МЕТОДИЧНІ ВКАЗІВКИ
ДЛЯ ПРАКТИЧНИХ ЗАНЯТЬ

dисципліна «Іноземна мова»
(за професійним спрямуванням)
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______________ С.Д. Бураченко
«__» ____________ 2011
Склав викладач
______________ О.В. Сласна

2011
TOPIC: ECONOMY of UKRAINE

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 and applied technologies. This has predetermined the inherited dependence 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 did not have a closed productive cycle in Ukraine.

Clearly the emergence of political and economic borders in a formerly united economy, the emergence of the national monetary-credit and financial systems, 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 slowed down 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 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 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 — замкнutyй 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 slowed down — темпи зниження виробництва уповільнюються
8. power carriers — енергоносії
9. to carry out — проводити

VOCABULARY EXERCISES

1. Find equivalents:

1. nation-wide referendum — а. енергоносії
2. industrial potential — б. економічний розвиток
3. united management — в. програма економічних
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 господarством. 4. Єдинодержавна 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 slowed 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\(^1\) 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\(^2\) 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\(^3\) 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\(^4\) 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. Legislative basis is created for privatization of state-owned enterprises\(^5\), 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 heavy industry. A large industrial output is yielded by the mining, ferrous metallurgy, 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 railway cars, airplanes and ships, tractors and harvesters, machine tools and metallurgical equipment are produced at Ukraine’s plants and factories.

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, outdated and worn-out production equipment, 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 — *mym*: 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

1. Find equivalents:

1. heavy industry
2. ferrous metallurgy
3. enterprise
4. with bias towards
5. outdated equipment
6. raw materials
7. light industry
8. machine-building industry
9. coal industry
10. to satisfy the consumers’ wants

а. легка промисловість
б. на користь
в. промислова продукція
g. вугільна промисловість
d. важка промисловість
e. машинобудівна
промисловість
є. галузь промисловості
ж. підприємство
з. чорна металургія
и. сировина

і. застаріле устаткування
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:

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

7. property 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 - transport vehicles, sugar
3. ship-building - electron microscopes, wine
4. motor vehicle - passenger vehicles, plastics
5. farm machinery - sowing machines, sandstone
6. food - canned fruit, cement, excavators
7. light - detergents, cheese
8. chemical - generators, linen
9. building materials - cine-cameras, butter

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 and animal husbandry. Crop production is the practice of growing and harvesting crops. It includes: grain and industrial crops, meadow culture, fruit and vegetable raising. Almost half of the cropping area is occupied by cereals 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, pig raising, sheep farming and bee-keeping. The poultry industry 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 and collective farms. 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. Melongrowing 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:


VIII. Translate into English:

1. Україна має дуже сприятливі умови для розвитку сільськогосподарської 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 сільськогосподарських тварин та їх використання. 8. Розведення молочної та м'ясної худоби, свинарство, вівчарство, бджільництво та птахівництво — найпоширеніші галузі тваринництва в Україні. 9. Більшість сільськогосподарських 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:


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 Brouns 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 читаемо, 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 заняття він не йде домой. 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 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 зустрічаємося 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.  
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 (його) and (його) 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 ( його) well. ( його) colour is white. 4. (Ми) send (ім) many letters but (вони) don’t answer (на них). 5. Do (ви) know Italian? — No, (я) don’t know (його) 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: 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. 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 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. 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 was partly due to 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 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 грунтується на приватному та державному підприємництві
2. GNP — ВНП (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 a. змішана економіка
2. GNP b. авіареакетна 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. ВНП (валовий національний продукт)
11. cotton industry і. робоча сила
12. aeromissile industry ї. бавовництво
13. ferrous metallurgy й. вуглеобувна 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 грунтується на приватному та державному підприємництві. 3. Держава керує вуглеобробним та електроенергетичним галузями, чорну металургію та суднобудування. 4. Промисловість, послуги та сільське господарство є головними секторами британської економіки. 5. Розвиток Великобританії як індустриальної держави зумовлювався наявністю значної кількості мінеральних ресурсів. 6. Вуглеобробна, 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 an increasing proportion of the national income. 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, tourism, financial and business services, insurance, 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 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, the commercial banks, 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 and arrange mortgages 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 оптовая 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:

<table>
<thead>
<tr>
<th>Word</th>
<th>Prefix/Suffix</th>
<th>Part of Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>nation</td>
<td>— national —</td>
<td>adverbial noun</td>
</tr>
<tr>
<td>nationally</td>
<td>— nationalize —</td>
<td>adverbial noun</td>
</tr>
<tr>
<td>nationality</td>
<td>— nationalist —</td>
<td>noun</td>
</tr>
<tr>
<td>nationalist</td>
<td>— nationalistic —</td>
<td>adjective</td>
</tr>
<tr>
<td>international</td>
<td>— internationalism —</td>
<td>noun</td>
</tr>
<tr>
<td>internationalist</td>
<td>— internationalize —</td>
<td>verb</td>
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<tr>
<td>produce</td>
<td>— producer —</td>
<td>noun</td>
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<td>producible</td>
<td>— production —</td>
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<tr>
<td>product</td>
<td>— producibly —</td>
<td>adverb</td>
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<td>production</td>
<td>— productively —</td>
<td>adverb</td>
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<tr>
<td>productivity</td>
<td>— productive —</td>
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<tr>
<td>unproductive</td>
<td>— unproductively —</td>
<td>adverb</td>
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<tr>
<td>insurance</td>
<td>— insurant —</td>
<td>noun</td>
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<td>insure</td>
<td>— insurer —</td>
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<tr>
<td>uninsured</td>
<td>— uninsurable —</td>
<td>adjective</td>
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<td>bank</td>
<td>— banker —</td>
<td>noun</td>
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<tr>
<td>bankable</td>
<td>— banking —</td>
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<tr>
<td>bankrupt</td>
<td>— bankruptcy —</td>
<td>noun</td>
</tr>
</tbody>
</table>

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; фінансовий ринок; банківська система; банки Співдружності; Європейське Економічне Співтовариство; міжнародна торгівля; комерційні банки; експорт товарів та послуг; житлово-будівельні товариства; машинне устаткування; приймати вклади; текстильні вироби; 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:

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

VI. Answer the following questions:


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.
1973 году Великобритания стала членом Европейского Экономического Співтовариства. 8. Великобритания экспортирует автомобили, текстильные вироби, машинное 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* of the *gross domestic product* is less than 3 per cent — the lowest figure among the developed countries.

Great Britain is *self-sufficient* in milk, eggs, *to a very great extent* 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* of small traditional farms as they cannot *compete* 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. Ciльське господарство — один з найважливiших секторiв економiки Великобританiї. 2. Країна сама себе забезпечує молоком, яйцями i значною мiрою м’ясою, картоплею та пшеницею. 3. Великобританія імпортує масло, сир, цукор, чай, фрукти та іншi сiльськогосподарськi продукти. 4. Фермерськi господарства рiзнi в рiзних регiонах. 5. На сходi країни фермери вирощують такi культури, як ячмiнь, пшениця, цукровий буряк та картопля. 6. На заходi клiмат сприятливий для розвитку тваринництва. 7. Сiльське господарство Великобританiї є ефективним, оскiльки воно ґрунтується на сучасних технологiях та дослiдженнях.

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 — sitting  b) listen — listening  c) lie — lying
run — running  speak — speaking  die — dying

begin — beginning  read — reading

write — writing  do — doing
come — coming  fly — flying

e) see — seeing
**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:

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:

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

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

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 збираєтеся робити? — Я збираюся пояснити вам це правило. Я завжди пояснюю нові правила. 6. Коли ми вирушаемо? — Ми вирушаемо 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 говорити 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:

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:

UNIT 4

TOPIC: WHAT IS ECONOMICS?

TEXT A

Studying economics for the first time, it is necessary to know what economics is all about. 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 unemployment, inflation, international trade, the interaction of business and labour, and the effects of government spending 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 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 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 by utilizing his limited resources.

COMMENTS

1. ... what economics is all about — шо 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 a. необмежені потреби
2. production b. 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 й. податки
13. to gain a living к. заробляти на життя
14. taxes л. податки

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:

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

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:


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 вичерpuється описом економічної діяльності. 5. Економісти вивчають зусилля людини, спрямовані на задоволення своїх необмежених потреб і водаюча 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 is necessary: needs, wants, and demands.

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 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. 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.

COMMENTS

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

VOCABULARY EXERCISES

I. Give the English equivalents for:
suspeльна 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 тому, 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. 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 final use by individuals to satisfy their
wants and needs. Manufactured goods used to produce other goods and services are called capital goods. An example of capital goods would be a computer in a school.

The other type of economic product is a work that is performed 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, rainfalls, fresh air — are known as free products 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 г. ремонтувати
wants д. розвага
5. consumer goods е. безкоштовні товари
6. a major concern є. промислові товари
7. capital goods ж. побутові прилади
8. manufactured goods з. товари та послуги
9. home appliances и. засоби виробництва
10. free products ї. головна турбота
11. to repair й. задовольняти потреби та
12. entertainment 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:

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

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 ....
   The difference between goods and services are ....
   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 задовольнити 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.
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?** 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**. Other things, like diamonds, were not essential but had higher value.

Later economists decided that part of the **reason was due to** 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 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** **tangible things** 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;
-ition: 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
5. country’s total worth д. з іншого боку
6. scarcity е. загальне багатство
7. to be useful to someone ж. економічне поняття
8. valuable coin з. національне багатство
9. to be essential to life и. економічне поняття
10. utility й. економічне поняття
11. economic concept ж. економічне поняття
12. a great deal of і. природні багатства
13. on the other hand іі. природні багатства
14. contribution ї. парадокс вартості
15. natural resources ю. багато

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:

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. coin</td>
<td>a. The stockpile of useful, scarce, tangible things in existence at a given time.</td>
</tr>
<tr>
<td>2. wealth</td>
<td>b. Goods that are scarce relative to the total amount of those that are desired.</td>
</tr>
<tr>
<td>3. scarcity</td>
<td>c. The paradox that many necessities</td>
</tr>
</tbody>
</table>
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?

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 hometask 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:


V. Give short and full answers:
1. Did you sleep well last night? 2. Did you wake up early this 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?

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:


VIII. Put questions to the italized 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 homework 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:

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


The Functions of the Verb «to do»

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


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:

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 зачинайте 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:

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 зустрінемось о п'ятій годині. Не спізнюйтесь, будь ласка. 8. Дозвольте мені трохи відпочити.
TOPIC: FACTORS OF PRODUCTION

TEXT A

The reason people cannot satisfy all their wants and needs is the scarcity of productive resources. These resources or factors of production are called land, labour, capital, and organization or entrepreneurship. 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 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. income — ж. вирішальний вплив
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, emigration, consumption, income, deserts, outside, scarcity, to dissatisfy, abundance, expenses.

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:


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 виробництві 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 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. This is to distinguish them from financial capital, 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, it was manufactured in a factory which makes it the result of earlier production.

When the three inputs — 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 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. When they are successful, entrepreneurs earn profits, the return or
reward for the risks, innovative ideas and efforts put into the business. When they are not successful, they suffer losses.

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:

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:

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

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:**


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 грошами, 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.

Were 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 повертаюсь 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. **Her son** will be doing his military service **next year**. 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’їдуть 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:


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 дитині, 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 цікова, 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.
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:
1/2; 1/4; 1/5; 1/7; 2/5; 3/8; 9/23; 1 1/2; 1 3/5; 2 5/7; 4 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:

XXX. Do the sums and read them:

15 + 25 =
135 + 28 =
628 + 34 =
1 1/3 + 4 2/3 =
4 5/6 + 18 =
7.13 + 4.015 =

125 – 14 =
841 – 34 =
8 1/8 – 5 3/8 =
10.218 – 3.5 =
34.528 – 0.528 =
6 × 7 =

4 × 26 =
4 × 3/4 =
35 : 5 =
1182 : 2 =
1 1/2 : 3 =
2.46 : 2 =

XXXI. Translate into English:
50 кілограмів; 61 грам; 281 долар; півтори тонни; 3/5 тонни; сотні ящиків; тисячі книжок; 1/4 кілометра; 2/3 процента; 1,5 години; 2 3/4 процента;
2 \frac{2}{3} \text{ дюйма; } 0,105 \text{ метра; } 2,18 \text{ фунта; } \frac{1}{2} \text{ фунта; } 4 \frac{1}{2} \text{ пенсій; } 5 \text{ процентів; } 23 \text{ процента; } 0,36 \text{ процента; } 2,5 \text{ процентів; } 17,562 \text{ тонн.}

**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 домову, мати вже накриватиме на стіл. 4. Цікаво, що ви будете робити о цій порі наступної п’ятниці? — Як завжди, працюватиму. Я працюватиму цілий день. З 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
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 6

TOPIC: ECONOMIC SYSTEMS

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. 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 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

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. 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 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 new ideas and even punishes people for breaking rules or doing things differently. So it tends to be stagnant or fails to grow over time.

COMMENTS
1. social behaviour — мун: 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
   2. to have smth in common
   3. economic system
   4. traditional economy
   5. command economy
   6. market economy
   7. social behaviour
   8. major kinds
   9. for generations
   10. main advantage
   11. main disadvantage
   12. to make tools

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 of any society depends on its ability to provide food, clothing and shelter to its people. 2. All societies have an economic system or an organized way of providing the wants and needs of their people. 3. There are three major kinds of economic systems: traditional, command and market. 4. In a society with a traditional economy, nearly all economic activity is the result of ritual and custom. 5. An example of traditional economy is the society of 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:

VIII. Translate into English:
1. Кожному суспільству доводиться приймати рішення стосовно того, що, як та для кого виробляти. 2. Виживання 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 потріб людей. 5. У суспільствах з традиційною економікою вся економічна діяльність є результатом традицій та звичаїв. 6. Люди не вільні приймати рішення, які грунтуються 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 зніравдя, 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 with¹ 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 body wants to stress growth of heavy manufacturing, it can shift resources² 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 incentives³ that encourage people to work hard. In most command economies today workers with different degrees of responsibility receive similar wages. In addition⁴, people seldom lose their jobs regardless of⁵ 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, or a large amount of paperwork is processed. This causes production costs⁶ 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 приєднуються
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
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, flexible, equal, scarce, possible.

III. Give the English equivalents for:
- командна економіка; економічний вибір; планові органи; змінювати 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 біорократичний 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:
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.

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 and stay in business. Other producers will either go out of business or switch to 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. 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 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 — проводити ділові операції
2. in the most efficient manner
3. to act in one’s own best interests
4. to stay out of the way
5. to make profits
6. the lack of significant government intervention
7. to adjust to change over time
8. to stay in business
9. incredible variety
10. to switch to
11. on the other hand
12. market economy

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 *by* individuals and firms acting *for their own best interests.* 2. A market economy is flexible and can adjust to change *in* time. 3. Since consumers like products *of* low prices and high quality, producers *for* a market economy will try to supply such products. 4. Those who make the best products *for* the lowest prices will stay *in* business. 5. The second major advantage *for* the market economy is the freedom that exists *for* everyone involved. 6. Except *for* national defence, the government tries to stay *in* the way. 7. As long as there is competition *among* producers, the market economy generally takes care *of* itself. 8. The final advantage *for* the market economy is the incredible variety *of* goods and services available *to* 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:

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. economic system</td>
<td>a. An economic system that allocates scarce resources according to custom.</td>
</tr>
<tr>
<td>2. traditional economy</td>
<td>b. An economic system in which major decisions concerning the allocation of resources are made by agencies of the government.</td>
</tr>
<tr>
<td>3. command economy</td>
<td>c. The approach a country uses to deal with scarcity and achieve its economic goals.</td>
</tr>
<tr>
<td>4. business</td>
<td>d. The production, distribution, and sale of goods and services for a profit.</td>
</tr>
</tbody>
</table>
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 немає 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 високою 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:

<table>
<thead>
<tr>
<th>Type of economic system</th>
<th>What to produce?</th>
<th>How to produce?</th>
<th>For whom to produce?</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARKET ECONOMY</td>
<td>Business firms produce goods and services that consumers are willing and able to buy for prices that will yield profits for the firms.</td>
<td>Seeking to compete profitably in the marketplace, individual business owners decide what combinations of productive resources (land, labour, capital and entrepreneurshi p) they will use in producing goods and services.</td>
<td>Finished goods and services are distributed to individuals and households who are willing and able to buy them.</td>
</tr>
</tbody>
</table>
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.

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.

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**GRAMMAR EXERCISES**

**The Past Perfect Tense**

I. **Answer the following questions:**

1. Where had you lived before you came to Kyiv? 2. What language had you studied before you began to study English? 3. What grammar material had you studied before you began to study the Past Perfect Tense? 4. Where had you studied before you entered the University? 5. What English books had you read by the beginning of the second term? 6. How many English words have you learnt by the end of the term? 7. 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
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. I knew, that she was talking with our father. 2. The teacher said, that he checked our works. 3. My friends thanked me for what I did for them. 4. My brother wrote, that he had already passed the English exam. 5. Everyone had already arrived at the station by 5th hour. 6. The teacher finished all the work by 12 o’clock. 7. They said, that they had come by train. 8. Suddenly she remembered, that she had forgotten to turn off the light. 9. Last summer I went to a village, where I spent my childhood. 10. She was sure that she had seen this woman earlier, but could not remember where she had seen her. 11. Children returned home before the rain started. 12. I did not know that my friend had never been abroad.

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 приїдеш додому, то забудеш усе, що я тобі казав. 3. До того часу ви мене забудете. 4. Вони (вже) закінчають 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:


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 . . .

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.