineral, bias, output, yield, mining, ferrous, presently, automobile, locomotive, railway, airplane, lack, harvester, satisfy, integrate, process, standard, innovate, market;

#### **b) stress the second syllable:**

proportion, industrial, towards, account, employ, metallurgy, equipment, considerable, deposit, produce, however, accept, progressive, unable, consumer, unwillingness, initiative, techniques, approach.

### **2. Name the word-building elements (suffixes, prefixes) and the part of speech of each word:**

economy — economic — economical — economically — economics — economist — economize; industry — industrial — industrialist — industrially — industrious — industrialization; satisfy — satisfactory — satisfaction.



### Text C

Industry is the most important area of Ukraine's economy. In the current structure of Ukraine's industry a great proportion is occupied by heavy industry, especially the steel, machine-building and coal industries. A considerable part is played by the food and light industries. About two-fifth of Ukraine's people work in industry, and about a fifth work in agriculture. Most other Ukrainians have jobs in such service industries as education and health care.

Many of Ukraine's heavy industries are concentrated in the Donbas region, the centre of Ukraine's heavy industry. It has rich mineral deposits and major industrial base **with bias towards**<sup>1</sup> heavy industry. A large industrial **output**<sup>2</sup> **is yielded**<sup>3</sup> by the mining, **ferrous metallurgy**<sup>4</sup>, chemical and machine-building industries.

The machine-building is presently the largest branch of industry. It accounts for a third of the national industrial output and employs about a fourth of Ukraine's workers. Automobiles and buses, locomotives and<sup>5</sup> railway cars, airplanes and ships, tractors and **harvesters**<sup>6</sup>, **machine tools**<sup>6</sup> and metallurgical equipment are produced at Ukraine's plants and factories.

<sup>7</sup>However, today's industries are unable **to satisfy the consumers' wants**. The reason is that they are not integrated into the world process of economic, technological and scientific progress. The national industries have low standard in processing **raw materials**<sup>8</sup>, **outdated and worn-out production equipment**<sup>9</sup>, unwillingness to accept progressive techniques and approaches and lack of innovating initiative. These and other problems must be solved in the course of new economic reforms aimed at creating a market economy.

### COMMENTS

1. **with bias towards** — *тут*: на користь
2. **output** — випуск; продукція
3. **... is yielded ...** — виробляється
4. **ferrous metallurgy** — чорна металургія
5. **harvester** — збиральна машина; комбайн
6. **machine tools** — верстати
7. **to satisfy the consumers' wants** — задовольняти бажання споживачів
8. **raw material** — сировина
9. **outdated and worn-out production equipment** — застаріле та зношене устаткування

## VOCABULARY EXERCISES

### I. Find equivalents:

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| 1. heavy industry                   | а. легка промисловість             |
| 2. ferrous metallurgy               | б. на користь                      |
| 3. enterprise                       | в. промислова продукція            |
| 4. with bias towards                | г. вугільна промисловість          |
| 5. outdated equipment               | д. важка промисловість             |
| 6. raw materials                    | е. машинобудівна промисловість     |
| 7. light industry                   | є. галузь промисловості            |
| 8. machine-building industry        | ж. підприємство                    |
| 9. coal industry                    | з. чорна металургія                |
| 10. to satisfy the consumers' wants | и. сировина                        |
| 11. branch of industry              | і. застаріле устаткування          |
| 12. industrial output               | ї. задовольняти бажання споживачів |

### II. Substitute the words in bold type by their synonyms:

1. **Industry** is the most **significant area** of Ukraine's economy. 2. In the current structure of Ukraine's industry a great **part** is occupied by heavy industry. 3. **Nearly** two-fifth of Ukraine's **people** work in industry. 4. Many of Ukraine's heavy industries **are centred** in the Donbas region. 5. It has rich **mineral deposits** and major industrial base **in favour of** heavy industry. 6. **Today's** industries cannot **meet** the consumers' **wants**. 7. A large industrial output **is produced** by machine-building industry.

### III. Complete the following sentences:

1. In the current structure of Ukraine's industry a great proportion is occupied ... . 2. A considerable part is played ... . 3. The machine-building industry accounts ... . 4. Ukraine's plants and factories produce ... . 5. Today's industries are unable ... .

### IV. Say whether these statements are true or false and if they are false say why:

1. Ukraine has a developed economy with strong industry.
2. Machine-building is presently the largest branch of industry.
3. Ukraine is very rich in mineral resources.
4. The Donbas is one of the main food suppliers for the country.
5. Today's industries are able to satisfy the consumers' wants.

**V. Match each term in Column A with its definition in Column B:**

<b>Column A</b>	<b>Column B</b>
1. industry	a. That which is produced or manufactured, usually in a specified period of time.
2. consumer	b. The application of science to commerce and industry.
3. service industries	c. Anything legally owned or possessed by a person or organization.
4. technology	d. The sector of an economy that is concerned with manufacture.
5. output	e. Businesses which provide services, such as health care, legal advice or appliance repair.
6. market economy	f. An economic system in which national economic decisions are the result of decisions by individual buyers and sellers in the marketplace.
7. property	g. Anyone who uses goods and/or services.

**VI. Answer the following questions:**

1. Is industry the most important area in Ukraine's economy? 2. What are the main industries in Ukraine? 3. Where are many of Ukraine's heavy industries concentrated? 4. What is the Donbas rich in? 5. What industries is a large industrial output yielded by? 6. The machine-building is presently the largest branch of industry, isn't it? 7. What do Ukraine's plants and factories produce? 8. What is the reason that today's industries are unable to satisfy the consumers' wants? 9. What are new economic reforms aimed at?

**VII. Translate into English:**

1. Промисловість є найважливішою сферою економіки України. 2. Близько 2/5 населення України працює в промисловості. 3. Багато галузей важкої промисловості зосереджено в Донбасі. 4. Донбас є центром важкої промисловості в Україні. 5. Машинобудування є зараз найбільшою галуззю промисловості. 6. На заводах і фабриках України виготовляють автомобілі та автобуси, літаки та кораблі, трактори та комбайни, верстати та устаткування для металургійної промисловості. 7. Промисловість не може задовольнити бажання споживачів, бо її не інтегровано у світовий процес економічного, технологічного та науково-технічного розвитку.

### VIII. Match each branch of industry with its production:

1. machine-building	tractors	turbines
2. instrument-making	plant equipment	wool
3. ship-building	transport vehicles	sugar
4. motor vehicle	combine harvestors	pottery
5. farm machinery	electron microscopes	wine
6. food	passenger vehicles	plastics
7. light	sowing machines	sandstone
8. chemical	passenger cars	garment
9. building materials	canned fruit	cement
	excavators	cheese
	detergents	linen
	generators	butter
	cine-cameras	limestone
	vegetable oils	cotton
	seagoing vessels	silk
	pharmaceuticals	china
	footwear	fertilizers

### IX. Give the characteristic of Ukraine's industry using the following words and word-combinations:

heavy industry; steel, food and light industries; service industry; mineral deposits; machine-building and coal industries; major industrial base; with bias towards; national industrial output; ferrous metallurgy; to satisfy the consumers' wants; raw material; to yield; the world process of economic, technological and scientific progress; progressive techniques and approaches; economic reforms; outdated and worn-out production equipment; market economy.

### READING DRILLS

#### 1. Practise the pronunciation of the following words:

##### a) stress the first syllable:

fertile, soil, temperately, climate, farming, breadbasket, animal, practice, crop, growing, harvesting, grain, meadow, fruit, vegetable, raising, cereal, flax, rye, oat, barley, sugar beet, sunflower, cabbage, cucumber, carrot, onion, garlic, melon, wheat, maize, legume, husbandry, widespread, dairy, province, chicken, duck, goose, turkey, cattle, poultry, mechanize, wages, profit, agriculture;

**b) stress the second syllable:**

productive, collective, intensive, potato, tomato, control, increase, apply, include, industrial, technology.

**Text D**

Ukraine has very favourable conditions for the development of agricultural production: fertile soils, temperately warm climate, a well-developed industry processing agricultural raw materials. Ukraine is one of the world's most productive farming regions and is known as the breadbasket of Europe.

There are two main branches of agricultural production in Ukraine: **crop production**<sup>1</sup> and **animal husbandry**<sup>2</sup>. Crop production is the practice of growing and harvesting crops. It includes: **grain and industrial crops**<sup>3</sup>, meadow culture, fruit and vegetable raising. Almost half of the cropping area is occupied by **cereals**<sup>4</sup> such as winter wheat, maize and legumes, rye, oats and barley. Among the industrial crops such as sugar beet, sunflower, flax the leading position is occupied by sugar beet. Close to 40 types of vegetable crops are grown in Ukraine: potatoes, cabbage, tomatoes, cucumbers, red beets, carrots, onions, garlic, etc. Melon-growing is practised mainly in the south.

Animal husbandry is the practice of breeding of farm animals and their use. The most widespread branches of animal husbandry are: **dairy and beef cattle breeding**<sup>5</sup>, **pig raising**<sup>6</sup>, **sheep farming**<sup>7</sup> and **bee-keeping**<sup>8</sup>. The **poultry industry**<sup>9</sup> is spread through all the provinces. Birds farmed include chicken, duck, goose, turkey. There are large mechanized poultry farms to produce eggs and meat.

Most farms in Ukraine are owned and controlled by the government. They include **state farms**<sup>10</sup> and **collective farms**<sup>11</sup>. State farms are managed entirely by the government, which pays wages to farmworkers. Collective farms are owned and managed in part by the workers, who receive wages as well as a share in the farm's profits. State farms are larger and have more mechanical farm equipment than collective farms. In order to increase crop yields and animal products collective and state farms apply widely intensive technologies.

**COMMENTS**

1. **crop production** — рослинництво
2. **animal husbandry** — тваринництво
3. **grain and industrial crops** — зернові та технічні культури

4. **cereals** — хлібні злаки
5. **dairy and beef cattle breeding** — розведення молочної та м'ясної худоби
6. **pig raising** — свинарство
7. **sheep farming** — вівчарство
8. **bee-keeping** — бджільництво
9. **poultry industry** — птахівництво
10. **state farms** — державні підприємства
11. **collective farms** — колективні підприємства

## VOCABULARY EXERCISES

### I. Define the parts of speech of the following words:

favourable, production, agricultural, temperately, productive, vegetable, warm, mainly, cultivate, equipment, widely, collective, entirely, receive, almost.

### II. Give the Ukrainian equivalents for the following words and word-combinations. Use them in the sentences of your own:

favourable conditions; agricultural production; fertile soils; agricultural raw material; crop production; animal husbandry; grain crops; industrial crops; temperately warm climate; dairy and beef cattle breeding; poultry industry; state and collective farms.

### III. Fill in the blanks with prepositions or adverbs if necessary:

1. Ukraine has very favourable conditions ... the development ... agricultural production. 2. Almost half ... the cropping area is occupied ... cereals. 3. Among the industrial crops the leading position is occupied ... sugar beet. 4. Melon-growing is practised mainly ... the south. 5. The poultry industry is spread ... all the provinces. 6. Most ... farms ... Ukraine are owned and controlled ... the government.

### IV. Translate the sentences paying attention to the italicized words:

1. *Most* of the farms in our region are animal breeding farms. 2. There are some *plants* that are used only in medicine. 3. Intensification of agricultural production is the *most* important problem now. 4. In our *country* there are some *plants* producing chemical fertilizers. 5. Our farm *plants* some of the *crops* in autumn. 6. Many people go to the *country* in summer. 7. That bird has a large *crop*. 8. Grain *crops* are widely grown by farmers. 9. Animal husbandry is more important on this farm than *crop* production.

**V. Memorize the meanings of the word «agriculture» and its derivatives. Translate the sentences paying attention to the italicized words:**

*agriculture* — сільське господарство; землеробство; агрономія;

*agricultural* — сільськогосподарський; землеробський;

*agriculturist* — агроном; сільський трудівник; землевласник.

1. This farm has different *agricultural* machines. 2. Cooperation with other countries is favourable to *agriculture* of Ukraine. 3. *The agriculturist* of today wants to have better and higher-yielding crops which can produce more food of good quality.

**VI. Complete the following sentences:**

1. Ukraine has very favourable conditions ... . 2. There are two main branches of agricultural production in Ukraine ... . 3. Crop production is ... . 4. It includes ... . 5. Almost half of the cropping area is occupied by cereals such as ... . 6. Close to 40 types of vegetable crops are grown in Ukraine: ... . 7. Animal husbandry is ... . 8. Birds farmed include ... . 9. In order to increase crop yields and animal products collective and state farms apply ... .

**VII. Answer the following questions:**

1. Does Ukraine have favourable conditions for the development of agri-cultural production? 2. What are the main branches of agricultural production in Ukraine? 3. What is crop production? 4. What does crop production include? 5. What cereals occupy half of the cropping area? 6. What vegetable crops are grown in Ukraine? 7. What is animal husbandry? 8. What are the most wide-spread branches of animal husbandry? 9. Where is the poultry industry spread? 10. What birds are farmed in Ukraine? 11. What forms of farm enterprises do you know? 12. What is the difference between state and collective farms?

**VIII. Translate into English:**

1. Україна має дуже сприятливі умови для розвитку сільськогосподарського виробництва. 2. Є дві головні галузі сільськогосподарського виробництва в Україні: рослинництво та тваринництво. 3. Рослинництво — це вирощування та збирання сільськогосподарських культур. 4. Рослинництво включає вирощування зернових та технічних культур, луківництво, плодівництво та овочівництво. 5. Майже половину посівної площі країни займають хлібні злаки. 6. Найважливішою технічною культурою в Україні є цукровий буряк. 7. Тваринництво — це розведення

сілськогосподарських тварин та їх використання. 8. Розведення молочної та м'ясної худоби, свинарство, вівчарство, бджільництво та птахівництво — найпоширеніші галузі тваринництва в Україні. 9. Більшість сілськогосподарських підприємств в Україні контролюється урядом.

## COMMUNICATIVE SITUATIONS

1. Speak about the tasks facing Ukraine's people in the building-up the economy.
2. You discuss the problems to be solved in the course of new economic reforms.
3. Make a report in your class: «Industry — the most important area in Ukraine's economy».
4. You have an exam. Your question is: «Ukraine as an industrial country».
5. You are at the conference. The theme of your report is: «The development of agricultural production in Ukraine».

## GRAMMAR EXERCISES

### The Present Indefinite Tense

#### I. Put the following sentences into the singular:

**Pattern:** *They wish to speak to you. — He wishes to speak to you.*  
*The students work hard. — The student works hard.*

1. They help their father. 2. Buses pass my house every hour. 3. His sons go to the local school. 4. They usually catch the 8.10 bus. 5. The rivers freeze in winter. 6. They fish in the lake. 7. The children like sweets. 8. My friends study English. 9. Do they like boiled eggs? — Yes, they do. 10. These figures astonish me. 11. They wash the floor every week. 12. They dress well. 13. They sometimes miss English lessons. 14. The taxes rise every year. 15. What do they do on their days off? — They do nothing. They lie in bed all day.

#### II. Give short and full answers:

1. Do you remember your first teacher? 2. Do you speak English with your friends? 3. Do you always look very well? 4. Does your friend live in the hostel? 5. Does your father smoke? 6. Does it often rain here in July? 7. Don't you go shopping every day? 8. Do the students like all the subjects they study? 9. Do you often miss English lessons?



### **III. Make the following sentences interrogative and negative:**

**Pattern:** *His parents live in Kyiv.*

*Do his parents live in Kyiv?*

*His parents don't/do not/ live in Kyiv.*

*Your friend lives in the hostel.*

*Does your friend live in the hostel?*

*Your friend doesn't/does not/ live in the hostel.*

1. The students make a lot of mistakes in their dictations. 2. My brother lives in Odesa. 3. My cousin wants to become a manager. 4. His parents work at a machine-building plant. 5. Our family go to the South in July. 6. We listen to the radio in the morning. 7. It often snows in November. 8. You meet him every day. 9. You know the answer. 10. They realize the danger. 11. He has breakfast at 8 o'clock. 12. She agrees with you.

### **IV. Use *always, usually, often, sometimes, seldom, rarely and never* to talk about your daily activities:**

1. get up at 7 o'clock 2. do my morning exercises 3. have breakfast 4. feel terrible 5. drink coffee in the morning 6. drink more than two cups of coffee 7. come to class on time 8. come to class late 9. speak English in the classroom 10. study in the library 11. do my homework 12. go to bed early 13. go to bed after midnight 14. sleep well.

### **V. Ask questions about the time of the action:**

1. My classes begin at a quarter past eight. 2. I usually have lunch at half-past twelve. 3. It snows in winter. 4. My parents come home late. 5. Alice works in the laboratory on Wednesdays. 6. I get up early on weekdays. 7. After classes the students study in the library. 8. Snow melts in spring. 9. He finishes work at 6 o'clock. 10. They spend their holidays in the Crimea.

### **VI. Ask questions about the place of the action:**

1. My aunt and uncle live in Canada. 2. My parents spend their holidays in the country. 3. Many birds fly to the South in autumn. 4. He wants to go there very much. 5. The Browns always go to the seaside in summer. 6. The sun rises in the East. 7. The teacher corrects our exercises in class. 8. She teaches English at the University. 9. He spends much time in the garden. 10. I buy my clothes at a department store.

### **VII. Put questions to the italicized words:**

1. *My friend is an economist.* 2. *He knows English well.* 3. *The students of our group usually get good marks.* 4. *Ann helps her mother about the house.* 5. *We go to the park at the weekend.* 6. *At the lessons we read and speak English.* 7. *They don't know his address.* 8. *My father goes to his work five days a week.*

### **VIII. Complete the disjunctive questions:**

1. You don't know French, ... ? 2. She doesn't believe you, ... ? 3. He puts the money in the bank, ... ? 4. You don't agree with Bill, ... ? 5. He never takes advice, ... ? 6. They don't want to sell the house, ... ? 7. You put sugar in tea, ... ? 8. But you don't put it in coffee, ... ? 9. The rivers freeze in winter, ... ? 10. He loves her, ... ? 11. It doesn't hurt, ... ?

### **IX. Explain the use of the Present Indefinite Tense:**

1. She lives in Kyiv with her mother and two brothers. 2. He speaks both French and English fluently. 3. The Dnipro runs into the Black Sea. 4. He likes reading Ukrainian newspapers. 5. I don't understand this grammar rule. 6. If he comes, I shall ask him about it. 7. I always get up at 7 o'clock. 8. The steamer sails tomorrow. 9. Tom looks very well. 10. I don't recognize that man. 11. He relaxes at weekends. 12. The Earth moves round the Sun.

### **X. Tell your friend what you usually do**

#### **a) at the English lessons:**

to read the texts, to ask and answer questions, to translate the sentences from Ukrainian into English, to write dictations, to learn new English words, to listen to the tape, to repeat after the speaker, to listen to the teacher, to write tests;

#### **b) at the lectures or seminars:**

to listen to the lecturer, to make notes, to ask and answer questions, to make a report, to take part in the discussion, to clear up, to write tests.

### **XI. Memorize the following proverbs:**

1. The dogs *bark*, but the caravan *goes on*. 2. Barking dogs seldom *bite*. 3. All *is* well that *ends* well. 4. Health *is* above wealth. 5. Great ship *asks* deep water. 6. Tastes *differ*. 7. Even Homer sometimes *nods*. 8. A new broom *sweeps* clean.

## **XII. Translate into English:**

Я студент першого курсу. Я вивчаю англійську мову. У нас заняття з англійської мови двічі на тиждень. Як правило, ми проводимо заняття в лінгафонному кабінеті. На заняттях ми дуже багато читаємо, перекладаємо тексти, виконуємо різні вправи і розмовляємо англійською мовою. Мій друг не вивчає англійської мови. Він вивчає німецьку. Він любить читати книжки німецьких авторів у оригіналі й вільно розмовляє цією мовою. Мій друг ніколи не пропускає заняття. Після занять він не йде додому. Він іде в бібліотеку. Він працює дуже наполегливо і хоче стати юристом.

## **XIII. Replace the Infinitives in brackets by the Present Indefinite. Retell the passage:**

Ukraine (*to be*) a sovereign state. It (*to have*) its own territory, higher and local bodies of state power, government, national emblem, state flag, and anthem.

The population of Ukraine (*to be*) about 52 million people. There (*to be*) 24 administrative regions there. Many countries (*to have*) common boundaries with Ukraine and (*to maintain*) economic relations with it. Ukraine (*to pursue*) peaceful and neutral policy. It (*to establish*) new relations with all countries throughout the world. It (*to set*) direct contacts with them signing agreements and treaties. It (*to be*) one of the founding members of the United Nations Organization and (*to participate*) in the work of many international organizations. Ukraine (*to be*) a member of the International Monetary Fund, International Bank of Reconstruction and Development, International Finance Corporation, the European Bank of Reconstruction and Development, the North Atlantic Council of Cooperation, and others.

The main river in Ukraine (*to be*) the Dnipro which (*to divide*) it into Right-bank and Left-bank territories. Sea transport (*to play*) an important part in Ukraine's economy. The ports of the country (*to ensure*) trade contacts with over 80 countries.

## **The Pronoun: Personal and Possessive**

### **XIV. Choose the correct pronouns in italics:**

1. Nick had dinner with *I, me*. 2. *I, me* had dinner with Nick last night. 3. He waited *we, us* in the car. *We, Us* hurried. 4. Please take these food scraps and give *it, them* to the dog. 5. Ted invited *I, me* to go to the game with *he, him*. 6. Alex bought a ticket to the soccer game. He put *it, them* in his pocket and forgot about *it, them*.

**XV. Use the absolute form of possessive pronouns instead of the conjoint:**

**Pattern:** *her advice — advice of hers;*  
*my friend — a friend of mine;*  
*his joke — a joke of his.*

your cousin; her sister; our children; my daughter; my family; her niece; their relatives; your son; their grandson; my parents; my sister-in-law.

**XVI. Choose the correct pronouns in italics:**

1. Children should obey *his, their* parents. 2. Excuse me. Is this *my, mine* dictionary or *your, yours*? — This one is *my, mine*. *Your, yours* is on *your, yours* desk. 3. Fruit should be a part of *your, yours* daily diet. *It, they*, is good for *you, them*. 4. Julie fell off her bicycle and broke *hers, her* arm. 5. Mary had to drive *my, mine* car to work. *Hers, her* had a flat tire. 6. Those seats are not *your, yours*, they are *our, ours*. 7. I have a wonderful family. *I, me* love *it, him, them* very much, and *he, they*, love *I, me*.

**XVII. Paraphrase the following sentences:**

**Pattern A:** *This is my coat. — This coat is mine.*

1. This is my note-book. 2. This is your report. 3. This is his graduation paper. 4. This is her bag. 5. This is their classroom. 6. This is our bus. 7. This is her suggestion. 8. This is our Sports Centre.

**Pattern B:** *Your room is large. Jane's room is larger. — Jane's room is larger than yours.*

1. Our teacher is young. Your teacher is younger. 2. Her composition is interesting. Her friend's composition is more interesting. 3. His camera is dear. Nick's camera is dearer. 4. Their house is old. Our house is older. 5. My watch is good. Your watch is better.

**XVIII. Translate into Ukrainian:**

1. A friend of mine told me about it. 2. The book which is on the table is mine. 3. This woman is a relative of hers. 4. I haven't got a dictionary. Can you give me yours? 5. These pencils are mine, take them if you want. 6. He held out his hand. I gave him mine. 7. This is my mistake, not yours. 8. It's no business of mine. 9. We went on holiday with some friends of ours. 10. There is a great difference between our composition and theirs.

### **XIX. Translate into English:**

У мене є друг. Я знаю його та його сестру давно. Мій друг і я — студенти. Ми зустрічаємось щодня. Він часто дає мені корисні поради. Вони мені дуже потрібні. Мій друг добре знає англійську мову. Ми часто виконуємо домашнє завдання разом. Ми читаємо книжки. Вони дуже цікаві. Ми беремо їх у бібліотеці. Сестра мого друга — викладачка. Вона працює в нашому університеті. Вона викладає англійську мову. Студентам подобаються її заняття. Вони завжди раді бачити її.

### **Word Order in the Simple Declarative Sentence**

#### **XX. Decide whether the word order is right or wrong.**

##### **Correct the wrong sentences:**

1. Mary speaks very well English. 2. When I heard the news, I phoned him immediately. 3. Ann drives every day her car to work. 4. You should go to the dentist every six months. 5. I think I'll go early to bed tonight. 6. How many people do you know who go on Sundays to church? 7. We both were astonished when we heard the news. 8. I usually am very tired when I get home from work. 9. I soon found the keys I had lost. 10. I am going on Monday to Paris.

#### **XXI. Put the parts of a sentence in the correct order:**

1. some interesting books/we found/in the library. 2. quietly/the door/I closed. 3. his name/after a few minutes/I remembered. 4. again/please don't ask/that question. 5. a letter to her parents/Ann writes/every week. 6. at the top of the page/your name/please write. 7. to London/ for a few days next week/I'm going. 8. opposite the park/a new hotel/they are building. 9. he won/easily/the game. 10. children/very much/I like.

#### **XXII. Arrange the words in the sentences using the correct word order:**

1. Ukraine, a state, is, sovereign. 2. Has, a system, democratic, political, it. 3. A referendum, in Ukraine, 1991, took place, on December 1. 4. Very, is, of Ukraine, geographical, with countries, the development, of its relations, to, favourable, the position, of Europe. 5. Textile, there are, in enterprises, many, Ukraine. 6. The main branches, what, of industry, are, in Ukraine? 7. Presently, the largest, of, branch, the machine-building, is, industry. 8. Today's, to satisfy, the consumers' wants, industries, are unable. 9. Branches, of, agricultural, are, main, there, Ukraine, two, production, in. 10. Farms, Ukraine, are, owned, and, controlled, most, in, the government, by.

## EXERCISES FOR INDIVIDUAL WORK

### I. Insert the auxiliary verbs:

1. ... the first-year students specialize in economics? 2. ... he go home by underground? 3. ... you like Political Economy? 4. ... she go to the library every day? 5. ... this student study well? 6. ... they study mathematics during the first year of studies? 7. ... you understand the importance of English for your future work? 8. ... you know much about your country?

### II. Ask questions indicated in brackets:

1. Susan feels tired. (*Who?*) 2. Tom plays chess with his father. (*With whom?*) 3. Most of the time he lives in the country. (*Where?*) 4. They go to work by bus. (*How?*) 5. They want to buy some toys for their children. (*What?*) 6. John begins his work at nine. (*When?*) 7. It takes her twenty minutes to get to the park. (*How long?*) 8. They don't go to work on Sunday. (*When?*)

### III. Translate the pronouns in brackets into English:

1. (*Вона*) saw (*мене*) in the street. (*Вона*) knows (*вас*) and (*мене*) very well. (*Вона*) is (*наш*) teacher. (*Вона*) likes (*свою*) work very much. Do you know (*її*) and (*її*) brothers? 2. The man says he knows (*вас*) and (*вашу*) family. (*Я*) know (*їого*) and (*їого*) sister. (*Він*) is a highly educated man. (*Він*) teaches (*нам*) English. (*Він*) meets (*мене*) and (*мого*) friend every day. 3. (*Я*) see a car. (*Я*) see (*їого*) well. (*Їого*) colour is white. 4. (*Ми*) send (*їм*) many letters but (*вони*) don't answer (*на них*). 5. Do (*ви*) know Italian? — No, (*я*) don't know (*їого*) at all. 6. Do (*ви*) help (*своїм*) parents?

### IV. Replace the italicized nouns by the personal pronouns:

1. *The teacher* helps *the students* to translate *the article*. 2. *Mother* will send *Mary* to buy *the tickets*. 3. *The man* gave *the books* to *the boy*. 4. *Helen* works hard at *history*. 5. *My friend* is going to write *a letter* to *his sister* today. 6. *This book* is not suitable for *young children*. 7. *Helen* borrows *the books* from *the library*. 8. *Susan* makes dresses for *women*.

### V. Insert possessive pronouns:

1. She likes ... new dress very much. 2. We have ... English classes twice a week. 3. Paul keeps ... books in the bookcase. 4. I usually go to see ... friends in the evening. 5. They often take ... children to this park. 6. The tree drops ... leaves in autumn. 7. Do you help ... parents? 8. The film is very interesting but I don't remember ... title. 9. My son tries to deepen ... knowledge of English.

## UNIT 3

TOPIC: **ECONOMY of GREAT BRITAIN**

TEXT A

TEXT B

TEXT C

GRAMMAR: Participle I. The Present Continuous Tense

The Construction **to be going to**

The Functions of the Verb **to be**

### READING DRILLS

#### 1. Practise the pronunciation of the following words:

##### a) stress the first syllable:

naval, power, primarily, public, private, enterprise, industry, nationalize, government, ferrous, transport, manage, sector, service, share, agriculture, vital, rise, workforce, company, nation, partly, presence, mineral, marble, granite, tin, slate, lead, copper, zinc, valuable, textile, science;

##### b) stress the second syllable:

economy, industrial, developed, electric, demand, account, predominate, technology, metallurgy, percentage, deposit, accessible, considerable, employ.

#### Text A

Great Britain is a highly-developed naval and industrial power. Its economy was primarily based on private enterprises. However, some industries were nationalized after World War II. Now it has a **mixed private- and public-enterprise economy**<sup>1</sup>. The government controls the coal-mining and electric power industries, ferrous metallurgy and shipbuilding. Part of public transport, civil aviation and national bank are also managed by the state.

The main sectors of British economy are manufacturing, services and agriculture. The share of industry in **GNP**<sup>2</sup> is 11 times more than that of agriculture. Manufacturing plays a vital role in British economy. It accounts for 1/5 of the GNP and employs less than 1/3 of the **workforce**<sup>3</sup>. Small companies predominate, though companies with 500 or more employees employ a larger percentage of the workforce.

The rise of Great Britain as an **industrial nation**<sup>4</sup> was partly **due to**<sup>5</sup> the presence of considerable mineral resources, the most important of them

being coal and iron. Next to coal and iron the chief minerals found on the British Isles are the building stone, marble, granite, slate, lead, tin, copper, zink, salt and china clay. But in the course of the last hundred years many of Britain's most valuable and accessible deposits have been worked out.

Coal-mining, metallurgy, textile, shipbuilding are the older branches of industry. The new industries are the chemical, electrotechnical, automobile, aeromissile and electronics. The new industries have developed **hand in hand**<sup>6</sup> with science and technology and are equipped to meet present technical demands.

Big cities and towns such as London, Glasgow, Manchester, Liverpool, Newcastle, Sheffield and Birmingham have enterprises of nearly all branches of industry. The main centres of cotton and woolen industry are Leeds, Bradford and Manchester.

### COMMENTS

1. **mixed private- and public-enterprise economy** — змішана економіка, що ґрунтується на приватному та державному підприємстві
2. **GNP** — ВВП (валовий національний продукт)
3. **workforce** — робоча сила
4. **industrial nation** — промислова держава
5. **due to** — зумовлено
6. **hand in hand** — пліч-о-пліч

### VOCABULARY EXERCISES

#### I. Find equivalents:

- |                          |                                       |
|--------------------------|---------------------------------------|
| 1. coal-mining           | а. змішана економіка                  |
| 2. GNP                   | б. авіаракетна промисловість          |
| 3. hand in hand          | в. приватне підприємство              |
| 4. industrial nation     | г. енергетична промисловість          |
| 5. private enterprise    | д. суднобудування                     |
| 6. power industry        | е. промислова держава                 |
| 7. public transport      | є. пліч-о-пліч                        |
| 8. workforce             | ж. чорна металургія                   |
| 9. shipbuilding          | з. громадський транспорт              |
| 10. mixed economy        | и. ВВП (валовий національний продукт) |
| 11. cotton industry      | і. робоча сила                        |
| 12. aeromissile industry | ї. бавовництво                        |
| 13. ferrous metallurgy   | й. вугледобувна промисловість         |



## II. Give the corresponding nouns to the following verbs:

a) to control, to transport, to service, to share, to work, to force, to rise, to head, to power, to base, to state, to centre, to demand, to mix;

b) to associate, to govern, to produce, to manufacture, to predominate, to account, to equip, to employ, to develop, to nationalize, to know.

## III. Fill in the blanks with prepositions or adverbs if necessary:

1. British economy was primarily based ... private enterprises.  
2. Some ... industries were nationalized ... World War II. 3. Part ... public transport, power industry and most ... civil aviation are managed ... the state. 4. The rise ... Britain as an industrial nation was partly due ... the presence ... considerable mineral resources. 5. Manufacturing plays a vital role ... British economy. 6. The new industries have developed hand ... hand ... science and technology.

## IV. Fill in the blanks below with the most appropriate terms from the list:

GNP; woolen industry; manufacturing; agriculture; private enterprises; industrial power; public-enterprise economy.

1. Great Britain is a highly-developed naval and \_\_\_\_\_ .  
2. British economy was primarily based on \_\_\_\_\_ . 3. Great Britain has a mixed private and \_\_\_\_\_ . 4. The main sectors of British economy are \_\_\_\_\_ , services and \_\_\_\_\_ . 5. The share of industry in \_\_\_\_\_ is 11 times more than that of agriculture. 6. The main centres of cotton and \_\_\_\_\_ are Leeds, Bradford and Manchester.

## V. Ask someone

**if** Great Britain is a highly developed naval and industrial power; its economy was primarily based on private enterprises; now Great Britain has a mixed private- and public-enterprise economy; in the course of the last hundred years many of Britain's most valuable and accessible deposits have been worked out;

**when** some industries were nationalized;

**what** industries the government controls; the main sectors of British economy are; the share of industry in GNP is; role manufacturing plays in British economy; the rise of Britain as an industrial country was due to; the chief minerals found on the British Isles are; the older branches of industry are; the new industries are; cities and towns have enterprises of nearly all branches of industry; the main centres of cotton and woolen industry are.

## **VI. Translate into English:**

1. Великобританія є дуже розвинутою морською індустріальною державою. 2. Вона має змішану економіку, що ґрунтується на приватному та державному підприємстві. 3. Держава контролює вугледобувну та електроенергетичну галузі, чорну металургію та суднобудування. 4. Промисловість, послуги та сільське господарство є головними секторами британської економіки. 5. Розквіт Великобританії як індустріальної держави зумовлювався наявністю значної кількості мінеральних ресурсів. 6. Вугледобувна, металургійна, текстильна та суднобудівна — це найстаріші галузі промисловості. 7. Новими галузями промисловості є хімічна, електротехнічна, автомобільна та авіаракетна. 8. Лондон, Глазго, Манчестер, Ліверпуль, Шеффілд та Бірмінгем є основними промисловими центрами Великобританії.

## **VII. Give the characteristic of British economy using the following words and word-combinations:**

highly-developed naval and industrial power; mixed private- and public-enterprise economy; coal-mining and electric power industries; ship-building; ferrous metallurgy; private enterprise; public transport; civil aviation; national bank; manufacturing; services; agriculture; vital role; to account for; workforce; GNP; due to; considerable mineral resources; new industries; electrotechnical, automobile, aeromissile industries; hand-in-hand; science and technology; to meet present technical demands.

## **READING DRILLS**

### **1. Practise the pronunciation of the following words:**

#### **a) stress the first syllable:**

service, income, product, health, retail, wholesale, implement, monetary, policy, tourism, supervise, purchase, partner, textile, business, export, banking, loan, mortgage, leasing, output, lending, futures, Commonwealth, aircraft;

#### **b) stress the second syllable:**

increasing, increasingly, particularly, commodity, proportion, domestic, finance, financial, commercial, insurance, responsible, community, machinery, include, accept, comprise, society, facility, deposit, arrange;

#### **c) stress the third syllable:**

education, international, democratic.

## Text B

Services play an important role in British economy and **make up**<sup>1</sup> an increasing proportion of **the national income**<sup>2</sup>. They account for about 60 per cent of gross domestic product and 68 per cent of employees. This sector includes health, education, **retail and wholesale trade**<sup>3</sup>, tourism, financial and business services, **insurance**<sup>4</sup>, transport, etc.

Banking, finance, insurance, business services and leasing account for 14 per cent of the British economy's total output. London has the world's largest insurance market, and its banks **are responsible for**<sup>5</sup> about a fifth of the international bank lending. London is the world's principal trading centre for commodities, as well as an increasingly important centre for financial futures markets.

Britain's banking system comprises the Bank of England,<sup>6</sup> the commercial banks,<sup>7</sup> branches of foreign and **Commonwealth banks** and **building societies**. The Bank of England acts as the government's bank. It helps to implement the government's financial and monetary policy and supervises the banking system as a whole. Commercial banks provide financial services to individuals and companies, particularly account and loan facilities. Building societies **accept deposits**<sup>8</sup> and arrange **mortgages**<sup>9</sup> for house purchase. They also offer home loans and a wide range of banking and insurance services.

Britain has an open economy, in which international trade plays a vital role. About one-quarter of its gross domestic product comes from the export of goods and services. It is the fifth largest trading nation in the world. Since 1973 Britain has been a member of the European Economic Community, an association of 12 democratic states. About half Britain's trade is with its European Community partners. Britain's main exports are automobiles, textile, machinery, aircraft, electronic equipment and many others.

## COMMENTS

1. **to make up** — складати
2. **national income** — національний дохід
3. **retail and wholesale trade** — роздрібна та оптова торгівля
4. **insurance** — страхування
5. **to be responsible for** — відповідати за, бути відповідальним за
6. **Commonwealth banks** — банки Співдружності
7. **building societies** — житлово-будівельні товариства
8. **to accept deposits** — приймати вклади
9. **mortgage** — застава

## VOCABULARY EXERCISES

### I. Name the word-building elements (suffixes, prefixes) and the part of speech of each word:

nation — national — nationally — nationalism — nationalist — nationalistic — nationality — nationalize — nationalization — international — internationalism — internationalist — internationalize; produce — producer — producible — product — production — productive — productively — productivity — unproductive; insurance — insurant — insure — insurer — uninsured; bank — banker — bankable — banking — bankrupt — bankruptcy.

### II. Give the English equivalents for:

важлива роль; внутрішній валовий продукт; охорона здоров'я; освіта; національний дохід; роздрібна та оптова торгівля; послуги у сфері фінансів та бізнесу; бути відповідальним за щось; міжнародний банківський кредит; страхування; ф'ючерсний ринок; банківська система; банки Співдружності; Європейське Економічне Співтовариство; міжнародна торгівля; комерційні банки; експорт товарів та послуг; житлово-будівельні товариства; машинне устаткування; приймати вклади; текстильні виробни; електронна апаратура.

### III. Fill in the blanks with prepositions or adverbs if necessary:

1. Services play an important role ... British economy and make up an increasing proportion ... the national income. 2. They account ... about 60 per cent ... gross domestic product. 3. London is the world's principal trading centre ... commodities, as well as an increasingly important centre ... financial futures markets. 4. Commercial banks provide financial services ... individuals and companies. 5. Building societies accept deposits and arrange mortgages ... house purchase. 6. About one-quarter ... its gross domestic product comes ... the export ... goods and services. 7. Great Britain is the fifth largest trading nation ... the world. 8. ... 1973 it has been a member ... the European Economic Community.

### IV. Complete the following sentences:

1. Services account for ... . 2. This sector includes ... . 3. Banking, finance, insurance, business services and leasing account for ... . 4. London has the world's largest insurance market, and its banks are responsible for ... . 5. Commercial banks provide ... . 6. Britain's banking system comprises ... . 7. Since 1973 Britain has been ... . 8. Britain's main exports are ... .

**V. Match each term in Column A with its definition in Column B:**

**Column A**

**Column B**

- |                           |   |
|---------------------------|---|
| 1. service                | a. The activity of selling goods and services in order to make a profit.                              |
| 2. national income        | b. A financial institution that accepts demand deposits and makes commercial loans.                   |
| 3. gross domestic product | c. An economy in which a significant percentage of its goods and services are traded internationally. |
| 4. trade                  | d. The total annual money value of the goods and services produced by a country.                      |
| 5. bank                   | e. A financial institution that accepts deposits and arrange mortgages for house purchase.            |
| 6. building society       | f. The monetary value of all the goods and services produced by an economy over a specified period.   |
| 7. open economy           | g. Intangible commodity.  |
| 8. exports                | h. Goods and services sold to foreign countries.  |

**VI. Answer the following questions:**

1. What is the role of services in British economy?
2. What services does this sector include?
3. What does Britain's banking system comprise?
4. What do you know about the Bank of England?
5. What kind of services do commercial banks provide?
6. What do building societies offer to their customers?
7. What can you say about international trade of Great Britain?
8. What are the main Britain's exports?

**VII. Translate into English:**

1. Послуги відіграють важливу роль в економіці Великобританії і становлять більшу частину національного доходу. 2. Цей сектор включає послуги у сфері охорони здоров'я, освіти, роздрібної та оптової торгівлі, туризму, фінансів та бізнесу, страхування, транспорту та ін. 3. Послуги у сфері банківської справи, фінансів, страхування, бізнесу та лізингу становлять 14% загального обсягу виробництва. 4. Банківська система Великобританії включає Банк Англії, відділи зарубіжних банків та Співдружності й житлово-будівельні товариства. 5. Банк Англії діє як урядовий банк. Він допомагає здійснювати фінансову та грошову політику уряду і здійснює нагляд за діяльністю банківської системи в цілому. 6. Міжнародна торгівля відіграє суттєву роль в економіці Великобританії. 7. З 1973 року Великобританія є членом Європейського Економічного Співтовариства. 8. Великобританія експортує автомобілі, текстильні вироби, машинне устаткування, літаки, електронну апаратуру та ін.

## READING DRILLS

### 1. Practise the pronunciation of the following words:

#### a) stress the first syllable:

industry, area, current, structure, occupy, heavy, steel, coal, part, service, health, care, concentrate, region, mineral, output, presently, bias, yield, mining, ferrous, automobile, locomotive, railway, airplane, harvester, integrate, process, light, lack, standard, innovate;

#### b) stress the second syllable:

considerable, deposit, industrial, towards, equipment, employ, produce, metallurgy, account, accept, however, unable, consumer, process, progressive, material, unwillingness, techniques, approach, initiative;

#### c) stress the third syllable:

education, metallurgical, technological.

### Text C

Agriculture is one of the most important sectors in British economy. It supplies nearly 2/3 of the country's food and directly employs about 2.5 per cent of the working population. However its **share**<sup>1</sup> of the **gross domestic product**<sup>2</sup> is less than 3 per cent — the lowest figure among the developed countries.

Great Britain is **self-sufficient**<sup>3</sup> in milk, eggs, **to a very great extent**<sup>4</sup> in meat, potatoes and wheat. However it has to import butter, cheese, sugar, tea, fruit and some other agricultural products.

There are more than 250 thousand farms in Great Britain. Most of them are small family farms, where all the work is done by the farmer and his family. The tendency in agricultural development of the country is the **disappearance**<sup>5</sup> of small traditional farms as they cannot **compete**<sup>6</sup> with big industrial farms.

The types of farms are different in different regions of the country. In the East most farmers grow such crops as barley, wheat, sugar beets and potatoes. In the West climate is good for the production of farm animals. The greater part of the land here is used for dairy and beef cattle breeding, and sheep farming. There are a lot of farms where farmers grow some crops and breed some farm animals. These farms are known as mixed farms.

British agriculture is efficient for it is based on modern technology and research. The work in agricultural sector is highly mechanized. Computers and different agricultural machines are used by the farmers in Great Britain.

### COMMENTS

1. **share** — частка
2. **gross domestic product** — внутрішній валовий продукт
3. **... is self-sufficient** — сама себе забезпечує; незалежна; економічно самостійна
4. **to a great extent** — значною мірою
5. **disappearance** — зникнення
6. **to compete** — конкурувати

### VOCABULARY EXERCISES

#### I. Give the verbs from which the following nouns are derived:

computer, disappearance, difference, growth, development, management, employment, population, product, production, tendency, import, competition.

#### II. Give the Ukrainian equivalents for the following words and word-combinations. Use them in the sentences of your own:

one of the most important sectors; developed countries; small family farms; agricultural products; to be self-sufficient; to compete; share of the gross domestic product; to a very great extent; agricultural development; agricultural sector; farm animals; dairy and beef cattle breeding; highly mechanized; sheep farming; disappearance; mixed farms; modern technology and research.

#### III. Fill in the blanks below with the most appropriate terms from the list:

mixed farms; computers; self-sufficient; modern technology; sectors; the disappearance; farm animals; crops; efficient; compete.

1. Agriculture is one of the most important \_\_\_\_\_ in British economy.
2. Great Britain is \_\_\_\_\_ in milk, eggs, meat, potatoes and wheat.
3. In the West climate is good for the production of \_\_\_\_\_ .
4. There are a lot of farms where farmers grow some \_\_\_\_\_ and breed some farm animals. These farms are known as \_\_\_\_\_ .
5. British agriculture is \_\_\_\_\_ for it is based on \_\_\_\_\_ and research.
6. Different machines and \_\_\_\_\_ are used by the farmers.
7. The tendency in agricultural development of the country is \_\_\_\_\_ of small traditional farms as they cannot \_\_\_\_\_ with big industrial farms.

#### **IV. Match the synonyms:**

self-sufficient, share, agriculture, self-supporting, trend, production, for, to provide, significant, because, part, farming, tendency, producing, developed, about, efficient, to supply, important, advanced, nearly, effective.

#### **V. Fill in the blanks with prepositions or adverbs if necessary:**

1. Agriculture is one ... the most important sectors ... British economy.  
2. Its share ... the gross domestic product is less than 3 per cent — the lowest figure ... the developed countries.  
3. Great Britain is self-sufficient ... milk, eggs, to a very great extent ... meat, potatoes and wheat.  
4. Most ... the farms are small family farms, where all ... the work is done ... the farmer and his family.  
5. The tendency ... agricultural development ... the country is the disappearance ... small traditional farms as they cannot compete ... big industrial farms.  
6. The types ... farms are different ... different regions ... the country.  
7. ... the West climate is good ... the production ... farm animals.  
8. British agriculture is efficient ... it is based ... modern technology and research.

#### **VI. Answer the following questions:**

1. Is agriculture one of the most important sectors in British economy?  
2. What is the share of the gross domestic product?  
3. What agricultural products is Great Britain self-sufficient in?  
4. What products does the country import?  
5. How many farms are there in Great Britain?  
6. What is the tendency in agricultural development of the country?  
7. The types of farms are different in different regions of Great Britain, aren't they?  
8. What three types of farms are there in the country?  
9. Why is the British agriculture is efficient?

#### **VII. Translate into English:**

1. Сільське господарство — один з найважливіших секторів економіки Великобританії.  
2. Країна сама себе забезпечує молоком, яйцями і значною мірою м'ясом, картоплею та пшеницею.  
3. Великобританія імпортує масло, сир, цукор, чай, фрукти та інші сільськогосподарські продукти.  
4. Фермерські господарства різні в різних регіонах.  
5. На сході країни фермери вирощують такі культури, як ячмінь, пшениця, цукровий буряк та картопля.  
6. На заході клімат сприятливий для розвитку тваринництва.  
7. Сільське господарство Великобританії є ефективним, оскільки воно ґрунтується на сучасних технологіях та дослідженнях.



## COMMUNICATIVE SITUATIONS

1. You have an exam. Your question is: «Great Britain as an industrial country»
2. You are at the conference. The theme of your report is: «The role of services in British economy»
3. Your English friend tells you about Great Britain as one of the largest trading nations in the world.
4. You have just come from Great Britain. Make a report in your class: «Agriculture — one of the most important sectors in British economy»

## GRAMMAR EXERCISES

### Participle I

#### I. Remember the spelling of *ing-forms*:

- |                           |                              |                       |
|---------------------------|------------------------------|-----------------------|
| a) sit — <b>sitting</b>   | b) listen — <b>listening</b> | c) lie — <b>lying</b> |
| run — <b>running</b>      | speak — <b>speaking</b>      | tie — <b>tying</b>    |
| begin — <b>beginning</b>  | read — <b>reading</b>        | die — <b>dying</b>    |
| d) write — <b>writing</b> | e) see — <b>seeing</b>       |                       |
| come — <b>coming</b>      | do — <b>doing</b>            |                       |
| give — <b>giving</b>      | fly — <b>flying</b>          |                       |

#### II. Form Participle I of the following verbs:

to develop, to control, to manage, to manufacture, to play, to rise, to get, to be, to build, to produce, to have, to account, to include, to govern, to provide, to go, to accept, to offer, to come, to trade, to work, to grow, to buy.

#### III. Translate into Ukrainian:

a smiling girl; a writing boy; a laughing baby; playing children; a falling tree; a sleeping man; the people waiting for you; a walking couple; a developing country; an increasing proportion; reading audience; a trading nation.

#### IV. State the functions of Participle I:

1. The dean of our faculty is speaking to the students.
2. He is coming in two days.
3. I came up to the students discussing their time-table.
4. Applying fertilizers, farmers increase crop yields.
5. Farmers applying fertilizers obtain high yields of farm crops.
6. Do you know the man speaking to the students?
7. They are discussing an important problem now.
8. Ukraine is developing its economic contacts.

**V. Open the brackets, using the Participle I. Retell the passage:**

Great Britain is situated on the British Isles, (*to cover*) an area of 244,000 sq km. It comprises the island of Great Britain, (*to consist*) of England and (*to occupy*) most of the southern two-thirds of the island; Scotland, (*to occupy*) the northern one-third of the island; and Wales, (*to lie*) to the west of England — and Northern Ireland, also known as Ulster, (*to lie*) in the northeastern part of the island of Ireland.

The capital of Great Britain is London. It is a great industrial city, an international center of finance, the world's third largest city, (*to rank*) after Tokyo and New York City.

The land area of the United Kingdom is about evenly divided between lowlands and uplands with some 5 per cent (*to consist*) of highlands. England has three hill regions in the north, west, and southwest and two lowland regions in the southeast and east. The countryside, (*to connect*) these five regions, is composed mainly of rich agricultural plains.

The climate of the United Kingdom is temperate, (*to be*) warmed by the North Atlantic Current and by southwest winds.

**The Present Continuous Tense**

**VI. Make the following sentences interrogative and negative:**

**Pattern:** *The students are writing a test.*

*Are the students writing a test?*

*The students aren't/are not/ writing a test.*

1. The teacher is explaining a grammar rule. 2. He is always leaving his dirty dishes on the table. 3. The boys are skating. 4. I am waiting for them. 5. It is raining heavily. 6. The students are discussing a serious problem. 7. We are writing a dictation now. 8. She is doing her shopping. 9. My friend is smoking now. 10. Tom and Jane are hurrying along the street. 11. He is teaching his boy to ride. 12. The secretary is speaking over the telephone.

**VII. Give short and full answers:**

1. Are you having a seminar? 2. Is he speaking to the dean? 3. Are you preparing for your examinations? 4. Are you consulting the dictionary? 5. Are they working at this problem now? 6. Is Ann wearing her new dress? 7. Are you telling the truth? 8. Is your father always losing his car keys? 9. Is he talking to a friend of his? 10. Are you feeling well today? 11. Is Petrenko coming tonight? 12. Am I answering your questions well? 13. Is it snowing heavily? 14. Is your father looking through the morning newspapers?

### **VIII. Do as you are told and say what you are doing:**

**Pattern:** *Go to the door. — I am going to the door.*

1. Go to the blackboard.
2. Write a sentence on the blackboard.
3. Clean the blackboard.
4. Hold the duster in your left hand.
5. Take your seat.
6. Open your text-books at page 42.
7. Read and translate the text A.
8. Find the verbs in the Present Continuous Tense.
9. Close your text-books.
10. Retell the text.

### **IX. Answer the following questions:**

1. What are you doing now?
2. Why aren't you writing?
3. How are you feeling?
4. What are you thinking about?
5. Who is waiting for you?
6. Where is your friend waiting for you?
7. What is your friend wearing?
8. Who is making that noise?
9. Where are you going on holiday this year?
10. Is the sun shining?
11. Why are you learning English?
12. Are you doing anything this evening?
13. What are you reading now?

### **X. Use the Present Continuous Tense as in the pattern:**

**Pattern:** *I (work/rest) — I am working. I am not resting.*

1. We (take English/teach English).
2. My mother (do housework/watch TV).
3. The students (go to college/come back from college).
4. The boy (play in the street/sleep).
5. You (ask a question/answer my question).
6. He (read a book/write a test).

### **XI. Explain the use of the Present Continuous Tense:**

1. Don't make any noise, the children are sleeping.
2. The students are taking their examinations on Friday.
3. He is writing a new play.
4. She is leaving the city in two days.
5. The delegation is arriving tomorrow.
6. I am going abroad in July.
7. The telephone is ringing.
8. She is always ringing up and asking questions.

### **XII. Complete the Disjunctive Questions:**

1. We are having an English lesson now, ...? 2. The teacher is explaining the rule to the students, ... ? 3. The students are translating an English article, ... ? 4. They are not consulting the dictionary, ... ? 5. I am not making notes, ...? 6. Father is having lunch now, ... ? 7. The sun is shining, ... ? 8. She is listening to the news, ... ? 9. The birds are singing, ... ? 10. My parents are packing their things now, ... ?

### **XIII. Put questions to the italicized words:**

1. *The girl* is trying on a dress. 2. *The boy* is running fast. 3. *George* is leaving for France tomorrow. 4. *He* is giving a lecture tonight. 5. *The teacher* is explaining a grammar rule. 6. *Victor* is answering the professor's question. 7. *The students* are discussing an interesting problem. 8. *My sister* is looking for a book to read.

### **XIV. Replace the Infinitives in brackets by the Present Continuous:**

1. She (*not to work*), she (*to swim*) in the river. 2. Someone (*to knock*) at the door. Shall I answer it? — I (*to come*) in a minute. I just (*to wash*) my hands. 3. It is a lovely day. The sun (*to shine*) and the birds (*to sing*). 4. You can't see Tom now: he (*to have*) a bath. 5. She always (*to lose*) her glasses and (*to ask*) me to look for them. 6. We (*to have*) breakfast at 8.00 tomorrow as Tom (*to catch*) an early train. 7. I (*to wear*) my sunglasses today because the sun is very strong. 8. The last train (*to leave*) the station at 11.30.

### **XV. Translate into Ukrainian:**

1. They are working at this problem now. 2. It's getting late. It's time to go home. 3. I am not playing football this season. I am taking five courses this semester. I want to concentrate on my studies. 4. He is always leaving his dirty dishes on the table. 5. She is in her room. She is looking through the morning newspapers. 6. Let's go out now. It isn't raining any more. 7. The population of the world is rising very fast. 8. He is going to the dentist on Tuesday morning.

### **XVI. Use the Present Continuous or Present Indefinite:**

1. Who (*to knock*) at the door? 2. Look! Victor (*to dance*) with Helen. He (*to dance*) all modern dances very well. 3. I won't go out now as it (*to rain*) and I (*not to have*) an umbrella. 4. The children are in the forest now. They (*to gather*) mushrooms. They always (*to gather*) mushrooms in summer. 5. Turn off the gas. The water (*to boil*). Water (*to boil*) at 100° C. 6. He usually (*to speak*) so quickly that I (*not to understand*) him. 7. Why you (*to walk*) so fast today? You usually (*to walk*) quite slowly. — I (*to hurry*) because I (*to meet*) my mother at 5 o'clock and she (*not to like*) to be kept waiting. 8. You (*to see*) my car keys anywhere? — No, I (*to look*) for them but I (*not to see*) them. 9. You (*to hear*) the wind? It (*to blow*) very strongly tonight. 10. You (*to recognize*) that man? — I (*to think*) that I have seen him before but I (*not to remember*) his name. 11. I can't hear what you (*to say*); the traffic (*to make*) too much noise. 12. Mother (*to rest*) now. She always (*to rest*) after lunch.

## XVII. Translate into English:

1. Що роблять студенти? — Вони готуються до семінару. Вони завжди готуються до семінару в читальному залі. 2. Де Петро зараз? — Він в аудиторії. — Що він там робить? — Він читає англійську книжку. Він дуже любить читати. Він завжди читає англійські книжки. Він збирається стати перекладачем. 3. Не галасуйте і не заходьте до тієї аудиторії. Там студенти складають іспит з математики. Студенти складають іспити два рази на рік. 4. Не виходьте на двір. Зараз іде дощ. Восени в Києві часто дощить. 5. Що ви збираєтесь робити? — Я збираюся пояснити вам це правило. Я завжди пояснюю нові правила. 6. Коли ми вирушаємо? — Ми вирушаємо завтра вранці. 7. Мій брат ніколи не заважає мені, коли я працюю. 8. Мій сусід завжди позичає в мене гроші й ніколи не повертає. 9. Ви розумієте, що каже лектор? — Звичайно. Він говорить швидко, але я його розумію.

### The Construction «to be going to»

## XVIII. Make the following sentences interrogative and negative:

**Pattern:** *She is going to take a taxi.*

*Is she going to take a taxi?*

*She isn't/is not/going to take a taxi.*

1. He is going to the dentist on Tuesday morning. 2. I'm going to travel to Scotland on Monday. 3. I'm going to stay at home tonight. 4. You are going to miss your train. 5. They are going to quit smoking. 6. Look at those clouds. It's going to rain. 7. She is going to have a bath. 8. He is going to learn Spanish. 9. We are going to the auction tomorrow. 10. He is going to buy a car.

## XIX. Put the verbs in brackets into the «to be going to» form:

1. She (*have*) a bath. 2. The cat (*have*) kittens. 3. You (*ask*) him to help you? 4. When you (*pay*) the bill? 5. You (*reserve*) a sit? 6. What you (*do*) with the money? 7. You (*buy*) meat? No, (*not eat*) meat any more. I (*eat*) vegetables. 8. I (*not stay*) here another minute. 9. We (*stop*) here for a moment to get some petrol. 10. I haven't bought any cigarettes because I (*give up*) smoking. 11. You (*walk*) there in this rain? You'll get awfully wet. 12. The children (*plant*) an oak tree here. 13. I've lent you my car once. I (*not do*) it again. 14. What you (*tell*) the police? I (*tell*) them the truth. 15. There was very little blossom this spring. Apples (*be*) scarce.

## XX. Complete the sentences by using «to be going to»:

1. I had lunch with Alan today, and *I am going to have* lunch with him tomorrow too.
2. John wasn't in class today, and \_\_\_\_\_ tomorrow either.
3. It isn't raining today, and according to the weather report, \_\_\_\_\_ tomorrow either.
4. We are in class today, and \_\_\_\_\_ in class tomorrow too.
5. I didn't get married last year, and \_\_\_\_\_ married this year either.
6. Peter didn't wear a clean shirt today, and \_\_\_\_\_ a clean one tomorrow either.

## The Functions of the Verb «to be»

### XXI. State the functions of the verb «to be»:

1. Our aim is to study well to become qualified specialists.
2. My sister is an experienced teacher.
3. Are you going home now?
4. I'm not often invited to parties.
5. The students are in the classroom.
6. They are to begin this work at once.
7. My friend is to come at six.
8. Someone is knocking at the door.
9. I am taking five courses this semester.
10. The lecture is very interesting.

### XXII. Translate into Ukrainian:

1. He is the best student in our group.
2. I am to take my exams in June.
3. The students are at the lecture now.
4. She is to make a report.
5. They are to meet at the station.
6. It is freezing.
7. She is in Kyiv now.
8. The fog is getting thicker.
9. The train is to come at five.
10. My parents are not in town in summer.
11. He says that we are to wait till he comes.
12. Are you frightened?

### XXIII. Translate into English:

1. Її немає тут зараз, вона вдома. Вона дуже зайнята сьогодні. Вона має зустрітися зі своїми друзями о 8 годині вечора.
2. Що ви тут робите? Ви чекаєте на когось? — Так. Я чекаю на свого друга. Я рідко бачу його, оскільки він дуже зайнятий. У нього сесія в червні й він повинен готуватися до іспитів.
3. Хто твої батьки? — Мій батько — менеджер у комерційному банку, а мати — лікар у дитячій поліклініці. Вони дуже добрі спеціалісти. — Скільки років твоїм батькам? — Батькові — 45, а матері — 43. — Де твої батьки зараз? — Вони зараз перебувають за кордоном.
4. Звідки ви? — Я з Фастова. — Де це? — Це недалеко від Києва.
5. Ми завжди раді бачити вас тут.
6. Вона сьогодні в капелюшку, бо дуже спекотно.
7. Моя мати зараз на кухні. Вона пече яблучний пиріг.
8. Ніхто не повинен залишати будинок без дозволу поліції.

## EXERCISES FOR INDIVIDUAL WORK

### I. Replace the Infinitives in brackets by the Present Continuous:

1. I (*to take*) special courses in English.
2. The kettle (*to boil*) now. Shall I make the tea?
3. Why you (*to make*) a cake? Someone (*to come*) to tea?
4. It (*to rain*)? — Yes, it (*to rain*) very hard. You can't go out yet.
5. Who (*to wait*) for you downstairs?
6. What Tom (*to do*) now? He (*to clean*) his shoes.

### II. Change the following sentences using «to be going to»:

1. She will take a taxi.
2. We'll learn Spanish next year.
3. I will spend the summer holidays in the country.
4. I will read you his answer to my letter of complaint.
5. They will build a new school here.
6. When will you pay the bill?
7. The inspector will ask you a few questions.
8. Will you ask him to help you?

### III. Use the Present Continuous or Present Indefinite:

1. Don't make much noise, I (*to prepare*) for my report.
2. The first-year students (*to go*) to the phonetic study on Fridays.
3. It (*to take*) him half an hour to get to the University.
4. The delegation (*to arrive*) tomorrow.
5. We are busy now. We (*to discuss*) an important problem.
6. What you (*to do*) here? — I (*to wait*) for a friend of mine.
7. He usually (*drink*) coffee but today he (*drink*) tea.
8. It often (*to rain*) in England.
9. The country (*to import*) butter, cheese, sugar and some agricultural products.
10. Let's go for a walk, it not (*to rain*).
11. Why you (*to type*) so fast? You (*to make*) a lot of mistakes.
12. He never (*to listen*) to what you say. He always (*to think*) about something else.
13. The winter session (*to begin*) in January.
14. My sister (*to be*) not here, she (*to work*) in the library.

### IV. Translate into English:

1. Я не можу вам дати зараз цю газету, тому що я її читаю.
2. Чому Катя не виконує домашнє завдання? — Вона читає. — Що вона читає? — Вона читає «Давіда Копперфілда» Діккенса. — Вона багато читає? — Так.
3. Чому ми не можемо побалакати з ним зараз? — Він дуже зайнятий зараз. Він пише листа своїм батькам. — Він часто пише листи батькам? — Так. Він пише листи щонеділі.
4. Не галасуйте. Він розмовляє по телефону.
5. Дощ іде? — Так. Візьми парасольку. Тут часто йде дощ.
6. Зателефонуйте йому негайно. Я гадаю, що він ще не спить.
7. Де мій журнал? — Він лежить на письмовому столі.
8. Ви розумієте, що каже лектор? — Звичайно. Він завжди говорить швидко, але я його розумію.
9. Чоловік, що розмовляє зі студентами, наш декан.
10. Послухайте! Ганна співає в сусідній кімнаті. Вона співає дуже гарно.

## UNIT 4

TOPIC: ECONOMY of the UNITED STATES of AMERICA

TEXT A

TEXT B

GRAMMAR: Participle II. The Present Perfect Tense

The Functions of the Verb **to have**

### READING DRILLS

#### 1. Practise the pronunciation of the following words:

##### a) stress the first syllable:

capital, property, business, marketplace, privately, ownership, moderate, product, profit, marked, wealth, fertile, soil, non-ferrous, powerful;

##### b) stress the second syllable:

produce, production, predominance, development, extremely, economist, decision, combine, despite, describe, provide, advance.

#### 2. Name the word-building elements (suffixes, prefixes) and the part of speech of each word:

to unite — unity — united — union; to develop — development — developed — developmental; to profit — profit — profitable — unprofitable — profitably — profiteer — profitability; industry — industrial — industrialist — to industrialize — industrialization — industrially — industrious; economy — economic — economics — economical — economically — to economize — economist.

### Text A

The United States of America is one of the largest countries in the world. It has a developed **free enterprise economy**<sup>1</sup>. It means that people are able **to own**<sup>2</sup> capital and property and **to run their own businesses**<sup>3</sup> **for making profit**<sup>4</sup>. Most economic decisions in the country are made in the marketplace. Nearly 90 per cent of the **goods and services**<sup>5</sup> produced in the country each year come from privately owned companies and firms.

**Despite**<sup>6</sup> the fact that the United States has a free enterprise system, government's role in the economy is so important that economists describe it as **a mixed economy**<sup>7</sup>. It is an economic system that combines elements of



**public ownership**<sup>8</sup> of the **means of production**<sup>9</sup> with **private ownership**<sup>10</sup>, and elements of free enterprise with government participation and control.

The USA is a country with a highly developed economy. With only 5 per cent of the world's population and about 6 per cent of its land area the USA produces 25 per cent of the world's industrial products, agricultural goods, and services. It leads the capitalist world in industrial and agricultural production, leaving the other capitalist countries far behind.

The United States **owes**<sup>11</sup> its high level of economic development to its great wealth of minerals and **fertile farm soil**<sup>12</sup>, together with a **moderate climate**<sup>13</sup>. The territory is extremely rich in such minerals as coal, oil, natural gas, **iron ore**<sup>14</sup> and **non-ferrous metals**<sup>15</sup>. They provide a solid base for modern industry.

The country has very powerful industries, advanced technologies, and science. The structural composition of the US industry shows a **marked predominance**<sup>16</sup> of heavy industry, namely mining, chemical, metallurgy, machine-building, nuclear power and aeromissile industries. Electronic and electric engineering, transport, communication and machine-tool industries can be found almost in all large cities of the USA.

## COMMENTS

1. **free enterprise economy** — економіка, що ґрунтується на вільному підприємстві
2. **to own** — мати, володіти
3. **to run a business** — вести діло, управляти підприємством
4. **... for making profit** — для отримання прибутку
5. **goods and services** — товари та послуги
6. **despite** — незважаючи на
7. **mixed economy** — змішана економіка
8. **public ownership** — державна власність
9. **means of production** — засоби виробництва
10. **private ownership** — приватна власність
11. **to owe smth to** — бути зобов'язаним чимось комусь; завдячувати
12. **fertile soil** — родючий ґрунт
13. **moderate climate** — помірний клімат
14. **iron ore** — залізна руда
15. **non-ferrous metals** — кольорові метали
16. **marked predominance** — значна перевага

## VOCABULARY EXERCISES

### I. Find equivalents:

- |                            |   |
|----------------------------|---|
| 1. free enterprise economy | а. економічний розвиток                               |
| 2. to run a business       | б. кольорові метали                                   |
| 3. economic system         | в. змішана економіка                                  |
| 4. private ownership       | г. засоби виробництва                                 |
| 5. means of production     | д. товари та послуги                                  |
| 6. public ownership        | е. помірний клімат                                    |
| 7. mixed economy           | є. передова технологія                                |
| 8. agricultural production | ж. приймати рішення                                   |
| 9. economic development    | з. економічна система                                 |
| 10. non-ferrous metals     | и. сільськогосподарське виробництво                   |
| 11. advanced technology    | і. вести діло   |
| 12. moderate climate       | ї. державна власність                                 |
| 13. to make decisions      | й. приватна власність                                 |
| 14. goods and services     | к. економіка, що ґрунтується на вільному підприємстві |

### II. Substitute the words in bold type by their synonyms:

1. **In spite of** the fact that the United States has a free enterprise system, government's role in the economy is very **significant**. 2. The USA is one of the most highly developed capitalist **countries**. 3. The United States owes its high level of economic development to its great **riches** of minerals and fertile farm soil, together with a **temperate** climate. 4. **Minerals** provide a **strong** base for **present-day** industry. 5. Mixed economy combines element of **public property** of the means of production with **private property**.

### III. Fill in the blanks with prepositions or adverbs if necessary:

1. Mixed economy is an economic system that combines elements ... public ownership ... the means ... production ... private ownership, and elements ... free enterprise ... government participation and control. 2. The USA is a country ... a highly developed economy. 3. It leads the capitalist world ... industrial and agricultural production, leaving the other capitalist countries ... behind. 4. Nearly 90 per cent ... the goods and services produced ... the country each year come ... privately owned companies and firms. 5. The territory ... the country is extremely rich ... minerals.

**IV. Fill in the blanks below with the most appropriate terms from the list:**

capital; free enterprise economy; property; mixed economy; means of production; minerals; businesses; private ownership; industrial and agricultural production; goods and services.

1. The United States of America has a developed \_\_\_\_\_. 2. People are able to own \_\_\_\_\_ and \_\_\_\_\_ and to run their own \_\_\_\_\_ for making profit. 3. Nearly 90 per cent of \_\_\_\_\_ produced in the country each year come from privately owned firms. 4. Economists describe the American system as a \_\_\_\_\_. 5. It combines elements of public ownership of the \_\_\_\_\_ with \_\_\_\_\_. 6. The USA leads the capitalist world in \_\_\_\_\_, leaving the other capitalist countries far behind. 7. The territory of the USA is extremely rich in \_\_\_\_\_.

**V. Match each term in Column A with its definition in Column B:**

<b>Column A</b>	<b>Column B</b>
1. mixed economy	a. The money needed to start and continue operating a business commerce and industry.
2. capitalism	b. The application of science to commerce and industry.
3. marketplace	c. The production, distribution and sale of good and services for a profit.
4. private property	d. Any place in which goods are bought and sold.
5. capital	e. Economic system that combines elements of free-market and command economies.
6. ownership	f. Free enterprise system.
7. technology	g. Right over property, including right of possession, exclusive enjoyment, destruction etc.
8. business	h. Goods owned and controlled by individuals.

**VI. Define which of the following items best completes the statement:**

**1. In a free enterprise system**

- individuals may enter any lawful business.
- each citizen has the right to vote in elections.
- goods are so plentiful that they are free.
- workers do not charge for their labour.

## ***2. An economy is «mixed» when***

- a. goods and services are produced by both publicly and privately.
- b. government owns and controls all businesses.
- c. economic decisions are made by tradition.
- d. there is a «mixture» of rich and poor people.

## ***3. Today in the American economy***

- a. government plays only a tiny part.
- b. economic decisions are made in the marketplace.
- c. government plays a significant role.
- d. free enterprise no longer exists.

## ***4. Which of the following is a reason for government participation in the economy***

- a. to reduce competition in the marketplace.
- b. to provide goods and services more cheaply than private enterprise.
- c. to regulate harmful externalities.
- d. to guarantee that all business firms earn a profit.

## **VII. Complete the following sentences:**

1. The United States of America is ... . 2. Free enterprise economy means ... . 3. Despite the fact that the United States has a free enterprise system ... . 4. Mixed economy is ... . 5. The United States owes its high level of economic development ... . 6. The territory of the USA is extremely rich in such minerals as ... . 7. The structural composition of the US industry shows ... . 8. Electronic and electric engineering, transport, communication and machine-tool industries can be found ... .

## **VIII. Answer the following questions:**

1. Is the United States of America one of the largest countries in the world? 2. What type of economic system does the USA have? What does it mean? 3. Where are most economic decisions made in the country? 4. What is the role of the government in the US economy? 5. What is a mixed economy? 6. What place does the USA hold in the capitalist world? 7. What does the country owe its high level of economic development to? 8. What minerals is the territory rich in? What do they provide? 9. Does the country have powerful industries, advanced technologies, and science? 10. What does the structural composition of the US industry show? 11. What industries can be found in large cities?

## **IX. Translate into English:**

1. Сполучені Штати Америки — одна з найбільших країн світу. 2. Вона має розвинуту економіку, яка ґрунтується на вільному підприємстві. 3. Це означає, що люди можуть володіти капіталом і власністю та провадити власне діло для отримання прибутку. 4. Близько 90% послуг та товарів, які виробляються в країні, надходять від приватних компаній та фірм. 5. Роль уряду в економіці країни є настільки важливою, що економісти вважають її змішаною економікою. 6. Економічна система поєднує елементи приватної та державної власності на засоби виробництва. 7. США — високорозвинута капіталістична країна. 8. Територія США надзвичайно багата на такі кописні копаліни, як вугілля, нафта, природний газ, залізна руда та руди кольорових металів. 9. Це забезпечує міцну базу для сучасної промисловості країни. 10. У структурному складі промисловості країни переважає важка промисловість.

## **X. Give the characteristic of the US economy using the following words and word-combinations:**

free enterprise economy; to own capital and property; to run a business; for making profit; to make decisions; marketplace; goods and services; privately owned companies and firms; economic system; public ownership of the means of production; government's role; mixed economy; private ownership; industrial and agricultural production; high level of economic development; great wealth of minerals; highly developed economy; solid base for modern industry; heavy industry; advanced technology; mining, chemical, machine-building, nuclear power, aeromissile industries; machine-tool industry; metallurgy.

## **READING DRILLS**

### **1. Practise the pronunciation of the following words:**

#### **a) stress the first syllable:**

operate, concentrate, dominant, summerize, rainfall, principal, average, output, grapefruit, sunflower, oats, barley, vegetable, hay, strawberry, quantity, arable, husbandry, highland, pasture, breeding, dairying;

#### **b) stress the second syllable:**

increase, exceed, domestic, tobacco, substantially, dramatically;

#### **c) stress the third syllable:**

corporation, irrigation, productivity, tangerine, scientifically.

## Text B

Agriculture is one of the most important sectors of the US economy. It accounts for about 3 per cent of the **GNP**<sup>1</sup>. Farms are owned by the people who operate them and by business corporations. **Farming**<sup>2</sup> is largely mechanized and scientifically controlled.

The dominant trend in American agriculture can be summarized in two words — **increased productivity**<sup>3</sup>. **Gross agricultural output**<sup>4</sup> has increased dramatically: 50 years ago a farmer fed 10 people; at present the average farmer feeds 75.

American agriculture produces more food products than any other capitalist country. Production of most crops substantially exceeds **domestic needs**<sup>5</sup>, making the United States a leading exporter of food. About a fifth of the country's territory is **arable**<sup>6</sup>. The rainfall is not high, and irrigation is widely used there. The principal crops grown in the country are: corn, wheat, **soy-beans**<sup>7</sup>, **sugar-cane**<sup>8</sup> and sugar beets, sunflower, tobacco, hay, rice, cotton, oats, and barley.

The United States harvests a lot of vegetables such as tomatoes, potatoes and onions. Florida and California are famous for their fruit production. They grow oranges, lemons, tangerines and grapefruit. Strawberries, pears and apples are also produced in large quantities.

Animal husbandry is also developed in the country. **Pastures**<sup>9</sup> occupy more than one-fourth of the United States. The highlands in the West of the country are famous for their dairy and beef cattle breeding, pig raising, and sheep farming. Dairying is well developed, and milk, cheese, and butter production exceed domestic needs. **Wool production**<sup>10</sup>, **leather** and textile **industries**<sup>11</sup> are also developed there. Poultry-farming and vegetable growing are concentrated in the **countryside**<sup>12</sup> near all the big cities.

## COMMENTS

1. **GNP** — ВВП (валовий національний продукт)
2. **farming** — сільське господарство
3. **increased productivity** — зростання продуктивності
4. **gross agricultural output** — обсяг валової продукції сільського господарства
5. **domestic needs** — внутрішні потреби
6. **arable land** — орна земля
7. **soy-beans** — соя, соєві боби

8. **sugar-cane** — цукрова тростина
9. **pasture** — пасовище
10. **wool production** — виробництво вовни
11. **leather industry** — шкіряна промисловість
12. **countryside** — сільська місцевість

## VOCABULARY EXERCISES

### I. Give the corresponding nouns to the following verbs:

to develop, to generate, to mechanize, to communicate, to predominate, to employ, to irrigate, to grow, to occupy, to describe, to concentrate, to mean, to produce, to combine, to participate, to govern, to provide.

### II. Form adverbs from the following adjectives:

private, near, high, industrial, extreme, economic, substantial, scientific, especial, slow, large, primary, main, wide, easy, immense, dramatic.

### III. Give the English equivalents for:

валовий національний продукт; сільське господарство; домінуюча тенденція; зростання продуктивності; обсяг валової продукції сільського господарства; продукти харчування; внутрішні потреби; кількість опадів; зрошення; цукрова тростина; у великій кількості; розведення молочної та м'ясної худоби; свинарство; вівчарство; птахівництво; вирощування овочів; провідний експортер; орна земля; виробництво вовни; сільська місцевість; шкіряна промисловість.

### IV. Match the synonyms:

farming, trend, sector, to increase, cattle-raising, to manage, tendency, to grow, agriculture, cattle-breeding, about, to operate, nearly, manufacturing, branch, to possess, ownership, production.

### V. Translate into Ukrainian:

state power, oak forest, iron ore, animal products, fruit production, crop production increase, food industry, government participation and control, land use, spring wheat, winter wheat, market economy, business corporations, food products, free enterprise economy, capitalist country.

## VI. Ask someone

- if** agriculture is one of the most important sectors of the US economy; it accounts about 3 per cent of the GNP; farming is largely mechanized and scientifically controlled; gross agricultural output has increased dramatically; animal husbandry is also developed in the country;
- what** the principal crops grown in the country are; vegetables the United States harvests; Florida and California are famous for; they grow; territory pastures occupy; the highlands are famous for; industries are developed there;
- how** the dominant trend in American agriculture can be summerized;
- why** irrigation is widely used in the country;
- where** poultry-farming and vegetable growing are concentrated.

## VII. Retell the text in English according to the plan:

1. Сільське господарство — одна з найважливіших галузей економіки Сполучених Штатів Америки.
2. Провідна роль ферм з високим рівнем механізації.
3. Основна тенденція в розвитку сільського господарства країни.
4. Основні зернові культури, які вирощуються в країні.
5. Розвиток садівництва та овочівництва в країні.
6. Роль тваринництва в сільськогосподарському виробництві.

## GRAMMAR EXERCISES

### Participle II

#### I. Form Participle II of the following verbs:

a) to hope, to stop, to produce, to listen, to open, to study, to concentrate, to determine, to start, to develop, to play;

b) to be, to have, to do, to get, to come, to meet, to know, to make, to cut, to go, to see, to buy, to begin, to choose, to say, to sell.

#### II. Translate into Ukrainian paying attention to the place of Participle II:

a) a broken cup; an unanswered letter; an opened window; a closed door; a written exercise; a developed country; a mixed economy; a discussed problem; produced goods; satisfied needs; privately owned firms; a translated text; widely used irrigation;



b) knowledge acquired by the students; the questions put to the teacher; the subjects studied by the first-year students; economic system based on private ownership of the factors of production; the specialists trained at our University; the house built in our street.

### **III. Translate into English:**

а) механізоване сільське господарство; відомий економіст; загублені ключі; продані товари; прочитана книжка; забута мелодія (tune);

б) товари, імпортовані в нашу країну; лист, написаний моїм другом; товари, виготовлені на нашому заводі; робота, закінчена вчасно; студенти, запрошені на конференцію; контракт, підписаний минулого року; стаття, опублікована в журналі; текст, перекладений українською мовою.

### **IV. State the functions of Participle II:**

1. The main subject studied at our faculty is Political Economy. 2. Here is a letter addressed to you. 3. The machines made at our plant are exported to several countries. 4. If invited, he will come. 5. We have used the book taken from the library. 6. The contract signed last year was soon broken. 7. Have you answered all the questions asked? 8. She was always well dressed. 9. He has travelled a lot. 10. When asked, he always helped me. 11. My sweater is made in England. 12. You have made a mistake. 13. Used economically, these food supplies could last for a month.

## **The Present Perfect Tense**

### **V. Make the sentences interrogative and negative:**

1. The students have passed all their exams. 2. They have answered all the questions. 3. You have solved the problem. 4. Something has happened to your friend. 5. She has changed much. 6. Jane has made a lot of mistakes in her dictation. 7. We have met him before. 8. The rain has stopped. 9. Our teacher has just returned from London. 10. I have been there very often.

### **VI. Give short and full answers:**

1. Have you ever been to London? 2. Have you ever travelled by air? 3. Have you had any dictations this month? 4. Has Kate revised the grammar rules yet? 5. Have they passed their exams? 6. Have they read much about Great Britain? 7. Have you kept your promise? 8. Has the post come? 9. Have you ever driven the car? 10. Has the lecture begun?

## VII. Do as you are told and say what you have done:

**Pattern A:** *Open your book, please. — I have opened my book.*

1. Read the text, please. 2. Close your book, please. 3. Open the window, please. 4. Give me your book, please. 5. Answer my question, please. 6. Do this exercise, please. 7. Please turn on the light. 8. Please say it again. 9. Show me your composition, please. 10. Explain the rule, please.

**Pattern B:** *Don't forget to post that letter. — I've already posted it.*

1. Don't forget to phone your parents. 2. Don't forget to read this article. 3. Shall I pay the waiter? 4. Don't forget to see this film. 5. Don't forget to make a report.

## VIII. Answer the questions:

1. How many classes have you had so far today? 2. How many classes have you missed since the beginning of the term? 3. How many questions have you asked so far? 4. How many tests have you taken since the beginning of the term? 5. How many cups of coffee have you had since you got up this morning? 6. How many cigarettes have you smoked today? 7. Where do you live? How long have you lived there? 8. How long have your parents been married?

## IX. Ask and answer questions according to the Pattern:

**Pattern:** *be to Europe — Have you ever been to Europe?*

*Yes, I have. I've been to Europe many times.*

*or: No, I haven't. I've never been to Europe.*

1. be to Great Britain 2. eat Chinese food 3. ride a horse 4. be to Lviv 5. catch a butterfly 6. use a computer 7. smoke a cigar 8. fall asleep during class 9. lose anything valuable 10. drink Turkish coffee 11. win something in the lottery 12. sleep in a tent.

## X. Put questions to the italicized words:

1. *They* have never been to *any foreign countries*. 2. *We* have already seen *this new film*. 3. *My parents* have lived in *the same house for over thirty years*. 4. *They* have sent *us* several telegrams *lately*. 5. *He* has met many people *since he came here in June*. 6. *His* friend has translated *two English books* into Ukrainian. 7. *She* has just left you *a message*. 8. *He* has missed *the bus*. 9. *My mother* has cooked *a chocolate cake*. 10. *My sister* has watered *the flowers in the garden*. 11. *Someone* has taken *my bicycle*.

### **XI. Complete the Disjunctive Questions:**

1. He has translated the article, ... ?
2. They have moved into a new flat, ... ?
3. We haven't forgotten about them, ... ?
4. We have already spoken of our studies, ... ?
5. Janet has already finished her work, ... ?
6. The weather has been terrible lately, ... ?
7. Jane hasn't been out of town for two days, ... ?
8. You have never been there, ... ?
9. The students haven't left, ... ?
10. Your parents haven't arrived yet, ... ?
11. Bill has written a novel, ... ?

### **XII. Paraphrase the sentences, using the Present Perfect Tense with *for* or *since*:**

**Pattern:** *It is two years since I saw Tom.*

*I haven't seen Tom for two years.*

*I last read a newspaper on June 2.*

*I haven't read a newspaper since June 2.*

1. It's three months since he wrote to me.
2. I last drank champagne at my brother's wedding.
3. He last shaved the day before yesterday.
4. I last ate raw fish when I was in Japan.
5. It's years since Mary last spoke French.
6. He last paid taxes in 1996.
7. I saw him last on his wedding day.
8. It's two years since I was last in Lviv.

### **XIII. Put the verbs in brackets into the Present Perfect:**

1. He (*be*) in hospital for ten days.
2. We (*know*) each other for a long time.
3. She (*buy*) this book in London.
4. You (*get*) the wrong number.
5. He (*not smoke*) for two weeks. He is trying to give it up.
6. The play just (*begin*). You are a little late.
7. The manager (*sign*) the letter.
8. I can't go out because I (*not finish*) my work.
9. The students (*work*) very well this term.
10. Is Father at home? No, he (*not come*) yet.
11. I (*not see*) him since January. I wonder where he is.
12. George (*read*) the newspaper already.
13. The newspaper (*come*)? — Yes, Ann is reading it.
14. My brother (*write*) several plays. He just (*finish*) his second tragedy.
15. I (*write*) the letter but I can't find a stamp.
16. We (*miss*) the bus. Now we'll have to walk.

### **XIV. Translate into Ukrainian:**

1. Mary has just gone out for a walk.
2. My elder brother has never had any trouble with mathematics. He likes it very much.
3. Have they come back from France yet? No, they haven't. They are coming tomorrow.
4. My mother has been sick this month. Now she is better.
5. Jane has had a lot of things to do lately.
6. I haven't seen Helen since I left school.

### **XV. Translate into English:**

— Де Микола? Я ще не бачив його сьогодні. Що з ним сталося? Чому він не прийшов до університету? Він ніколи не пропускає занять. Боюся, що він захворів. — Ви помиляєтеся. Микола тут. Він щойно прийшов. Він на лекції. Але ви не можете з ним говорити, оскільки лекція вже почалася. Лекції завжди починаються вчасно. Я знаю цього професора дуже давно. Він викладає в університеті з 1970 року. Він щойно повернувся із Сполучених Штатів. Він був там два роки. Він уже написав книжку про цю країну. На жаль, я ще її не читав.

### **The Functions of the Verb «to have»**

### **XVI. Make the sentences interrogative and negative:**

1. They have eggs for breakfast. 2. We have to work hard. 3. They have to get up at six every day. 4. The children have dinner at school. 5. She has to make a speech. 6. You have made a mistake in your dictation. 7. He has written to her. 8. The students have a very important test tomorrow. They have to study tonight. 9. We have to leave home early. 10. You had a good journey yesterday. 11. His wife has headaches quite often. 12. I have seen you before.

### **XVII. State the function of the verb «to have»:**

1. We have a TV set. 2. We have bought a TV set. 3. We have to buy a TV set. 4. The USA has a highly developed industry. 5. The students have an examination session at the end of each term. 6. The students have to take their examinations at the end of each term. 7. You don't have to write this exercise. 8. He has no books on this subject. 9. You haven't written your exercise. 10. He has to get up early in the morning. 11. I have entered our University this year. 12. He has got up early in the morning.

### **XVIII. Translate into English:**

1. У вас є друзі? — Так. У мене багато друзів. 2. Нам не довелося чекати. Поїзд прийшов вчасно. 3. У вас є підручник з історії? — Так. Я взяв його в нашій бібліотеці. 4. У вас є вільний час зараз? — Ні. У мене ніколи немає вільного часу. 5. Скільки в неї братів та сестер? — Не знаю. Вона ніколи не розповідала про себе. 6. Ваші діти вже поснідали? — Так. — О котрій годині вони звичайно снідають? — О восьмій. Вони завжди снідають о восьмій. 7. Скільки у вас сьогодні пар? — Чотири. У нас завжди чотири пари. 8. Мій друг не склав іспиту з математики. Йому доведеться скласти його в серпні.

## EXERCISES FOR INDIVIDUAL WORK

### I. Choose the proper place of the adverb:

1. He has not finished his work (*yet*). 2. I have not received any letters from them (*lately*). 3. Have you been to London (*ever*)? 4. The delegation has arrived (*just*). 5. She has spoken to him (*already*). 6. Have you read this book (*yet*)? 7. I have seen him at lectures (*never*). 8. She has not seen this film, but she has heard a lot about it (*yet*). 9. She has not read very much (*recently*). 10. I have met her (*never*).

### II. Insert *since* or *for*:

1. I haven't seen you ... the beginning of the semester. I haven't seen you ... two months. 2. We have lived in Chicago ... last year. We have lived here ... almost six months. 3. He hasn't written to me ... April. He hasn't written to me ... about three weeks. 4. Peter has worked in the laboratory ... he graduated from the University. Peter has worked in the laboratory ... five years. 5. You haven't come here ... a fortnight. You haven't come here ... last Monday. 6. You have studied English ... childhood. You have studied English ... ten years.

### III. Put the verbs in brackets into the Present Perfect Tense, and fill the spaces by repeating the auxiliary:

1. You (have) breakfast? — Yes, I ... .
2. The post (come)? — Yes, it ... .
3. You (see) my watch anywhere? — No, I'm afraid I ... .
4. Charles (pass) his exam? — Yes, he ... .
5. You (not make) a mistake? — No, I'm sure I ... .
6. Mary (water) the tomatoes? — Yes, I think she ... .
7. You (see) him lately? — No, I ... .
8. You (spend) all your money? — Yes, I ... .
9. The phone (stop) ringing? — No, it ... .
10. He just (go) out? — Yes, he ... .

### IV. Translate into English:

1. Його немає вдома. Він щойно вийшов. 2. Цікаво, де вони зараз? Я не бачив їх відтоді, як переїхав до цього міста. 3. Ти вже написав доповідь на цю тему? — Так. 4. Ми з ним — друзі з самого дитинства, і ми ніколи не сварились. 5. Останнім часом я не одержував листів від своїх батьків. 6. Ти вже вивчив текст? — Так. Я щойно вивчив текст і зараз повторюю слова. 7. В аудиторії нікого немає. Усі пішли додому. 8. Ви хоч колись думали про це? — Ні.

## UNIT 5

TOPIC: WHAT IS ECONOMICS?

TEXT A

TEXT B

TEXT C

TEXT D

GRAMMAR: The Past Indefinite Tense. The Functions of the Verb **to do**  
The Future Indefinite Tense. The Imperative Mood

### READING DRILLS

#### 1. Practise the pronunciation of the following words:

##### a) stress the first syllable:

necessary, possible, business, labour, spending, politics, science, careful, satisfy, effort, taxes, government, relatively, scarce, living, utilizing;

##### b) stress the second syllable:

unfortunately, define, mankind, produce, production, exchange, activity, consumption, description, psychology, effect, competing, determine, unlimited, inflation, concern, resources, pretend, attempt;

##### c) stress the third syllable:

economics, economic, distribution, international, interaction, sociology, unemployment.

#### Text A

Studying economics for the first time, it is necessary to know **what economics is all about**<sup>1</sup>. Unfortunately, it is not possible to define the subject by a single word. Economics was defined as *the study of mankind in the everyday business life*. This means that economics deals with production, distribution, exchange and consumption. It answers such questions as: How do we produce all the things we need? How are prices determined? Economics **is also concerned with**<sup>2</sup> unemployment, inflation, international trade, the interaction of business and labour, and **the effects of government spending**<sup>3</sup> and taxes.

Economics does not stop with the description of economic activity because description alone leaves unanswered many important *why* and *how* questions.

Economics is a social science like history, geography, politics, psychology and sociology. It is the study of human efforts to satisfy what seems like **unlimited and competing wants**<sup>4</sup> through the careful use of relatively scarce resources. Economists study what is or tends to be and how it came to be. They do not in any way pretend to tell what *ought* to be. People must **make up their own minds**<sup>5</sup> about that.

Economics is therefore concerned with activities relating to wealth, i.e. production, consumption, exchange and distribution.

For our own purpose, we shall define economics as the study of man in his attempts **to gain a living**<sup>6</sup> by utilizing his limited resources.

## COMMENTS

1. ... **what economics is all about** — що складає економіку
2. **to be concerned with** — мати справу із; займатися
3. **the effects of government spending** — ефективність урядових витрат
4. ... **unlimited and competing wants** — необмежені потреби, що постійно зростають
5. **to make up one's own mind** — вирішувати самому
6. **to gain a living** — заробляти на життя

## VOCABULARY EXERCISES

### I. Find equivalents:

- |                               |                        |
|-------------------------------|------------------------|
| 1. for the first time         | а. необмежені потреби  |
| 2. production                 | б. розподіл            |
| 3. distribution               | в. споживання          |
| 4. exchange                   | г. виробництво         |
| 5. consumption                | д. уперше              |
| 6. to determine price         | е. недостатні ресурси  |
| 7. international trade        | є. вирішувати самому   |
| 8. unemployment               | ж. обмін               |
| 9. scarce resources           | з. безробіття          |
| 10. unlimited wants           | и. обмежені ресурси    |
| 11. to make up one's own mind | і. визначати ціну      |
| 12. limited resources         | ї. міжнародна торгівля |
| 13. to gain a living          | й. податки             |
| 14. taxes                     | к. заробляти на життя  |

## II. Form nouns using suffixes *-ion, -tion*:

to produce, to distribute, to interact, to inflate, to consume, to determine, to relate, to define, to connect, to describe, to satisfy, to utilize.

## III. Fill in the blanks with prepositions or adverbs if necessary:

1. Unfortunately, it is not possible to define the subject ... a single word. 2. Economics deals ... production, distribution, exchange and consumption. 3. Economics is also concerned ... unemployment, inflation, international trade, the interaction ... business and labour, and the effects ... government spending and taxes. 4. Economics does not stop ... the description ... economic activity ... description alone leaves unanswered many important *why* and *how* questions. 5. It is the study ... human efforts to satisfy what seems like unlimited and competing wants ... the careful use ... relatively scarce resources.

## IV. Complete the following sentences:

1. Economics was defined ... . 2. It answers such questions as ... . 3. Economics is also concerned with ... . 4. It does not stop with the description of economic activity because ... . 5. Economics is a social science like ... . 6. Economics is the study of ... .

## V. Match each term in Column A with its definition in Column B:

Column A	Column B
1. economics	a. Something in short supply; not enough to meet demand.
2. production	b. Activity of buying and using goods.
3. distribution	c. The creation of services or the changing of material into products.
4. exchange	d. The activity of selling goods and services in order to make a profit.
5. consumption	e. The production, distribution and sale of goods and services for a profit.
6. business	f. The movement of finished products from the manufacturing location to the marketplace.
7. trade	g. The social science that describes and analyzes how society chooses from among scarce resources to satisfy its wants.
8. scarce	h. The process of trading or bartering one unit or set of goods or services for another unit or set.



**VI. Define which of the following items best completes the statement:**

**1. Economics is a social science like**

- a. history.
- b. politics.
- c. mathematics.
- d. sociology.

**2. Economics deals with**

- a. production.
- b. distribution.
- c. exchange.
- d. consumption.

**VII. Answer the following questions:**

1. What is necessary to know studying economics for the first time?
2. What does economics deal with? 3. What questions does economics answer?
4. Why does economics not stop with the description of economic activity?
5. What kind of science is economics? 6. What does economics study?
7. What do economists study? 8. What must people make up their own minds about? 9. How shall we define economics?

**VIII. Translate into English:**

1. Неможливо визначити економіку одним словом. 2. Економіка визначалася як *вивчення людства в повсякденному діловому житті*.
3. Економіка відповідає на питання: *Як визначається ціна?*
4. Економіка не вичерпується описом економічної діяльності.
5. Економісти вивчають зусилля людини, спрямовані на задоволення своїх необмежених потреб і водночас на бережливе використання відносно недостатніх ресурсів. 6. Учені в жодному разі не мають наміру розповідати про те, що має бути. 7. Отже, економіку зв'язано з діяльністю для забезпечення добробуту.

**READING DRILLS**

**1. Practise the pronunciation of the following words:**

**a) stress the first syllable:**

term, need, want, necessary, clothing, purchase, sometimes, love, shelter, food, level, means, satisfy, hamburger, favourite, point, difference, marketplace, product, count, range, willingness, measurable;

**b) stress the second syllable:**

vocabulary, demand, requirement, survival, accomplishment, acceptance, review, express, reflect, particular, ability, desire;

**c) stress the third syllable:**

represent, individual.

**Text B**

Economics like any other social science has its own vocabulary. To understand economics, a review of some **key terms**<sup>1</sup> is necessary: **needs**<sup>2</sup>, **wants**<sup>3</sup>, and **demands**<sup>4</sup>.

A need is a basic requirement for survival. People have basic needs such as food, clothing and shelter. People also have higher level needs, such as communication, love, acceptance, knowledge, hope and accomplishment.

A want is a means of expressing a need. Food, for example, is a basic need related to survival. To satisfy this need, a person may want a pizza, hamburger or other favourite food. That is there are any number of foods that will satisfy the basic need for food.

**The point is**<sup>5</sup> that the range of things represented by the term «want» is much broader than those represented by the term «need».

Sometimes the difference between a want and a need is clear, at other times, it is not.

A basic need is reflected in a want for a **particular product**<sup>6</sup>. A want cannot be counted in the marketplace until it becomes a demand — the willingness and ability to purchase a desired object. Since an individual has limited resources, only some wants will end up as **measurable demands**<sup>7</sup>.

**COMMENTS**

1. **key terms** — основні терміни
2. **needs** — потреби
3. **wants** — бажання
4. **demand** — попит
5. **the point is** — річ у тім, що
6. **particular product** — певний продукт
7. **measurable demand** — урахований попит

## VOCABULARY EXERCISES

### I. Give the English equivalents for:

суспільна наука; основні терміни; бажання; попит; основні потреби; житло; основна вимога для виживання; певний продукт; потреби вищого гатунку (рівня); почуття завершеності; спосіб вираження потреби; улюблена їжа; річ у тім, що; готовність; урахований попит; здатність (спроможність); бажана річ; обмежені ресурси.

### II. Give the corresponding nouns to the following verbs:

to require, to know, to accept, to survive, to achieve, to satisfy, to differ, to communicate, to develop, to fulfil, to employ, to relate, to express, to reflect, to establish, to accomplish.

### III. Fill in the blanks below with the most appropriate terms from the list:

service; social science; product; basic needs; demand; need; want; marketplace.

1. Economics like any other \_\_\_\_\_ has its own vocabulary. 2. People have \_\_\_\_\_ such as food, clothing and shelter. 3. The range of things represented by the term \_\_\_\_\_ is much broader than those represented by the term \_\_\_\_\_. 4. A want cannot be counted in the \_\_\_\_\_ until it becomes a \_\_\_\_\_. 5. Demand is the consumer's willingness and ability to buy a \_\_\_\_\_ or \_\_\_\_\_ at a particular time and place.

### IV. Say whether these statements are true or false and if they are false say why:

1. Economics like any other social science has its own vocabulary. 2. A need is a basic requirement for survival. 3. People have basic needs and higher level needs. 4. A want is a means of expressing a need. 5. Food is a basic need related to survival. 6. Demand is a willingness and ability to purchase a desired object. 7. The difference between *a want* and *a need* is always clear.

### V. Answer the following questions:

1. What is necessary to understand economics? 2. What are the key terms of economics? 3. What does the term *need* mean? 4. What are basic people's needs? 5. What is a means of expressing a need? 6. Is food a basic need related to survival? 7. Is the difference between *a want* and *a need* always clear? 8. What is demand?

## VI. Translate into English:

1. Економіка, як і будь-яка інша суспільна наука має свій словник. 2. Спілкування, почуття кохання, пізнання, сподівання — усе це людські потреби вищого гатунку. 3. Бажання — це спосіб вираження потреби. 4. Існує багато продуктів харчування, які можуть задовольнити основну потребу в їжі. 5. Попит — це готовність та спроможність купити бажану річ. 6. Оскільки людина має обмежені ресурси, тільки деякі бажання реалізуються як урахований попит.

## READING DRILLS

### 1. Practise the pronunciation of the following words:

#### a) stress the first syllable:

useful, relatively, possibly, scarce, price, service, final, capital, sunshine, rainfall, haircut, lawyer, touch, plentiful, willing, pay, major;

#### b) stress the second syllable:

concern, transferable, impossible, appliance, describe, consumer, intend, important, command, produce, perform, performance, include, repair;

#### c) stress the third syllable:

manufacture, entertainment.

## Text C

The study of economics is concerned with economic products — goods and services that are useful, relatively scarce and transferable to others. The important thing is that economic products are scarce in an economic sense. That is one cannot get enough to satisfy individual **wants and needs**<sup>1</sup>. The fact that economic products command a price shows that they have these characteristics.

The terms *goods* and *services* are used to describe many things people desire. Consumer goods **are intended for**<sup>2</sup> final use by individuals to satisfy their wants and needs. Manufactured<sup>3</sup> goods used to produce other goods and services are called **capital goods**<sup>3</sup>. An example of capital goods would be a computer in a school.

The other type of economic product is a work that is performed<sup>4</sup> for someone. Services can include haircuts, repairs to **home appliances** and forms of entertainment like rock performances. They also include the work performed by doctors, lawyers and teachers. The difference between goods and services is that the services are something that cannot be touched or felt like goods.

Many other things — sunshine, rainfall, fresh air — are known as **free products**<sup>5</sup> because they are so plentiful. No one could possibly own them, nor would most people be willing to pay anything for them. In fact, some are so important, that life would be impossible without them. Even so, free products are not scarce enough to be major concern in the study of economics.

## COMMENTS

1. **wants and needs** — бажання та потреби
2. **to be intended for** — призначатися для
3. **capital goods** — засоби виробництва
4. **home appliances** — побутові прилади
5. **free products** — безкоштовні продукти

## VOCABULARY EXERCISES

### I. State the part of speech and say how the words are formed:

economics, useful, relatively, scarce, scarcity, transferable, performance, difference, economic, entertainment, service, to satisfy, plentiful, manufactured, lawyer, haircut, sunshine, rainfall, unfortunately, unlimited.

### II. Find equivalents:

- |                               |                                    |
|-------------------------------|------------------------------------|
| 1. goods and services         | а. споживчі товари                 |
| 2. scarce                     | б. призначатися для                |
| 3. to be intended for         | в. недостатній, дефіцитний         |
| 4. to satisfy needs and wants | г. ремонтувати                     |
| 5. consumer goods             | д. розвага                         |
| 6. a major concern            | е. безкоштовні товари              |
| 7. capital goods              | є. промислові товари               |
| 8. manufactured goods         | ж. побутові прилади                |
| 9. home appliances            | з. товари та послуги               |
| 10. free products             | и. засоби виробництва              |
| 11. to repair                 | і. головна турбота                 |
| 12. entertainment             | ї. задовольняти потреби та бажання |

**III. Fill in the blanks below with the most appropriate terms from the list:**

capital goods; manufactured goods; free products; consumer goods; service; goods.

1. The terms \_\_\_\_\_ and services are used to describe many things people desire. 2. \_\_\_\_\_ are intended to satisfy individuals' wants and needs. 3. \_\_\_\_\_ are used to produce other goods and services. 4. A haircut is an example of \_\_\_\_\_. 5. Sunshine, rainfall, fresh air are \_\_\_\_\_. 6. \_\_\_\_\_ include plant and machinery, industrial buildings, and raw materials.

**IV. Match each term in Column A with its definition in Column B:**

- | <b>Column A</b>   | <b>Column B</b>   |
|-------------------|---|
| 1. goods          | a. Something in short supply; not enough to meet demand.  |
| 2. services       | b. Something intended for final use by individuals to satisfy their wants and needs.                              |
| 3. price          | c. The goods or services one receives in an exchange.   |
| 4. capital goods  | d. Tangible commodities or merchandise.   |
| 5. product        | e. Work performed for someone.<br>Intangible commodity.   |
| 6. free products  | f. The money value of goods or services.  |
| 7. consumer goods | g. Something created to produce other goods or services.  |
| 8. scarce         | h. Products existing in such large quantities that they need not be rationed out among those wishing to use them. |

**V. Define which of the following items best completes the statement:**

**1. *The study of economics is concerned with economic products that are***

- a. useful.
- b. free.
- c. scarce.
- d. transferable.

## 2. Goods in the economic sense may be

- a. a haircut.
- b. a washing machine.
- c. a visit to a doctor.
- d. advice from a lawyer.

## 3. Scarcity exists because of

- a. unlimited wants.
- b. governmental regulation.
- c. limited land, labour and capital resources.
- d. unlimited wants and limited land, labour and capital resources.

## VI. Complete the following sentences:

1. The study of economics is concerned with ... . 2. Economic products command ... . 3. The terms *goods* and *services* are used ... . 4. Consumer goods are intended ... . 5. The other type of economic product is ... . 6. Services include ... . 7. The difference between goods and services are ... . 8. Many other things — sunshine, rainfall, fresh air — are known ... .

## VII. Ask someone

**what** the study of economics is concerned with; characteristics goods and services have; the terms *goods* and *services* describe; consumer goods are intended for; capital goods are; a service is; services include; the difference between goods and services are;

**why** sunshine, rainfall and fresh air are free products; free products can't be a major concern in the study of economics.

## VIII. Translate into English:

1. Економічні продукти є дефіцитними в економічному розумінні. 2. Терміни *товари* та *послуги* вживаються для позначення багатьох речей, що потрібні людям. 3. Люди використовують споживчі товари, щоб задовольняти свої бажання та потреби. 4. Промислові товари використовуються для виробництва інших товарів та послуг. 5. Послуга — це робота, яка виконується для когось. 6. До послуг належать стрижка волосся, ремонт побутових приладів та різні види розваг. 7. Сонячне світло, дощ та свіже повітря відомі як безкоштовні продукти. 8. Життя було б неможливим без них.

## READING DRILLS

### 1. Practise the pronunciation of the following words:

#### a) stress the first syllable:

value, valuable, worth, dollar, cent, price, diamond, paradox, monetary, coin, reason, scarce, scarcity, plentiful, measure, weight, height, vary, concept, wealth, product, tangible, useful, accurately, stockpile;

#### b) stress the second syllable:

collection, economist, observe, essential, ability, utility, capacity, decide, include, existence, enjoyment, transferable.

### Text D

In economics the term *value* means something having a worth that can be expressed in dollars and cents. Someone may say, for example, that he or she has a valuable coin, the value is determined by the price someone would pay for the collection.

But **what makes some things worth more than others?**<sup>1</sup> The diamond-water paradox, also known as the paradox of value, helps answer this question. Early economists observed, that some things like water were essential to life, yet had little **monetary value**<sup>2</sup>. Other things, like diamonds, were not essential but had higher value.

Later economists decided that part of **the reason was due to**<sup>3</sup> scarcity. For example, water is so plentiful in many areas that it has little or no value. On the other hand, diamonds are so scarce that they have great value. In order to have value, it has to be somewhat scarce. Scarcity, however, is not enough. If something is to have value, it must also have utility, or the capacity to be useful to someone. Utility is not something that is fixed and can be measured like weight or height. Instead, the utility of goods or services may vary from one person to the next. One person may, for example, get **a great deal of**<sup>4</sup> enjoyment from a home computer, another may get very little. In the end, for something to have value, it must be scarce and have utility.

Another economic concept is wealth — the sum of those economic products that are tangible, scarce, useful and transferable from one person to another. Most economic goods are counted as wealth, but services are not. The reason for this is that it is difficult to measure the value of services accurately. For example, it is difficult to measure the contribution made by people's abilities and talents to a nation's wealth.



A country's total worth, then is **the stockpile of useful scarce<sup>5</sup>, tangible things<sup>6</sup>** in existence at a given time. National wealth includes all such items as natural resources, factories, stores, houses, theatres, books, video games etc.

## COMMENTS

1. **what makes some things worth more than others?** — чому деякі речі коштують дорожче, ніж інші?
2. **monetary value** — грошова вартість
3. **the reason was due to** — причина була викликана
4. **a great deal of** — багато
5. **stockpile of useful scarce** — запас корисного дефіциту
6. **tangible things** — реальні речі

## VOCABULARY EXERCISES

### I. Form the new words with the following suffixes:

- able, -ible: response, consider, value, favour, change, transfer, measure;
- ful: peace, use, plenty, fruit, care;
- ity: personal, scarce, similar, capable;
- tion: populate, collect, educate, contribute, create, determine, produce.

### II. Find equivalents:

- |                            |                              |
|----------------------------|------------------------------|
| 1. monetary value          | а. дефіцит                   |
| 2. tangible things         | б. цінна монета              |
| 3. paradox of value        | в. бути корисним комусь      |
| 4. nation's wealth         | г. бути необхідним для життя |
| 5. country's total worth   | д. з іншого боку             |
| 6. scarcity                | е. загальне багатство країни |
| 7. to be useful to someone | є. національне багатство     |
| 8. valuable coin           | ж. економічне поняття        |
| 9. to be essential to life | з. внесок, вклад             |
| 10. utility                | и. реальні речі              |
| 11. economic concept       | і. природні багатства        |
| 12. a great deal of        | ї. парадокс вартості         |
| 13. on the other hand      | й. багато                    |
| 14. contribution           | к. корисність                |
| 15. natural resources      | л. грошова вартість          |

**III. Fill in the blanks with prepositions or adverbs if necessary:**

1. The value is determined ... the price someone would pay ... the product. 2. The diamond-water paradox is known as the paradox ... value. 3. ... order to have value, it has to be somewhat ... scarce. 4. The utility ... goods or services may vary ... one person ... the next. 5. One person may, for example, get a great deal ... enjoyment ... a home computer, another may get very ... . 6. Most ... economic goods are counted ... wealth, but services are not. 7. It is difficult to measure the contribution made ... people's abilities and talents ... a nation's wealth. 8. A country's total worth is the stockpile ...useful, scarce, transferable and tangible things ... existence ... a given time.

**IV. Match each term in Column A with its definition in Column B:**

- | <b>Column A</b>          | <b>Column B</b>   |
|--------------------------|---|
| 1. coin                  | a. The stockpile of useful, scarce, tangible things in existence at a given time.   |
| 2. wealth                | b. Goods that are scarce relative to the total amount of those that are desired.  |
| 3. scarcity              | c. The paradox that many necessities of the life have a low market price, while many luxuries with little use have a high market price. |
| 4. economic goods        | d. The total satisfaction derived from the consumption of goods or services.  |
| 5. paradox of value      | e. The total value of one's tangible assets.  |
| 6. utility               | f. The worth of smth in terms of money or other goods for which it can be exchanged.  |
| 7. country's total worth | g. A limit to the supply of productive resources or consumer goods in relation to the producers or consumers demand for them.           |
| 8. value                 | h. Metallic forms of money.   |

**V. Define which of the following items best completes the statement:**

*Scarcity is a condition that*

- a. exists only in poor countries.
- b. only poor individuals experience.
- c. all individuals and societies face.
- d. rich people never experience.

## **VI. Complete the following sentences:**

1. In economics the term *value* means ... .
2. Someone may say that ... .
3. Early economists observed that ... .
4. Later economists decided that ... .
5. If something is to have value ... .
6. Utility is not something that ... .
7. Someone may, for example, get ... .
8. Wealth is the sum of those economic products that are... .
9. National wealth includes all such items as ... .
10. A country's total worth, then is ... .

## **VII. Answer the following questions:**

1. What does the term *value* mean in economics?
2. What did early economists observe?
3. What did later economists decide?
4. Diamonds are so scarce that they have great value, aren't they?
5. What has to be a thing in order to have value?
6. What is utility?
7. What does the term *wealth* mean in economics?
8. Are services counted as wealth?
9. Is it easy to measure the value of services?
10. What is the country's total worth?
11. What does the national wealth include?

## **VIII. Translate into English:**

1. Вартість визначається ціною, яку хтось заплатив би за товар.
2. Парадокс «вода — діамант», відомий також як парадокс вартості, допомагає відповісти на питання, чому деякі предмети коштують дорожче, ніж інші.
3. Раніше економісти помітили, що вода необхідна для життя, проте має малу грошову вартість.
4. Інші речі, такі як діаманти, не є життєво необхідними, але мають набагато вищу вартість.
5. Коли щось має вартість, то воно повинно бути дефіцитним та корисним для когось.
6. Багатство — це сума реальних дефіцитних корисних економічних продуктів, які можуть переходити від однієї людини до іншої.
7. Більшість економічних товарів визнаються за багатство, а послуги — ні.

## **IX. Retell the text D using the following words and word-combinations:**

the term *value*; valuable coin; diamond-water paradox; to be essential to life; the paradox of value; monetary value; higher value; the reason was due to; scarcity; on the other hand; to have great value; in order to; utility; a great deal of; the capacity to be useful to someone; economic concept; wealth; transferable; economic goods; contribution; people's abilities and talents; nation's wealth; in existence at a given time; tangible things; natural resources.

## GRAMMAR EXERCISES

### The Past Indefinite Tense

#### I. Give the forms of the Past Indefinite:

a) to regulate, to smile, to hope, to help, to learn, to stop, to plan, to visit, to offer, to prefer, to discuss, to study, to enjoy, to play, to cry;

b) to be, to have, to do, to go, to sit, to begin, to become, to make, to eat, to teach, to write, to leave, to tell, to think, to take, to get, to buy, to read, to say, to bring, to forget, to pay.

#### II. Answer the following questions:

1. When were you born? 2. Where were you born? 3. Where were you yesterday? 4. What was the weather like last Sunday? 5. When were you at the theatre last? 6. Whom were you at the theatre with? 7. What was your homework for today? 8. Why wasn't your teacher pleased with your answer?

#### III. Make the following sentences interrogative and negative:

1. My brother was at home last night. 2. The baby was asleep. 3. There was somebody in the room. 4. You were glad to hear this news. 5. The students were at the meeting last Friday. 6. He was late for the train. 7. The trees were yellow in September. 8. The weather was sunny last week.

#### IV. Translate into English:

Де ти був учора ввечері? Тебе не було вдома. — Я був у театрі. Я часто ходжу в театр. — З ким ти був у театрі? — Я був там зі своїм другом. Я був дуже задоволений. Спектакль був дуже цікавий і було дуже багато людей. А коли ти був у театрі востаннє? — Я не пам'ятаю, коли я був там востаннє. Це було дуже давно. Я не театрал. Я дуже люблю читати книжки і вчора я був у бібліотеці. Я ходжу туди регулярно.

#### V. Give short and full answers:

1. Did you sleep well last night? 2. Did you wake up early this morning<sup>1</sup>? (*it is no longer morning*) 3. Did you have breakfast this morning? 4. Did you drink some coffee before class? 5. Did you catch the bus this morning? 6. Did you understand what I said? 7. Did you tell your friend the news?

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<sup>1</sup> If the period is over or reference is made to a particular past point of time within that period, the Past Indefinite is used.

**VI. Make the following sentences interrogative and negative:**

1. The children slept in the open air. 2. He answered at once. 3. Mother turned off the gas. 4. They decided to go to the Crimea in July. 5. Olga passed all her exams. 6. We heard a terrible noise. 7. The clock struck twelve when he came. 8. They asked us to help them. 9. She thought about it.

**VII. Answer the following questions:**

1. What time do you usually get up? 2. What time did you get up this morning? 3. What time did the sun rise this morning? 4. What did you have for breakfast? 5. What did you drink this morning? 6. What time do you go to bed? What time did you go to bed last night? 7. What did you buy last week? 8. What did you wear yesterday? 9. What did you do last night? 10. What did you have for lunch yesterday?

**VIII. Put questions to the italicized words:**

1. *My aunt grew beautiful roses.* 2. *They lost their way because it was dark.* 3. *My friend visited his grandmother on Sunday.* 4. *The students worked on the farm in summer.* 5. *Our family went to the Caucasus last year.* 6. *Father talked with my teacher a few minutes ago.* 7. *The concert lasted for two hours.* 8. *The children drank milk in the morning.*

**IX. Complete the Disjunctive Questions:**

a) 1. Your grandfather was a millionaire, ... ? 2. The twins arrived last night, ... ? 3. Bill put the money in the bank, ... ? 4. You had a good time, ... ? 5. That was Ann on the phone, ... ? 6. That was an easy test, ... ? 7. His mother was very proud of him, ... ? 8. You thought about it, ... ?  
b) 1. Mary wasn't angry, ... ? 2. You weren't at home last night around nine, ... ? 3. Our teacher didn't give us a home assignment, ... ? 4. There wasn't any problem, ... ? 5. It didn't matter very much, ... ? 6. He didn't wake you up, ... ? 7. Nobody called on the phone, ... ? 8. The children weren't surprised, ... ?

**X. Put the verbs in brackets into the Past Indefinite Tense:**

1. I didn't want to meet Paul so when he (*enter*) I (*to leave*).  
2. Luckily the driver (*see*) me and (*stop*) the lorry in time. 3. Last year I (*live*) near my office. I always (*walk*) there. I (*not work*) at this office five years ago. 4. When you (*return*) home the day before yesterday. — I (*return*) home at 7 o'clock the day before yesterday. 5. What language you (*study*) five years ago? — I (*study*) German. 6. Our family (*go*) to the Crimea last summer.

## XI. Put the verbs in brackets into the Present Perfect or the Past Indefinite Tense:

1. You (*to lock*) the door before you left the house? 2. He (*not to smoke*) for two weeks. He is trying to give it up. 3. He (*to fall asleep*) at half past seven. 4. I (*to phone*) you twice yesterday and (*to get*) no answer. 5. It (*to be*) very cold this year. I wonder when it is going to get warmer. 6. I (*to read*) his books when I was at school. I (*enjoy*) them very much. 7. We (*to miss*) the bus. Now we'll have to walk. 8. He (*to leave*) the house at 8.00. — Where he (*to go*)? — I (*not to see*) where he (*to go*).

## XII. Translate into English:

О котрій годині ти звичайно встаєш? — Я встаю о сьомій годині. — О котрій годині ти встав учора? — Учора я встав о восьмій. Я завжди встаю о восьмій у неділю. — Що ти робив учора? Чому ти мені не зателефонував? Невже в тебе не було часу зателефонувати мені? — Учора я був дуже зайнятий. Я виконував домашнє завдання. Я читав і перекладав новий текст. Я перекладав його без словника, оскільки він не був дуже важким. Потім перекладав речення з української мови на англійську. — Скільки часу ти витратив на те, щоб виконати домашнє завдання? — Близько двох годин. Потім я пішов прогулятися. Погода була гарна, і на вулиці було багато людей.

## The Functions of the Verb «to do»

### XIII. State the functions of the verb «to do»:

1. What subjects **do** you study? 2. What **are** you going **to do** on Sunday? 3. **Did** you speak to him? — No, I **didn't**. 4. Where **does** he live? 5. He will **do** it himself. 6. **Don't** open the window. 7. What **did** he **do** there? 8. I am sorry you **don't** know my brother. — But I **do** know him. 9. **Do** have another cup of tea. 10. **Do** stay with us a little longer.

## The Future Indefinite Tense

### XIV. Answer the following questions:

1. How old are you? How old will you be next year? How old will you be in three years? 2. At what time will you get up tomorrow? 3. Who will wake you up tomorrow? 4. What will you do tomorrow morning? 5. When will you take your examinations? 6. When will you help your mother about the house? 7. When will you do your homework? 8. Will you be busy tonight? 9. At what time will you go to bed?

### **XV. Make the following sentences interrogative and negative:**

1. She will cook breakfast for us. 2. I shall see you on Monday. 3. They'll buy a camera next month. 4. It will rain in the evening. 5. The students of our group will take their exams on Tuesday. 6. Our family will have dinner at three on Sunday. 7. She will study French next year. 8. The meeting will begin at ten.

### **XVI. Put questions to the italicized words:**

1. *Our friends* will come to see us *today*. 2. *Bob and John* will work in the laboratory *tomorrow*. 3. *His parents* will be at home at *six*. 4. Ann won't go to the cinema *because she is busy*. 5. *The graduates* will work in various fields of our economy. 6. There will be a meeting at *three o'clock*. 7. *The party* will start at *eight*. 8. *These students* will write a dictation in *three days*.

### **XVII. Complete the Disjunctive Questions:**

1. You'll help me, ... ? 2. You won't tell anyone, ... ? 3. This won't take long, ... ? 4. You'll be ready in a few minutes, ... ? 5. This student will graduate from the University next year, ... ? 6. Dinner will be at seven, ... ? 7. The plane will be on time, ... ? 8. Dr. Smith will be back in a few minutes, ... ? 9. Jane and Mark won't be at the party, ... ? 10. The weather will turn cold in October, ... ?

### **XVIII. Put the verbs in brackets into the Future Indefinite Tense:**

1. There (*be*) a lot of people at the meeting tomorrow. 2. I hope I (*find*) it. 3. I (*remember*) this day all my life. 4. Perhaps he (*arrive*) in time for lunch. 5. I am sure that you (*like*) our new house. 6. If you think it over you (*see*) that I am right. 7. He (*move*) to a new flat next week. 8. The book (*not be*) interesting for them. 9. I (*know*) the result in a week. 10. You (*understand*) when you are older. 11. You (*have*) time to help me tomorrow? 12. I never (*forgive*) him.

### **XIX. Translate into English:**

О котрій годині ти встанеш завтра? — Я встану о сьомій годині. — Що ти робитимеш завтра вранці? — Я поснідаю, потім зателефоную своєму другові. Якщо буде гарна погода, ми підемо в ліс по гриби. — Коли ти будеш удома? — Я думаю, що буду вдома після восьмої години вечора. — Чи будеш ти зайнятий завтра ввечері після восьмої? — Так, я буду вчити новий текст. У понеділок у нас буде диктант. Але я сподіваюсь, що все буде гаразд і я напишу його без помилок. — Коли ти закінчиш університет? — Я закінчу його через три роки і сподіваюсь, що буду працювати менеджером в одній із приватних фірм.

## The Imperative Mood

### XX. Use the verbs in the Imperative Mood:

**Pattern:** *to come in — Come in, please!*

to explain the rule; to tell the news; to use my pen; to read the text aloud; to be ready for the seminar; to speak to the dean; to say that again.

### XXI. Make the imperative sentences emphatic:

**Pattern:** *Come to see us tonight! — Do come to see us tonight!*

take care of yourself; tell me about it; make a good first impression; find a job; improve your health; perfect your English; get married.

### XXII. Make the following negative:

**Pattern A:** *Tell him the time. — Don't tell him the time.*

Send them a telegram; turn off the light; give him my dictionary; close the door; study this rule; leave me alone; go away; enter the room; leave your things here; discuss this question now; make notes.

**Pattern B:** *Let him come in. — Don't let him come in.  
Let him **not** come in.*

Let's add this point to the plan; let them enter the library till ten; let him go there alone; let her do this work herself; let the students leave class early; let the children watch late-night horror movies.

**Pattern C:** *go to bed after 10 p.m. — My parents **let me go to bed after 10 p.m.** They **don't let me go to bed after 10 p.m.** They **didn't let me go to bed after 10 p.m.***

Travel alone; visit my friends' homes; eat chocolate when I wanted; ride my bike on the road; go shopping alone; buy my own clothes.

### XXIII. Use the words below to complete the sentences:

*have a rest; go for a drink; go inside; ask someone for help; do another exercise; go and see it.*

1. I'm thirsty. Let's ... . 2. It's very hot. Let's ... . 3. There is a good film on at the cinema. Let's ... . 4. I need more practice. Let's ... . 5. We are lost. Let's ... . 6. I'm tired. Let's ... .



## XXIV. Translate into English:

1. Не зачиняйте вікно.
2. Не плач. Усе буде гаразд.
3. Не гнівись на мене, будь ласка.
4. Обов'язково прочитайте цю статтю.
5. Покажіть мені ці документи, будь ласка.
6. Нехай він піде туди сам.
7. Нехай вона зробить цю роботу сама.
8. Нехай вони зачекають на мене внизу.
9. Давайте не будемо говорити про це.
10. Принеси мені цю книжку.
11. Неодмінно приходьте до нас увечері.
12. Нехай він розповість про свою роботу.

## EXERCISES FOR INDIVIDUAL WORK

### I. Change the following into the Past Indefinite:

1. I am tired.
2. The girl is very excited.
3. My friends are pleased to see me again.
4. Mary's son is good at his English.
5. We are ready to have a test in English.
6. There is too much snow on the roof of the house.
7. There are some grammar mistakes in your composition.
8. They are ready to go there.

### II. Complete the sentences:

**Pattern:** *Bob is here today, but ... .*

*Bob is here today, but he wasn't here yesterday*

1. I am at home tonight, but ... .
2. Alice is busy today, but ... .
3. They are in class today, but ... .
4. My parents are at work this morning, but ... .
5. I am tired today, but ... .
6. She is in her office today, but ... .
7. The classroom is hot today, but ... .
8. It's cold this week, but ... .

### III. Change the following sentences into the Past Indefinite:

1. I often see them in the park.
2. We don't know his address.
3. George repairs his TV set himself.
4. She comes home very late.
5. They don't change trains there.
6. My sister wants to become a teacher.
7. Susan feels tired.
8. He sleeps badly.
9. They go to work by bus.
10. Who knows the answer?
11. I meet her on Tuesdays.
12. He always wears black.
13. I know what he wants.
14. His roses grow well.
15. His father works in a bank.
16. He leaves the house at 8.00.

### IV. Change the following sentences into the Future Indefinite:

1. They are at home.
2. We sleep in the open air.
3. The last train leaves at midnight.
4. I am busy on weekdays.
5. My brother is a manager.
6. I finish my work.
7. They fish in the lake.
8. She refuses to discuss it.
9. Our University has a camp at the seaside.
10. The children help their father.

## V. Put the verbs in brackets into the Present Perfect or the Past Indefinite Tense:

1. He (*live*) in London for two years and then (*go*) to Edinburgh.
2. He (*go*) out ten minutes ago.
3. Shakespeare (*write*) a lot of plays.
4. He just (*go*) out.
5. When he (*arrive*)? — He (*arrive*) at 2.00.
6. You (*have*) breakfast yet? — Yes, I (*have*) it at 8.00.
7. The newspaper (*come*)? — Yes, Ann is reading it.
8. We (*meet*) him last June.
9. You (*see*) the moon last night?
10. I can't go out because I (*not finish*) my work.
11. I (*have*) no news from him since he (*leave*) home.
12. I (*not see*) him for three years. I wonder where he is.
13. The play just (*begin*). You are a little late.
14. The rain (*stop*), you can go out.
15. They never (*be*) to any foreign countries.
16. She just (*leave*) you a message.
17. I (*go*) to the cinema last night.
18. They (*send*) us several telegrams lately.
19. He (*arrive*) on Sunday.
20. The students (*pass*) already all their credit-tests.

## VI. Open the brackets:

1. Let (*we*) discuss these questions.
2. Let (*he*) translate these letters from Ukrainian into English.
3. Let (*he*) do it himself.
4. Let (*he*) think it over.
5. Let (*they*) return those books to the library today.
6. Let (*we*) read that book about our city.
7. Let (*she*) know about it.
8. Don't let (*they*) come in.
9. He is ill. Let (*I*) go to see him.
10. Let (*she*) learn the new words from Lesson 2.

## VII. Translate into English:

1. Де Петренко? — Він поїхав до Лондона. — Коли він поїхав? — Він поїхав туди кілька днів тому. — Ви коли-небудь були в Лондоні? — Ні. Я ніколи не був у Лондоні.
2. Останнім часом я не одержував листів від своїх батьків. — Коли ти одержав останнього листа? — Місяць тому.
3. З того часу я вже надіслав їм кілька листів.
3. Ви його знаєте? — Так. Я знаю його дуже добре. — Скільки часу ви його знаєте? — Я знаю його багато років.
4. Мій друг вступив до університету минулого року. Він тоді не знав англійської мови добре, але він працював наполегливо і вивчав її щодня. Зараз він добре розмовляє англійською мовою. Він уже прочитав дві англійські книжки.
4. Нехай він перекладе це слово.
5. Дозвольте зробити це для вас.
6. Повідомте нас, коли ви приїдете.
7. Давайте зустрінемося о п'ятій годині. Не спізнуйтеся, будь ласка.
8. Дозвольте мені трохи відпочити.

## UNIT 6

### TOPIC: FACTORS OF PRODUCTION

TEXT A

TEXT B

GRAMMAR: The Past and Future Continuous Tenses

Degrees of Comparison of Adjectives and Adverbs

Numerals

### READING DRILLS

#### 1. Practise the pronunciation of the following words:

##### a) stress the first syllable:

satisfy, scarcity, factor, labour, capital, nature, natural, naturally, effort, gift, land, desert, fertile, rainfall, sunshine, grow, growth, farmland, minerals, crop, fix, famine, impact, quantity, quality, primary;

##### b) stress the second syllable:

produce, production, productive, distribute, deposits, available, dramatic, expand, supply, include, provide, ability, enjoy, disease, indefinitely;

##### c) stress the third syllable:

population, immigration, manufacture, represent.

#### Text A

The reason people cannot satisfy all their **wants and needs**<sup>1</sup> is the scarcity of productive resources. These resources or **factors of production**<sup>2</sup> are called land, labour, capital, and organization or **entrepreneurship**<sup>3</sup>. They provide the means for a society to produce and distribute its goods and services.

As an economic term *land* means the **gifts of nature**<sup>4</sup> or natural resources not created by human efforts. They are the things provided by nature that go into the creation of goods and services. Land has a broad meaning. It is not only land itself, but also what lies under the land (like coal and gold), what grows naturally on top of the land (like forests and wild animals), what is around the land in the seas and oceans and under the seas and oceans (like fish and oil). It includes deserts, fertile fields, forests, mineral deposits, rainfall, sunshine and the climate necessary to grow crops.

Because there are only so many natural resources available at any given time, economists tend to think of land as being fixed or in limited supply. There is not enough good farmland to feed all of the earth's population enough, sandy beaches for everyone to enjoy, or enough minerals to meet people's expending energy needs indefinitely.

The second factor of production is labour — people with all their efforts and abilities. Unlike land, labour is a resource that may vary in size over time. Historically, factors such as population growth, immigration, famine, war and disease have had a **dramatic impact** on both the quantity and quality of labour.

Labour is the human input into the production process. It may be mental or physical. But in many tasks it is necessary to combine mental activity with physical effort. The price paid for the use of labour is called **wages**. Wages represent **income** to workers, who own their labour. Land and labour are often called **primary factors of production**. It is one whose quantity is determined outside the economy.

## COMMENTS

1. **wants and needs** — бажання та потреби
2. **factors of production** — фактори виробництва
3. **entrepreneurship** — підприємництво
4. **gifts of nature** — дари природи
5. **dramatic impact** — вирішальний вплив
6. **wages** — заробітна плата
7. **income** — дохід, прибуток
8. **primary factor of production** — первинний фактор виробництва

## VOCABULARY EXERCISES

### I. Give the corresponding nouns to the following verbs:

to produce, to distribute, to grow, to populate, to enjoy, to satisfy, to vary, to immigrate, to require, to educate, to construct, to distinguish, to manufacture, to determine, to create, to equip, to combine.

### II. Match the synonyms:

to produce, to distribute, scarce, to influence, to manufacture, to impact, revenue, production, to deal out, to provide, deficient, manufacturing, to satisfy, wages, to supply, salary, to meet, income.

### III. Find equivalents:

- |                                 |                                    |
|---------------------------------|------------------------------------|
| 1. to satisfy needs and wants   | а. первинний фактор виробництва    |
| 2. wages                        | б. в обмежених запасах             |
| 3. dramatic impact              | в. корисні копалини                |
| 4. primary factor of production | г. родючі поля                     |
| 5. mental activity              | д. заробітна плата                 |
| 6. gifts of nature              | е. вирощувати культури             |
| 7. natural resources            | є. вирішальний вплив               |
| 8. human efforts                | ж. людські зусилля                 |
| 9. fertile fields               | з. розумова діяльність             |
| 10. mineral deposits            | и. задовольняти потреби та бажання |
| 11. to grow crops               | і. природні ресурси                |
| 12. in limited supply           | ї. дари природи                    |

### IV. Match the antonyms:

natural, fertile fields, unlimited resources, indefinitely, limited resources, inside, artificial, production, immigration, inability, to destroy, unemployment, definitely, ability, to create, employment, to satisfy, emmigration, consumption, income, deserts, outside, scarcity, to dissatisfy, abundance, expenses.u

### V. Fill in the blanks with prepositions or adverbs if necessary:

1. Natural resources are not created ... human efforts. 2. They are the things provided ... nature that go ... the creation ... goods and services. 3. Land is not only land itself, but also what lies ... the land, what grows naturally ... top ... the land, what is ... the land ... the seas and oceans and ... the seas and oceans. 4. Economists tend to think ... land as being fixed or ... limited supply. 5. Unlike ... land, labour is a resource that may vary ... size ... time. 6. Labour is the human input ... the production process.

### VI. Complete the following sentences:

1. The reason people cannot satisfy all their wants and needs is ... .  
2. Factors of production are called ... . 3. They provide ... . 4. As an economic term *land* means ... . 5. Land is not only land itself ... . 6. It includes ... . 7. The second factor of production is ... . 8. Unlike land, labour is ... . 9. Historically, factors such as ... . 10. Labour may be ... . 11. The price paid for the use of labour is called ... . 12. Wages represent ... . 13. Land and labour are often called ... .

## VII. Answer the following questions:

1. What is the reason people cannot satisfy all their wants and needs?
2. What is called factors of production? 3. What do they provide? 4. What does *land* mean as an economic term? 5. What do natural resources include?
6. What do economists think of *land*? 7. What is the second factor of production? 8. What is *labour* in economics? 9. What is the difference between the terms *land* and *labour*? 10. What has had a dramatic impact on both the quantity and quality of labour? 11. What is called wages? 12. *Land* and *labour* are often called primary factors of production, aren't they?

## VIII. Translate into English:

1. Є чотири фактори виробництва: земля, праця, капітал і підприємництво.
2. Як економічний термін *земля* означає *дари природи* або природні ресурси, не створені людськими зусиллями.
3. Вона включає родючі поля, ліси, пустелі, корисні копалини, сонячне світло, опади та клімат, необхідний для вирощування культур.
4. Праця — це люди зі своїми здібностями та зусиллями, необхідними для виробництва товарів та послуг.
5. Історично такі фактори, як зростання кількості населення, іміграція, голод, війни та хвороби мали вирішальний вплив як на кількість, так і на якість праці.
6. Землю і працю часто називають первинними факторами виробництва.

## READING DRILLS

### 1. Practise the pronunciation of the following words:

#### a) stress the first syllable:

capital, factory, durable, input, output, textile, money, presence, process, profit, firm, innovative, effort, item, suffer, loss;

#### b) stress the second syllable:

equipment, produce, production, economy, create, assemble, distinguish, financial, unique, construction, require, employ, successful, return, reward;

#### c) stress the third syllable:

education, educating, managerial;

#### d) stress the fourth syllable:

organizational, entrepreneur, entrepreneurship.

## Text B

The third factor of production is capital — the tools, equipment and factories used in production of goods and services. It is a produced factor of production, a durable input which is itself an **output**<sup>1</sup> of the economy. For example, we build a textile factory and use it to produce shirts, or assemble a computer and then employ it in educating students.

As noted earlier, such items are also called **capital goods**<sup>2</sup>. This is to distinguish them from **financial capital**<sup>3</sup>, the money used to buy the tools and equipment used in production.

Capital is unique in that, it is the result of production. A bulldozer may be an example of capital goods used in construction. **At the same time**<sup>4</sup>, it was manufactured in a factory which makes it the result of earlier production.

When the three **inputs**<sup>5</sup> — land, labour and capital — are present, production or the process of creating goods and services, can take place. Even the production of the service called education requires the presence of land, labour and capital.

Entrepreneurship, the **managerial or organizational skills**<sup>6</sup> needed by most firms to produce goods and services, is the fourth factor of production. The entrepreneur brings together the other three factors of production — land, labour and capital.<sup>7</sup> When they are successful, entrepreneurs earn **profits**<sup>7</sup>, the **return or reward**<sup>8</sup> for the risks, innovative ideas and efforts put into the business. When they are not successful, they **suffer losses**<sup>9</sup>.

## COMMENTS

1. **output** — випуск, продукція
2. **capital goods** — засоби виробництва
3. **financial capital** — фінансовий капітал
4. **at the same time** — у той самий час, водночас
5. **input** — фактор, що впроваджується
6. **managerial or organizational skills** — організаційні або управлінські здібності
7. **profit** — прибуток
8. **return or reward** — прибуток або винагорода
9. **to suffer losses** — зазнавати збитків

## VOCABULARY EXERCISES

### I. Name the word-building elements (suffixes, prefixes) and the part of speech of each word:

to manage — manageable — managing — management — manager — managerial; entrepreneur — entrepreneurial — entrepreneurship; to produce — produce — producer — product — production — productive — productively — productiveness — productivity; profit — profitability — profitable — profiteer — profiteering — profitless.

### II. Give the English equivalents for:

земля; праця; капітал; фактори виробництва; продукція; водночас; підприємництво; отримувати прибуток; виробництво товарів та послуг; фактор, що впроваджується; фінансовий капітал; організаційні та управлінські здібності; засоби виробництва; зазнавати збитків.

### III. Fill in the blanks below with the most appropriate terms from the list:

financial capital; profit; entrepreneur; factors of production; capital; inputs; goods and services; losses; capital goods.

1. \_\_\_\_\_ is a produced factor of production. 2. \_\_\_\_\_ include plant and machinery, industrial buildings, and raw material. 3. \_\_\_\_\_ is the money used to buy the tools and equipment used in production. 4. When the three \_\_\_\_\_ are present, production or the process of creating \_\_\_\_\_ can take place. 5. An \_\_\_\_\_ is an individual who owns and operates his own business in the hope of earning \_\_\_\_\_. 6. The entrepreneur brings together the other three \_\_\_\_\_. 7. When the business is not successful, entrepreneurs suffer \_\_\_\_\_.

### IV. Complete the following sentences:

1. The third factor of production is ... . 2. Capital is a produced factor of production ... . 3. Financial capital is ... . 4. Capital is unique in that, it is ... . 5. When the three inputs — land, labour and capital — are present, ... . 6. Even the production of the service called education requires ... . 7. Entrepreneurship, the managerial or organizational skills needed by most firms to produce goods and services, is ... . 8. The entrepreneur brings together ... . 9. When they are successful, entrepreneurs ... . 10. Profit is ... . 11. When they are not successful, ... .



**V. Match each term in Column A with its definition in Column B:**

- | <b>Column A</b>          | <b>Column B</b>   |
|--------------------------|---|
| 1. labour                | a. Anything that goes into the production process.  |
| 2. capital goods         | b. Money gained in business; the difference between the amount earned and the amount spent. |
| 3. financial capital     | c. The human effort required to produce goods and services.                                 |
| 4. production            | d. Something created to produce other goods and services.                                   |
| 5. inputs                | e. The money used to buy the tools and equipment used in production.                        |
| 6. land                  | f. The productive resources of land, labour and capital.                                    |
| 7. profit                | g. Natural resources that go into the creation of goods and services.                       |
| 8. factors of production | h. The process of creating goods and services.  |

**VI. Define which of the following items best completes the statement:**

**1. *An example of capital goods may be***

- a. a computer.
- b. a factory.
- c. a TV set.
- d. equipment.

**2. *Entrepreneurship is***

- a. always profitable.
- b. limited to highly educated adults.
- c. a factor of production.
- d. never without risk in our economic system.

**3. *The price or return for the use of capital is called***

- a. rent.
- b. wages.
- c. interest.
- d. profit.

**VII. Say whether these statements are true or false and if they are false say why:**

1. Capital is a produced factor of production. 2. When the three inputs are present, production or the process of creating goods and services, can take place. 3. The production of the service called education doesn't always require the presence of land, labour and capital. 4. An entrepreneur has a lot of rewards and few risks. 5. Only the wealthy can be entrepreneurs.

**VIII. Answer the following questions:**

1. What is the third factor of production? 2. Capital is a produced factor of production, isn't it? 3. What do capital goods include? 4. What is financial capital? 5. When can production take place? 6. What does the production of the service called education require? 7. What is entrepreneurship? 8. When do entrepreneurs earn profit? 9. What is profit? 10. When do entrepreneurs suffer losses?

**IX. Translate into English:**

1. Засоби виробництва — це машини, інструменти, устаткування, які використовуються в процесі виробництва. 2. Капітал унікальний тим, що він є результатом виробництва. 3. Люди користуються грошима, щоб купувати інструменти та устаткування для виробництва. 4. Виробництво може мати місце, коли наявні всі три запроваджувальні фактори виробництва — земля, праця і капітал. 5. Освіта як виробництво послуги також потребує наявності всіх трьох факторів виробництва. 6. Підприємництво — це організаційні та управлінські здібності, необхідні для виробництва товарів або послуг з метою отримання прибутку.

**X. Retell the text B using the following words and word-combinations:**

factor of production; capital; production of goods and services; durable input; a produced factor of production; output; capital goods; financial capital; at the same time; to take place; land; labour; capital; the process of creating goods and services; entrepreneurship; the managerial or organizational skills; to produce goods and services; entrepreneur; to bring together; to earn profits; innovative ideas and efforts; to suffer losses.

## GRAMMAR EXERCISES

### The Past Continuous Tense

#### I. Give short and full answers:

1. Were you preparing your homework at six o'clock yesterday? 2. Were you working hard at your English while you were at school? 3. Were you doing anything at noon? 4. Was your friend waiting for you at ten? 5. Was it snowing all day yesterday? 6. Was your mother cooking dinner the whole morning?

#### II. Make the following sentences interrogative and negative:

**Pattern:** *Robert was having his English at ten.*

*Was Robert having his English at ten?*

*Robert wasn't /was not/ having his English at ten.*

*They were working in the library from 3 to 5.*

*Were they working in the library from 3 to 5?*

*They weren't /were not/ working in the library from 3 to 5.*

1. Tom was preparing for his examination the whole day. 2. They were working quietly. 3. It was raining at noon. 4. She was wearing a hat. 5. His son was going to be a painter. 6. She was speaking too slowly. 7. Peter was hurrying to the canteen when we met him. 8. Father was watching TV when the phone rang.

#### III. Answer the following questions:

1. What were you doing when I entered the classroom? 2. Were you studying English grammar? 3. What were you doing at three o'clock yesterday? 4. What were you doing when I rang you up? 5. Whom were you speaking to when I saw you? 6. What was your mother doing when you returned home? 7. Was it raining the whole day yesterday? 8. What were you thinking about when I asked you these questions?

#### IV. Put questions to the italicized words:

1. *He was waiting for a bus.* 2. *The man was reading a magazine* when somebody knocked at the door. 3. *The boy was skating.* 4. *Nick and Tom were watching a TV programme* the whole evening. 5. *It was snowing when we went out.* 6. *The teacher was correcting papers at her desk.* 7. *She was looking after her little brother.* 8. *They were talking about Margaret.*

### V. Complete the sentences in your own way:

1. It was snowing heavily when ... .
2. She was sleeping when ... .
3. We were listening to music when ... .
4. She was having lunch when ... .
5. When I saw him, he ... .
6. When he opened the door, they ... .
7. We were swimming in the river when ... .
8. They were having their holidays when ... .
9. What were you doing while ... ?
10. We were returning home when ... .
11. While she was quarrelling with him ... .
12. It was going to rain when ... .

### VI. Complete the disjunctive questions:

1. The students were discussing an article, ... ?
2. It was snowing heavily all day long, ... ?
3. Father wasn't watching television at that time, ... ?
4. Peter was hurrying to the canteen, ... ?
5. The children weren't playing in the yard, ... ?
6. They were crossing the street at the wrong place, ... ?
7. You were making a fire when it began to rain, ... ?
8. Olga was preparing for her exams in May, ... ?

### VII. Translate into Ukrainian:

1. It was raining hard yesterday and they had to stay at home.
2. When I came in he didn't see me, as he was doing something.
3. While I was swimming someone stole my clothes and I had to walk home in my swimsuit.
4. She was standing at the bus stop. I asked her what bus she was waiting for.
5. The train couldn't stop, as it was travelling too fast at that time.
6. The car had nobody in it but the engine was running.
7. My wife and I were talking about you the other day.
8. The children were frightened because it was getting dark.

### VIII. Put the verbs in brackets into the Past Indefinite or Past Continuous Tense:

1. He suddenly (*realize*) that he (*travel*) in the wrong direction.
2. When you (*see*) him last?
3. He (*have*) a bath when the phone rang. Very unwillingly he (*get*) out of the bath and (*go*) to answer it.
4. I (*share*) a flat with him when we were students. He always (*complain*) about my untidiness.
5. When I (*hear*) the knock I (*go*) to the door and (*open*) it, but I (*not recognize*) him at first because he (*wear*) dark glasses.
6. The whole family (*watch*) a detective film on TV when I (*come*) into the room.
7. You looked very busy when I (*see*) you last night. What you (*do*)? 8. We (*not go*) out because it (*rain*)
9. The house was quiet. The boys (*play*) chess and Mary (*read*) a book.
10. Who you (*talk*) to on the telephone as I came in?

## IX. Translate into English:

1. З ким ти вчора розмовляв, коли я зустрів тебе на вулиці? — Із другом. Він приїхав з Одеси два дні тому. Він поспішав до університету, коли я його зустрів. 2. Де ти був о третій годині? Я телефонував тобі, але ніхто не відповів. — Я був у бібліотеці. Я готувався до семінару в цей час. 3. Я повертався додому пізно. Дощу не було, але дув сильний вітер. Коли я прийшов додому, мій молодший брат спав, мама готувала вечерю, а батько дивився телевізор. 4. Коли він прокинувся, його дружина сиділа біля вікна і щось читала. 5. Цікаво, яку пісню ви співали, коли ми прийшли?

## The Future Continuous Tense

### X. Give short and full answers:

1. Will you be waiting for us at this time tomorrow? 2. Will our partners be organizing the conference in January? 3. Will you be doing your homework after supper? 4. Will they be speaking to their friends at the meeting tomorrow? 5. Will your parents be giving a party on Sunday? 6. Will you be practising your English all day? 7. Will you be working late this evening? 8. Will your teacher be explaining the rule at the lesson?

### XI. Answer the following questions:

1. What will you be doing in the afternoon? 2. Who will be waiting for you after classes? 3. Where will your friend be waiting for you? 4. Will you be watching your favourite TV programme? 5. Will you be doing your homework after supper? 6. Will you be practising your English? 7. I wonder what you will be doing at this time tomorrow. 8. Will you be working all day tomorrow? 9. Will you be reading up for your exams in May?

### XII. Make the following sentences interrogative and negative:

**Pattern:** *He will be waiting for you at 6 tomorrow.*

*Will he be waiting for you at 6 tomorrow?*

*He won't / will not / be waiting for you at 6 tomorrow.*

1. John will be flying over the Pyrenees in a few days. 2. At 9.30 he will be watching the match on TV. 3. The students will be considering this problem at this time tomorrow. 4. You'll be translating these sentences at the lesson next week. 5. He will be expecting me at three o'clock. 6. She will be writing a letter tonight. 7. We shall be flying to London at this time tomorrow. 8. We shall be packing our things when you come.

### **XIII. Translate into Ukrainian:**

1. If you come after eleven o'clock, I shall be sleeping. 2. While you are having dinner, I shall be reading the newspaper. 3. They will be having supper when we come. 4. Don't be late. He will be waiting for you in the library at nine o'clock. 5. Don't ring her up at six. She will be putting the children to bed. Ring later. 6. You'd better go back now. Your mother will be wondering where you are. 7. She can't come at two o'clock tomorrow, because she'll be giving a lesson at that time.

### **XIV. Put questions to the italicized words:**

1. The train will be approaching *to the station at 10 o'clock*. 2. *They* will be receiving *their friends* at this time the day after tomorrow. 3. *Her son* will be doing his military service *next year*. 4. My sister *will be interviewing a foreign guest*. 5. *She will be reading* a detective story *tomorrow evening*. 6. *At this time next year* Helen will be enjoying the sunshine of the Crimea. 7. *My grandfather* will be working in the garden *when you arrive*. 8. *Your friends* will be waiting *at the airport to greet you*.

### **XV. Complete the disjunctive questions:**

1. Peter will be watching the match on television tonight, ... ? 2. She will be singing Ukrainian folk songs at the concert tomorrow, ... ? 3. His father will be repairing the car the whole day, ... ? 4. Your Granny won't be grumbling, ... ? 5. It won't be raining tomorrow morning, ... ? 6. He'll be returning home at that time, ... ?

### **XVI. Change the following sentences into the Future Continuous:**

1. He is talking to a friend of his. 2. Where are you hurrying to? — I am hurrying to the railway station. 3. My wife is preparing for departure. 4. I shall wait for you at the metro station. 5. Mary will bathe in the Black Sea next week. 6. Richard will type business letters tomorrow. 7. My daughter is washing her dress. 8. They were having dinner at three.

### **XVII. Complete the following sentences:**

1. I think we'll be there in time (*we, come by the fast train*). 2. Don't leave yet (*we, have an interesting conversation*). 3. Look, it is getting dark (*it, rain in a minute*). 4. There is nothing he likes better than to tell stories. I wonder which (*he, tell us next*). 5. She will not come (*she, move to a new flat*). 6. He won't go for a walk (*he, work on his report*).

### **XVIII. Translate into English:**

1. Я ще працюватиму, коли ви повернетесь. 2. Приходьте, будь-ласка. Лектор розповідатиме про свою поїздку до Англії. 3. Улітку ви, звичайно, знову будете подорожувати. 4. Ходімо швидше. За хвилину піде дощ. 5. Студенти писатимуть курсову роботу в квітні. 6. Завтра о цій порі вони під'їжджатимуть до Києва.

### **Degrees of Comparison of Adjectives and Adverbs**

#### **XIX. Give the comparative and superlative forms of the following adjectives and adverbs:**

a) big, heavy, short, dirty, clean, near, bad, little, much, wet, cheap, pale, hot, large, fat, early, pretty, happy, bright, dark, dry, flat, fresh, full, quick, late, rich, clever, good, far, thin, thick, weak, easy.

b) famous, expensive, wonderful, important, active, difficult, interesting, beautiful, comfortable, careful, pleasant, active, popular.

#### **XX. Answer the following questions:**

a) 1. Which country is larger: England or the United States of America? 2. Is Kyiv larger than New York? 3. Is the Black Sea deeper than the Caspian Sea? 4. Which month is longer: March or April? 5. When is it warmer: in April or in May? 6. When is it colder: in November or in December?

b) 1. Which is the longest/shortest day of the year? 2. Which is the shortest month of the year? 3. Which is the largest city in Ukraine? 4. Which is the largest city in the United States of America? 5. Which is the deepest lake in the world? 6. Which is the highest mountain in the world?

#### **XXI. Complete the following sentences by using *as ... as*:**

**Pattern:** *I'm quite tall but you are taller. I'm not as tall as you.*

1. My salary is high but yours is higher. My salary isn't \_\_\_\_\_ .  
2. They have lived here for quite a long time but we've lived here longer. They haven't \_\_\_\_\_ .  
3. I still feel quite tired but I felt a lot more tired yesterday. I don't \_\_\_\_\_ .  
4. The weather is unpleasant today but yesterday it was worse. The weather isn't \_\_\_\_\_ .  
5. I was a bit nervous before the interview but usually I'm a lot more nervous. I wasn't \_\_\_\_\_ .  
6. He works reasonably hard but he used to work much harder. He doesn't \_\_\_\_\_ .

**XXII. Write sentences making a comparison between the two given words:**

**Pattern:** *eye (bright) stars — Her eyes were as bright as stars.*

1. night (black) pitch; 2. apple (sweet) honey; 3. eyes (blue) sky; 4. linen (white) snow; 5. child (timid) deer; 6. water (cold) ice; 7. voice (sweet) music.

**XXIII. Make sentences with the same meaning by using *as ... as*:**

**Pattern:** *Nick is younger than Mary. — Nick isn't as old as Mary.*

1. American coffee is weaker than Turkish coffee. 2. Hamburger is less expensive than steak. 3. Money is less important than good health. 4. Tom's pronunciation is worse than Ann's. 5. In my opinion, English is more difficult than German. 6. I'm shorter than my sister.

**XXIV. Fill in the blanks with *as ... as* or *not so ... as*:**

1. This story is ... long ... that one, but it is ... interesting. 2. He is ... old ... he looks. 3. He is ... strong ... his brother. 4. The temperature today is ... high ... it was yesterday. 5. I am ... busy today ... you are. 6. My sister knows English ... well ... I do. 7. Janet is ... attractive ... Helen. 8. My friend's car is ... new ... mine.

**XXV. Translate into English:**

1. Сьогодні так само холодно, як і вчора. 2. Моє пальто не таке тепле, як ваше. 3. Волосся у старого було біле, наче сніг. 4. Апельсини, що їх ви купили, кислі, наче лимони. 5. Щоки у хлопчика були червоні, наче яблука. 6. Дівчина була гарна, наче троянда. Шкіра в неї була ніжна, наче в дитини, а очі голубі, як небо. 7. Микола так само дотепний, як і його батько. 8. Діти в сусідній кімнаті були тихі, наче миші.

**XXVI. Translate into Ukrainian.**

1. The Dnipro is much longer than the Thames. 2. He is the best of my friends. 3. This book is far better than that one. 4. I have never seen such a tall man. 5. The Baltic Sea is not so warm as the Black Sea. 6. This road is worse than any other. 7. She was as white as a sheet. 8. The weather is getting colder and colder. 9. The Severn is the longest river in Great Britain. 10. The more you study the better you pass your exams.



## XXVII. Translate into English:

Ваш брат старший за вас? — Ні, я найстарший у сім'ї. Мій брат удвічі молодший за мене, але так само високий, як я. — Ви такий же енергійний, як ваш брат? — Ні, я не такий енергійний, як мій брат. Моя робота не така цікава, як у нього. Він дуже любить читати. Він витрачає більшу частину своїх грошей на книжки. У нього набагато більше вільного часу, ніж у мене, і він багато читає. Що більше він читає, то більше він знає. Більшість його друзів живе в Москві.

## Numerals

### XXVIII. Write in words and read the following

#### a) cardinal numerals:

2; 12; 20; 9; 19; 90; 100; 999; 21; 205; 705; 1,000; 4,568; 6,008; 15,500; 75,137; 321,103; 1,306,527; 257,382,761;

#### b) ordinal numerals:

1; 11; 3; 13; 30; 4; 14; 40; 5; 15; 50; 8; 18; 80; 100; 103; 230; 300; 425; 563; 705; 892; 1,015;

#### c) fractional numerals:

$\frac{1}{2}$ ;  $\frac{1}{4}$ ;  $\frac{1}{5}$ ;  $\frac{1}{7}$ ;  $\frac{1}{25}$ ;  $\frac{2}{5}$ ;  $\frac{3}{8}$ ;  $\frac{9}{23}$ ;  $1\frac{1}{2}$ ;  $1\frac{3}{5}$ ;  $2\frac{5}{7}$ ;  $4\frac{1}{6}$ ; 0.1; 0.25; 3.5; 2.34; 5.37; 12.3; 52.51; 132.054;

#### d) dates:

2.01.46; 1.09.98; 22.10.28; 5.04.61; 29.05.40; 12.08.30; 30.11.82;

#### e) roman numerals:

I; II; III; IV; V; VI; VII; VIII; IX; X; XI; XII; XIII; XX; XXX; XL; L; LX; LXX; XC; D; M.

### XXIX. Answer the following questions:

1. How much is 17 plus 19?
2. How much is 25 plus 42?
3. How much is 120 plus 206?
4. How much is 22 minus 8?
5. How much is 150 minus 45?
6. How much is 7 multiplied by 5?
7. How much is 4 multiplied by 25?
8. How much is 72 divided by 6?

**XXX. Do the sums and read them:**

$15 + 25 =$	$125 - 14 =$	$4 \times 26 =$
$135 + 28 =$	$841 - 34 =$	$4 \times \frac{3}{4} =$
$628 + 34 =$	$8\frac{1}{8} - 5\frac{3}{8} =$	$35 : 5 =$
$1\frac{1}{3} + 4\frac{2}{3} =$	$10.218 - 3.5 =$	$1182 : 2 =$
$4\frac{5}{6} + 18 =$	$34.528 - 0.528 =$	$1\frac{1}{2} : 3 =$
$7.13 + 4.015 =$	$6 \times 7 =$	$2.46 : 2 =$

**XXXI. Translate into English:**

50 кілограмів; 61 грам; 281 долар; півтори тонни;  $\frac{3}{5}$  тонни; сотні ящиків; тисячі книжок;  $\frac{1}{4}$  кілометра;  $\frac{2}{3}$  процента; 1,5 години;  $2\frac{3}{4}$  процента;  $2\frac{2}{3}$  дюйма; 0,105 метра; 2,18 фунта;  $\frac{1}{2}$  фунта;  $4\frac{1}{2}$  пенси; 5 процентів; 23 процента; 0,36 процента; 2,5 проценти; 17,562 тонни.

**EXERCISES FOR INDIVIDUAL WORK****I. Insert the auxiliary verbs:**

1. ... your father fishing all day yesterday? 2. What ... he doing at five o'clock yesterday? 3. What ... you looking for when I came in? 4. ... the students writing a test at that time? 5. During the party Jane ... sitting all the time. 6. He caught cold when he ... walking in the rain without a rain coat. 7. The children ... skating on the pond all day long. 8. John ... taking his examination at 5 o'clock.

**II. Put the verbs in brackets into the Past Continuous Tense:**

1. The children were frightened because it (*get*) dark. 2. My wife and I (*talk*) about you the other day. 3. Who you (*talk*) to on the telephone as I came in? I (*talk*) to Mr Smith. 4. Where he (*live*) when you saw him last? 5. When I first met him he (*work*) in a restaurant. 6. She (*stand*) at the bus stop. I asked her what bus she (*wait*) for. 7. I (*make*) a cake when the light went out. I had to finish it in the dark. 8. The house was in great disorder because he (*decorate*) it. 9. He usually wears sandals but when I last saw him he (*wear*) boots.

### III. Change the following sentences into the Past Continuous:

1. A man is standing near the door.
2. We are not sitting by the window.
3. Where are you hurrying to? — I am hurrying to the railway station.
4. Peter is waiting for his friend.
5. Is Mary wearing a white dress?
6. The children are playing in the garden.
7. They are making a lot of noise.
8. My sister is washing her dress.
9. He is talking to a friend of his.

### IV. Put the verbs in brackets into the Past Indefinite or Past Continuous Tense:

1. What you (*think*) of his last book? — I (*like*) it very much.
2. I didn't want to meet Paul so when he entered the room I (*leave*).
3. Unfortunately, when I arrived Ann just (*leave*), so we only had time for a few words.
4. Her mother often (*tell*) her that she (*spend*) too much money but she never (*listen*).
5. When I (*look*) for my passport I (*find*) this old photograph.
6. I just (*open*) the letter when the wind (*blow*) it out of my hand.

### V. Translate into English:

1. Він проглядав газети, коли побачив це повідомлення.
2. Ми бачили їх учора. Вони гуляли в саду.
3. Коли ми повернемося додому, мати вже накриватиме на стіл.
4. Цікаво, що ви будете робити о цій порі наступної п'ятниці? — Як завжди, працюватиму. Я працюватиму цілий день.
- 3 9 до 11 ранку я буду готувати доповідь у бібліотеці. Потім я читатиму лекцію для студентів нашого університету. У суботу я буду на стадіоні. Я тренуватимуся цілий день.
5. Чому ти запрошуєш їх до себе? Хіба ти не будеш готуватися до екзаменів?
6. Вона не співатиме завтра на концерті. У неї болить горло.

### VI. Put the verbs in brackets into the Future Continuous Tense:

1. This time next month I (*sit*) on a beach.
2. I (*wait*) for you when you come out.
3. We'd better go out tomorrow because Mary (*practise*) the piano all day.
4. When you arrive I probably (*pick*) fruit.
5. When I get home my dog (*sit*) at the door waiting for me.
6. He (*use*) the car this afternoon.
7. When you next see me I (*wear*) my new dress.
8. It's a serious injury but he (*walk*) again in six weeks.
9. That football club has lost some of its players. They (*look out*) for new men.
10. When we reach England it very likely (*rain*).
11. Why did you take his razor? He will (*look for*) it everywhere tomorrow.

## VII. Complete the following sentences by using adjectives:

1. The weather is hot today, but it was \_\_\_\_\_ yesterday. 2. My hair is light, but my brother's hair is \_\_\_\_\_. 3. These dishes are clean, but those dishes are \_\_\_\_\_. 4. An orange is sweet, but a lemon \_\_\_\_\_. 5. This suitcase is heavy, but that suitcase is \_\_\_\_\_. 6. Linda is tall, but her sister is \_\_\_\_\_. 7. This street is narrow, but that street is \_\_\_\_\_. 8. This exercise is easy, but that exercise is \_\_\_\_\_. 9. A chicken is stupid, but a human being is \_\_\_\_\_. 10. A kitten is weak, but a horse is \_\_\_\_\_. 11. Dick is fat, but his brother is \_\_\_\_\_. 12. This answer is right, but that answer is \_\_\_\_\_. 13. Tom is hard-working, but his brother is \_\_\_\_\_.

## VIII. Translate into English:

1. Сьогодні не так холодно, як учора. Сьогодні набагато тепліше і вітер не такий сильний, як учора. 2. Ваша кімната в два рази більша за мою, але моя так само світла, як і ваша. 3. Це найнудніший фільм з усіх, які я коли-небудь бачила. 4. Він був голодний, як вовк. 5. У мене в два рази менше англійських книг, ніж французьких. 6. Його валіза значно важча за мою. 7. Хто найліпший студент у вашій групі? 8. Лист має бути якомога коротшим. 9. Це найкоротший шлях до станції. 10. Я на п'ять років старший від своєї сестри. 11. Мій старший син уже пішов на роботу. 12. Це був найщасливіший день у моєму житті. 13. Ця будівля найстаріша в нашому місті. 14. Ця пісня найпопулярніша нині. 15. Більшість моїх знайомих — студенти. 16. Цей текст найскладніший із усіх текстів, які ми коли-небудь перекладали.

## IX. Put the adjectives in brackets into the correct form:

1. It was (*good*) meal I've ever had. 2. Tokyo is one of (*large*) cities in the world. 3. The examination was (*easy*) than we expected. 4. (*Old*) he grew (*wise*) he became. 5. Who is your (*good*) friend? 6. Iron is (*useful*) of all metals. 7. Are you (*young*) than me? 8. The twenty second of December is (*short*) day of the year. 9. Silver is (*heavy*) than copper. 10. Australia is (*small*) continent in the world. 11. London is (*large*) city in England. 12. Yesterday was (*hot*) day we have had this summer. 13. My brother is (*old*) than I am. 14. Wood isn't as (*hard*) as metal. 15. I think good health is (*important*) thing in life. 16. This room is (*small*) than all the rooms in the house.

## UNIT 7

### TOPIC: ECONOMIC SYSTEMS

TEXT A

TEXT B

TEXT C

GRAMMAR: The Past Perfect Tense. The Future Perfect Tense

Indefinite Pronouns: some, any, no, none

### READING DRILLS

#### 1. Practise the pronunciation of the following words:

##### a) stress the first syllable:

scarcity, common, organize, market, ritual, custom, habit, stable, punish, century, harsh, differently, since, system, major, stagnant;

##### b) stress the second syllable:

survive, survival, society, community, determine, traditional, command, result, ability, prescribe, behaviour, distribute, advantage, discourage, provide, activity, continuous, decision, economy.

#### Text A

The survival of any society depends on its ability to provide food, clothing and shelter for its people. Since these societies are also faced with scarcity decisions concerning *What*, *How* and *for Whom* to produce must be made.

All societies have something else in common. They have an economic system or an organized way of providing for the wants and needs of their people. The way in which these decisions are made will determine the type of economic system they have. There are three major kinds of economic systems: traditional, command and market.

#### Traditional Economy

In a society with a traditional economy nearly all economic activity is the result of ritual and custom. Habit and custom also prescribe most **social behaviour**<sup>1</sup>. Individuals are not free to make decisions based on what they want or would like to have. Instead, their roles are defined. They know what goods and services will be produced, how to produce them, and how such goods and services will be distributed.

An example of traditional economy is the society of **polar eskimo**<sup>2</sup> of the last century. For generations, parents taught their children how to survive in a harsh climate, make tools, fish and hunt. Their children, in turn, taught these skills to the next generation. The main advantage of the traditional economy is that everyone has a role in it. This helps keep economic life stable and community life continuous. The main disadvantage of the traditional economy is that it tends **to discourage**<sup>3</sup> new ideas and even punishes people<sup>4</sup> for breaking rules or doing things differently<sup>5</sup>. So it **tends to be stagnant** or **fails to grow over time** .

### COMMENTS

1. **social behaviour** — *тут*: поведінка суспільства
2. **polar eskimo** — ескімоси півночі
3. **to discourage** — розхолоджувати
4. ... **tends to be stagnant** — має схильність до застою
5. ... **fails to grow over time** — не може розвиватися далі

### VOCABULARY EXERCISES

#### I. Give the corresponding nouns to the following verbs:

to survive, to depend on, to provide, to prescribe, to decide, to distribute, to determine, to organize, to generate, to behave, to define, to know, to punish, to tend, to grow, to direct.

#### II. Find equivalents:

- |                           |                             |
|---------------------------|-----------------------------|
| 1. to make decisions      | а. із покоління в покоління |
| 2. to have smth in common | б. традиційна економіка     |
| 3. economic system        | в. поведінка суспільства    |
| 4. traditional economy    | г. головні типи             |
| 5. command economy        | д. головний недолік         |
| 6. market economy         | е. приймати рішення         |
| 7. social behaviour       | є. командна економіка       |
| 8. major kinds            | ж. головна перевага         |
| 9. for generations        | з. ринкова економіка        |
| 10. main advantage        | и. економічна система       |
| 11. main disadvantage     | і. мати щось спільне        |
| 12. to make tools         | ї. виробляти знаряддя       |

### **III. Match the synonyms:**

decision, approximately, produce, shelter, to make, type, habitation, as, the community, major, concerning, to produce, the society, main, nearly, about, kind, since, product, solution.

### **IV. Match the antonyms:**

scarcity, last, advanced, to produce, to discourage, next, stagnant, stable, to encourage, to distribute, disadvantage, to accumulate, uncommon, advantage, to consume, unstable, common, abundance.

### **V. Fill in the blanks with prepositions or adverbs if necessary:**

1. The survival ... any society depends ... its ability to provide ... food, clothing and shelter ... its people. 2. All ... societies have an economic system or an organized way ... providing ... the wants and needs ... their people. 3. There are three major kinds ... economic systems: traditional, command and market. 4. In a society ... a traditional economy ... all ... economic activity is the result ... ritual and custom. 5. An example ... traditional economy is the society ... polar eskimo ... the last century.

### **VI. Complete the following sentences:**

1. The survival of any society depends on ... . 2. Since these societies are also faced with scarcity ... . 3. All societies have an organized way of providing for ... . 4. The way in which these decisions are made ... . 5. There are three major kinds of economic systems: ... . 6. In a society with traditional economy nearly all economic activity is ... . 7. Individuals are not free to make decisions based on ... . 8. An example of traditional economy is ... .  
9. For generations, parents taught their children ... . 10. The main advantage of the traditional economy is ... . 11. The main disadvantage of the traditional economy is ... .

### **VII. Answer the following questions:**

1. What does the survival of any society depend on? 2. What are all societies faced with? 3. What have all societies in common? 4. What determines the type of economic system? 5. What are the major kinds of economic systems? 6. What prescribes most social behaviour? 7. What is the role of individuals in a traditional economy? 8. What did polar eskimo teach their children?  
9. What is the main advantage/disadvantage of the traditional economy?

### VIII. Translate into English:

1. Кожному суспільству доводиться приймати рішення стосовно того, *що, як та для кого* виробляти. 2. Вживання суспільства залежить від того, чи воно спроможне забезпечувати своїх людей їжею, одягом та житлом. 3. Кожному суспільству притаманна своя економічна система. 4. Тип економічної системи визначається методом, за яким приймаються рішення про задоволення бажань та потреб людей. 5. У суспільстві з традиційною економікою вся економічна діяльність є результатом традицій та звичаїв. 6. Люди не вільні приймати рішення, які ґрунтуються на тім, що вони хочуть або хотіли б мати. 7. Люди знають, які товари або послуги будуть вироблятися, як вони вироблятимуться та як вони розподілятимуться. 8. Ескімоси півночі навчали своїх дітей, як виготовляти знаряддя, ловити рибу та полювати. 9. Головний недолік традиційної економіки полягає в тім, що вона схильна розхолоджувати ідеї. 10. Головна перевага традиційної економіки в тім, що кожний у ній має свою роль. 11. Традиційна економіка схильна до застою і не може розвиватися далі.

### READING DRILLS

#### 1. Practise the pronunciation of the following words:

##### a) stress the first syllable:

leader, government, quota, industry, planning, growth, shift, strengthen, military, drastically, relatively, similar, wages, seldom, quality, tendency, costs, operate, choice;

##### b) stress the second syllable:

command, authority, production, consumer, direct, direction, regardless, defence, equipment, supply, incentive, encourage, bureaucracy, require, consult, economy, addition, expect, process, increase.

#### Text B

Other societies have a command economy — one where a central authority makes most of the *What, How* and *for Whom* decisions.

Economic decisions are made at the top and **people are expected to go along with**<sup>1</sup> choices made by their leaders. It means that major economic choices are made by the government. It decides goals for the economy and determines needs and production quotas for major industries. If the planning<sup>2</sup> body wants to stress growth of heavy manufacturing, it can **shift resources** from consumer goods to that sector. Or, if it wants to strengthen national



defence, it can direct resources from consumer goods or heavy manufacturing to the production of military equipment and supplies.

The major advantage of a command system is that it can change direction drastically in a relatively short time. The major disadvantage of the command system is that it does not always meet the wants and needs of individuals.

The second disadvantage of the command economy is **the lack of incentives**<sup>3</sup> that encourage people to work hard. In most command economies today workers with different degrees of responsibility receive similar wages. **In addition**<sup>4</sup>, people seldom lose their jobs **regardless of**<sup>5</sup> the quality of their work. As a result, there is a tendency for some to work just hard enough to fill production quotas set by planners.

The command economy requires a large decision-making bureaucracy. Many clerks, planners, and others are needed to operate the system. As a result, most decisions cannot be made until a number of people are consulted,<sup>6</sup> or a large amount of paperwork is processed. This causes **production costs**<sup>6</sup> to increase and decision-making to slow down. Thus, a command system does not have the flexibility to deal with day-to-day problems.

## COMMENTS

1. ... **people are expected to go along with** — сподіваються, що люди приєднаються
2. **to shift resources** — перемістити ресурси
3. **the lack of incentives** — брак стимулів
4. **in addition** — до того ж; крім того
5. **regardless of** — незважаючи на
6. **production costs** — витрати виробництва

## VOCABULARY EXERCISES

### I. Define the parts of speech of the following words:

economy, economic, authority, leader, production, large, responsibility, drastically, decide, decision, to stress, defence, military, equipment, advantage, incentive, relatively, different, tendency, to increase.

## II. Form the new words using suffix **-ity**:

similar, personal, fertile, productive, responsible, able, provincial, active, stable, special, flexible, equal, scarce, possible.

## III. Give the English equivalents for:

командна економіка; економічний вибір; планові органи; зміцнювати національну оборону; центральні керівні органи; визначати потреби; основні галузі промисловості; переміщати ресурси; важка промисловість; споживчі товари; військове устаткування; у відносно короткий проміжок часу; рішуче змінювати напрям; задовольняти бажання та потреби людей; заохочувати людей наполегливо працювати; брак стимулів; витрати виробництва; незважаючи на; якість роботи; великий бюрократичний апарат, що приймає рішення; займатися щоденними проблемами; керувати системою; різний рівень відповідальності.

## IV. Fill in the blanks with prepositions or adverbs if necessary:

1. Economic decisions are made ... the top and people are expected to go ... choices made ... their leaders. 2. The government decides goals ... the economy and determines needs and production quotas ... major industries. 3. In most ... command economies people ... lose jobs regardless ... the quality ... their work. 4. As a result, there is a tendency ... some to work ... hard enough to fill ... production quotas set ... planners. 5. A command system does not have the flexibility to deal ... day-to-day problems.

## V. Complete the following sentences:

1. In a command economy decisions are made ... . 2. It means that ... . 3. Government decides ... . 4. If the planning body wants to strengthen national defence, it can ... . 5. The major advantage of a command system is ... . 6. The major disadvantage of a command system is ... . 7. The second disadvantage of the command economy is ... . 8. The command economy requires ... .

## VI. Answer the following questions:

1. Who makes most of *What*, *How* and *for Whom* decisions in a command economy? 2. Who determines needs and production quotas for major industries? 3. What is the major advantage of a command system? 4. What disadvantages does the command economy have? 5. What does the command economy require? 6. The command system doesn't have the flexibility to deal with day-to-day problems, does it?

## VII. Retell the text B using the following words and word-combinations:

command economy; central authority; to go along with smth; production quotas; major economic choices; major industries; to direct resources; to stress growth of heavy manufacturing; to strengthen national defence; in a relatively short time; to change direction drastically; consumer goods; to determine needs; to meet the wants and needs of individuals; the lack of incentives; regardless of; to shift resources; to operate the system; a large decision-making bureaucracy; production costs; to deal with day-to-day problems.

### READING DRILLS

#### 1. Practise the pronunciation of the following words:

##### a) stress the first syllable:

market, interest, buyer, seller, price, profit, final, flexible, trend, quality, level, business, switch, money, goods, services, government, care, lack, slowly, generally;

##### b) stress the second syllable:

arrangement, conduct, adjust, transaction, efficient, significant, supply, decline, reverse, exist, involve, incredible, variety, available.

#### Text C

In a market economy, the questions of *What*, *How* and *for Whom* to produce are made by individuals and firms acting in their own best interests. In economic term a market is an arrangement that allows buyers and sellers to come together **to conduct transactions**<sup>1</sup>.

Since consumers like products with low prices and high quality, producers in a market economy will try to supply such products. Those who make the best products for the lowest prices will **make profits**<sup>2</sup> and **stay in business**<sup>3</sup>. Other producers will either go out of business or **switch to**<sup>4</sup> different products consumer can buy.

A market economy has several major advantages that traditional and command economies do not have. First, a market economy is flexible and can adjust to change over time.

When gas prices in the United States began to level off in 1985 and then decline in 1986, the trend slowly began to reverse.

The second major advantage of the market economy is the freedom that exists for everyone involved. Producers are free to make whatever they think will sell. They are also free to produce their products in the most efficient manner. Consumers on the other hand are free to spend their money or buy whatever goods and services they wish to have.

The third advantage of the market economy is the lack of significant government intervention. Except for national defence, the government tries **to stay out of the way**<sup>5</sup>. As long as there is competition among producers, the market economy generally takes care of itself.

The final advantage of the market economy is the **incredible variety**<sup>6</sup> of goods and services available to consumers. In fact, almost any product can and will be produced so long as there is a buyer for it.

## COMMENTS

1. **to conduct transactions** — проводити ділові операції
2. **to make profits** — отримувати прибуток
3. **to stay in business** — залишатися в бізнесі
4. **to switch to** — переорієнтуватись
5. **to stay out of the way** — не втручатися
6. **incredible variety** — неймовірна різноманітність

## VOCABULARY EXERCISES

### I. Find equivalents:

- |  |                                  |
|--|----------------------------------|
| 1. to conduct transactions                         | а. отримувати прибуток           |
| 2. in the most efficient manner                    | б. проводити ділові операції     |
| 3. to act in one's own best interests              | в. з іншого боку; у свою чергу   |
| 4. to stay out of the way                          | г. неймовірна різноманітність    |
| 5. to make profits                                 | д. не втручатися                 |
| 6. the lack of significant government intervention | е. працювати для власної вигоди  |
| 7. to adjust to change over time                   | є. залишатися в бізнесі          |
| 8. to stay in business                             | ж. переорієнтуватися             |
| 9. incredible variety                              | з. найбільш ефективним способом  |
| 10. to switch to                                   | и. ринкова економіка             |
| 11. on the other hand                              | і. змінюватися з часом           |
| 12. market economy                                 | ї. брак значного втручання уряду |

### **Match the synonyms:**

a buyer, to desire, to make profits, to take care (of), to supply, to conduct transactions, interest, considerable, a purchaser, to allow, benefit, to get profits, variety, to manufacture, to arrange a deal, to provide (with), significant, to look after, tendency, lack, intervention, to permit, diversity, to produce, interference, trend, to wish, absence.

### **III. Match the antonyms:**

to sell, advantage, high prices, to spend money, to decline, flexible, to go out of business, to save money, disadvantage, low prices, worst, to buy, credible, variety, best, uniformity, inflexible, to stay out of the way, incredible, available, to meddle with other people's business, unavailable, to stay in business, to level off.

### **IV. Fill in the blanks with prepositions or adverbs if necessary:**

1. In a market economy, the questions ... *What, How* and ... *Whom* to produce are made ... individuals and firms acting ... their own best interests.  
2. A market economy is flexible and can adjust to change ... time. 3. Since consumers like products ... low prices and high quality, producers ... a market economy will try to supply such products. 4. Those who make the best products ... the lowest prices will stay ... business. 5. The second major advantage ... the market economy is the freedom that exists ... everyone involved. 6. Except ... national defence, the government tries to stay ... the way. 7. As long as there is competition ... producers, the market economy generally takes care ... itself. 8. The final advantage ... the market economy is the incredible variety ... goods and services available ... consumers.

### **V. Complete the following sentences:**

1. In a market economy the questions of *What, How* and *for Whom* to produce are made by ... . 2. In economic term a market is ... . 3. Since consumers like products with low prices and high quality, ... . 4. Those who make the best products for the lowest prices ... . 5. Other producers will either go out of business or ... . 6. A market economy has ... . 7. The first advantage of the market economy is ... . 8. The second major advantage of the market economy is ... . 9. Consumers are free to spend their money or ... . 10. The third advantage of the market economy is ... . 11. As long as there is competition among producers, ... . 12. The final advantage of the market economy is ... .

**VI. Match each term in Column A with its definition in Column B:**

- | <b>Column A</b>        | <b>Column B</b>   |
|------------------------|---|
| 1. economic system     | a. An economic system that allocates scarce resources according to custom.  |
| 2. traditional economy | b. An economic system in which major decisions concerning the allocation of resources are made by agencies of the government. |
| 3. command economy     | c. The approach a country uses to deal with scarcity and achieve its economic goals.  |
| 4. business            | d. The production, distribution, and sale of goods and services for a profit.   |
| 5. consumer            | e. The rivalry among buyers and sellers in the purchase and sale of resources and products.                                   |
| 6. competition         | f. A person who buys and uses goods or services.  |
| 7. market              | g. The difference between revenues and operation costs incurred by a business.  |
| 8. profit              | h. Place where buyers and sellers come together to conduct transactions.  |

**VII. Define which of the following items best completes the statement:**

**1. A market exists**

- a. where consumers express their needs and wants.
- b. when products are advertised.
- c. where merchants build shops.
- d. where buyers and sellers exchange goods and services.

**2. Individuals and businesses have the greatest say about what is produced in**

- a. market economies.
- b. traditional economies.
- c. command economies.
- d. all economic systems.

**3. The special role of the profit motive in a market economy is that, it**

- a. drives sellers to produce what buyers want.
- b. results in high prices.
- c. discourages people from taking risks.
- d. keeps people from going into business.

**4. In another country, privately owned business firms can produce goods or services in any lawful manner that they choose.**

***This country has***

- a. a market economy.
- b. a traditional economy.
- c. a command economy.
- d. a mixed economy.

**VIII. Answer the following questions:**

1. Who asks the questions of *What, How* and *for Whom* to produce in a market economy? 2. What is a market in economic term? 3. Who will stay in business in a market economy? 4. What advantages does market economy have? Explain it in details. 5. What does the final advantage of the market economy consist in?

**IX. Translate into English:**

1. Ринкова економіка має кілька головних переваг, яких нема в традиційній та командній економіках. 2. Коли ціни на газ у Сполучених Штатах вирівнялися в 1985 р. і потім упали в 1986 р., то ця тенденція повільно почала змінюватися в протилежному напрямку. 3. Одна з головних переваг ринкової економіки полягає у свободі, яка існує для кожного підприємця. 4. Оскільки споживачам подобаються товари за низькими цінами і високої якості, виробники за ринкової економіки намагатимуться постачати саме такі товари. 5. Уряд намагається не втручатися в жодні галузі, крім національної оборони. 6. У ринковій економіці майже будь-який товар може бути і буде виготовлений, поки на нього є покупець.

**COMMUNICATIVE SITUATIONS**

All countries have developed economic systems (ways of producing and distributing goods and services). Economic systems are used to answer the three basic economic questions:

- What goods and services are to be produced?
- How are goods and services to be produced?
- For whom are goods and services to be produced?

Different types of economic systems have different mechanisms (methods) for answering these questions. Summarize the three types of Economic Systems.

Use the table given below:

Type of economic system	What to produce?	How to produce?	For whom to produce?
<b>MARKET ECONOMY</b>	Business firms produce goods and services that consumers are willing and able to buy for prices that will yield profits for the firms.	Seeking to compete profitably in the marketplace, individual business owners decide what combinations of productive resources (land, labour, capital and entrepreneurship) they will use in producing goods and services.	Finished goods and services are distributed to individuals and households who are willing and able to buy them.
<b>COMMAND ECONOMY</b>	A central planning authority (government agency) decides what goods and services to produce.	A central planning authority (government agency) decides what combinations of productive resources will be used in producing goods and services.	A central planning authority (government agency) decides who will receive the goods and services that are produced.
<b>TRADITIONAL ECONOMY</b>	The goods and services produced today are the same as those produced in previous generations.	The combinations of productive resources used in producing goods and services are the same as those in past generations.	Finished goods and services are traded locally for other finished goods and services.

## GRAMMAR EXERCISES

### The Past Perfect Tense

#### I. Answer the following questions:

- Where had you lived before you came to Kyiv?
- What language had you studied before you began to study English?
- What grammar material had you studied before you began to study the Past Perfect Tense?
- Where had you studied before you entered the University?
- What English books had you read by the beginning of the second term?
- How many English words have you learnt by the end of the term?
- What had you done by nine o'clock last night?



## II. Make the following sentences interrogative and negative:

1. Kate had done her lessons by eight o'clock. 2. The girls had cleaned the rooms by the time their mother came back. 3. He had studied English before he entered the University. 4. My roommates had finished dinner by the time I got home. 5. They had bought all necessary goods before noon. 6. By that time mother had prepared dinner. 7. The students had left when the teacher came. 8. We had reached the village before the sun set.

## III. Put questions to the italicized words:

1. *We had discussed all the questions by the end of the week.* 2. *He had made an appointment with Mr. Black by that time.* 3. *My friend had passed all his exams by the end of December.* 4. *The students had finished their work by six o'clock yesterday.* 5. *The teacher had looked through all the exercises by the time the lesson began.* 6. *They went home after the ship had disappeared.* 7. *The doctor had examined ten patients by three o'clock.* 8. *Everybody had finished his work by the appointed time.*

## IV. Transform the sentences according to the Patterns:

**Pattern A:** *He left Kyiv at the end of May.*

*He **had left** Kyiv by the end of May.*

1. He returned to Kyiv at the end of February. 2. They settled the matter on May 15th. 3. She finished reading the novel last Friday. 4. They visited most of the museums last Saturday.

**Pattern B:** *They got to the station. The train left. (when)*

*When they got to the station the train **had left**.*

1. He went to Washington. He made a reservation at the Hilton. (*before*) 2. He graduated from the University. He went to Washington. (*after*) 3. Victor worked on the farm. He joined the army. (*before*) 4. Ann spent a year in Paris. She could speak French very well. (*after*)

**Pattern C:** *She entered the University. (Her friends knew)*

*Her friends knew that she **had entered** the University.*

1. Nothing happened to them. (*We hoped*) 2. The guests left late at night. (*she said*) 3. Ann got a poor mark in English. (*Everybody knew*) 4. They made an excursion to Chernihiv. (*We knew*) 5. Robert told a lie. (*I thought*) 6. Our football team won the game. (*I was happy*).

## V. Translate into Ukrainian:

1. When I got home, I found that someone had broken into my flat and had stolen my fur coat. 2. After the sun had set we went home. 3. The professor had reviewed the material before he gave the quiz. 4. The concert hadn't begun when we came. 5. He had learnt English well before he went to England. 6. By six o'clock I had learnt all the words. 7. They had gone to bed when somebody knocked at the door. 8. I couldn't recognize him as I had not seen him since we studied at the Institute together. 9. He didn't think that the boy had grown so much. 10. At last I learnt what had happened to my friend.

## VI. Complete the sentences according to the Pattern:

**Pattern:** *Mary told us a story she ... .*

*Mary told us a story she **had never told us before.***

1. At their dinner party we met some people we ... . 2. The dinner was quite unusual, I ate something ... . 3. She spoke of something she ... . 4. I went for a walk and decided to take the road I ... . 5. The lecture was very interesting, we heard something we ... . 6. He showed us the pictures he ... .

## VII. Put the verbs in brackets into the Past Indefinite, Past Continuous or Past Perfect:

1. It (*to rain*) hard last night when I (*to leave*) the office. 2. I (*to shout*) to him to stop, but he (*to run*) too fast and not (*to hear*). 3. The telegram (*to arrive*) five minutes after you (*to leave*) the house. 4. He (*not to see*) me as he (*to read*) when I (*to come*) into the room. 5. We (*to walk*) to the station when it (*to begin*) to rain. 6. When he was in the country he (*to visit*) the places where he (*to play*) as a boy. 7. He (*to thank*) me for what I (*to do*) for him.

## VIII. Translate into English:

1. Я знала, що вона розмовляла з моїм батьком. 2. Викладач сказав, що перевірів наші твори. 3. Мої друзі подякували мені за те, що я для них зробив. 4. Мій брат писав, що вже склав іспит з англійської мови. 5. На п'яту годину всі вже прийшли на вокзал. 6. Учора я закінчила всю роботу до 12 години. 7. Вони сказали, що приїхали сюди поїздом. 8. Раптом вона згадала, що забула вимкнути світло. 9. Минулого літа я їздила в село, де провела своє дитинство. 10. Вона була певна, що бачила цю жінку раніше, але не могла пригадати, де вона її бачила. 11. Діти повернулися додому до того, як розпочався дощ. 12. Я не знала, що моя подруга ніколи не була за кордоном.

## The Future Perfect Tense

### IX. Make the following sentences interrogative and negative:

1. They will have passed their examinations by the first of July.
2. They will have answered all the questions by the end of the lesson.
3. She will have given the final answer before you return.
4. He will have caught fish in the lake by the end of the day.
5. She will have done this work by the time fixed.
6. You will have translated the sentences before the bell rings.
7. The meeting will have ended by six o'clock.

### X. Change the following sentences into the Future Perfect:

1. I had written the composition by nine o'clock.
2. They had learnt all the words by seven o'clock.
3. The match had finished by that time.
4. She had made a new dress by the end of the week.
5. The students had passed all their credit-tests by the sixth of June.
6. They had prepared everything by the end of the year.
7. We had shipped the goods by that time.
8. The director had signed all the documents by that time.

### XI. Translate into Ukrainian:

1. As soon as we have had dinner, we shall go for a walk.
2. By this time tomorrow he will have crossed the channel and will be in England.
3. He hasn't done this work yet, but he'll have done it by the time fixed.
4. At the rate he is going he will have spent all his money by the time he is twenty-one.
5. I shall have a talk with you after I have written this letter.
6. After this performance I shall have seen Hamlet twenty-two times.
7. In a fortnight's time we shall have taken our exam.

### XII. Translate into English:

1. Я сподіваюсь, що до кінця зборів ми владнаємо це питання.
2. Аж поки ти прийдеш додому, то забудеш усе, що я тобі казав.
3. До того часу ви мене забудете.
4. Вони (вже) закінчать роботу, коли ми прийдемо.
5. Студенти вже складуть іспити до першого липня.
6. Поїзд вирушить до того, як ми приїдемо на станцію.
7. Вони збудують новий гуртожиток для студентів до початку навчального року.
8. Ми не повернемося з поїздки до кінця місяця.
9. Вона прибере квартиру до їхнього приїзду.
10. Поки вона приїде, я буду жити на півдні вже два тижні.

## Indefinite Pronouns: some, any, no, none

### XIII. Answer the following questions:

1. Have you any brothers or sisters? 2. Can any of your friends speak German? 3. Have you got any English books? 4. Have you read any English books this year? 5. Did you have any lessons yesterday? 6. Is there anything on your table now? 7. Did you invite anybody to your last birthday party? 8. Did anybody invite you to dinner last week? 9. Are there any trees in front of your house? 10. Have you got any questions?

### XIV. Make the following sentences interrogative and negative:

1. I read some English magazines yesterday. 2. She has received some letters from him lately. 3. There is some milk in that jug. 4. They have brought her some interesting books to read. 5. She knows something about it. 6. There are some dictionaries on the shelf. 7. Someone is knocking at the door. 8. Some of the students were late to class. 9. Someone has told you the secret. 10. There were some new words in that text.

### XV. Change the following sentences into the negative in two ways:

**Pattern:** *I have some problems.*

*I don't have any problems. — I have no problems.*

1. I have some money. 2. There was some food. 3. We have some time to waste. 4. I trust someone. 5. There was someone in his room. 6. I saw someone. 7. I need some help. 8. I received some letters from home. 9. I have read some books on this subject. 10. Mary bought something at the store. 11. She can find somebody who knows about it.

### XVI. Complete the sentences with *any* and its derivatives:

**Pattern:** *I don't mind what you tell him. You can tell him ... .*

*You can tell him **anything** you like.*

1. I don't mind what you wear to the party. You can wear ... .  
2. It doesn't matter which day you come. You ... .  
3. I don't mind where you sit. You can ... .  
4. I don't mind who you talk to. You ... .  
5. I don't mind who you marry. You ... .  
6. It doesn't matter what time you phone. You ... .

## **XVII. Translate into Ukrainian:**

1. I saw nobody in the classroom. 2. There has been no rain for several days. 3. Some of the books you gave me are very interesting, and some are not interesting at all. 4. He said nothing. 5. Is there any wine in the bottle? 6. She said nothing about it in her last letter. 7. Nobody expected him to come. 8. Is there anyone here who speaks Italian? 9. I'd like to buy some new clothes but I haven't any money. 10. He's not very well known here but he's someone in his own country. 11. Come and have supper with us if you aren't doing anything tonight. 12. He lives somewhere in France now. 13. The girl was too proud to ask anybody for help. 14. I haven't any time to help you today. 15. I found no mistakes in your translation. 16. No steamer has left the port yet.

## **VIII. Translate into English:**

1. Де я можу купити конверти? 2. Чи є ілюстрації в цьому журналі? — У цьому журналі немає ілюстрацій. 3. Деякі студенти першого курсу вже склали іспити. 4. Ви можете застати його тут будь-якого дня між п'ятою та шостою годинами. 5. Купіть мені масла та сиру, будь ласка. 6. Я не маю часу, щоб піти туди. 7. Хтось залишив двері відчиненими. 8. Ніхто з нас не піде туди сьогодні. 9. Нікого не було вдома, коли я повернувся. 10. Чому він не приніс мені води? Я просив його принести води, оскільки я дуже хочу пити. 11. Хтось приходив сюди, коли мене не було? — Ніхто не приходив, але хтось телефонував. 12. Ніхто з них не знав цього. 13. Жодний словник не міг допомогти йому. 14. Нічого особливого не трапилось учора. 15. Ще нічого невідомо про це.

## **EXERCISES FOR INDIVIDUAL WORK**

### **I. Put the verbs in brackets into the Past Indefinite or Past Perfect:**

1. He (*keep*) looking at her, wondering where he (*see*) her before. 2. It was raining hard, but by the time class (*be*) over, the rain (*stop*). 3. Yesterday we (*discuss*) the film which we (*see*) some days before. 4. I (*see*) that my friends (*go*). 5. I was late. The teacher (*give*) already a quiz when I (*get*) to class. 6. He (*tell*) us many interesting things he (*see*) in Lviv. 7. The children (*fall asleep*) by ten o'clock. 8. I (*feel*) a little better after I (*take*) the medicine. 9. Mother (*cook*) supper by the time they (*come*) home. 10. He (*be*) a newspaper reporter before he (*become*) a businessman.

## II. Complete the sentences, using the Past Perfect Tense:

1. He didn't remember how it all (*happen*). 2. We were sure that she (*tell the truth*). 3. He said that his parents (*always live in the country*). 4. He told her that he (*buy a TV set the year before*). 5. I thought that he knew English well because he (*live in England for some years*). 6. The man at the station said that the train (*leave already*). 7. When he (*finish his work*) he went to bed. 8. When we came back, the telegram (*arrive already*). 9. He understood that he (*get off at the wrong station*). 10. The rain (*stop already*) when we started.

## III. Put the verbs in brackets into the Future Perfect Tense:

1. I (*finish*) this book by tomorrow evening. 2. By this time next year I (*save*) \$250. 3. The train (*leave*) before we reach the station. 4. By the first of April she (*be*) in hospital for two weeks. 5. When you come back I (*finish*) all the housework. 6. By the end of my university course I (*attend*) 1,200 lectures. 7. If we don't hurry the sun (*rise*) before we reach the top. 8. Come back in an hour. I (*do*) my packing by then and we'll be able to have a talk. 9. By the end of the month 5,000 people (*see*) this exhibition. 10. If I continue with my diet I (*lose*) 10 kilos by the end of the month.

## IV. Put the verbs in brackets into the Future Indefinite or Future Perfect:

1. He (*receive*) the telegram tomorrow. 2. He (*receive*) the telegram by tomorrow. 3. By next winter I (*save*) the necessary sum of money. 4. I hope it (*stop*) raining by five o'clock. 5. I (*do*) the exercises by seven o'clock. 6. I (*do*) the exercises in the afternoon. 7. I am sure that they (*complete*) their work by May. 8. I am sure that they (*complete*) their work in May. 9. I (*not work*) at eight o'clock. 10. By this time you (*take*) your examination. 11. You (*take*) your examination next week. 12. The teacher (*correct*) our dictations by the next lesson.

## V. Fill in the blanks with *some* or *any*:

1. He bought ... stamps and ... envelopes. 2. I want to buy ... flowers, as we haven't ... flowers in our garden this year. 3. Have you read ... good books lately? 4. There isn't ... hot water in the kettle. 5. Will you have ... pudding or ... fruit? 6. Did you put ... salt in the soup? 7. Will you give me ... water, please? 8. He never puts ... sugar in his coffee. 9. He didn't buy ... butter, but he bought ... cheese. 10. Give me ... money, please.

## VI. Fill in the blanks with *some, any* and their derivatives:

1. Ann has bought ... new shoes. 2. Does ... mind if I smoke? 3. Would you like ... to eat? 4. Can I have ... milk in my coffee, please? 5. There is ... at the door. Can you go and see who it is? 6. I can't see my glasses ... . 7. Are there ... letters for me? 8. Would you like ... more coffee? 9. ... can tell you how to get there. (*Everyone knows the way.*) 10. Don't let ... in. I'm too busy to see ... . 11. ... tells me you've got ... bad news for me. 12. Here are ... letters for you. 13. Are there ... lemons in the cupboard? 14. There are ... oranges in the cupboard but there aren't ... lemons. 15. Can you give me ... information about places to see in the town?

## VII. Complete the sentences with *something, someone, anything, anyone, nothing* or *no one* :

1. I have \_\_\_\_\_ in my pocket. 2. Do you have \_\_\_\_\_ in your pocket? 3. Bob doesn't have \_\_\_\_\_ in his pocket. 4. There is \_\_\_\_\_ in my pocket. It's empty. 5. I bought \_\_\_\_\_ when I went shopping yesterday. 6. Ann saw \_\_\_\_\_ in the park. 7. Alice didn't buy \_\_\_\_\_ when she went shopping. 8. Did you buy \_\_\_\_\_ when you went shopping? 9. Ann didn't tell \_\_\_\_\_ her secret. 10. Did Tom give you \_\_\_\_\_ for your birthday? 11. Tom didn't give me \_\_\_\_\_ for my birthday. 12. Jane gave me \_\_\_\_\_ for my birthday. 13. I talked to \_\_\_\_\_ at the phone company about my bill. 14. My sister is writing a letter to \_\_\_\_\_. 15. Did you talk to \_\_\_\_\_ about your problem? 16. My roommate is speaking to \_\_\_\_\_ on the phone.

## VIII. Translate into English:

1. Я провів свою відпустку в маленькому селі на Дніпрі. Один мій друг порадив поїхати туди. 2. Вона приїхала до нашого міста три роки тому. До того часу вона вже закінчила університет. 3. Вона сказала, що знала його з 1980 року. 4. Я думав, що він знає англійську мову добре, тому що він жив у Англії кілька років. 5. Я був певен, що ніколи не бачив цю людину раніше. 6. Зачекайте трохи. Я попрошу когось купити молока та хліба. 7. Я нікого не чекаю сьогодні ввечері. 8. Хтось телефонував тобі сьогодні й хотів розповісти щось цікаве. 9. Ви можете дістати цю книжку в будь-якій бібліотеці. 10. Будь-хто може зрозуміти це. 11. Повідомте мене, коли щось трапиться.

## UNIT 8

TOPIC: BUSINESS ORGANIZATIONS

TEXT A

TEXT B

TEXT C

GRAMMAR: The Perfect Continuous Tenses

Indefinite Pronouns: much, many, few, little

### READING DRILLS

#### 1. Practise the pronunciation of the following words:

##### a) stress the first syllable:

business, enterprise, scarce, chance, satisfy, partnership, savings, retail, effort, profit, minimal, legal, legally, liable, personal, personally, loss, property, debt, borrow, terminate;

##### b) stress the second syllable:

proprietor, proprietorship, restriction, consumer, achieve, success, aside, financial, compete, involve, dissolve, assume, salon, repair, incur, ability;

##### c) stress the third syllable:

institution, economic, satisfaction, corporation, operation, disadvantage, recognition, liability, opportunity, continuity.

#### Text A

One of the major economic institutions is the business organization, a **profit-seeking enterprise**<sup>1</sup> that serves as the main link between scarce resources and consumer satisfaction. These businesses compete with one another for the chance to satisfy people's wants.

There are three major kinds of business organizations: **the sole proprietorship**<sup>2</sup>, **the partnership**<sup>3</sup> and **the corporation**<sup>4</sup>.

The most common form of business organization is the sole proprietorship — a business owned and run by one person. The main advantage of a sole proprietorship is that it is the easiest form of business to start and run. There is almost no **red tape**<sup>5</sup> involved. Most proprietorships are able to open for business as soon as they set up operations. In the event that the owner wants **to dissolve the business**<sup>6</sup>, a sole proprietorship is as easily dissolved as it is formed.



Sole proprietors own all the profits of their enterprises and are free to make whatever changes they please. They have minimal legal restrictions and do not have to pay the special taxes placed on corporations. They also have the opportunity **to achieve success**<sup>7</sup> and recognition through their individual efforts. Sole proprietorships are generally found in small-scale retail and service businesses such as beauty salons, repair shops, or service stations.

The major disadvantage of a sole proprietorship is **the unlimited liability**<sup>8</sup> that each proprietor faces. Since the business and the owner are legally the same, the sole proprietor **is liable for**<sup>9</sup> all financial losses or debts that the business may incur. If a business fails, the owner must personally **assume the debts**<sup>10</sup>. This could mean the loss of personal property such as automobiles, homes and **savings**<sup>11</sup>.

A second disadvantage of the sole proprietorship is that it has limited financial resources. The money that a proprietor can raise is limited by the amount of savings and ability to borrow. Another serious problem faced by the sole proprietorship is the lack of continuity of the business. When the owner dies, the business also legally terminates.

### COMMENTS

1. **a profit-seeking enterprise** — прибуткове підприємство
2. **sole proprietorship/sole trader/one-man firm** — одноосібна власність
3. **partnership** — партнерство
4. **corporation** — корпорація
5. **red tape** — бюрократизм
6. **to dissolve the business** — припинити діяльність підприємства
7. **to achieve success** — досягти успіху
8. **unlimited liability** — необмежена юридична відповідальність
9. **to be liable for** — бути відповідальним за
10. **to assume the debts** — приймати/брати на себе борги
11. **savings** — заощадження

### VOCABULARY EXERCISES

#### I. State the part of speech and say how the words are formed:

economic, organization, enterprise, consumer, compete, scarce, common, satisfy, satisfaction, proprietor, legal, legally, free, assume, personal, personally, owner, opportunity, generally, recognition, financial, lack, another.

## II. Find equivalents:

- |                              |                                      |
|------------------------------|--------------------------------------|
| 1. to be liable for smth     | а. конкурувати                       |
| 2. a partnership             | б. одноосібна власність              |
| 3. to dissolve the business  | в. основна сполучна ланка            |
| 4. profit-seeking enterprise | г. прибуткове підприємство           |
| 5. sole proprietorship       | д. заощадження                       |
| 6. retail business           | е. бути відповідальним за щось       |
| 7. the main link             | є. припинити діяльність підприємства |
| 8. red tape                  | ж. партнерство                       |
| 9. unlimited liability       | з. платити податки                   |
| 10. to compete               | и. дефіцитні/недостатні ресурси      |
| 11. scarce resources         | і. головна перевага                  |
| 12. the main advantage       | ї. необмежена відповідальність       |
| 13. to achieve success       | й. бюрократизм                       |
| 14. savings                  | к. досягти успіху                    |
| 15. to pay taxes             | л. роздрібна торгівля                |

## III. Substitute the words in bold type by their synonyms:

1. Business organization is a **profitable enterprise** that serves as the **main** link between **scarce resources** and consumer satisfaction. 2. **The firms** compete with one another for the chance **to meet people's requirements**. 3. The simplest form of business **undertaking** is that **managed** by one person. 4. There is almost no **bureaucracy** involved. 5. In the event **the owner** wants **to go out of business**, a sole proprietorship is as easily dissolved as it is formed. 6. **Sole proprietors** have **the chance to succeed in** business through their individual efforts. 7. They **are responsible for** the firm's operation and take all risks of loss. 8. Many small **businesses have gone bankrupt** recently.

## IV. Fill in the blanks with prepositions or adverbs if necessary:

1. A business organization is a profit-seeking enterprise that serves ... the main link ... scarce resources and consumer satisfaction. 2. These businesses compete ... one another ... the chance to satisfy people's wants. 3. The most ... common form ... business organization is the sole proprietorship — a business owned and run ... one person. 4. Most ... proprietorships are able to open ... business ... they set ... operations. 5. Sole proprietors have the opportunity to achieve success and recognition ... their individual efforts. 6. Another serious problem faced ... the sole proprietorship is the lack ... continuity ... the business.

### **V. Match the antonyms:**

profitable, separately, advantage, producer, to give permission, limited, to start a business, unprofitable, jointly, to go out of business, to agree, illegal, to succeed in business, to be out of business, consumer, to disagree, unlimited, legal, disadvantage, to prohibit.

### **VI. Complete the following sentences:**

1. One of the major economic institutions is ... . 2. These businesses compete with one another ... . 3. There are three major kinds of business organizations ... . 4. The most common form of business ownership is ... . 5. The main advantage of a sole proprietorship is ... . 6. In the event that the owner wants to dissolve the business ... . 7. Sole proprietorships are generally found ... . 8. Sole proprietors have ... . 9. The major disadvantage of a sole proprietorship is ... . 10. Since the business and the owner are legally the same, the sole proprietor is ... . 11. If a business fails ... . 12. A second disadvantage of the sole proprietorship is ... .

### **VII. Answer the following questions:**

1. What is a business organization? 2. What are the major kinds of business organizations? 3. What is the most common form of business organization? 4. The sole proprietorship is a business owned and run by one person, isn't it? 5. What is the main advantage of a sole proprietorship? 6. What other advantages does it have? 7. In what businesses are sole proprietorships generally found? 8. What are the major disadvantages of a sole proprietorship?

### **VIII. Translate into English:**

1. Є три форми організації бізнесу: одноосібна власність, партнерство та корпорація. 2. Найбільш поширеною формою організації бізнесу є одноосібна власність. 3. Одноосібна власність — це бізнес, який підпорядкований і провадиться однією особою. 4. За винятком певних ліцензій і внесків, які можуть вимагати урядові організації, більше жодного бюрократизму не існує. 5. Головним недоліком одноосібного підприємства є необмежена юридична відповідальність. 6. Оскільки підприємство та власник — та сама юридична особа, власник несе відповідальність за фінансові збитки та борги підприємства. 7. Якщо бізнес зазнає краху, власник особисто бере на себе всі борги. 8. Іншим недоліком одноосібної власності є обмежені фінансові ресурси.

## IX. Retell the text A using the following words and word-combinations:

business organization; the sole proprietorship, partnership; corporation; a profit-seeking enterprise; the main advantage; to dissolve the business; to pay taxes; red tape; to have minimal legal restrictions; small-scale retail and service businesses; to achieve success; to have unlimited liability; to assume the debts; to be liable for; the loss of personal property; savings.

### READING DRILLS

#### 1. Practise the pronunciation of the following words:

##### a) stress the first syllable:

partner, partnership, jointly, wholesaling, stockbrokerage, management, talent, purpose, profit, common, medicine, limited, benefit, liable, legal, legally;

##### b) stress the second syllable:

combine, accounting, retailing, responsible, agree, decision, investment, involve, advantage, amount, invest, financial.

#### Text B

A partnership is a business that is jointly owned by two or more people who have combined their talents and resources for the purpose of earning a profit. Partnerships are most common in such professional fields as medicine, law, accounting, **stockbrokerage**<sup>1</sup>, but they are also found in manufacturing, **wholesaling and retailing** .

The most common form of partnership is a **general partnership**<sup>3</sup>. General partners own the business, work in it and share the profits and losses. They are responsible for the management of the business and usually agree with each other before making any major decisions.

There may be a special type of partnership, called **limited partnership**<sup>4</sup>. Limited partners are only liable for the amount they have invested in the business. They are usually not involved in the management of the firm.

Partnerships have more advantages than sole proprietorships. Like sole proprietorship they are easy to form and often get **tax benefits**<sup>5</sup> from the government.

Partnerships have certain disadvantages too. The major disadvantage is unlimited financial liability. It means that each partner is responsible for all debts and is legally responsible for the whole business. But one of the greatest problems in partnerships is that partners may disagree with each other causing management conflicts.

## COMMENTS

1. **stockbrokerage/stockbroking** — біржове маклерство
2. **wholesaling and retailing** — оптова та роздрібна торгівля
3. **general partnership** — товариство з необмеженою відповідальністю
4. **limited partnership** — товариство з обмеженою відповідальністю
5. **tax benefits** — податкові пільги

## VOCABULARY EXERCISES

### I. Give the English equivalents for:

партнерство; отримувати прибуток; біржове маклерство; товариство з необмеженою відповідальністю; ділити прибуток та збитки; оптова та роздрібна торгівля; юриспруденція; бухгалтерський облік; виробництво; перевага; товариство з обмеженою відповідальністю; управління бізнесом; бути відповідальним за щось; одноосібна власність; одержувати податкові пільги від уряду; приймати рішення; головний недолік.

### II. Fill in the blanks below with the most appropriate terms from the list:

the profits; losses; tax benefits; the management; general partners; sole proprietorships; wholesaling; unlimited financial liability; limited partners.

1. Partnerships are also found in manufacturing, \_\_\_\_\_ and retailing.
2. \_\_\_\_\_ are the partners with unlimited liability.
3. General partners own the business, work in it and share \_\_\_\_\_ and \_\_\_\_\_.
4. General partners are responsible for \_\_\_\_\_ of the business.
5. Partnerships have more advantages than \_\_\_\_\_.
6. The major disadvantage of a partnership is \_\_\_\_\_.
7. \_\_\_\_\_ are usually not involved in the management of the firm.
8. Partnerships very often receive \_\_\_\_\_ from the government.

### III. Fill in the blanks with prepositions or adverbs if necessary:

1. A partnership is a business that is ... owned ... two or more ... people.
2. The partners are responsible ... the management ... the business and usually agree ... each other ... making any ... major ... decisions.
3. Limited partners are liable ... the amount they have invested ... the business.
4. They are usually not involved ... the management ... the firm.
5. Each partner is responsible ... all debts and is legally responsible ... the whole business.
6. One ... the greatest problems ... partnerships is that partners may disagree ... each other causing conflicts ... management.

#### **IV. Complete the following sentences:**

1. A partnership is a business that... 2. Partnerships are most common in ... 3. The most common form of partnership is ... 4. All partners are responsible for ... 5. There may be a special type of partnership, called ... 6. Limited partners are only liable ... 7. They are usually not involved ... 8. Like sole proprietorship partnerships are ... 9. The major disadvantage of a partnership is ... 10. One of the greatest problems in partnerships is ...

#### **V. Answer the following questions:**

1. What is a partnership? 2. In what professional fields are partnerships most common? 3. What is the most common form of a partnership? 4. What is a general partnership? 5. What is a limited partnership? 6. They are usually not involved in the management of the firm, are they? 7. What is the difference between a general partnership and a limited partnership? 8. What advantages do partnerships have? 9. What is the major disadvantage of a partnership? 10. What is one of the greatest problems in partnerships?

### **READING DRILLS**

#### **1. Practise the pronunciation of the following words:**

##### **a) stress the first syllable:**

operate, corporate, charter, document, grant, company, salary, private, public, specify, share, shareholder, stock, stockholder, dividend, portion, profit, profitable, ownership;

##### **b) stress the second syllable:**

establish, permission, headquarter, eventually, certificate, ability, invest, investor, equipment, research, capacity, expansion, expensive, approve, acquire, require, obtain, create, avoid, addition.

#### **Text C**

Nearly 90 per cent of all business is done by corporations. A business corporation is an institution established for the purpose of making profit. It is operated by individuals. People, who would like to form a corporation, must **file for permission**<sup>1</sup> in the state where the business will have its headquarters. If approved, a charter, government document that gives permission to create a corporation, is granted. The charter states the name of the company, address, purpose of business etc.

The charter specifies **the number of shares of stock**<sup>2</sup>, or ownership parts of the firm. These shares are **certificates of ownership**<sup>3</sup> and are sold to investors called **shareholders or stockholders**<sup>4</sup>. The money is then used to set up corporation. If the corporation is profitable it will eventually issue dividend or a check, representing a portion of the corporate profits to shareholders.

There are several advantages of the corporate form of ownership. The major advantage is the ability to acquire greater financial resources than other forms of ownership. The next advantage is that the corporation attracts a large amount of capital and can invest it in plants, equipment and research. It can offer higher salaries and thus attract talented managers and specialists. Corporations have great capacity for growth and expansion.

Corporations face some major disadvantages. It is difficult and expensive to organize a corporation. The process of obtaining a charter usually requires the services of a lawyer. Most small firms prefer to avoid these expenses by forming proprietorships and partnerships. There is also an extra tax on corporate profits. The government taxes corporate income in addition to the taxes paid by shareholders on their dividends.

## COMMENTS

1. **file for permission** — звернутися за дозволом
2. **the number of shares of stock** — кількість акцій основного капіталу
3. **certificates of ownership** — свідоцтво про власність
4. **shareholder/stockholder** — акціонер; власник акцій

## VOCABULARY EXERCISES

### I. Give the Ukrainian equivalents for the following words and word-combinations. Use them in the sentences of your own:

to establish a business; to make a profit; to form a corporation; to file for permission; a charter; to give permission; to create a corporation; certificates of ownership; partnership; the number of shares of stock; proprietorship; to attract a large amount of capital; shareholder; stockholder; small firms; an extra tax on corporate profits; corporate form of ownership; profitable; to set up corporation; the major advantage/disadvantage; to attract talented managers and specialists; to issue dividends; financial resources; to invest; corporate income.

**II. Fill in the blanks below with the most appropriate terms from the list:**

a corporate charter; corporation; stock certificates; the corporate profits; the number of shares of stock; the owners; shareholders; expansion; financial resources; corporate income.

1. A business \_\_\_\_\_ is an institution established for the purpose of making profit. 2. People, who would like to form a corporation, must apply for \_\_\_\_\_. 3. The charter specifies \_\_\_\_\_, or ownership parts of the firm. 4. The stockholders are \_\_\_\_\_ of the corporation. 5. To attract greater \_\_\_\_\_ the company issues \_\_\_\_\_. 6. Dividend represents a portion of \_\_\_\_\_ to shareholders. 7. Corporations have great capacity for growth and \_\_\_\_\_. 8. The government taxes \_\_\_\_\_ in addition to the taxes paid by \_\_\_\_\_ on their dividends.

**III. Fill in the blanks with prepositions or adverbs if necessary:**

1. Nearly 90 per cent ... all business is done ... corporations. 2. They are established ... the purpose ... making profit. 3. There are several advantages ... the corporate form ... ownership. 4. Corporations have great capacity ... growth and expansion. 5. Corporations face ... some ... major disadvantages. 6. The government taxes corporate income ... addition ... the taxes paid ... shareholders ... their dividends.

**IV. Match each term in Column A with its definition in Column B:**

- | <b>Column A</b>        | <b>Column B</b>  |
|------------------------|--|
| 1. organization        | a. A business that is owned by two or more people.   |
| 2. sole proprietorship | b. People or groups working for a common purpose and whose tasks are often divided into specializations. |
| 3. partnership         | c. Payments made from the earnings of a corporation to its stockholders.                                 |
| 4. corporation         | d. Owner of stock in a corporation.  |
| 5. charter             | e. A business organization created under a government charter.   |
| 6. stockholder         | f. A document issued by a state government granting a corporation permission to operate.                 |
| 7. dividends           | g. Owners of the partnership have unlimited liability.   |
| 8. general partnership | h. A business that is owned by one person.   |



**V. Define which of the following items best completes the statement:**

**1. Proprietorships are**

- a. difficult and costly to organize.
- b. the most numerous kind of business organization.
- c. business with more than one owner.
- d. mostly used by large business organizations.

**2. One advantage of a partnership is that**

- a. adding partners brings in more capital to the business.
- b. each partner is subject to unlimited liability.
- c. partners get along well together.
- d. the business continues even if one partner dies.

**3. A corporation is an «artificial person». This means the corporation**

- a. is difficult to organize.
- b. can raise only limited capital.
- c. is the most numerous form of business organization.
- d. can sue or be sued, enter into contracts, and must pay taxes.

**4. In a large corporation**

- a. stockholders run the company.
- b. the board of directors owns the corporation.
- c. ownership and management are separated.
- d. there is no need to operate under a charter and bylaws.

**VI. Say whether these statements are true or false and if they are false say why:**

1. Nearly 90 per cent of all business is done by corporations.
2. Because they involve so few people, sole proprietorships and partnerships are not true business organizations.
3. Corporations are better than any other organizational form.
4. There are no real advantages to any of the three main forms of business organizations.
5. Corporations have a lot of owners called stockholders.
6. They can buy and sell their shares without ending the business.
7. Stockholders don't have to pay a special tax on profits.
8. Stockholders must pay corporate income tax.
9. You have to hire a lawyer to organize a corporation.
10. Corporations have great capacity for growth and expansion.

## VII. Answer the following questions:

1. Is nearly 90 per cent of all business done by corporations? 2. What is a corporation? 3. What is necessary to form a corporation? 4. What does the charter state? 5. Does it specify the number of shares of stock? 6. What may a corporation issue? 7. What does a dividend represent? 8. What is the major advantage of the corporate form of ownership? 9. Do corporations have great capacity for growth and expansion? 10. What disadvantages do corporations face? 11. There is also an extra tax on corporate profits, isn't there?

## VIII. Translate into English:

1. Корпорація — це організація, створена з метою одержання прибутку. 2. Для того, щоб створити корпорацію, необхідно звернутися за дозволом у той штат, де підприємство матиме свою штаб-квартиру. 3. Корпорація може випускати та продавати акції. 4. Якщо корпорація прибуткова, вона видає пайовикам дивіденди або чек на відповідну частку прибутку корпорації. 5. Корпорація має більше можливостей для залучення фінансових ресурсів, ніж партнерство. 6. Корпорація може пропонувати вищу заробітну плату і в такий спосіб приваблювати талановитих менеджерів та спеціалістів.

## IX. Replace the Ukrainian words and phrases by suitable English equivalents in the correct form. Retell the passage:

(Корпорація) is a company chartered by (державою) and owned by stockholders. (Акціонери) are represented by (радою директорів), and (несуть відповідальність) for company actions and (борги) only up to the amount each stockholder (інвестував). This feature is called (обмеженою юридичною відповідальністю). (Перевагою) of the corporation is that it is relatively easy to raise (фінансовий капітал). Transferring (власності) is also easy, since it frequently means only (продаж акцій).

(Недоліками) are that corporations are subject to special (урядового регулювання), and that individual stockholders may have a rather limited say in company operations.

## X. Memorise the following proverbs with the word «business».

### Translate them into Ukrainian:

1. Everybody's business is nobody's business.
2. Every man to his business.
3. Business before pleasure.

## COMMUNICATIVE SITUATIONS

1. Make a report in your class: «Sole proprietorship is the most common form of business ownership».
2. You would like to open your own business. What type of business organizations would you prefer? (sole proprietorship, partnership or corporation)? Explain your choice.
3. You want to go into business with a partner. Consult a lawyer how to form a partnership.
4. You are at the conference. The theme of your report is: «Advantages and disadvantages of the corporate form of ownership».
5. Discuss with your friends advantages and disadvantages of the three forms of business ownership. Use the table given below:

Form of ownership	Advantages	Disadvantages
<b>Sole proprietorship</b>	<ol style="list-style-type: none"> <li>1. Retention of all profits.</li> <li>2. Ease of formation &amp; dissolution.</li> <li>3. Freedom &amp; flexibility of management.</li> <li>4. Secrecy of operation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Unlimited financial liability.</li> <li>2. Limited financial resources.</li> <li>3. Management deficiencies.</li> <li>4. Lack of continuity.</li> </ol>
<b>Partnership</b>	<ol style="list-style-type: none"> <li>1. Ease of formation.</li> <li>2. Complementary management technical skills.</li> <li>3. Greater financial resources.</li> <li>4. Employee incentive.</li> </ol>	<ol style="list-style-type: none"> <li>1. Unlimited financial liability.</li> <li>2. Disagreements among partners.</li> <li>3. Lack of continuity.</li> <li>4. Complexity of dissolution.</li> </ol>
<b>Corporation</b>	<ol style="list-style-type: none"> <li>1. Limited financial liability.</li> <li>2. Specialized management skills.</li> <li>3. Great financial capability.</li> <li>4. Unlimited life span.</li> <li>5. Ownership easily transferred.</li> <li>6. Capacity for growth.</li> </ol>	<ol style="list-style-type: none"> <li>1. Difficult &amp; costly to establish.</li> <li>2. Lack of personal interest by management.</li> <li>3. Legal restrictions &amp; government regulations.</li> <li>4. Lack of secrecy in operation.</li> </ol>

## GRAMMAR EXERCISES

### The Present Perfect Continuous Tense

#### I. Give short and full answers:

1. Have you been studying at the University for two years? 2. Have you been studying hard since the beginning of the term? 3. Have the students been writing a dictation for half an hour? 4. Have they been waiting for the results long? 5. Have you been wearing glasses since you were at school? 6. Has it been snowing hard since morning?

#### II. Answer the following questions:

1. When did you enter the University? 2. How long have you been studying here? 3. What is your favourite subject? 4. When did you begin to study it? 5. How long have you been studying it? 6. When did you begin to learn English? 7. How long have you been learning it? 8. What have you been doing outside of class to improve your English?

#### III. Make the following sentences interrogative and negative:

**Pattern:** *The film has been running for a month.*

*Has the film been running for a month?*

*The film hasn't /has not/ been running for a month.*

1. They have been waiting for the director since two o'clock. 2. It has been raining since the morning. 3. They have been repairing the road since March. 4. The students have been translating the text for an hour and a half. 5. He has been trying to open this door for half an hour. 6. The kettle has been boiling for a quarter of an hour. 7. My mother has been working at the same store for ten years.

#### IV. Ask *how long* the action has been taking place:

**Pattern:** *It is raining. How long has it been raining?*

1. Mike plays chess. 2. His foot is hurting. 3. George smokes. 4. Ann is looking for a job. 5. It is snowing. 6. They wait for him. 7. You live in this city. 8. She teaches English. 9. Mary sells washing machines.

#### V. Change the sentences according to the patterns:

**Pattern A:** He has already written this letter. (*since morning*)

He **has been writing** this letter since morning.

1. We have discussed all these problems (*the whole month*). 2. What has happened here? (*while I have been away*). 3. She has taught them how to do it. (*for years*). 4. He has just read this book. (*all week*). 5. They have already built the theatre. (*for two years*). 6. I've helped her with her work. (*since she came to this office*).

**Pattern B:** We organized our company a year ago (*invest much money*).

We ***have been investing*** much money since we organized our company.

1. We advertised the application last week (*wait for reply*). 2. My friend bought the stock of the company five years ago (*make money*). 3. They received the corporate charter a month ago (*plan a meeting*). 4. We elected a new Board of Directors last month (*plane change*). 5. He became a member of the Board of Directors (*work hard*).

#### **VI. Ask your groupmate:**

1. if he/she learns English; 2. when he/she began to study English; 3. since when he/she has been learning English; 4. how long he/she has been studying English; 5. where his/her father/mother works; 6. when he/she began to work there; 7. since when he/she has been working there; 8. how long he/she has been working there.

#### **VII. Put questions to the italicized words:**

1. *Tom* has been wearing *this suit* for two years. 2. *The children* have been playing tennis *since lunch time*. 3. *My friend* has been working *at his essay* all day. 4. *The film* has been running *for a month*. 5. *Mary* has been looking after the baby *since her mother went to the market*. 6. *Ann* has been speaking over the telephone *for twenty minutes*. 7. *These magazines* have been lying *on the table* for some days.

#### **VIII. Complete the sentences in your own way:**

1. She has been watching TV ... . 2. I have been looking for my friend's address ... . 3. They have been doing this exercise ... . 4. He has been wearing glasses ... . 5. We have been walking ... . 6. The child has been sleeping ... . 7. She has been waiting ... . 8. He has been trying to park his car ... .

**IX. Put the verbs in brackets into the Present Perfect Continuous Tense:**

1. How long you (*wait*) for me? — I (*wait*) for about half an hour.
2. You (*drive*) all day. Let me drive now.
3. How long you (*wear*) glasses?
4. He (*study*) Spanish for two years and doesn't even know the alphabet yet.
5. I (*shop*) all day and I haven't a penny left.
6. Have you seen my bag anywhere? I (*look*) for it for ages.
7. The children (*look*) forward to this holiday for months.
8. The Board of Directors (*chose*) the company officers for the past few days.
9. She (*work*) with annual report since yesterday.
10. Our company (*do*) good business for the last two years.

**X. Put the verbs in brackets into the Present Perfect or the Present Perfect Continuous Tense:**

1. He (*wear*) this suit for two years.
2. She (*drive*) for years and never (*have*) an accident.
3. I only (*hear*) from him twice since he went away.
4. You (*hear*) the news? Tom and Ann are engaged! — That's not new. I (*know*) it for ages.
5. Mother (*cook*) a chocolate cake today.
6. Mother (*cook*) dinner for half an hour.
7. Nobody (*see*) him since last week.
8. He (*do*) his homework for two hours and he (*not finish*) yet.
9. This company (*expand*) greatly since last year.
10. We already (*apply*) for a corporate charter.

**XI. Translate into Ukrainian:**

1. He went to Odesa last summer and has been working there since then.
2. Have you been standing in the rain long?
3. Why hasn't he been sleeping well lately?
4. I have been roasting meat for half an hour.
5. Jane and Bill have been skating all the morning.
6. Hasn't the bell been ringing for some time?
7. She has been teaching English to foreign students since she left the college.
8. Who has been singing so loudly since I returned home?

**XII. Translate into English:**

1. Що ти тут робиш? — Чекаю на автобус. — Скільки часу ти чекаєш на нього? — Я чекаю на нього вже десять хвилин.
2. Мій друг закінчив університет три роки тому. Відтоді він працює на фірмі менеджером.
3. Покличте дітей обідати. Вони граються на подвір'ї із самого ранку.
4. Як довго ти вже водиш машину? — Чотири роки. Я купила її, коли переїхала в це місто.
5. Що тут відбувається? Чому ви такі збуджені? — Ми сперечалися.
6. Що ви робитимете після обіду? — Ми будемо пити каву, як завжди. — Ви п'єте надто багато кави останнім часом.
7. Ти знову курив у кімнаті? — Так.
8. — Ти плакала? Що сталося?

## The Past Perfect Continuous Tense

### XIII. Put questions to the italicized words:

1. *We had been walking for hours* before we saw the lake. 2. *My uncle had been living in New York for ten years* before he moved to California. 3. *She had been reading the book for two hours* when I came. 4. *My friend had been smoking for thirty years* when he finally gave it up. 5. *Tom had been working as a manager there for seven years by that time*. 6. *I had been revising the texts for two hours*, when he rang me up yesterday.

### XIV. Translate into Ukrainian:

1. It had been raining for two hours when I left home. 2. When I came they had been discussing this question for over an hour. 3. I said that I had been staying in bed all day. 4. I was told that your friend had been waiting for half an hour before you rang him up. 5. He had been looking for his notebook the whole morning before he finally discovered it under the newspaper. 6. Jane explained that she had been taking that medicine for a long time. 7. We had been talking for about an hour, when his wife rang up and reminded him about the theatre. 8. John had been working at the University for forty years before he retired.

### XV. Change the sentences into the Past Perfect Continuous:

**Pattern:** He was short of breath because (*run all the way*).

He was short of breath ***because he had been running all the way.***

1. His hands were dirty (*work in the garden*). 2. Her eyes were red (*cry*). 3. She looked half asleep (*rest*). 4. He was behind the class (*not study properly*). 5. She passed all her examinations very well (*study hard throughout the term*).

### XVI. Translate into English:

1. Мій брат два роки працював на заводі, перш ніж зміг вступити до університету. 2. Його батьки залишили квартиру, в якій прожили двадцять років. 3. Вона сказала, що її батько працює в цій фірмі з 1985 року. 4. До нашого приїзду два дні йшов сильний сніг. 5. Вчора листоноша приніс мені лист. Я чекав на цей лист три тижні. 6. Коли ми вийшли з дому, ішов дощ. Він ішов уже дві години. 7. Учені працювали над цією проблемою три роки до того, як поїхали на конференцію. 8. Коли викладач увійшов до аудиторії, студенти обговорювали план екскурсії.

## The Future Perfect Continuous Tense

### XVII. Translate into Ukrainian:

1. I shall have been translating the article for an hour before you come. 2. Will you have been waiting for another hour? 3. You'll have been discussing this problem for half an hour when I come. 4. I will have been sleeping for two hours by the time he gets home. 5. My sister will have been living in Minsk for five years by the end of this month. 6. By this time next year he will have been lecturing on the subject for five years. 7. By the first of September she will have been teaching in this school for 25 years. 8. He will have been studying for two hours by the time you come.

### XVIII. Put questions to the italicized words:

1. By the end of the month *we* shall have been living *in this house* for two years. 2. *My sister* will have been living *in Lviv* for five years by the end of this month. 3. *We* shall have been having dinner *for half an hour* when you call for us. 4. *This actor* will have been performing *the chief part* for several years. 5. *He* will have been staying *at the theatre* for two hours when his friend comes.

### XIX. Translate into English:

1. Ми будемо готувати обід (уже) годину, коли до нас придуть гості. 2. Я почну працювати о десятій годині ранку. Коли ви повернетесь додому, я вже працюватиму сім годин. 3. Як довго ви будете писати контрольну роботу, перш ніж здати її викладачеві? 4. Я цілий день думаю про те, що розповідатиму їм, коли ми прийдемо до них. 5. До кінця року мої батьки житимуть у Лондоні вже чотири роки. 6. До кінця семестру я вивчатиму англійську мову вже десять років.

### Indefinite Pronouns: much, many, few, little

### XX. Fill in the blanks with *many, much, a lot of, lots of, plenty of, a good deal of, a great deal of*:

1. I've got ... friends in this village. 2. ... people think so. 3. It took her ... time to clean the room. She works very slowly. 4. She put so ... salt in the soup that nobody could eat it. 5. A postman has to walk ... . 6. He spends ... money on books. 7. Has the town changed ... ? 8. My room has as ... windows as yours. 9. He hasn't got ... work to do. 10. There isn't ... water in the pond today. 11. Do big dogs eat much? Yes, they eat ... . 12. ... of what you say is true. 13. Did he make ... mistakes in his dictation?



## **XXI. Translate into Ukrainian:**

1. The village was very small. There were only a few houses. 2. There was so much traffic that we were an hour late. 3. I don't have much money with me. 4. She never eats much for breakfast. 5. Hurry up! We've only got a little time. 6. We spent a lot of money. 7. This jacket costs too much. 8. There too many advertisements during television shows. 9. Many people know about it. 10. We've got very little time. 11. I didn't ski much during my vacation. 12. He read a lot during his vacation. 13. Have you got many friends? — I have got very few friends.

## **XXII. Fill in the blanks with *many* or *much*:**

1. How ... sheets of paper do you want? 2. Hurry up! You haven't got ... time. 3. How ... does it cost? 4. I don't drink ... wine. 5. Did you pay ... money for your watch? 6. We haven't had ... rain this summer. 7. How ... time does it take you to go there? 8. How ... butter did you buy? 9. How ... apples did you buy? 10. He doesn't eat ... fruit. 11. Does Mary spend ... time on her English? 12. There are too ... mistakes in this essay.

## **XXIII. Translate into English:**

1. Ви зробили дуже мало помилок у творі. 2. Скільки ви запла- тили за ваш словник? — Багато. Я витрачаю дуже багато грошей на книжки. 3. Ви їсте багато фруктів улітку? 4. Не поспішайте! У нас багато часу. 5. Багато написано на цю тему. 6. Ви купили дуже мало м'яса. 7. У вас багато роботи сьогодні? — Так. Я не можу піти з вами в кіно сьогодні, оскільки в мене надто багато роботи. 8. Ви читали багато книжок з цього питання? — Так, я читав багато книжок з цього питання. 9. Багато людей пробували зійти на гору, але мало хто досяг вершини. 10. Учора в парку було мало дітей.

## **EXERCISES FOR INDIVIDUAL WORK**

### **I. Fill in the blanks with *for* or *since*:**

1. We've been fishing ... two hours. 2. I've been working in this office ... a month. 3. They've been living in France ... 1970. 4. I've known that ... a long time. 5. That man has been standing there ... six o'clock. 6. I've been using this machine ... twelve years. 7. The strike has lasted ... six months. 8. We've been waiting ... half an hour. 9. I've been trying to open this door ... twenty minutes. 10. The police have been looking for him ... four days. 11. He has been very ill ... the last month.

## II. Put the verbs in brackets into the Present Perfect or the Present Perfect Continuous Tense:

1. We (*walk*) ten kilometres. 2. We (*walk*) for three hours. 3. I (*look*) for mushrooms but I (*not find*) any. 4. That boy (*eat*) seven ice-creams. 5. He (*not stop*) eating since he arrived. 6. The students (*work*) very well this term. 7. He (*teach*) in this school for five years. 8. I (*teach*) hundreds of students but I never (*meet*) such a hopeless class as this. 9. I (*sleep*) on every bed in this house and I don't like any of them. 10. He (*sleep*) since ten o'clock. It's time he woke up. 11. They (*play*) tennis since lunch time. 12. She (*talk*) to him on the phone for a quarter of an hour. 13. I (*know*) David since childhood. 14. He (*work*) with this company since 1990.

## III. Put the verbs in brackets into the Perfect Continuous tense forms:

1. He said he (*work*) since five o'clock. 2. By the end of the next term we (*study*) English for three years already. 3. What you (*do*) for the past two weeks? 4. For the past few minutes I (*try*) to explain to you that you can't make me go there. 5. He (*paint*) this picture for two years and I don't know when he is going to finish it. 6. I (*live*) in Germany for five years before I came to Ukraine. 7. He (*drive*) all day, so he was very tired when he arrived. 8. The child (*sleep*) for an hour before we came. 9. By the time she comes, he (*stay*) at the hotel for two days. 10. Suddenly she understood that she (*speak*) for a long time and it was time to stop. 11. The students (*write*) a test for two hours. 12. He (*look*) through the documents for half an hour when the phone rang. 13. Ukraine (*be*) independent since 1991.

## IV. Fill in the blanks with *many, much, more, less, little, a little, few, a few*:

1. He had very ... friends (*hardly any friends*). 2. He drank ... water and felt much better. 3. Hurry up! We have very ... time. 4. He had ... friends (*some friends*). 5. ... people understood what he said (*hardly any people*). 6. It's no use asking him about it. He has ... knowledge of the subject. 7. May I have ... wine, please? 8. He had ... friends (*some friends*). 9. How ... English words do you know? 10. Does he read ...? — It's a pity but he reads too ... . 11. I don't drink ... coffee. 12. Please, try to make ... noise. 13. Some ... tea, please. 14. I have something to say. May I have ... words with you?

## UNIT 9

TOPIC: **MARKETS and MARKET STRUCTURES**

TEXT A

TEXT B

TEXT C

GRAMMAR: Modal Verbs and their Equivalents. Indefinite Pronoun: one  
Indefinite-Personal Sentences

### READING DRILLS

#### 1. Practise the pronunciation of the following words:

##### a) stress the first syllable:

market, classify, influence, similar, pure, separate, real, raise;

##### b) stress the second syllable:

economist, according, condition, prevail, involve, compete, competitive, competitively, competitiveness, competitor, exactly, determine, exist, monopoly, monopolist, monopolize, degree, unique, depend, attract, except, imaginary;

##### c) stress the third syllable:

economic, economical, economically, economics, situation, competition, conversation, independent, independently, oligopoly.

#### Text A

Economists classify markets according to conditions that prevail in them. They ask questions like the following: How many supplies are there? How large are they? Do they have any influence over price? How much competition is there between firms? What kind of economic product is involved? Are all firms in the market selling exactly the same product, or simply similar one? Is it easy or difficult for new firms to enter the market? The answer to these questions helps to determine market structure, or the nature and degree of competition among firms operating in the same market. For example, one market may be highly competitive because a large number of firms produce similar products. Another may be less competitive because of fewer firms, or because the products made by each are different or unique.

In short, markets can be classified according to certain structural characteristics that are shared by most firms in the market. Economists have names for these different market structures: **pure competition**<sup>1</sup>, **monopolistic competition**<sup>2</sup>, oligopoly, and monopoly.

An important category of economic markets is pure competition. This is a market situation in which there are many independent and well-informed buyers and sellers of exactly the same economic products. Each buyer and seller acts independently. They depend on forces in the market to determine price. If they are not willing to accept this price, they do not have to do business.

To monopolize means **to keep something for oneself**<sup>3</sup>. A person who monopolized a conversation, for example, generally is trying **to stand out from**<sup>4</sup> everyone else and thus **attract attention**<sup>5</sup>.

A situation much like this often exists in economic markets. For example, all the conditions of pure competition may be met except that the products for sale are not exactly the same. By making its product a little different, a firm may try to attract more customers and **take over the economic market**<sup>6</sup>. When this happens, the market situation is called monopolistic competition.

The one thing that separates monopolistic competition from pure competition is **product differentiation**<sup>7</sup>. The differences among the products may be real, or imaginary. If the seller can differentiate a product, the price may be raised a little above the market price, but not too much.

## COMMENTS

1. **pure competition** — чиста конкуренція
2. **monopolistic competition** — монополістична конкуренція
3. **to keep something for oneself** — затримати щось для себе
4. **to stand out from** — відійти/відділитися від
5. **to attract attention** — привертати увагу
6. **to take over the economic market** — змінити економічний ринок
7. **product differentiation** — диференціація (індивідуалізація) продукції

## VOCABULARY EXERCISES

### I. Name the word-building elements and the part of speech of each word:

market — marketability — marketable — marketeer — marketer — marketing; differ — difference — different — differential — differentiate — differentiation — differentiability — differently; compete — competition — competitive — competitiveness — competitor; monopoly — monopolist — monopolistic — monopolize — monopolization.

## II. Find equivalents:

- |   |  |
|---|--|
| 1. to depend on smth                          | а. змінити економічний ринок             |
| 2. in short                                   | б. затримати щось для себе               |
| 3. to attract more customers                  | в. входити в ринок                       |
| 4. to stand out from smth                     | г. коротко кажучи                        |
| 5. to prevail                                 | д. залежати від чогось                   |
| 6. a highly competitive market                | е. відійти від чогось                    |
| 7. pure competition                           | є. чиста конкуренція                     |
| 8. to have some influence over price          | ж. впливати якимось чином на ціну        |
| 9. to enter the market                        | з. переважати                            |
| 10. to keep smth for oneself                  | и. залучити більше покупців              |
| 11. to take over the economic market          | і. приймати умови чистої конкуренції     |
| 12. to meet the condition of pure competition | ї. ринок із високим ступенем конкуренції |

## III. Match the synonyms:

a customer, significant, to prevail, to attract smb's attention, a supply, next, in accordance with smth, following, to draw smb's attention, to be ready to do smth, to predominate, to determine price, a buyer, to meet the conditions of pure competition, to fix a price, to be willing to do smth, according to smth, important, a stock, to agree to the conditions of pure competition.

## IV. Match the antonyms:

similarity, ordinary, easy, dependent, imaginary, to separate, difference, to attract smb, to accept, independent, difficult, buyer, unique, to reject, seller, to unite, real, to scare smb away/off.

## V. Fill in the blanks with prepositions or adverbs if necessary:

1. Economists classify markets according ... conditions that prevail ... them. 2. The answer ... these questions helps to determine market structure, or the nature and degree ... competition ... firms operating ... the same market. 3. One market may be highly competitive because ... a large number ... firms produce similar ... products. 4. Pure competition is a market situation ... which there are many independent and well-informed buyers and sellers ... exactly the same economic products. 5. Buyers and sellers depend ... forces ... the market to determine price. 6. To monopolize means to keep something ... oneself. 7. By making its product a little different, a firm may try to attract more ... customers and take ... the economic market.

**VI. Complete the following sentences:**

1. Economists classify markets according ... . 2. They ask questions like the following ... . 3. The answer to these questions helps ... . 4. One market may be highly competitive because ... . 5. Another may be less competitive ... . 6. In short, markets can be classified according to ... . 7. Economists have names for these different market structures ... . 8. Pure competition is a market situation ... . 9. To monopolize means ... . 10. The one thing that separates monopolistic competition from pure competition is ... .

**VII. Match each term in Column A with its definition in Column B:**

<b>Column A</b>	<b>Column B</b>
1. monopoly	a. The process of creating uniqueness in a product.
2. oligopoly	b. A market dominated by a few large firms.
3. pure competition	c. A market in which there is only one seller.
4. monopolistic competition	d. Place where buyers and sellers come together.
5. product differentiation	e. The price at which supply exactly equals demand.
6. competition	f. A market situation in which there are many independent and well-informed buyers and sellers of exactly the same economic products.
7. market	g. The rivalry among buyers and sellers in the purchase and sale of resources and products.
8. market price	h. A market in which many firms are selling similar (but not identical) products.

**VIII. Define which of the following items best completes the statement:**

**1. A *competitive market***

- a. has many buyers and sellers.
- b. is dominated by a few large firms.
- c. is regulated by the government.
- d. includes monopolies and oligopolies.

**2. A market with a few large firms is called**

- a. a monopoly.
- b. pure competition.
- c. an oligopoly.
- d. monopolistic competition.

**3. Competition in the marketplace is important because it**

- a. limits the effects of supply and demand.
- b. eliminates the profit motive.
- c. gives producers the incentive to be efficient.
- d. creates a market where producers can control prices.

**4. The American government**

- a. is not involved in influencing markets.
- b. regulates various aspects of business activity.
- c. owns most US businesses.
- d. does not produce any goods and services.

**5. Which of the following best explains why certain industries are dominated by large firms?**

- a. Large firms are always more efficient than small ones.
- b. The American people have lost faith in the competitive market system.
- c. Patent laws are easily ignored.
- d. Only large firms can afford the necessary factories and equipment.

**IX. Ask someone:**

- if** markets can be classified according to certain structural characteristics that are shared by most firms in the market; each buyer or seller acts independently in the market; a firm may try to attract more customers and take over the economic market;
- what** questions economists ask; helps to determine market structure, or the nature and degree of competition among firms operating in the same market; is the difference between highly and less competitive market;
- when** names the economists have for different market structures; is pure competition; they depend on; «to monopolize» means; situation is called monopolistic competition; separates monopolistic competition from pure competition; may be the difference among the products;
- how** the price may be raised a little above the market price; economists classify markets.

## **X. Translate into English:**

1. Відповідь на певний ряд питань допомагає визначити ринкову структуру або її природу та ступінь конкуренції між фірмами, які діють на одному й тому ж ринку. 2. До ринкових структур належать: чиста конкуренція, монополістична конкуренція, олігополія та монополія. 3. Чиста конкуренція — це важлива категорія економічних ринків. 4. Кожен покупець чи продавець діє на ринку незалежно. 5. Вони залежать від тих сил на ринку, які визначають ціну. 6. Урізноманітнюючи трохи свій товар, фірма може намагатися залучити більше покупців і змінити економічний ринок. 7. Коли таке трапляється, ринкова ситуація називається монополістичною конкуренцією.

## **XI. Retell the text A using the following words and word-combinations:**

to prevail; to enter the market; a highly competitive market; to determine market structure; in short; to depend on forces in the market; pure competition; monopolistic competition; oligopoly; monopoly; to determine price; to keep smth for oneself; to accept the price; to monopolize; to stand out from smth; to attract attention; to attract more customers; to take over the economic market; product differentiation; to do business; to have some influence over price.

## **READING DRILLS**

### **1. Practise the pronunciation of the following words:**

#### **a) stress the first syllable:**

gather, marketplace, simply, buyer, seller, influence, perfect, fluctuate, indicate, current, contact, fixed, agent;

#### **b) stress the second syllable:**

extension, location, condition, permit, communicate, completely, prevail, affect, accept, inevitably, commodity, consumer.

## **Text B**

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 former days part of a town was kept as the market or marketplace, and people would travel many kilometres on special market-days in order to buy and sell various commodities.



Today, however, markets such as the world sugar market, the **gold market**<sup>1</sup> 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**<sup>2</sup>, competition takes place among sellers of the same commodity, and among those who wish to buy that commodity. Such competition influences the prices prevailing in the market. Prices inevitably fluctuate, and such fluctuations are also affected by current supply and demand.

Whenever people who are willing to sell a commodity contact people who are willing to buy it, a market for that commodity is created. Buyers and sellers may meet in person, or they may communicate in some other way: by telephone or through their agents. In a perfect market, communications are easy, buyers and sellers are numerous and competition is completely free. In a perfect market 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, and each **commodity market**<sup>3</sup> is subject to special conditions. It can be said, however, that the price ruling in a market indicates the point where supply and demand meet.

## COMMENTS

1. **gold market** — ринок золота
2. **free market** — ринок, вільний від обмежень; вільна торгівля
3. **commodity market** — ринок товарів; товарна біржа

## VOCABULARY EXERCISES

### I. Use the correct word in the sentences. Change the form of the words if necessary:

-vary

1. Conditions on that market are stable and don't \_\_\_\_\_ very much from year to year. 2. It is often difficult to classify the \_\_\_\_\_ types of economic system in the world. 3. Because prices on that market fluctuate considerably from week to week, we say that they are \_\_\_\_\_. 4. The managers of that company hope to increase the \_\_\_\_\_ of products which they offer for sale to the public. 5. There has been little \_\_\_\_\_ in price levels over the last five years. 6. That businessman handles a very \_\_\_\_\_ selection of products, including bananas, toys, and cars.

### **-compete**

1. Our firm is no longer \_\_\_\_\_ in world markets.
2. This company has better products than its \_\_\_\_\_.
3. A loss of \_\_\_\_\_ is usually signalled by increasing imports and falling exports.
4. Oligopolies exist because it is difficult for \_\_\_\_\_ firms to enter the market.
5. \_\_\_\_\_ is one of the cornerstones of free enterprise.

### **-monopolize**

1. Don't \_\_\_\_\_ our guest — there are others who would like to talk to her.
2. In some countries tobacco is a government \_\_\_\_\_.
3. Imperfect competition includes both \_\_\_\_\_ competition and oligopoly.
4. At the extreme of imperfect competition is the \_\_\_\_\_ — a single supplier who alone determines the price of a particular good.

## **II. Give the Ukrainian equivalents for the following words and word-combinations. Use them in the sentences of your own:**

market; to buy and sell goods; in former days; marketplace; the world sugar market; various commodities; the gold market; the cotton market; fixed geographical location; competition; the prices prevailing in the market; perfect market; free market; supply and demand; commodity market.

## **III. Paraphrase the following sentences as in the pattern:**

**Pattern:** *The term **market** is an extension of the ancient idea of the marketplace. Economists use the term in a special way. The term **market**, as the term used by economists, is an extension of the ancient idea of the marketplace. The term **market**, as used by economists, is an extension of the ancient idea of the marketplace.*

1. The term *money* refers not only to a means of exchange but also to a means of measuring the value of men's labour. Economists understand the term in a special way.
2. The term *labour* means any work done for a known reward. Economists use the term in a special way.
3. The methods of controlling prices and wages will probably not succeed. The government described the methods in a special way.
4. The idea of a perfect market is a theoretical concept and not a practical reality. Economists present the idea in a special way.
5. The scheme for a new industrial complex will take fifteen years to complete. The planners discussed the scheme in a special way.

**IV. Say whether these statements are true or false and if they are false say why:**

1. The ancient idea of a geographically fixed marketplace has been extended to cover sets of conditions which permit buyers and sellers to work together. 2. A market for a commodity is created whenever buyers and sellers meet in person but not when they work through their agents. 3. Supply and demand inevitably affect prevailing prices. 4. The world cotton market is not located in any special place. 5. The competition between buyers of a commodity influences the prevailing prices. 6. Competition in a perfect market is conducted in a completely free way by numerous buyers and sellers enjoying easy communications. 7. The lowest price which buyers will offer is the only price in a perfect market. 8. Each commodity market is imperfect in some special way.

**V. Answer the following questions:**

1. What was a market originally? 2. What is a modern market? 3. What does competition influence? 4. What three things cause prices to fluctuate? 5. When is a market created? 6. What three means are mentioned by which buyers and sellers can communicate if they don't meet in person? 7. What price operates in a perfect market? 8. What does the ruling price indicate?

**READING DRILLS**

**1. Practise the pronunciation of the following words:**

**a) stress the first syllable:**

perfect, numerous, planning, government, cornering, operate, company, postal, limited, practice, transport, circumstance, ownership, legal, merger;

**b) stress the second syllable:**

although, available, monopoly, monopolize, distinguish, variety, control, commodity, authority, permit, inventor, producer, arrangement, comparatively, distinct, complete, canal, obtain, illegal, restrict.

**Text C**

Although in a **perfect market**<sup>1</sup> competition is unrestricted and sellers are numerous, **free competition**<sup>2</sup> and large numbers of sellers are not always available in the real world. 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 a variety of different causes. It is possible to distinguish in practice four kinds of monopoly.

State planning and central control of the economy often mean that a state government has the monopoly of important goods and services. Some countries have state monopolies in basic commodities like steel and transport, while other countries have monopolies in such comparatively unimportant commodities as matches. Most national authorities monopolize the postal services within their borders.

A different kind of monopoly arises when a country, through geographical and geological circumstances, has control over major natural resources or important services, as for example with Canadian nickel and the Egyptian ownership of the Suez Canal. Such monopolies can be called **natural monopolies** <sup>3</sup>.

They are very different from legal monopolies, where the law of a country permits certain producers, authors and inventors a full monopoly over the sale of their own products.

These three types of monopoly are distinct from the sole trading opportunities which take place because certain companies have obtained complete control over particular commodities. This action is often called **«cornering the market»** <sup>4</sup> and is 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** <sup>5</sup> which might lead to undesirable monopolies.

## COMMENTS

1. **perfect market** — досконалий (немонополістичний) ринок
2. **free competition** — вільна конкуренція
3. **natural monopoly** — природна монополія
4. **cornering the market** — спекулятивне контролювання ринку
5. **merger** — *амер.* об'єднання, злиття (*підприємств тощо*)

## VOCABULARY EXERCISES

### I. Find single words in the text for which the following words could be substituted:

though, unlimited, many, restricted, appear, reasons, separate out, types, essential, as, relatively, non-essential goods, frontiers, condition, main, allows, manufacturers, selling, categories, differ, commercial, have got, full, unlawful, serve, to limit, studies, amalgamations, unwanted.

**II. Say whether these statements are true or false and if they are false say why:**

1. Free competition and large numbers of sellers are always available in the real world. 2. *Monopoly* describes a market in which there is only one seller or a very limited number of sellers. 3. In economic theory there are four kinds of monopoly. 4. States always monopolize important basic commodities. 5. Egyptian nickel is a good example of natural monopoly. 6. Cornering the market is quite legal in the USA. 7. The Monopolies Commission consider that it is undesirable to restrict business mergers.

**III. Change the following sentences as in the pattern:**

**Pattern:** *In some markets there may only be one seller.*

*A situation like this is called a monopoly.*

*A situation of this kind is called a monopoly.*

1. In some countries there are both private and public sectors. An economic system like this is known as a mixed economy. 2. In some countries production is a matter of private enterprise. A situation like this is called capitalism. 3. For some people investment in new business enterprises is not too great a risk. People like these sometimes make considerable profits but on other occasions can lose much of their capital. 4. In most markets it isn't necessary for buyers and sellers to meet in particular localities. Markets like these are quite different from the marketplaces of ancient towns.

**IV. Define which of the following items best completes the statement:**

**1. *Monopolies are permitted in public utilities because in these industries***

- a. regulation is relatively easy.
- b. competition might be harmful to the public interest.
- c. utilities receive financial assistance from the government.
- d. utilities are very large firms.

**2. *Which of the following firms will have the greatest freedom in setting the price of its products?***

- a. One of three companies in an industry.
- b. The only producer of a product with many substitutes.
- c. The only producer of a product with no substitutes.
- d. One of 300 firms in an industry.

### **3. A merger results when**

- a. two or more firms combine to form a single corporation.
- b. a firm undergoes vast, internal expansion.
- c. the stock of a corporation is traded on several stock exchanges.
- d. a large firm goes out of business.

### **V. Punctuate the following passage. Provide capital letters, commas, full stops, brackets, colons etc., where applicable:**

monopolies and similar arrangements may be referred in Britain to the Monopolies Commission. Between 1948 and 1966 the Commission presented some twenty-six reports. The government in 1965 passed a special act called the Monopolies and Mergers Act which reorganized and enlarged the Monopolies Commission. It provides for the investigation of services and mergers especially newspaper mergers and improves and extends the government's powers for taking action. The action of the government is based on the Monopolies Commission's reports.

### **VI. Answer the following questions:**

1. What is a monopoly?
2. What are the first three kinds of monopoly?
3. What examples of important state monopolies are given?
4. What monopoly are Canadian nickel and the Suez Canal examples of?
5. What are certain inventors permitted by law to have?
6. What word in the last paragraph shows that the fourth type of monopoly is quite distinct from the other three?
7. What happens when certain companies obtain complete control over particular commodities?
8. What do the Americans call their anti-monopoly laws?
9. What does Britain use to restrict special arrangements?

## **COMMUNICATIVE SITUATIONS**

1. Round-table discussion. The question on the agenda is «Competition is one of the cornerstones of free enterprise».

You may include the following points in your discussion:

- the principal kinds of market structures;
- perfect competition and perfectly competitive markets;
- imperfect competition: monopolistic competition and oligopoly;
- legal monopolies (public utilities, patents, copyrights and trademarks);
- the distinguishing features of perfect and imperfect competition.

Use the table given below:

<b>Characteristics of Economic Markets</b>				
	<b>Perfect Competition</b>	<b>Monopolistic Competition</b>	<b>Oligopoly</b>	<b>Monopoly</b>
<b>Number of Firms</b>	Many independent firms. None able to control the market.	Many firms providing similar goods and services.	A few large firms providing similar goods and services.	A single large firm.
<b>Control over Price</b>	None. Market determines price.	Influence limited by the availability of substitutes.	Often influenced by a «price leader».	Much control.
<b>Product Differentiation</b>	None. Products uniform and of equal quality.	Products and services differentiated to meet the needs of specific markets.	Significant for some products like automobiles. Little for standardized products like gasoline.	None.
<b>Ease of Entry</b>	Relatively easy to enter or leave the market.	Relatively easy to enter or leave the market.	Difficult. Often requires large capital investments.	Very difficult.
<b>Part of Economy where prevalent</b>	A few raw agricultural products (wheat, corn).	Retail trade (food, gasoline).	Steel, chemicals, autos, computers.	Local telephone, electricity, and gas utilities.
<b>Methods of marketing</b>	Market exchange or auction.	Advertising and quality rivalry; administered prices.	Advertising and quality rivalry; administered prices.	Advertising and service promotion

## GRAMMAR EXERCISES

### Modal Verbs and their Equivalents

#### Modal Verbs: can; could; be able to

#### I. Complete the sentences according to the pattern:

**Pattern A:** *A cat ... climb trees, but it ... fly.*

*A cat **can** climb trees, but it **can't** fly.*

1. My sister ... dance, but she ... sing. 2. My brother ... speak French, but he ... speak English. 3. A tiny baby ... cry, but it ... talk. 4. I ... type, but I ... do shorthand. 5. You ... buy stamps at the post office, but you ... buy shoes there. 6. She ... get to the University by bus, but she ... get there by underground.

**Pattern B:** *I ... meet him today but I ... meet him last night.*

*I **can** meet him today, but I **couldn't** meet him last night.*

1. Olga ... skate now, but she ... skate last winter. 2. She ... help us today, but she ... help us yesterday. 3. Father ... work in the garden this afternoon, but he ... work on Friday. 4. We ... pay for the radio set this week, but we ... pay for it last week. 5. I ... understand his behaviour now but, I ... understand it when I was young. 6. John ... play the guitar now, but he ... play the guitar a few years ago. 7. My brother ... read now, but he ... read before he went to school. 8. I ... answer your question yesterday, but I ... answer it now.

**Pattern C:** *I ... tell you this secret now, but I ... to tell you tomorrow.*

*I **can't** tell you this secret now, but I **shall be able** to tell you tomorrow.*

1. I ... play chess now, but I ... to play chess this afternoon. 2. I ... help you now, but I ... to help you next week. 3. Jane ... swim very well, but she ... to swim if she trains regularly. 4. Nick ... finish this work in a day or two, but he ... to finish it in a week. 5. The students ... understand this rule now, but they ... to understand it when the teacher explains it. 6. We ... go swimming now, but we ... to go swimming when it gets warmer.

#### II. Ask your groupmate:

1. if he/she can read English books in the original; 2. if his/her father can speak any foreign languages; 3. if his/her mother can cook a lot of delicious things; 4. if he/she will be able to come to your place tomorrow; 5. if he/she can invite you to the party; 6. if he/she can play the piano; 7. if he/she could play the piano when he/she was a child; 8. if he/she can translate economic articles without a dictionary.



### III. Make the following sentences interrogative and negative:

**Pattern:** *He can speak two foreign languages.*

*Can he speak two foreign languages?*

*He can't (cannot) speak two foreign languages.*

1. She can speak French. 2. He can sleep a little longer on Sunday. 3. He can find this book at the library. 4. Ann can give you good advice. 5. Jane can solve this problem very easily. 6. We can discuss your paper after lunch. 7. He could run a mile in less than five minutes when he was young. 8. He can go for a walk with you. 9. They can do this work themselves. 10. You can use my car.

### IV. Give short and full answers:

1. Can you help me? 2. Will you be able to help me tomorrow? 3. Could you read and write when you went to school? 4. Can you swim? 5. Could you swim when you were a child? 6. Can you speak English fluently? 7. Could you speak English two years ago? 8. Can't you translate this article into Ukrainian without a dictionary? 9. Can you write with your left hand? 10. Can your father drive?

### V. Answer the following questions:

1. How can you get to the University? 2. Where can the students prepare their lessons? 3. How many new words can you learn every day? 4. Where can you buy some English books? 5. Which of your friends can play tennis? 6. Why can't your friend help you?

### VI. Complete the disjunctive questions:

1. You can type, ... ? 2. Tom could help you, ... ? 3. Mary couldn't leave the children alone, ... ? 4. They couldn't pay the rent, ... ? 5. You will be able to join us later, ... ? 6. George can leave his case here, ... ? 7. Victor can't speak Spanish, ... ? 8. The children can read French, ... ?

### VII. Translate into Ukrainian:

1. I can't promise anything, but I'll do what I can. 2. We can't wear jeans at work. 3. There is someone outside. Who can it be? 4. I thought I could smell something burning. 5. I could drive a car before I left school. 6. She can't be at home now. 7. You can take the car, if you want. 8. I can imagine how angry he is.

### **VIII. Change the sentences into the Past and Future Indefinite :**

1. We can help you.
2. I can do this work myself.
3. Ann can't carry that suitcase because it's too heavy.
4. She can translate this article into English.
5. I can show you the way to the park.
6. They can't answer your question.

### **IX. Complete the sentences in your own way:**

1. Can you buy ... ?
2. Can you cook ... ?
3. Can you invite ... ?
4. Can you spend your day off ... ?
5. Can we have breakfast ... ?
6. Can you play ... ?
7. Can you get ... ?

### **X. Translate into English:**

1. Ви щось бачите? — Ні, я нічого не бачу. 2. Тепер я катаюся на ковзанах набагато краще, ніж минулого року. 3. Я не можу зробити цю роботу зараз, але гадаю, що зможу її зробити через два тижні. 4. Невже це правда? Не може бути, щоб він уже приїхав. 5. Ви граєте на роялі? — На жаль, не вмію, але я дуже хотіла б навчитися. 6. Я не можу відповісти на друге запитання, але я зможу відповісти на нього, як тільки вивчу текст. 7. Невже твій брат знає французьку мову? — Так, він вільно розмовляє французькою мовою. Коли ми приїхали в Париж, він зміг вести переговори з фірмами без перекладача. Ми можемо зустрітися з ним по обіді.

### **Modal Verbs: may; might**

### **XI. Give short and full answers:**

1. May I keep your book till Monday?
2. May I work in your room when you are away?
3. May I look some words up in the dictionary?
4. May I park my car here for a couple of hours?
5. May we cross the street when the light is red?
6. Please may I borrow your dictionary?
7. May I have a week's holiday?
8. May I invite my friend to join us?

### **XII. Translate into Ukrainian:**

1. You may ring me up if you need my help.
2. He may be busy getting ready for the trip.
3. You may come if you wish.
4. You may go there by train.
5. He may have missed the train.
6. Oxford may have changed a lot in recent years, but it's still a beautiful city.
7. I'll write today so that he may know when to expect us.
8. Might I use your phone?
9. Honestly, you might have told me!
10. She may know about it.

### **XIII. Ask your teacher:**

1. if you may come in; 2. if you may ask her/him a question; 3. if you may look through your notes; 4. if you may look up a word in the dictionary; 5. if you may have a break; 6. if you may go home earlier.

### **XIV. Translate into English:**

1. Можна нам іти додому? — Так. 2. У мене не було із собою грошей. Я міг би купити цей словник. 3. Я можу дістати квитки заздалегідь. 4. Якби він поспішив, то міг би встигнути на поїзд. 5. Я дам йому свої вправи, щоб він їх перевірів. 6. Вона, можливо, напише вам сама про це. 7. Він міг би навідатися до мене. Адже він знає, що я хворий. 8. У всякому разі ти могла б написати мені хоч кілька слів. 9. Дивно, що їх тут немає. Можливо, вони забули про нашу зустріч і вже пішли додому. 10. Він запитав мене, чи може взяти мій словник. 11. Може, завтра буде дощ. 12. Я не задоволена вашою відповіддю. Ви могли б відповідати краще.

### **Modal Verbs: must; be to; have to; have got to**

### **XV. Give short and full answers:**

1. Must the students attend any lectures at the University? 2. Must you return your books to the library in time? 3. Must they meet him at the station? 4. Must the secretary post the letters at once? 5. Must the students take part at the conference? 6. Must your friend go there today? 7. Must the children look both ways before crossing the road? 8. Must the children obey their parents?

### **XVI. Make the following sentences interrogative and negative:**

**Pattern:** *He must do it himself.*

*Must he do it himself?*

*He needn't (не треба) do it himself.*

1. Everybody must go in for sports. 2. We must read English books every day. 3. You must air the room twice a day. 4. They must have a passport to visit most foreign countries. 5. Children must sleep nine hours a day. 6. You must leave tomorrow. 7. They must stay at home. 8. She must help her mother about the house.

### **XVII. Answer the following questions:**

1. What time must you get up every morning? 2. When must you come to your lessons? 3. What must you do to know English well? 4. What must you do tonight? 5. Why must the students study hard? 6. Why must you prepare your home assignments regularly? 7. Why mustn't you ask a woman her age? 8. Why must you obey the traffic rules?

### **XVIII. Complete the disjunctive questions:**

1. The students mustn't be late for the lessons, ... ? 2. He must answer all these questions, ... ? 3. My sister doesn't have to work at weekends, ... ? 4. We don't have to pay for the tickets in advance, ... ? 5. You had to wait half an hour for a bus, ... ? 6. The children must make up their minds where they want to go, ... ? 7. You had to tell them about it, ... ? 8. We'll have to borrow the money we need, ... ?

### **XIX. Translate into Ukrainian:**

1. I must go to the bank to get some money. 2. Cars mustn't park in front of the entrance. 3. He must know all about it as he has read a lot on the subject. 4. It must be after midnight now. 5. She must be having a lot of problems with the language. 6. He must be angry with you. 7. She must be over fifty. 8. They must have missed the train. 9. We were to meet at six. 10. When I changed my job I had to move to another flat. 11. The children have to play in the streets till their mothers get home from work.

### **XX. Complete the following situation, using «be to»**

**Pattern:** I can't go to the cinema with you.

(*be at the hospital at five*).

I am to be at the hospital at five.

1. We'll have to get up early. (*leave at 6.30*). 2. We were expecting him in Kyiv. (*join us, on our trip*). 3. You needn't start writing the article at once. (*but, hand it in next Friday*). 4. He won't be present at the meeting tomorrow. (*take his examination in English*). 5. We didn't want to start the discussion of the book without him. (*say a few words about the author*). 6. Don't let the child watch this film on TV. (*children, not see such films*).

## XXI. Translate into English:

1. Я повинен негайно відвідати свого друга. Він, напевно, захворів.
2. Нам не довелося чекати, оскільки поїзд прийшов вчасно.
3. Вони повинні принести цю книгу завтра.
4. Вона повинна відіслати листа негайно.
5. Ця робота має бути зроблена якнайшвидше.
6. Я мав був залишитися вдома учора.
7. Діти мають піти додому до того, як засу-теніє.
8. Ви не повинні тут курити, тут діти.
9. Не можна переходити вулицю на червоне світло.
10. Ви, напевно, здогадалися, що я мав на увазі.

## Modal Verbs: should; ought to

### XXII. Translate into Ukrainian:

a) 1. It's late. You **should go** to bed. 2. I **shouldn't have trusted** him so readily. 3. You **shouldn't miss** the opportunity. 4. How **should I know** where you've left your bag? 5. Why **should I help** him? He's never done anything for me. 6. We **should have checked** the time before we left. 7. We **should arrive** before dark. 8. I suggest that you **should reconsider** your position.

b) 1. This cake is delicious. You **ought to try** some. 2. Children **ought to be able to read** by the age of seven. 3. That **ought to be** enough food for all of us. 4. You **ought to improve** your French before going to work in Paris. 5. You **ought to apologize**. 6. You **ought to have apologized** (but you didn't). 7. There **ought to be** more buses during the rush hour. 8. Children **ought to respect** their parents.

### XXIII. Change the sentences using the verbs *should* or *ought*:

1. I **advise** you to read this book in the original. 2. I **don't advise** you to make any marks in the book. 3. I **advise you** to consult a doctor. 4. **It's a pity you didn't come** to my place yesterday. 5. I **don't think it was clever of him** to complain. He wasn't right himself. 6. I **don't advise them** to make a decision in a hurry. I **think** the matter **must** be considered carefully.

### XXIV. Put «to» where necessary:

1. I'll have (hurry). 2. You ought (take) a holiday. 3. You must (look) both ways before crossing the road. 4. You are (go) at once. 5. He used (spend) a lot of time in the library. 6. You may (keep) my book for a week. 7. We had (wait) as the manager was out. 8. Should I (tell) him the truth? 9. You needn't (turn on) the light. I can (see) quite well. 10. I knew the town so I was able (advise) him where to go.

## XXV. Translate into English:

1. Вам слід було складати іспити разом з іншими студентами.
2. У вас стомлений вигляд. Вам слід звернутися до лікаря.
3. Чому б нам не піти на прогулянку?
4. Чому я повинен завжди чекати на нього?
5. Йому слід було б відмовитися від запрошення, якщо він був такий зайнятий.
6. Вам слід було розповісти йому всю правду.
7. Вам не слід було ходити туди вчора.
8. Нам треба було купити квитки заздалегідь.
9. Чому б вам не запросити його на вечірку?
10. Вона в лікарні. Ти б провідала її.
11. Чому я повинен приймати його пропозицію? Я не згоден з ним.

## Indefinite Pronoun: *one*. Indefinite-Personal Sentences

### XXVI. Paraphrase the sentences using the indefinite pronoun *one*:

**Pattern A:** *It is necessary for everyone to go in for sports.*  
*One must go in for sports.*

1. It is possible to find any book in this library.
2. It is necessary to take that into consideration.
3. It was impossible to go for a walk yesterday: it was raining all day long.
4. It is impossible to master a foreign language without working hard.
5. It is necessary to read newspapers every day.
6. It is necessary to be careful while crossing the road.
7. It is impossible to forget that day.
8. It is necessary to air the room before going to bed.

**Pattern B:** *The new flat is more comfortable than the old flat.*  
*The new flat is more comfortable than the old **one**.*

1. The brown shoes are as dear as the black shoes.
2. This test was less difficult than the last test.
3. I don't like this coat. Show me another coat.
4. Her new car goes faster than the old car.
5. The white dress is as nice as the yellow dress.
6. This film is more interesting than that film.
7. The cotton dress is not so dear as the silk dress.
8. The shop assistant showed me two suits of different colours. I chose the blue suit.

### XXVII. Translate the sentences and define the function of «one»:

1. The students compared British universities with American *ones*.
2. I'll speak to him *one* of these days.
3. *One* day he'll understand his mistake.
4. Give me the book, please. — Which *one*?
5. Your father is the *one* man who can help you now.
6. I forgot to bring a pen. Can you lend me *one*?
7. *One* must do *one's* duty.
8. In such circumstances *one* doesn't sometimes know what *one* should do.

### **XXVIII. Translate into Ukrainian:**

1. *We* are always pleased to meet old friends. 2. Before the names of seas *we* use the definite article. 3. In these situations *one* has to do his best. 4. *They* say we are going to have a hot summer. 5. *You* know more from life than from books. 6. Driving on the left is strange at first but *you* get used to it. 7. *They*'ve sent us another form to fill in. 8. *One* has to think about age. 9. How do *you* get to 5<sup>th</sup> Avenue from here? 10. *You* learn a language better if *you* visit the country where it's spoken. 11. *One* tries to take an interest in what is going on. 12. *They* say that clever men have got the worst handwriting.

### **XXIX. Translate into English:**

1. Не можна спізнюватися на заняття. 2. Потрібно піклуватися про своє здоров'я. 3. Треба дотримувати даного слова. 4. Потрібно виконувати домашні завдання регулярно. 5. Помилки інших людей бачиш швидше, ніж свої власні. 6. Ніколи не знаєш, що ця дитина може зробити. 7. Щоб бути гарним спеціалістом, потрібно вчитися наполегливо. 8. Якщо хочеш, щоб справу було зроблено, зроби її сам. 9. Ніколи не треба відкладати на завтра те, що можна зробити сьогодні. 10. На тарілці було кілька яблук. Я взяв червоне. 11. Коли не знаєш граматики, часто робиш помилки. 12. Потрібно завжди дотримуватися правил дорожнього руху.

### **XXX. Memorize the following proverbs. Translate them into Ukrainian:**

1. One cannot please everyone. 2. We never know the value of water till the well is dry. 3. You cannot eat your cake and have it. 4. We know not what is good until we have lost it. 5. One cannot make a silk purse out of a sow's ear. 6. You cannot teach old dogs new tricks. 7. You cannot judge a tree by its bark. 8. We soon believe what we desire. 9. You cannot wash charcoal white.

## **EXERCISES FOR INDIVIDUAL WORK**

### **I. Insert *may* or *might*:**

1. It ... rain, you'd better take a coat. 2. He said that it ... rain. 3. He said that we ... use his office whenever we liked. 4. You ought to buy now; prices ... go up. 5. You ... be more attentive in class. 6. They said they ... come tomorrow. 7. ... I borrow your umbrella? 8. Some of these mines ... even become profitable again. 9. We ... go to the country tomorrow.

## II. Insert *can, could or be able to*:

1. He was very strong: he ... ski all day and dance all night. 2. I had no key so I ... lock the door. 3. When I first went to Spain I ... read Spanish but I ... speak it. 4. I was a long way from the stage. I ... see all right but I ... hear very well. 5. I'm locked in. I ... get out! (*negative*). 6. I ... go to the lecture today because I feel bad. 7. When I was a child I ... understand adults, and now when I am an adult I ... understand children. 8. ... you tell me the time, please? I'm afraid I ... . I haven't got a watch.

## III. Change the sentences into the Past and Future Indefinite:

1. He must sell the house. 2. We must do it at once. 3. Must you pay for it yourself? 4. She must learn the text by heart. 5. They must change trains in Paris. 6. They must read it carefully. 7. We must study hard. 8. I must change my shoes. 9. We must hurry. 10. They must be at the University at 8.30.

## IV. Insert *must* or the present, future, or past form of *have to*:

1. You ... read this book. It's really excellent. 2. She felt ill and ... leave early. 3. Mr Pitt ... cook his own meals. His wife is away. 4. Farmers ... get up early. 5. Park notice: All dogs ... be kept on leads. 6. Employer: You ... come to work in time. 7. He sees very badly and he ... wear glasses all the time. 8. Tell her that she ... be here by six. I insist on it. 9. The buses were all full and I ... get a taxi. 10. This work ... be done at once. 11. I hadn't enough money and I ... pay by cheque. 12. You ... be careful crossing the road. 13. I never remember his address; I always ... look it up.

## V. Insert *must not* or *need not*:

1. We ... drive fast; we have plenty of time. 2. You ... drive fast; there is a speed limit here. 3. You ... drink this: it is poison. 4. You ... smoke in a non-smoking compartment. 5. You ... ring the bell; I have a key. 6. Mother to child: You ... play with matches. 7. You ... write to him for he will be here tomorrow. 8. You ... bring an umbrella. It isn't going to rain. 9. Candidates ... bring books into the examination room. 10. You ... do all the exercise. Ten sentences will be enough. 11. We ... make any noise or we'll wake the baby. 12. I'll lend you the money and you ... pay me back till next month.



## **VI. Put «to» where necessary:**

1. He was able (explain). 2. He should (be) ready by now. 3. May I (ask) you a question? 4. You are not (mention) this to anyone. 5. The doctor said that I ought (give up) smoking. 6. It might (kill) somebody. 7. You needn't (come) tomorrow. 8. He has (do) it himself. 9. We've got (get out). 10. You ought (have finished) it last night. 11. We didn't have (pay) anything. 12. She ought (accept) the offer. 13. You can't (cross) the street here. 14. You could (see) the sea from the house. 15. They ought (warn) people about the dangerous currents. 16. He used (live) here.

## **VII. Insert one(s) or one's:**

1. No, that's not their car. Theirs is a blue ... . 2. I've never seen such big tulips as these ... . 3. If you don't like this magazine, take another ... . 4. I liked this story very much, but I disliked that ... you told us yesterday. 5. ... must do ... duty. 6. ... shouldn't forget ... promises. 7. Your texts are too easy, I shall give you some difficult ... . 8. ... ought to take care of ... health. 9. I prefer red roses to white ... . 10. Students who do well in examinations are often the ... who ask questions in class. 11. If you want a drink, I'll get you ... .

## **VIII. Translate into English:**

1. Можна було б чекати від нього більш увічливої відповіді. 2. Його кімната гарна, але та, в якій ви живете, набагато ліпша. 3. Завжди приємно зустрічати старих друзів. 4. Потрібно завжди відповідати на листи негайно. 5. Тепер можна розмовляти по телефону на будь-якій відстані. 6. Ніколи не знаєш, що він може зробити. 7. Це велика кімната, а та маленька (кімната). 8. Ці цифри можна знайти в будь-якому довіднику з цього питання. 9. Треба бути підготовленим. 10. Тут завжди продають гарні фрукти. 11. Треба бути завжди ввічливим. 12. Нікому не подобається бути покараним. 13. Ніколи не можна бути певним. 14. Кажуть, що цього року буде чудовий урожай пшениці. 15. Треба зробити це. 16. Потрібно взяти до уваги, що це питання дуже складне. 17. Я загубив свій годинник і мені довелося купити новий. 18. Якщо у вас немає словника, ви можете взяти його в бібліотеці. 19. Тут немає склянки. Принесіть, будь ласка.

## UNIT 10

TOPIC: **DEMAND**

TEXT A

TEXT B

TEXT C

GRAMMAR: The Passive Voice.

Indefinite Pronouns: all, both, either neither

### READING DRILLS

#### 1. Practise the pronunciation of the following words:

##### a) stress the first syllable:

product, willingness, influence, price, relatively, vary, quantity, happen, portion, budget, couple, obstacle, rise, double;

##### b) stress the second syllable:

demand, determine, relationship, express, reduction, inversely, consume, consumer, consumption, ability, desire, elastic;

##### c) stress the third syllable:

economic, economics, correlation, inelastic.

#### Text A

Most people think of demand as being the desire for a certain economic product. That desire must **be coupled with**<sup>1</sup> the ability and willingness to pay. Effective demand, that is desire plus ability and willingness to pay, influences and helps to determine prices.

In economics the relationship of demand and price is expressed by the Law of Demand. It says that the demand for an economic product varies **inversely**<sup>2</sup> with its price. In other words, if prices are high the quantities demanded will be low. If prices are low the quantities demanded will be high.

The correlation between demand and price does not happen **by chance**<sup>3</sup>. For consumers price is an obstacle to buying, so when prices fall, the more consumers buy.

The demand for some products is such that consumers do care about changes in price when they buy a great many more units of product because of a relatively small reduction in price. **The demand for the product is said to be elastic**<sup>4</sup>.

For other products the demand is largely inelastic. This means that a change in price causes only a small change in the quantity demanded. A higher or lower price for salt, for example, probably will not **bring about**<sup>5</sup> much change in the quantity bought because people can consume just so much salt.

Even **if the price were cut in half**<sup>6</sup>, the quantity demanded might not rise very much. Then too, the portion of a person's yearly budget that is spent on salt is so small that even if the price **were to double**<sup>7</sup>, it would not make much difference in the quantity demanded.

## COMMENTS

1. **to be coupled with** — бути поєднаним
2. **inversely** — обернено пропорційно
3. **by chance** — випадково
4. **... the demand for the product is said to be elastic** — кажуть, що попит на продукт еластичний
5. **to bring about** — призвести
6. **if the price were cut in half** — якщо ціну треба було б зменшити вдвічі
7. **were to double** — треба було б подвоїти

## VOCABULARY EXERCISES

### I. Find equivalents:

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| 1. the Law of Demand              | а. обернено пропорційно            |
| 2. to be coupled with             | б. призвести                       |
| 3. to bring about                 | в. визначати ціни                  |
| 4. by chance                      | г. необхідна кількість             |
| 5. to determine prices            | д. випадково                       |
| 6. ability and willingness to pay | е. зміни в ціні                    |
| 7. effective demand               | є. закон попиту                    |
| 8. reduction in price             | ж. інакше кажучи                   |
| 9. inversely                      | з. бути поєднаним                  |
| 10. changes in price              | и. зниження ціни                   |
| 11. in other words                | і. ефективний попит                |
| 12. the quantity demanded         | ї. здатність та готовність платити |

## II. Match the synonyms:

by chance, to double the price, an obstacle, to consider, efficient, a cut in price, to bring about, to happen, by accident, a relationship, to cause, effective, to raise the price a hundred per cent, a barrier, to think, to occur, a correlation, a reduction in price.

## III. Match the antonyms:

ability, higher price, to cut, to supply, to demand, inelastic, to consume, to raise, least, to couple, small, large, inversely, to part, incapacity, to produce, most, elastic, directly, lower price.

## IV. Fill in the blanks with prepositions or adverbs if necessary:

1. Most ... people think ... demand as being the desire ... a certain economic product. 2. In economics the relationship ... demand and price is expressed ... the Law ... Demand. 3. It says that the demand ... an economic product varies inversely ... its price. 4. The demand ... some products is such that consumers do care ... changes ... price when they buy a great many more units ... product ... a relatively small reduction ... price. 5. The correlation ... demand and price does not happen ... chance. 6. A higher or lower price ... salt probably will not bring ... much change ... the quantity bought because people can consume ... so much salt.

## V. Memorize the following word-combinations.

Use them in the sentences of your own:

demand and supply — *попит і пропозиція*

demand for consumer goods — *попит на споживчі товари*

demand keeps pace with supply — *попит не відстає від пропозиції*

demand outdistances supply — *попит випереджує пропозицію*

demand outruns production — *попит випереджує виробництво*

to be in demand — *користуватися попитом*

to meet/to satisfy demand — *задовольняти попит*

active/brisk/fair demand — *жвавий попит*

actual demand — *дійсний/фактичний попит*

aggregate demand — *сукупний попит*

consumer/customer/consumptive demand — *попит споживачів*

effective/effectual demand — *ефективний попит*

**VI. Translate the sentences paying attention to the italicized words:**

1. *Demand* for fish has exceeded supply this month. 2. *The demand* for milk is inelastic because it is a necessity. 3. It is impossible to satisfy all their *demands*. 4. They *demand*ed that the decision should be revised. 5. Children *are* so *demanding*: they need constant attention. 6. The workers *are demanding* better pay. 7. This sort of work *demand*s great patience. 8. Good secretaries *are* always *in demand*. 9. The worker's *demands* for higher pay were rejected by the employers. 10. He *is* in *great demand* as a singer.

**VII. Define which of the following items best completes the statement:**

**1. *The demand for a good is elastic when***

- a. total receipts increase with each decrease in price.
- b. total receipts decrease with each decrease in price.
- c. price changes have no effect upon total receipts.
- d. the demand curve shifts upward to the right.

**2. *What will happen in a competitive market if the quantity supplied is greater than the quantity demanded?***

- a. consumers will demand more goods.
- b. suppliers will increase their output of goods.
- c. the market price will go down.
- d. the market price will go up.

**3. *As a result of an increase in price, total sales of a product increased by \$1,000. The demand for the product was***

- a. elastic.
- b. inelastic.
- c. diminishing.
- d. all of the above.

**VIII. Complete the following sentences:**

1. Most people think of demand as ... . 2. Effective demand is ... . 3. The Law of Demand says ... . 4. In other words, if prices are high ... . 5. For consumers price is ... . 6. The demand for such products is such that ... . 7. The inelastic demand means that ... . 8. The portion of a person's yearly budget that is spent on salt is so small that even if the price were to double, it ... .

### IX. Answer the following questions:

1. What do most people think of demand? 2. What is an effective demand? 3. What does it help to do? 4. What is expressed by the Law of Demand? 5. What does the Law of Demand say? 6. The correlation between demand and price does not happen by chance, does it? 7. Is price an obstacle to buying for consumers? 8. What does the elastic demand consist in? 9. What does the inelastic demand for products mean?

### X. Translate into English:

1. Більшість людей вважає, що попит — це бажання мати певний економічний продукт. 2. Таке бажання має бути поєднане зі здатністю та готовністю платити. 3. Взаємозалежність між попитом та ціною виражається законом попиту. 4. Він стверджує, що попит на економічний продукт змінюється обернено пропорційно відносно ціни. 5. Що вищі ціни, то менше буде продано товарів і послуг. 6. Завдяки відносно малому зниженню ціни споживачі купують набагато більше одиниць товару. 7. Нееластичний попит означає, що зміна в ціні спричиняє тільки незначну зміну в необхідній кількості товару. 8. Навіть, якщо ціну на сіль треба було б зменшити вдвічі, обсяг її продажу не міг би набагато зрости.

## READING DRILLS

### 1. Practise the pronunciation of the following words:

#### a) stress the first syllable:

indicate, seldom, finally, carefully, steeply, luxury, personal, preference, comfortable, offer, income, money, measure, value, scale;

#### b) stress the second syllable:

response, economist, particular, accordingly, commodity, relate, define, priority, essential, insurance, expense, result.

### Text B

**Elasticity of supply**<sup>1</sup>, 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**<sup>2</sup> between commodities which do have a value to us.

People very seldom have everything they want. Usually we have to decide carefully how we spend our income. When we exercise our choice, we do so 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.). They may all seem important but their true importance can be measured by deciding which we are prepared to live without. Our decisions indicate our scale of preferences and therefore our priorities.

**Elasticity of demand**<sup>3</sup> 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**<sup>4</sup>, 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.

## COMMENTS

1. **elasticity of supply** — еластичність пропозиції
2. **means of exchange** — засіб обміну
3. **elasticity of demand** — еластичність попиту
4. **basic necessity** — предмет першої необхідності

## VOCABULARY EXERCISES

### I. Give the English equivalents for:

еластичність пропозиції; еластичність попиту; зміни в ціні; бажання споживачів; пропонувати гроші; вартість; дохід; відносно дешеві речі; ціни різко зростають; певні товари та послуги; особиста шкала переваг; витрати на медичне обслуговування; засіб обміну; предмети першої необхідності; предмети розкоші; другорядні товари; страхування.

### II. Change the sentences in order to use the auxiliary verbs «do» or «did».

**Pattern:** *These goods and services have a value.*  
*These goods and services **do** have a value.*  
*The people went to the city to find work.*  
*The people **did** go to the city to find work.*

1. These factors have an effect upon the economic system. 2. A change in government usually means a change in policy. 3. Stable conditions led to an improvement in the general state of the economy. 4. The minister wanted to make a fundamental change in the national economic policy. 5. The decision made by the trade unions affects everyone in the industry. 6. The manager tried to change the methods. 7. Short-term economic anarchy has a bad effect on long-term stability and investment. 8. The government encourages commercial enterprises. 9. The representatives of the employers and employees met last week. 10. The surplus of money provided capital for a new housing scheme.

### III. Insert the article *the* or *a(n)* :

**Pattern:** *There is ... demand for steel. ... demand for steel is increasing. There is a demand for steel. The demand for steel is increasing.*

1. There is ... shortage of bananas. ... shortage of bananas will continue for some weeks. 2. There has been ... change of government. ... change in government will probably mean a change of policy. ... change of policy may lead to ... short period of instability. ... short period of instability could create ... feeling of insecurity. 3. The speaker suggested ... special commission to study economic conditions. He said that ... special commission should examine all aspects of national economic life. ... commission should investigate ... demands of ... workers and ... conditions under which they work. It should also hear ... views of ... employers. Such ... commission would render ... very valuable service to ... nation.

### IV. Complete the following sentences:

1. Economists define *demand* ... . 2. Money has no value in itself, but serves ... . 3. When we exercise our choice ... . 4. Our decisions indicate ... . 5. Elasticity of demand is ... . 6. Demand is inelastic when ... . 7. We buy basic necessities even if ... .

### V. Say whether these statements are true or false and if they are false say why:

1. When people offer money for particular goods, they indicate that a demand exists. 2. Money is usually valuable in itself. 3. People do not usually have everything they want. 4. Our decisions on how to use our money show what we need most and what we are willing to do without. 5. Basic needs come before luxuries. 6. Demand for essential commodities is always elastic.



## VI. Answer the following questions:

1. Elasticity of supply, as a response to changes in price, is related to demand, isn't it? 2. What is the definition of *demand*? 3. How is demand indicated? 4. What is money? 5. What do we do when we exercise our choice? 6. What comes second in our scale of preferences? 7. What is our third priority? 8. What is elasticity of demand? 9. When is demand inelastic?

## VII. Retell the text B using the following words and word-combinations:

Elasticity of supply; changes in price; consumer's desire; to offer money; particular goods or services; means of exchange; income; elasticity of demand; essential commodities; personal pleasure; relatively cheap; basic necessity; non-essentials; personal scale of preferences; accordingly; the prices rise steeply.

## READING DRILLS

### 1. Practise the pronunciation of the following words:

#### a) stress the first syllable:

actually, purchasing, merely, obviously, frequently, normally, influence, substitute, constant, variable, curve, slope, downwards, range, shift;

#### b) stress the second syllable:

assume, support, particular, demander, analysis, relate, remain, position, commodity.

### Text C

In economic theory, demand means the amount of a commodity or service that economic units are willing to buy, or actually buy, at a given price. In economic theory, therefore, demand is always effective demand, i.e., demand, supported by **purchasing power**<sup>1</sup>, and not merely the desire for a particular commodity or service.

Obviously, demand is not only influenced by price, but also by many other factors, such as the incomes of the demanders and the prices of substitutes. In economic analysis, these other factors are frequently assumed to be constant. This allows one to relate a range of prices to the quantities demanded in what is called the demand function (with price as the independent and demand as the dependent variable) and to graph this relationship in the demand curve.

The **demand curve**<sup>2</sup> is the graphical representation of the demand function, i.e., of the relationship between price and demand. It tells us how many units of a particular commodity or service would be bought at various prices, assuming that all other factors (such as the incomes of the demanders and the prices of substitutes) remain unchanged. The demand curve normally slopes downwards from left to right, which means that more is bought at low prices than at higher prices. A famous exception to the rule of a downward-sloping demand curve is the **Giffen paradox**<sup>3</sup>. If the condition that all other factors remain unchanged is relaxed and the incomes of the demanders, for instance, are allowed to change, then the whole demand curve will shift its position.

### COMMENTS

1. **purchasing power** — купівельна спроможність
2. **demand curve** — крива попиту
3. **Giffen paradox** — парадокс Гіффена

### VOCABULARY EXERCISES

#### I. Form adverbs from the following adjectives:

actual, usual, final, normal, willing, economic, particular, mere, obvious, frequent, steep, inverse, careful, constant, large, relative, effective, according.

#### II. Fill in the blanks below with the most appropriate terms from the list:

price; service; purchasing power; demand curve; demand; incomes; demand function; commodity.

1. Demand means the amount of a \_\_\_\_\_ or \_\_\_\_\_ that economic units are willing to buy at a given price.
2. Demand is not only influenced by \_\_\_\_\_ but also many other factors.
3. Effective demand is always supported by \_\_\_\_\_ and not merely the desire for a particular commodity or service.
4. The demand curve is the graphical representation of the \_\_\_\_\_, i. e., of the relationship between price and \_\_\_\_\_.
5. If the conditions that all other factors remain unchanged is relaxed and the \_\_\_\_\_ of the demanders are allowed to change, then the whole \_\_\_\_\_ will shift its position.

### III. Fill in the blanks with prepositions or adverbs if necessary:

1. In economic theory, demand means the amount ... a commodity or service that economic units are willing to buy, or actually buy, ... a given price. 2. Demand is ... supported ... purchasing power, and not merely the desire ... a particular commodity or service. 3. Demand is not ... influenced ... price, but also ... many other factors, such as the incomes ... the demanders and the prices ... substitutes. 4. The demand curve is the graphical representation ... the demand function. 5. It normally slopes downwards ... left ... right, which means that more is bought ... low prices than ... higher prices.

### IV. Match each term in Column A with its definition in Column B:

#### Column A

#### Column B

- |                      |   |
|----------------------|---|
| 1. demand            | a. Money value of a good or service.  |
| 2. the Law of Demand | b. The graphical representation of the demand function.   |
| 3. consumer          | c. Explains how much a change in price affects quantity demanded.   |
| 4. price             | d. good or service whose consumption is seen as essential in order to maintain a minimum standard of living in a society. |
| 5. demand curve      | e. A consumer's willingness and ability to buy a product or service at a particular time and place.                       |
| 6. demand elasticity | f. Anyone who uses goods or services.   |
| 7. purchasing power  | g. All else being equal, more items will be sold at a lower price than at a higher price.                                 |
| 8. necessity         | h. The value of a unit of money measured in terms of what it can buy.   |

### V. Define which of the following items best completes the statement:

#### 1. Demand curves

- show that consumers are willing to buy more at lower prices.
- are the same for all goods and services.
- match the price of a good with the amount supplied.
- are statistical charts prepared by a government agency.

## **2. A typical demand curve**

- a. slopes downward from left to right.
- b. slopes downward from right to left.
- c. is usually a straight line.
- d. is always a curved line.

## **3. Which of the following would tend to have an inelastic demand curve?**

- a. complementary goods.
- b. luxuries.
- c. goods with substitutes.
- d. necessities.

## **VI. Say whether these statements are true or false and if they are false say why:**

1. In economic theory, demand means the amount of a commodity or service that economic units are willing to buy. 2. In economic theory demand is always effective demand. 3. Demand is only influenced by price. 4. Effective demand is always supported by merely the desire for a particular commodity or service. 5. In economic analysis, the incomes of the demanders and the prices of substitutes are frequently assumed to be constant. 6. The demand curve tells us how many units of a particular commodity or service would be sold at various prices. 7. The demand curve normally means that more is bought at low prices than at high prices.

## **VII. Complete the following sentences:**

1. In economic theory, demand means ... . 2. In economics demand is always effective demand, i.e., ... . 3. Demand is not only influenced by price ... . 4. In economic analysis, these other factors are ... . 5. The demand curve is ... . 6. It tells us ... . 7. The demand curve normally slopes ... .

## **VIII. Answer the following questions:**

1. What does «demand» mean in economic theory? 2. What is effective demand? 3. What factors is demand influenced by? 4. What is demand function? 5. What does the demand curve tell us? 6. At what price is more bought? 7. What is a famous exception to the rule of a downward-sloping demand curve? 8. When will the whole demand curve shift its position?

**IX. Retell the text C using the following words and word-combinations:**

at a given price; effective demand; desire for a particular commodity or service; the prices of substitutes; quantity demanded; to graph the relationship in the demand curve; demand, supported by purchasing power; the incomes of the demanders; the graphical representation of the demand function; particular commodity or service; relationship between price and demand; at higher prices; at low prices; a downward-sloping demand curve; Giffen paradox.

**GRAMMAR EXERCISES**

**The Passive Voice. Indefinite Tenses**

**I. Make the following sentences interrogative and negative:**

1. The film is much spoken about. 2. These books are sold everywhere. 3. I am paid twice a month. 4. The shop will be closed at 8 o'clock. 5. John was taught French at school. 6. They were invited to the party. 7. Service is included in the bill.

**II. Give short and full answers:**

1. Are foreign languages taught at our University? 2. Are all the students supplied with textbooks? 3. Is a large number of questions asked and answered at the English lesson? 4. Are all the exercises checked up in class? 5. Will your next dictation be written much better? 6. Are computers widely applied at our University?

**III. Answer the following questions:**

1. When was our University founded? 2. When was it given the status of National Economic University? 3. What subjects are taught at our University? 4. What languages are spoken in Ukraine? 5. What foreign languages are taught at our University? 6. Where is English spoken? 7. Where is Ukraine situated? 8. What industries are developed in Ukraine?

**IV. Put questions to the italicized words:**

1. *He* was given *two days* to think the matter over. 2. *These magazines* must be returned *in an hour*. 3. *The money* will be spent *on food*. 4. *The guests* were shown *the places of interest in the city*. 5. *The new method* will be shown *to the young specialists today*. 6. *We* were shown *a new film*. 7. *The instructions* were given *to everybody*.

**V. Complete the disjunctive questions:**

1. The news will be announced after dinner, ... ? 2. The documents will not be given back in time, ... ? 3. The exercises were done orally, ... ? 4. You are criticized a lot, ... ? 5. He will never be forgotten, ... ? 6. Something will be done about that problem right away, ... ? 7. The question was not discussed at the conference, ... ?

**VI. Ask «why-questions» about the following statements, using the Passive Voice according to the pattern:**

**Pattern:** *They didn't tell him the truth. — Why wasn't he told the truth?*

1. They don't sing such songs any longer. 2. I can't answer the telegram immediately. 3. They never mentioned the incident. 4. They didn't expect him. 5. They needed money badly. 6. They must send him a telegram at once. 7. She can't take this seat. 8. People always admire this picture. 9. They will ask him these questions. 10. They didn't teach them how to use the dictionary.

**VII. Change the sentences into the Passive Voice without leaving out the subject of the action:**

1. That company employs many people. 2. Did the news surprise you? 3. A thief stole Ann's purse. 4. They often ask him such questions. 5. They sold us the house very cheap. 6. The director himself answered the phone. 7. People don't use this road very often. 8. They wrote him a letter.

**VIII. Change the sentences into the Passive Voice leaving out the subject of the action:**

1. We don't discuss such questions at our meetings. 2. They didn't show this film last week. 3. We must finish this work as soon as possible. 4. We use this room only for special occasions. 5. They looked after the children. 6. They grow wheat here. 7. They envied him his talent. 8. They often publish scientific articles in this magazine. 9. They taught him several languages when he was a child. 10. Did they explain the difficulty to you? 11. Somebody built this castle in the 16th century. 12. We shall invite him to take part in the concert.

**IX. Use the Passive Voice according to the patterns:**

**Pattern A:**            *My friend gave me an interesting book.*  
                              *An interesting book **was given** to me.*  
                              *I **was given** an interesting book.*

1. They showed us the postcards of New York. 2. They gave the actress a bunch of flowers. 3. They gave us no explanation. 4. He will give me the money for my holiday. 5. After graduation they offered him a good job. 6. They offered us two tickets to the concert. 7. Did you send him a telegram? 8. They can't tell her the truth. 9. He showed us the way to the station.

**Pattern B:** *People say that he was a clever man.*  
*It is said that he was a clever man.*  
*He is said to be a clever man.*

1. They say that paper has been invented in China. 2. We consider that she was the best singer in America. 3. They reported that the delegation has left Kyiv. 4. Some people consider that *Hamlet* is the summit of Shakespeare's art. 5. They believed that she knows several foreign languages. 6. They expected that he would return. 7. They supposed that the weather would be fine in April. 8. People know that he is armed.

**Pattern C:** *They looked at the picture with admiration.*  
*The picture was looked at with admiration.*

1. They listened to his lectures with great interest. 2. He throws away all his old note-books at the end of the school year. 3. We must send for the doctor immediately. 4. People talk much about this film. 5. You must think the matter over. 6. They spoke to the dean on the subject. 7. People always laughed at his jokes. 8. They argued about the incident for a long time. 9. She likes when people talk about her.

## **X. Translate into English:**

1. Дітей доглянуть. 2. Пошту проглянули вранці. 3. Я довго не міг зрозуміти, чому з нього сміялися. 4. На його пропозицію не звернули уваги. 5. На його знання не можна покластися. 6. Про цю подію багато говорять. 7. Для чого призначено цю річ? 8. Чим вона була така засмучена? 9. Якщо їй не стане ліпше, треба буде послати по лікаря. 10. Я певен, що вам заплатять за цю роботу завтра. 11. Його слухали з такою цікавістю, що ніхто не помітив, як я ввійшов. 12. Над вашою порадою треба замислитися, можливо ми прийmemo її.

## **XI. Translate into Ukrainian:**

1. He doesn't like to be laughed at. 2. The doctor who was immediately sent for said that the sick man must be taken to hospital. 3. Heat and light are given to us by the sun. 4. Your question can't be answered. 5. I was told some very interesting news. 6. The game was watched with great interest.

7. Nearly all the furniture will be taken out of the room. 8. I think that your plan will not be objected to. 9. The book is often referred to. 10. I was told to come here at 5 o'clock.

## **XII. Open the brackets, using the correct form of the Active or Passive Voice:**

1. Soon the plane (*lose*) in the clouds. 2. He is not afraid of difficulties. He never (*lose*) his head. 3. As he spoke his voice (*rise*) in excitement. 4. When the little houses (*leave*) far behind he (*hurry*) along the road. 5. Streets must never (*cross*) against the traffic light. 6. Not a single voice (*raise*) against him, everybody was sure he was right. 7. The stillness in the room (*break*) only by a clock upon the wall. It almost (*break*) her heart to leave the old home. 8. If we (*hurry*) with the work, it may (*spoil*). 9. He (*leave*) his home town in 1970.

## **XIII. Open the brackets, using the correct form in the Passive Voice:**

1. By whom this film (*make*)? 2. This book (*write*) many years ago, but it still (*read*) with great interest. 3. What factory (*show*) to the visitors tomorrow? 4. Library books must not (*keep*) longer than a fortnight. 5. This house (*paint*) two years ago, I don't know when it (*paint*) again? 6. These facts (*not mention*) in his report. 7. Who the story (*translate*) by? 8. I am afraid our holidays (*spoil*) by bad weather. 9. When the windows (*wash*) last? 10. When the advertisement (*place*) in the newspaper? 11. This museum (*visit*) by thousands of people every year.

## **XIV. Translate into English:**

1. Чому йому поставили так багато запитань? 2. Мені звеліли прийти сюди о п'ятій. 3. Такого взуття не можна носити в погану погоду. 4. Ці предмети вивчають на першому курсі. 5. Мені про це не сказали. 6. Вечірку буде організовано після закінчення семестру. 7. Його можна було побачити в саду за будь-якої погоди. 8. Стелі завжди фарбують у білий колір. 9. Він не відразу помітив, що вікно було розбите. 10. Де продаються ці книжки? — Ці книжки продаються всюди. 11. Його попросили відповісти на три запитання. 12. Вам заплатять за цю роботу завтра. 13. Читальний зал провітрюють чотири рази на день. 14. Яблуко розрізано на четверо.



**XV. Choose a suitable phrase to accompany the Passive construction. Translate the sentences into Ukrainian:**

*by hand; with clouds; by a group of students; with a storm of applause; by electricity; by a stranger; in ink; in pencil; by the litre; by air mail.*

1. Milk is sold ... . 2. These things are made ... . 3. The delegation was met ... . 4. The door was opened ... . 5. These machines are operated ... . 6. Her letters were often written ... . 7. Documents must be written ... . 8. The sky is covered ... . 9. The letter was sent ... . 10. He was greeted ... .

**XVI. Insert the auxiliary or modal verb:**

1. The telegram ... sent at five o'clock yesterday. 2. I am sure, a lot of questions ... be asked when he finishes speaking. 3. The traffic rules must ... always followed. 4. This book ... enjoyed by a person of any age. 5. Umbrellas and coats must ... left in the cloakroom. 6. The shops ... opened at 8 o'clock in the morning. 7. The doctor ... called early in the morning. 8. These questions won't ... raised at tomorrow's meeting.

**XVII. Translate into English:**

1. Роман написано молодим талановитим автором. 2. Адресу на конверті було написано олівцем. 3. Уранці я подивився у вікно і побачив, що землю вкрито снігом. 4. Лист було відправлено авіапоштою. 5. Лист було написано чорнилом. 6. Цю споруду побудовано з цегли. 7. Їхню розмову було перервано несподіваним приходом ще одного гостя. 8. Цю картину було намальовано невідомим художником. 9. Відповідь вам надішлють поштою. 10. Борошно продається кілограмами. 11. Цей папір неможливо розрізати ножицями.

**The Passive Voice. Perfect Tenses**

**XVIII. Make the following sentences interrogative and negative:**

1. This novel has been translated into Ukrainian. 2. The tickets had been sold by that time. 3. The telegram had been delivered in time. 4. The house will have been built by January. 5. He has been invited to the party. 6. This letter has just been signed by the director.

### **XIX. Open the brackets, using the Passive Voice:**

1. He was sure that his mistake never (*discover*). 2. When she returned, the subject of the conversation already (*change*). 3. She didn't follow the advice she (*give*). 4. Everybody (*send*) an invitation? 5. All the books from the library (*return*) by the end of the term. 6. The invitation (*refuse; accept*)? 7. I didn't know that the letter (*lose*). 8. He said he had never been there but he often (*tell*) about this place. 9. It always (*know*) as a most wonderful place for a holiday. 10. When my parents were born, television (*not invent*) yet. 11. I never (*speak*) to like that before. 12. There are books that (*not read*) for years. 13. The house was dark and damp inside like any other building which (*not live in*). 14. When we came to the cinema, all the seats (*sell*).

### **XX. Put the sentences into the Passive mentioning the agent where necessary:**

1. The secretary has recently brought this letter. 2. Mary has lost her key. 3. We have looked for the telegram everywhere. 4. They went home after they had finished the work. 5. The police have arrested three men. 6. Somebody had cleaned my shoes. 7. I have posted the letter. 8. My little brother has broken this cup. 9. She has locked the door. 10. The children have eaten the cake. 11. They had written the composition before the bell rang. 12. By this time tomorrow, the president will have made the announcement. 13. I didn't know that they hadn't invited him. 14. Tom has just spilled the milk. 15. The teacher has checked our dictations. 16. They had told him the news before he left.

### **XXI. Translate into Ukrainian:**

1. I haven't been given a chance to explain. 2. You should do as you have been told. 3. He hasn't been seen for a long time. 4. Everything will have been arranged by the end of the day. 5. Three men have been arrested by the police. 6. The work had been done by five o'clock yesterday. 7. The telegram has just been sent. 8. Yesterday I heard that he had been sent to London.

### **XXII. Translate into English:**

1. Ця кімната завжди призначалася тільки для гостей. 2. Колумб помер, не знаючи, що ним було відкрито новий континент. 3. У цій кімнаті давно не жили. 4. Ці фільми відрізняються від тих, що нам показували досі. 5. Її шойно повезли в лікарню. 6. Йому завжди давали молоко перед сном. 7. Вони заблукали тому, що їм не показали дороги. 8. Коли ви зателефонували, роботу було шойно закінчено. 9. Запрошення не було прийняте, оскільки його отримали надто пізно.

## The Passive Voice. Continuous Tenses

### XXIII. Use the verbs in bold type in the Passive Voice:

1. He was sure that somebody **was following** him. 2. We couldn't give him the daily program, we **were still working it out**. 3. **Are** they still **painting** tea cups by hand? 4. What **are** they **selling** in this little shop? 5. Everybody **is** still **laughing** at his jokes. 6. They **are making** a lot of new experiments in their laboratory now. 7. What happened? Why **was** a crowd of people **pushing** the car? 8. She felt they **were looking** at her.

### XXIV. Translate into Ukrainian:

1. I must go. I'm being waited for. 2. When she entered the classroom, the last student was being examined. 3. He'll know why he is being sent there. 4. What goods were being loaded when you came to the port? 5. What is being done to improve things? 6. When I came to the town three years ago, the bridge across the Volga was still being built. 7. I didn't realise that our conversation was being recorded. 8. This question is being discussed at the meeting now.

### XXV. Complete the sentences using the Past Continuous Tense:

1. When I left the Institute I didn't know yet the marks the students had got because their papers (*look through*). 2. When I was a worker at this factory this work still (*do*) by hand. 3. Just this very question (*discuss*) when I joined in the conversation. 4. I haven't been to the show but I was present when the best photos (*choose*). 5. He entered the hall in the dark and didn't understand at first what film (*show*). 6. She had the feeling that she (*watch*). 7. I wasn't surprised that he (*listen to with such interest*). He is a very good lecturer. 8. He was disturbed by the noise coming from the room next to his. He was sure that some experiments (*make*) there.

### XXVI. Translate into English:

1. Не заходьте до аудиторії. Там екзамнують студента. 2. У нього було таке відчуття, що за ним хтось іде. 3. Що пояснювали групі, коли ви приєдналися до неї? 4. Що будують по той бік ріки? 5. Не заходьте без запрошення, у залі обговорюють дуже важливе питання. 6. Діти знали, що за ними спостерігають. 7. Що там обговорюють? — Мабуть, учорашній фільм.

**XXVII. Memorize the following proverbs. Translate them into Ukrainian:**

1. Rome **wasn't built** in a day. 2. Old birds **are not caught** with chaff. 3. What **is done cannot be undone**. 4. Don't count your chickens before they **are hatched**. 5. A tree **is known** by its fruit. 6. The devil is not so black as he **is painted**.

**Indefinite Pronouns: all, both, either neither**

**XXVIII. Translate into Ukrainian:**

1. We can all take part in this work. 2. All of them are here. 3. That's all I can tell you about it. 4. They told us all about their holiday. 5. All I've eaten today is a sandwich. 6. I've been trying to find you all morning. 7. We all felt ill after the meal. 8. We are all going out for a meal this evening. 9. We spent all day on the beach. 10. I have brought you all the books you need for this work.

**XXIX. Translate into English:**

1. Вони всі пішли в театр. 2. Усі дикі тварини бояться вогню. 3. Усі були готові до іспиту. 4. Уся кімната була прикрашена квітами. 5. Вони всі були дуже схвилювані. 6. Розкажіть мені все, що ви знаєте про це. 7. Усе було готове до від'їзду. 8. Я чекаю на вас весь день. 9. Ми всі будемо дуже раді його бачити. 10. Ви випили все молоко, що було в пляшці? 11. Вони всі прийдуть сюди сьогодні ввечері. 12. Я провів з ним весь вечір.

**XXX. Translate into Ukrainian:**

1. Both of these restaurants are very good. 2. They both graduated from the University last year. 3. We must both be there tonight. 4. You are both right. (*or both of you are right*). 5. I couldn't decide which one to choose. I liked both. 6. He gave me two magazines yesterday. I have read both.

**XXXI. Translate into English:**

1. Вони обидві підуть туди сьогодні ввечері. 2. Він був поранений в обидві ноги. 3. Обидві ці машини виготовлені на нашому заводі. 4. Ви обоє повинні прийти сьогодні о 6 годині. 5. Він дав мені дві книжки: обидві дуже цікаві. 6. В обох подорожніх був стомлений вигляд. 7. Ви дали мені два приклади: обидва правильні. 8. По обидва боки річки було багато гарних будинків. 9. Їх обох було запрошено, і вони обоє прийняли запрошення. 10. Ви можете їхати будь-якою з двох доріг. 11. Ці діти обоє мої. 12. Вони обоє можуть вам допомогти.

### XXXII. Translate into Ukrainian:

1. Neither of us will be at home tonight. 2. The guests sat on either side of a long table. 3. Neither of us is (*or: are*) married. 4. Neither of the children wants (*or: want*) to go to bed. 5. Neither of us could remain there. 6. I can agree in neither case. 7. Neither of them knew your address. 8. We can go to either restaurant. 9. Do you want tea or coffee? — Either. I don't mind. 10. Neither of the restaurants we went to was (*or: were*) expensive.

### XXXIII. Translate into English:

1. Жоден з нас (двох) не згадував його. 2. Я не бачив жодного з них (двох). 3. Вони обоє не згодні з вами. 4. Вони обоє не впізнали мене. 5. Ми не прийняли жодної (з двох) пропозиції. 6. Ви можете їхати будь-якою з двох доріг. 7. Жоден з них не прийшов вчасно. 8. Ми не знали жодного з них. 9. Ось дві книжки. Ви можете взяти будь-яку з них. 10. Жодна з (двох) відповідей не була правильною.

## EXERCISES FOR INDIVIDUAL WORK

### I. Supply the missing prepositions:

1. She always felt uncomfortable when she was looked ... . 2. When will the old newspapers be thrown ... ? 3. He is spoken ... with warmth. 4. What's that thing meant ... ? 5. The tickets must be paid ... immediately. 6. Each word he spoke was listened ... . 7. The question was not to be argued ... . 8. They read all the books that are much talked ... . 9. The matter was argued ... for days.

### II. Use the verbs in bold type in the Passive Voice:

1. My chief **has promised** me a four-day holiday. 2. They **have** always **listened** to these lectures with interest. 3. She **had written** the answers to all the questions long before the end of the lesson. 4. They **have** always **laughed** at his jokes. 5. They **have known** this fact for years. 6. She said that they **hadn't invited** him. 7. I wondered why they **had posted** the letter unstamped. 8. He left two years ago and we **haven't heard** from him ever since. 9. **Have** they **told** him about the changes in the timetable? 10. No one **has lived** in this house for the last hundred years.

### III. Insert the auxiliary or modal verb:

1. A lot of houses ... been built in our town this year. 2. His parents ... been married five years when he was born. 3. The next morning when I came out, I saw that the streets ... been washed out by rain. 4. Don't close the window. It has just ... opened. 5. The construction of the bridge ... been finished before winter comes. 6. I wondered why he hadn't ... taught any foreign language. 7. How long has this stadium ... built? 8. Close the door please, little Jane ... being washed. 9. He didn't show much interest when earlier theories on the subject ... being discussed. 10. He couldn't do a thing when he knew he ... being watched. 11. The boys watched how the car was ... cleaned. 12. His speech is ... translated for the foreign guests. 13. Many new houses ... being built in Kyiv now.

### IV. Translate into English:

1. Коли було видано цю книжку? 2. Їх зустрінуть на станції. 3. Йому дали кілька книжок для доповіді. 4. Її попросили заспівати цю пісню ще раз. 5. Цю фабрику було збудовано 10 років тому. 6. Якщо мене питають, я їм усе розповім. 7. Телефон винайшли в минулому столітті. 8. Цей лист щойно підписано директором. 9. Молоко продають на літри. 10. Цю роботу буде закінчено через два дні. 11. Хліб було нарізано гострим ножем. 12. Вам не доведеться чекати. Документи буде перевірено, а листи підписано до того часу, коли ви прийдете. 13. Мені пообіцяли негайну допомогу. 14. Йому запропонували квиток на концерт. 15. Йому слід потурбуватися про своїх батьків.

### V. Add *of* if possible:

1. All ... the children listened to the story. 2. Almost all ... students study hard for exams. 3. Both ... those books are mine. 4. I bought two books. Both ... books were expensive. 5. I have two brothers. Both ... my brothers are in school. 6. All ... the students in my class are studying English. 7. Not all ... people are friendly, but most ... people have kind hearts. 8. Almost all ... children like fairy tales. 9. Both ... us were very tired. 10. Both ... my sisters are doctors. 11. Both ... her children have blue eyes. 12. Do you know all ... the people in your group? 13. Both ... my daughters are married.

## UNIT 11

TOPIC: SUPPLY

TEXT A

TEXT B

TEXT C

GRAMMAR: Sequence of Tenses. Direct and Indirect Speech

Indefinite Pronouns: every, each

### READING DRILLS

#### 1. Practise the pronunciation of the following words:

##### a) stress the first syllable:

cost, schedule, care, proper, analyse, category, salary, charge, bond, rent, interest, payment, property, wear, tear, variable, total, since, increase, marginal.

##### b) stress the second syllable:

supply, supplier, consumption, production, include, commodity, prevail, concern, affect, select, demand, incur, divide, executive, additional.

#### Text A

Business people think of demand as the consumption of goods and services. At the same time, they think of supply as their production. As they see it, supply means the quantity of a product supplied at the price prevailed at the time. Economists **are concerned with**<sup>1</sup> market as a whole. They want to know how much of a certain product sellers will supply at each and every possible market price. Supply may be defined as a schedule of quantities that would be offered for sale at all of the possible prices that might prevail in the market. Everyone who offers an economic product for sale is a supplier.

The law of supply states that the quantity of an economic product offered for sale varies directly with its price. If prices are high suppliers will offer greater quantities for sale. If prices are low, they will offer smaller quantities for sale. Since productivity affects both cost and supply it is important that **care can be taken**<sup>2</sup> in selecting the proper materials. Productivity and cost must **be kept in mind**<sup>3</sup> in order to make the best decision. It means a business must analyse the issue of costs before making its decisions. To make **the decision-making process**<sup>4</sup> easier we try to divide cost into several different categories.

**Fixed cost**<sup>5</sup> — the cost that a business incurs even if the plant is idle and output is zero. It makes no difference whether the business produces nothing, very little, or a lot.

Fixed costs include salaries paid to executives, **interest charges on**<sup>6</sup> bonds, rent payments on **leased properties**<sup>7</sup>, local and state property taxes. They also take in depreciation — the gradual **wear and tear on capital goods**<sup>8</sup> over time.

**Variable cost**<sup>9</sup> — a cost that changes with changes in the business rate of operation or output.

**Total cost**<sup>10</sup> — is the sum of the fixed and variable costs. It takes in all the costs a business faces in the course of its operations.

**Marginal cost**<sup>11</sup> — the extra or additional cost incurred when a business produces one additional unit of a commodity. Since fixed costs do not change, marginal cost is the increase in variable costs, which stems from using additional factors of production.

## COMMENTS

1. **to be concerned with smth** — займатися чимось
2. **... care can be taken** — ... проявити обережність
3. **to keep in mind** — пам'ятати
4. **decision-making process** — процес прийняття рішення
5. **fixed cost** — фіксовані витрати
6. **interest charges on** — процентні нарахування за ...
7. **leased properties** — орендна власність
8. **wear and tear on capital goods** — амортизація засобів виробництва
9. **variable cost** — змінні витрати
10. **total cost** — загальні витрати
11. **marginal cost** — додаткові витрати

## VOCABULARY EXERCISES

### I. Give the corresponding nouns to the following verbs:

- a) to offer, to process, to supply, to change, to demand, to care, to price, to tax, to cost, to produce, to increase, to market, to state;
- b) to consume, to differ, to select, to decide, to divide, to sell, to execute, to define, to depreciate, to lease, to operate, to pay, to analyse.



## II. Find equivalents:

- |                                      |                                 |
|--------------------------------------|---------------------------------|
| 1. consumption of goods and services | а. процес прийняття рішення     |
| 2. at the same time                  | б. загальні витрати             |
| 3. to be concerned with smth         | в. фіксовані витрати            |
| 4. to take in depreciation           | г. додаткові витрати            |
| 5. schedule of quantities            | д. займатися чимось             |
| 6. to prevail in the market          | е. водночас                     |
| 7. decision-making process           | є. споживання товарів та послуг |
| 8. issue of cost                     | ж. включати знецінення          |
| 9. fixed cost                        | з. тариф кількостей             |
| 10. variable cost                    | и. панувати на ринку            |
| 11. total cost                       | і. поява ціни                   |
| 12. marginal cost                    | ї. змінні витрати               |

## III. Translate the sentences paying attention to the italicized words:

1. His parents keep him well *supplied* with cash. 2. Fresh vegetables *are in short supply* at this time of year. 3. People who offer an economic product for sale are *suppliers*. 4. *Money supply* is the total amount of money in circulation. 5. Ukraine has insufficient *water supplies*. 6. Planes dropped food and medical *supplies* to the stranded villagers. 7. *Supply and demand* determine prices in a market economy. 8. You promised us fuel, but can you guarantee its *supply*?

## IV. Match each term in Column A with its definition in Column B:

- | Column A             | Column B   |
|----------------------|--|
| 1. supply            | a. The additional cost of producing an extra unit of output.   |
| 2. total costs       | b. Everyone who offers an economic product for sale.   |
| 3. the Law of Supply | c. Costs that increase as the number of units produced increases.  |
| 4. variable costs    | d. A table showing the quantities of a product that would be offered for sale at various prices at a given time. |
| 5. supply schedule   | e. Number of items offered for sale at each of several prices.   |
| 6. marginal cost     | f. Sellers will offer more of a product at a higher price and less at a lower price.                             |
| 7. supplier          | g. Costs that remain the same regardless of the amount of business done by the firm.                             |
| 8. fixed costs       | h. The sum of the fixed and variable costs.  |

**V. Define which of the following items best completes the statement:**

**1. *The law of supply states***

- a. buyers will purchase more at lower prices than at higher prices.
- b. sellers will produce more at higher prices and less at lower prices.
- c. quantities offered for sale do not depend on price.
- d. consumers buy more at high prices and less at lower prices.

**2. *As output increases***

- a. total costs fall.
- b. fixed costs increase.
- c. overhead costs per unit fall.
- d. total variable costs fall.

**3. *A producer is most likely to increase the quantity of a product supplied when***

- a. the consumer will pay a higher price for the product.
- b. the quantity demanded decreases.
- c. production costs increase.
- d. there is government regulation.

**VI. Fill in the blanks with prepositions or adverbs if necessary:**

1. Business people think ... demand as the consumption ... goods and services. 2. Economists are concerned ... market as a whole. 3. Supply means the quantity ... a product supplied ... the price prevailed ... the time. 4. Supply is defined as a schedule ... quantities that would be offered ... sale ... all ... the possible prices that might prevail ... the market. 5. The law ... supply states that the quantity ... an economic product offered ... sale varies directly ... its price. 6. ... productivity affects ... both ... cost and supply it is important that care can be taken ... selecting the proper materials.

**VII. Complete the following sentences:**

1. Business people think of demand ... . 2. At the same time, they think of supply ... . 3. Economists want to know ... . 4. Supply may be defined ... . 5. Everyone who offers an economic product for sale is ... . 6. The law of supply states ... . 7. If prices are high ... . 8. Since productivity affects both cost and supply ... . 9. Fixed cost is ... . It includes ... . 10. Marginal cost is ... .

### VIII. Answer the following questions:

1. What do business people think of demand (supply)? 2. What does the term «supply» mean? 3. Whom do we call a supplier? 4. What does the Law of Supply state? 5. Why is it important for a business to analyse the costs? 6. What categories is the cost divided into? 7. What is fixed cost? 8. What do fixed costs include? 9. What is variable cost? 10. Total cost is the sum of the fixed and variable costs, isn't it? 11. What do you know about marginal cost?

### IX. Translate into English:

1. З погляду економістів, пропозиція — це кількість продукції, запропонованої за переважаючою на той час ціною. 2. Кожний, хто пропонує продукцію на продаж, є постачальником. 3. Кількість продукції, запропонованої на продаж, змінюється залежно від ціни. 4. Необхідно пам'ятати про продуктивність та витрати для того, щоб прийняти ліпше рішення. 5. До витрат належать заробітна плата, податки, відсотки на облігації та сплата ренти за орендовану власність. 6. Змінні витрати — це витрати, що змінюються. 7. Загальні витрати — це сума фіксованих та змінних витрат. 8. Додаткові витрати — це зростання змінних витрат, спричинене застосуванням додаткових факторів виробництва.

## READING DRILLS

### 1. Practise the pronunciation of the following words:

#### a) stress the first syllable:

typical, perishable, length, foodstuff, offer, easily, difficulty, actual, tend, price, either, locally, sharply, generally, furniture, instance, stock, glut, rapidly;

#### b) stress the second syllable:

deteriorate, increase, decrease, particular, produce, producer, production, commodity, completely, adjust, encourage, create, belong, consumer, available, throughout, condition, reduce, response.

### Text B

Bananas are typical example of **perishable goods**<sup>1</sup>. By «perishable» we mean goods which cannot be stored for any length of time without going bad. Most foodstuffs are in the perishable category. Such goods are offered for sale as quickly as possible, and so the supply of perishables and the stock of perishables available at any time are usually the same in quantity.

This is not true in the case of non-perishable goods like coal, steel and cars, which do not deteriorate easily. The supply of cars in the market may not be the same as the actual stock of cars in the factories.

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. **Overproduction**<sup>2</sup> of any commodity can also create difficulties, because it can lead to a glut on the market, which may cause prices to fall sharply.

Supplies of many commodities can generally be adjusted to suit market conditions. This means that changes in prices lead to changes in the quantity of a particular commodity which is made available to consumers. **Household goods**<sup>3</sup> and furniture belong to this category. In such instances supply is said to be «elastic», because it can be increased or decreased rapidly in response to market prices.

## COMMENTS

1. **perishable goods** — товари, що швидко псуються
2. **overproduction** — перевиробництво; надвиробництво
3. **household goods** — господарські товари; предмети домашнього вжитку

## VOCABULARY EXERCISES

### I. Give the Ukrainian equivalents for the following words and word-combinations. Use them in the sentences of your own:

perishable/non-perishable goods; particular commodity; a rise in prices; on the other hand; overproduction; to go out of business; to reduce production; to encourage producers; to create difficulties; household goods; to lead to a glut on the market; changes in prices; to suit market conditions; market prices.

### II. Change the sentences according to the pattern:

**Pattern:** *He told me something. The prices will change.  
He told me that the prices would change.*

1. The government anticipated something. The workers will demand higher wages. 2. The management decided something. The new factory will be located in a different city. 3. The development committee arranged

something. The meetings will be held at regular intervals over the next two years. 4. They told him something. The committee will meet next week. 5. The economists expected something. The prices will fluctuate considerably.

**III. Say whether these statements are true or false and if they are false say why:**

1. Bananas are a typical example of goods that easily deteriorate.
2. Steel can be stored for a long time without losing its value.
3. The actual stock of cars in a factory is usually the same as the supply of cars available on the market.
4. According to the Law of Supply, a rise in prices tends to reduce supply.
5. If prices fall locally, production will be reduced throughout the world.
6. When there is a glut on the market, demand decreases and prices fall.
7. Changes in prices lead to a change in the quantity of a commodity.
8. Supply is «elastic» because market prices rise and fall.

**IV. Change the italicized verb into a noun and fill in the blanks:**

1. The government *encourages* private enterprise. Their \_\_\_\_\_ sometimes takes the form of financial help. 2. It is sometimes necessary *to adjust* the quantity of goods flowing to the market. This \_\_\_\_\_ is made according to market conditions. 3. Some economists are interested in *measuring* changes in the price of essential commodities. This \_\_\_\_\_ extends over a period of years. 4. The management tried *to assess* the amount of money needed for the plan. The \_\_\_\_\_ was to be made by a special committee. 5. He *arranged* the committee meeting. His \_\_\_\_\_ were very efficient. 6. He decided *to invest* his capital in the new enterprise. His \_\_\_\_\_ might be very profitable.

**V. Answer the following questions:**

1. What are perishable goods? 2. What two things are usually the same in quantity? 3. What happens when the Law of Supply operates? 4. What does a rise in prices encourage? 5. What does a fall in prices cause? 6. What serious effect may a fall in prices have on some producers? 7. What can overproduction lead to? 8. What happens when the supply of a commodity is adjusted to suit market conditions? 9. What kinds of goods belong to the category of commodities that can be adjusted easily? 10. What is meant by «elastic» supply?

**VI. Punctuate the following passage. Provide capital letters, commas, full stops, brackets, colons etc., where applicable:**

non perishable goods such as coal steel cars and aeroplanes can be stored for considerable periods of time without loss of value this is not true however with perishables which must be placed on the market as quickly as possible if they are not sold quickly they will deteriorate if they deteriorate while in storage or in the shops both producers and distributors lose a large amount of money if there is a glut of certain perishables these commodities must be sold quickly even if the selling price is too low for a satisfactory profit

**READING DRILLS**

**1. Practise the pronunciation of the following words:**

**a) stress the first syllable:**

frequently, constant, variable, graphical, curve, normally, fear, upwards, downwards, slope, indicate, straight, vertical, graph, line, movement, actually.

**b) stress the second syllable:**

denote, determine, assume, assuming, assumed, assumption, exception, analysis, involve, relate, relation, relationship, dependent, commodity, remain, allow, reflect, amount, enable.

**Text C**

In economic theory, the term «supply» denotes the amount of a commodity or service offered for sale at a given price. Just as in the case of demand, supply is determined also by factors other than price, the most important being the cost of production and the period of time allowed to supply to adjust to a change in prices. In economic analysis, these other factors are frequently assumed to be constant. This assumption enables supply and price to be related in what is called the «supply function» (with price as the independent and supply as the dependent variable) and to be graphed in the supply curve.

The supply curve is the graphical representation of the supply function, i.e., of the relationship between price and supply. It shows us how many units of a particular commodity or service would be offered for sale at various prices, assuming that all other factors (such as the cost of production, the period of time involved) remain constant. The supply curve normally slopes upwards from left to right. This indicates that, other things being equal, more is offered for sale at higher prices.

There are, however, exceptions. For example, where goods are in fixed supply, the supply curve would be a straight vertical line. Another exception is the case where a fall in prices calls for a larger supply because suppliers fear that prices might fall still further, and where, therefore, the supply curve actually slopes downwards. If changes in the other factors are allowed, this would be reflected not in a movement along the curve, but in a shift of the whole curve.

## VOCABULARY EXERCISES

### I. Give the Ukrainian equivalents for the following words and word-combinations. Use them in the sentences of your own:

supply; to offer for sale; a fall in prices; a change in prices; the amount of a commodity or service; at a given price; the relationship between price and supply; the cost of production; supply function; supply curve; at various prices; a particular commodity or service; at higher prices; in fixed supply; the period of time involved; the graphical representation; to slope downwards; a straight vertical line; to slope upwards.

### II. Find in the text the terms corresponding to the following definitions:

1. Number of items offered for sale at every price at a particular time and place. 2. The money value of a good or service. 3. The graphical representation of the supply function. 4. The relationship between price and supply.

### III. Fill in the blanks below with the most appropriate terms from the list:

service; the Law of Supply; a product; a commodity; the supply function; the supply curve; supply schedule; sale; a supplier; producers; price.

1. In economics, the term «supply» denotes the amount of \_\_\_\_\_ or \_\_\_\_\_ offered for sale at a given \_\_\_\_\_. 2. A table showing the quantities of \_\_\_\_\_ that would be offered for \_\_\_\_\_ at various prices at a given time is called \_\_\_\_\_. 3. \_\_\_\_\_ states that the quantity of an economic product offered for sale varies directly with its price. 4. The supply curve is the graphical representation of \_\_\_\_\_. 5. \_\_\_\_\_ normally slopes upwards from left to right. 6. Everyone who offers an economic product for sale is \_\_\_\_\_. 7. \_\_\_\_\_ want to sell more at a higher price and less at a lower price.

**IV. Define which of the following items best completes the statement:**

*A typical supply curve*

- a. slopes upwards from left to right.
- b. slopes downwards from right to left.
- c. is usually a straight line.
- d. is always a curved line.

**V. Complete the following sentences:**

1. In economic theory, the term «supply» denotes ... . 2. Just as in the case of demand, supply is determined also by ... . 3. The supply curve is ... . 4. It shows us ... . 5. The supply curve normally slopes ... . 6. This indicates that ... . 7. Another exception is ... . 8. If changes in the other factors are allowed ... .

**VI. Answer the following questions:**

1. What does the term «supply» denote in economic theory? 2. What factors is supply determined by? 3. What is called «supply function»? 4. What is supply curve? 5. What does the supply curve show? 6. How does the supply curve normally slope? 7. What does it indicate? 8. Are there any exceptions to supply curve?

**COMMUNICATIVE SITUATIONS**

1. Round-table discussion. The question on the agenda is «Supply and demand determine prices in a market economy».

Questions for discussion:

- «The law of demand works because consumers have the ability to substitute. The law of supply works because producers have the ability to substitute».

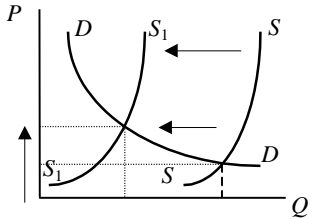
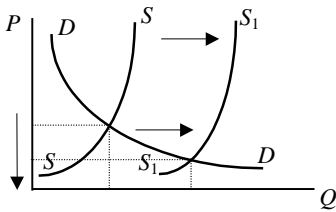
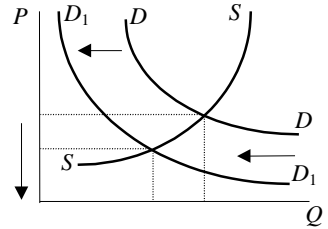
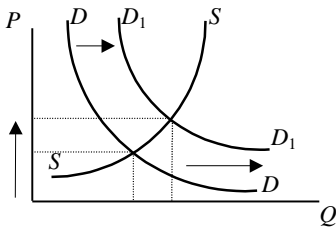
Explain these statements.

- The four laws of supply and demand are the following:

- a. An increase in demand generally raises price and raises quantity demanded.
- b. A decrease in demand generally \_\_\_\_\_ price and \_\_\_\_\_ quantity demanded.
- c. An increase in supply generally lowers price and raises quantity demanded.
- d. A decrease in supply generally \_\_\_\_\_ price and \_\_\_\_\_ quantity demanded.



Fill in the blanks. Demonstrate each law with a supply-and-demand curve given below:



■ production costs change as output changes:

Quantity q	Fixed cost (FC) \$	Variable cost (VC) \$	Total cost (TC) \$
0	55	0	55
1	55	30	85
2	55	55	110
3	55	75	130
4	55	105	160
5	55	155	210
6	55	225	280

The major elements of a firm's costs are its fixed costs (which don't vary at all when output changes) and variable costs (which increase as output increases). Total costs are equal to fixed plus variable costs:  $TC = FC + VC$ .

## GRAMMAR EXERCISES

### Sequence of Tenses. Direct and Indirect Speech

#### I. Change the following sentences as in the pattern:

**Pattern:** *I need to talk to you.*

*My friend **told me** that he needed to talk to me.*

1. I will call you tomorrow.
2. I know your cousin.
3. I'm getting hungry.
4. I can't read your handwriting.
5. I think you speak English very well.
6. Your pronunciation is very good.
7. I may be absent from class tomorrow.
8. I'm not married.
9. I have to take another English course.

#### II. Use Indirect Speech:

1. She said: «I like oranges better than bananas».
2. «I am going away tomorrow, mother», he said.
3. The dean said: «I want to have a word with you».
4. The boy said: «I'll never smoke again».
5. «We'll have enough time to finish the work», the workers said.
6. The librarian said: «There are a lot of English books in our library».
7. «Nothing grows in my garden. It never gets any sun», she said.
8. «It isn't so foggy today as it was yesterday», I remarked.
9. «You can keep that book, if you like, John», she said.
10. «We have a lift but very often it doesn't work», they said.

#### III. Translate into Ukrainian:

1. Nobody knew what he meant.
2. I wrote that I must see him.
3. They said that they were late and they were sorry.
4. She knew that George would be waiting for her.
5. I thought you were joking.
6. Galileo proved that the earth moves round the sun.
7. He said that Mary had told him that she was writing a new play.
8. She wasn't sure that they would arrive in the evening.
9. He told his mother he was going away the next day.
10. She said that she would answer the phone.

#### IV. Complete the sentences in your own way:

1. One of the students remarked that ... .
2. My father often told me that ... .
3. We discussed the fact that ... .
4. Ann changed her mind when she learnt that ... .
5. I was sure that ... .
6. They said that ... .
7. We knew that ... .
8. He stressed in his report that ... .

## V. Translate into English:

1. Я знав, що вона живе в Харкові. Я знав, що вона жила в Харкові.  
2. Вона сказала, що скоро повернеться. 3. Він сказав, що знає дві іноземні мови. 4. Він сказав мені, що бачив їх напередодні. 5. Я відчував, що вона на мене сердиться. 6. Ми не знали, що він хворий. 7. Ми хотіли довідатись, о котрій годині прибуває поїзд. 8. Ми знаємо, що він удома. Ми не знали, що він удома. 9. Ми всі знали, що Т.Г.Шевченко народився в 1814 році. 10. Я сказав, що прочитаю цю книжку після того, як складу іспити. 11. Він каже, що вже спав, коли батьки повернулися додому. Він сказав, що вже спав, коли батьки повернулися додому. 12. Ніхто не розумів, чому він відмовився від такої цікавої попозиції.

## Reported Questions

### VI. Change the following sentences as in the patterns:

**Pattern A:** *Are you hungry?*

*He (She) asked me if (whether) I was hungry.*

1. Are you listening to me? 2. Do you need any help? 3. Are you going to call me tonight? 4. Does the semester end in December? 5. Have you ever been to Paris? 6. Did you enjoy your vacation? 7. Will you be at home tonight? 8. Is what you said really true? 9. Do you think it's going to rain?

**Pattern B:** *Where is your friend?*

*He (She) asked me where my friend was.*

1. What time is it? 2. What are you doing? 3. How do you know that it is true? 4. Where will you be tomorrow around three o'clock? 5. Whose briefcase is that? 6. Where should I meet you after class? 7. Who do you think will win the game? 8. When does the semester end? 9. What are you going to do during vacation?

### VII. Use Indirect Speech:

1. «Who put salt in my coffee?» he asked. 2. «What is your new house like?» I asked them. 3. «Where were you last night?» she asked. 4. «How far is it and how long will it take me to get there?» asked the man. 5. «Are you busy now?» he asked. 6. «Are you leaving today or tomorrow morning?» asked the secretary. 7. «Are you sorry for what you did?» the mother asked the little son. 8. «Shall I open the window?» the student asked. 9. «Do you know why he is absent?» the teacher asked. 10. «Do you understand what I mean?» he asked.

### VIII. Translate into English:

1. Він запитав мене, де працює мій брат. 2. Я запитав її, чи йде дощ. Вона відповіла, що йде. 3. Я запитав секретаря, чи є директор. Він відповів, що є. 4. Я запитав його, чи можу з ним поговорити. Він відповів, що можу. 5. Він запитав мене, чому я прийшла так пізно. 6. Він щойно запитав мене, о котрій годині почнеться лекція. 7. Він запитав мене, хто власник цього автомобіля. 8. Вони запитали мене, коли відчиняють крамниці. 9. Ми запитали її, чи знає вона професора, який читає лекцію.

### IX. Complete the sentences in your own way:

1. I couldn't understand why ... . 2. I wasn't sure whose ... . 3. We didn't know where ... . 4. My boss angrily asked me ... . 5. Ann wondered whether they ... . 6. She asked me if the weather ... . 7. No one knew who ... .

### X. Translate into English:

1. Вона попросила сестру розбудити її о сьомій годині ранку. 2. Він наказав мені йти туди негайно. 3. Лікар сказав їй, що вона повинна лежати в ліжку два тижні. 4. Вона попросила мене пояснити, як це сталося. 5. Вона попросила його прийти додому трохи раніше. 6. Мені наказали зробити цю роботу якнайшвидше. 7. Вона попросила своїх друзів не перебивати її, коли вона говорить. 8. Джон попросив мене нікому не говорити про це.

### Indefinite Pronouns: Each and Every

### XI. Translate into Ukrainian:

1. I could hear **every** word they said. 2. The buses go **every** 10 minutes. 3. We all write to **each other** regularly. 4. He enjoyed **every** minute of his stay. 5. **Each of them** phoned me to thank. 6. The police questioned **everybody** in the room. 7. **Everyone** was tired and irritable. 8. He gave **each** boy a present. 9. They visit us **every other** week.

### XII. Translate into English:

1. Кожний студент знає це правило. 2. Усі вже прийшли. 3. Кожний з нас одержав запрошення на концерт. 4. Кожна людина повинна виконувати свої обов'язки. 5. Я розповім вам усе, що знаю. 6. Кожний студент у нашій групі зробив доповідь. 7. Він приходить сюди щовечора. 8. Перед кожним будинком було багато квітів. 9. Кожний з вас повинен уважно прочитати цю статтю. 10. Я шукав цієї книжки скрізь.

### **XIII. Memorize the following proverbs. Pay attention to the pronouns *each* and *every*:**

1. **Each** bird loves to hear himself sing. 2. **Every** white has its black, and **every** sweet its sour. 3. **Everybody's** business is **nobody's** business. 4. **Every** medal has its reverse. 5. **Every** man to his taste. 6. **Everything** is good in its season. 7. **Every** day is not Sunday. 8. **Every** man has his faults.

### **EXERCISES FOR INDIVIDUAL WORK**

#### **I. Complete the sentences with «said», «told» or «talked» and translate them into Ukrainian:**

1. John ... me that he was enjoying his new job. 2. The doctor ... that I would have to rest for at least a week. 3. Mary ... him that she was going away the next day. 4. At the meeting the chairman ... about the problems facing the company. 5. Father ... it was a nice restaurant but I didn't like it much. 6. Jill ... us all about her holiday in Australia. 7. Mother ... us to make a list of what we wanted. 8. The advertisement ... that if we answered all the questions correctly we might win \$50. 9. She ... of applying for another job.

#### **II. Use the Past Indefinite Tense in the Principal Clause and make the necessary changes in the Subordinate Clause:**

1. The experts find the construction will cost an enormous sum. 2. He says he doesn't even know such problems exist. 3. We are surprised to hear that your question wasn't answered at once. 4. They write that preliminary contacts have already been established. 5. Everybody understands the new project will require a great effort. 6. We are surprised to see that nothing has been changed. 7. They suppose that the new product won't be so expensive. 8. He is sure that he will get a credit.

#### **III. Use Indirect Speech:**

a) 1. «I have something to show you», I said to her. 2. «I'll come with you as soon as I am ready», she replied. 3. He said, «The price doesn't include the cost of packing». 4. «I have an English lesson this afternoon and I haven't done my homework yet», said John. 5. I said to him, «I have been waiting for you since two o'clock». 6. He said «I'm afraid I can't go there now but I shall probably be able to go tomorrow».

b) 1. «Don't eat too much», I advised her. 2. «Write to me as often as you can», said his wife. 3. He said to the secretary, «Bring me the letters we have received this morning». 4. The mother said to her son, «Don't stay there long». 5. «Please don't tell anyone what happened», Ann said to me. 6. «Please repeat these words after me», the teacher said. 7. «Don't forget your sandwiches», said his mother. 8. «Be careful crossing roads», he said, «and remember to drive on the right».

c) 1. «You mustn't come in without knocking», she said. 2. Notice reads: «Dogs must be kept on a lead». 3. He said: «After the lecture I have to go home quickly». 4. «Your ticket may cost five pounds», he told me. 5. His father said: «You should work harder next term». 6. «You mustn't tell anyone what I've just told you», she said to me. 7. «You needn't get up till nine tomorrow», I warned. 8. «You mustn't play with knives, children», said their mother.

d) 1. «Are you going to see him off at the station?» I asked her. 2. «What else did you see?» I asked the boy. 3. «Have you done this sort of work before?» said his new employer. 4. «Can you tell me why Paul left the University without taking his degree?» Paul's sister asked. 5. «How long have you been learning English?» the examiner said. 6. «How much do you think it will cost?» he said. 7. «Will you be here tomorrow?» she asked. «Yes», I answered. 8. «Shall I tell him what happened?» she asked me.

#### **IV. Put the sentences into Direct Speech with appropriate punctuation:**

1. He asked what the weather had been like during my holiday and I said that it had been awful. 2. Bill asked what country I came from. 3. I asked if I should write to Ann. 4. She asked him not to interrupt her. 5. I begged to make the coffee a bit stronger. 6. Ann said not to wait for her if she was late. 7. I asked her if she would like to borrow the book but she thanked me and said that she had already read it and hadn't liked it very much. 8. I stopped a man in the street and asked him to help me with my car.

#### **V. Translate into English:**

1. Він сказав, що повинен зробити цю роботу сам. 2. Лікар не велів мені виходити кілька днів. 3. Я спитав, чи прийде він сюди ввечері, і він сказав, що прийде. 4. Він щойно сказав, що він повністю задоволений результатами нашої роботи. 5. Я запитав її, чи йде дощ. Вона відповіла, що йде. 6. Лікар звелів йому кинути курити. 7. Запитайте його, чи погодиться він допомогти нам. 8. Я не був упевнений, що цю роботу буде зроблено вчасно. 9. Ніхто не розумів, чому вона відмовилася від такої цікавої пропозиції.

## UNIT 12

TOPIC: MARKET PRICE

TEXT A

TEXT B

TEXT C

GRAMMAR: The Infinitive. Forms and Functions  
The Prepositional Infinitive Complex

### READING DRILLS

#### 1. Practise the pronunciation of the following words:

##### a) stress the first syllable:

price, value, signal, serve, link, neutral, favour, neither, level, relatively, smoothly, strength, enterprise, opposite, stable, process, surplus, shortage, item, flexible, function;

##### b) stress the second syllable:

determine, consumer, consumption, surprisingly, instead, event, disaster, affect, react, accordingly, exactly, intention, adjust, adjustment, absorb;

##### c) stress the third syllable:

unforeseen, economic, flexibility, unexpected, equilibrium.

#### Text A

Prices play an important role in all economic markets. If there were no price system, it would be impossible to determine a value for any goods or services. In a market economy prices act as signals. A high price, for example, is a signal for producers to produce more and for buyers to buy less. A low price is a signal for producers to produce less and for buyers to buy more. Prices serve as a link between producers and consumers. Prices, especially in a free market system, are also neutral. That is, they favour neither the producer nor consumer.

Instead, they **come about**<sup>1</sup> as a result of competition between buyers and sellers. The price system in a market economy is surprisingly flexible. Unforeseen events such as weather, strikes, natural disasters and even war can affect the prices for some items. When this happens, however, buyers and sellers react to the new level of prices and **adjust their consumption and production accordingly**<sup>2</sup>. **Before long**<sup>3</sup>, the system functions smoothly again as it did before. This flexibility to absorb unexpected «shocks» is one of the

strengths of a free enterprise market economy.

In economic markets, buyers and sellers have exactly the opposite hopes and intentions. The buyers come to the market larger to pay low prices. The sellers come to the market hoping for high prices. For this reason, adjustment process must take place when the two sides come together. This process almost always leads to **market equilibrium**<sup>4</sup> — a situation where prices are relatively stable and there is neither a **surplus**<sup>5</sup> nor a **shortage**<sup>6</sup> in the market.

## COMMENTS

1. **to come about** — з'являтися
2. **... adjust their consumption and production accordingly** — ... таким чином регулюють споживання і виробництво
3. **before long** — потім
4. **market equilibrium** — ринкова рівновага (ринковий еквілібріум)
5. **a surplus** — залишок
6. **a shortage** — нестача

## VOCABULARY EXERCISES

### I. Give the verbs from which the following nouns are derived:

buyer, producer, consumer, competitor, supplier, accountant, monopolist, worker, employer, supervisor, manager, economist, financier, executive, leader, importer, exporter, seller.

### II. Find equivalents:

- |                         |                          |
|-------------------------|--------------------------|
| 1. to determine a value | а. низькі ціни           |
| 2. market economy       | б. високі ціни           |
| 3. price system         | в. ринкова економіка     |
| 4. low prices           | г. ринкова рівновага     |
| 5. adjustment process   | д. з цієї причини        |
| 6. market equilibrium   | е. визначати вартість    |
| 7. high prices          | є. цінова система        |
| 8. to come about        | ж. процес регулювання    |
| 9. for this reason      | з. відносно стабільний   |
| 10. free enterprise     | и. конкуренція           |
| 11. competition         | і. новий рівень цін      |
| 12. new level of prices | ї. вільне підприємництво |
| 13. affect the prices   | й. впливати на ціни      |
| 14. relatively stable   | к. з'являтися            |



### III. Memorize the following word-combinations.

Use them in the sentences of your own:

at a price /at a high cost — *за високою ціною*

contract price — *договірна ціна*

cost price — *собівартість*

free-market price — *ціна за умов вільної конкуренції*

price control — *контроль над цінами*

price level — *рівень цін*

prices and incomes policy — *політика цін і доходів*

pricing — *калькуляція цін*

purchase price — *купівельна ціна*

retail/wholesale price — *роздрібна/оптова ціна*

security price — *курс цінних паперів*

share/stock prices — *курс акцій, біржовий курс*

to keep the prices down — *не допускати підвищення цін*

to set/fix a price — *призначати ціну*

### IV. Translate the sentences paying attention to the italicized words:

1. He sold the house *at a good price*.
2. It must be done *at any price*.
3. You can't *put a price* on that sort of loyalty.
4. This restaurant is a bit *pricey* for me.
5. The government usually *sets prices* for public utility services.
6. Ask the builder to give you *a price* for the work.
7. I can't afford it *at that price*.
8. Fresh strawberries are now available *at a price*.
9. *The price* of cigarettes is set to rise again.
10. These goods *are priced* too high.
11. What *price* all your promises now?
12. You look absolutely *priceless* in that hat.
13. Supply and demand determine *prices* in a market economy.
14. In a free market *price* is determined by the market forces of demand and supply.

### V. Fill in the blanks with prepositions or adverbs if necessary:

1. Prices play an important role ... all economic markets.
2. Prices act as signals ... a market economy.
3. A high price is a signal ... producers to produce ... and ... buyers to buy ... .
4. Prices serve as a link ... producers and consumers.
5. Prices favour neither ... the producer nor ... consumer.
6. Prices come ... as a result ... competition ... buyers and sellers.
7. The price system ... a market economy is flexible.
8. Unforeseen events can affect ... the prices ... some ... items.
9. The sellers come ... the market hoping ... high prices.
10. Market equilibrium is a situation where prices are stable and there is neither ... a surplus nor a shortage ... the market.

**VI. Match each term in Column A with its definition in Column B:**

- | <b>Column A</b>       | <b>Column B</b>  |
|-----------------------|--|
| 1. free enterprise    | a. Money value of a good or service.   |
| 2. price system       | b. A situation where the quantity demanded is greater than the quantity supplied.                            |
| 3. shortage           | c. An economic system based on the private ownership of property, competition and the profit motive.         |
| 4. market price       | d. Economic system in which resources are allocated as a result of the forces of supply and demand.          |
| 5. surplus            | e. A consumer's willingness and ability to buy a product or service at a particular time and place.          |
| 6. purchasing power   | f. The price of a good or service at which the quantity demanded matches the quantity supplied.              |
| 7. price              | g. A situation where the quantity supplied is greater than the quantity demanded.                            |
| 8. market equilibrium | h. A situation where prices are relatively stable and there is neither a surplus nor shortage in the market. |

**VII. Define which of the following items best completes the statement:**

**1. «Prices act as signals to the market.» This means that**

- a. prices affect the kinds and amounts of goods and services offered for sale.
- b. profits increase as prices rise.
- c. high prices signal a healthy economy.
- d. people wait for supply and demand schedules to be published before making decisions.

**2. In a competitive market, the equilibrium or market price is**

- a. determined by consumer decisions.
- b. producers can charge the lowest price and still make a profit.
- c. determined by a government agency.
- d. the price at which consumers will buy all the goods producers are willing to sell.

**3. All else remaining equal, an increase in demand will result in**

- a. a higher market price.
- b. a lower market price.
- c. no change in price.
- d. an increase in supply.

**VIII. Complete the following sentences:**

1. If there were no price system ... . 2. A high price, for example, is a signal ... . 3. A low price is a signal ... . 4. The price system in a market economy is ... . 5. Unforeseen events such as ... . 6. This flexibility to absorb unexpected «shocks» is ... . 7. In economic markets, buyers and sellers have ... . 8. The buyers come to the market ... . 9. The sellers come to the market ... . 10. Adjustment process must take place when ... . 11. Market equilibrium is ... .

**IX. Answer the following questions:**

1. What role do prices play in all economic markets? 2. Is it possible to determine a value for any goods or services without price system? 3. What characteristics do prices have in a market economy? 4. What unforeseen events can affect the prices for some items? 5. What is one of the strengths of a free enterprise market economy? 6. What hopes and intentions do the buyers and sellers have coming to the market? 7. What is market equilibrium?

**X. Translate into English:**

1. Ціни відіграють важливу роль на всіх економічних ринках. 2. За умов ринкової економіки ціни діють як сигнали. 3. Цінова система в ринковій економіці напорчуд гнучка. 4. Ціни на вільному ринку нейтральні. 5. На економічних ринках покупці та продавці мають протилежні наміри та надії. 6. Покупці бажають купувати за низькими цінами. 7. Продавці приходять на ринок із надією на високі ціни.

**XI. Retell the text A using the following words and word-combinations:**

price system; to determine a value for any goods or services; prices act as signals; market economy; high price; low price; prices are neutral; flexible; free market system; competition between buyers and sellers; a free enterprise market economy; to affect the prices; opposite hopes and intentions; unforeseen events; to take place; adjustment process; market equilibrium; surplus; shortage.

## READING DRILLS

### 1. Practise the pronunciation of the following words:

#### a) stress the first syllable:

bargain, possible, current, marginal, compensate, argument, tendency, indicate, satisfy, diminish, purchase, matter, sacrifice;

#### b) stress the second syllable:

majority, advance, commodity, expenditure, accept, utility, relationship, remain, exist, desire, continue, successive, financial.

### Text B

In most economic systems, the prices of the majority of goods and services do not change over short periods of time. In some systems it is of course possible for an individual to bargain over prices, because they are not fixed in advance. In general terms, however, the individual cannot change the prices of the commodities he wants. When planning his expenditure, he must therefore accept these fixed prices. He must also pay this same fixed price no matter how many units he buys. A consumer will go on buying bananas for as long as he continues to be satisfied. If he buys more, he shows that his satisfaction is still greater than his dislike of losing money. With each successive purchase, however, his satisfaction compensates less for the loss of money.

A point in time comes when the financial sacrifice is greater than the satisfaction of eating bananas. The consumer will therefore stop buying bananas at the current price. The bananas are unchanged; they are no better or worse than before. Their marginal utility to the consumer has, however, changed. If the price had been higher, he might have bought fewer bananas; if the price had been lower, he might have bought more.

It is clear from this argument that the nature of a commodity remains the same, but its utility changes. This change indicates that a special relationship exists between goods and services on the one hand, and a consumer and his money on the other hand. 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**<sup>1</sup>.

## COMMENTS

1. **the Law of Diminishing Marginal Utility** — закон спадної граничної корисності

## VOCABULARY EXERCISES

### I. Find in the text the terms corresponding to the definitions:

1. The approach a country uses to deal with scarcity and achieve its economic goals. 2. An amount of money spent. 3. A purchaser of goods and services. 4. A current medium of exchange in the form of coins and banknotes. 5. Value put on a commodity at the point of exchange. 6. A thing bought. 7. The additional or extra satisfaction yielded from consuming an additional unit of goods or services. 8. An expert in economics.

### II. Say whether these statements are true or false and if they are false say why:

1. In the majority of systems prices are fixed but in the minority it is possible to bargain. 2. It is generally possible for the individual to change the prices of the commodities he wants. 3. We know that a consumer's satisfaction is greater than his financial sacrifice if he goes on buying a commodity at the current price. 4. When a consumer becomes dissatisfied at paying the current price, he pays less. 5. The financial sacrifice becomes too great when the quality of the commodity gets worse. 6. The consumer will probably buy more if the price falls. 7. If the price rises, the consumer will probably buy less. 8. If the price remains the same, the consumer will reach a point when his sacrifice is greater than satisfaction. 9. The utility of a product stays the same, but its nature changes. 10. «The Law of Diminishing Marginal Utility» is the name which economists give to the tendency for a consumer's desire to diminish as he buys more units.

### III. Change the sentences according to the pattern:

**Pattern:** *When he plans his expenditure, a consumer must accept fixed prices.*

*When planning his expenditure, a consumer must accept fixed prices.*

1. When they consider problems of distribution, businessmen should investigate all the methods currently in use and decide objectively whether they can be improved. 2. When it prepares a new product, a company must spend a large amount of money. 3. When it decides production targets for a period of years, the government must establish its priorities very clearly. 4. When it tries to increase efficiency in production, the planning body should decide what factors are most important. 5. When it makes decisions over the number of employees which will be needed, the management for a factory must consider everything very carefully.

#### **IV. Make the following sentences passive:**

1. The government fixes the prices.
2. They fix the price in advance.
3. He must pay the current price.
4. The government has changed the policy.
5. The commodity satisfies the consumer.
6. They have produced additional supplies for the men.
7. Even in a capitalist economy the government plans certain things.
8. Economists have classified the various economic systems.
9. They have obtained various valuable minerals in that area.
10. The individual cannot change the prices of the commodities he wants.

#### **V. Answer the following questions:**

1. Prices are fixed in most economic systems, but what is possible in some systems?
2. What is the individual generally unable to change?
3. Under what conditions will a consumer go on buying a commodity?
4. What does the consumer show by buying more bananas?
5. What happens with each successive purchase?
6. At what point will the consumer stop buying the commodity at the current price?
7. What remains unchanged with each purchase?
8. What has changed when this point is reached?
9. Under what conditions might he have bought more?
10. What does a consumer's desire tend to do?

### **READING DRILLS**

#### **1. Practise the pronunciation of the following words:**

##### **a) stress the first syllable:**

cash, transfer, valuable, currency, property, practice, normally, payable, rate, interest, similarly, temporary, applicable, function, allocate, message, rise, ration, motivate, market, level, output, increase, decrease;

##### **b) stress the second syllable:**

denote, security, commercial, additional, potential, preferred, distribute, attract, exchange, refer, specific, effect, perform, production, describe, increase, decrease, restrict, control, respond.

#### **Text C**

In economics, the term «price» denotes the consideration in cash (or in kind) for the transfer of something valuable, such as goods, services, currencies, securities, the use of money or property for a limited period of time, etc. In commercial practice, however, it is normally restricted to the amount of money payable for goods, services, and securities. In other applications, the word «rate» is preferred. **Interest rate**<sup>1</sup> is the price for temporary use of somebody else's money, **exchange rate**<sup>2</sup> is the price of one

currency in terms of another.

Price may refer either to one unit of a commodity (unit price) or to the amount of money payable for a specified number of units or for something where units are not applicable, e.g., for five tons of coal (total price) or for a specific painting by Rembrandt.

Prices perform two important economic functions: they ration scarce resources, and they motivate production. As a general rule, the more scarce something is, the higher its price will be, and the fewer people will want to buy it. Economists describe that as the rationing effect of prices. In other words, since there is not enough of everything to go around, in a market system goods and services are allocated, or distributed, based on their price.

Price increases and decreases also send messages to suppliers and potential suppliers of goods and services. As prices rise, the increase serves to attract additional producers. Similarly, price decreases **drive** producers **out**<sup>3</sup> of the market. In this way prices encourage producers to increase or decrease their **level of output**<sup>4</sup>. Economists refer to this as the production-motivating function of prices.

Prices may be either free to respond to changes in supply and demand or controlled by the government or some other (usually large) organisation.

## COMMENTS

1. **interest rate** — процентна ставка; норма відсотка
2. **exchange rate** — валютний курс; вексельний курс
3. **to drive out** — витіснити
4. **level of output** — рівень виробництва

## VOCABULARY EXERCISES

### I. Give the Ukrainian equivalents for the following words and word-combinations. Use them in the sentences of your own:

currency; securities; the use of money or property; for a limited period of time; interest rate; unit price; to ration scarce resources; to motivate production; the rationing effect of prices; to attract additional producers; to drive producers out of the market; prices encourage producers; to increase or decrease the level of output; exchange rate; production-motivating function of prices.

### II. Give the corresponding nouns to the following verbs:

a) to transfer, to practice, to exchange, to increase, to decrease, to level, to respond, to control, to service, to market, to effect, to rate, to ration, to base, to function, to message, to supply, to rise, to price, to demand;

b) to restrict, to allocate, to produce, to describe, to govern, to distribute, to attract, to perform, to motivate, to organise.

**III. Fill in the blanks below with the most appropriate terms from the list:**

scarce resources; securities; production; price; amount of money; level of output; services; a commodity; producers; supply and demand.

1. In economics, the term \_\_\_\_\_ denotes the consideration in cash for the transfer of something valuable. 2. Price may refer either to one unit of \_\_\_\_\_ or to the amount of money payable for a specified number of units. 3. Prices perform two important economic functions: they ration \_\_\_\_\_, and they motivate \_\_\_\_\_. 4. Similarly, price decreases drive \_\_\_\_\_ out of the market. 5. Prices encourage producers to increase or decrease their \_\_\_\_\_. 6. Prices may be either free to respond to changes in \_\_\_\_\_ or controlled by the government. 7. In commercial practice price is normally restricted to the \_\_\_\_\_ payable for goods, \_\_\_\_\_, and \_\_\_\_\_.

**IV. Say whether these statements are true or false and if they are false say why:**

1. In economics, the term «price» denotes the consideration in cash for the transfer of something valuable. 2. In commercial practice it is restricted to the amount of money payable for goods and services. 3. Interest rate is the price paid for borrowing money for a period of time. 4. Exchange rate is the price of one currency in terms of another. 5. Supply and demand determine prices in a market economy. 6. Price may refer only to one unit of a commodity. 7. Price decreases drive producers out of the market. 8. Prices perform many important functions. 9. In a market system goods and services are allocated, or distributed, based on their price. 10. Prices are always controlled by the government.

**V. Define which of the following items best completes the statement:**

*When an item becomes scarce, its price rises and, as a result, fewer people buy it. This statement illustrates*

- a. the rationing effect of prices.
- b. the production-motivating effect of prices.
- c. the law of supply.
- d. the effect of a shift in demand.



## VI. Complete the following sentences:

1. In economics, the term «price» denotes ... . 2. Interest rate is ... .  
3. Exchange rate is ... . 4. Price may refer either to ... . 5. Economists describe that ... . 6. Prices perform two important economic functions ... . 7. As a general rule, the more scarce something is ... . 8. Prices may be either free to respond to changes in supply and demand or ... .

## VII. Answer the following questions:

1. What does the term «price» denote in economics? 2. How is the price normally restricted in commercial practice? 3. What is interest rate? 4. What is exchange rate? 5. What may the price refer to? 6. What two important functions do prices perform? 7. What can you say about the rationing effect of prices? 8. What do you know about the production-motivating function of prices? 9. May prices be free to respond to changes in supply and demand?

## VIII. Replace the Ukrainian words and phrases by suitable English equivalents in the correct form. Retell the passage:

(Для того щоб купити) foreign products or services, or (інвестувати) in other countries, (компанії) and individuals may first (купити валюту) of the country with which they are doing business. Generally, (експортери) prefer to be paid for their (товари та послуги) either in their own (валюті) (Japanese in yen and Germans in marks) or in U.S. dollars, which are accepted (у всьому світі). For example, when the French buy (нафту) from Saudi Arabia, they may (платити) in U.S. dollars, not French francs or Saudi dinars, even though the United States is not involved in the transaction.

The foreign exchange market, or "FX" market, is where (купівля та продаж) of different currencies takes place. (Ціна) of one currency in terms of another country's currency is called (валютний курс).

## COMMUNICATIVE SITUATIONS

1. Round-table discussion. The question on the agenda is «Prices in a market economy».

Questions for discussion:

- the role of prices in a market economy;
- in a market economy prices act as signals;
- how prices answer the *What*, *How* and *Who* questions in a market economy;
- explain the Law of Diminishing Marginal Utility and give examples;
- the rationing effect of prices;
- the production-motivating function of prices.

## GRAMMAR EXERCISES

### The Infinitive. Forms and Functions

#### I. Give all the forms of the following Infinitives:

to write, to reach, to manage, to laugh at, to distribute, to look for, to put, to improve, to feel, to hold, to utilize, to determine.

#### II. Change the sentences according to the Pattern:

**Pattern:** *Having good friends is important.*

*It is important to have good friends.*

1. Being polite to other people is important. 2. Learning how to cook is easy. 3. Walking alone at night in that part of the city is dangerous. 4. Playing tennis is fun. 5. Is learning a second language difficult? 6. Looking up words in a dictionary takes a lot of time.

#### III. Translate into Ukrainian:

1. I am glad to give you advice. I am glad to be given advice. I am glad to have given you advice. 2. It is very kind of you to help me. It is very kind of you to have helped me. 3. She seems to lose her temper easily. She seems to be losing her temper. 4. She was to meet him at the station. She was to be met at the station. 5. He wants to ask you a question. He wants to be asked a question. 6. She seems to have asked him about it. She seems to have been asked about it. 7. I want to write much her about it. She wants to be written much about it. 8. He doesn't want to disturb you. He doesn't want to be disturbed. 9. They had to do this work in time. The work had to be done in time.

#### IV. Choose the proper form of the Infinitive in brackets:

1. He doesn't want (*to disturb, to be disturbed*) you. 2. He didn't want anything (*to change, to be changed*) in his room. 3. She wants (*to understand, to be understood*) it. 4. She wants (*to understand, to be understood*). 5. I began (*to walk, to be walking*) very slowly. 6. The telegram is (*to be sent, to have been sent*) immediately. 7. She was afraid (*to ask, to be asked*) this question. 8. I am glad (*to be examined, to have been examined*) yesterday. 9. There are a lot of things (*to repair, to be repaired*). 10. We were sorry (*to miss, to have missed*) the opportunity to take part in this seminar.

## V. Define the form of the Infinitive:

1. Factors of production provide the means for a society to produce and distribute its goods and services. 2. The offer cannot be accepted as the price is extremely high. 3. The relations with this country seem to be improving. 4. I am glad to have been examined yesterday. 5. He seems to have been writing for an hour already. 6. The company was said to have been in difficulty. 7. To earn a living he became a salesman. 8. The child seems to be sleeping. 9. The work had to be done in time.

## VI. Translate into English:

1. Мені незручно, що турбую вас. Мені незручно, що потурбував вас. Я не люблю, коли мене турбують. 2. Він спокійна людина. З ним легко працювати. 3. Я радий запросити вас на вечірку. Я радий, що запросив вас на вечірку. Я радий, що мене запрошують на вечірку. Я радий, що мене запросили на вечірку. 4. Забути цей день неможливо. 5. Нам пощастило, що ми застали його вдома. 6. Я щасливий, що 25 років живу в Києві. 7. У мене досить часу, щоб побачитися з ним. 8. Вона хотіла, щоб їй сказали правду. 9. Я дуже вдячний вам, що ви мені допомогли. 10. Ви, здається, забули про свою обіцянку.

## VII. Complete the following sentences using the Infinitive

### a) as subject:

1. It wasn't difficult \_\_\_\_ . 2. It'll take you very little time \_\_\_\_ . 3. It was very kind of you \_\_\_\_ . 4. \_\_\_\_ would be much more useful. 5. It is unwise of you \_\_\_\_ . 6. Why is it so important \_\_\_\_ ? 7. \_\_\_\_ was very pleasant. 8. It's time \_\_\_\_ .

### b) as predicative:

1. The main problem is \_\_\_\_ . 2. Her dream was \_\_\_\_ . 3. The only thing he had to do was \_\_\_\_ . 4. The best way to master a foreign language is \_\_\_\_ . 5. The next thing to be done is \_\_\_\_ . 6. To say so means \_\_\_\_ . 7. His only wish is \_\_\_\_ . 8. What I want is \_\_\_\_ .

### c) as object:

1. I was happy \_\_\_\_ . 2. The students of our group agreed \_\_\_\_ . 3. Don't forget \_\_\_\_ . 4. Who wants \_\_\_\_ ? 5. You must always remember \_\_\_\_ . 6. They were astonished \_\_\_\_ . 7. Would you like \_\_\_\_ ? 8. We are awfully sorry \_\_\_\_ .

**d) as attribute:**

1. There was no need \_\_\_\_ . 2. We have a lot of problems \_\_\_\_ . 3. It is not the right time \_\_\_\_ . 4. She was always the first \_\_\_\_ . 5. This is a chance \_\_\_\_ . 6. Is there anybody \_\_\_\_ ? 7. We had nothing \_\_\_\_ . 8. He is just the man \_\_\_\_ .

**e) as adverbial modifier of purpose:**

1. He will have to work hard \_\_\_\_ . 2. I've come here \_\_\_\_ . 3. We'll stay after the lecture \_\_\_\_ . 4. \_\_\_\_ I took a taxi. 5. They stopped \_\_\_\_ . 6. He stepped aside politely \_\_\_\_ . 7. We went to the station \_\_\_\_ . 8. She pretended to be quite well \_\_\_\_ .

**f) as adverbial modifier of result:**

1. Do you know him well enough \_\_\_\_ ? 2. The article was too difficult \_\_\_\_ . 3. We are too busy \_\_\_\_ . 4. He is too young \_\_\_\_ . 5. He knows English well enough \_\_\_\_ . 6. The weather is warm enough \_\_\_\_ . 7. The problem is too complicated \_\_\_\_ . 8. The night was too dark \_\_\_\_ .

**VIII. Define the function of the Infinitive:**

1. To know him is to trust him. 2. To have met him was an event in my life. 3. This firm will be the first to start manufacturing these goods. 4. To make the decision-making process easier we try to divide cost into several different categories. 5. We spend money to buy the things we want. 6. Unfortunately, it is not possible to define economics by a single word. 7. To have an effective tax system, government must have criteria or standards. 8. When prices are set by the government, the economy can be faced with either shortages or surpluses. 9. The partners will be happy to accept our invitation. 10. Sole proprietorship is the easiest form of business to start and run.

**IX. Translate the sentences into English using the Infinitive**

**a) as subject:**

1. Пояснити йому все було дуже важко. 2. Важко сказати, що він мав на увазі. 3. Було дуже приємно поговорити з вами. 4. Правда, що добре сидіти тут і пити чай? 5. Буде просто нетактовно, якщо він сперечатиметься. Пізно сперечатися про це. Уже нічого не можна змінити. 6. Забути цей день було неможливо. 7. Нерозумно виходити в таку погану погоду. 8. Важко читати цю книжку без словника. 9. Буде дуже доречно, якщо ти напишеш їй про все. 10. Небезпечно переходити вулицю в недозволеному місці.

**b) as predicative:**

1. Моїм єдиним бажанням було дістатися додому. 2. Головне — це щоб тебе правильно зрозуміли. 3. Головним було — отримати дозвіл. 4. Я намагався багато працювати, щоб не думати про те, що сталося. 5. Усе, чого я хочу, — це щоб мене залишили в спокої. 6. Єдиний шанс встигнути на поїзд — це ввіймати таксі. 7. Немає потреби вам чекати. 8. Учора ввечері вам слід було бути тут. 9. Його мрія — стати менеджером. 10. Учатися наполегливо — обов'язок кожного студента.

**c) as object:**

1. Не забудь відправити лист. 2. Дівчинка боялася, що її поведуть до зубного лікаря. 3. Ви дуже засмучені, що втратили цю можливість? 4. Вони були дуже раді, що поговорили з деканом. 5. Вона дуже хотіла взяти участь в обговоренні цього фільму. 6. Я попросив вас прийти, щоб повідомити про це. 7. Вона попросила його допомогти їй. 8. Я буду щасливий прийняти ваше запрошення.

**d) as attribute:**

1. Він пішов додому останнім. 2. Ви пам'ятаєте, хто перший увійшов до кімнати? 3. Хто говорив з ним останнім? 4. У дитини немає нікого, хто б міг потурбуватися про неї. 5. Йому більше не було чого сказати. 6. Він саме та людина, яка може це зробити. 7. Я сказав вам усю правду. Мені нічого приховувати від вас. 8. Є ще одна справа, яку треба зробити. 9. Дайте мені час подумати. 10. Не така він людина, щоб змінити свою думку.

**e) as adverbial modifier of purpose:**

1. Він зупинився, щоб уважно подивитися на мене. 2. Ми взяли таксі, щоб прибути на станцію вчасно. 3. Вона удавала здорову, щоб її не повели до лікаря. 4. Щоб не образити її, ми вирішили взагалі не говорити на цю тему в її присутності. 5. Завтра ми підемо в ліс по гриби. 6. Ми вчимося, щоб стати кваліфікованими спеціалістами. 7. Я все це кажу, щоб мене правильно зрозуміли. 8. Я прийшов сюди, щоб допомогти вам.

**f) as adverbial modifier of result:**

1. Проблема занадто складна, щоб вирішити її відразу. 2. Він знає англійську мову досить добре, щоб читати книжки в оригіналі. 3. У цьому тексті надто багато нових слів, щоб зрозуміти його без словника. 4. Діти були надто збуджені, щоб поводити себе спокійно. 5. Він досить досвідчений, щоб виконати це завдання. 6. Погода була занадто гарна, щоб залишатися вдома. 7. Інцидент був надто неприємним, щоб говорити про нього. 8. Я думаю, що він досить розумний, щоб уникнути цієї помилки.

## The Prepositional Infinitive Complex

### X. Make sentences using the «for-phrases» with Infinitives:

It	is was will be	necessary important dangerous high time better essential impossible	for	me you him them journalists economists politicians	to stay here. to go there at once. to cross the river here. to buy it to take a taxi. take different view. take some interesting politics. to deny the progress of science.
The best thing	is was will be would be		for	me you him us them	to invite them. to see a doctor. to wait. to go there by plane. to go home.
I He/She We You They	wait(s) waited will wait		for	me you him us them	to speak. to go out. to send an invitation. to come back. to answer.

### XI. Change the sentences according to the Pattern:

**Pattern A:** *There was nothing to do there. (I)*

*There was nothing for me to do there.*

1. Here is an example **to follow**. (*everybody*) 2. The idea was not clear enough **to understand**. (*the young people*) 3. He reached the age when it is necessary **to think** of the future. (*he*) 4. There was no reason **to get worried**. (*I*) 5. It was an expensive present **to buy**. (*she*) 6. The best thing is **to send** them a telegram. (*I*) 7. There was nothing **to argue about**. (*they*) 8. I think it will be dangerous **to go** to the Crimea in this old car. (*we*).

**Pattern B:** *The sales are numerous. I can't mention them all.*

*They are too numerous for me to mention.*

1. He speaks too fast. I can't follow him. 2. The results are numerous. They can't remember them all. 3. The situation is difficult. We can't overcome it at once. 4. The goods are very expensive. We can't buy them. 5. The problem is too complicated. He can't solve it now. 6. I am busy. I can't go on a business trip right now.

## **XII. State the function of the Prepositional Infinitive Complex:**

1. I have brought some books **for my son to read**. 2. **For him to help** his friend is quite natural. It's natural **for him to help** his friends. 3. She waited **for Helen to say** something. 4. It is difficult **for me to retell** this text. 5. It was a good experience **for him to watch** his father repair their TV set. 6. It will be better **for your child to spend** more time outdoors. 7. The problem was too easy **for her not to solve** it immediately. 8. The teacher gave several examples **for the students to understand** the rule better. 9. There is nobody here **for him to play with**.

## **XIII. Translate into Ukrainian paying attention to the Prepositional Infinitive Complex:**

1. Have you got anything **for me to read**? 2. It will be convenient **for all of us to have the examination** on Tuesday. 3. Here is the information **for you to process**. 4. She waited **for the teacher to speak**. 5. The main idea was **for the students to understand** the importance of English for their future work. 6. He opened the door of his room **for her to go out**. 7. The lady was speaking too fast **for me to catch** what she said. 8. It was a natural thing **for him to take part** in the discussion. 9. **For these problems to be carried out** successfully we are to work hard.

## **XIV. Complete the sentences in your own way:**

1. It is necessary for her \_\_\_\_ . 2. It is advisable for them \_\_\_\_ . 3. It was important for them \_\_\_\_ . 4. They waited for us \_\_\_\_ . 5. There was no reason for him \_\_\_\_ . 6. The weather was too cold for the children \_\_\_\_ . 7. It is difficult for me \_\_\_\_ . 8. The best thing is for you \_\_\_\_ .

## **XV. Translate into English:**

1. Завдання надто складне, щоб справитися з ним самому. 2. Бажано, щоб ви це знали. 3. Це єдине, що ви можете зробити. 4. У нього дуже добра пам'ять. Йому досить один раз назвати слово, і він запам'ятає його на все життя. 5. Я шкодную, що вони пропустили першу лекцію. 6. Для того, щоб цей експеримент виявився успішним, йому довелося багато попрацювати. 7. Вам не треба працювати так багато і ризикувати здоров'ям. 8. Подорож надто цікава, щоб від неї відмовитись. 9. Необхідно, щоб вони зробили цю роботу сьогодні. 10. Він попросив, щоб йому вислали книжки поштою.

## EXERCISES FOR INDIVIDUAL WORK

### I. Choose the proper form of the Infinitive:

1. She wants (*to invite, to be invited*) to the conference. 2. I don't know what (*to expect, to be expected*) of him. 3. I have come (*to consult, to have been consulted*) you. 4. He promised (*to come, to have come*) and (*to see, to have seen*) them before he left. 5. Allow me (*to introduce, to be introduced*) myself. 6. She didn't know where (*to find, to be finding*) him. 7. Everything was done (*to save, to be saved*) him. 8. This is the key problem (*to solve, to be solved*) immediately. 9. We are (*to solve, to be solved*) this key problem immediately. 10. It was hardly necessary (*to inform, to be informing*) them.

### II. Paraphrase the sentences using «for-phrases» with Infinitives:

1. She held out the telegram so that I might see it. 2. There is nothing that I may add. 3. It's high time you knew Grammar well. 4. The first thing he must do is to ring them up. 5. It's quite natural that you should think so. 6. This is a problem you should solve. 7. It is necessary that we should start early in the morning. 8. We stopped the bus so that the tourists might get on. 9. It is rather strange that they should leave without letting us know. 10. I stood there waiting when the door would open.

### III. Combine the two sentences using «for-phrases» with Infinitives:

1. She told them the truth. It was easy for her. 2. Your child must spend more time outdoors. It will be better for him. 3. Old people don't usually change their habits. It's hard for them. 4. He always took part in the discussions. It was natural thing for him. 5. I received a letter from him. It was a real joy for me. 6. He came in the nick of time. It was usual of him.

### IV. Translate into English:

1. Вам необхідно бути тут завтра о п'ятій. 2. Для того, щоб знайти цю книжку, мені довелося піти в бібліотеку. 3. У мене було досить часу, щоб побачитися з ним. 4. Йому легко це зробити. 5. Текст був надто важкий, щоб він міг перекласти його без словника. 6. Нам важко зробити цю роботу за такий короткий термін. 7. Вашій сестрі необхідно побачити його. 8. Зараз надто пізно, щоб діти пішли на прогулянку.



## UNIT 13

TOPIC: **LABOUR**

TEXT A

TEXT B

TEXT C

GRAMMAR: The Objective Infinitive Complex  
The Subjective Infinitive Complex

### READING DRILLS

#### 1. Practise the pronunciation of the following words:

##### a) stress the first syllable:

skill, skilled, labour, force, since, total, grow, growth, shortage, training, operate, carpenter, typist, toolmaker, company, recognize, influence, rate, size, standard, wage, bargain;

##### b) stress the second syllable:

available, production, eventually, equipment, decline, amount, activity, affect, professional, executive, perform, determine, supply, demand;

##### c) stress the third syllable:

population, supervision, occupation.

#### Text A

In order for any country to grow, it must have a large and skilled labour force. Since the size of this force is related to total population the number of people available for production activities will grow as the population grows. If the growth of population continues to decline, it eventually affect the <sup>2</sup>growth of the labour force. However a labour shortage<sup>1</sup> could be made up<sup>2</sup> by workers from other countries.

There are four major categories of labour that are based on the general level of skills needed to do any kind of job. These categories are unskilled, semiskilled, skilled and professional or managerial.

Unskilled labour. Workers who do not have the training to operate machines and equipment <sup>3</sup>fall into the category of unskilled labour. Most of these people work chiefly with their hands at such jobs as digging ditches, picking fruit, etc.

Semiskilled labour. Workers who have **mechanical abilities**<sup>4</sup> fall into the category of semiskilled labour. They may operate electric floor polishers, or any other equipment that **calls for**<sup>5</sup> a certain amount of skill.

Skilled labour. Workers who are able to operate complex equipment and who can do their tasks with little supervisions fall into the category of skilled labour. Examples are carpenters, typists, toolmakers.

Professional labour. Workers with high level skills such as doctors, lawyers and executives of large companies fall into the category of professional labour.

Most occupations have wage rate — a standard amount of pay given for work performed.

How these rates are determined can be explained in two different ways. The first deals with supply and demand, the second recognizes the influence of unions on **the bargaining process**<sup>6</sup>.

### COMMENTS

1. **a labour shortage** — брак робочої сили
2. **could be made up** — можна було б компенсувати
3. **to fall into** — належати до ...
4. **mechanical abilities** — здібності до техніки
5. **to call for** — вимагати
6. **bargaining process** — договірний процес

### VOCABULARY EXERCISE

#### I. Find equivalents:

- |                              |                                   |
|------------------------------|-----------------------------------|
| 1. in order to               | а. головним чином                 |
| 2. skilled labour            | б. брак робочої сили              |
| 3. unskilled labour          | в. тарифна ставка                 |
| 4. total population          | г. попит і пропозиція             |
| 5. labour shortage           | д. напівкваліфікована робоча сила |
| 6. wage rate                 | е. договірний процес              |
| 7. to decline                | є. належати до категорії          |
| 8. supply and demand         | ж. для того, щоб                  |
| 9. to fall into the category | з. кваліфікована робоча сила      |
|                              | и. інструментальник               |
| 10. level of skill           | і. кількість населення            |
| 11. chiefly                  | ї. рівень кваліфікації            |
| 12. bargaining process       | й. некваліфікована робоча сила    |
| 13. semiskilled labour       | к. знижуватися                    |
| 14. toolmaker                |                                   |

## II. Match the synonyms:

chiefly, to compensate, unskilled labour, to operate, mainly, to make up, to require, common labour, to increase, to manage, occupation, to grow, salary, job, to demand, wages, profession, work.

## III. Complete the following sentences:

1. In order for any country to grow, ... . 2. Since the size of this force is related to total population ... . 3. If the growth of population continues to decline, ... . 4. There are four major categories of labour ... . 5. Unskilled workers don't have the training ... . 6. Semiskilled workers may operate ... . 7. Skilled workers are able ... . 8. Workers with high level skills such as ... . 9. Most occupations have ... .

## IV. Match each term in Column A with its definition in Column B:

Column A	Column B
1. labour	a. The price paid for the use of labour.
2. labour force	b. A standard amount of pay given for work performed.
3. craft workers	c. Associations of workers formed to promote the interests of their members.
4. laborer	d. The human effort required to produce goods and services.
5. wages	e. One of a wide variety of highly skilled workers such as carpenters, machinists, electricians and automobile mechanics.
6. wage rate	f. Generally refers to unskilled workers such as freight handlers, sweepers, trash collectors and the like.
7. labour/trade unions	g. Individuals, 16 years of age or older, working or looking for work.

## V. Define which of the following items best completes the statement:

### 1. *Labour, to the economist, is*

- organizing a business and managing the operation.
- anything generally accepted in exchange for property, goods or services.
- the physical or mental effort needed to produce goods and services.
- owned, with the other factors of production, by the company using it.

## **2. Women in the American labour force**

- a. generally do not produce as much as men.
- b. are poorly trained.
- c. are only a small percentage of the total.
- d. earn less, on the average, than men.

## **3. Of the following, which is probably not officially included in the labour force?**

- a. Computer programmer.
- b. Teacher.
- c. Unemployed carpenter.
- d. Retired steel worker.

## **VI. Fill in the blanks with prepositions or adverbs if necessary:**

1. In order ... any country to grow, it must have a large and skilled labour force. 2. ... the size ... this force is related ... total population the number ... people available ... production activities will grow ... the population grows. 3. If the growth ... population continues to decline, it eventually affect ... the growth ... the labour force. 4. However a labour shortage could be made up ... workers ... other countries. 5. There are four major categories ... labour that are based ... the general level ... skills needed to do any kind ... job. 6. Most ... these people work chiefly ... their hands ... such jobs as digging ditches, picking fruit, etc. 7. Workers who have mechanical abilities fall ... the category ... semiskilled labour. 8. Workers who can do their tasks ... little ... supervisions fall ... the category ... skilled labour. 9. Most ... occupations have wage rate — a standard amount ... pay given ... work performed.

## **VII. Answer the following questions:**

1. What is necessary for any country to grow? 2. What factor does the growth of population influence? 3. How many categories of labour are mentioned in the text? What are they? 4. What kind of work do unskilled workers perform? 5. What category do workers with mechanical ability fall into? 6. What kind of work are skilled workers able to do? 7. What is professional labour? Give examples. 8. What do most occupations have? 9. What is a wage rate? 10. Can you explain how the rates are determined?

## VIII. Translate into English:

1. Для розвитку будь-якої країни необхідно мати кваліфіковану робочу силу. 2. Якщо приріст населення знижується, це врешті-решт впливає на зростання робочої сили. 3. Згідно з кваліфікацією є чотири головні категорії праці. 4. Некваліфіковані робітники не підготовлені для роботи з машинами. 5. Напівкваліфіковані робітники працюють з технікою, яка потребує певних умінь. 6. Кваліфіковані працівники оперують складним обладнанням. 7. Більшість видів робіт має встановлений рівень оплати за виконану роботу.

## READING DRILLS

### 1. Practise the pronunciation of the following words:

#### a) stress the first syllable:

measuring, measurable, value, labour, payment, strict, scientist, regular, nature, standard, judge, human, different, nurse, social, simply, wages, nation, national, render, force, private, profit, business, surplus, partly, enterprise.

#### b) stress the second syllable:

economist, although, financial, reward, concern, essentially, distinction, aware, activity, provide, available, religious, engage, return, assistant, employ, employer, objective, subjective;

#### c) stress the third syllable:

undertake, economics, scientific, population.

### Text B

Money is not only **a means of exchange**<sup>1</sup> but is also a means of measuring the value of men's labour. In economic theory, *labour* is any work undertaken **in return**<sup>2</sup> for a fixed payment. The work undertaken by a mother in caring for her children may be hard work, 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 of a fixed and/or regular nature. In economics, money is the standard by which the value of things is judged. This standard is not a religious or subjective standard, but an objective and scientific one.

Human labour produces both goods and services. The activities of a farmworker and a nurse are very different, but both are measurable in terms of payment received. Labour in this sense is not concerned with distinctions of social class, but simply with the payment of wages in return for work. When we talk about «the national labour force», however, we are thinking of all those people who are available for work within the nation, **i.e.**<sup>3</sup> the working population.

It should be noted that any person engaged in private business is not paid a fixed sum for his activities. He is **self-employed**<sup>4</sup> and his activities are partly those of **an employer**<sup>5</sup> and partly those of **an employee**<sup>6</sup>. If however he employs an assistant, to whom he pays a fixed wage, his new employee provides labour in return for payment. He receives his wages, while his employer receives the surplus (large or small) from the whole business. This surplus is the reward of private enterprise and is known as «**profit**<sup>7</sup>».

### COMMENTS

1. **a means of exchange** — засіб обміну
2. **in return** — в обмін
3. **i.e.** [id est] *conj lat.* — тобто
4. **self-employed** — який обслуговує власне підприємство; який не є найманим робітником
5. **an employer** — наймач; роботодавець
6. **an employee** — службовець; працівник; той, що працює за наймом
7. **profit** — прибуток, дохід

### VOCABULARY EXERCISES

#### I. Make the words negative by using the prefix *dis-* .

Use your dictionary if necessary:

ability, engaged, possess, pleasure, connect, comfort, satisfactory, obey, qualify, agree, continue, approve, like, honest, appear, adjust, advantage.

#### II. Complete the following sentences:

1. Money is not only a means of exchange but is also ... . 2. In economic theory, *labour* is ... . 3. The work undertaken by a mother in caring for her children may be hard work, but ... . 4. As a scientist, the economist is interested in ... . 5. Although he is aware of the services which people provide for no financial reward, ... . 6. In economics, money is ... . 7. Labour is not concerned with distinctions of social class, ... . 8. When we talk about «the national labour force», ... .

### **III. Combine the sentences by using «not only», «but also».**

**This combination creates a contrast:**

**Pattern:** *Money is a means of exchange.  
Money is a means of measuring men's labour.  
Money is not only a means of exchange,  
but also a means of measuring men's labour.*

1. The economic system is the sum-total of our individual economic activities. The economic system is the general situation which influences our individual activities. 2. This scheme is acceptable to both the management and the trade unions. This scheme has government approval. 3. The government has set up a new economic commission. The government has begun to consider a change in the law very seriously. 4. The factory is producing less every year. The factory is losing valuable workers. 5. The situation interests economists considerably. The situation has certain features which make it highly unusual.

### **IV. Say whether these statements are true or false and if they are false say why:**

1. Money is both a means of exchange and a means of measuring the value of men's labour. 2. A mother's work in caring for her children is not labour because it is seldom very hard work. 3. The economist is interested in services which people provide for nothing. 4. Services which are measurable in terms of money concern the economist very much. 5. The money standard as used by economists is scientific and strictly objective. 6. Economists say that the activities of farmworkers and nurses are the same. 7. Labour in the economic sense is also concerned with the payment of higher wages to the national labour force. 8. If an employer engages an assistant, his own work can be classified as labour.

### **V. Answer the following questions:**

1. What is money, in addition to being a means of exchange? 2. What is labour in economic theory? 3. Why is a mother's work not labour? 4. What is the economist interested in? 5. What is the economist not concerned with? 6. What common factor relates the work of the nurse and the farmworker? 7. What is labour (in the economic sense) not concerned with? 8. What term is used to describe a person engaged in his own private business? 9. What does the employer receive instead of wages? 10. What is the reward of private enterprise called?

**VI. Retell the text B using the following words and word-combinations:**

means of exchange; labour; in return; fixed payment; financial reward; to be concerned with; to produce goods and services; the national labour force; to be interested in; working population; to be engaged in; private business; to be self-employed; fixed wage; private enterprise; profit.

**READING DRILLS**

**1. Practise the pronunciation of the following words:**

**a) stress the first syllable:**

theory, dig, digger, manager, management, generally, influence, scarce, average, organize, bargaining, process, member, relative, union, ground, grade, push, race, cost, living;

**b) stress the second syllable:**

tradition, traditional, define, express, collective, profession, professional, production, productive, relation, political, determine, negotiate.

**Text C**

The theory that uses the tools of supply and demand to explain differences in wage rates is called the traditional theory of wage determination. For example, many people can dig ditches or work as **baby sitters**<sup>1</sup>. However, fewer have the skills to become professional managers. In other words, **professional managers**<sup>2</sup> generally are scarcer than ditch diggers or baby sitters.

This can be expressed in terms of supply and demand. When the level of supply is large in relation to demand, wages generally are low. When the level of supply is low in relation to demand as with managers — wages generally are high. In most cases, the higher the level of skills, or grade of labour, the higher the average yearly **wage rate**<sup>3</sup>. For example, semiskilled workers will receive more, on the whole, than unskilled workers. Skilled workers will receive more than semiskilled or unskilled workers. Professional workers will receive more than any of the others.

There are, however, some cases in which the traditional theory does not explain the variations in wage rates. Some unproductive workers, for example, may receive high wages because of family ties or political influence. Some highly skilled or productive workers may receive low wages because of race, sex, or where they live.



At times, wages are determined not by supply and demand but by the influence of organized labour and the collective bargaining process.

In these cases, unions do not try to get higher wages for their members **on the grounds**<sup>4</sup> that labour is in short supply relative to demand. Nor does management push for lower wages when there is a very large supply of labour. This makes the price of labour-wages hard to define.

**When negotiating for wages**<sup>5</sup>, unions want to know the wage rates in other plants for the same kind of work and what changes have taken place or will take place in the future in **the cost of living**<sup>6</sup>.

## COMMENTS

1. **baby sitter** — няня
2. **professional managers** — спеціалісти
3. **wage rate** — тарифна ставка
4. **... on the grounds** — ... на підставі
5. **when negotiating for wages** — коли домовляються про зарплату
6. **the cost of living** — вартість життя

## VOCABULARY EXERCISES

### I. Give the Ukrainian equivalents for the following words and word-combinations. Use them in the sentences of your own:

tools of supply and demand; wage rate; baby sitter; traditional theory of wage determination; professional managers; wages; in other words; variations in wage rates; supply and demand; family ties; political influence; collective bargaining process; to push for lower wages; to negotiate for wages; cost of living.

### II. Translate the sentences paying attention to the italicized words:

1. Tax and insurance are deducted from your *wages*. 2. The staff have agreed to a voluntary *wage freeze*. 3. We have two *wage-earners* in the family. 4. If wages were to rise by 15% from 100 per week and the rate of inflation was 10%, *the real wage* would have risen by 5%. 5. *Wages council* is a board of workers' and employers' representatives determining *wages* where there is no collective bargaining. 6. *Money wages* are expressed in money terms only, i.e. without taking inflation into account. 7. *Living (minimum) wage* is a wage that affords the means of normal subsistence. 8. *Wages* are paid on Fridays.

**III. Fill in the blanks below with the most appropriate terms from the list:**

the traditional theory of wage determination; professional managers; wages; the collective bargaining process; supply and demand; labour; the cost of living; wage rate; unions; work.

1. The theory that uses the tools of \_\_\_\_\_ to explain differences in wage rates is called \_\_\_\_\_. 2. \_\_\_\_\_ generally are scarcer than ditch diggers or baby sitters. 3. The higher the level of skills, or grade of \_\_\_\_\_, the higher the average yearly \_\_\_\_\_. 4. At times, wages are determined by the influence of organized labour and \_\_\_\_\_. 5. Some unproductive workers, for example, may receive high \_\_\_\_\_ because of family ties or political influence. 6. When negotiating for wages, \_\_\_\_\_ want to know the wage rates in other plants for the same kind of \_\_\_\_\_ and what changes have taken place or will take place in the future in \_\_\_\_\_.

**IV. Match each term in Column A with its definition in Column B:**

<b>Column A</b>	<b>Column B</b>
1. labour	a. A standard amount of pay given for work performed.
2. labour force	b. The lowest legal wage an employer can pay.
3. wages	c. Associations of workers formed to promote the interests of their members.
4. wage rate	d. The human effort required to produce goods and services.
5. labour/trade unions	e. Cost of goods and services needed for an average standard of living.
6. traditional theory of wage determination	f. Negotiations with management by a union to prepare a labour contract.
7. labour market	g. The theory that uses the tools of supply and demand to explain differences in wage rates.
8. collective bargaining	h. Individuals, 16 years of age or older, working or looking for work.
9. minimum wage	i. The price paid for the use of labour.
10. cost of living	j. The market that determines who has jobs and the rate of pay for a particular job.

**V. Define which of the following items best completes the statement:**

1. *In the future, businesses hiring new employees are likely to stress*
  - a. gender.
  - b. education.
  - c. race.
  - d. physical fitness.
2. *A union of workers, all of whom are electricians, is an example of*
  - a. an industrial union.
  - b. a craft union.
  - c. a business union.
  - d. a union local.
3. *The demand for labour will decrease in response to which of the following?*
  - a. Increased productivity.
  - b. Better training of all labourers.
  - c. A decrease in the supply of labour.
  - e. An increase in the supply of labour.

**VI. Complete the following sentences:**

1. The theory that uses the tools of supply and demand to explain differences in wage rates is called ... . 2. When the level of supply is large in relation to demand ... . 3. When the level of supply is low in relation to demand ... . 4. The higher the level of skills or grade of labour ... . 5. Some unproductive workers may receive ... . 6. Some highly skilled workers may receive ... . 7. At times, wages are determined not by supply and demand but ... . 8. Unions do not try to get higher wages for their members on the grounds ... . 9. When negotiating for wages, unions want to know ... .

**VII. Answer the following questions:**

1. What is the traditional theory of wage determination? 2. How do supply and demand influence the wage rate? 3. Does the wage rate depend on skill of the worker? 4. In what cases does the traditional theory not explain the interrelation between skill and wage rate? 5. What are the other factors affecting the wage rate? 6. What do the unions consider when negotiating for wages?

### VIII. Translate into English:

1. Професійних менеджерів менше, ніж некваліфікованих чи напівкваліфікованих робітників. 2. Що вищий рівень кваліфікації, то вища середньорічна ставка. 3. Бувають випадки, коли традиційна теорія не пояснює різниці в заробітній платі. 4. У деяких випадках профспілки не домагаються вищої зарплати для своїх членів на підставі того, що пропозиція робочої сили є недостатньою стосовно попиту. 5. Коли домовляються про зарплату, профспілки хочуть знати, за якими ставками оплачується така сама праця на інших заводах.

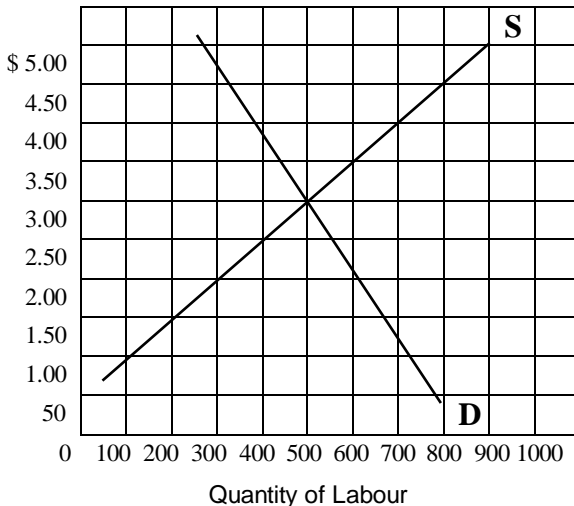
### COMMUNICATIVE SITUATIONS

1. Round-table discussion. The question on the agenda is «Labour and Wages».

Questions for discussion:

- What are two factors that affect the demand for labour?
- How does marginal revenue product affect the demand for labour?
- Why is the demand curve for labour downsloping?
- What determines the supply of labour?

Use the graph «Labour and Wages», which shows the supply and demand curves for a perfectly competitive labour market:



## GRAMMAR EXERCISES

### The Objective Infinitive Complex.

#### I. Change the following sentences according to the pattern:

**Pattern A:** *Mary opened the window. I saw ... .*  
*I saw **Mary open** the window.*

1. The girl smiled. We noticed ... . 2. Banks act as functional institutions that bring savers and borrowers together. We heard ... . 3. The customs-officer was examining our suitcases. I watched ... . 4. He got on the train. We saw ... . 5. The children ran to the river. I saw ... . 6. They were discussing the terms of payment. I heard ... .

**Pattern B:** *He wants the book back. Bring it tomorrow.*  
*He wants **you to bring** the book back tomorrow.*

1. Somebody must help him with his English. He expects it. 2. Do you think he is about fifty? 3. Don't read my letters. I hate this. 4. He is an honest man. Everybody knows it. 5. He will arrive tomorrow. They are expecting him. 6. You mustn't talk about such things in the presence of the children. I don't like this.

**Pattern C:** *I saw as he crossed the street.*  
*I saw **him cross** the street.*

1. Everybody considers that he is a clever man. 2. Nobody noticed her as she went away. 3. We discovered that the assignment was difficult. 4. I suppose that he is about forty. 5. The two sides expect that negotiations will be long and difficult. 6. I felt as somebody looked at me. 7. I don't think that these people were very intelligent. 8. I expect that you will come in time. 9. They believe that he is honest. 10. I've never heard how he spoke about his life in India.

**Pattern D:** *I still consider they are right.*  
*I still consider **them to be right**.*

1. He saw that the woman turned the corner. 2. The student expects that the article will be published. 3. I believe they are very good at economics and other social sciences. 4. She required that I should arrive at 8 a.m. 5. I heard that banks fulfil two distinct needs in a community. 6. They expected that we had found the answer to this question. 7. His father's wish is that he should become a manager. 8. Nobody noticed her as she went away. 9. He desires that his son should make a career in banking.

## II. Paraphrase the following sentences so as to use the Objective Infinitive Complex:

1. He will come by an early train (*expect*).
2. It's good advice (*believe*).
3. He will be pleased with the results of our sport competition (*expect*).
4. She must see the doctor (*advise*).
5. It's a dangerous kind of sport (*know*).
6. They were at home (*believe*).
7. They will enjoy the film (*expect*).
8. It won't happen again (*not want*).
9. He won't be back so soon (*not expect*).
10. You must promise not to do such things again (*want*).
11. Will he come too (*expect*)?

## III. Translate into Ukrainian:

1. I heard his name mentioned during the conversation.
2. She saw him come into the house and went downstairs to meet him.
3. I saw the sun set and dark clouds cover the sky.
4. Have you ever heard him sing?
5. I saw her go up to the writing table and take a letter lying there.
6. He told me that he had seen her leave the house.
7. She felt her voice trumble.
8. Nobody noticed her leave the room.
9. He didn't hear me knock at the door.
10. We watched the train leave the station.

## IV. Translate into English:

1. Я бачив, як вона ввійшла до кімнати, увімкнула світло й сіла за стіл.
2. Я чув, як викладач говорив йому це багато разів на заняттях.
3. Я ніколи не бачив, як він плаває, але я чув, що він плаває дуже добре.
4. Я бачив, як вона входила в дім.
5. Я відчув, що хтось доторкнувся до моєї руки.
6. Вони не побачили, як я ввійшов до кімнати.
7. Ви чули, як він виступав учора на зборах?
8. Я ніколи не чув, як він розмовляє французькою мовою.
9. Я чув, як вона спитала його про це.
10. Я думаю, що сьогодні ввечері ви почуєте, як вона співає.

## V. Translate into Ukrainian:

1. Do you want me to help you?
2. Put on a thicker coat. I don't want you to catch cold.
3. I don't like you to say such words.
4. Tell me what you would like me to do.
5. I should like him to be invited to the concert.
6. I wanted them to read this book.
7. He doesn't want his daughter to go to Moscow.
8. He wants the cargo to be insured.
9. We consider him to be the best student of our group.
10. I suppose him to be about sixty.
11. We knew him to be very brave.
12. We expect the contract to be signed tomorrow.
13. They don't expect the President to cut taxes as he has promised.
14. I didn't expect them to be sent to India.

## VI. Translate into English:

1. Я хочу, щоб він допоміг мені. 2. Чи хоче він, щоб ми допомогли йому? 3. Що ви хочете, щоб я для вас зробив? 4. Я б хотів, щоб ви зачекали на мене тут. 5. Він хоче, щоб його син став бізнесменом. 6. Я б хотіла, щоб ви пояснили мені це правило ще раз. 7. Він бажає, щоб роботу було зроблено негайно. 8. Він хоче, щоб ми прийшли до нього сьогодні. 9. Я люблю, коли люди кажуть правду. 10. Він любить, щоб обід був вчасно. 11. Він хоче, щоб його послали в Париж на конференцію. 12. Вона не любить, щоб діти готували уроки ввечері. 13. Ми сподіваємося, що товари будуть доставлені через три тижні. 14. Я вважаю, що він розумна людина. 15. Він сподівався, що вона повернеться. 16. Я сподіваюся, що хтось прийде сюди й допоможе мені.

## VII. Open the brackets, using the Objective Infinitive Complex:

1. Did you see (*it, happen*) with your own eyes? 2. Nobody expected (*they, leave*) so soon. 3. Did they expect (*we, show*) them the city? 4. We saw (*he, turn*) the corner of the street. 5. She wanted (*the whole world, know*) how happy she was. 6. I can't let (*you, lose*) time like this. 7. The telephone ringing made (*she, sit up*) in bed. 8. The bad weather made (*she, change*) her plans.

## VIII. Translate into Ukrainian:

1. I made them work hard. 2. The director ordered the secretary to send off the letter immediately. 3. The captain allowed the goods to be loaded. 4. He ordered his son to open the window. 5. The representative of the firm asked for the documents to be sent by air mail. 6. He ordered the books to be brought to the University. 7. He ordered the goods to be sold immediately. 8. Let me know when you leave. 9. He didn't let me pay for the taxi. 10. Don't let him leave so early. 11. Let's not think about it. 12. He is not talkative himself but he likes to let people talk.

## IX. Translate into English:

1. Покупці просили продавців знизити ціну. 2. Що примусило вас іти туди в таку погану погоду? 3. Я не змушую вас робити це. 4. Ми примусимо його прибрати в кімнаті. 5. Дощ примусив мене залишитись тут. 6. Нехай він не курить тут. 7. Не дозволяйте їй носити важкі речі. 8. Давайте пригадаємо минуле. 9. Дозвольте пройти. 10. Ми не могли зрозуміти, що змусило його сказати неправду. 11. Дозвольте мені нагадати вам про свою обіцянку.

## The Subjective Infinitive Complex.

### X. Transform the sentences using the Subjective Infinitive Complex instead of the Objective Infinitive Complex:

**Pattern:** I saw *her read* the letter. — *She* was seen *to read* the letter.

1. I saw him put his coat on. 2. We saw the plane take off. 3. They heard the clock strike nine. 4. Everybody supposed him to be a foreigner. 5. I expect the telegram to be sent tomorrow. 6. They expected him to return in a fortnight. 7. Everybody considered him to be a great man. 8. We know her to be a talented actress.

### XI. Fill in the blanks using the correct form of the Infinitive:

1. He seems ... books for a whole hour (*to choose*). 2. He didn't answer at once. He seemed ... his throat (*to clear*). 3. She didn't seem ... in the problem (*to interest*). 4. They seem ... this method for years (*to use*). 5. He seems ... with his new job (*to fail*). 6. He appears ... the same suit the whole year (*to wear*). 7. She looks sad. She appears ... the news (*to learn*). 8. She didn't seem ... at me but at somebody behind (*to look*).

### XII. Use the Subjective Infinitive Complex instead of a Subordinate Clause:

**Pattern A:** *It is known that he is a great book-lover.*  
*He is known to be a great book-lover.*

1. It is said that she is preparing for her entrance examinations. 2. It can be expected that the weather will improve soon. 3. It proved that he was a very experienced worker. 4. It happened that he was at home at that time. 5. It seems that she knows French well. 6. It is reported that the delegation has left London. 7. It happened that there was a doctor there at that time. 8. It appears that there are different opinions on this subject.

**Pattern B:** *It is likely that the conference will be held in London.*  
*The conference is likely to be held in London.*

1. It was not likely that he would take the risk. 2. It is improbable that she will forget her promise. 3. It is not likely that he will come in time. 4. It is probable that the winter will be very cold this year. 5. It is improbable that this medicine will help him. 6. It is probable that they will be late. 7. It is not likely that they will return soon.



**Pattern C:** *He surely (certainly) will go hunting.*  
*He is sure to go hunting.*

1. Surely he is easy to deal with. 2. Surely the teacher will be satisfied with your report. 3. The doctor will certainly do his best. 4. They will certainly like this film. 5. He will certainly do his duty. 6. It is certain that they will be here on Monday.

### **XIII. Translate into Ukrainian:**

1. People seem to be more willing to pay taxes when they can understand the tax laws. 2. Economics is known to focus on production of goods and on the income generated in the course of production. 3. The customers are said to buy the goods at a price fixed by a special agreement. 4. The price is said to change. 5. The situation appears to be more difficult than we thought. 6. The meeting is expected to begin this morning. 7. He seems to know all about this matter. 8. He appeared to have received a very good education. 9. They were ordered to leave the hall. 10. She seemed to have been waiting for a long time.

### **XIV. Translate into English:**

1. Кажуть, що він живе нині в Одесі. 2. Здавалося, що він про щось думає. 3. З'ясувалося, що він знає три іноземні мови. 4. Здається, ця фірма підписала контракт. 5. Він виявився здібним математиком. 6. Кажуть, що цей письменник написав нову цікаву книжку. 7. Ніколи не бачили, щоб він сердився. 8. Він, здається, багато знає. 9. Навряд, щоб він став ризикувати. 10. Мої нові сусіди виявилися дуже приємними людьми. 11. Його підхід до вирішення цієї проблеми виявився дуже простим.

### **XV. Translate into Ukrainian:**

1. He is sure to ring you up. 2. Science is certain to influence the solution of the most important political problems. 3. They are sure (certain) to inform us about their plans. 4. No need to hurry. She is sure to be late. 5. They are likely to return next week. 6. The conference is likely to be at our University.

### **XVI. Translate into English:**

1. Очевидно, ви забули про нашу зустріч. 2. Навряд, щоб ви застали його вдома о цій порі. 3. Мабуть, цей готель був побудований багато років тому. 4. Очевидно, ви забули про все, що обіцяли. 5. Він, очевидно, знає, як поводитися в подібних ситуаціях. 6. Студенти обов'язково візьмуть участь у конференції. 7. Ви неодмінно знайдете там нових друзів.

## EXERCISES FOR INDIVIDUAL WORK

### I. Put «to» where necessary:

1. He made me (do) it all over again.
2. I want (see) the house where our president was born.
3. He is expected (arrive) in a few days.
4. I let him (go) early as he wanted (meet) his wife.
5. He made us (wait) for hours.
6. Please let me (know) your decision as soon as possible.
7. He is said (be) the best surgeon in the country.
8. We don't (want) anybody (know) that we are here.
9. Where would you like (have) lunch?
10. As we seem (have missed) the train we may as well (go) back to the house.
11. He told me (try) (come) early.
12. Before he let us (go) he made us (promise) (not tell) anyone what we had seen.
13. I heard the door (open) and saw a shadow (move) across the floor.
14. There is nothing (do) but (wait) till somebody comes (let) us out.

### II. Transform the sentences using the Objective or Subjective Infinitive Complexes:

1. They believe that he is honest.
2. Is it likely that he will arrive before six?
3. It is said that he was a brilliant scientist.
4. It is certain that they will arrive on Sunday.
5. It is said that she has a frightful temper.
6. They found that the report was rather interesting.
7. I could hardly believe that it had happened.
8. What I want is that you both should be happy.

### III. Translate into English:

1. Він не чув, як я постукав у двері.
2. Він сказав мені, що бачив, як вона вийшла з дому.
3. Повідомили, що збори відбудуться завтра.
4. Вона, здавалося, забула, що ми посварилися.
5. Ви сподівалися, що він виступить з промовою на зборах?
6. Я випадково почув, як він це сказав.
7. Схоже на те, що вона говорить правду.
8. Він, напевно, отримає задоволення від цієї поїздки.
9. Ми сподіваємося, що контракт буде підписано завтра.
10. Я вважаю, що він відповідальний за це.
11. Я вважаю, що я правий.
12. Ми знаємо, що він дуже досвідчений викладач.
13. Мій друг, здається, добре проводить час на березі моря.
14. Вона, здається, знає все з цього питання.
15. Він, очевидно, задоволений результатом своєї роботи.
16. Я випадково зустрів його в Сочі.
17. Погода, напевно, зміниться.
18. Це питання неодмінно будуть обговорювати на зборах сьогодні.
19. Вони, напевно, згодяться взяти участь у цій роботі.
20. Можна чекати, що вони прийдуть у понеділок.

## UNIT 14

### TOPIC: AGGREGATE SUPPLY AND DEMAND

TEXT A

TEXT B

GRAMMAR: The Participle. Forms and Functions

Complexes with the Participle

### READING DRILLS

#### 1. Practise the pronunciation of the following words:

##### a) stress the first syllable:

bring, single, aggregate, quality, quantity, adequate, motivated, labour, force, factor, natural, national, income, saving, trace, trends.

##### b) stress the second syllable:

economy, economic, economist, producer, production, productive, affect, performance, investment, account, accounting, consume, consumption, amount, statistics, efficiency, combine, improve.

#### Text A

Just as economists study the amount of goods and services brought to market by a single producer, they also study the total amount of goods and services produced by the economy as a whole. Thus, they examine **aggregate supply**<sup>1</sup> — the total amount of goods and services produced by the economy in a given period, usually one year.

A number of factors affect an economy's aggregate supply. Two of these are the quantity of resources used in production and the quality of those resources. For example, an economy must have an adequate supply of natural resources and capital goods **to be productive**<sup>2</sup>.

It also needs a skilled and highly motivated labour force. A third factor affecting aggregate supply is the efficiency with which the resources are combined. If they are combined in a productive way, aggregate supply will increase.

In order to measure aggregate supply, statistics must be kept. To keep with this task economists use **national income accounting**<sup>3</sup> — a system of statistics, that **keeps track of production**<sup>4</sup>, consumption, saving and investment in the economy. National income accounting also makes it possible to trace long-run trends in the economy and to form new public policies to improve the economy.

The most important economic statistics kept in the national income accounts is Gross National Product (GNP). This is the dollar measure of the total amount of final goods and services produced in a year. It is one of the most important and comprehensive statistics **kept on the economy's performance**.

## COMMENTS

1. **aggregate supply** — сукупна пропозиція
2. **to be productive** — щоб бути продуктивною
3. **national income accounting** — розрахунок національного прибутку
4. **... keeps track of production** — слідкує за виробництвом
5. **... kept on the economy's performance** — яка продовжує характеристику економіки

## VOCABULARY EXERCISES

### I. Find equivalents:

- |  |   |
|--|---|
| 1. adequate supply of natural resources    | а. загальна кількість товарів та послуг             |
| 2. to keep with a task                     | б. кваліфікована робоча сила                        |
| 3. final goods                             | в. засоби виробництва                               |
| 4. to trace long-run trends in the economy | г. відповідний (достатній) запас природних багатств |
| 5. skilled labour force                    | д. сукупна пропозиція                               |
| 6. national income accounting              | е. поліпшувати стан економіки                       |
| 7. capital goods                           | є. валовий національний продукт                     |
| 8. to improve the economy                  | ж. виконувати завдання                              |
| 9. aggregate supply                        | з. кількість і якість                               |
| 10. total amount of goods and services     | и. розрахунок національного прибутку                |
| 11. single producer                        | і. окремий виробник                                 |
| 12. Gross National Product (GNP)           | ї. готова продукція                                 |
| 13. the quantity and the quality           | й. намічати перспективні напрями в економіці        |

### II. Match the synonyms:

adequate, to grow, skilful, to affect, goods, merchandise, amount, trend, to ameliorate, consider, to improve, sufficient, to trace, to increase, to influence, examine, manufacturer, tendency, total, quantity, to track, producer, aggregate, skilled.

**III. Fill in the blanks with prepositions or adverbs if necessary:**

1. Economists examine aggregate supply — the total amount ... goods and services produced ... the economy ... a given period. 2. A number ... factors affect ... an economy's aggregate supply. 3. Two ... these are the quantity ... resources used ... production and the quality ... those resources. 4. ... order to measure aggregate supply, statistics must be kept. 5. One ... the factors affecting ... aggregate supply is the efficiency ... which the resources are combined. 6. The most important economic statistics kept ... the national income accounts is Gross National Product. 7. This is the dollar measure ... the total amount ... final goods and services produced ... a year.

**IV. Match each term in Column A with its definition in Column B:**

**Column A**

**Column B**

- |                                 |   |
|---------------------------------|---|
| 1. efficiency                   | a. Goods ultimately bought and used by consumers.   |
| 2. capital goods                | b. A measure of the nation's total output of goods and services per year.                                     |
| 3. services                     | c. Something created to produce other goods and services.   |
| 4. final goods                  | d. Intangible item of value, such as the work of physicians, lawyers, teachers, actors.                       |
| 5. labour force                 | e. A measure of how much we get what we use.  |
| 6. Gross National Product (GNP) | f. All the goods and services provided by the economy.  |
| 7. Aggregate Supply             | g. A system of statistics, that keeps track of production, consumption, saving and investment in the economy. |
| 8. national income accounting   | h. Individuals, 16 years of age or older, working or looking for work.  |

**V. Define which of the following items best completes the statement:**

**1. *The GNP can best be described as a measure of***

- a. the nation's economic welfare.
- b. the value of all goods and services produced in the country.
- c. the retail value of all market production in the nation.
- d. goods and services produced by the government.

**2. A nation's standard of living will rise if**

- a. GNP and population increase at the same rate.
- b. GNP increases faster than population.
- c. Population increases faster than GNP.
- d. Production and consumption decrease.

**3. Assume that prices are rising while production remains unchanged. In these circumstances, GNP measured in current dollars will**

- a. increase.
- b. remain the same.
- c. decrease.
- d. cause prices to fall.

**VI. Complete the following sentences:**

1. Economists examine aggregate supply ... . 2. The factors affecting aggregate supply are ... . 3. In order to measure aggregate supply, ... . 4. National income accounting is ... . 5. National income accounting also makes it possible ... . 6. The most important economic statistics kept in the national income accounts is ... . 7. Gross National Product is ... .

**VII. Answer the following questions:**

1. What do economists study? 2. What is aggregate supply? 3. What factors affect an economy's aggregate supply? 4. When will aggregate supply increase? 5. What must be kept in order to measure aggregate supply? 6. What is national income accounting? 7. What helps to trace long-run trends in the economy and form new public policies? What is it aimed at? 8. What is GNP?

**VIII. Translate into English:**

1. Економісти розглядають сукупну пропозицію як загальну кількість товарів та послуг, вироблених, як правило, за один рік. 2. На сукупну пропозицію впливає кількість цих ресурсів. 3. Щоб бути продуктивною, економіка повинна мати відповідний (достатній) запас природних багатств та засобів виробництва. 4. Третій фактор, який впливає на сукупну пропозицію, — це ефективність, з якою комбінуються ресурси. 5. Розрахунок національного прибутку дає можливість накреслити перспективні напрямки в економіці і виробити нові напрямки державної політики, щоб поліпшити стан економіки. 6. Валовий національний продукт — це вартість у доларах усієї сукупності готової продукції та послуг, вироблених і наданих за рік.

### **IX. Retell the text A using the following words and word-combinations:**

a single producer; aggregate supply; total amount of goods and services; capital goods; adequate supply of natural resources; consumption, skilled and highly motivated labour force; national income accounting; efficiency; to keep track of production, to keep with a task; final goods; to trace long-run trends in the economy; saving and investment; to form new public policies; to improve the economy; Gross National Product (GNP).

### **READING DRILLS**

#### **1. Practise the pronunciation of the following words:**

##### **a) stress the first syllable:**

daily, complex, aggregate, output, concept, spending, household, occupy, boom, partnership, private, purchase;

##### **b) stress the second syllable:**

advanced, behaviour, expenditure, proprietorship, responsible, external, produce, producer, product, production, productive, export, import, investment, investor, involve, decision, recession, computer.

#### **Text B**

An advanced country like the United States is very complex. It involves millions of individual **decision-making units**<sup>1</sup> — individuals, business and governments make billions of decisions daily.

Microeconomics is the branch of economics that deals with decision-making and other behaviour by these individual units. Another branch of economics, known as macroeconomics, deals with large groups or aggregates. Because GNP deals with the output of the country as a whole, it is macroeconomic concept.

As a first step in understanding the macroeconomy we think of the economy as being made up of several different parts called sectors. These sectors represent individuals, business, government and foreign markets. The sum of expenditures of these sectors is known as **aggregate demand**<sup>2</sup>. When aggregate demand or spending falls over a period of one to two years, the economy tends to go into recession, while a rise in aggregate demand tends to lead to booms in the economy.

One sector of the macroeconomy is the consumer sector. The basic unit in this sector is the household, which is made up of all persons who occupy a house, apartment, or room.

A second sector is the business, or investment sector. It is made up of proprietorships, partnerships, and corporations. It is the productive sector responsible for bringing the factors of production together to produce output.

A third sector in the macroeconomy is the government, or public sector. It includes the local, state and federal levels of government.

The foreign sector is the fourth sector of the macroeconomy. It includes all consumers and producers **external in the United States** <sup>3</sup>.

The United States, for example, exports computers, airplanes, and farm products to foreign buyers. It also imports a large number of different items from foreign countries. It makes no difference whether foreign buyers are governments or private investors or if purchases are made from governments or private individuals. They are all part of the foreign sector.

## COMMENTS

1. **decision-making units** — самостійна господарча одиниця, яка наділена правом приймати рішення
2. **aggregate demand** — сукупний попит
3. **external in the United States** — за межами Сполучених Штатів

## VOCABULARY EXERCISES

### I. Form the new words using the following suffixes:

- **ment**: invest, govern, state, establish, fulfil, agree, advance, pay, develop;
- **ive**: product, object, act, mass, effect, compare;
- **ion, - tion**: dominate, populate, substitute, promote, corporate, coordinate, collect, include, combine, discuss, decide, produce, restrict, consume;
- **er, or**: buy, produce, consume, invest, sell, supply, manufacture, manage, export;
- **ship**: proprietor, partner, leader, friend, member, owner.

### II. Give the Ukrainian equivalents for the following words and word-combinations. Use them in the sentences of your own:

decision-making units; branch of economics; foreign markets; output of the country; as a whole; the sum of expenditures; aggregate demand; recession; GNP; boom; consumer sector; productive sector; foreign sector; public sector; investment sector; proprietorship; partnership; corporation; to produce output; to be responsible for; factors of production; farm products.



### III. Match the antonyms:

to export, income, to import, demand, to consume, to produce, supply, private sector, expenditure, buyer, external, microeconomics, public sector, macroeconomics, boom, unlike, native, internal, different, recession, similar, like, foreign, seller.

### IV. Match each term in Column A with its definition in Column B:

Column A	Column B
1. microeconomics	a. A fall in business activity lasting more than a few months, causing stagnation in a country's output.
2. macroeconomics	b. Quantity of goods and services produced or provided by a business organization or economy.
3. aggregate demand	c. The study of the individual parts of the economy, with special attention to the market process and how it works.
4. recession	d. The total demand for goods and services in the economy.
5. boom	e. The peak of the business cycle; the economy is expanding and aggregate demand is rising quickly.
6. output	f. The study of the economy as a whole.
7. public sector	g. Regular fluctuations in the level of economic activity in an economy.
8. investment	h. Part of the economy that is owned and controlled by the state, namely central government, local government, and government enterprises.
9. business cycle	i. Using money to purchase real capital (equipment, new tools, industrial buildings) to be used in the production of goods and services.

### V. Define which of the following items best completes the statement:

**1. An increase in aggregate demand would most likely mean an increase in spending by**

- business.
- government.
- consumers.
- all of them.

**2. The macroeconomy is:**

- a. government's share of the nation's output.
- b. goods and services that are produced but not sold in the marketplace.
- c. everything produced in the nation.
- d. none of these.

**3. Rising unemployment, together with a reduction in business spending and production, is characteristic of**

- a. boom.
- b. contraction.
- c. recession.
- d. expansion.

**VI. Fill in the blanks below with the most appropriate terms from the list:**

aggregate demand; recession; decision-making; economics; corporations; consumers; items; services; proprietorships; the public sector; producers; goods; booms; the private sector.

1. Microeconomics is the branch of \_\_\_\_\_ that deals with \_\_\_\_\_ and other behaviour by these individual units. 2. The sum of expenditures of these sectors is known as \_\_\_\_\_. 3. When aggregate demand or spending falls over a period of one to two years, the economy tends to go into \_\_\_\_\_, while a rise in aggregate demand tends to lead to \_\_\_\_\_ in the economy. 4. The business, or investment sector is made up of \_\_\_\_\_, partnerships, and \_\_\_\_\_. 5. In a free market economy, \_\_\_\_\_ is responsible for allocating most of the resources within the economy. 6. Most \_\_\_\_\_ and \_\_\_\_\_ provided by \_\_\_\_\_ in any economy are allocated on the basis of need rather than on ability to pay. 7. Foreign sector includes all \_\_\_\_\_ and \_\_\_\_\_ external in the United States. 8. The United States imports a large number of different \_\_\_\_\_ from foreign countries.

**VII. Complete the following sentences:**

1. Microeconomics is ... . 2. Macroeconomics deals with ... . 3. As a first step in understanding the macroeconomy we think of the economy as ... . 4. These sectors represent ... . 5. The sum of expenditures of these sectors is known as ... . 6. One sector of the macroeconomy is ... . 7. The basic unit in this sector is ... . 8. A second sector is ... . 9. It is the productive sector responsible for ... . 10. The government sector includes ... . 11. The foreign

sector includes ... . 12. The United States exports ... .

### **VIII. Answer the following questions:**

1. What does microeconomics deal with? 2. Macroeconomics, deals with large groups or aggregates, doesn't it? 3. Why is GNP (Gross National Product) considered as macroeconomic concept? 4. What do the sectors of the macro-economy represent? 5. What is the basic unit in the consumer sector? 6. What is the business or investment sector made up of? 7. Is the business sector of the economy responsible for bringing the factors of production together to produce output? 8. What does the government, or public sector include? 9. Does the foreign sector include all consumers and producers external in the United States? 10. What does the United States export?

### **IX. Translate into English:**

1. Мікроекономіка — це галузь економіки, зв'язана із прийняттям рішень та іншими діями самостійних господарських одиниць, які наділені правом приймати рішення. 2. Сума витрат секторів макроекономіки відома як сукупний попит. 3. Основна одиниця споживчого сектору — домашнє господарство. 4. До складу сектору бізнесу або капіталовкладень входять одноосібна власність, партнерство та корпорації. 5. Третій сектор макроекономіки — це урядовий або громадський сектор, який включає місцевий уряд, уряд штату та федеральний уряд. 6. До складу зовнішнього сектору входять усі споживачі та виробники за межами Сполучених Штатів.

### **X. Replace the Ukrainian words and phrases by suitable English equivalents in the correct form. Retell the passage:**

(Макроекономіка) is the study of the functioning (економіки в цілому), and it deals mainly with the total output and income of the economy, (загальним рівнем зайнятості), and movements in the average level of all prices. The heart of macroeconomics consists of analyzing the determinants of (сукупної пропозиції) and (сукупного попиту).

In the short run, the main problem in macroeconomics is why (сукупний попит) sometimes exceeds (сукупну пропозицію), thereby bringing on (інфляцію), and why aggregate demand sometimes falls short of aggregate supply, thereby bringing on (безробіття) and deflation — or at least less inflation. Over the long run, macroeconomics is concerned primarily with (економічним зростанням) — increases in the productive capacity of the economy and in average (реальним доходом) per person.

## GRAMMAR EXERCISES

### The Participle. Forms and Functions

#### I. Give all the participial forms of the following verbs:

to produce, to study, to increase, to receive, to make, to solve, to provide, to say, to use, to sell, to pay, to negotiate, to write, to give, to enter.

#### II. Translate into Ukrainian paying attention to the place of the Participle:

a) a writing student; the financing organization; the countries importing raw materials; the rising sun; disappointing news; activities relating to wealth; an exciting story; a developing country; the approaching train;

b) the purchased models; an unanswered question; the contract fulfilled by the firm long ago; the models required by customers at present; an accepted plan; a desired object; sold goods; the film shown yesterday; satisfied needs and wants; a tax levied on consumer purchases; a discussed problem.

#### III. Replace one of the predicates by Participle I:

**Pattern:** *She looked at me and **smiled**.* — *She looked at me **smiling**.*

1. The girls walked home and **sang**. 2. The man read a book and **made notes** from time to time. 3. The children ran about and **shouted**. 4. He turned over the pages of a book and **looked at** the pictures. 5. The children sat and **watched** television. 6. The girl spoke and **trembled**. 7. She walked around and **said nothing**.

#### IV. Replace the parts in bold type by Participle Phrases:

**Pattern A:** *The man **who is talking with the students** is our lecturer.*  
*The man **talking with the students** is our lecturer.*

1. Do you know the woman **who is coming toward us**? 2. It always gives me pleasure to help the students **who work hard**. 3. A person **who brings good news** is always welcome. 4. The girl **who is sitting next to me** is Mary. 5. They passed a group of workers **who were repairing the road**. 6. The scientists **who will take part in the conference** must submit their abstracts. 7. He couldn't fall asleep because of the noise **that was coming from the street**. 8. The people **who are waiting for the bus in the rain** are getting wet. 9. The windows **that face the garden** were open. 10. She got on the train **that was going to Paris**.

**Pattern B:** *While I was waiting for you, I read this magazine.*  
*While waiting for you, I read this magazine.*

1. **When they accepted the invitation to participate in the exhibition**, they wrote a reply. 2. **When I heard the news**, I phoned him. 3. **When Nick studied at the University**, he published several scientific articles. 4. **When he arrived at the station**, he didn't find anyone to meet him. 5. **When I entered the lecture hall**, I saw some students who were waiting for me. 6. **When you exchange opinions with other people**, you enrich your mind. 7. **While he was skating yesterday**, he fell and hurt himself. 8. **While he was walking along the street**, he met his old friend.

**Pattern C:** *The car which is parked in front of the house is mine.*  
*The car parked in front of the house is mine.*

1. I took the newspaper **which was lying on the table**. 2. The decisions **which were adopted at the conference** are supported by many scientists. 3. He has bought a computer **which was made in Lviv**. 4. Service is a work **which is performed for someone**. 5. This firm manufactures heavy machinery **which is used in construction**. 6. A corporation is an institution **which is established for the purpose of making profit**. 7. They work at the plant **which was built last year**. 8. Did you get the message **which concerned the special meeting**?

**Pattern D:** *As she said so she went out of the room.*  
*Saying so she went out of the room.*

1. **As he was very clever**, he realized his mistake at once. 2. **As she was busy all the week**, she couldn't answer the letters. 3. **As he was late**, he had to excuse himself. 4. **As he was working for the local newspaper**, he knew a lot about the town's problems. 5. **As he was a great book-lover**, he spent a lot of money on books. 6. **As we were very tired**, we refused to go for a walk. 7. **As she entered the garden**, she saw her father repairing the car. 8. **As she had spent all her money**, she decided to go home.

## **V. Translate into Ukrainian:**

1. Translating the text, he wrote out new words. 2. Being unemployed, he hasn't got much money. 3. Having been shown the wrong direction, he lost his way. 4. If asked, he will explain you everything. 5. She was walking slowly stopping sometimes to have a short rest. 6. Having found a hotel, they looked for somewhere to have dinner. 7. Being busy, he had to refuse our invitation. 8. Jim hurt his arm playing tennis.

## VI. Define the forms of the Participle:

1. The man **speaking** to the students is our dean. 2. **Being** unable to help I went home. 3. The textile goods **produced** by the factory are in great demand. 4. **Having lived** in that town all his life, he knew it very well. 5. **Having spent** all the money he started looking for work. 6. **Having completed** their tests, the students handed them in. 7. The price **paid** for the use of labour is called wages. 8. The article **being typed** now, will be published tomorrow. 9. The cars **being produced** at our plant now are very good. 10. There are two factors **affecting** the wage rate. 11. Most of the scientists **invited** to the conference were leading specialists in various branches of economics. 12. **Having been told** to wait, she waited.

## VII. Translate into English:

1. Будьте уважні, коли переходите вулицю. 2. Написавши твір, ми почали готувати інше завдання. 3. Після того як посилку запакували, її віднесли на пошту. 4. Помітивши мене, вона зупинилася. 5. Вона швидко вийшла з кімнати, зачинивши за собою двері. 6. Вона йшла стежкою, що вела до річки. 7. Студенти, які не приділяють належної уваги граматиці, ніколи не оволодіють мовою. 8. Знаючи, що в нього досить часу, він не поспішав. 9. Добре одягнутий незнайомец відразу привернув нашу увагу. 10. Пояснивши все детально, він спокійно сів на своє місце. 11. Ми сиділи в саду, розмовляючи про нашу поїздку до Англії. 12. Зрозумівши свою помилку, він перестав сперечатися.

## VIII. Define the functions of the Participle:

1. Studying economics the students got the better understanding of their future specialized subjects. 2. All the roads leading to the centre of the city were blocked by trucks. 3. Having finished our work we shall go for a walk. 4. They discussed the point when signing the contract. 5. Most of the goods produced in this factory are exported. 6. None of the people invited to the party could come. 7. There were a lot of foreign guests at the conference held in May. 8. We spent most of the time answering questions. 9. The sellers come to the market hoping for high prices. 10. Frightened by the dog, the child began to cry. 11. Marketing includes all the business activities connected with the movement of goods and services from producer to consumer. 12. Negotiating the conditions of purchase, we informed the sellers that we needed the goods urgently. 13. At the entrance you will be met by a man holding a folded newspaper. 14. We sat down on the ground covered with dry leaves. 15. The specialists trained at our University are highly qualified.

## IX. Translate into English:

1. Я дивилась на дитину, що посміхалася. 2. Запаковані речі лежали на підлозі біля дверей. 3. Упізнавши мене, вона гукнула, щоб я зупинився і зачекав на неї. 4. Кінотеатр, який будується тут, буде одним із найбільших у нашому місті. Закінчивши лекцію, професор оглянув аудиторію, чекаючи на запитання. 6. Коли я ввійшов до кімнати, хлопчик збирав з підлоги скалки розбитої чашки. У нього був дуже наляканий вигляд. 7. Оскільки він сам був веселою людиною, він умів підбадьорити інших. 8. «Я б хотіла, щоб мене правильно зрозуміли», — сказала вона, посміхаючись. 9. Хлопчика, що продавав газети, уже не було видно.

## Complexes with the Participle

### X. Combine the two sentences into one using complexes with the Participle:

**Pattern:** *I saw him. He was walking along the street.*  
*I saw him walking along the street.*

1. I saw him. He was leaving the room. 2. The man was trying to unlock the door. I noticed it. 3. We saw them. They were approaching the house. 4. He told a lie. Everybody heard it. 5. I felt her hand. It was trembling. 6. The birds were singing in the trees. She heard it. 7. He made a mistake. Nobody noticed it. 8. The children were swimming in the river. We watched it.

### XI. Use the Participial Complex instead of a Subordinate Clause:

**Pattern A:** *They considered that the picture had been stolen.*  
*The picture was considered stolen.*

1. We found the safe locked and the papers stolen. 2. When I left her, she was greatly upset and worried. 3. I found her in her room. She was dressed for the party. 4. It could be considered that she was cured. 5. One can believe that the art of glass blowing has been forgotten. 6. We found the missing car. It had been abandoned on the highway. 7. We found the village. It had been burnt to the ground. 8. You will find the letter on your desk. It is signed and ready to be posted.

**Pattern B:** *I saw them as they were working in the garden.*  
*I saw them working in the garden.*  
*They were seen working in the garden.*

1. We saw as you were passing our house. 2. I saw how he was entering the office. 3. I heard as they were speaking in the next room. 4. I found them as they were sitting together and talking peacefully. 5. I observed the boys as they were swimming across the river. 6. They watched him as he was repairing his car. 7. I noticed that he was standing near the door. 8. I heard that somebody is crying.

## **XII. Translate into Ukrainian:**

1. As he sat on the bank of the river he felt the wind getting colder and colder. 2. When I turned my head I saw him still standing in the doorway. 3. I noticed him giving her a quick look. 4. She watched him walking away until she could see him no more. 5. She was kept waiting for a long time. 6. Did you hear her making that unpleasant remark? 7. They want the goods shipped on Monday. 8. The children were found playing in the garden. 9. The workers are considered doing it. 10. The students were seen leaving the University. 11. She was noticed entering the department store. 12. A plane was heard flying high in the sky.

## **XIII. Practise the following according to the pattern:**

**Pattern A:** *Do you clean the windows yourself?*

*No, I have the windows (them) cleaned.*

1. Did you paint the house yourself? 2. Do you type the reports yourself? 3. Does he wash his car himself? 4. Do you cut the grass yourself? 5. Did you make your dress yourself? 6. Does she sweep the stairs herself? 7. Did he build the new garage himself? 8. Are you going to shorten the trousers yourself?

**Pattern B:** *My hair has grown long. (to cut) — I must have it cut.*

1. We are leaving tomorrow (*to pack; all the things*). 2. My watch is five minutes slow (*to repair*). 3. Their house looks ugly (*to repaint*). 4. His teeth are uneven (*to straighten*). 5. I don't like your dress (*to make*). 6. His suit is already dirty (*to clean*).

**Pattern C:** *I cut my hair. — I had my hair cut.*

*I must repair my TV set — I must have my TV set repaired.*

1. I must clean my shoes. 2. He corrected his exercises. 3. She made her hat here. 4. The typist typed his article for him. 5. Does she make her dresses? 6. His wife washed and ironed his shirt. 7. We mended our alarm clock. 8. Did you clean your shoes?



**XIV. Make the following sentences interrogative and negative: +**

**Pattern:** *He usually has his hair cut once a month.*

*Does he usually have his hair cut once a month?*

*He doesn't usually have his hair cut once a month.*

1. I have your taxi kept at the door. 2. She had her hair cut very short.  
3. She had the slips printed. 4. I had the text tape-recorded yesterday. 5. I want to have my winter coat cleaned. 6. He had it all planned before. 7. You must have your bad tooth pulled out. 8. We had the letter sent there immediately.

**XV. Answer the following questions:**

1. How often do you have your hair cut? 2. When did you last have your hair cut? 3. Where do you have your clothes made? 4. Where do you have your watch repaired? 5. When did you last have your watch repaired? 6. How often do you have your teeth examined? 7. Where do you have your photos taken?

**XVI. Translate into Ukrainian:**

1. He had his luggage sent to the station. 2. How often do you have your carpets cleaned? 3. I'm having a new dress made. 4. I want it done as soon as possible. 5. We decided to have our photos taken after the final exam. 6. They found the door locked. 7. He won't have anything changed here. 8. Where does she have her clothes made? 9. I usually have my hair cut once a month. 10. It's time to have our linen washed. 11. Tell the secretary to have the report typed at once. 12. I think I must have my room papered. 13. I want to have my radio-set repaired.

**XVII. Translate into English:**

1. Тут їй пошили плаття. 2. Де вам шили це плаття? 3. Як часто ви стрижетеся? 4. У нього вкрали документи минулого року. 5. Ми повинні розглянути це питання в понеділок. 6. Тут вам почистять пальто. 7. Тобі полагодили черевики? 8. Ми відремонтували квартиру до того, як поїхали на південь. 9. Вам потрібно випрасувати і почистити костюм. 10. Я роблю зачіску в перукарні щоп'ятниці.

**XVIII. Replace the Subordinate Clause by the Absolute Participle Complex:**

**Pattern A:** *As the weather was fine, we went for a walk.*

*The weather being fine, we went for a walk.*

1. As it is rather cold, I put on my coat. 2. As the play was very popular, it was difficult to get tickets. 3. As my friend lives far from here, I go to his place by bus. 4. As her son was ill, she could not go to the theatre. 5. As his mother teaches English, he knows the language very well. 6. As we specialize in economics, we must take an interest in all its latest achievements.

**Pattern B:** *As the bridge was destroyed, we could not cross the river.*  
*The bridge being destroyed, we could not cross the river.*

1. As houses are built very quickly nowadays, we'll soon get a new flat. 2. As all the shops were closed, we couldn't buy anything. 3. As the road was being repaired, I couldn't go there by bus. 4. As the book was being printed, we hoped to get it soon. 5. As the work was done, we went home. 6. As the letter was written, I went to post it. 7. As all preparations were made, they started the experiment. 8. As the report was written in French, we couldn't understand one word.

**Pattern C:** *When the work had been done, they went home.*  
*The work having been done, they went home.*

1. When the house had been built, we got a new flat. 2. As our teacher had visited India, we asked him to tell us about that country. 3. After the sun had risen, we continued our way. 4. As the road had been repaired, we couldn't go there by bus. 5. As my friend had bought the tickets beforehand, we didn't need to hurry. 6. When the waiting room had been cleaned, the passengers were let in. 7. As all the tickets had been sold out, we couldn't see the performance. 8. As the key had been lost, she couldn't get into the room.

### **XIX. Translate into Ukrainian:**

1. The work having been done, we received high salary. 2. The question being too difficult, no one could answer it. 3. The teacher being ill, the lesson was put off. 4. All this having been settled, he went home. 5. The preparations being completed, they began to climb up the mountain. 6. Time permitting, they will discuss the matter tomorrow. 7. It being Saturday, everyone went out of town. 8. The play being very popular, it was difficult to get tickets. 9. The moon being bright, everything was clearly visible. 10. Peter being away, Alexander had to do his work. 11. My task having been finished, I went to bed. 12. It being very stormy, they stayed at home. 13. The game having ended, the crowd went home. 14. The door being opened, he entered the house. 15. Dinner being over, we went into the garden. 16. The letter having been delayed, the news reached us too late.

## XX. Translate into English:

1. Коли завдання було виконано, я ліг спати. 2. Оскільки там нікого не було, я пішов. 3. Якщо дозволить погода, ми проведемо вихідний день у лісі. 4. Коли лекції закінчилися, студенти пішли додому. 5. Оскільки ніч була тепла, ми спали в саду. 6. Коли мій брат закінчив школу, ми переїхали до Києва. 7. Оскільки вітер дув з півночі, було дуже холодно. 8. Коли лист був підписаний, я відіслала його. 9. Оскільки мій брат узяв ключ, я не зміг увійти до будинку. 10. Оскільки було дуже холодно, вони розклали багаття. 11. Коли все було готове, ми почали експеримент. 12. Оскільки стежина загубилася у високій траві, вони зупинилися. 13. Оскільки мій друг загубив книжку, він не зміг підготуватися до занять. 14. Оскільки лист затримався, звістка дійшла до нас занадто пізно. 15. Оскільки телефон був несправний, я не зміг зателефонувати вам. 16. Коли батько прийшов, усі сіли за стіл обідати.

## EXERCISES FOR INDIVIDUAL WORK

### I. Open the brackets, using the correct form of the Participle:

1. He didn't pay any attention to the (*to ring*) telephone. 2. The method (*to follow*) by scientists was not simple. 3. (*To find*) no one at home he went to his neighbours. 4. This is the book so much (*to speak*) about. 5. A letter (*to lie*) on the table must be posted. 6. (*To obtain*) new results, they decided to publish them. 7. Never (*to visit*) the place before, she got lost. 8. The house (*to build*) at the corner of the street will be a library. 9. You needn't repeat the lesson so well (*to remember*) by everybody. 10. He sat in a comfortable armchair (*to smoke*) a cigarette. 11. (*To read*) half the book, he fell asleep. 12. (*To realize*) that she had missed the train the woman began to walk slowly. 13. It (*to be*) very cold, they made a fire. 14. The book (*to take*) from Petrenko is very interesting.

### II. Complete the sentences using the Participle or complexes with the Participle:

1. He noticed a man ... . 2. They watched the children ... . 3. He didn't see her ... . 4. I didn't notice you ... . 5. I've never heard you ... . 6. I didn't see anybody ... . 7. The girl saw someone ... . 8. Here is the letter ... . 9. Where is the article ... . 10. She was seen ... . 11. The car stopped at the gate and we saw ... . 12. He will tell you everything if ... . 13. ... He couldn't say a word. 14. He was always angry when ... .

### III. Combine the two sentences into one using complexes with the Participle:

**Pattern:** *I knew that he was poor. I offered to pay his fare.*

*Knowing that he was poor, I offered to pay his fare.*

1. She became tired of my complaints about the programme. She turned it off. 2. He found no one at home. He left the house in bad temper. 3. He had spent all his money. He decided to go home and ask his father for a job. 4. He realized that he had missed the last train. He began to walk. 5. She didn't want to hear the story again. She had heard it all before. 6. We visited the museum. We decided to have lunch in the park. 7. I turned on the light. I was astonished at what I saw. 8. He offered to show us the way home. He thought we were lost. 9. He was exhausted by his work. He threw himself on his bed. 10. She entered the room suddenly. She found them smoking.

### IV. Use the Participial Complex instead of a Subordinate Clause:

1. I noticed that she was speaking very coldly to him. 2. He saw that we were crossing the road in the wrong place. 3. It was pleasant to watch how they were enjoying themselves. 4. We heard that somebody was laughing in the next room. 5. Because of the noise nobody heard that the telephone was ringing. 6. We watched as they were repairing the car.

### V. Translate into English:

1. Ми живемо в місті, що засноване 1500 років тому. 2. Чули, як вона плакала. 3. Чоловік, який читав лекцію, показав багато діаграм. 4. Оскільки вистава була дуже популярною, важко було дістати квитки. 5. Я чув, як він піднімався сходами кілька хвилин тому. 6. Розбита чашка лежала на столі. 7. Я чув, як вона розповідала йому про це. 8. Отримавши телеграму, вони поїхали до Києва. 9. Він хоче полагодити черевики. 10. Він сидів у кріслі, читаючи газету. 11. Він поїхав, не обговоривши зі мною це питання. 12. Я помітив чоловіка, який відчиняв двері. 13. Вона пішла, не попрощавшись. 14. Оскільки погода була гарна, усі вікна було відчинено. 15. Усі бачили, як він біг вулицею, нікого не помічаючи. 16. Я роблю зачіску в перукарні шоп'ятниці. 17. Бачили, як вони фотографувалися після останнього іспиту. 18. Це сестра мого товариша, яка живе в квартирі по сусідству зі мною. 19. Він тихо зачинив двері, не бажаючи її будити. 20. Не отримавши від неї листа, він надіслав їй телеграму. 21. Переходячи через міст, я зустрів свого друга.

## UNIT 15

TOPIC: MONEY and FINANCIAL INSTITUTIONS

TEXT A

TEXT B

GRAMMAR: The Gerund. Forms and Functions

The Gerundial Complex

### READING DRILLS

#### 1. Practise the pronunciation of the following words:

##### a) stress the first syllable:

money, currency, basically, reasonably, substance, medium, worth, store, value, serve, issue, government, shape, kind, modern, primitive, portable, share, payment, carry, measure, coin, checkbook, durable, normal, purchase, stable;

##### b) stress the second syllable:

exchange, convert, familiar, metallic, addition, inflation, consider.

#### Text A

Basically, money is what money does. This means that money can **be any substance**<sup>1</sup> that functions as a Medium of Exchange, a Measure of Value, and a Store of Value.

As a medium of exchange, money **is** something generally **accepted as payment**<sup>2</sup> <sup>3</sup> for goods and services

As a measure of value, money expresses worth in terms that most individuals understand.

Money also serves as a store of value. This means goods or services can **be converted into**<sup>4</sup> money that is easily stored until some future time.

The different forms of money are in use in the United States today. The most familiar are coin and currency. The term coin refers to metallic forms of money. The term currency refers to paper money issued by government. While money has changed in shape, kind or size over the years, modern money still shares many of the same characteristics of primitive money. Modern money **is very portable**<sup>5</sup> when people carry checkbooks. For example, they really are carrying very large sums of money since checks can be written in almost any amount.

Modern money is **very durable**<sup>6</sup>. Metallic coins **last a long time under normal use**<sup>7</sup> and generally **do not go out of circulation**<sup>8</sup> unless they are lost. Paper currency also is reasonably durable. Modern money also **rates high in divisibility**<sup>9</sup>. The penny which is the smallest **denomination of coin**<sup>10</sup>, is more than small enough, for almost any purchase. In addition, checks almost always can be written for the exact amount. Modern money, however, is not as stable in value. The fact, that **the money supply**<sup>11</sup> often grew at a rate 10 to 12 per cent a year was considered as major cause of inflation.

### COMMENTS

1. **to be any substance** — бути будь-якою річчю
2. **to be accepted as** — бути прийнятим як ...
3. **payment** — плата, платіж
4. **to be converted into** — бути конвертованим у ...
5. **to be very portable** — *тут*: легко переносити
6. **to be very durable** — *тут*: довго використовуватися
7. **... last a long time under normal use** — за нормального використання довго перебувають в обігу
8. **to go out of circulation** — виходити з обігу
9. **to rate high in divisibility** — високо цінити за можливість поділятися
10. **denomination of coin** — вартість монети
11. **money supply** — грошова маса

### VOCABULARY EXERCISES

#### I. Find equivalents:

- |                             |                           |
|-----------------------------|---------------------------|
| 1. medium of exchange       | а. запас вартості         |
| 2. measure of value         | б. плата, платіж          |
| 3. store of value.          | в. бути конвертованим     |
| 4. to be any substance      | г. паперові гроші         |
| 5. to issue money           | д. сучасні гроші          |
| 6. modern money             | е. виражати вартість      |
| 7. to go out of circulation | є. грошова маса           |
| 8. paper/soft money         | ж. засіб обміну           |
| 9. money supply             | з. бути будь-якою річчю   |
| 10. to express worth        | и. випускати гроші в обіг |
| 11. to be converted         | і. міра вартості          |
| 12. payment                 | ї. виходити з обігу       |

## II. Fill in the blanks below with the most appropriate terms from the list:

a store of value ; coin; a Medium of Exchange; currency; a measure of value; currency; inflation; the money supply.

1. Money can be any substance that functions as \_\_\_\_\_, a Measure of Value, and a Store of Value.
2. As \_\_\_\_\_, money expresses worth in terms that most individuals understand.
3. Money also serves as \_\_\_\_\_.
4. The term \_\_\_\_\_ refers to metallic forms of money.
5. The term \_\_\_\_\_ refers to paper money issued by government.
6. Metallic coins generally do not go out of circulation unless they are lost.
7. Paper \_\_\_\_\_ also is reasonably durable.
8. The fact, that \_\_\_\_\_ often grows at a rate 10 to 12 per cent a year is considered as major cause of \_\_\_\_\_.

## III. Memorize the following words and word-combinations.

Use them in the sentences of your own:

active/circulating money

/money in circulation/ — гроші, що перебувають в обігу

bad/bogus/counterfeit money — фальшиві гроші

borrowed money — позичка

checking account money — гроші на поточному рахунку

credit/debt money — кредитні гроші

money at long — довгострокова позичка

money market — валютний ринок

ready/hard money — готівка

to make money — заробляти гроші/розбагатіти

to withdraw money — вилучати гроші з обігу

to keep money with a bank — тримати гроші в банку

to put/to invest money — вкладати гроші

to remit money — переказувати гроші

## IV. Translate the sentences paying attention to the italicized words:

1. It's quite interesting work and the *money*'s all right.
2. The *monetary unit* of Japan is yen.
3. *Monetary policy* is aimed at controlling the amount of *money in circulation*, usually through controlling the level of lending or credit.
4. *Money supply* can include notes, coins, and clearing-bank and other deposits used for everyday payments.
5. I am not *made of money*, you know!
6. I paid *good money* for that car and it broke down on the first day.
7. The pound had a steady day on the *money markets*.

**V. Match each term in Column A with its definition in Column B:**

**Column A**

**Column B**

- |                 |  |
|-----------------|--|
| 1. money        | a. The exchange of one good or service for another.  |
| 2. currency     | b. Anything generally accepted as payment for goods and services.  |
| 3. barter       | c. A book of forms for writing cheques.  |
| 4. inflation    | d. The total amount of money that exists in the economy of a country at a particular time.                 |
| 5. check        | e. Period of rising prices during which the purchasing power of the dollar is falling.                     |
| 6. money supply | f. An institution, such as a bank, that deals in short-term loans, foreign exchange, etc.                  |
| 7. money market | g. Paper money and coins issued by the federal government.   |
| 8. checkbook    | h. Metallic forms of money.  |
| 9. coin         | i. A special printed form on which one writes an order to a bank to pay a sum of money from one's account. |

**VI. Define which of the following items best completes the statement:**

**1. *Most of the money in circulation consists of***

- a. paper money.
- b. coins.
- c. checking accounts.
- d. savings accounts.

**2. *In a money economy, money serves as a***

- a. medium of exchange.
- b. measure of value.
- c. store of value.
- d. all of the above.

**3. *The value of money***

- a. can increase or decrease.
- b. remains the same at all times.
- c. increases with the passage of time.
- d. rises when prices rise.



#### **4. *The purchasing power of money***

- a. increases during periods of inflation.
- b. decreases during an inflation.
- c. decreases during a deflation.
- d. is unaffected by inflation or deflation.

#### **VII. Complete the following sentences:**

1. Money can be any substance that functions as ... . 2. As a medium of exchange, money is ... . 3. As a measure of value, money expresses ... . 4. It also serves as ... . 5. This means ... . 6. The most familiar forms of money are ... . 7. The term coin refers ... . 8. The term currency refers ... . 9. Modern money is very portable when ... . 10. Metallic coins last a long time under normal use ... . 11. The penny which is the smallest denomination of coin, is ... . 12. The fact, that the money supply often grew at a rate 10—12 per cent a year was considered as ... .

#### **VIII. Answer the following questions:**

1. In what function is money accepted as payment for goods and services? 2. What is money as a medium of exchange? 3. What does money express as a measure of value? 4. How does money function as a store of value? 5. What are the most familiar forms of money in the United States? 6. What is the difference between coin and currency? 7. What does the term currency refer to? 8. What are the most important characteristics of modern money? 9. What is the life-time of metallic coins? 10. How is the smallest denomination of coin called in the United States? 11. What is the major cause of inflation?

#### **IX. Translate into English:**

1. Гроші функціонують як засіб обігу, міра вартості та запас вартості. 2. Різні види грошей перебувають в обігу в Сполучених Штатах Америки. 3. Запас вартості означає, що товари та послуги можна легко конвертувати в гроші. 4. Термін «валюта» відноситься до паперових грошей, а «монета» — до грошей, виготовлених з металу. 5. Сучасні гроші мають ті самі характеристики, що й примітивні гроші. 6. Металеві гроші не виходять з обігу аж доти, доки їх не загублять. 7. Пенні — монета найменшої вартості в обігу. 8. Те, що грошова маса щороку зростає на 10—12 відсотків, є основною причиною інфляції.

## READING DRILLS

### 1. Practise the pronunciation of the following words:

#### a) stress the first syllable:

bank, safe, lend, fund, business, temporarily, functional, saver, borrower, cash, gain, asset, debt, property, possession, claim, balance, interest, loan, bond, statement, sheet, customer, prosper.

#### b) stress the second syllable:

fulfil, distinct, community, provide, excess, examine, liability, condense, return, invest, investment, attract, attractive, liquidity, convert, deposit, reflect, effect, increase, diversify.

#### c) stress the third syllable:

institution, understanding, obligation, introduce.

### Text B

Banks fulfil two distinct needs in a community. For one they provide a safe place for people **to deposit their money**<sup>1</sup>. For another, they **lend excess funds**<sup>2</sup> to individuals and business temporarily **in need of cash**<sup>3</sup>. In effect, banks act as functional institutions **that bring savers and borrowers together**<sup>4</sup>.

**To gain a clear understanding**<sup>5</sup> of the way in which a bank operates, let us examine the bank's **liabilities**<sup>6</sup> and **assets**<sup>7</sup>.

Its liabilities are the debts and obligations to others. Its assets are the properties, possessions, and claims on others. These liabilities and assets generally are put together in the form of a balance sheet — condensed statement showing all assets and liabilities at a given point of time.

The balance sheet also reflects net worth — **the excess of assets over liabilities**<sup>8</sup>, which is a measure of the value of a business.

Most bank deposits return to the community in the form of loans. The bank, however, might invest some of the cash in bonds. The bonds would be a good investment for two reasons. One is that **they earn the interest**<sup>9</sup> and therefore are more attractive than cash. The other is that they have a high degree of **liquidity**<sup>10</sup>, that is they can be converted into cash in a very short period of time. The liquidity adds to the bank's ability to serve its customers. When the demand for loans increases, the bonds can be sold and the cash loaned to customers.

In time, the bank would grow and prosper diversifying its assets and liabilities in the process. It might use some of its excess funds to buy state or local bonds. It might loan some funds on a short-term basis to other banks. Then, too, a bank might use some of its assets to buy an interest in another business. The bank also might try to attract more depositors by introducing different kinds of accounts. Once the bank attracts more funds, it can make more loans and more profits.

## COMMENTS

1. **to deposit their money** — для збереження вкладів
2. **to lend excess funds** — надавати кредит
3. **... in need of cash** — коли потрібні гроші
4. **... that bring savers and borrowers together** — що з'єднує кредиторів і дебіторів
5. **to gain a clear understanding** — щоб мати чітке уявлення
6. **liabilities** — пасив
7. **assets** — актив
8. **the excess of assets over liabilities** — перевищення активів над пасивами
9. **... they earn the interest** — на них нараховується відсоток
10. **liquidity** — ліквідність

## VOCABULARY EXERCISES

### I. Name the word-building elements and the part of speech of each word:

bank — bankable — banker — banking — banknote — bankroll — bankrupt — bankruptcy; convert — converter — convertible — convertibility; deposit — depository — depositor — depository; invest — investment — investor.

### II. Give the Ukrainian equivalents for the following words and word-combinations. Use them in the sentences of your own:

to provide a safe place for people; to deposit money with a bank; to lend excess funds; to be in need of cash; balance sheet; to bring savers and borrowers together; net worth; assets and liabilities; to gain a clear understanding; to earn the interest; a measure of the value of a business; to loan some funds on a short-term basis; to have a high degree of liquidity; to attract more depositors; to buy an interest in another business.

### III. Translate the sentences paying attention to the italicized words:

1. *The bank* of England has the sole right In England and Wales of issuing *bank-notes*. 2. When my brother grew up, he told himself he was going to be a broker, or a financier, or a *banker*. 3. He *was banking* on the train being in time. 4. *I'm banking* on your help. 5. The newspapers accused the President of being *bankrupt* in ideas. 6. She's in *banking*. 7. It is, of course, possible that he *banked* the money under another name. 8. I had *to deposit* 10% of the price of the house. 9. The shop promised to keep the goods for me if I paid *a deposit*. 10. When a river rises, it *deposits* a layer of mud on the land. 11. The money is being kept *on deposit*.

### IV. Find the terms in the text which describe the following:

1. Financial institution that accepts demand deposits and makes commercial loans. 2. The business transactions of a bank. 3. Money in coins or notes, as distinct from checks or orders. 4. Financial statement summarizing all assets, liabilities and net worth. 5. The difference between business assets and its liabilities. 6. Something of value that is owned by an organization. 7. A person who saves money regularly, esp in a bank or building society. 8. A debt owed or an obligation incurred by an organization. 9. A thing that is lent. 10. Money paid to somebody who invests money. 11. A certificate issued by a government or a company promising to repay borrowed money at a fixed rate of interest at a specified time.

### V. Fill in the blanks with prepositions or adverbs if necessary:

1. Banks fulfil two distinct needs ... a community. 2. They lend excess funds ... individuals and business temporarily ... need ... cash. 3. Most ... bank deposits return ... the community ... the form ... loans. 4. The bank might invest some ... the cash ... bonds. 5. The bank might use some ... its assets to buy an interest ... another business.

### VI. Answer the following questions:

1. What needs do banks fulfil in a community? 2. How do banks act? 3. What is the difference between assets and liabilities? 4. What does the term *balance sheet* mean? 5. What does the balance sheet reflect? 6. What is net worth? 7. What are the reasons for the bonds to be a good investment? 8. When can the bonds be sold? 9. Under what conditions would the bank grow and prosper? 10. How might the bank use some of its excess funds and assets? 11. In what way might the bank try to attract more depositors?

## VII. Translate into English:

1. Банки забезпечують людей місцем, куди б вони могли без ризику вкласти свої гроші (заощадження). 2. Банки тимчасово надають кредити приватним особам та підприємствам, коли ті потребують готівки. 3. Банківські пасиви — це борги та зобов'язання банку. 4. Банківські активи — це власність, майно та рекламації до інших банків. 5. Балансовий звіт — це документ, який у стислій формі відображає стан усіх активів та пасивів на даний період часу. 6. Банк міг би інвестувати деяку частину готівки в облігації (бонди). 7. Ліквідність сприяє здатності банку обслуговувати своїх клієнтів. 8. Коли банк залучатиме більше фондів, він зможе надавати більші позики та одержувати більший прибуток.

## COMMUNICATIVE SITUATIONS

1. You have an exam. Your question is «Money in our society».
2. Discuss the functions of money:
  - Medium of Exchange (money is accepted by people when they buy or sell goods and services or productive resources);
  - Standard of Value (money is used like a ruler to compare the value of things people buy and sell).
  - Store of Value (Money is a way to store value from the time people receive it until another time when they spend it).
3. Discuss the characteristics of money that help make it effective in accomplishing these functions: portability, uniformity, acceptability, durability, divisibility, stability in value.
4. Discuss the types of money and give examples of each type: commodity money (gold, silver), representative money (old U.S. Notes), fiat money (U.S. currency and coin), checkbook money.
5. Ask your fellow students what they know about Ukraine's banking system.
6. Express your attitude to the following expressions:
  - Money spent on the brain is never spent in vain.
  - Time is money.
  - Money is the root of all evil.
  - Money is the guarantee of security.
  - Money has no smell.
  - No bees, no honey; no work, no money.

## GRAMMAR EXERCISES

### The Gerund. Forms and Functions

#### I. Change the sentences according to the pattern:

**Pattern A:** *I like to read detective stories.*

*I like **reading** detective stories.*

1. I began to write poems very early. 2. They stopped to smoke. 3. I hate to write letters. 4. I remember to tell you about it. 5. They prefer to stay at home in the evening. 6. His mother intends to spend her holiday in the Crimea. 7. She tried to open the window but couldn't. 8. I have just begun to translate the text.

**Pattern B:** *Don't worry about it. It's no use.*

*It's no use **worrying** about it.*

1. Don't smoke. It's a waste of money. 2. He solves cross-word puzzles very well. He is good at it. 3. Don't get angry. It's not worth it. 4. Don't study if you are feeling tired. There is no point. 5. Don't ask Tom to help you. It's no good. 6. Don't get a taxi. It's no use.

#### II. State the form of the Gerund. Translate the sentences:

1. **On seeing** the funny toy, the child burst out laughing. 2. I remember **having invited** my friends to my place. 3. Children like **being told** tales. 4. He doesn't like **being praised** in the presence of his fellow-students. 5. Why don't you do the work properly without **being reminded**? 6. I am glad **having met** her last week. 7. Who is responsible for the prices **not having been fixed yet**? 8. I look forward **to going** home next month. 9. I am surprised at your **having missed** so many lessons. 10. **Choosing** a present for that boy was not an easy matter for me.

#### III. Use the correct form of the Gerund:

1. I am tired of (*to treat*) like a child. 2. Everybody was surprised at her (*to leave*) so soon. 3. You've changed so much that he might be excused for not (*to recognize*) you. 4. I prefer (*to drive*) to (*to drive*) 5. I was proud of (*to invite*) there. 6. I have come to apologize for (*to cause*) all that trouble. 7. This matter wants (*to clear up*). 8. He was ashamed of (*to be*) rude to his sister. 9. It isn't worth (*to speak*) about it. 10. He hates (*to ask*) about it. 11. Stop (*to argue*) and start (*to work*). 12. By (*to work*) day and night he succeeded in (*to finish*) his work in time.

#### **IV. State the function of the Gerund. Translate the sentences:**

1. Dieting is very popular today. 2. This film is worth seeing. 3. Before leaving Kyiv we shall inform you. 4. They listened to her without interrupting. 5. Have you the means of helping him now? 6. In correcting your dictations I found very few mistakes. 7. What annoys me is his being careless. 8. In spite of being tired they decided to go on with their work. 9. She has the gift of being able to work sixteen hours. 10. He didn't say a word for fear of interfering into their conversation. 11. In spite of myself I couldn't help smiling. 12. I don't feel like walking. 13. She had stopped asking about the time. 14. He was afraid of being poor.

#### **V. Complete the sentences using the Gerund:**

1. My sister was never tired of ... . 2. He left the room without ... . 3. He went to bed after ... . 4. Have you finished ...? 5. She is very fond of ... . 6. It is worth while ... . 7. I couldn't help ... . 8. At last we succeeded in ... . 9. Thank you for ... . 10. ... is useful. 11. Her hobby is ... . 12. I don't mind ... . 13. I have really no intention of ... . 14. They looked at each other without ... . 15. He went on reading a book instead of ... . 16. Do you feel like ... ?

#### **VI. Insert prepositions where necessary:**

1. I stopped, ... opening the door. 2. I kept her ... falling down. 3. This time he felt no surprise ... meeting his friend. 4. He tore the note into pieces ... reading it. 5. Outside it kept ... raining. 6. ... washing up she broke a cup. 7. He wasted a lot of time ... trying to find another way home. 8. What did she mean ... being busy? 9. I insist ... remaining here. 10. I thanked him again ... lending me the car. 11. She went up to her bedroom ... looking back. 12. I wonder what prevented him ... coming to the party. 13. There is no harm ... asking her again. 14. I'm getting hungry. I'm looking forward ... having dinner. 15. I've been thinking ... looking for a new job.

#### **VII. Translate into Ukrainian:**

1. It's no use arguing with her. 2. There is no sense in doing this work now. 3. Be careful in crossing the street. 4. He insists on doing the job himself. 5. He is against informing them of it now. 6. You have no reason for saying it. 7. The rain prevented me from calling on you yesterday. 8. We couldn't help laughing when we heard it. 9. He had a feeling of being watched. 10. He left without letting us know.

### VIII. Translate into English:

1. Головне — потрапити туди вчасно. 2. Я не можу дозволити собі купити цю дорогу річ. 3. Я не можу не думати про це. 4. Я пам'ятаю, що зустрічав його десь. 5. Він звик вставати рано. 6. Ми не могли уникнути розмови з нею. 7. Вона вийшла з кімнати, не глянувши на нас. 8. Я не маю наміру обговорювати це питання. 9. Мені не подобається, коли зі мною так розмовляють (in such a manner). 10. Терпіти не можу чекати. 11. Це варто читати? 12. У мене немає надії побачити його найближчим часом. 13. Ми наполягали на тім, щоб вони почали переговори. 14. Вона нічого не мала проти того, щоб зайти ще раз. 15. Він почав турбуватися. 16. Я не могла не всміхнутися. 17. Коли ви почнете обговорювати статтю?

### The Gerundial Complex

#### IX. Paraphrase the sentences using Gerundial Complexes:

**Pattern A:** *Do you mind if I close the window?*  
*Do you mind **my closing** the window?*

1. The doctor insisted that I should stay at home. 2. There is no chance that they will call on us tonight. 3. There is no possibility that we shall see him this week. 4. We insisted that he should come with us. 5. I have heard that your son has been awarded the Order. 6. Will you object if I smoke here?  
7. You will excuse me if I ask you again. 8. There is no hope that you will receive a letter from him soon. 9. There is no fear that I shall forget. 10. You will excuse me if I ask you again.

**Pattern B:** *I want she to recite this poem.*  
*I insist on **her reciting** this poem.*  
*I dont want him to be sent here.*  
*I object to **his being sent** there.*

1. They wanted me to take part in the competition. 2. I don't want Jane to stay here alone. 3. I don't want him to be elected chairman. 4. Mother did not want Mary to go to the cinema. 5. The teacher wanted the students to do this exercise. 6. I want her to be sent to the conference.

#### X. Replace the Gerund by a Gerundial Complex by adding a Subject to it:

**Pattern:** *I'm against writing this review.*  
*I'm against **your writing** this review.*



1. I fail to see the point of raising the question now. 2. She simply can't help laughing at you. 3. We did not mind waiting a little. 4. It's no good trying to make her change her mind. 5. I'll take the opportunity of being here to ask you some questions. 6. I'm used to coming home very late. 7. He succeeded only through making the right contacts from the very beginning. 8. Everything depends on your getting there in time.

### **XI. Replace the Subordinate Clauses by Gerundial Complexes:**

1. When I received the telegram, I started home at once. 2. While he was copying the text, he made a few mistakes. 3. You may avoid many mistakes if you observe these rules. 4. You can improve your knowledge of English if you read more. 5. When she left school, she got a job at the post-office. 6. When he entered the room, he greeted everybody. 7. After he had packed all the things he phoned for a taxi. 8. I don't remember that I have ever come across his name before. 9. She hesitated before she entered the room. 10. When I was passing their house, I noticed that all the windows were dark.

### **XII. Put questions to the Gerundial Complexes in different functions:**

1. It is surprising his being sent abroad. 2. I was struck by the fact of his having solved so complicated problem in almost no time. 3. We insisted on his being shown the results of the experiment. 4. I haven't heard of his having been offered the post of director. 5. Your coming here is very desirable. 6. She wrote the letter without my knowing. 7. My having answered all the questions of an examination card satisfied the teacher very much. 8. I entered the room without his seeing it. 9. Our meeting him there was a pleasant surprise. 10. They aimed at being invited to the conference.

### **XIII. Think of situations where you can use the following sentences:**

1. She realized it was no use asking questions. 2. He didn't like being made fun of. 3. He liked watching the birds. 4. She was not used to being kept waiting. 5. I look forward to seeing him again. 6. He smiled without answering and the next minute he was gone. 7. There is no point in arguing about it. 8. He finished the interview without giving me an opportunity to answer. 9. He looked at her for some time without seeing her. 10. What prevents you from realizing the truth?

#### **XIV. Translate into English:**

1. Ви не будете заперечувати, якщо я приєднаюся до вашої компанії? 2. Я не заперечую проти того, щоб вони приїхали сюди. 3. Мене дивує, що ви так часто запізнюєтеся. 4. Вона з нетерпінням чекає, коли її запросять на вечірку. 5. Те, що вона зайнята, не завадило їй взяти участь у цій роботі. 6. Пробачте, що я турбую вас знову. Пробачте, що я потурбував вас. 7. Усе залежить від того, чи погода буде гарною. 8. Мама наполягала на тому, щоб діти лягали спати вчасно. 9. Ми сподівалися, що він справляє на всіх добре враження. 10. Нас повідомили, що всі студенти нашої групи взяли участь у цій роботі. 11. Цей фільм варто подивитися. 12. Отримавши телеграму, я поїхав на вокзал. 13. Ви проти того, щоб він брав участь у змаганнях? 14. Я чув, що вони вже закінчили свій експеримент.

#### **EXERCISES FOR INDIVIDUAL WORK**

##### **I. Use the correct form of the Gerund. Add a preposition if necessary:**

1. I think I'll have a chance ... (*to introduce*) you to my friends. 2. Boys always enjoy ... (*to swim*). 3. I've just had the pleasure ... (*to introduce*) to your sister. 4. She insisted ... (*to help*) me. 5. They had much difficulty ... (*to find*) the house. 6. I have no intention ... (*to stay*) here any longer. 7. He is afraid ... (*to catch*) cold. 8. She had to leave the house ... (*to see*) by anybody. 9. Are you fond ... (*to play*) chess? 10. He is engaged ... (*to write*) a book. 11. I think ... (*to go*) to the south in summer. 12. The rain prevented me ... (*to come*). 13. Tom is proud ... (*to do*) an important work. 14. There is no possibility ... (*to find*) his address.

##### **II. Insert prepositions where necessary:**

1. He succeeded ... getting what he wanted. 2. This prevented the letter ... being sent off. 3. He has a strange habit ... drinking strong tea in the evening. 4. They insisted ... our beginning the negotiations at once. 5. He left the house ... waking anyone. 6. There is no excuse ... his doing such a thing. 7. We have heard ... the agreement having been reached. 8. Have you the means ... helping him now? 9. You can improve your knowledge of English ... reading more. 10. He has had very much experience ... teaching. 11. ... receiving the telegram I phoned to my brother. 12. We were informed ... their taking part in this work.

### III. Put the verbs in brackets into the Gerund or Infinitive:

1. I am looking forward to (*see*) you. 2. We arranged (*meet*) them here. 3. I wish (*see*) the manager. 4. It's no use (*wait*). 5. Don't forget (*lock*) the door before (*go*) to bed. 6. My mother told me (*not speak*) to anyone about it. 7. He tried (*explain*) but she refused (*listen*). 8. I am beginning (*understand*) what you mean. 9. Most people prefer (*spend*) money to (*earn*) it. 10. The boys like (*play*) games but hate (*do*) lessons. 11. I know my hair wants (*cut*) but I never have time (*go*) to the hairdresser's. 12. After (*hear*) the conditions I decided (*not enter*) for the competition. 13. Please go on (*write*), I don't mind (*wait*). 14. Do stop (*talk*). I am trying (*finish*) a letter. 15. I hate (*see*) a child (*cry*).

### IV. Put the verbs in brackets into the Gerund, Infinitive or Participle:

1. Try (*avoid*) (*be*) late. He hates (*be*) kept (*wait*). 2. He offered (*lend*) me the money. I didn't like (*take*) it but I had no alternative. 3. I didn't know how (*get*) to your house so I stopped (*ask*) the way. 4. I can hear the bell (*ring*) but nobody seems (*be coming*) (*open*) the door. 5. He heard the clock (*strike*) six and I knew that it was time for him (*get up*). 6. It's no good (*write*) to him. He never answers letters. The only thing (*do*) is (*go*) and (*see*) him. 7. Ask him (*come*) in. Don't keep him (*stand*) at the door. 8. It is very unpleasant (*wake*) up and (*hear*) the rain (*beat*) on the windows. 9. There are people who can't help (*laugh*) when they see someone (*slip*) on a banana skin.

### V. Translate into English:

1. Мені не подобається його звичка змушувати людей чекати. 2. Ми думаємо поїхати до Чорного моря влітку. 3. Вона була сердита на нього за те, що він загубив її словник. 4. Ви не проти мого від'їзду? 5. Чи вдалося йому знайти нашу адресу? 6. Цей будинок варто продати. 7. Я пам'ятаю, що дивився цей фільм багато років тому. 8. Пробачте, що я прийшов так пізно. 9. Я хочу уникнути помилок. 10. Ви ніколи не будете говорити добре англійською мовою, не вивчивши граматики. 11. Ти маєш бажання піти на прогулянку? 12. Я не заперечую проти того, щоб ви курили тут. 13. Бура завадила нам туди добратися вчасно. 14. Замість того, щоб працювати, він заснув. 15. Я не можу перекласти документ, не з'ясувавши значення кількох слів у словнику. 16. Я наполягаю, щоб ви відповіли їм відразу ж. 17. Він вийшов з кімнати, не звертаючи уваги на сина. 18. Після закінчення університету вона працювала на заводі. 19. Він почав читати цю книжку вчора. 20. Дякую, що ти допомагаєш мені. 21. Побачивши викладача, студенти підійшли до нього. 22. Він пам'ятає, що бачив її в магазині.

## UNIT 16

TOPIC: TAXATION

TEXT A

TEXT B

GRAMMAR: The Conditional Sentences

### READING DRILLS

#### 1. Practise the pronunciation of the following words:

##### a) stress the first syllable:

tax, rate, income, food, clothing, medicine, purchase, product, merchant, weekly, monthly, final, proper, government, agency, source, cost, compensate, portion, revenue, property, permanently, tangible, bonds, mortgages, furniture, nearly, stock, fairly;

##### b) stress the second syllable:

proportional, progressive, regressive, impose, taxation, essentials, retail, collect, consumer, effective, include, attach, account, assessor, evaluate.

#### Text A

There are three types of taxes in the United States: proportional, progressive and regressive.

A proportional tax is one that imposes the same **percentage rate of taxation**<sup>1</sup> on everyone, **no matter what their income**<sup>2</sup>. Even when income goes up, the per cent of total income paid in taxes does not change.

A progressive tax is one that imposes a higher percentage rate of taxation of people with high incomes than on those with low incomes.

A regressive tax is one that imposes a higher percentage rate of taxation on low incomes than on high incomes. For example, a person with a yearly income of \$10,000 may spend \$3,000 on food, clothing and medicine, while a person with a yearly income of \$100,000 may spend \$20,000 on the same essentials. If the state sales tax, which is a regressive tax, were 4 per cent, the person with the lower income would pay a lesser amount in dollars but a higher percentage of total income.\*

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\* Conditional sentence type 2 (of unreal condition referring to the present or future. The Present Conditional is used in the main clause and the Present Subjunctive II is used in the if-clause. The verb *to be* has the form *were* both in the plural and singular, but the form *was* is also possible in spoken English.

## Sales Taxes<sup>3</sup>

A sales tax is a general tax levied on consumer purchases of nearly all products. It is added to the final price paid by the consumer.

For the most part, sales taxes are collected by individual merchants at the time of the sale and are turned over weekly or monthly to the proper government agency. Most states allow merchants to keep a small portion of what they collect to compensate for their time and book-keeping costs.

The sales tax generally is a very effective means of getting revenue for states and cities.

## Property Taxes<sup>4</sup>

A major source of revenue is the property tax — a tax on real property and tangible or intangible personal property. Real property includes land, buildings and anything else permanently attached to them. **Tangible property**<sup>5</sup> is all tangible items of wealth not permanently attached to land or buildings, such as furniture, automobiles, the stock of goods in retail stores and clothing. **Intangible personal property**<sup>6</sup> includes stocks, bonds, mortgages, and bank accounts.

The main problem with personal property as a source of revenue is that many items are not always brought to the attention of the tax assessor — the person who places value on property for tax purposes. Because of this, many things that should be taxed never are. Another problem is that some property is very hard to evaluate fairly.

## COMMENTS

1. **percentage rate of taxation** — процентна ставка оподаткування
2. **no matter what their income** — незалежно від прибутку
3. **sales taxes** — податок з продажу
4. **property taxes** — податок на власність
5. **tangible property** — матеріальні активи
6. **intangible property** — нематеріальні активи

## VOCABULARY EXERCISES

### I. Name the word-building elements (suffixes, prefixes) and the part of speech of each word. Translate the words:

tax — taxater — taxable — taxability — taxation — taxer — taxing — taxman; impose — imposing — imposition; permanence — permanency — permanent — permanently; collect — collected — collection — collective — collectively — collectivise — collectivism — collector — collectivity.

## II. Find equivalents:

- |                                |                                   |
|--------------------------------|-----------------------------------|
| 1. proportional tax            | а. регресивний податок            |
| 2. progressive tax             | б. процентна ставка оподаткування |
| 3. regressive tax              | в. податок з продажу              |
| 4. percentage rate of taxation | г. пропорційний податок           |
| 5. sales tax                   | д. стягувати податки              |
| 6. to impose/levy a tax        | е. податок на власність           |
| 7. to collect taxes            | є. прогресивний податок           |
| 8. property taxes              | ж. нерухоме майно                 |
| 9. real property/estate        | з. предмет першої необхідності    |
| 10. to pay taxes               | и. обкладати податком             |
| 11. source of revenue          | і. банківський рахунок            |
| 12. bank account               | ї. джерело доходу                 |
| 13. tangible property          | й. матеріальні активи             |
| 14. essentials                 | к. платити податки                |

## III. Match the antonyms:

income, expenditure, low income, to spend, to go up, to decrease, fairly, to save, high income, to prohibit, wholesale, tangible, permanently, indirect tax, to change, non-essentials, to be the same, to allow, intangible, direct tax, retail, unjustly, temporarily, essentials.

## IV. Memorize the following words and word-combinations.

### Use them in the sentences of your own:

tax evasion — *ухиляння від сплати податку*

local/national taxes — *місцеві/державні податки*

direct/indirect taxes — *прямі/непрямі податки*

income tax — *прибутковий податок*

land tax — *земельний податок*

to tax/to impose a tax — *обкладати податком; оподатковувати*

imposition, n — *обкладання (податком); оподатковування; податок*

to pay taxes/impositions — *платити податки*

to impose on/upon — *пропонувати; покладати; нав'язувати*

to collect taxes — *збирати податки*

levy, n — *збирання, стягування (податків тощо), оподатковування*

to levy — *збирати, стягувати (податки тощо), оподатковувати*

**V. Translate the sentences paying attention to the italicized words:**

1. People *pay tax* according to their income. 2. New *taxes* were *imposed on* wines and spirits. 3. The car *is taxed* until July. 4. *Income tax* is *a direct tax levied* on personal income, mainly wages and salaries. 5. *Taxation* can be used to limit harmful externalities. 6. *Tax evasion* is a criminal offence. 7. Everyone grumbled at *the imposition of new taxes*. 8. *Don't impose* yourself *on* people who don't want you. 9. I must perform the task that *has been imposed upon* me.

**VI. Match each term in Column A with its definition in Column B:**

<b>Column A</b>	<b>Column B</b>
1. proportional tax	a. A financial plan that summarizes income and expenditures over a period of time.
2. progressive tax	b. Raising of money from individuals and organizations by the state in order to pay for the goods and services it provides.
3. regressive tax	c. One that takes a higher percentage of a low income and a lower percentage of high income.
4. sales tax	d. One that takes the same percentage of all incomes regardless of size.
5. property taxes	e. One that takes a larger percentage of a higher income and a smaller percentage of a lower income.
6. tax assessor	f. A regressive tax added to the price of goods at the time they are sold.
7. budget	g. A person who places value on property for tax purposes.
8. taxation	h. A tax on real estate, land and buildings.

**VII. Define which of the following items best completes the statement:**

1. *Sometimes, government decreases taxes to encourage consumer spending. Which reason to collect taxes does this policy illustrate?*
- To pay the cost of government.
  - To protect selected industries.
  - To regulate the level of economic activity.
  - To discourage or encourage certain industries.

**2. The financial plan of a government is called**

- a. its debt.
- b. taxation.
- c. national planning.
- d. a budget.

**3. The government's budget will have a deficit whenever**

- a. taxes are reduced.
- b. taxes are increased.
- c. spending is increased.
- d. spending is greater than revenue.

**VIII. Complete the following sentences:**

1. There are three types of taxes in the USA ... . 2. A proportional tax is one that ... . 3. A progressive tax is ... . 4. A regressive tax is ... . 5. A sales tax is ... . 6. Most states allow their merchants ... . 7. The sales tax generally is a very effective means ... . 8. A major source of revenue is ... . 9. Real property includes ... . 10. Tangible property is ... . 11. Intangible personal property includes ... . 12. The main problem with personal property as a source of revenue is ... . 13. A tax assessor is ... .

**IX. Say whether these statements are true or false and if they are false say why:**

1. A proportional tax imposes the same percentage rate of taxation on everyone. 2. A progressive tax imposes a higher percentage rate of taxation on higher incomes. 3. A regressive tax imposes a low percentage rate of taxation on low incomes. 4. A sales tax is a general tax levied on essentials only. 5. It is collected by special government agencies. 6. Tangible property is all items of wealth not permanently attached to land or buildings. 7. Intangible property includes stocks, bonds, mortgages, and bank accounts. 8. Every item of personal property is taken into account by the tax assessor. 9. The evaluation of property doesn't present a problem.

**X. Answer the following questions:**

1. What types of taxes are there in the United States? 2. What is a proportional (progressive, regressive) tax? Give examples. 3. What is a sales tax? 4. What does real property include? 5. What is the main problem with personal property as a source of revenue?



## XI. Translate into English:

1. У Сполучених Штатах є три типи податків: пропорційний, прогресивний та регресивний. 2. Податок з продажу — це загальний податок, який накладається майже на всі споживчі товари. 3. Більшість штатів дозволяє продавцям залишати невелику частку того, що вони зібрали, щоб компенсувати час та бухгалтерські витрати. 4. Основне джерело доходу — це податок на власність. 5. Нерухомість — це земля, будівлі та все, що постійно перебуває там. 6. Податковий асесор — це людина, яка оцінює майно з метою його оподаткування.

## XII. Speak about the types of taxes in the USA using the following words and word-combinations:

proportional/progressive/regressive tax; percentage rate of taxation; total income; high/low incomes; yearly income; sales taxes; final price; at the time of the sale; to impose; consumer purchases; government agency; to compensate one's time and book-keeping costs; property tax; tangible or intangible personal property; tax assessor.

## READING DRILLS

### 1. Practise the pronunciation of the following words:

#### a) stress the first syllable:

standard, yield, revenue, clarity, benefit, justly, staff, taxpayer, measure, spending, final, finally, fair, fairness, suffer, income;

#### b) stress the second syllable:

criterion, criteria, effective, efficiency, collect, enforcement, administer, impose, ability, proportion, discomfort, taxation, derive, distribute, distributing, require, design, avoid, convenience.

## Text B

In order to have an effective tax system, government must have criteria or standards. One such criterion is that a tax yields enough revenue.

A second criterion is clarity. Tax laws should be written so that both the taxpayer and tax-collector can understand them. This is not an easy task but **people seem to be more willing to pay taxes**<sup>1</sup>, when they understand them. A third criterion is ease of administration. A tax should be easy to collect. It should not require a large enforcement staff, and it should be designed so that citizens find it hard to avoid. This criterion also includes

convenience and efficiency. That is the tax should be administered at the lowest possible cost. A final criterion is fairness. Taxes should be imposed justly. However, this is hard to do because people do not always agree about what is or is not fair **when it comes to taxes** .

In general taxes are based chiefly on two principles: **the Benefit Principle**<sup>3</sup> and **the Ability-to-Pay Principle**<sup>4</sup> .

The Benefit Principle of taxation is based on two ideas. First, those who benefit from government services should be the ones to pay for them. Second, people should pay taxes in proportion to the amount of services or benefits they receive.

The Ability-to-Pay Principle of taxation says that people should be taxed according to their ability to pay, no matter what benefits or services they receive. This principle is based on three things. First it is not possible to measure benefits, derived from government spending. Second, people with higher incomes suffer less discomfort than people with lower incomes even if they pay higher taxes. Finally, the only means most people have of paying taxes is the income they earn. Since the benefits of government services to individuals are hard to measure, the other basis for distributing taxes is income.

## COMMENTS

1. ... **people seem to be more willing to pay taxes** — ... здається, що люди з більшою охотою платитимуть податки
2. ... **when it comes to taxes** — ... коли йдеться про податки
3. **Benefit Principle** — пільговий принцип
4. **Ability-to-Pay Principle** — принцип платоспроможності

## VOCABULARY EXERCISES

### I. Give the English equivalents for the following words and word-combinations. Use them in the sentences of your own:

ефективна податкова система; платник податків; розподіл податків; дохід; платити податки; принцип платоспроможності; отримувати пільги від уряду; пільговий принцип оподаткування.

### II. Define the parts of speech of the following words:

taxation, progressive, income, tangible, consumer, personal, compensate, anything, property, always, attach, weekly, purchase, nearly, revenue.

**III. Fill in the blanks below with the most appropriate terms from the list:**

taxes; taxpayer; benefits; taxation; tax-collector; tax system; taxed; services; imposed; income; Benefit Principle of taxation.

1. In order to have an effective \_\_\_\_\_, government must have criteria or standards. 2. Tax laws should be written so that both the \_\_\_\_\_ and the \_\_\_\_\_ can understand them. 3. Taxes should be \_\_\_\_\_ justly. 4. The \_\_\_\_\_ is based on two ideas. 5. People should pay \_\_\_\_\_ in proportion to the amount of services or \_\_\_\_\_ they receive. 6. The Ability-to-Pay Principle of \_\_\_\_\_ says that people should be \_\_\_\_\_ according to their ability to pay, no matter what benefits or \_\_\_\_\_ they receive. 7. The only means most people have of paying taxes is the \_\_\_\_\_ they earn.

**IV. Match each term in Column A with its definition in Column B:**

Column A	Column B
1. Ability-to-Pay Principle of taxation	a. An official who examines statements of people's income and decides the tax to be paid.
2. Benefit Principle of taxation	b. Principle that states taxes ought to be paid by those who can best afford them.
3. taxman/tax-collector	c. A person whose job is to collect taxes.
4. taxpayer	d. A person who places value on property for tax purposes.
5. tax inspector	e. Principle that states taxes ought to be paid according to the amounts of benefit received from the government.
6. tax assessor	f. A person who pays taxes, esp income tax.

**V. Define which of the following items best completes the statement:**

**1. Gasoline taxes are used for highway improvement. This is an example of**

- a. Ability-to-Pay tax.
- b. Benefits-received tax.
- c. Progressive tax.
- d. Value-added tax.

**2. Which of the following is the best example of a tax based on the ability-to-pay theory of taxation?**

- a. Sales tax.
- b. Property tax.
- c. Excise tax on gasoline.
- d. Federal income tax.

**VI. Say whether these statements are true or false and if they are false say why:**

1. To have an effective tax system, government must have criteria or standards. 2. People seem to be more willing to pay taxes, when they don't understand them. 3. A tax should be easy to collect. 4. It should require a large enforcement staff. 5. People always agree about what is or is not fair when it comes to taxes. 6. It is possible to measure benefits, derived from government spending. 7. People with higher incomes suffer less discomfort than people with lower incomes even if they pay higher taxes. 8. The only means most people have of paying taxes is the income they earn.

**VII. Complete the following sentences:**

1. In order to have an effective tax system, government must have ... .  
2. One such criterion is ... . 3. A second criterion is ... . 4. Tax laws should be written so that ... . 5. A third criterion is ... . 6. A final criterion is ... . 7. In general taxes are based chiefly on two principles: ... . 8. The Ability-to-Pay Principle of taxation says that ... . 9. The only means most people have of paying taxes is ... . 10. Since the benefits of government services to individuals are hard to measure, ... .

**VIII. Ask someone:**

**if** the second criterion is clarity; tax laws should be written so that both the taxpayer and tax-collector can understand them; this is an easy task; a tax should be easy to collect; the tax should be administered at the lowest possible cost; taxes should be imposed justly;

**what** government must have in order to have an effective tax system; the first criterion is; the third criterion is; this criterion also includes; the final criterion is; two principles taxes are based on; you can say about the Benefit Principle of taxation; the Ability-to-Pay Principle of taxation says; the only means most people have of paying taxes is.

## IX. Translate into English:

1. Для того щоб мати ефективну податкову систему, уряд повинен розробити певні критерії та стандарти. 2. Закони про податки треба писати так, щоб і той, хто їх сплачує, і той, хто збирає, розуміли їх. 3. Люди не завжди згодні відносно того, що справедливо, а що ні, коли йдеться про податки. 4. Взагалі податки базуються на двох принципах: пільговому принципі та принципі платоспроможності. 5. Люди повинні сплачувати податки пропорційно до кількості послуг чи пільг, які вони одержують. 6. Люди з вищим доходом менше потерпають від незручностей, ніж ті, хто отримує нижчий дохід, навіть коли вони платять більші податки. 7. Єдиний засіб, який має більшість людей, щоб сплачувати податки — це дохід від їхнього заробітку.

### COMMUNICATIVE SITUATIONS

1. Taxes provide the principal source of income to all levels of government. Income taxes are the principal source of federal tax income. State and local governments rely on sales, income and property taxes as their principal sources of revenue.

In evaluating taxes focus on the following questions:

- Who ought to pay taxes?
  - What types of taxes should be levied?
  - Who will actually pay the tax?
2. What are the principal taxes you and your family pay? Add the sales taxes, property taxes and others together to determine what percentage of your family's income is actually spent on taxes.
3. What taxes do businesses pay?
4. A «good tax» is said to have the following characteristics:
- **Fairness** — based on the ability to pay. A tax should also treat people equally.
  - **Clarity and certainty** — Taxpayer should know the rate of the tax and how it is to be paid.
  - **Convenience of payment** — easy for taxpayers to pay and easy for government to collect.
  - **Ease of administration** — cost of collecting a tax should be low.
  - **Flexibility** — adjusts to economic conditions (in prosperous times the tax should collect more revenue and in hard times less).

Evaluate **personal income taxes, sales taxes, and real estate taxes** according to the above characteristics and, based on your findings, rate each tax on a scale of 1 (poor) to 5 (excellent).

## GRAMMAR EXERCISES

### The Conditional Sentences\*

#### I. Translate into Ukrainian:

1. If he joins us, we shall finish this work in time. 2. If he comes, give him the letter that is lying on the table. 3. If our parents permit, we shall buy this beautiful thing. 4. If he comes here, we'll ask him to help us. 5. Provided you see him, ask him to come. 6. You will improve your pronunciation if you read texts aloud every day. 7. Unless I have a quiet room, I won't be able to do any work. 8. If he doesn't ring us up, we'll send him a telegramme. 9. We'll come there at ten o'clock in the evening if the train isn't late. 10. Should you require anything else, please ring the bell. 11. If he sends me a telegram, I'll have to go to the station to meet him. 12. If there were no price system, it would be impossible to determine a value for any good or service.

#### II. Put the verbs in brackets into the correct form:

1. If I see him, I (*give*) him a lift. 2. If he (*be*) late, we'll go without him. 3. I'll be very angry if he (*make*) any more mistakes. 4. If you come late, they (*not let*) you in. 5. If you put on the kettle, I (*make*) the tea. 6. If I lend you \$10, when you (*repay*) me? 7. Tell him to ring me up if you (*see*) him. 8. If I tell you a secret, you (*promise*) not to tell it to anyone else? 9. If you (*not like*) this one, I'll bring you another. 10. If he (*like*) the house, will he buy it? 11. She won't open the door unless she (*know*) who it is. 12. The police (*arrest*) him if they catch him.

#### III. Translate into English:

1. Якщо він буде тут, я скажу йому про це. 2. Він не прийде, поки його не запросимо. 3. Йому доведеться піти в лікарню завтра, якщо йому не буде ліпше. 4. Якщо я побачу його, я поговорю з ним. 5. Якщо ви скажете мені правду, я допоможу вам. 6. Що ви будете робити, якщо не застанете їх удома? 7. Якщо він прийде, я запитаю його про поїздку. 8. Як тільки він принесе гроші, ми підемо і купимо книжок. 9. Якщо нам будуть потрібні ці товари, ми напишемо вам листа. 10. Якщо я розповім тобі всі подробиці, ти зрозумієш мене? 11. Якщо мені хтось зателефонує, скажіть, що я буду вдома після шостої. 12. Якщо ви одягнете теплий одяг, ви не застудитесь. 13. Якщо я складу іспити добре, я вступлю до університету. 14. Якщо він ляже рано спати, він прокинеться рано.

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\* Sentences with adverbial clauses of condition.

#### IV. Translate into Ukrainian:

1. I wouldn't\* be surprised if they didn't agree with us. 2. I'd\*\* do it all myself if I had more time. 3. What would you do if the lift got stuck between two floors? 4. I would be ruined if I bought her everything she asked for. 5. If it stopped raining, we could go out. 6. We'd buy more of these sets if your prices weren't so high. 7. I would offer to help if I thought I'd be any use. 8. If I were rich, I would travel around the world.

#### V. Put the verbs in brackets into the correct form:

1. If I (*know*) his address, I'd give it to you. 2. If he worked more slowly, he (*not make*) so many mistakes. 3. I shouldn't drink that wine if I (*be*) you. 4. If he knew that it was dangerous, he (*not come*). 5. I could get a job easily if I (*have*) a degree. 6. If we had more rain, our crops (*grow*) faster. 7. I (*buy*) shares in that company if I had some money. 8. If you (*change*) your job, would it affect your pension?

#### VI. Translate into English:

1. Якби ви знали ліпше граматику, ви б не зробили стількох помилок у ваших вправах. 2. Якби не було так пізно зараз, я б пішов до нього. 3. Ми б читали англійські книжки в оригіналі, якби знали англійську мову краще. 4. Якби він був у Києві зараз, він, звичайно, допоміг би нам. 5. Якби я мала відпустку, я б поїхала до Чорного моря. 6. Я був би вам дуже вдячний, якби ви змогли приділити мені кілька хвилин. 7. Що б ти робив, якби хтось весь час розмовляв з тобою таким тоном?

#### VII. Translate into Ukrainian:

1. If I had realized what a bad driver you were, I wouldn't have come with you. 2. If you had put some mustard in the sandwiches, they would have tasted better. 3. If he had known the whole story, he would not have been so angry. 4. If she had listened to my directions, she would not have turned down the wrong street. 5. Rome would have been captured by her enemies if the geese hadn't cackled. 6. Had the road been better, we should not have been late.

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\* Although *shoud* is generally used for the first person (singular and plural) and *would* for the other persons, there is a tendency in modern English to use *would* for all persons.

\*\* The contracted form '*d+infinitive*' is used in spoken English.

### VIII. Put the verbs in brackets into the correct form:

1. If he had asked you, you (*accept*)? 2. If you (*speak*) more slowly, he might have understood you. 3. If you had told me that he never paid his debts, I (*not lend*) him the money. 4. If I had known that you were in hospital, I (*visit*) you. 5. If I (*try*) again, I think that I would have succeeded. 6. I (*take*) a taxi if I had realized that it was such a long way. 7. I shouldn't have believed it if I (*not see*) it with my own eyes. 8. If you (*arrive*) ten minutes earlier, you would have got a seat. 9. I (*offer*) to help him if I had realized that he was ill. 10. If I (*know*) that you were coming, I'd have baked a cake.

### IX. Transform the sentences as in the pattern:

**Pattern:** *If I have time, I shall help you.*

*If I had time, I should help you.*

*If I had had time, I should have helped you.*

1. If he works hard, he will pass the exams well. 2. If you don't listen to the teacher, you will learn nothing. 3. If we are careful, we'll leave behind our competitors. 4. If he lives in England, he will go to Oxford University. 5. If he is not very busy, he will help you. 6. If they finish their work quickly, they will go home early. 7. If the price on this product goes up, nobody will buy it. 8. If the rain stops, the girls will go for a walk.

### X. Translate into English:

1. Якби вчора була гарна погода, ми пішли б на прогулянку. 2. Якби ти одяглася тепліше, ти б не застудилася. 3. Якби ви відіслали листа вчора, вони його отримали б завтра вранці. 4. Якби я вчора мала час, я прийшла б раніше. 5. Якби в мене вчора не боліла голова, я б також поїхала з вами за місто. 6. Якби я не пішов до них учора, ми б нічого не знали про це навіть тепер. 7. Якби ми вийшли з дому на півгодини раніше, то не запізнилися б на поїзд. 8. Якби вони нагадали мені про це вчора, усе було б уже зроблено.

### XI. Put the verbs in brackets into the correct form:

1. If you pass your examination, we (*have*) a celebration. 2. If you (*wear*) a false beard, nobody would have recognized you. 3. If you go to Paris, where you (*stay*)? 4. If they (*hang*) that picture lower, people would be able to see it. 5. If the story hadn't been true, the newspaper (*not print*) it. 6. Someone (*sit*) on your glasses if you leave them there. 7. What (*happen*) if I press this button? 8. You (*not have*) so many accidents if you drove more slowly. 9. I (*bring*) you some beer if I had known that you were thirsty.



## **XII. Define the type of Conditional Sentences and translate them:**

1. If they work hard, they won't lose any customers. 2. If we had learnt of his proposal earlier, we might have accepted it. 3. If I worked harder, I would pass the exams easily. 4. If I were you, I'll find a new job. 5. If he had asked, I would have helped him. 6. If I received any news, I should let you know. 7. We shall wait here if you don't mind. 8. If it had rained yesterday, we should have stayed at home. 9. Had the road been better, we shouldn't have been late. 10. If the children are playing quietly, don't disturb them. 11. You would not have got into trouble if you had obeyed my instructions. 12. If we plant the trees this year we'll pick up fruit in three years.

## **XIII. Translate into English:**

1. Я поговорю з ним, якщо побачу його на зборах. 2. Я був би дуже радий, якби ви зайшли до нас завтра. 3. Якби ви залишилися, я б ніколи не прийшов до вас. 4. Ми відвідаємо її, якщо ви згадаєте її адресу. 5. Якби ви прийшли вчора о сьомій, ви б мене застали вдома. 6. Я прочитала б Шекспіра в оригіналі, якби знала англійську мову краще. 7. Якщо ви будете поливати квіти щодня, вони будуть краще рости. 8. Ваша сестра буде дуже добре грати на піаніно, якщо вона буде наполегливо працювати. 9. Якби я не був такий зайнятий вчора, я б поїхав на вокзал провести його. 10. Я буду дуже жалкувати, якщо вони не прийдуть. 11. Ви почувалися б краще, якби більше бували на свіжому повітрі. 12. Я зачекаю його, якщо його не буде вдома, коли я прийду.

## **XIV. Complete the sentences, taking care to use the correct tenses:**

a) 1. If he had taken my advice, ... . 2. If I'd had a car, ... . 3. If you had asked his permission, ... . 4. Unless it is a nice day, ... . 5. If I had known that it was going to rain, ... . 6. If you had got up earlier this morning, ... . 7. If the fire had been noticed earlier, ... . 8. If I were you, ... .

b) 1. You would know English better if ... . 2. I shall go for a walk if ... . 3. We'll send for the doctor if ... . 4. We should be glad if ... . 5. He would lend it to you if ... . 6. They wouldn't have gone there if ... . 7. I should have missed the train if ... . 8. You would have been angry if ... .

## **XV. Memorize the following proverbs:**

1. If you try to please all, you will please none. 2. If I could always read, I should never feel the want of society. 3. Pigs would fly if they had wings. 4. If you run after two hares, you will catch neither. 5. If you sell the cow, you'll sell her milk too. 6. If things were to be done twice, all would be wise.

## XVI. Speak on the following situations:

1. Ask your friend what he would like to have if his three wishes were granted.
2. Ask your friend what places in Great Britain he would visit if he had a chance to go there.
3. Ask your friend what he would do if he won a lot of money in the lottery.
4. What programme would you present if you were to take part in the presidential election?
5. What measures would you take if you were appointed the Prime Minister.

## EXERCISES FOR INDIVIDUAL WORK

### I. Put the verbs in brackets into the correct form:

a) 1. If I find your passport, I (*telephone*) you at once. 2. You can use my phone if yours (*not work*). 3. She will be absolutely furious if she (*hear*) about this. 4. If London airport is clear of fog, we (*land*) there. 5. If you (*not know*) the meaning of a word, you may use a dictionary. 6. If he (*work*) hard today, can he have a holiday tomorrow? 7. If we leave the car here, it (*not be*) in anybody's way. 8. If you (*stay*) here a little longer, you will see him. 9. We shan't go out unless it (*stop*) raining. 10. I'll probably get lost unless he (*come*) with me. 11. If you (*not believe*) what I say, ask your mother. 12. We'll go abroad this year if we (*have*) enough money.

b) 1. I (*keep*) a horse if I could afford it. 2. I should come and see you off if I (*not live*) so far away. 3. I should be disappointed if they (*not come*) 4. If you (*paint*) the walls white, the room would be much brighter. 5. If he (*be*) here, he would answer you. 6. If we had no luggage, we (*walk*) home. 7. I would drive to the country if the weather (*be*) fine. 8. It would be cheaper if you (*go*) by train. 9. I should be delighted if she (*teach*) me English. 10. If he were in, he (*answer*) the phone. 11. If you (*not belong*) to a union, you couldn't get a job. 12. If I hadn't a typewriter, I (*type*) it myself.

c) 1. If I (*have*) a map, I would have been all right. 2. If I had realized that the traffic lights were red, I (*stop*). 3. If I (*be*) ready when he called, he would have taken me with him. 4. If you had arrived a little earlier, you (*find*) me there. 5. If you had prepared for the exam more thoroughly, you (*get*) a better mark. 6. The man (*be killed*) if the train hadn't stopped quickly. 7. If I had been in your place, I (*not say*) this. 8. If he had known that the river was dangerous, he (*not try*) to swim across it. 9. If he hadn't lost his spectacles, he (*be able*) to finish this work in time. 10. I should have called you up yesterday if I (*be*) in town.

d) 1. You'll get pneumonia if you (*not change*) your wet clothes. 2. If she hadn't changed so much, I (*recognize*) her. 3. If someone offered to buy you one of those rings, which you (*choose*)? 4. If you (*read*) the instructions carefully, you wouldn't have answered the wrong question. 5. If I had been ready when he called, he (*take*) me with him. 6. If I (*be*) you, I should have apologised to her. 7. We (*stay*) at home if we had known he was coming. 8. They (*not believe*) me if I told them this.

## **II. Give sentences with the same meaning omitting «if» from the conditional sentences:**

1. If I had time, I should study French. 2. If he should come, tell him to wait. 3. If he were in town, he would help us. 4. If I had enough money, I would travel. 5. If I had seen him yesterday, I should have told him about it. 6. If you should find them, kindly let me know. 7. The accident might not have occurred if they had been more careful. 8. If they had called at the office yesterday, they would have found me there. 9. If I were in his place, I should refuse. 10. If you had seen him, you wouldn't have recognized him. 11. If I were you, I should go there immediately. 12. If anyone should call, please take a message.

## **III. Translate into English:**

1. Якби автомобіль не їхав так швидко, нещасного випадку не сталося б. 2. Якщо він не прийде завтра, надішліть йому телеграму. 3. Якщо я буду там і побачу його, я скажу йому про це. 4. Цього б не сталося, якби ви були там. 5. Йому доведеться піти в лікарню завтра, якщо йому не буде ліпше. 6. Було б дуже люб'язно з вашого боку, якби ви могли це зробити для мене. 7. Чому ви не покликали його? Я певен, що він прийшов би, якби його покликали. 8. Мені потрібно було багато часу, щоб перекласти цю статтю. Якби ви мені дали хороший словник, я б витратив менше часу. 9. Вона б не губила гроші так часто, якби не була такою неуважною. 10. Якби ви сіли на більш ранній поїзд, ми б змогли подорожувати разом. 11. Якби я знав, що він завтра прийде, я б не поїхав сьогодні ввечері до нього. 12. Якби я був певен, що він уже повернувся до Києва, я б поїхав до нього зараз. 13. Якби ви сказали нам кілька днів тому, що у вас є цей довідник, ми б попросили вас дати нам його на певний час. 14. Якби я знав його адресу, я б написав йому зараз, що ви згодні допомогти йому. 15. Куди б ви пішли, якби були зараз вільні?

## GRAMMAR REVISION TABLES TERMINOLOGY OF ENGLISH GRAMMAR

### Частини мови

#### Іменник

Неозначений артикль  
 Означений артикль  
 Злічувані іменники  
 Незлічувані іменники  
 Абстрактні іменники  
 Число  
 Однина/множина  
 Загальний відмінок  
 Присвійний відмінок  
 Рід

#### Прикметник

Ступені порівняння  
 Вищий ступінь порівняння  
 Найвищий ступінь порівняння

#### Числівники

Кількісні числівники  
 Порядкові числівники

#### Займенники

Особові займенники  
 Присвійні займенники  
 Зворотні займенники  
 Взаємні займенники  
 Вказівні займенники  
 Питальні займенники  
 Сполучні займенники  
 Неозначені займенники  
 Заперечні займенники  
 Кількісні займенники

#### Дієслово

Правильні дієслова  
 Неправильні дієслова  
 Особові форми дієслова  
 Неозначені часи  
 Тривалі часи  
 Перфектні (доконані) часи  
 Перфектно-тривалі часи

### Parts of Speech

#### Noun

Indefinite Article  
 Definite Article  
 Count Nouns  
 Noncount Nouns  
 Abstract Nouns  
 Number  
 Singular/plural  
 Common Case  
 Possessive Case  
 Gender

#### Adjective

Degrees of Comparison  
 Comparative Degree  
 Superlative Degree

#### Numerals

Cardinal Numerals  
 Ordinal Numerals

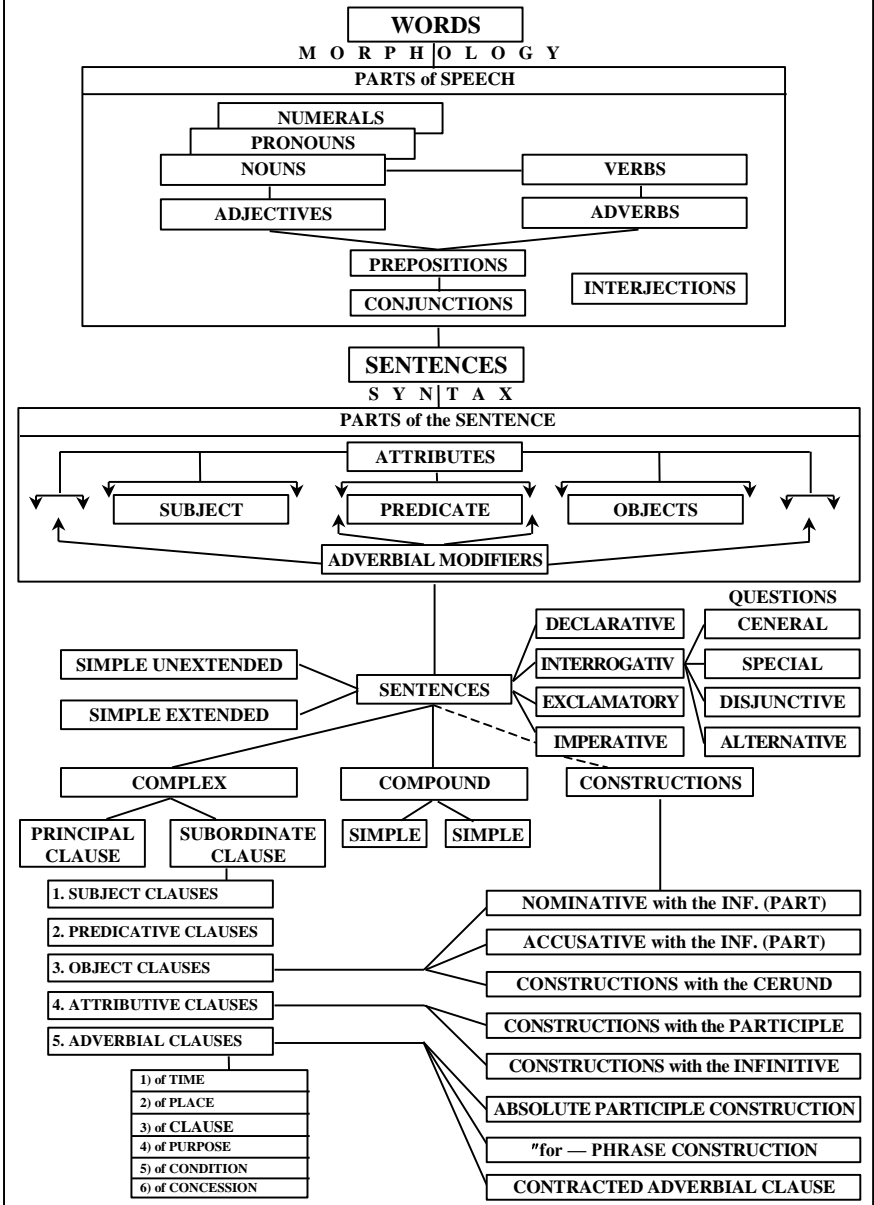
#### Pronouns

Personal Pronouns  
 Possessive Pronouns  
 Reflexive Pronouns  
 Reciprocal Pronouns  
 Demonstrative Pronouns  
 Interrogative Pronouns  
 Conjunctive Pronouns  
 Indefinite Pronouns  
 Negative Pronoun  
 Quantitative Pronouns

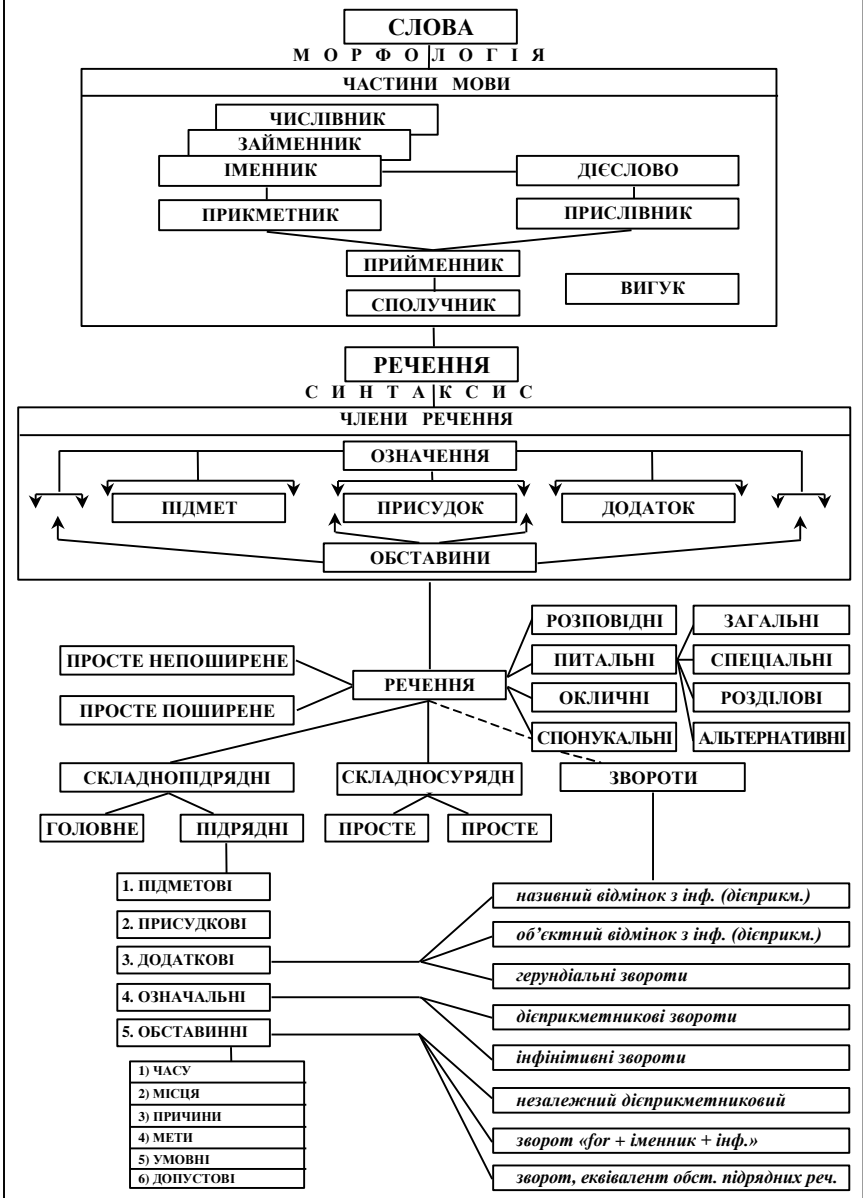
#### Verb

Regular Verbs  
 Irregular Verbs  
 Finite Forms of the Verbs  
 Indefinite Tenses  
 Continuous Tenses  
 Perfect Tenses  
 Perfect Continuous Tenses

# STRUCTURE of English Grammar



# СТРУКТУРА граматики англійської мови



## NOUNS: SINGULAR AND PLURAL

Singular	Plural	Uses
day bird street rose	days birds streets roses	The plural of a noun is usually made by adding <b>-s</b> to the singular
tomato match dish class box	tomatoes matches dishes classes boxes	Nouns ending in <b>-o</b> , <b>-ch</b> , <b>-sh</b> , <b>-s</b> , <b>-ss</b> or <b>-x</b> form their plural by adding <b>-es</b> . (NOTE: words of foreign origin or abbreviated words ending in <b>-o</b> add <b>-s</b> only: <i>dynamo - dynamos</i> ; <i>kilo - kilos</i> ; <i>photo - photos</i> ; <i>piano - pianos</i> );
baby city	babies cities	Nouns ending in <b>-y</b> following a consonant form their plural by dropping the <b>-y</b> and adding <b>-ies</b> .
loaf wife wolf calf half knife shelf life sheaf	loaves wives wolves calves halves knives shelves lives sheaves	Twelve nouns ending in <b>-f</b> or <b>-fe</b> drop the <b>-f</b> or <b>-fe</b> and add <b>-ves</b> : <i>loaf, wife, wolf, calf, half, leaf, self, knife, life, sheaf, shelf, thief</i> . (Exceptions: <i>beliefs, chiefs, roofs, cliffs, safes, cuffs, handkerchiefs</i> ). The nouns <i>hoof, scarf</i> and <i>wharf</i> take either <b>-s</b> or <b>-ves</b> in the plural: <i>wharfs</i> or <i>wharves</i> , <i>hoofs</i> or <i>hooves</i> ; <i>scarfs</i> or <i>scarves</i> .
man woman foot goose tooth louse mouse child	men women feet geese teeth lice mice children	A few nouns form their plural by a vowel change.
sheep deer fish species swine	sheep deer fish species swine	Some nouns have the same form for singular and plural.
crisis criterion datum	crises criteria data	Some nouns that English has borrowed from other languages have foreign plurals.

## NOUNS: COMMON AND POSSESSIVE CASE

<b>a) Singular Noun</b>  the girl my wife my baby Tom Archimedes Pythagoras Thomas Carlos my brother-in-law	<b>Possessive Form</b>  the <i>girl's</i> name my <i>wife's</i> coat my <i>baby's</i> toys <i>Tom's</i> friend <i>Archimedes'</i> Law <i>Pythagoras'</i> Theorem <i>Thomas's/Thomas'</i> <i>Carlos's/Carlos'</i> my <i>brother-in-law's</i> guitar	1. 's is used with singular nouns not ending in -s.  2. Classical names ending in -s usually add only the apostrophe. 3. Other names ending in -s take 's or the apostrophe alone. 4. With compounds, the last word takes the 's.
<b>b) Plural Noun</b>  the girls  the men my children	<b>Possessive Form</b>  the <i>girls'</i> names  the <i>men's</i> work my <i>children's</i> toys	1. A simple apostrophe (') is used with plural nouns ending in -s. 2. 's is used with plural nouns not ending in -s.

## COUNT AND NONCOUNT NOUNS

1. I bought <i>a chair</i> . Tom bought <i>three chairs</i> . 2. We bought <i>some furniture</i> . <i>INCORRECT: We bought a furniture.</i> <i>INCORRECT: We bought some furnitures.</i>		<i>Chair</i> is a count noun; chairs are items that can be counted. <i>Furniture</i> is a noncount noun. In grammar, furniture cannot be counted.	
<b>Singular</b>		<b>Plural</b>	
<b>COUNT NOUN</b>	a chair one chair	chairs two chairs some chairs a lot of chairs many chairs	<b>A count noun:</b> a) may be preceded by <b>a/an</b> in the singular; b) takes a final <b>-s/-es</b> in the plural.
<b>NONCOUNT NOUN</b>	furniture some furniture a lot of furniture much furniture	—	<b>A noncount noun:</b> a) is not immediately preceded by <b>a/an</b> ; b) has no plural form; does not take a final <b>-s/-es</b> .



## SOME COMMON NONCOUNT NOUNS

<p><b>1. Whole groups made up of similar items:</b> <i>baggage, clothing, equipment, food, fruit, furniture, garbage, hardware, jewelry, junk, luggage, mail, machinery, make-up, money/cash/change, postage, scenery, traffic.</i></p>
<p><b>2. Fluids:</b> <i>water, coffee, tea, milk, oil, soup, gasoline, blood, etc.</i></p>
<p><b>3. Solids:</b> <i>ice, bread, butter, cheese, meat, gold, iron, silver, glass, paper, wood, cotton, wool, etc.</i></p>
<p><b>4. Gases:</b> <i>steam, air, oxygen, nitrogen, smoke, smog, pollution, etc.</i></p>
<p><b>5. Particles:</b> <i>rice, chalk, corn, dirt, dust, flour, grass, hair, pepper, salt, sand, sugar, wheat, etc.</i></p>
<p><b>6. Abstractions:</b>  <i>— beauty, confidence, courage, education, enjoyment, fun, happiness, health, help, honesty, hospitality, importance, intelligence, justice, knowledge, laughter, luck, music, patience, peace, pride, progress, recreation, significance, sleep, truth, violence, wealth, etc.</i>  <i>— advice, information, news, evidence, proof;</i>  <i>— time, space, energy;</i>  <i>— homework, work;</i>  <i>— grammar, slang, vocabulary.</i></p>
<p><b>7. Languages:</b> <i>Arabic, Chinese, English, Spanish, etc.</i></p>
<p><b>8. Fields of study:</b> <i>economics, chemistry, engineering, history, literature, mathematics, psychology, etc.</i></p>
<p><b>9. Recreation:</b> <i>baseball, soccer, tennis, chess, bridge, poker, etc.</i></p>
<p><b>10. General activities:</b> <i>driving, studying, swimming, travelling, walking (and other gerunds).</i></p>
<p><b>11. Natural Phenomena:</b> <i>weather, dew, fog, hail, heat, humidity, gravity, rain, lightning, sleet, snow, thunder, wind, darkness, light, sunshine, electricity, fire</i></p>

## USING NOUNS AS MODIFIERS

<p>1. The soup has vegetables in it. It is <b>vegetable soup</b>.</p> <p>2. The building has offices in it. It is an <b>office building</b>.</p>	<p>When a noun is used as a modifier, it is in its singular form.</p>
<p>3. The test lasted two hours. It was a <b>two-hour test</b>.</p> <p>4. Her son is five years old. She has a <b>five-year-old son</b>.</p>	<p>When a noun used as a modifier is combined with a number expression, the noun is singular and a hyphen (-) is used.</p>

## THE INDEFINITE ARTICLE

Use of a/an	Examples
1. Before a singular countable noun, when it is mentioned for the first time and represents no particular person or thing:	<i>I can see a book on the table. They live in a flat. He bought an ice-cream.</i>
2. Before a singular countable noun which is used as an example of a class of things:	<i>A child needs love = All children need/Any child needs love.</i>
3. With a noun complement. This includes names of professions:	<i>My friend is a manager. She'll be a dancer.</i>
4. With certain numbers.  Before <b>half</b> when <b>half</b> follows a whole number. But $\frac{1}{2}$ kg = half a kilo, though <i>a + half + noun</i> is sometimes possible. With $\frac{1}{3}$ , $\frac{1}{4}$ , etc <b>a</b> is usual:	<i>a dozen, a hundred, a million (but one dozen, one hundred, one million is also possible). <math>1\frac{1}{2}</math> kilos = one and a half kilos or a kilo and a half; a half-holiday, a half-portion, a half-share;  a third, a quarter etc., but <b>one</b> is also possible.</i>
5. In expressions of price, speed, ratio etc.:	<i>5p a kilo, sixty kilometres an hour, four times a day; (Here <b>a/an</b> = <b>per</b>)</i>
6. Before a singular countable noun after the word <b>what</b> in exclamatory sentences and after the words <b>such, quite, rather</b> :	<i>Such a long queue! Such long queues! What a pretty girl! What pretty girls! She is still quite a child. It is rather a difficult problem.</i>
7. With the nouns in the function of apposition. But when the apposition refers to a well-known person <b>the</b> is used:	<i>The report was made by Petrenko, a student of our University. Jack London, the great American novelist, was born in San Francisco.</i>
8. <b>In a number of set expressions:</b>	<i>a lot of, a great many, a great deal of, a good deal of, a great number of, a good many, a couple, a little, a few, at a speed of, at a time when, at a time, in time, on a large (small) scale, all of a sudden, by bus (train), to be in a hurry, to be in a position, to be at a loss, it's a pity, for a short (long) time, as a result of, as a matter of fact, to have a good time, to have a mind, in a loud (low) voice, to have a look, to have a headache, to take a sit, to have a cold, to go for a walk.</i>

## THE DEFINITE ARTICLE

Use of «the»	Examples
1. Before a noun which has become definite as a result of being mentioned:	<i>I saw a new film on TV yesterday. <b>The film</b> wasn't very interesting.</i>
2. Before a noun made definite by the addition of a phrase or clause:	<i>the girl in blue; the boy that I met; the place where I met him.</i>
3. When the object or group of objects is unique:	<i>the earth, the sea, the sky, the moon, the sun, the world.</i>
4. Before a noun which by reason of locality can represent only one particular thing:	<i>Ann is in <b>the garden</b>. (the garden of this house). Please open <b>the window</b>.</i>
5. Before superlatives and <i>first</i> , <i>second</i> etc. used as adjectives or pronouns, and <i>only</i> :	<i>the first week; the best day; the only way.</i>
6. Before a noun that represents a class of animals or things: But <i>man</i> , used to represent the human race, has no article.	<i><b>The cow</b> is a domestic animal. <b>The pine</b> is an evergreen tree. If oil supplies run out, <i>man</i> have to fall back on the horse.</i>
7. The + adjective represents a class of people:	<i><b>the old</b> = old people in general. <b>the rich</b> = rich people in general.</i>
8. Before certain proper names of oceans, rivers, seas, gulfs, groups of islands, chains of mountains, plural names of countries, deserts, and before certain other names:	<i>The Atlantic, the Thames, the Alps, the Black Sea, the Crimea, the City, the United States of America, the Sahara, the Persian Gulf.</i>
9. Before the adjectives <i>east/west</i> etc. + noun in certain names:	<i>the East/West End, the East/West Indies, the North/South Pole.</i>
10. Before other proper names consisting of adjective + noun or noun + <b>of</b> + noun:	<i>The National Gallery, the Tower of London.</i>
11. Before names of newspapers, ships, orchestras, pop groups etc.	<i>the Times, the Great Britain, the Philadelphia Orchestra, the Beatles.</i>
12. <b>the</b> + plural surname can be used to mean «the ... family»:	<i>the Smiths = Mr and Mrs Smith (and children).</i>
13. <b>the</b> + a singular countable noun (type of machine, invention, musical instruments).	<i><b>The bicycle</b> is an excellent means of transport. When was <b>the telephone</b> invented? <b>The piano</b> is my favourite instrument.</i>

## NO ARTICLE

Uses	Examples
1. Before plural nouns:	<i>My friends are students.</i>
2. Before abstract nouns except when they are used in a particular sense:	<i>Men fear death.</i> but: <i>The death of the Prime Minister left his party without a leader.</i>
3. After a noun in the possessive case, or a possessive adjective:	<i>the boy's uncle</i> = the uncle of the boy <i>It is my (blue) book</i> = The (blue) book is mine.
4. Before names of meals:	<i>The Scots have porridge for breakfast</i> but: <i>The wedding breakfast was held in her father's house.</i>
5. Before names of games:	<i>He plays golf.</i>
6. Before parts of the body and articles of clothing, as these normally prefer a possessive adjective:	<i>Raise your right hand.</i> <i>He took off his coat.</i>
7. When <i>home</i> is used alone, i.e. is not preceded or followed by a descriptive word or phrase:	<i>He is at home. He went home.</i> <i>I arrived home after dark.</i> <i>I sent him home.</i>
8. Before the nouns: <b>bed, church, court, hospital, prison, school/college/university</b> , when these places are visited or used for their primary purpose. We can be/get back <i>from school/college/university</i> . We can <i>leave school, leave hospital</i> , be released <i>from prison</i> . <i>But</i> : When these places are visited or used for other reasons <b>the</b> is necessary:	<i>We go to bed to sleep; to church to pray; to court as litigants; to hospital as patients; to prison as prisoners; to school/college/university to study; similarly we can be: in bed, sleeping or resting; at church as worshippers; in hospital as patients; at school as students.</i> <i>Sometimes he goes to the prison to give lectures.</i>
9. <i>work</i> = place of work.	<i>He is at work.</i> <i>He's on his way to work.</i>
10. We go <i>to sea</i> as sailors. To be <i>at sea</i> = to be on a voyage (as passengers or crew). But to go <i>to</i> or be <i>at the sea</i> = to go <i>to</i> or be <i>at the seaside</i> . We can also live <i>by/near the sea</i> .	

## PERSONAL PRONOUNS

The Nominative Case	The Objective Case
<b>I</b> — я <b>he</b> — він <b>she</b> — вона <b>it</b> — воно (він, вона) <b>we</b> — ми <b>you</b> — ви, ти <b>they</b> — вони	<b>me</b> — мене, мені <b>him</b> — його, йому <b>her</b> — її, їй <b>it</b> — його, йому, її, їй <b>us</b> — нас, нам <b>you</b> — вас, вам, тебе, тобі <b>them</b> — їх, їм

## POSSESSIVE PRONOUNS

Conjoint Form	Absolute Form
<b>my</b> — мій, моя, моє, мої <b>his</b> — його ( <i>чоловічий рід</i> ) <b>her</b> — її <b>its</b> — його ( <i>середній рід</i> ), її <b>our</b> — наш, наша, наше, наші <b>your</b> — ваш, ваша, ваше, ваші твій, твоя, твоє, твої <b>their</b> — їхній, їхня, їхнє, їхні	<b>mine</b> — мій, моя, моє, мої <b>his</b> — його ( <i>чоловічий рід</i> ) <b>hers</b> — її — <b>ours</b> — наш, наша, наше, наші <b>yours</b> — ваш, ваша, ваше, ваші твій, твоя, твоє, твої <b>theirs</b> — їхній, їхня, їхнє, їхні

## REFLEXIVE PRONOUNS

Persons	Singular	сам(а) себе	Plural	
1 <sup>st</sup> pers.	<b>myself</b> <b>yourself</b> <b>himself, herself, itself</b>	сам(а) себе	<b>ourselves</b>	самі себе
2 <sup>nd</sup> pers.			<b>yourselves</b>	
3 <sup>rd</sup> pers.			<b>themselves</b>	
1. <b>He</b> looked at <b>himself</b> in the mirror.		A reflexive pronoun usually refers to the subject of a sentence. <b>He</b> and <b>himself</b> refer to the same person.		
2. <b>He himself</b> answered the phone, not his secretary.		Sometimes reflexive pronouns are used for emphasis.		
3. <b>He</b> answered the phone <b>himself</b> .				
4. She lives <b>by herself</b> .		The expression <b>by</b> + a reflexive pronoun usually means «alone».		

## INDEFINITE PRONOUNS

Sentences		-thing	-body, -one	-where
Affirmative	some	something <i>що-небудь</i>	somebody someone <i>хтось</i> <i>хто-небудь</i>	somewhere anywhere <i>десь</i> <i>де-небудь</i>
	any	anything <i>усе, що</i> <i>завгодно</i>	anybody/anyone <i>усякий</i> <i>будь-який</i>	anywhere <i>де завгодно</i> <i>куди завгодно</i>
Interrogative	any	anything <i>що-небудь</i>	anybody anyone <i>хто-небудь</i> <i>будь-хто</i>	anywhere <i>де-небудь</i> <i>куди-небудь</i>
Negative	not ... any	not... anything <i>нічого</i>	not ... anybody not ... anyone <i>ніхто</i>	not ... anywhere <i>ніде, нікуди</i>
	no	nothing <i>нічого</i>	nobody/no one none <i>ніхто</i>	nowhere <i>ніде, нікуди</i>
Affirmative Interrogative Negative	every	everything <i>усе</i>	everybody everyone <i>усякий, кожний,</i> <i>усе</i>	everywhere <i>скрізь, усюди</i>

## QUANTITATIVE PRONOUNS

<b>few</b> <b>little</b> <i>мало, мало хто</i> <i>недостатньо</i>	Few birds can be seen in that place. (= <i>almost none</i> ) I know little about painting. (= <i>almost nothing</i> )	<b>Few</b> and <b>little</b> have a negative meaning. They mean <i>not enough</i> .
<b>a few</b> <i>кілька</i> <b>a little</b> <i>трохи</i>	A few birds can be seen in that place. (= <i>some birds</i> ) I know a little about painting. (= <i>something</i> )	<b>A few, a little</b> have a positive meaning. They mean <i>some though not much (many)</i>

## DEMONSTRATIVE PRONOUNS

Singular		Plural	
<b>this</b> — цей, ця, це	<b>that</b> — той, та, те	<b>these</b> — ці	<b>those</b> — ті

## DEGREES OF COMPARISON OF ADJECTIVES AND ADVERBS

Adjectives and Adverbs	Positive	Comparative	Superlative	Formation
<b>One-syllable adjectives and adverbs</b>	old wise hot easy fast early	older, elder wiser hotter easier faster earlier	oldest, eldest wisest hottest easiest fastest earliest	For most one-syllable adjectives and adverbs, <b>-er</b> and <b>-est</b> are added.
<b>Two-syllable adjectives and adverbs</b>	famous slowly	more famous more slowly	most famous most slowly	For most two-syllable adj. and adv., <b>more</b> and <b>most</b> are used.
	busy pretty	busier prettier	busiest prettiest	<b>-Er/-est</b> are used with two-syllable adjectives that end in <b>-y</b> . The <b>-y</b> is changed to <b>-i</b> .
	clever  gentle  friendly	cleverer more clever  gentler more gentle  friendlier more friendly	cleverest most clever  gentlest most gentle  friendliest most friendly	Some two-syllable adjectives use <b>-er/-est</b> or <b>more/most</b> : <i>able, pleasant, angry, handsome, simple, common, quiet, narrow, sour, polite, cruel.</i>
<b>Adjectives and adverbs with three or more syllables</b>	important productive carefully	more important more productive more carefully	most important most productive most carefully	<b>More</b> and <b>most</b> are used with long adjectives and adverbs.
<b>Irregular Adjectives and Adverbs</b>				
good/well bad/badly far much/many little	better worse farther/further more less		best worst farthest/furthest most least	

## NUMERALS

<b>Cardinal Numerals (how many?)</b>		<b>Ordinal Numerals (Which?)</b>
1	one	first
2	two	second
3	three	third
4	four	fourth
5	five	fifth
6	six	sixth
7	seven	seventh
8	eight	eighth
9	nine	ninth
10	ten	tenth
11	eleven	eleventh
12	twelve	twelfth
13	thirteen	thirteenth
14	fourteen	fourteenth
15	fifteen	fifteenth
16	sixteen	sixteenth
17	seventeen	seventeenth
18	eighteen	eighteenth
19	nineteen	nineteenth
20	twenty	twentieth
21	twenty-one	twenty-first
22	twenty-two	twenty-second
23	twenty-three	twenty-third
24	twenty-four	twenty-fourth
25	twenty-five	twenty-fifth
26	twenty-six	twenty-sixth
27	twenty-seven	twenty-seventh
28	twenty-eight	twenty-eighth
29	twenty-nine	twenty-ninth
30	thirty	thirtieth
40	forty	fortieth
50	fifty	fiftieth
60	sixty	sixtieth
70	seventy	seventieth
80	eighty	eightieth
90	ninety	ninetieth
100	a hundred	hundredth
1,000	a thousand	thousandth
1,000,000	a million	millionth



140 400 1,006 5,000 260,127	a/one hundred and forty four hundred a/one thousand and six five thousand two hundred and sixty thousand, one hundred and twenty-seven	
<b>Dates</b>	March 10, 1998 — the tenth of March nineteen ninety-eight <i>or</i> March the tenth nineteen ninety-eight	
<b>Fractional Numerals</b>	<p><i>Common Fractions:</i> <math>\frac{1}{2}</math> — a half; <math>\frac{1}{4}</math> — a quarter;  <math>\frac{1}{5}</math> — a/one fifth; <math>\frac{3}{5}</math> — three fifths;  <math>1\frac{1}{2}</math> — one and a half;  <math>3\frac{4}{5}</math> — three and four fifths;</p> <p><i>Decimal Fractions:</i> 0.1 — nought point one;  10.92 — ten point nine two;  8.04 — eight point nought four;</p>	
<b>Percentage</b>	a kind of decimal fraction, denominator of which is always 100: 2 % — 2 per cent — 2 p.c. — two per cent.	
<b>Roman Numerals</b>	1 — I 2 — II 3 — III 4 — IV 5 — V 6 — VI 7 — VII 8 — VIII 9 — IX 10 — X 11 — XI 12 — XII 13 — XIII 14 — XIV 15 — XV	16 — XVI 17 — XVII 18 — XVIII 19 — XIX 20 — XX 21 — XXI 30 — XXX 40 — XL 50 — L 60 — LX 70 — LXX 80 — LXXX 90 — XC 100 — C 1000 — M

## NUMBERS IN MEASUREMENT

<b>Weight Measure</b> <i>Міри ваги</i>	1 dram	драхма	dr	1.77 g
	1 ounce	унція	oz (16 dr)	28.35 g
	1 pound	фунт	lb (16 oz)	453.59 g
	1 stone	стон	st (14 lb)	6.35 kg
	1 quarter	квартер	gr (28 lb)	12.7 kg
	1 hundredweight	хандредвейт	hwt (112 lb)	50.8 kg
1 ton	тонна	tn (20 hwt)	1016 kg	
<b>Linear Measure</b> <i>Лінійні міри</i>	1 inch	дюйм	in	2.54 cm
	1 foot	фут	ft (12 in)	30.48 cm
	1 yard	ярд	yd (3 ft)	91.44 cm
	1 mile	миля	mi (1760 yd)	1609.33 m
	1 International Nautical Mile	миля морська	INM (6076 ft)	1.852 km
<b>Dry Measure</b> <i>Міри сухих речовин</i>	1 gill	джил	gi	0.14 l
	1 pint	пінта	pt (4 gills)	0.57 l
	1 quart	кварта	qt (2pt)	1.14 l
	1 gallon	галон	gal (4qt)	4.55 l
	1 bushel	бушель	bu	36.35 l
	1 quarter	квартер	qr (8 bu)	290.94 l
<b>Square Measure</b> <i>Міри площини</i>	1 square inch	кв. дюйм	sq in	6.45 cm <sup>2</sup>
	1 square foot	кв. фут	sq ft (144 sq in)	9.29 dm <sup>2</sup>
	1 square yard	кв. ярд	sq yd (9 sq ft)	0.836 m <sup>2</sup>
	1 acre	акр	ac (4.8 sq yd)	0.4 hectare
	1 square mile	кв. миля	sq mi (640 ac)	2.59 km <sup>2</sup>
<b>Cubic Measure</b> <i>Міри об'єму</i>	1 cubic inch	куб. дюйм	cu in	16.39 cm <sup>3</sup>
	1 cubic foot	куб. фут	cu ft (1728 cu in)	28.32 cm <sup>3</sup>
	1 cubic yard	куб. ярд	cu yd (27 cu ft)	764.53 cm <sup>3</sup>
	1 register ton	тонна реєстрова	reg t (100 cu ft)	2.83 m <sup>3</sup>
<b>Time Measure</b> <i>Міри часу</i>	1 minute	хвилина	60 seconds	
	1 hour	година	60 minutes	
	1 day	день	24 hours	
	1 week	тиждень	7 days	
<b>Angles Measure</b> <i>Міри кута</i>	1 minute	хвилина	60 seconds (60'')	
	1 degree (1)	градус	60 minutes (60')	
	1 right angle	прямий кут	90 degrees (90°)	
	1 circle	розгорнений кут	360 degrees (360°)	
			4 right angles	

**ОСОБОВІ ФОРМИ ДІЄСЛОВА  
FINITE FORMS OF THE VERB**

<b>Дійсний спосіб The Indicative Mood</b>					
<b>Активний стан Active Voice <i>to ask</i></b>					
<b>Пасивний стан Passive Voice <i>to be asked</i></b>					
<b>Неозначені часи Indefinite Tenses <i>to ask</i></b>			<b>Доконані часи Perfect Tenses <i>to have asked</i></b>		
<i>to be asked</i>			<i>to have been asked</i>		
<b>Present</b>	<b>Past</b>	<b>Future</b>	<b>Present</b>	<b>Past</b>	<b>Future</b>
<i>ask</i>	<i>asked</i>	<i>shall ask</i>	<i>have asked</i>	<i>had asked</i>	<i>shall have asked</i>
<i>asks</i>		<i>will ask</i>	<i>has asked</i>		<i>will have asked</i>
<i>am</i>	<i>was</i>	<i>shall be</i>	<i>have been</i>	<i>had been</i>	<i>shall have been</i>
<i>is asked</i>	<i>asked</i>	<i>be asked</i>	<i>been asked</i>	<i>asked</i>	<i>been asked</i>
<i>are</i>	<i>were</i>	<i>will be asked</i>	<i>has asked</i>		<i>will be asked</i>
<b>Тривалі часи Continuous Tenses <i>to be asking</i></b>			<b>Перфектно-тривалі часи Perfect Continuous Tenses <i>to have been asking</i></b>		
<i>to be being asked</i>			—		
<b>Present</b>	<b>Past</b>	<b>Future</b>	<b>Present</b>	<b>Past</b>	<b>Future</b>
<i>am</i>	<i>was</i>	<i>shall be</i>	<i>have been</i>	<i>had been</i>	<i>shall have been</i>
<i>is asking</i>	<i>asking</i>	<i>asking</i>	<i>been asking</i>	<i>asking</i>	<i>been asking</i>
<i>are</i>	<i>were</i>	<i>will asking</i>	<i>has asking</i>		<i>will asking</i>
<i>am</i>	<i>was</i>	—	—	—	—
<i>is being asked</i>	<i>being asked</i>				
<i>are asked</i>	<i>were</i>				

**INDEFINITE TENSES**  
(to work, to write)

<b>Present Indefinite</b>			
<i>work (s), write (s)</i>			
<b>Affirmative</b>	<b>Interrogative</b>	<b>Negative</b>	<b>Interrogative-Negative</b>
<i>I work, write</i>	<i>Do I work, write?</i>	<i>I do not work, write</i>	<i>Do I not work, write?</i>
<i>He/she works, writes</i>	<i>Does he/she work, write?</i>	<i>He/she does not work, write</i>	<i>Does he/she not work, write?</i>
<i>We/you/they work, write</i>	<i>Do we/you/they work, write?</i>	<i>We/you/they do not work, write</i>	<i>Do we/you/they not work, write?</i>
<b>Past Indefinite</b>			
<i>worked, wrote</i>			
<b>Affirmative</b>	<b>Interrogative</b>	<b>Negative</b>	<b>Interrogative-Negative</b>
<i>I worked, wrote</i>	<i>Did I work, write?</i>	<i>I did not work, write</i>	<i>Did I not work, write?</i>
<i>He/she worked, wrote</i>	<i>Did he/she work, write?</i>	<i>He/she did not work, write</i>	<i>Did he/she not work, write?</i>
<i>We/you/they worked, wrote</i>	<i>Did we/you/they work, write?</i>	<i>We/you/they/ did not work, write</i>	<i>Did we/you/they not work, write?</i>
<b>Future Indefinite</b>			
<i>shall/will + work, write</i>			
<b>Affirmative</b>	<b>Interrogative</b>	<b>Negative</b>	<b>Interrogative-Negative</b>
<i>I/we shall work, write</i>	<i>Shall I/we work, write?</i>	<i>I/we shall not work, write</i>	<i>Shall I/we not work, write?</i>
<i>He/she/you/they will work, write</i>	<i>Will he/she/you/they work, write?</i>	<i>He/she/you/they will not work, write</i>	<i>Will he/she/you/they not work, write?</i>

**CONTINUOUS TENSES**  
(to work, to write)

<b>Present Continuous</b>			
<i>am, is, are + working, writing</i>			
<b>Affirmative</b>	<b>Interrogative</b>	<b>Negative</b>	<b>Interrogative-Negative</b>
<i>I am working, writing</i>	<i>Am I working, writing?</i>	<i>I am not working, writing</i>	<i>Am I not working, writing?</i>
<i>He/she is working, writing</i>	<i>Is he/she working, writing?</i>	<i>He/she is not working, writing</i>	<i>Is he/she not working, writing?</i>
<i>We/you/they are working, writing</i>	<i>Are we/you/they working, writing?</i>	<i>We/you/they are not working, writing</i>	<i>Are we/you/they not working, writing?</i>
<b>Past Continuous</b>			
<i>was, were + working, writing</i>			
<b>Affirmative</b>	<b>Interrogative</b>	<b>Negative</b>	<b>Interrogative-Negative</b>
<i>I/he/she was working, writing</i>	<i>Was I/he/she working, writing?</i>	<i>I/he/she was not working, writing</i>	<i>Was I/he/she not working, writing?</i>
<i>We/you/they were working, writing</i>	<i>Were we/you/they working, writing?</i>	<i>We/you/they/ were not working, writing</i>	<i>Were we/you/they not working, writing?</i>
<b>Future Continuous</b>			
<i>shall/will + be working, writing</i>			
<b>Affirmative</b>	<b>Interrogative</b>	<b>Negative</b>	<b>Interrogative-Negative</b>
<i>I/we shall be working, writing</i>	<i>Shall I/we be working, writing?</i>	<i>I/we shall not be working, writing</i>	<i>Shall I/we not be working, writing?</i>
<i>He/she/you/they will be working, writing</i>	<i>Will he/she/you/they be working, writing?</i>	<i>He/she/you/they will not be working, writing</i>	<i>Will he/she/you/they not be working, writing?</i>

**PERFECT TENSES**  
(to work, to write)

<b>Present Perfect</b>			
<i>have, has + worked, written</i>			
<b>Affirmative</b>	<b>Interrogative</b>	<b>Negative</b>	<b>Interrogative-Negative</b>
I/we/you/they <i>have worked, written</i>	<i>Have I/we/ you/they worked, written?</i>	I/we/you/they <i>have not worked, written</i>	<i>Have I/we/ you/they not worked, written?</i>
He/she <i>has worked, written</i>	<i>Has he/she worked, written?</i>	He/she <i>has not worked, written</i>	<i>Has he/she not worked, written?</i>

<b>Past Perfect</b>			
<i>had+ worked, written</i>			
<b>Affirmative</b>	<b>Interrogative</b>	<b>Negative</b>	<b>Interrogative-Negative</b>
I/he/she/we/ you/they <i>had worked, written</i>	<i>Had I/he/she/ we/you/they worked, written?</i>	I/he/she/we/ you/they <i>had not worked, written</i>	<i>Had I/he/she/ we/you/they not worked, written?</i>

<b>Future Perfect</b>			
<i>shall/will have + worked, written</i>			
<b>Affirmative</b>	<b>Interrogative</b>	<b>Negative</b>	<b>Interrogative-Negative</b>
I/ We <i>shall have worked, written</i>	<i>Shall I/we have worked, written?</i>	I/ We <i>shall not have worked, written</i>	<i>Shall I/we not have worked, written?</i>
He/she/you/ they <i>will have worked, written</i>	<i>Will he/she/ you/they have worked, written?</i>	He/she/you/ they <i>will not have worked, written</i>	<i>Will he/she/ you/they not have worked, written</i>

**PERFECT CONTINUOUS TENSES**  
(to work, to write)

<b>Present Perfect Continuous</b>			
<i>have, has + been + working, writing</i>			
<b>Affirmative</b>	<b>Interrogative</b>	<b>Negative</b>	<b>Interrogative-Negative</b>
<i>I/we/you/they have been working, writing</i>	<i>Have I/we/you/they been working, writing?</i>	<i>I/we/you/they have not been working, writing</i>	<i>Have I/we/you/they not been working, writing?</i>
<i>He/she has been working, writing</i>	<i>Has he/she been working, writing?</i>	<i>He/she has not been working, writing?</i>	<i>Has he/she not been working, writing?</i>
<b>Past Perfect Continuous</b>			
<i>had + been + working, writing</i>			
<b>Affirmative</b>	<b>Interrogative</b>	<b>Negative</b>	<b>Interrogative-Negative</b>
<i>I/he/she/we/you/they had been working, writing</i>	<i>Had I/he/she/we/you/they been working, writing?</i>	<i>I/he/she/we/you/they had not been working, writing</i>	<i>Had I/he/she/we/you/they not been working, writing?</i>
<b>Future Perfect Continuous</b>			
<i>shall/will + have been working, writing</i>			
<b>Affirmative</b>	<b>Interrogative</b>	<b>Negative</b>	<b>Interrogative-Negative</b>
<i>I/we shall have been working, writing</i>	<i>Shall I/we have been working, writing?</i>	<i>I/we shall not have been working, writing</i>	<i>Shall I/we not have been working, writing?</i>
<i>He/she/you/they will have been working, writing</i>	<i>Will he/she/you/they have been working, writing?</i>	<i>He/she/you/they will not have been working, writing</i>	<i>Will he/she/you/they not have been working, writing?</i>

### THE FUNCTIONS OF THE VERB «TO BE»

Functions	Examples
1. The Notional Verb	He <i>is</i> at home now. The students <i>are</i> in the classroom.
2. An Auxiliary Verb	He <i>is</i> writing a letter. I <i>was</i> asked a difficult question.
3. A Link Verb	Jhon <i>is</i> a student. He <i>is</i> intelligent. He <i>is</i> the best student in our group.
4. A Modal Verb	We <i>are to meet</i> at noon. They <i>are to begin</i> this work at once.

### THE FUNCTIONS OF THE VERB «TO HAVE»

Functions	Examples
1. The Notional Verb	She <i>has</i> a large family. We <i>have got</i> a comfortable flat.
2. An Auxiliary Verb	He <i>has graduated</i> from the University. I <i>have been waiting</i> for you for half an hour.
3. A Modal Verb	I <i>have to get up</i> early on Mondays. They <i>had to go</i> there. He will have to do it.

### THE FUNCTIONS OF THE VERB «TO DO»

Functions	Examples
<b>1. The Notional Verb</b>	The exercise was <i>done</i> well. You didn't <i>do</i> anything to help her.
<b>2. An Auxiliary Verb</b> a) The Present and Past Indefinite (interrogative and negative b) The Imperative Mood (negative form) c) to express emphasis	He <i>doesn't work</i> here. <i>Did</i> you see him yesterday? — Yes, I <i>did</i> . <i>Don't</i> be late for the lessons. But I <i>do know</i> him.



## GENERAL QUESTIONS

Predicate or auxiliary verb	Subject	Part of the Predicate	Object	Adverbial Modifiers	Short Answers	
					Affirmative	Negative
Is	he			at home?	Yes, he is.	No, he isn't.
Do	you	take	books	here?	Yes, I do.	No, I don't.
Does	she	live		in Kyiv?	Yes, she does.	No, she doesn't.
Did	it	rain		last night?	Yes, it did.	No, it didn't.
Will	he	be living?		there?	Yes, he will.	No, he won't.
Are	you	studying?	French?	in class?	Yes, I am.	No, I'm not.
Was	Ann				Yes, she was.	No, she wasn't.
Can	you	swim?			Yes, I can.	No, I can't.

## TAG QUESTIONS

Jack <b>can</b> come, <b>can't he</b> ? Fred <b>can't</b> come, <b>can he</b> ?	A <i>tag question</i> is a question added at the end of a sentence. Speakers use tag questions chiefly to make sure their information is correct or to seek agreement.
AFFIRMATIVE SENTENCE + NEGATIVE TAG = AFFIRMATIVE ANSWER EXPECTED	
Mary <b>is</b> here, <b>isn't</b> she?	Yes, she is.
You <b>like</b> tea, <b>don't</b> you?	Yes, I do.
They <b>have left</b> , <b>haven't</b> they?	Yes, they have.
NEGATIVE SENTENCE + AFFIRMATIVE TAG = NEGATIVE ANSWER EXPECTED	
Mary <b>isn't</b> here, <b>is</b> she?	No, she isn't.
You <b>don't like</b> tea, <b>do</b> you?	No, I don't.
They <b>haven't left</b> , <b>have</b> they?	No, they haven't.
<b>This/That</b> is your book, <b>isn't it</b> ? <b>These/Those</b> are yours, <b>aren't they</b> ?	The tag pronoun for this/that = <b>it</b> The tag pronoun for <b>these/those</b> = <b>they</b>
<b>There is</b> a meeting tonight, <b>isn't there</b> ?	In sentences with <b>there + be</b> , <b>there is</b> is used in the tag.
<b>Everything</b> is okay, <b>isn't it</b> ? <b>Everyone</b> took the test, <b>didn't they</b> ?	Personal pronouns are used to refer to indefinite pronouns. <b>They</b> is usually used in a tag to refer to <b>everyone, someone, everybody, somebody, no one, nobody</b> .
<b>Nothing</b> is wrong, <b>is</b> it? <b>Nobody</b> called on the phone, <b>did</b> they? You've <b>never been</b> there, <b>have</b> you?	Sentences with negative words take affirmative tags.
<b>I am</b> supposed to be here, <b>am I not</b> ? <b>I am</b> supposed to be here, <b>aren't I</b> ?	<b>am I not?</b> is formal English. <b>aren't I?</b> is common in spoken English.

## QUESTION WORDS

### WHEN

<b>When</b> did they arrive? <b>When</b> will you come?	Yesterday. Next Monday.	<b>When</b> is used to ask questions about <i>time</i> .
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### WHERE

<b>Where</b> is she? <b>Where</b> can I find a pen?	At home. In that drawer.	<b>Where</b> is used to ask questions about <i>place</i> .
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### WHY

<b>Why</b> did he leave early? <b>Why</b> aren't you coming with us?	Because he's ill. I'm tired.	<b>Why</b> is used to ask questions about <i>reason</i> .
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### HOW

<b>How</b> did you come to school? <b>How</b> does he drive?	By bus. Carefully.	<b>How</b> generally asks about <i>manner</i> .
<b>How much</b> money does it cost? <b>How many</b> people came?	Ten dollars. Fifteen.	<b>How</b> is used with <i>much</i> and <i>many</i> .
<b>How old</b> are you? <b>How cold</b> is it? <b>How soon</b> can you get there? <b>How fast</b> were you driving? <b>How long</b> has he been here? <b>How often</b> do you write home? <b>How far</b> is it to Paris from here?	Eighteen. Ten below zero. In ten minutes.  50 miles an hour.  Two years. Every week.  500 miles.	<b>How</b> is also used with <i>adjectives</i> and <i>adverbs</i> .     <b>How long</b> asks about <i>length of time</i> . <b>How often</b> asks about <i>frequency</i> .  <b>How far</b> asks about <i>distance</i> .

## MORE QUESTIONS WITH *HOW*

QUESTION	ANSWER	
a) <i>How do you spell</i> «coming»? C-O-M-I-N-G. b) <i>How do you say</i> «yes» in Japanese? Hai. c) <i>How do you say/pronounce</i> this word?		To answer a): Spell the word. To answer b): Say the word. To answer c): Pronounce the word.
d) <i>How are getting along?</i> e) <i>How are you doing?</i> f) <i>How's it going?</i>	Great. Fine. Okay. So-so.	In d), e), and f): How is your life? Is your life okay? Do you have any problems? NOTE: f) is often used in greetings: <i>Hi, Bob. How's it going?</i>
g) <i>How do you feel?</i> <i>How are you feeling?</i>	Terrific! Wonderful! Great! Fine. Okay. So-so. A bit under the weather. Not so good. Terrible! Awful!	The questions in g) ask about health or about general emotional state.
h) <i>How do you do?</i>	How do you do?	<b>How do you do?</b> is used by both speakers when they are introduced to each other in a somewhat formal situation.

## WHO

<b>Who</b> can answer that question?	I can.	<b>Who</b> is used as the subject of a question.
<b>Who</b> came to visit you?	Jane and Tom.	It refers to people.
<b>Who is</b> coming to dinner tonight?	Ann and Tom.	<b>Who</b> is usually followed by a singular verb even if the speaker is asking about more than one person.
<b>Who wants</b> to come with me?	We do.	

## WHOSE

<b>Whose book</b> did you borrow?	David's.	<b>Whose</b> ask questions about <i>possession</i> .
<b>Whose key</b> is this? ( <b>Whose</b> is this?)	It's mine.	

## WHAT

<p><b>What</b> made you angry?  <b>What</b> went wrong?</p>	<p>His rudeness.  Everything.</p>	<p><b>What</b> is used as the subject of a question.  It refers to «things».</p>
<p><b>What</b> do you need?  <b>What</b> did Alice buy?  <b>What</b> did he talk <b>about</b>?  <b>About what</b> did he talk?  <i>(formal)</i></p>	<p>I need a pencil.  A book.  His vacation.</p>	<p><b>What</b> is also used as an object.</p>
<p><b>What kind of</b> soup is that?  <b>What kind of</b> shoes did he buy?</p>	<p>It's bean soup.  Sandals.</p>	<p><b>What kind of</b> asks about particular variety or type of something.</p>
<p><b>What</b> <i>did</i> you <i>do</i> last night?  <b>What</b> <i>is</i> Mary <i>doing</i>?</p>	<p>I studied.  She is reading a book.</p>	<p><b>What</b> + <i>a form of do</i> is used to ask questions about activities.</p>
<p><b>What countries</b> did you visit?  <b>What time</b> did she come?  <b>What colour</b> is his hair?</p>	<p>Italy and Spain.  Seven o'clock.  Dark brown.</p>	<p><b>What</b> may accompany a noun.</p>
<p><b>What</b> <i>is</i> Tom <i>like</i>?  <b>What</b> <i>is</i> the weather <i>like</i>?</p>	<p>He's kind and friendly.  Hot and humid.</p>	<p><b>What</b> + <b>be like</b> asks for a general description of qualities.</p>
<p><b>What</b> <i>does</i> Tom <i>look like</i>?  <b>What</b> <i>does</i> her house <i>look like</i>?</p>	<p>He is tall and has dark hair.  It's a large, red brick house.</p>	<p><b>What</b> + <b>look like</b> asks for a physical description.</p>

## WHICH

<p>I have two pens.  <b>Which pen</b> do you want?  <b>Which one</b> do you want?  <b>Which</b> do you want?  <b>Which book</b> should I buy?</p>	<p>The blue one.  That one.</p>	<p><b>Which</b> is used instead of <b>what</b> when a question concerns choosing from a definite, known quantity or group.</p>
<p><b>Which countries</b> did he visit?  <b>What countries</b> did he visit?  <b>Which class</b> are you in?  <b>What class</b> are you in?</p>	<p>Paris and Canada.  This class.</p>	<p>In some cases, there is little difference in meaning between <b>which</b> and <b>what</b> when they accompany a noun.</p>

**SUMMARY CHART OF VERB TENSES  
ACTIVE VOICE**

	<b>Indefinite</b>	<b>Continuous</b>	<b>Perfect</b>	<b>Perfect Continuous</b>
<b>Present</b>	I <i>write</i> letters every week.	I <i>am writing</i> a letter now.	I <i>have written</i> a letter today.	I <i>have been writing</i> for an hour.
<b>Past</b>	I <i>wrote</i> this letter yesterday.	I <i>was writing</i> a letter at 5 o'clock.	I <i>had written</i> all my letters by 9 o'clock.	I <i>had been writing</i> for an hour when you came.
<b>Future</b>	I <i>shall write</i> this letter tomorrow.	I <i>shall be writing</i> a letter at 5 o'clock tomorrow.	I <i>shall have written</i> all my letters by 9 o'clock tomorrow.	If you come at 7 I <i>shall have been writing</i> for an hour by that time.

**PASSIVE VOICE**

	<b>Indefinite</b>	<b>Continuous</b>	<b>Perfect</b>	<b>Perfect Continuous</b>
<b>Present</b>	These letters <i>are written</i> (by me) every week.	A letter <i>is being written</i> (by me) now.	The letter <i>has been written</i> (by me) today.	—
<b>Past</b>	This letter <i>was written</i> yesterday.	This letter <i>was being written</i> at 5 o'clock.	By 9 o'clock all my letters <i>had been written</i> .	—
<b>Future</b>	This letter <i>will be written</i> tomorrow.	—	All my letters <i>will have been written</i> by 7 o'clock tomorrow.	—

**PASSIVE VOICE  
PRESENT**

1. Викладач <i>пояснює</i> новий матеріал.	на кожному уроці	1. The teacher <b>explains</b> new material at every lesson.
2. Новий матеріал <i>пояснюється</i> викладачем.	на кожному уроці	2. New material <b>is explained</b> by the teacher at every lesson.
3. Викладач <i>пояснює</i> новий матеріал.	зараз	3. The teacher <b>is explaining</b> new material now.
4. Новий матеріал <i>пояснюється</i> викладачем.	зараз	4. New material <b>is being explained</b> by the teacher now.
5. Викладач <i>пояснив</i> новий матеріал.	на цьому тижні	5. The teacher <b>has explained</b> new material this week.
6. Новий матеріал <i>був пояснений</i> викладачем.	на цьому тижні	6. New material <b>has been explained</b> by the teacher this week.
7. Викладач <i>пояснює</i> новий матеріал.	уже 10 хв. з 9 год. ранку	7. The teacher <b>has been explaining</b> new material for 10 minutes since 9 o'clock in the morning.
8. Новий матеріал <i>пояснюється</i> викладачем.	уже 10 хв. з 9 год. ранку	8. New material <b>has been explained</b> by the teacher for 10 minutes since 9 o'clock in the morning.

**PAST**

1. Викладач <i>пояснив</i> новий матеріал.	учора	1. The teacher <b>explained</b> new material yesterday.
2. Новий матеріал <i>був пояснений</i> викладачем.	учора	2. New material <b>was explained</b> by the teacher yesterday.
3. Викладач <i>пояснював</i> новий матеріал.	учора о 10 годині	3. The teacher <b>was explaining</b> new material yesterday at 10 o'clock.
4. Новий матеріал <i>пояснювався</i> викладачем.	учора о 10 годині	4. New material <b>was being explained</b> by the teacher yesterday at 10 o'clock.

## FUTURE

1. Викладач <i>пояснить</i> новий матеріал.	завтра	1. The teacher <b>will explain</b> new material tomorrow.
2. Новий матеріал <i>буде пояснений</i> викладачем.	завтра	2. New material <b>will be explained</b> by the teacher tomorrow.
3. Викладач <i>пояснить</i> новий матеріал.	завтра до кінця першого уроку	3. The teacher <b>will have explained</b> new material tomorrow by the end of the first lesson.
4. Новий матеріал <i>буде пояснений</i> викладачем.	завтра до кінця першого уроку	4. New material <b>will have been explained</b> by the teacher tomorrow by the end of the first lesson.

## MODAL VERBS CAN; COULD; TO BE ABLE TO

Uses	Present/Future	Past
1) ability; capability	<i>I can run</i> fast. <i>I can help</i> you. <i>I am able to help</i> you. <i>I will be able to help</i> you.	<i>I could run</i> fast when I was a child, but now I can't. <i>I was able to help</i> you.
2) informal permission	You <i>can use</i> my car tomorrow.	
3) polite request	<i>Can I borrow</i> your pen? <i>Could I borrow</i> your pen? <i>Could you help</i> me?	
4) impossibility (negative only)	That <i>can't be</i> true! That <i>couldn't be</i> true!	That <i>can't have been</i> true! That <i>couldn't have been</i> true!
5) suggestion	— I need help in math. You <i>could talk</i> to your teacher.	You <i>could have talked</i> to your teacher.
6) less than 50% certainty	— Where is John? He <i>could be</i> at home.	He <i>could have been</i> at home.
7) doubt; astonishment (interrogative)	<i>Can she know</i> Japanese?	<i>Can he have done</i> it?

## MAY; MIGHT

Uses	Present/Future	Past
1) polite request	<i>May I borrow</i> your pen? <i>Might I borrow</i> your pen?	—
2) formal permission	You <i>may leave</i> the room.	—
3) less than 50% certainty	— Where is John? He <i>may be</i> at the library. He <i>might be</i> at the library.	He <i>may have been</i> at the library. He <i>might have been</i> at the library.

## MUST; BE TO; HAVE TO; HAVE GOT TO

Uses	Present/Future	Past
1) duty; obligation; strong necessity	I <i>must go</i> to class today. I <i>have to go</i> to class today. I <i>have got to go</i> to class today.	I <i>had to go</i> to class yesterday.
2) lack of necessity ( <i>negative</i> )	I <i>don't have to go</i> to class today.	I <i>didn't have to go</i> to class yesterday.
3) prohibition ( <i>negative</i> )	You <i>must not open</i> that door.	—
4) 90% certainty	Mary isn't in class. She <i>must be</i> sick. (present only)	Mary <i>must have been</i> sick yesterday.
5) plan; agreement	We <i>are to meet</i> at nine.	We <i>were to meet</i> at nine.
6) order; instruction	You <i>must go</i> there at once. You <i>are to go</i> there at once.	—
7) destiny ( <i>past only</i> )	—	He <i>was never to see</i> his wife again.



## SHOULD; OUGHT TO

Uses	Present/Future	Past
1) advisability; desirability	I <i>should study</i> tonight. I <i>ought to study</i> tonight.	I <i>should have studied</i> last night. I <i>ought to have studied</i> last night.
2) 90% certainty	She <i>should do well</i> on the test. She <i>ought to do</i> well on the test. ( <i>future only</i> )	She <i>should have done</i> well on the test. She <i>ought to have done</i> well on the test.

## SHALL

Uses	Present/Future	Past
1) polite question to make a suggestion	<i>Shall I open</i> the window?	—
2) future with «I» or «we» as subject	I <i>shall arrive</i> at nine. ( <i>will = more common</i> )	—

## WILL; WOULD

Uses	Present/Future	Past
1) 100 % certainty	He <i>will be</i> here at nine.	He said he <i>would be</i> here at nine.
2) polite request	<i>Will</i> you please <i>pass</i> the salt? <i>Would</i> you please <i>pass</i> the salt? <i>Would</i> you <i>mind</i> if I left early?	—
3) willingness	— The phone's ringing. <i>I'll get</i> it.	—
4) preference	I <i>would rather go</i> to the park than <i>stay</i> home.	I <i>would rather have gone</i> to the park.

## INDEFINITE PRONOUN «ONE»

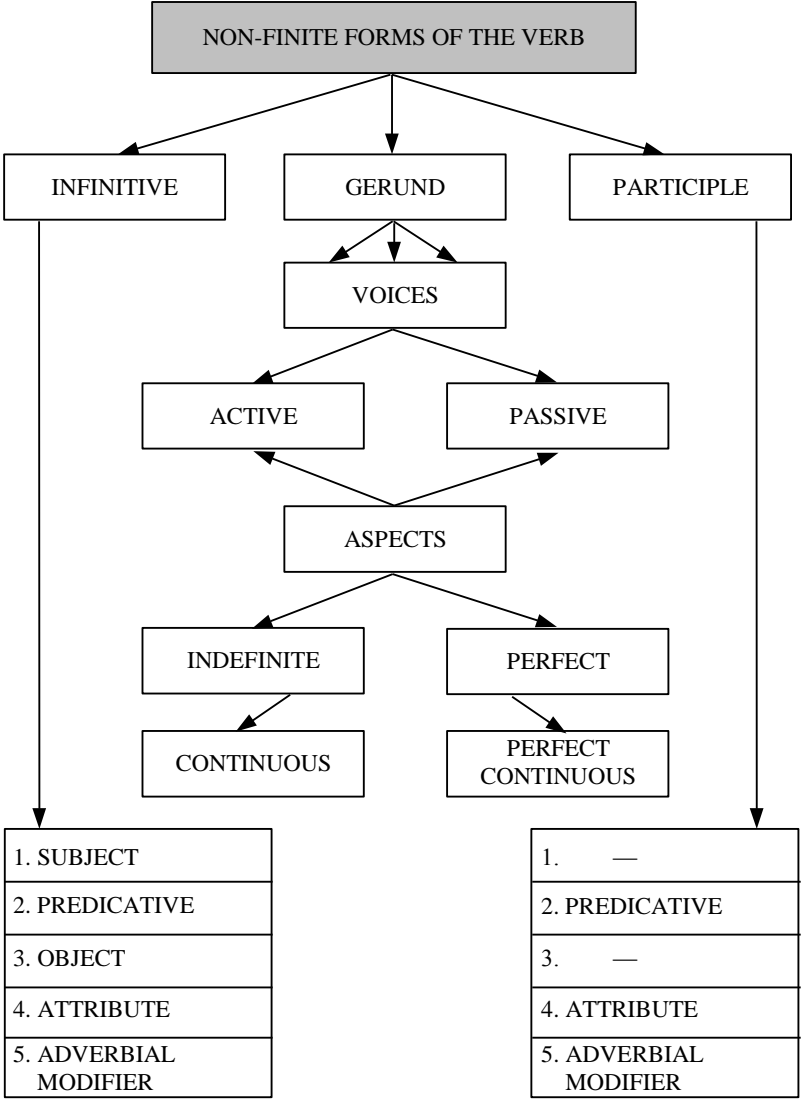
Examples	Functions
<p><b>One</b> should always be polite. How does <b>one</b> get to 5<sup>th</sup> Avenue from here? <b>One</b> must keep <b>one's</b> word.</p>	<p><b>one</b> means any person, people in general. The subject of an impersonal sentence. (<i>usually not translated</i>)</p>
<p>This book is more interesting than <b>the one</b> we read last week. Here are two books. Which <b>one</b> would you like?</p>	<p>Any function for replacing a noun already mentioned.</p>
<p><b>One</b> should take care of <b>one's</b> health. <b>One</b> should take care of <b>his</b> health. <b>One</b> should take care of <b>his</b> or <b>her</b> health.</p>	<p>Notice the pronouns that may be used in the same sentence to refer back to <b>one</b>.</p>

## THE PRONOUNS «BOTH, EITHER AND NEITHER»

Examples	Functions
<p><b>Both</b> these children are mine. These children are <b>both</b> mine. <b>Both</b> my children are boys. They <b>both</b> accepted the invitation. You are <b>both</b> right. They have <b>both</b> been invited. We must <b>both</b> go there.</p>	<p><b>Both</b> is plural in meaning and applied only to two persons or things.</p>
<p>a) Take <b>either</b> book. I don't mind which. The news didn't shock <b>either</b> of them. Have you seen <b>either</b> of your parents today? b) You may go by <b>either</b> road. The houses on <b>either</b> side were tall and big.</p>	<p><b>Either</b> refers to two persons or things and has two meanings.</p> <p>a) one or the other of two; b) each of two; both.</p>
<p><b>Neither</b> brother has been abroad. We accepted <b>neither</b> offer. <b>Neither</b> of the statements is true.</p>	<p><b>Neither</b> means <i>not the one nor the other</i>.</p>

## SEQUENCE OF TENSES DIRECT AND INDIRECT SPEECH

<p>If the main verb of the sentence is in the present, no change is made in the verb tense or modal in the object clause.</p>	<p>If the main verb of the sentence is in the past, the verb in the object clause is usually also in a past form.</p>
<p>He says (that) he <i>works</i> hard. He says (that) he <i>is working</i> hard.</p>	<p>He said (that) he <i>worked</i> hard. He said (that) he <i>was working</i> hard.</p>
<p>If the action of the object clause is simultaneous with that of the principal clause, <b>the Past Indefinite</b> or <b>the Past Continuous</b> is used in the object clause no matter which Past tense-aspect form is found in the principal clause.</p>	
<p>He says (that) he <i>worked</i> hard. He says (that) he <i>was working</i> hard.  He says (that) she <i>has</i> already <i>left</i>.</p>	<p>He said (that) he <i>had worked</i> hard. He said (that) he <i>had been working</i> hard.  He said (that) she <i>had</i> already <i>left</i>.</p>
<p>If the action of the object clause precedes that of the principal clause, <b>the Past Perfect</b> or <b>the Past Perfect Continuous</b> is used in the object clause no matter which Past tense-aspect form is found in the principal clause.</p>	
<p>He says (that) he <i>will work</i> hard. He says (that) he <i>will have finished</i> the work by September. He says (that) he <i>will be working</i> hard all day long.</p>	<p>He said (that) he <i>would work</i> hard. He said (that) he <i>would have finished</i> the work by September. He said (that) he <i>would be working</i> hard all day long.</p>
<p>If the action of the object clause follows that of the principal clause, <b>the Future-in-the-Past</b> or one of the other means of expressing future actions viewed from the past is used in the object clause no matter which Past tense-aspect form is found in the principal clause.</p>	
<p>He says (that) he <i>is going to work</i> hard.  He says (that) he <i>can work</i> hard. He says (that) he <i>may work</i> hard. He says (that) he <i>has to work</i> hard. He says (that) he <i>must work</i> hard. He says (that) he <i>should work</i> hard. He says (that) he <i>ought to work</i> hard.</p>	<p>He said (that) he <i>was going to work</i> hard.  He said (that) he <i>could work</i> hard. He said (that) he <i>might work</i> hard. He said (that) he <i>had to work</i> hard. He said (that) he <i>had to work</i> hard. He said (that) he <i>should work</i> hard. He said (that) he <i>ought to work</i> hard.</p>
<p>The rules of sequence of tenses cannot be observed with certain modal verbs which have only one form. (<i>must, should, ought and need</i>)</p>	



## THE INFINITIVE

Infinitive	Active voice	Passive voice	Uses
<b>Indefinite</b>	to write to come	to be written —	the action is simultaneous with that expressed by the finite verb.
He wants <b>to write</b> her about it. He wants <b>to be written</b> about it.			
<b>Continuous</b>	to be writing to be coming	— —	the action is temporary and not a usual one.
He may <b>be writing</b> a new novel.			
<b>Perfect</b>	to have written to have come	to have been written —	the action precedes that of the predicate.
I am glad <b>to have written</b> her about it. I was surprised <b>to have been written</b> about it.			
<b>Perfect Continuous</b>	to have been writing to have been coming	— —	the action began before the time indicated by the predicate and is still going on.
He is said <b>to have been writing</b> this novel for 2 years already.			

Functions	Examples
<b>Subject</b>	<b>To know</b> him is to trust him. It is difficult <b>to translate</b> this text.
<b>Predicative</b>	Our aim is <b>to master</b> English. What I want is <b>to be left</b> alone.
<b>Part of a Compound Verbal Predicate</b>	We must <b>stay</b> at home. We decided <b>to work</b> together.
<b>Object</b>	He asked me <b>to wait</b> . He promised <b>to come</b> in time.
<b>Attribute</b>	He is always the first <b>to come</b> . The article <b>to be translated</b> is on the table.
<b>Adverbial Modifier</b>	I have come here <b>to help</b> you. The problem is too complicated <b>to be solved</b> at once.

## REFERENCE LIST OF VERBS FOLLOWED BY INFINITIVES

A. VERBS FOLLOWED IMMEDIATELY BY AN INFINITIVE	
1. <i>afford</i>	I <b>can't afford to buy</b> it.
2. <i>agree</i>	They <b>agreed to help</b> us.
3. <i>appear</i>	She <b>appears to be</b> tired.
4. <i>arrange</i>	I'll <b>arrange to meet</b> you at the airport.
5. <i>ask</i>	He <b>asked to come</b> with us.
6. <i>beg</i>	He <b>begged to come</b> with us.
7. <i>care</i>	I <b>don't care to see</b> that show.
8. <i>claim</i>	She <b>claims to know</b> a famous movie star.
9. <i>consent</i>	She finally <b>consented to marry</b> him.
10. <i>decide</i>	I <b>have decided to leave</b> on Monday.
11. <i>demand</i>	I <b>demand to know</b> who is responsible.
12. <i>deserve</i>	She <b>deserves to win</b> the prize.
13. <i>expect</i>	I <b>expect to enter</b> graduate school next year.
14. <i>fail</i>	She <b>failed to return</b> the book to the library in time.
15. <i>forget</i>	I <b>forgot to mail</b> the letter.
16. <i>hesitate</i>	<b>Don't hesitate to ask</b> for my help.
17. <i>hope</i>	Jack <b>hopes to arrive</b> next week.
18. <i>learn</i>	He <b>learnt/learned to play</b> the piano.
19. <i>manage</i>	She <b>managed to finish</b> her work early.
20. <i>mean</i>	I <b>didn't mean to hurt</b> your feelings.
21. <i>need</i>	I <b>need to have</b> your opinion.
22. <i>offer</i>	They <b>offered to help</b> us.
23. <i>plan</i>	I <b>am planning to have</b> a party.
24. <i>prepare</i>	We <b>prepared to welcome</b> them.
25. <i>pretend</i>	He <b>pretends not to understand</b> .
26. <i>promise</i>	I <b>promise not to be</b> late.
27. <i>refuse</i>	I <b>refuse to believe</b> his story.
28. <i>regret</i>	I <b>regret to tell</b> you that you failed.
29. <i>remember</i>	I <b>remembered to lock</b> the door.
30. <i>seem</i>	That <b>cat seems to be</b> friendly.
31. <i>struggle</i>	I <b>struggled to stay</b> awake.
32. <i>swear</i>	She <b>swore to tell</b> the truth.
33. <i>threaten</i>	She <b>threatened to tell</b> my parents.
34. <i>volunteer</i>	He <b>volunteered to help</b> us.
35. <i>wait</i>	I <b>will wait to hear</b> from you.
36. <i>want</i>	I <b>want to tell</b> you something.
37. <i>wish</i>	She <b>wishes to come</b> with us.

## B. VERBS FOLLOWED BY A (PRO)NOUN + AN INFINITIVE

<ol style="list-style-type: none"> <li>1. <i>advise</i></li> <li>2. <i>allow</i></li> <li>3. <i>ask</i></li> <li>4. <i>beg</i></li> <li>5. <i>cause</i></li> <li>6. <i>challenge</i></li> <li>7. <i>convince</i></li> <li>8. <i>dare</i></li> <li>9. <i>encourage</i></li> <li>10. <i>expect</i></li> <li>11. <i>forbid</i></li> <li>12. <i>force</i></li> <li>13. <i>hire</i></li> <li>14. <i>instruct</i></li> <li>15. <i>invite</i></li> <li>16. <i>need</i></li> <li>17. <i>order</i></li> <li>18. <i>permit</i></li> <li>19. <i>persuade</i></li> <li>20. <i>remind</i></li> <li>21. <i>require</i></li> <li>22. <i>teach</i></li> <li>23. <i>tell</i></li> <li>24. <i>urge</i></li> <li>25. <i>want</i></li> <li>26. <i>warn</i></li> </ol>	<p>She <i>advised me to wait</i> until tomorrow.</p> <p>She <i>allowed me to use</i> her car.</p> <p>I <i>asked John to help</i> us.</p> <p>They <i>begged us to come</i>.</p> <p>Her laziness <i>caused her to fail</i>.</p> <p>She <i>challenged me to race</i> her to the corner.</p> <p>I couldn't <i>convince him to accept</i> our help.</p> <p>He <i>dared me to do</i> better than he had done.</p> <p>He <i>encouraged me to try</i> again.</p> <p><i>I expect you to be</i> in time.</p> <p>I <i>forbid you to tell</i> him.</p> <p>They <i>forced him to tell</i> the truth.</p> <p>She <i>hired a boy to mow</i> the lawn.</p> <p>He <i>instructed them to be careful</i>.</p> <p>Harry <i>invited the Johnsons to come</i> to his party.</p> <p>We <i>needed Chris to help</i> us figure out the solution.</p> <p>The judge <i>ordered me to pay</i> a fine.</p> <p>He <i>permitted the children to stay up</i> late.</p> <p>I <i>persuaded him to come</i> for a visit.</p> <p>She <i>reminded me to lock</i> the door.</p> <p>Our teacher <i>requires us to be</i> in time.</p> <p>My brother <i>taught me to swim</i>.</p> <p>The doctor <i>told me to take</i> these pills.</p> <p>I <i>urged her to apply</i> for the job.</p> <p>I <i>want you to be</i> happy.</p> <p>I <i>warned you not to drive</i> too fast.</p>
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## THE PREPOSITIONAL INFINITIVE COMPLEX

<b>Subject</b>	It is easy <i>for you to say</i> that. <i>For him to help</i> his friends is quite natural.
<b>Predicative</b>	The question is <i>for you to decide</i> . The best thing is <i>for you to move</i> to the South.
<b>Object</b>	I waited <i>for him to speak</i> .
<b>Attribute</b>	This is the book <i>for you to read</i> .
<b>Adverbial modifier of purpose</b>	He opened the doors of the car <i>for us to get in</i> . I've brought two books <i>for my son to read</i> .
<b>Adverbial modifier of result</b>	The weather was too cold <i>for the children to go out</i> . It was too dark <i>for her to see</i> him.

## THE OBJECTIVE INFINITIVE COMPLEX

<p><i>is used after the verbs denoting</i></p> <p>a) perceptions of senses*:</p>	<p><b>to see</b> <b>to hear</b> <b>to feel</b> <b>to watch</b> <b>to observe</b> <b>to notice</b></p>	<p>I saw <b>him get off</b> the bus. Did you hear <b>her sing</b>? She felt <b>her voice tremble</b>. I watch <b>her enter</b> the shop. We observe <b>the direction</b> constantly <b>change</b>. Nobody noticed <b>him come</b> in.</p>
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<p>b) wish, intention, emotions:</p>	<p><b>to want</b> <b>to wish</b> <b>to like</b> <b>to dislike</b> <b>to hate</b> <b>to intend</b> <b>should/would like</b></p>	<p>I want <b>you to help</b> me. He wishes <b>the work to be done</b> at once. He likes <b>dinner to be</b> in time. I dislike <b>you to say</b> such words. I hate <b>you to talk</b> like that. He intended <b>me to go</b> with him. I should like <b>you to stay</b> here.</p>
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<p>c) mental activity:</p>	<p><b>to consider</b> <b>to believe</b> <b>to think</b> <b>to find</b> <b>to know</b> <b>to expect</b> <b>to suppose</b></p>	<p>I consider <b>him to be</b> right. I believe <b>her to be</b> a good teacher. We thought <b>him to be sleeping</b>. We find <b>this value to be</b> accurate enough. I know <b>him to have said</b> that. We expected <b>her to return</b>. I suppose <b>him to be</b> about fifty.</p>
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<p>d) order, request, permission, advice, compulsion :</p>	<p><b>to order</b> <b>to ask</b> <b>to request</b> <b>to allow</b> <b>to advise</b> <b>to recommend</b> <b>to cause</b> <b>to force</b> <b>get</b> <b>to make*</b> <b>to let*</b></p>	<p>He ordered <b>the children to stop</b> talking. I asked <b>Tom to help</b> me. He requested <b>the matter to be kept</b> secret. She doesn't allow <b>anyone to smoke</b>. She advised <b>me to tell</b> the police about it. I wouldn't recommend <b>you to stay</b> here. Her laziness caused <b>her to fail</b>. He forced <b>me to go</b> there. I got <b>him to repair</b> my car. What makes <b>you think</b> so? Let <b>me go</b>.</p>
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\*The verbs **to make**, **to let** and the verbs of physical perception are followed by the infinitive without «to».



## THE SUBJECTIVE INFINITIVE COMPLEX

<p><i>is used with</i> a) the verbs of speech:</p>	<p><b>to say</b> <b>to report</b> <b>to inform</b></p>	<p><i>She</i> is said <b>to write</b> a new novel. <i>They</i> are reported <b>to have left</b> London. <i>He</i> was informed <b>to have arrived</b> in Kyiv.</p>
<p><i>verbs denoting:</i> b) mental activity:</p>	<p><b>to consider</b> <b>to believe</b> <b>to think</b> <b>to find</b> <b>to know</b> <b>to expect</b> <b>to suppose</b></p>	<p><i>He</i> is considered <b>to be</b> a good speaker. <i>He</i> is believed <b>to know</b> English. <i>He</i> was thought <b>to have gone</b>. <i>They</i> are found <b>to be unfit</b> for service. <i>History</i> is known <b>to repeat</b> itself. <i>She</i> is expected <b>to come</b> any minute. <i>He</i> is supposed <b>to know</b> these things.</p>
<p>c) perceptions of senses</p>	<p><b>to see</b> <b>to hear</b> <b>to feel</b> <b>to watch</b> <b>to observe</b> <b>to notice</b></p>	<p><i>He</i> was seen <b>to cross</b> the street. <i>She</i> was heard <b>to mention</b> your name. <i>She</i> was felt <b>to be suffering</b>. <i>He</i> was watched <b>to dance</b> in the hall. <i>The woman</i> was observed <b>to follow</b> him. <i>He</i> was noticed <b>to unlock</b> the door.</p>
<p>d) order, request, permission, advice, compulsion:</p>	<p><b>to order</b> <b>to ask</b> <b>to allow</b> <b>to advise</b> <b>to force</b> <b>to make</b></p>	<p><i>They</i> were ordered <b>to go to bed</b>. <i>She</i> was asked <b>to come</b> on Monday. <i>I</i> wasn't allowed <b>to watch</b> the film. <i>We</i> were advised <b>not to drink</b> the water. <i>He</i> was forced <b>to give up</b> this work. <i>He</i> was made <b>to repeat</b> the rule.</p>
<p>e) with the verbs</p>	<p><b>to seem</b> <b>to appear</b> <b>to happen</b> <b>to chance</b> <b>to prove</b> <b>to turn out</b></p>	<p><i>The child</i> seems <b>to be asleep</b>. <i>He</i> appears <b>to know</b> a lot of things. <i>I</i> happened <b>to see</b> him yesterday. <i>He</i> chanced <b>to have recognized</b> me. <i>Your advice</i> proved <b>to be</b> very useful. <i>He</i> turned out <b>to be</b> a good friend.</p>
<p>f) with the expressions</p>	<p><b>to be likely</b> <b>to be unlikely</b> <b>to be sure</b> <b>to be certain</b></p>	<p><i>They</i> are likely <b>to come</b> here. <i>He</i> is unlikely <b>to come</b> tomorrow. <i>He</i> is sure <b>to go hunting</b>. <i>He</i> is sure <b>to ring</b> you up.</p>

## THE PARTICIPLE

Form	Transitive verbs		Intransitive verbs
	Active voice	Passive voice	Active voice
<b>Participle I (Present Participle)</b>	writing	being written	going
<b>Participle II (Past Participle)</b>	—	written	gone
<b>Perfect Participle</b>	having written	having been written	having gone
<b>Seeing</b> that I was late I hurried. Be careful while <b>crossing</b> the street. <b>Being left</b> alone I went on with my work. She tried to calm the <b>crying</b> child. <b>Not knowing</b> what to say he kept silent.		<b>Participle I (Active and Passive)</b> denotes an action simultaneous with the action expressed by the finite verb.	
<b>Having written</b> the letter he went to post it. <b>Having finished</b> their classes the students went home.		<b>Perfect Participle (Active and                      Passive)</b> denotes an action prior to that of the finite verb.	
<b>Being asked</b> for her opinion she blushed. <b>Having been shown</b> the wrong direction he lost his way.		<b>Perfect and Non-Perfect                      Participle (Passive)</b> denotes a passive action.	

### COMPLEXES WITH THE PARTICIPLE THE OBJECTIVE PARTICIPLE COMPLEX

<i>is used with the verbs denoting a) sense perceptions:</i>	<b>to see</b> <b>to hear</b> <b>to feel</b> <b>to watch</b> <b>to observe</b> <b>to notice</b>	I saw <i>her walking</i> along the street. We heard <i>him speaking</i> in the next room. She felt <i>her hand trembling</i> . I watched <i>the children playing</i> in the garden. The teacher observed <i>the students</i> writing compositions.
b) wish and mental activity:	<b>to want</b> <b>to wish</b> <b>to find</b> <b>to leave</b>	I want <i>the letter posted</i> at once. I wish <i>your dreams realized</i> . When I returned I found <i>her gone</i> . He left <i>his work unfinished</i> .

<b>to have to get</b>	She had <i>her dress made</i> here. I must have <i>my hair cut</i> . He will have <i>his coat cleaned</i> . She must have <i>her hair done</i> . Have you got <i>your car repaired</i> ?	After these verbs only Past Participle is used. It denotes an action performed by someone else for the benefit of the person expressed by the subject.
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### THE SUBJECTIVE PARTICIPLE COMPLEX

<i>is used with the verbs denoting sense perceptions:</i>	<b>to see to hear to watch to notice to consider</b>	<i>She</i> was seen <i>walking</i> along the street. <i>Two people</i> were heard <i>quarrelling</i> . <i>They</i> were watched <i>playing</i> in the garden. <i>He</i> was noticed <i>entering</i> the office. <i>The work</i> was considered <i>finished</i> .
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### THE ABSOLUTE PARTICIPLE COMPLEX

<i>The rain having stopped</i> , we went home. <i>The day being fine</i> , she went for a walk. <i>Time permitting</i> , we'll go to the forest.	In this complex Participle has its own subject expressed by a noun in the Common Case or a personal pronoun in the Nominative case.
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Functions	Examples
<b>Complex Subject (The Subjective Participle complex)</b>	<i>They</i> were heard <i>speaking</i> in a lively manner. <i>He</i> was seen <i>surrounded</i> by a group of students. <i>He</i> was noticed <i>entering</i> the library.
<b>Complex Object (The Objective Participle complex)</b>	I saw <i>the workers packing</i> the goods. They watched <i>the car being repaired</i> . They want <i>the goods shipped</i> on Monday.
<b>Attribute</b>	The cars <i>being produced</i> at our plant are very good.
<b>Adverbial Modifier</b>	<i>Walking in the park</i> , he met his old friend.
<b>The Absolute Participle complex</b>	<i>The letter being written</i> , I went to post it. <i>He being tired</i> , I decided not to disturb him.

## THE GERUND. FORMS AND FUNCTIONS

Gerund	Active	Passive	Uses
<b>Indefinite</b>	reading	being read	The action expressed by the gerund: a) is simultaneous with that expressed by the finite verb. b) doesn't refer to any particular time.
She likes <b>reading</b> . She likes <b>being read</b> .			
<b>Perfect</b>	having read	having been read	The action expressed by the gerund precedes that expressed by the finite verb.
Thank you <b>for having helped me</b> . I remember <b>having been asked</b> this question.			

Functions	Examples
<b>Subject</b>	<b>Reading</b> books is useful. <b>Smoking</b> is harmful. <b>Reading</b> love stories made her cry.
<b>Predicative</b>	His hobby is <b>collecting</b> stamps. The main thing is <b>getting</b> there in time. Seeing is <b>believing</b> .
<b>Part of a Compound Verbal Predicate</b>	She went on <b>reading</b> . She stopped <b>smoking</b> .
<b>Direct Object</b>	I couldn't avoid <b>speaking</b> to her. The film is worth <b>seeing</b> . I don't mind <b>waiting</b> .
<b>Prepositional Object</b>	I am fond of <b>reading</b> . He insisted on <b>doing</b> the work himself. I don't like his habit of <b>making</b> people wait.
<b>Attribute</b>	All liked the idea of <b>going</b> to the country. I have no intention of <b>discussing</b> this question. There are different ways of <b>solving</b> this problem.
<b>Adverbial Modifier</b>	On <b>entering</b> the room he came up to me. He left the room without <b>saying</b> a word. Excuse me for <b>being</b> so late.

## REFERENCE LIST OF VERBS FOLLOWED BY GERUNDS

1. <i>admit</i>	He <b><i>admitted stealing</i></b> the money.
2. <i>advise</i>	She <b><i>advised waiting</i></b> until tomorrow.
3. <i>anticipate</i>	I <b><i>anticipate having</i></b> a good time on vacation.
4. <i>appreciate</i>	I <b><i>appreciated hearing</i></b> from them.
5. <i>avoid</i>	He <b><i>avoided answering</i></b> my question.
6. <i>complete</i>	I finally <b><i>completed writing</i></b> my term paper.
7. <i>consider</i>	I <b><i>will consider going</i></b> with you.
8. <i>delay</i>	He <b><i>delayed leaving</i></b> for school.
9. <i>deny</i>	She <b><i>denied committing</i></b> the crime.
10. <i>discuss</i>	They <b><i>discussed opening</i></b> a new business.
11. <i>dislike</i>	I <b><i>dislike driving</i></b> long distances.
12. <i>enjoy</i>	We <b><i>enjoyed visiting</i></b> them.
13. <i>finish</i>	She <b><i>finished studying</i></b> about ten.
14. <i>forget</i>	I'll <b><i>never forget visiting</i></b> Napoleon's tomb.
15. <i>can't help</i>	I <b><i>can't help worrying</i></b> about it.
16. <i>keep</i>	I <b><i>keep hoping</i></b> he will come.
17. <i>mention</i>	She <b><i>mentioned going</i></b> to the cinema.
18. <i>mind</i>	<b><i>Would you mind helping</i></b> me with this?
19. <i>miss</i>	I <b><i>miss being</i></b> with my family.
20. <i>postpone</i>	Let's <b><i>postpone leaving</i></b> until tomorrow.
21. <i>practise</i>	The athlete <b><i>practised throwing</i></b> the ball.
22. <i>quit</i>	He <b><i>quitted trying</i></b> to solve the problem.
23. <i>recall</i>	I <b><i>don't recall meeting</i></b> him before.
24. <i>recollect</i>	I <b><i>don't recollect meeting</i></b> him before.
25. <i>recommend</i>	She <b><i>recommended seeing</i></b> the show.
26. <i>regret</i>	I <b><i>regret telling</i></b> him my secret.
27. <i>remember</i>	I <b><i>can remember meeting</i></b> him when I was a child.
28. <i>resent</i>	I <b><i>resent her interfering</i></b> in my business.
29. <i>resist</i>	I <b><i>couldn't resist eating</i></b> the dessert.
30. <i>risk</i>	She <b><i>risks losing</i></b> all of her money.
31. <i>stop</i>	She <b><i>stopped going</i></b> to classes when she got sick.
32. <i>suggest</i>	She <b><i>suggested going</i></b> to the cinema.
33. <i>tolerate</i>	She <b><i>won't tolerate cheating</i></b> during an examination.
34. <i>understand</i>	I <b><i>don't understand his leaving</i></b> school.

## THE GERUNDIAL COMPLEX

The Gerundial Complex consists of a noun (in the Common or Possessive Case) or a possessive pronoun and the gerund.	
Functions	Examples
<b>Complex Subject</b>	<i>Your coming</i> here is very desirable. It's no use <i>my telling</i> you a lie.
<b>Predicative</b>	What annoys me is <i>his being careless</i> .
<b>Direct Object</b>	I don't like <i>his reading</i> aloud. Forgive <i>my saying</i> it.
<b>Prepositional Object</b>	I insist on <i>your doing</i> it. Everything depends on <i>your getting</i> there in time.
<b>Attribute</b>	Everyone liked the idea of <i>his joining</i> us. I don't know the reason of <i>your leaving</i> .
<b>Adverbial Modifier</b>	He entered the room without <i>his seeing</i> it.

## CONDITIONAL SENTENCES

Type of condition	if-clause	main clause	Examples
<b>Type I</b> Real condition (refers to the future)	Present Indefinite	Future Indefinite can + Infinitive	If I <b>have</b> enough money, I <b>will/ can buy</b> a car.
<b>Type II</b> Unreal condition (refers to the present or future)	Present Subjunctive II ( <i>Past Indefinite</i> )	would/could + Infinitive	If I <b>had</b> enough money, I <b>would/could buy</b> a car
<b>Type III</b> Unreal condition (refers to the past)	Past Subjunctive II ( <i>Past Perfect</i> )	would/could have + Past Participle	If I <b>had had</b> enough money, I <b>would/could have bought</b> a car.

## IRREGULAR VERBS

Infinitive		Past Indefinite	Past Participle
1		2	3
abide	терпіти	abode, abided	abode, abided
arise	виникати	arose	arisen
awake	будити	awoke	awaked, awoke
be	бути	was, were	been
bear	нести; народжувати	bore	borne, born
beat	бити	beat	beaten
become	ставати	became	become
befall	траплятися	befell	befallen
beget	виробляти	begot	begotten
begin	починати	began	begun
behold	помічати	beheld	beheld
bend	згинати(ся)	bent	bent, bended
bereave	втрачати	bereaved, bereft	bereaved, bereft
beseech	благати, просити	besought	besought
beset	оточувати	beset	beset
bet	битися об заклад	bet, betted	bet, betted
bid	пропонувати ціну	bade, bid	bidden, bid
bind	зв'язувати	bound	bound
bite	кусати(ся)	bit	bitten, bit
bleed	кровоточити	bled	bled
bless	благословляти	blessed, blest	blessed, blest
blow	дути	blew	blown
break	ламати(ся)	broke	broken (broke)
breed	розводити	bred	bred
bring	приносити	brought	brought
broadcast	передавати по радіо	broadcast (-ed)	broadcast (-ed)
build	будувати	built	built
burn	палити, горіти	burnt, burned	burnt, burned
burst	спалахнути	burst	burst
buy	купувати	bought	bought
cast	кидати, скидати	cast	cast
catch	ловити	caught	caught
choose	вибирати	chose	chosen
cleave	розколювати(ся)	clove, cleft	cloven, cleft
cling	чіплятися	clung	clung

	1	2	3
clothe	вдягати	clothed (clad)	clothed (clad)
come	приходити	came	come
cost	коштувати	cost	cost
creep	повзти, повзати	crept	crept
cut	різати	cut	cut
dare	сміти; наважуватися	dared (durst)	dared
deal	займатися	dealt	dealt
dig	копати; рити	dug	dug
do	робити	did	done
draw	тягти; малювати	drew	drawn
dream	мріяти	dreamed, dreamt	dreamed, dreamt
drink	пити	drank	drunk
drive	водити; їхати	drove	driven
dwel	жити; мешкати	dwelt	dwelt
eat	їсти	ate	eaten
fall	падати	fell	fallen
feed	годувати	fed	fed
feel	відчувати	felt	felt
fight	битися	fought	fought
find	знаходити	found	found
flee	тікати; уникати	fled	fled
fling	кидати(ся)	flung	flung
fly	літати	flew	flown
forbid	забороняти	forbade, forbid	forbidden
forecast	передбачати	forecast, forecasted	forecast, forecasted
forego	передувати	forewent	foregone
foresee	передбачати	foresaw	foreseen
foretell	повідати	foretold	foretold
forget	забувати	forgot	forgotten
forgive	прощати	forgave	forgiven
forsake	залишати; покидати	forsook	forsaken
freeze	морозити	froze	frozen
get	отримувати	got	got, gotten
gild	золотити	gilded, gilt	gilded
give	давати	gave	given
go	ходити	went	gone
grind	точити; шліфувати	ground	ground



	1	2	3
grow	рости	grew	grown
hang	вішати	hung, hanged	hung, hanged
have	мати	had	had
hear	чути	heard	heard
heave	піднімати	heaved, hove	heaved, hove
hew	рубати	hewed, hid	hewed, hewn
hide	ховати(ся)	hid	hidden, hid
hit	ударяти	hit	hit
hold	тримати	held	held
hurt	здавати болю	hurt	hurt
keep	тримати	kept	kept
knit	в'язати; плести	knitted, knit	knitted, knit
know	знати	knew	known
lade	навантажувати	laded	laden
lay	класти; накривати	laid	laid
lead	вести	led	led
lean	нахиляти(ся)	leant, leaned	leant, leaned
leap	стрибати	leapt, leaped	leapt, leaped
learn	вивчати	learnt, learned	learnt, learned
leave	залишати	left	left
lend	позичати	lent	lent
let	дозволяти	let	let
lie	лежати	lay	lain
light	запалювати(ся)	lighted, lit	lighted, lit
lose	втрачати	lost	lost
make	робити	made	made
mean	означати	meant	meant
meet	зустрічати	met	met
melt	танути	melted	melted, molten
mislay	загубити	mislaid	mislaid
mislead	вводити в оману	misled	misled
mistake	помилятися	mistook	mistaken
mow	косити	mowed	mowen
outdo	перевершувати	outdid	outdone
outgrow	переростати	outgrew	outgrown
overbear	перемагати	overbore	overborne
overcast	хмаритися	overcast	overcast

	1	2	3
overcome	перемогти	overcame	overcome
overdo	перебільшувати	overdid	overdone
overdraw	перевищувати	overdrew	overdrawn
overhear	підслуховувати	overheard	overheard
overtake	доганяти	overtook	overtaken
overthrow	перекидати	overthrew	overthrown
partake	брати участь	partook	partaken
pay	платити	paid	paid
put	класти	put	put
read	читати	read	read
rebuild	відбудовувати	rebuilt	rebuilt
relay	мінати; заміняти	relaid	relaid
rend	рвати; розривати	rent	rent
retell	переказувати	retold	retold
rid	позбавляти	ridded, rid	rid, ridded
ride	їхати верхи	rode	ridden
ring	дзвонити	rang	rung
rise	вставати	rose	risen
run	бігати	ran	run
saw	пиляти	sawed	sawn, sawed
say	казати	said	said
see	бачити	saw	seen
seek	шукати; просити	sought	sought
sell	продавати	sold	sold
send	посилати	sent	sent
set	ставити; класти	set	set
sew	шити; зашивати	sewed	sewn, sewed
shake	трусити; хитати	shook	shaken
shear	стригти	sheared	shorn, sheared
shed	губити; втрачати	shed	shed
shine	світити; сяяти	shone	shone
shoe	взувати	shod	shod
shoot	стріляти	shot	shot
show	показувати	showed	shown, showed
shut	зачиняти(ся)	shut	shut
sing	співати	sang	sung
sink	тонути; осідати	sank	sunk, sunken
sit	сидіти	sat	sat

	1	2	3
slay	приголомшити	slew	slain
sleep	спати	slept	slept
sling	кидати; шпурляти	slung	slung
slink	іти крадькома	slunk	slunk
slit	розрізати вздовж	slit	slit
smell	пахнути	smelt, smelled	smelt, smelled
sow	сіяти; засівати	sowed	sown, sowed
speak	говорити	spoke	spoken
speed	поспішати	sped, speeded	sped, speeded
spend	витрачати	spent	spent
spoil	псувати(ся)	spoilt, spoiled	spoilt, spoiled
spread	поширювати(ся)	spread	spread
stand	стояти	stood	stood
stave	розбитися	staved, stove	staved, stove
steal	красти	stole	stolen
stick	колоти	stuck	stuck
stride	переходити	strode	stridden, strid
strike	бити; страйкувати	struck	struck, stricken
strive	старатися	strove	striven
swear	присягати(ся)	swore	sworn
swell	збільшуватися	swelled	swollen, swelled
swim	плавати	swam	swum
swing	гойдати(ся)	swung	swung
take	брати	took	taken
teach	навчати	taught	taught
tear	руйнувати	tore	torn
tell	розповідати	told	told
think	думати	thought	thought
throw	кидати	threw	thrown
thrust	штовхати	thrust	thrust
understand	розуміти	understood	understood
undertake	починати; братися	undertook	undertaken
wake	будити	woke, waked	waked, woken
wear	носити	wore	worn
win	вигравати	won	won
withdraw	відкликати	withdrew	withdrawn
withhold	відмовляти	withheld	withheld
write	писати	wrote	written

## GLOSSARY

- Ability-to-Pay principle of taxation** principle that states taxes ought to be paid by those who can best afford them.
- account** **1 a** an arrangement or facility at a bank or building society etc. for commercial or financial transactions, esp. for depositing and withdrawing money. **b** the assets credited by such an arrangement **c** an arrangement at a shop for buying goods on credit. **2 a** (often in pl.) a record or statement of money, goods, or services received or expended, with the balance. **b** (in pl.) the practice of accounting or reckoning.
- accounting** **1** the principles and practice of systematically recording, presenting, and interpreting financial accounts; **2** financial record keeping and management of businesses and other organizations, from balance sheets to policy decisions, for tax or operating purposes.
- aggregate demand** the total demand for goods and services in the economy.
- aggregate supply** the total supply of all the goods and services in an economy.
- agriculture** the practice of farming, including the cultivation of the soil (for raising crops) and the raising of domesticated animals.
- asset** in accounting, anything owned by or owed to the company that is either cash or can be turned into cash. It covers physical assets such as land or property of a company or individual, as well as financial assets such as cash, payments due from bills, and investments.
- auction** a sale of goods, usu. in public, in which articles are sold to the highest bidder.
- audit** official inspection of a company's accounts by a qualified accountant as required by law each year to ensure that the company balance sheet reflects the true state of its affairs.
- average cost** can be found by dividing total cost by total output.
- balance** **1** an agreement between or the difference between credits and debits in an account. **2** the difference between an amount due and an amount paid. **3** an amount left over; the rest.
- balance of payments** the difference in value between payments into and out of a country.
- balance of trade** the difference in value between imports and exports.
- balance sheet** statement of the financial position of a company or individual at a point in time, showing current assets and fixed assets, and current liabilities and long- term liabilities. A balance sheet must always balance, that is the sum of all the assets must equal the sum of all the liabilities.

**bank** a financial institution that accepts demand deposits and makes commercial loans.

**bank balance** the amount of money held in a bank account at a particular time.

**bank-bill** Brit. a bill drawn by one bank on another.

**bank-book = passbook** a book containing a record of a customer's bank account.

**Bank of England** UK central bank founded by act of Parliament 1694. It was entrusted with issuing bank notes 1844 and nationalized 1946. It is banker to the clearing banks and the UK government.

As the government's bank, it manages and arranges the financing of the public sector borrowing requirement and the national debt, implements monetary policy and exchange-rate policy by intervening in foreign-exchange markets, and supervises the UK banking system.

**bank statement** a printed statement of transactions and balance issued periodically to the holder of a bank account.

**banker** **1** a person who manages or owns a bank or group of banks. **2** a keeper of the bank or dealer in some gambling games.

**banker's order** an instruction to a bank to pay money or deliver property, signed by the owner or the owner's agent.

**banking** the business transactions of a bank.

**banknote** a banker's promissory note, esp. from a central bank, payable to the bearer on demand, and serving as money.

**bankroll** **1** a roll of banknotes. **2** funds.

**bankruptcy** process by which the property of a person (in legal terms, an individual or corporation) unable to pay debts is taken away under a court order and divided fairly among the person's creditors, after preferential payments such as taxes and wages.

**bargain** an agreement on the terms of a transaction or sale.

**barter** exchange without using money.

**Benefit Principle of taxation** principle that states taxes ought to be paid according to the amounts of benefit received from the government.

**board of directors** group of directors elected by shareholders at the annual general meeting of the company to supervise the running of the company.

**bond** in commerce, a security issued by a government, local authority, company, bank, or other institution on fixed interest.

**book-keeping** process of recording commercial transactions in a systematic and established procedure. These records provide the basis for the preparation of accounts.

- boom** period in the trade cycle when the economy is expanding and aggregate demand is rising quickly. It is characterized by falling or low unemployment but rising inflation.
- borrowing** in finance, receiving money on loan.
- brand** or trademark a named good in competition with other similar goods in the market.
- broker** intermediary who arranges the sale of financial products (shares, insurance, mortgages, and so on) to the public for a commission or brokerage fee.
- brokerage** a broker's fee or commission.
- building society** in the UK, a financial institution that attracts investment in order to lend money, repayable at interest, for the purchase or building of a house on security of a mortgage.
- budget** estimate of income and expenditure for some future period, used in financial planning.
- business** the activity of making, buying, selling, or supplying things for a profit.
- business card** a card printed with one's name and professional details.
- business cycle** regular fluctuations in the level of economic activity in an economy. The economy passes through phases of boom and recession, causing changes in the levels of output, unemployment, and inflation.
- business studies** training in economics, management, etc.
- buyer's (or buyers') market** an economic position in which goods are plentiful and cheap and buyers have the advantage.
- by-law** (also bye-law) **1** Brit. a regulation made by a local authority or corporation. **2** a rule made by a company or society for its members.
- capital** **1** the money or other assets with which a company starts in business.  
**2** accumulated wealth, esp. as used in further production. **3** money invested or lent at interest.
- capital account** the part of the balance of payments account that records flows of money in and out of the country for investment, saving, and borrowing.
- capital bond** an investment bond that is purchased by a single payment, set up for a fixed period, and offered for sale by a life insurance company.
- capital expenditure** spending on fixed assets such as plant and equipment, trade investments, or the purchase of other businesses.
- capital gain** a profit from the sale of investments or property.

**capital goods** = **real or physical capital** tangible items such as buildings, machinery, and equipment produced and used in the production of other goods and services. (opp. consumer goods).

**capital stock** the total amount of capital in a business organization or economy.

**capitalism** economic system in which the principal means of production, distribution, and exchange are in private (individual or corporate) hands and competitively operated for profit.

**capitalist** a person using or possessing capital; a rich person.

**cash** **1** money in coins or notes, as distinct from cheques or orders.  
**2** (also cash down) money paid as full payment at the time of purchase, as distinct from credit.

**cash and carry** **1** a system of wholesaling in which goods are paid for in cash and taken away by the purchaser. **2** a store where this system operates.

**cash-book** a book in which receipts and payments of cash are recorded.

**cash flow** the movement of money into and out of a business, as a measure of profitability, or as affecting liquidity.

**cashier** a person dealing with cash transactions in a shop, bank, etc.

**central bank** the bank responsible for issuing currency in a country. Often it is also responsible for foreign exchange dealings on behalf of the government, for supervising the banking system in the country.

**charter** a document granting certain specified rights, powers, privileges, or functions from the sovereign power of a state to an individual, corporation, city, or other unit of local organization.

**cheque (US check)** written order to pay money; a commonly used means of transferring money through the banking system.

**chequebook** is issued by banks and building societies typically to holders of current accounts. Chequebook holders can then write out a cheque, an order to pay money from their account to the person or company named on the cheque.

**choice** decision about how resources are allocated. Each choice involves an opportunity cost.

**circulating capital** capital that is used up quickly, such as raw materials, components, and stocks of finished goods waiting for sale.

**clearing bank** a commercial bank that is a member of a cheque-clearing system for the purposes of clearing cheques drawn against each others' funds. In the UK, all the major high-street commercial banks are clearing banks.

- clearing-house** bankers' establishment where cheques and bills from member banks are exchanged, so that only the balances need be paid in cash.
- coin** form of money. The right to make and issue coins is a state monopoly, and the great majority are tokens in that their face value is greater than that of the metal of which they consist.
- collective bargaining** process whereby management, representing an employer, and a trade union, representing employees, agree to negotiate jointly terms and conditions of employment.
- command economy** or planned economy type of economy where resources are allocated by the state through a system of planning. For example, in the former Soviet Union state planners decided what was to be produced. They passed orders down to factories, allocating raw materials, workers, and other factors of production to them.
- commercial bank** bank that offers services to personal and corporate customers, such as current and deposit accounts as well as loans and overdrafts (unlike savings banks or merchant banks).
- commodity** something produced for sale. Commodities may be consumer goods, such as radios, or producer goods, such as copper bars.
- commodity markets** deal in raw or semi-raw materials that are amenable to grading and that can be stored for considerable periods without deterioration.
- company** a number of people grouped together as a business enterprise. Types of company include public limited companies, partnerships, joint ventures, sole proprietorships, and branches of foreign companies. Most companies are private and, unlike public companies, cannot offer their shares to the general public.
- competition** rivalry in the marketplace between different business organizations, usually competition for custom between those who have the same commodities to dispose of. Firms can compete in many different ways including price, quality of products, availability, and delivery dates, and through advertising.
- competitiveness** the extent to which a producer is able to sell products in a market where other producers are selling similar products.
- consumer** anyone who uses goods and services.
- consumer durable** any commodity for personal use that has a long life, such as furniture and electrical goods, as opposed to food and drink, which are perishables and have to be replaced frequently.
- consumer goods** goods put to use by consumers, not used in producing other goods (opp. capital goods).
- consumer research** investigation of purchasers' needs and opinions.



**consumer society** a society in which the marketing of goods and services is an important social and economic activity.

**consumption** **1** the purchase of goods and services for final use, as opposed to spending by firms on capital goods, known as capital formation. **2** an amount consumed.

**corporation** a business organization created under a government charter.

**corporation tax** tax levied on a company's profits. It is a form of income tax, and rates vary according to country, but there is usually a flat rate. It is a large source of revenue for governments.

**cost** for a business, the amount of money it has to spend in order to produce goods and services for sale.

**cost accountant** an accountant who records costs and (esp. overhead) expenses in a business concern.

**cost-benefit** assessing the relation between the cost of an operation and the value of the resulting benefits (cost-benefit analysis).

**cost of living** cost of goods and services needed for an average standard of living.

**cost price** the price paid for a thing by one who later sells it.

**credit** means by which goods or services are obtained without immediate payment, usually by agreeing to pay interest.

**credit account** Brit. an account with a shop etc. for obtaining goods or services before payment.

**credit card** card issued by a credit company, retail outlet, or bank, which enables the holder to obtain goods or services on credit (usually to a specified limit), payable on specified terms.

**creditor** individual or business organization that is owed money by another individual or business. Money owed to creditors by a company is a current liability on the company's balance sheet.

**credit rating** measure of the willingness or ability to pay for goods, loans, or services rendered by an individual, company, or country.

**crisis** (pl. crises) a time of great difficulty or danger or when an important decision must be made.

**currency** the type of money in use in a country; for example, the US dollar, the Australian dollar, the UK pound sterling, the German Deutschmark, and the Japanese yen.

**current account** that part of the balance of payments concerned with current transactions, as opposed to capital movements. It includes trade (visibles) and service transactions, such as investment, insurance, shipping, and tourism (invisibles). The state of the current account is regarded as a barometer of overall economic health.

- current account at a bank** type of account at a bank where money is deposited for transactions rather than savings purposes. Little or no interest is given but the customer is offered a chequebook, cheque card, and standing order and direct-debit facilities.
- current asset or circulating or floating asset** any asset of a business that could be turned into cash in a limited period of time, generally less than a year. Current assets include stocks, accounts receivable or billings, short-term investments, and cash.
- current liability** any debt of a business that falls due within one year. Current liabilities include creditors (including employees), bank overdrafts, and interest.
- current prices** series of prices that express values pertaining to a given time but have not been adjusted to take account of changes in purchasing power, unlike constant prices.
- curve** a curved line on a graph.
- customs duty** tax imposed on goods coming into the country from abroad.
- dealer** **1** a person or business dealing in (*esp. retail*) goods. **2** a jobber on the Stock Exchange.
- dealings** (pl.) contacts or transactions, *esp.* in business.
- debit** **1** an entry in an account recording a sum owed. **2** the sum recorded. **3** the total of such sums. **4** the debit side of an account.
- debt** something that is owed by a person, organization, or country, usually money, goods, or services.
- debtor** individual, business organization, or government that owes money to another. The opposite of a debtor is a creditor.
- deflation** a reduction in the level of economic activity, usually caused by an increase in interest rates and reduction in the money supply, increased taxation, or a decline in government expenditure.
- demand** a customer's willingness and ability to buy a product or service at a particular time and place.
- demand curve** a curve on a graph that shows the relationship between the quantity demanded for a good and its price. It is typically downward-sloping, showing that as the price of the good goes down, the quantity demanded goes up. The demand curve will shift if there is a change in a variable which affects demand other than the price of the good.
- demand elasticity** explains how much a change in price affects the quantity demanded.
- denomination** a class of units within a range or sequence of numbers, weights, money, etc. (money of small denominations).

**depreciation** **1** the decline of a currency's value in relation to other currencies. **2** the fall in value of an asset (such as factory machinery) resulting from age, wear and tear, or other circumstances. It is an important factor in assessing company profits and tax liabilities.

**depression** a period of low output and investment, with high unemployment.

**deposit** **1** Brit. a sum of money kept in an account in a bank. **2** anything stored or entrusted for safe keeping, usu. in a bank. **3** a sum payable as a first instalment on an item bought on hire purchase, or as a pledge for a contract.

**deposit account** in banking, an account in which money is left to attract interest, sometimes for a fixed term. Unlike a current account, the deposit account does not give constant access.

**devaluation** the lowering of the official value of a currency against other currencies, so that exports become cheaper and imports more expensive.

**direct costs** or **variable cost** are costs that vary directly with the volume of output, such as raw material inputs.

**direct debit** in banking, an instruction by a depositor with the bank to pay a certain sum of money at regular intervals.

**direct tax** a tax levied on the person who ultimately bears the burden of it, esp. on income or wealth, such as income tax, capital gain tax, or corporation tax.

**distribution** the process by which goods are sent from manufacturers to the consumer. Channels of distribution usually involve both wholesalers and retailers.

**dividend** the amount of money that company directors decide should be taken out of net profits for distribution to shareholders. It is usually declared as a percentage or fixed amount per share. Most companies pay dividends once or twice a year.

**dividend warrant** Brit. the documentary authority for a shareholder to receive a dividend.

**dividend yield** a dividend expressed as a percentage of a current share price.

**dollar** monetary unit containing 100 cents, adopted as the standard unit in the USA in 1785; also by Australia, Canada, Hong Kong, and a number of other countries.

**dollar area** the area in which currency is linked to the US dollar.

**duty** **1** payment to the public revenue, esp.: **a** that levied on the import, export, manufacture, or sale of goods (*customs duty*). **b** that levied on the transfer of property, licences, the legal recognition of documents, etc.

**earned income** income derived from wages etc. (opp. unearned income).

**earnings** pay including basic pay plus any additional payments such as overtime pay or bonus payments.

**economic good** a good that is scarce relative to the total amount of it that is desired.

**economic growth** rate of growth of output of all goods and services in an economy, usually measured as the percentage increase in gross domestic product or gross national product from one year to the next. It is regarded as an indicator of the rate of increase or decrease (if economic growth is negative) in the standard of living.

**economics** (treated as sing.) **1 a** the social science that describes and analyzes how society chooses from among scarce resources to satisfy its wants.  
**b** the science of the production and distribution of wealth.

**economist** **1** an expert in or student of economics. **2** a person who manages financial or economic matters.

**economy** (pl. -ies) **1** the wealth and resources of a community, esp. in terms of the production and consumption of goods and services. **2** a particular kind of this (a capitalist economy). **3** the administration or condition of an economy.

**economic system** the approach a country uses to deal with scarcity and achieve its economic goals.

**efficiency, economic** production at lowest cost. Efficiency also relates to how resources are allocated. Resources are said to be allocated efficiently if business organizations are producing the best-quality goods for the lowest price.

**elasticity** the measure of response of one variable to changes in another. Such measures are used to test the effects of changes in prices and incomes on demand and supply.

**employee** (US employe) a person employed for wages or salary, esp. at non-executive level.

**employment** **1** the act of employing or the state of being employed. **2** a person's regular trade or profession.

**employment agency** a business that finds employers or employees for those seeking them.

**employer** a person or company that employs people.

**enterprise** **1** an undertaking, esp. a bold or difficult one. **2** (as a personal attribute) readiness to engage in such undertakings (has no enterprise).  
**3** a business firm.

- equity** a company's assets, less its liabilities, which are the property of the owner or shareholders.
- estate** **1** a property consisting of an extensive area of land usu. with a large house. **2** Brit. a modern residential or industrial area with integrated design or purpose. **3** all of a person's assets and liabilities.
- exchange** **1** the act or an instance of giving one thing and receiving another in its place. **2** the giving of money for its equivalent in the money of the same or another country.
- exchange rate** the price at which one currency is bought or sold in terms of other currencies, gold, or accounting units such as the special drawing right (SDR) of the International Monetary Fund.
- excise** **1** a duty or tax levied on goods and commodities produced or sold within the country of origin. **2** a tax levied on certain licences.
- expenditure** **1** the process or an instance of spending or using up. **2** a thing (*esp. a sum of money*) expended.
- expense** **1** cost incurred; payment of money. **2** (usu. in pl.) **a** costs incurred in doing a particular job etc. (*will pay your expenses*). **b** an amount paid to reimburse this. **3** a thing that is a cause of much expense.
- export** goods or service produced in one country and sold to another. Exports may be **visible** (goods such as cars physically exported) or **invisible** (services such as banking and tourism, that are provided in the exporting country but paid for by residents of another country).
- factor of production** an input such as land or any natural resources, labour, capital, and entrepreneurship. The factors of production are combined in the production process to produce goods and services in an economy.
- final goods** goods ultimately bought and used by consumers.
- finance** **1** the management of (*esp. public*) money. **2** monetary support for an enterprise. **3** (in pl.) the money resources of a State, company, or person.
- finance company (or house)** a company concerned mainly with providing money for hire-purchase transactions.
- financial institution** business organization that has as its core business activity the management of money. Banks, building societies, and insurance and assurance companies are all examples of financial institutions.
- financial/fiscal year** a year as reckoned for taxing or accounting.
- financial capital** is accumulated or inherited wealth held in the form of assets, such as stocks and shares, property, and bank deposits.
- financier** a person engaged in large-scale finance.

- firm**     **1** a business concern. **b** the partners in such a concern.
- fiscal/financial year** a year as defined by a company or government for financial accounting purposes.
- fixed capital** is durable, examples being factories, offices, plant, and machinery.
- fixed cost** or **overhead cost**. Cost which does not vary directly with output (not a variable cost), but remains constant as output increases. For example, a company may increase its output by one third; variable costs will increase in proportion with this but fixed costs will stay the same.
- foreign exchange** system by which the money of one country can be converted into the money of another; US dollars, French francs, and Spanish pesetas are all foreign currencies into which a holder of pounds sterling may convert their money.
- free enterprise** or **free market** economic system where private capital is used in business with profits going to private companies and individuals.
- free products** products existing in such large quantities that they need not be rationed out among those wishing to use them.
- free trade** economic system where governments do not interfere in the movement of goods between countries; there are thus no taxes on imports.
- future** in business, a contract to buy or sell a specific quantity of a particular commodity or currency (or even a purely notional sum, such as the value of a particular stock index) at a particular date in the future.
- futures trading** buying and selling commodities (usually cereals and metals) at an agreed price for delivery several months ahead.
- glut**     **1** supply exceeding demand; a surfeit (*a glut in the market*). **2** system of making payments by direct transfer between one bank or post-office account and another.
- goods** (in pl.) tangible commodities or merchandise.
- gross domestic product (GDP)** value of the output of all goods and services produced within a nation's borders, normally given as a total for the year. It thus includes the production of foreign-owned firms within the country, but excludes the income from domestically owned firms located abroad.
- gross national product (GNP)** the most commonly used measurement of the wealth of a country. GNP is defined as the total value of all goods and services produced by firms owned by the country concerned. It is measured as the gross domestic product plus income from abroad, minus income earned during the same period by foreign investors within the country.

- gross pay** or gross earnings or gross wages pay before deductions such as income tax and national insurance contributions. Net pay is pay after deductions.
- gross profit** is the difference between sales revenue and the direct cost of production. It is usually shown in the profit and loss account of the company.
- heavy industry** industry that processes large amounts of bulky raw materials. (iron and steel industry, shipbuilding, and aluminium smelting). Heavy industries are often tied to locations close to their supplies of raw materials.
- human capital** is the workforce; not just the number of workers, but also their stock of education and training which makes them productive.
- imperfect competition** competition between firms that supply branded products. Firms therefore compete not just on price, as in perfect competition, but on the type of good they supply.
- import** **1** product or service that one country purchases from another for domestic consumption, or for processing and re-exporting. **2** (in pl.) an amount imported.
- incentive** a measure that persuades economic agents to adopt a particular course of action.
- income** earnings of an individual or business organization over a period of time.
- income tax** direct tax levied on personal income, mainly wages and salaries, but which may include the value of receipts other than in cash.
- index** an indicator of a general movement in wages and prices over a specified period.
- indirect costs** are costs that change as output changes but not in direct proportion.
- indirect tax** tax on products or services. VAT (value-added tax) and excise duties are examples of indirect taxes. The opposite of an indirect tax is a direct tax, a tax on income.
- industry** the sector of an economy that is concerned with manufacture.
- inelastic demand** demand where a proportionate change in price (say 10%) leads to a lesser proportionate change in quantity demanded (say 5%). Formally, it is when the elasticity of demand is between 0 and 1.
- inflation** collective increases in the supply of money, in money incomes, or in prices during which the purchasing power of the dollar is falling.
- inputs** the factors of production (land, labour, capital and entrepreneurial ability) required by an organization to enable it to provide its outputs (goods or services).

**interest** in finance, a sum of money paid by a borrower to a lender in return for the loan, usually expressed as a percentage per annum.

**integration** merger of two firms.

**investment** the process of adding to the capital stock of a nation or business.

**investment 1** the purchase of any asset with the potential to yield future financial benefit to the purchaser (*such as a house, a work of art, stocks and shares, or even a private education*). **2** expenditure on capital goods with a view to achieving profitable production for consumption at a later date. Fixed investment includes buildings, machinery, and equipment, but excludes stocks of materials used in production.

**labour** (US, Austral. labor) the human effort required to produce goods and services.

**labour force** individuals, 16 years of age or older, working or looking for work.

**labour market** market that determines the cost and conditions of the work force, taking into consideration the demand of employers, the levels and availability of skills, and social conditions.

**labour union/US a trade union** associations of workers formed to promote the interests of their members.

**labourer** (US laborer) a person doing unskilled, usu. manual, work for wages.

**land** the factor of production which comprises not just land itself but all natural resources. (*Shoals of fish, natural forests, the atmosphere, and rivers*).

**law of demand** all else being equal, more items will be sold at a lower price than at a higher price.

**law of diminishing** the principle that additional application of one factor of production, such as an extra machine or employee, at first results in rapidly increasing output but eventually yields declining returns, unless other factors are modified to sustain the increase.

**law of supply** sellers will offer more of a product at a higher price and less at a lower price.

**leasing** form of renting, like hire purchase, typically used by businesses to finance the acquisition of land, buildings, machinery, and other industrial equipment.

**legal tender** currency that must be accepted in payment of debt. Cheques and postal orders are not included.

**letter of credit** a letter from a banker authorizing a person to draw money up to a specified amount, usu. from another bank.

**liability** in accounting, a financial obligation.



**limited liability** legal safeguard that allows shareholders to be liable for their company's debts only up to and including the value of their shareholding.

**liquidity** the state of possessing sufficient money and/or assets to be able to pay off all liabilities. Liquid assets are those such as shares that may be converted quickly into cash, as opposed to property.

**loan** form of borrowing by individuals, businesses, and governments.

**long-term liability** that which is owed to creditors but does not need to be repaid in the short term (generally longer than a year).

**loss** in business, the opposite of profit, when revenues are less than costs.

**macroeconomics** division of economics concerned with the study of whole (aggregate) economies or systems, including such aspects as government income and expenditure, the balance of payments, fiscal policy, investment, inflation, and unemployment.

**management** process or technique of managing a business. Systems vary according to the type of organization, company, and objectives.

**manager** a person controlling or administering a business or part of a business.

**marginal cost** is the cost of producing an extra unit of output.

**marginal utility** the measure of additional satisfaction (utility) gained by a consumer who receives one additional unit of a product or service. The concept is used to explain why consumers buy more of a product when the price falls.

**market** any situation where buyers and sellers are in contact with each other. This could be a street market or it could be a world market where buyers and sellers communicate via letters, faxes, telephones, and representatives.

**market-day** a day on which a market is regularly held, usu. weekly.

**market economy** free-market economy where most resources are allocated through markets rather than through state planning.

**market equilibrium** a situation where prices are relatively stable and there is neither a surplus nor shortage in the market.

**market forces** the forces of demand (a want backed by the ability to pay) and supply (the willingness and ability to supply).

**market-place 1** an open space where a market is held in a town. **2** the scene of actual dealings.

**market price** the price at which supply exactly equals demand.

**market research** the study of consumers' needs and preferences.

**marketing** the theory and practice of promoting goods and services to consumers.

**merchandise** goods for sale.

**merchant** a wholesale trader, esp. with foreign countries.

**merchant bank** esp. Brit. a bank dealing in commercial loans and finance.

**merchant banker** a member of a merchant bank.

**merger** the linking of two or more companies, either by creating a new organization by consolidating the original companies or by absorption by one company of the others.

**microeconomics** the division of economics concerned with the study of individual decision-making units within an economy: a consumer, firm, or industry.

**minimum wage** minimum level of pay for workers, usually set by government.

**mixed economy** type of economic structure that combines the private enterprise of capitalism with a degree of state monopoly.

**mixed farming** farming of both crops and livestock.

**monetarism** the theory or practice of controlling the supply of money as the chief method of stabilizing the economy.

**money** any common medium of exchange acceptable in payment for goods or services or for the settlement of debts; legal tender.

**money market** institution that deals in gold and foreign exchange, and securities in the short term.

**money supply** quantity of money in circulation in an economy at any given time. It can include notes, coins, and clearing-bank and other deposits used for everyday payments.

**monopolistic competition** a market situation in which there may be many independent buyers and sellers but in which competition is imperfect because of product differentiation, geographical fragmentation of the market, or some similar condition.

**monopoly** the domination of a market for a particular product or service by a single company, which can therefore restrict competition and keep prices high.

**mortgage** transfer of property, usually a house, as a security for repayment of a loan. The loan is normally repaid to a bank or building society over a period of years.

**mortgage rate** the rate of interest charged by a mortgagee.

**mortgagee** the creditor in a mortgage, usu. a bank or building society.

**mortgager** (also mortgagor) the debtor in a mortgage.

- motive** a factor or circumstance that induces a person to act in a particular way.
- national accounts** statistical report on the value of income, expenditure, and production in the economy of a country.
- national income** the total income of a state in one year, including both the wages of individuals and the profits of companies. It is equal to the value of the output of all goods and services during the same period. National income is equal to gross national product.
- national income accounting** a system of statistics that keeps track of production, consumption, saving and investment in the economy.
- necessity** good or service whose consumption is seen as essential in order to maintain a minimum standard of living in a society, for example food or shelter.
- net financial capital** is the difference between the money value of assets owned by foreigners in the domestic economy and the assets owned by the country abroad.
- net profit** is total revenue minus total direct and indirect cost (for example, overheads, the cost of running the business).
- net worth** the total assets of a company less its total liabilities, equivalent to the interest of the ordinary shareholders in the company.
- oligopoly** a situation in which a few companies control the major part of a particular market.
- open economy** an economy in which a significant percentage of its goods and services are traded internationally.
- opportunity cost** that which has been foregone in order to achieve an objective. A family may choose to buy a new television set and forgo their annual holiday; the holiday represents the opportunity cost.
- option** a contract giving the owner the right (as opposed to the obligation, as with futures contracts; see futures trading) to buy or sell a specific quantity of a particular commodity or currency at a future date and at an agreed price, in return for a premium.
- organization** people or groups working for a common purpose and whose tasks are often divided into specializations.
- output** quantity of goods and services produced or provided by a business organization or economy.
- overhead costs** are the costs of running the business which do not change as output changes. In economics, these three cost concepts are called variable, semi-variable, and fixed costs.
- ownership** the state or right of being an owner.

- paradox of value** the paradox that many necessities of the life have a low market price, while many luxuries with little use have a high market price.
- partner** a person who shares or takes part with another or others, esp. in a business firm with shared risks and profits.
- partnership** unincorporated business organization owned by two or more people.
- penny** (pl. for separate coins -ies, for a sum of money pence) British coin and monetary unit equal to one-hundredth of a pound.
- perfect competition** a market in which there are many potential and actual buyers and sellers, each being too small to be an individual influence on the price; the market is open to all and the products being traded are homogeneous. At the same time, the producers are seeking the maximum profit and consumers the best value for money.
- physical capital** is the stock of buildings, factories, offices, machines, roads, and so on.
- planned economy** another term for command economy.
- pound** British standard monetary unit, issued as a gold sovereign before 1914, as a note 1914-83, and as a circular yellow metal-alloy coin from 1983. The pound is also the name given to the unit of currency in Egypt, Lebanon, Malta, Sudan, and Syria.
- price** the money value of a good or service.
- price elasticity of demand** responsiveness of changes in quantity demanded to a change in price of the product.
- price index** another term for retail price index.
- prices and incomes policy** governmental strategy to curb inflation; see incomes policy.
- price-fixing** the maintaining of prices at a certain level by agreement between competing sellers.
- price-ring** a group of traders acting illegally to control certain prices.
- price system** economic system in which resources are allocated as a result of the interaction of the forces of supply and demand.
- price tag** **1** the label on an item showing its price. **2** the cost of an enterprise or undertaking.
- private capital** is usually owned by individuals and private business organizations.
- private company** Brit. a company with restricted membership and no issue of shares.

**private cost** of production is the cost to the individual or business that created the cost.

**private enterprise** business unit where economic activities are in private hands and are carried on for private profit, as opposed to national, municipal, or cooperative ownership.

**private means** income from investments etc., apart from earned income.

**private sector** the part of the economy that is owned and controlled by private individuals and business organizations such as private and public limited companies.

**privatization** policy or process of selling or transferring state-owned or public assets and services (notably nationalized industries) to private investors.

**producer** a person who produces goods or commodities.

**product** **1** a thing or substance produced by natural process or manufacture. **2** the good or service one receives in an exchange.

**product differentiation** making one good different from another. Branding is an example of product differentiation. Firms attempt to differentiate their product in order to gain customer loyalty and secure an advantage over their competitors.

**production** the process of making a good or service.

**productivity** a measure of productive efficiency calculated as the ratio of what is produced to what is required to produce it.

**profit** amount by which total revenue exceeds total cost. It is the reward for risk-taking for shareholders in a business organization.

**profit and loss account** in a set of accounts, the account which compares all revenues and all costs of a business organization in order to arrive at a figure for net profit (or loss).

**profit margin** the profit remaining in a business after costs have been deducted.

**profit-sharing** the sharing of profits esp. between employer and employees.

**progressive tax** tax such that the higher the income of the taxpayer the greater the proportion or percentage paid in that tax.

**property** anything legally owned or possessed by a person or organization.

**proportional tax** tax such that the proportion or percentage paid in tax remains constant as income of the taxpayer changes.

**property tax** a tax levied directly on property.

**proprietor** (fem. proprietress) **1** a holder of property. **2** the owner of a business etc.

**public sector** part of the economy that is owned and controlled by the state, namely central government, local government, and government enterprises.

**purchase tax** Brit. a tax on goods bought, levied at higher rates for non-essential or luxury goods.

**purchasing power** the value of a unit of money measured in terms of what it can buy.

**pure competition** a market situation in which there are many independent and well-informed buyers and sellers of exactly the same economic products.

**rate of interest** total interest paid divided by the sum borrowed or saved expressed as a percentage over a period of time, usually one year.

**real value** or **constant value** value of goods and services adjusted for inflation.

**recession** a fall in business activity lasting more than a few months, causing stagnation in a country's output.

**regressive tax** tax such that the higher the income of the taxpayer the smaller the proportion or percentage paid in that tax.

**rent** **1** the reward paid to owners of land is rent. **2** payment for the use of a service, equipment, etc.

**revenue** money received from taxes or the sale of a product.

**risk capital** money put up for speculative business investment.

**salary** pay, usually of nonmanual workers, often expressed in annual terms.

**sale** **1** the exchange of a commodity for money etc.; an act or instance of selling. **2** the amount sold. **3** the rapid disposal of goods at reduced prices for a period esp. at the end of a season etc. **4 a** an event at which goods are sold. **b** a public auction.

**sales revenue** money received from the sale of products.

**sales tax** a tax on sales or on the receipts from sales.

**savings account** in banking, an account where interest is given for money deposited.

**scarcity** insufficient availability of resources to satisfy wants.

**security** in finance, assets that may be sold if a borrower defaults on a loan.

**self-sufficient** needing nothing; independent.

**self-supporting** **1** capable of maintaining oneself or itself financially. **2** staying up or standing without external aid.

**service** intangible item of value, such as the work of physicians, lawyers, actors or mechanics.

**service industry** sector of the economy that supplies services such as retailing, banking, and education.

**share** in finance, that part of the capital of a company held by a member.

**shareholder** owner of part of the share capital of a company.

**shift in demand curve** a shift in the demand or supply curve to the left on a price-quantity diagram. A shift in the demand curve can arise because of a change in the income of buyers, a change in the price of other goods, or a change in tastes for the product.

**shift in supply curve** a shift in the demand or supply curve to the right on a price-quantity diagram. A shift in the supply curve can arise because of change in the costs of production, a change in technology, or a change in price of other goods.

**shortage** a situation where the quantity demanded is greater than the quantity supplied.

**skilled worker** manual worker who possesses a recognized craft skill, such as an electrician or a plumber. The skill is acquired through education and training. Work done by skilled workers cannot be done by just anyone, unlike those tasks performed by unskilled workers.

**social capital** is usually owned by the state and is the infrastructure of the economy, such as roads, bridges, schools, and hospitals.

**social costs** are all the costs incurred by society through production.

**social services** services provided by the State for the community, esp. education, health, and housing.

**social work** work of benefit to those in need of help or welfare, esp. done by specially trained personnel.

**sole trader or sole proprietor** one person who runs a business, receiving all profits and responsible for all liabilities. Many small businesses are sole traders.

**sole proprietorship** a business that is owned by one person.

**special drawing right (SDR)** the right of a member state of the International Monetary Fund to apply for money to finance its balance of payments deficit. Originally, the SDR was linked to gold and the US dollar.

**specialization** a method of organizing production where economic units such as households or nations are not self-sufficient but concentrate on producing certain goods and services and trading the surplus with others.

**statistics** **1** a collection of information shown in numbers. **2** the science of collecting, classifying and analyzing such information.

**standard of living** the measure of consumption and welfare of a country, community, class, or person. Individual standard-of-living expectations are heavily influenced by the income and consumption of other people in similar jobs.

**stimulus** a thing that encourages or excites smb/smith to activity, greater effort, etc; an incentive.

**stock** **1** materials, unfinished goods, or work-in-progress, and finished goods that businesses hold. **2** in finance, the UK term for the fully paid-up capital of a company.

**Stock Exchange** institution for the buying and selling of stocks and shares (securities). The world's largest stock exchanges are London, New York (Wall Street), and Tokyo.

**stockholder** owner of stock in a corporation.

**stocks and shares** investment holdings (securities) in private or public undertakings.

**stock-in-trade** **1** all the requisites of a trade or profession. **2** a ready supply of characteristic phrases, attitudes, etc.

**stock market** **1** = Stock Exchange. **2** transactions on this.

**supply** the production of goods or services for a market in anticipation of an expected demand.

**supply and demand** one of the fundamental approaches to economics, which examines and compares the supply of a good with its demand (usually in the form of a graph of supply and demand curves plotted against price).

**supply curve** diagrammatic illustration of the relationship between the price of the good and the quantity that producers will supply at that price.

**supply schedule** a table showing the quantities of a product that would be offered for sale at various prices at a given time.

**supply-side** denoting a policy of low taxation and other incentives to produce goods and invest.



**surplus** a situation where the quantity supplied is greater than the quantity demanded.

**tax assessor** a person who places value on property for tax purposes.

**taxation** raising of money from individuals and organizations by the state in order to pay for the goods and services it provides.

**tax avoidance** conducting of financial affairs in such a way as to keep tax liability to a minimum within the law.

**tax evasion** failure to meet tax liabilities by illegal action, such as not declaring income. Tax evasion is a criminal offence.

**tax haven** country or state where taxes are much lower than elsewhere. It is often used by companies of another country that register in the tax haven to avoid tax.

**tax inspector** an official who examines statements of people's income and decides the tax to be paid.

**taxman** (pl. -men) an inspector or collector of taxes.

**tax shelter** investment opportunity designed to reduce the tax burden on an individual or group of individuals but at the same time to stimulate finance in the direction of a particular location or activity. Such shelters might be tax exempt or lightly taxed securities in government or a local authority, or forestry or energy projects.

**tax year** twelve-month period over which an individual or company calculates its income and liability to pay tax. The British tax year runs from 6 April of one year to 5 April in the following year.

**technology** the application of science to commerce and industry.

**total cost** the sum of all the costs of producing a given level of output. It is equal to fixed cost plus variable cost.

**trade** **1** buying and selling. **2** buying and selling conducted between nations etc. **3** business conducted for profit.

**trade cycle** Brit. recurring periods of boom and recession.

**trade gap** the extent by which a country's imports exceed its exports.

**trade in** (often foll. by for) exchange (esp. a used car etc.) in esp. part payment for another.

**trade mark** **1** a device, word, or words, secured by legal registration or established by use as representing a company, product, etc. **2** a distinctive characteristic etc. trade name **3** a name by which a thing is called in a trade. **4** a name given to a product. **5** a name under which a business trades.

**trade off** exchange, esp. as a compromise.

**trade price** a wholesale price charged to the dealer before goods are retailed.

**traditional economy** an economic system that allocates scarce resources according to custom; change and growth are very slow; people do what their parents did before them; and most goods are produced and consumed locally.

**traditional theory of wage determination** the theory that uses the tools of supply and demand to explain differences in wage rates.

**turnover** **1** the amount of money taken in a business. **2** the number of people entering and leaving employment etc.

**unemployment** lack of paid employment. The unemployed are usually defined as those out of work who are available for and actively seeking work.

**unlimited liability** full responsibility of an individual or business organization for paying any debts incurred in a business activity.

**unskilled worker** worker who possesses no specialized knowledge or skill. Any worker can perform the tasks done by an unskilled worker. Examples of unskilled workers are general labourers, cleaners, and road sweepers.

**utility** the total satisfaction derived from the consumption of goods and services.

**value** the worth of something in terms of money or other goods for which it can be exchanged.

**value-added tax (VAT)** a tax on the amount by which the value of an article has been increased at each stage of its production.

**variable costs** costs that increase as the number of units produced increases.

**venture** **1** an undertaking of a risk. **2** a risky undertaking. **3** a commercial speculation.

**venture capital or risk capital** money put up by investors such as merchant banks to fund a new company or expansion of an established company.

**want** the desire of consumers for material goods and services. Wants are argued to be infinite, meaning that consumers can never be satisfied with their existing standard of living but would always like to consume more goods and services. Infinite wants mean that resources have to be allocated.

**wage rate** the wage over a period of time, such as an hour or week.

- wages** income derived from human labour. Technically they cover all payments for the use of labour, mental or physical, but in ordinary usage the term excludes income of the self-employed and is restricted to compensation of employees.
- wealth** the wealth of a nation is its stock of physical capital, human capital, and net financial capital owned overseas.
- work** **1** the application of mental or physical effort to a purpose; the use of energy. **2 a** a task to be undertaken. **b** the materials for this.
- workforce** **1** the workers engaged or available in an industry etc. **2** the number of such workers.
- working capital** current assets minus current liabilities of a business organization. It is the assets which are left free, after liabilities have been covered, for the business to use or put to work if it feels that it should take that risk.
- worth** **1** of a value equivalent to. **2** such as to justify or repay; deserving; bringing compensation for (worth doing; not worth the trouble). **3** possessing or having property amounting to (is worth a million pounds).

## KEYS TO THE EXERCISES

### UNIT 1

#### Exercise I.

1. are 2. is 3. is 4. are 5. is 6. is 7. is 8. is.

#### Exercise II.

1. The books are on the shelves. 2. These are English dictionaries. 3. The roofs of the house were covered with snow. 4. These factories have good laboratories. 5. The copies of the contract were sent to Lviv. 6. Where are the knives? 7. The children are playing in the yard. 8. The tomatoes are ripe. 9. The cat caught the mice. 10. I have hurt my feet. 11. The stories are very long. 12. They are nice people. 13. The speeches were very interesting. 14. He left the keys on the table. 15. The last leaves fell from the trees. 16. I like his new plays.

#### Exercise III.

1. is 2. is 3. are 4. is 5. aren't 6. isn't 7. are 8. are 9. are 10. are.

#### Exercise IV.

1. There are four hostels at the University's campus. 2. There are a lot of students in the classroom. 3. There are large and light laboratories and studies at the University. 4. There is a book-keeping department on the ground floor. 5. How many students are there in your group? 6. There is nobody here. 7. There is a large collection of literature on economics. 8. There are only two mistakes in his dictation. 9. There is some meat in the fridge.

#### Exercise V.

1. It is fine today. 2. There is an underground station near my house. 3. It is nearly 11 o'clock. 4. There is a light in the window. Somebody must be at home. 5. It's a pity you can't go with us. 6. It is easy to understand why she is absent. 7. Is there any news in the letter? 8. It is not true to say that she is a close friend of mine. 9. It's time to go to bed. 10. It is important to know the details. 11. There is no central heating in my house. 12. It's too early to leave. 13. There is much money in his purse. 14. It is difficult to study French. 15. There are some interesting articles in the newspaper? 16. There are fifteen students in our group. 17. There is only one cigarette in the box. 18. It is warmer today than it was yesterday.

### **Exercise VI.**

1. My brother's hair is grey and his eyebrows are black. 2. His knowledge is poor. 3. The Smiths are a cultured family. 4. They hunt deer. 5. All the gates were closed. 6. Your advice helps me greatly. I always take it. It is very useful. 7. You are the very person I need. 8. I always take bus 17. The 17 is never crowded. 9. Whom does this money belong to? — This money belongs to him. 10. My father went to the school to meet the teacher. 11. There are a lot of establishments of higher learning in our city. 12. Is there anybody at home? — No, there is nobody at home. (*or*: There isn't anybody at home). 13. Have you a sister or a brother? — Yes, I have a brother. — What is he? — My brother is a manager. — Where is he now? — He is on business in Lviv. 14. How many days are there in April? — There are 30 days in April.

## **UNIT 2**

### **Exercise I.**

1. do 2. does 3. do 4. does 5. does 6. do 7. do 8. do.

### **Exercise II.**

1. Who feels tired? 2. With whom does Tom play chess? 3. Where does he live most of the time? 4. How do they go to work? 5. What do they want to buy for their children? 6. When does John begin his work? 7. How long does it take her to get to the park? 8. When don't they go to work?/When do they not go to work?

### **Exercise III.**

1. She saw me in the street. She knows you and me very well. She is our teacher. She likes her work very much. Do you know her and her brothers? 2. The man says he knows you and your family. I know him and his sister. He is a highly educated man. He teaches us English. He meets me and my friend every day. 3. I see a car. I see it well. Its colour is white. 4. We send them many letters but they don't answer them. 5. Do you know Italian? — No, I don't know it at all. 6. Do you help your parents?

### **Exercise IV.**

1. He/she helps them to translate it. 2. She will send her to buy them. 3. He gave them to him. 4. She works hard at it. 5. He is going to write it to

her today. 6. It is not suitable for them. 7. She borrows them from it. 8. She makes dresses for them.

**Exercise V.**

1. her 2. our 3. his 4. my 5. their 6. its 7. your 8. its 9. his.

**UNIT 3**

**Exercise I.**

1. am taking 2. is boiling 3. are you making, is anyone coming 4. is it raining? is raining 5. is waiting 6. is Tom doing now? is cleaning.

**Exercise II.**

1. She is going to take a taxi. 2. We are going to learn Spanish next year. 3. I am going to spend the summer holidays in the country. 4. I am going to read you his answer to my letter of complaint. 5. They are going to build a new school here. 6. When are you going to pay the bill? 7. The inspector is going to ask you a few questions. 8. Are you going to ask him to help you?

**Exercise III.**

1. am preparing 2. go 3. takes 4. is arriving 5. are discussing 6. are you doing, am waiting 7. drinks, is drinking 8. rains 9. imports 10. is not raining 11. are you typing, are making 12. is never listening, is always thinking 13. begins 14. is not, is working.

**Exercise IV.**

1. I can't give you the newspaper now because I am reading it. 2. Why isn't Kate going her homework now? — She is reading. — What is she reading? — She is reading «David Copperfield» by Charles Dickens. — Does she read much? Yes, she does. 3. Why can't we speak to him now? — He is very busy now. He is writing the letter to his parents. — Does he often write letters to his parents? — Yes, he does. He writes letters every week. 4. Don't make a noise. He is speaking over the telephone. 5. Is it raining? — Yes, it is. Take your umbrella. It often rains here. 6. Ring him up immediately. I think that he isn't sleeping yet. 7. Where is my magazine? It is lying on your writing table. 8. Do you understand what the lecturer is saying? — Yes, I do. He always speaks quickly, but I understand him. 9. The man speaking to the students is our dean. 10. Listen! Ann is singing in the next room. She sings very well.

## UNIT 4

### Exercise I.

1. He has not finished his work yet. 2. I have not received any letters from them lately. 3. Have you ever been to London? 4. The delegation has just arrived. 5. She has already spoken to him. 6. Have you read this book yet? 7. I have never seen him at lectures. 8. She has not seen this film yet, but she has heard a lot about it. 9. She has not read very much recently. 10. I have never met her.

### Exercise II.

1. since, for 2. since, for 3. since, for 4. since, for 5. for, since 6. since, for.

### Exercise III.

1. Have you had breakfast? — Yes, I have.
2. Has the post come? — Yes, it has.
3. Have you seen my watch anywhere? — No, I'm afraid I haven't.
4. Has Charles passed his exam? — Yes, he has.
5. Haven't you made a mistake? — No, I'm sure I haven't.
6. Has Mary watered the tomatoes? — Yes, I think she has.
7. Have you seen him lately? — No, I haven't.
8. Have you spent all your money? — Yes, I have.
9. Has the phone stopped ringing? — No, it hasn't.
10. Has he just gone out? — Yes, he has.

### Exercise IV.

1. He isn't in. He has just gone out. 2. I wonder where they are now? I haven't seen them since I moved to this town. 3. Have you written a report on this subject already? — Yes, I have. 4. We have been friends since childhood and we have never quarrelled. 5. I haven't received any letters from my parents lately. 6. Have you learned the text already? — Yes, I have. I have just learned the text and now I am repeating the words. 7. There is nobody in the classroom. Everybody has gone home. 8. Have you ever thought about it? — No, I haven't.

## UNIT 5

### Exercise I.

1. I was tired. 2. The girl was very excited. 3. My friends were pleased to see me again. 4. Mary's son was good at his English. 5. We were ready to have a test in English. 6. There was too much snow on the roof of the house.

7. There were some grammar mistakes in your composition. 8. They were ready to go there.

### **Exercise II.**

1. I am at home tonight, but I wasn't at home last night. 2. Alice is busy today, but she wasn't busy yesterday. 3. They are in class today, but they weren't in class yesterday. 4. My parents are at work this morning, but they weren't at work yesterday. 5. I am tired today, but I wasn't tired yesterday. 6. She is in her office today, but she wasn't in her office yesterday. 7. The classroom is hot today, but it wasn't hot yesterday. 8. It's cold this week, but it wasn't cold last week.

### **Exercise III.**

1. I often saw them in the park. 2. We didn't know his address. 3. George repaired his TV set himself. 4. She came home very late. 5. They didn't change trains there. 6. My sister wanted to become a teacher. 7. Susan felt tired. 8. He slept badly. 9. They went to work by bus. 10. Who knew the answer? 11. I met her on Tuesdays. 12. He always wore black. 13. I knew what he wanted. 14. His roses grew well. 15. His father worked in a bank. 16. He left the house at 8.00.

### **Exercise IV.**

1. They will be at home. 2. We shall sleep in the open air. 3. The last train will leave at midnight. 4. I shall be busy on weekdays. 5. My brother will be a manager. 6. I shall finish my work. 7. They will fish in the lake. 8. She will refuse to discuss it. 9. Our University will have a camp at the seaside. 10. The children will help their father.

### **Exercise V.**

1. lived, went 2. went 3. wrote 4. has just gone out 5. did he arrive, arrived 6. have you had, had 7. has the newspaper come? 8. met 9. did you see 10. have not finished 11. have had no news, left 12. have not seen 13. has just begun 14. has stopped 15. have never been 16. has just left 17. went 18. have sent 19. arrived 20. have already passed.

### **Exercise VI.**

1. Let's discuss these questions. 2. Let him translate these letters from Ukrainian into English. 3. Let him do it himself. 4. Let him think it over. 5. Let them return those books to the library today. 6. Let's read that book about our city. 7. Let her know about it. 8. Don't let them come in. 9. He is ill. Let me go to see him. 10. Let her learn the new words from Lesson two.



### **Exercise VII.**

1. Where is Petrenko? — He has gone to London. — When did he go? — He went there several days ago. — Have you ever been to London? — No, I haven't. I have never been to London. 2. I haven't received any letters from my parents lately. — When did you receive the last letter? — A month ago. Since then I have already sent them several letters. 3. Do you know him? — Yes, I do. I know him very well. — How long have you known him? — I have known him for many years. 4. My friend entered the University last year. He didn't know much English then but he worked hard and studied it every day. Now he speaks English well. He has already read two English books. 4. Let him translate this word. 5. Let me do it for you. 6. Let us know when you are coming. 7. Let's meet at five o'clock. Don't be late. 8. Let me have a little rest.

## **UNIT 6**

### **Exercise I.**

1. was 2. was 3. were 4. were 5. was 6. was 7. were 8. was.

### **Exercise II.**

1. was getting 2. were talking 3. were you talking, was talking 4. was he living 5. was working 6. was standing, was waiting 7. was making 8. was decorating 9. was wearing.

### **Exercise III.**

1. was standing 2. were not sitting 3. were you hurrying, was hurrying 4. was waiting 5. was Mary wearing 6. were playing 7. were making 8. was washing 9. was talking.

### **Exercise IV.**

1. did you think, liked 2. left 3. was just leaving 4. told, was spending, listened 5. was looking, found 6. was just opening, blew.

### **Exercise V.**

1. He was looking through newspapers when he saw this announcement. 2. We saw them yesterday. They were walking in the garden. 3. When we return home mother will be laying the table. 4. I wonder what you will be doing at this time next Friday? — I shall be working as usual. I shall be working the whole day. From 9 to 11 in the morning I shall be making a report in the library. Then I shall be delivering a lecture for the students of our University. I'll be at the stadium on Sunday. I shall be training all day

long. 5. Why do you invite them to come to your place? Won't you be getting ready for the exams? 6. She won't be singing at the concert tomorrow. She has a sore throat.

### **Exercise VI.**

1. shall be sitting 2. shall be waiting 3. will be practising 4. shall probably be picking 5. will be sitting 6. will be using 7. shall be wearing 8. will be walking 9. will be looking out 10. it will be raining 11. will be looking for.

### **Exercise VII.**

1. cold 2. dark 3. dirty 4. sour 5. light 6. short 7. wide 8. difficult 9. clever 10. strong 11. thin 12. wrong 13. lazy.

### **Exercise VIII.**

1. It isn't so cold today as it was yesterday. It is much warmer today and the wind isn't so strong as yesterday. 2. Your room is twice as large as mine but mine is as light as yours. 3. That was the most boring film I've ever seen. 4. He was as hungry as a wolf. 5. I have half as many English books as French. 6. His suitcase is far (much) heavier than mine (is). 7. Who is the best student in your group? 8. The letter must be as short as possible. 9. This is the shortest way to the station. 10. I am five years older than my sister (is). 11. My elder son has already gone to work. 12. That was the happiest day of my life. 13. This building is the oldest in our town. 14. This song is the most popular now. 15. Most of my acquaintances are students. 16. This text is the most difficult of all the texts we have ever translated.

### **Exercise IX.**

1. It was the best meal I've ever had. 2. Tokyo is one of the largest cities in the world. 3. The examination was easier than we expected. 4. Older he grew wiser he became. 5. Who is your best friend? 6. Iron is the most useful of all metals. 7. Are you younger than me? 8. The twenty second of December is the shortest day of the year. 9. Silver is heavier than copper. 10. Australia is the smallest continent in the world. 11. London is the largest city in England. 12. Yesterday was the hottest day we have had this summer. 13. My brother is older than I am. 14. Wood isn't as hard as metal. 15. I think good health is the most important thing in life. 16. This room is smaller than all the rooms in the house.

## UNIT 7

### Exercise I.

1. kept, had seen 2. was over, had stopped 3. discussed, had seen  
4. saw, had gone 5. had given, got 6. told, had seen 7. had fallen asleep  
8. felt, had taken 9. had cooked, came 10. had been, became.

### Exercise II.

1. He didn't remember how it all had happened. 2. We were sure that she had told the truth. 3. He said that his parents had always lived in the country. 4. He told her that he had bought a TV set the year before. 5. I thought that he knew English well because he had lived in England for some years. 6. The man at the station said that the train had already left. 7. When he had finished his work he went to bed. 8. When we came back, the telegram had already arrived. 9. He understood that he had got off at the wrong station. 10. The rain had already stopped when we started.

### Exercise III.

1. shall have finished 2. shall have saved 3. will have left 4. will have been 5. shall have finished 6. shall have attended 7. will have risen 8. shall have done 9. will have seen 10. shall have lost.

### Exercise IV.

1. will receive 2. will have received 3. shall have saved 4. will have stopped 5. shall have done 6. shall do 7. will have completed 8. will complete 9. shall not work 10. will have taken 11. will take 12. will have corrected.

### Exercise V.

1. some, some 2. some, any 3. any 4. any 5. some, some 6. any 7. some 8. any 9. any, some 10. some.

### Exercise VI.

1. some 2. anybody 3. something 4. some 5. someone 6. anywhere 7. some/any 8. some 9. anyone 10. anyone, anybody 12. something, some 13. any 14. some, any 15. some.

### Exercise VII.

1. something 2. anything 3. anything 4. nothing 5. something 6. someone 7. anything 8. anything 9. anyone 10. anything 11. anything 12. something 13. someone 14. someone 15. anyone 16. someone.

### **Exercise VIII.**

1. I spent my holiday in a little village on the Dnipro. A friend of mine had advised me to go there. 2. She came to our town three years ago. By then, she had already graduated from the University. 3. She said that she had known him since 1980. 4. I thought (that) he knew English well because he had lived in England for some years. 5. I was sure I had never seen that man before. 6. Wait a little. I'll ask somebody to buy some milk and bread. 7. I don't expect anybody (*or*: anyone) tonight. I expect no one tonight. 8. Somebody rang you up today and wanted to tell you something interesting. 9. You can get this book at any library. 10. Anybody/anyone can understand it. 11. Let me know if anything happens.

## **UNIT 8**

### **Exercise I.**

1. for 2. for 3. since 4. for 5. since 6. for 7. for 8. for 9. for 10. for 11. for.

### **Exercise II.**

1. have walked 2. have been walking 3. have been looking, haven't found 4. has eaten 5. hasn't stopped eating 6. have been working 7. has been teaching 8. have taught, have never met 9. have slept 10. has been sleeping 11. have been playing 12. has been talking 13. have known 14. has been working

### **Exercise III.**

1. had been working 2. shall have been studying 3. have you been doing 4. have been trying 5. has been painting 6. had been living 7. had been driving 8. had been sleeping 9. will have been staying 10. had been speaking 11. have been writing 12. had been looking 13. has been.

### **Exercise IV.**

1. few 2. a little 3. little 4. a few 5. few 6. little 7. a little 8. a few 9. many 10. much, little 11. much 12. less 13. more 14. a few.

## **UNIT 9**

### **Exercise I.**

1. may 2. might 3. might 4. may 5. might 6. might 7. may/might 8. may/might 9. may/might.

### **Exercise II.**

1. could/was able to 2. couldn't/wasn't able to 3. could, couldn't  
4. could/was able to, couldn't/wasn't able to 5. can't 6. can't 7. couldn't,  
can't 8. can/could, can't.

### **Exercise III.**

1. He had to sell ...; He will have to sell ... . 2. We had to do ...; We shall have to do ... . 3. Did you have to pay ...; Will you have to pay ... . 4. She had to learn ...; She will have to learn ... . 5. They had to change ...; They will have to change ... . 6. They had to read ...; They will have to read ... . 7. We had to study ...; We shall have to study ... . 8. I had to change ...; I shall have to change ... . 9. We had to hurry ...; We shall have to hurry ... . 10. They had to be ...; They will have to be ... .

### **Exercise IV.**

1. must 2. had to 3. has to 4. have to 5. must 6. must 7. has to 8. must  
9. had to 10. must 11. had to 12. must 13. have to.

### **Exercise V.**

1. needn't 2. mustn't 3. mustn't 4. mustn't 5. needn't 6. mustn't  
7. needn't 8. needn't 9. mustn't 10. needn't 11. mustn't 12. needn't.

### **Exercise VI.**

1. to 2. — 3. — 4. to 5. to 6. — 7. — 8. to 9. to 10. to 11. to 12.  
to 13. — 14. — 15. to 16. to.

### **Exercise VII.**

1. one 2. ones 3. one 4. one 5. one, one's 6. one, one's 7. ones  
8. one, one's 9. ones 10. ones 11. one.

### **Exercise VIII.**

1. One might have expected a politer answer from him. 2. His room is good, but the one you live in is much better. 3. One is always glad to meet old friends. 4. One should always answer letters immediately. 5. Now one can speak by telephone over any distance. 6. One never knows what he can do.

7. This is a big room and that is a small one. 8. One can find these figures in any handbook on this question. 9. One must be prepared. 10. They always sell good fruit there. 11. One should always be polite. 12. One doesn't like to be punished. 13. One never can be sure. 14. They say the wheat crop will be fine this year. 15. One must do it. 16. One should take into consideration that this question is very difficult. 17. I lost my watch and I had to buy a new one. 18. If you haven't a dictionary, you can take one from the library. 19. There isn't a glass here. Bring one, please.

## UNIT 10

### Exercise I.

1. was looked at 2. will the old newspapers be thrown away 3. is spoken about 4. is that thing meant by 5. must be paid for 6. was listened to 7. was not to be argued about 8. are much talked about 9. was argued about.

### Exercise II.

1. A four-day holiday **has been promised** to me by my chief. 2. These lectures **have always been listened to** with interest. 3. The answers to all the questions **had been written** long before the end of the lesson. 4. His jokes **have always been laughed at**. 5. This fact **has been known** for years. 6. She said that he **hadn't been invited**. 7. I wondered why the letter **had been posted** unstamped. 8. He left two years ago and he **hasn't been heard** ever since. 9. **Has he been told** about the changes in the timetable? 10. This house **hasn't been lived in** for the last hundred years.

### Exercise III.

1. have been built 2. had been married 3. had been washed out 4. has just been opened. 5. will have been finished 6. hadn't been taught 7. has this stadium been built. 8. is being washed 9. were being discussed 10. was being watched 11. was being cleaned 12. is being translated 13. are being built.

### Exercise IV.

1. When was this book published? 2. They will be met at the station. 3. He was given some books for the report. 4. She was asked to sing this song again. 5. This factory was built 10 years ago. 6. If I am asked I'll tell them all. 7. The telephone was invented in the last century. 8. This letter has just been signed by the director. 9. Milk is sold by the litre. 10. This work will be finished in two days. 11. The bread was cut with a sharp knife. 12. You won't have to wait. The documents will have been checked and the letters will have been signed when you come. 13. I was promised immediate help. 14. He was offered a ticket to the concert. 15. His parents should be taken care of.

### Exercise V.

1. of 2. — 3. of 4. — 5. of 6. of 7. — ; — 8. — 9. of 10. of 11. of 12. of 13. of.

## UNIT 11

### Exercise I.

1. told 2. said 3. told 4. talked 5. said 6. told 7. told 8. said 9. talked.

## Exercise II.

1. The experts found the construction would cost an enormous sum. 2. He said he didn't even know such problems existed. 3. We were surprised to hear that your question hadn't been answered at once. 4. They wrote that preliminary contacts had already been established. 5. Everybody understood the new project would require a great effort. 6. We were surprised to see that nothing had been changed. 7. They supposed that the new product wouldn't be so expensive. 8. He was sure that he would get a credit.

## Exercise III.

a) 1. I told her (that) I had something to show her. 2. She said she would come with me as soon as she was ready. 3. He said that the price didn't include the cost of packing. 4. John said he had an English lesson that afternoon and he hadn't done his homework yet. 5. I told him (that) I had been waiting for him since two o'clock. 6. He said (that) he was afraid he couldn't go there then, but he would probably be able to go there the next day.

b) 1. I advised her not to eat too much. 2. His wife asked him to write to her as often as he could. 3. He told the secretary to bring him the letters they had received that (*or*: this) morning. 4. The mother told her son not to stay there long. 5. Ann asked me not to tell anyone what had happened. 6. The teacher asked the students to repeat the words after him. 7. His mother told him not to forget his sandwiches. 8. He warned them to be careful crossing roads and reminded me to drive on the right».

c) 1. She told us that we mustn't come in without knocking. 2. Notice said that dogs must be kept on a lead. 3. He said that after the lecture he had to go home quickly. 4. He told me that my ticket might cost five pounds. 5. His father said that he should work harder next term. 6. She said that I mustn't tell (*or*: wasn't to tell) anyone what she had just told me. 7. I warned that he needn't (*or*: wouldn't have to/didn't have to) get up till nine the next day. 8. Mother told the children that they mustn't play with knives.

d) 1. I asked her if she was going to see him off at the station. 2. I asked the boy what else he had seen. 3. His new employer asked whether he had done that sort of work before. 4. Paul's sister asked if I could tell her why Paul had left the University without taking his degree. 5. The examiner asked how long I had been learning English. 6. He asked how much I thought it would cost. 7. She asked if I would be there the next day. I said that I would. 8. She asked me if she should tell him what had happened.

#### **Exercise IV.**

1. «What was the weather like during my holiday?» he asked. «It was awful», I answered. 2. «What country do you come from?» said Bill. 3. «Shall you write to Ann?» I asked. 4. «Don't interrupt me» she said. 5. «Make the coffee a bit stronger». I said. 6. «Don't wait for me if I am late». said Ann. 7. «Would you like to borrow this book?» I asked her. «I have read it already, thank you, and I didn't like it very much». 8. Stopping a man in the street, I asked, «Would you help me with my car?»

#### **Exercise V.**

1. He said that he must do this work himself. 2. The doctor told me not to go out for a few days. 3. I asked whether he would come here this evening and he said that he would. 4. He has just said that he is quite satisfied with the results of our work. 5. I asked her whether it was raining. She answered that it was. 6. The doctor told him to give up smoking. 7. Ask him whether he will agree to help us. 8. I wasn't sure that the work would be done in time. 9. Nobody understood why she had refused such an interesting offer.

### **UNIT 12**

#### **Exercise I.**

1. to be invited 2. to expect 3. to consult 4. to come and to see 5. to introduce 6. to find 7. to save 8. to be solved 9. to solve 10. to inform.

#### **Exercise II.**

1. She held out the telegram for me to see it. 2. There is nothing for me to add. 3. It's high time for you to know Grammar well. 4. The first thing is for him to ring them up. 5. It's quite natural for you to think so. 6. This is a problem for you to solve. 7. It is necessary for us to start early in the morning. 8. We stopped the bus for the tourists to get on. 9. It is rather strange for them to leave without letting us know. 10. I stood there waiting for the door to open.

#### **Exercise III.**

1. It was easy for her to tell them the truth. 2. It will be better for your child to spend more time outdoors. 3. It's hard for old people to change their habits. 4. It was natural thing for him to take part in the discussions. 5. It was a real joy for me to receive a letter from him. 6. It was usual for him to come in the nick of time.



#### **Exercise IV.**

1. It is necessary for you to be here at 5 o'clock. 2. To find this book I had to go to the library. 3. I had enough time to meet him. 4. It is easy for him to do it. 5. The text was too difficult for him to translate it without a dictionary. 6. It is difficult for us to do this work in such a short time. 7. It is necessary for your sister to see him. 8. Now it is too late for the children to go for a walk.

### **UNIT 13**

#### **Exercise I.**

1. do 2. to see 3. to arrive 4. go, to meet 5. wait 6. know 7. to be 8. want, to know 9. to have 10. to have missed, go 11. to try, to come 12. go, promise, not to tell 13. open, move 14. to do, wait, to let.

#### **Exercise II.**

1. He is believed to be honest. 2. Is he likely to arrive before six? 3. He is said to have been a brilliant scientist. 4. They are certain to arrive on Sunday. 5. She is said to have a frightful temper. 6. They found the report to be rather interesting. 7. I could hardly believe it to have happened. 8. I want you to be both happy.

#### **Exercise III.**

1. He didn't hear me knock at the door. 2. He told me that he had seen her leave the house. 3. The meeting was informed to take place tomorrow. 4. She seemed to have forgotten our quarrel. 5. Did you expect him to deliver a speech at the meeting? 6. I happened to hear him say it. 7. She is likely to tell the truth. 8. He is sure (*or*: certain) to enjoy this trip. 9. We expect the contract to be signed tomorrow. 10. I consider him to be responsible for it. 11. I consider myself to be right. 12. We know him to be a very experienced teacher. 13. My friend seems to be having a good time at the seaside. 14. She seems to know everything on this subject. 15. He appears to be satisfied with the result of his work. 16. I happened to meet him in Sochi. 17. The weather is likely to change. 18. This question is sure to be discussed at the meeting today. 19. They are sure (*or*: certain) to agree to take part in this work. 20. They can be expected to arrive on Monday.

### **UNIT 14**

#### **Exercise I.**

1. ringing 2. followed 3. having found 4. spoken 5. lying 6. having obtained 7. visiting 8. being built 9. remembered 10. smoking 11. having read 12. having realized 13. being cold 14. taken.

### **Exercise III.**

1. Becoming tired of my complaints about the programme, she turned it off. 2. Finding/having found no one at home, he left the house in bad temper. 3. Having spent all his money, he decided to go home and ask his father for a job. 4. Realizing that he had missed the last train, he began to walk. 5. Having heard the story before, she didn't want to hear it again. 6. Having visited the museum, we decided to have lunch in the park. 7. Turning on the light, I was astonished at what I saw. 8. Thinking we were lost, he offered to show us the way home. 9. Exhausted by his work, he threw himself on his bed. 10. Entering the room suddenly, she found them smoking.

### **Exercise IV.**

1. I noticed her speaking very coldly to him. 2. He saw us crossing the road in the wrong place. 3. It was pleasant to watch them enjoying themselves. 4. We heard somebody laughing in the next room. 5. Because of the noise nobody heard the telephone ringing. 6. We watched them repairing the car.

### **Exercise V.**

1. We live in the city founded 1.500 years ago. 2. She was heard crying. 3. The man giving a lecture showed many diagrams. 4. The performance being fine, it was difficult to get tickets. 5. I heard him coming up the stairs some minutes ago. 6. A broken cup was lying on the table. 7. I heard her telling him about it. 8. Having received the telegram, they left for Kyiv. 9. He wants to have his shoes repaired. 10. He sat in the armchair reading a newspaper. 11. He left without discussing this question with me. 12. I noticed the man unlocking the door. 13. She left without saying good buy. 14. The weather being fine, all the windows were opened. 15. Everybody saw him running along the street without noticing everybody. 16. I have my hair done every Friday. 17. They were seen taking their photos after the final exam. 18. This is my friend's sister living next door to me. 19. He closed the door softly not wanting to wake her up. 20. Not having received a letter from her he sent her a telegram. 21. While crossing the bridge, I met my friend.

## **UNIT 15**

### **Exercise I.**

1. of introducing 2. swimming 3. of being introduced 4. on helping  
5. in finding 6. of staying 7. of catching 8. without being seen 9. of playing  
10. in writing 11. of going 12. from coming 13. of having done 14. of finding.

### **Exercise II.**

1. in 2. from 3. of 4. on 5. without 6. for 7. of 8. of 9. by 10. in  
11. on 12. of.

### **Exercise III.**

1. seeing 2. to meet 3. to see 4. waiting 5. to lock, going 6. not to  
speak 7. to explain, to listen 8. to understand 9. spending, earning 10. playing,  
doing 11. cutting, to go 12. hearing, not to enter 13. writing, waiting  
14. talking, to finish 15. to see/seeing, crying/cry.

### **Exercise IV.**

1. to avoid, being, being/to be, waiting 2. to lend, taking 3. to get, to  
ask 4. ringing/ring, to be coming, to open 5. strike/striking, to get up  
6. writing, to do, to go, see 7. to come, standing 8. to wake up, (to) hear,  
beating 9. laughing, slipping/slip.

### **Exercise V.**

1. I dont like his habit of making people wait. 2. We think of going to  
the Black Sea in the summer. 3. She was angry with him for losing (having  
lost) her dictionary. 4. Do you mind my leaving? 5. Did he succeed in  
finding our address? 6. This house is worth selling. 7. I remember having  
seen this film many years ago. 8. Excuse me for my coming so late. 9. I want  
to avoid making mistakes. 10. You will never speak good English without  
learning grammar. 11. Do you feel like going for a walk? 12. I don't mind  
your smoking here. 13. The storm prevented us from getting there in time.  
14. Instead of working he fell asleep. 15. I can't translate this document  
without looking some words in the dictionary. 16. I insist on your answering  
them immediately. 17. He left the room without paying attention to his son.  
18. After finishing the University she worked at the plant. 19. He began  
reading this book yesterday. 20. I thank you for helping me. 21. On seeing  
the teacher the students came up to him. 22. He remembered seeing her in  
the shop.

## **UNIT 16**

### **Exercise I.**

a) 1. will telephone 2. isn't working 3. hears 4. will land 5. don't know  
6. works 7. won't be 8. stay 9. stops 10. comes 11. don't believe 12. have.

b) 1. should keep 2. didn't live 3. didn't come 4. painted 5. were  
6. should walk 7. were 8. went 9. taught 10. would answer 11. didn't belong  
12. would type

c) 1. had had 2. should have stopped 3. had been 4. would have found 5. would have got 6. would have been killed 7. shouldn't have said 8. wouldn't have tried 9. would have been able to finish 10. had been.

d) 1. don't change 2. would have recognized 3. would you choose 4. had read 5. would have taken 6. were 7. should have stayed 8. wouldn't believe

### **Exercise II.**

1. Had I time, I should study French. 2. Should he come, tell him to wait. 3. Were he in town, he would help us. 4. Had I enough money, I would travel. 5. Had I seen him yesterday, I should have told him about it. 6. Should you find them, kindly let me know. 7. The accident might not have occurred had they been more careful. 8. Had they called at the office yesterday, they would have found me there. 9. Were I in his place, I should refuse. 10. Had you seen him, you wouldn't have recognized him. 11. Were I you, I should go there immediately. 12. Should anyone call, please take a message.

### **Exercise III.**

1. If the car hadn't driven so fast, an accident wouldn't have happened. 2. If he doesn't come tomorrow, send him a telegram. 3. If I am there and see him, I'll tell him about it. 4. It wouldn't have happened if you had been there. 5. He'll have to go to hospital tomorrow if he is not better. 6. It would be very kind of you if you could do it for me. 7. Why didn't you call him? I am sure that he would have come if you had called him. 8. It took me a lot of time to translate this article. If you had given me a good dictionary, I should have spent less time. 9. She wouldn't lose money so often if she were not so careless. 10. If you had caught the earlier train we could have travelled together. 11. If I knew that he would come tomorrow, I shouldn't go to see him tonight. 12. If I were sure that he had already returned to Kyiv, I should go to see him now. 13. If you had told us a few days ago that you had this handbook, we should have asked you to give it to us for a few days. 14. If I knew his address, I should write to him now that you agreed to help him.

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