

**МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА
И ПРОДОВОЛЬСТВИЯ РЕСПУБЛИКИ БЕЛАРУСЬ**

**Учреждение образования
«БЕЛОРУССКИЙ ГОСУДАРСТВЕННЫЙ
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Кафедра иностранных языков № 1

АНГЛИЙСКИЙ ЯЗЫК

«ЭКОНОМИКА СЕЛЬСКОГО ХОЗЯЙСТВА»

*Учебно-методическое пособие
для студентов группы специальностей 74 06 Агроинженерия*

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Составители: преподаватель *В.Н. Смольская*;
преподаватель *Ю.Д. Ефименко*

Рецензенты: ст. преподаватель БГУ *Л.К. Бизюк*;
ст. преподаватель БГАТУ *Л.В. Захарьева*

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ТЕМА «Экономика сельского хозяйства»

Данное пособие поможет расширить словарный запас по тематике «Экономика сельского хозяйства». Особое внимание отводится повторению грамматического материала, а именно: Tenses (Active, Passive); Sequence of Tenses, Reported Speech; Modal Verbs. Уроки имеют следующие разделы:

1. **Language Study** – пояснение лексических единиц и речевых моделей, т. е. слов и словосочетаний, как подлежащих активному усвоению, так и не входящих в активный словарь, но нуждающихся в объяснении.

2. **Text Study** - формирование и совершенствование навыка устных высказываний по теме текста.

3. **Grammar Revision** – систематизация ранее полученных или изученных самостоятельно грамматических явлений.

4. **Discussion** - развитие речевых умений на иностранном языке с элементами обобщения и систематизации.

Все упражнения (грамматические, лексические и речевые) выстроены по принципу «от простого к сложному». Они обозначены уровнем А (репродуктивным), В (продуктивным) и С (творческим). Каждый уровень имеет соответствующую максимальную оценку знаний. Так, **уровень А** максимально оценивается на **6 баллов**, **уровень В** – на **8 баллов**, **уровень С** – на **10 баллов**. Упражнения необходимо выполнять последовательно, начиная с первого. Работая таким образом, каждый студент имеет возможность получить максимальный балл за работу.

В середине и в конце пособия проводятся лексико-грамматические тесты, которые также имеют разноуровневые задания, нацеленные на промежуточный и итоговый контроль знаний студентов.

КОМПЛЕКСНАЯ ЦЕЛЬ:

Студенты должны:

- **знать:**

1 уровень (А): **знать:** 1) лексический материал по теме «Экономика сельского хозяйства»; 2) правила образования: времен действительного и страдательного залогов (Indefinite, Continuous, Perfect (Active, Passive); 3) правила согласования времен (Sequence of Tenses); 4) правила использования косвенной речи (Reported

Speech); 5) правила употребления модальных глаголов и их эквивалентов (Modal Verbs);

Максимальная оценка знаний на 1 уровне (репродуктивном) 6 баллов;

2 уровень (В): знать и характеризовать: 1) лексический материал по теме «Экономика сельского хозяйства»; 2) правила образования: времен действительного и страдательного залогов (Indefinite, Continuous, Perfect (Active, Passive)); 3) правила согласования времен (Sequence of Tenses); 4) правила использования косвенной речи (Reported Speech); 5) правила употребления модальных глаголов и их эквивалентов (Modal Verbs);

Максимальная оценка знаний на 2 уровне (продуктивном) 8 баллов;

3 уровень (С): знать, характеризовать и анализировать: 1) лексический материал по теме «Экономика сельского хозяйства»; 2) правила образования: времен действительного и страдательного залогов (Indefinite, Continuous, Perfect (Active, Passive)); 3) правила согласования времен (Sequence of Tenses); 4) правила использования косвенной речи (Reported Speech); 5) правила употребления модальных глаголов и их эквивалентов (Modal Verbs);

Максимальная оценка знаний на 3 уровне (творческом) 10 баллов;

- **уметь:**

1 уровень (А): 1) анализировать иноязычный текст (его структурные, лексические и стилистические особенности) с позиции требования к знаниям 1-го уровня; 2) читать, переводить на слух тексты по профилю обучения (изучающее чтение); 3) вести общение профессионального и социокультурного характера на английском языке по предложенной модели, сочетая диалогические и монологические формы высказывания; 4) понимать иноязычную речь в объеме программной тематики; 5) использовать английский язык в качестве инструмента профессиональной деятельности: перевод на русский язык, реферирование и аннотирование профессионально ориентированных текстов;

Максимальная оценка знаний на 1 уровне (репродуктивном) 6 баллов;

2 уровень (В): 1) анализировать иноязычный текст (его структурные, лексические и стилистические особенности) с позиции требования к знаниям 2-го уровня; 2) читать, переводить на слух тексты по профилю обучения (изучающее, ознакомительное и про-

смотровое чтение); 3) вести общение профессионального и социокультурного характера на английском языке в различных стандартных ситуациях, пользуясь правилами речевого этикета, сочетая диалогические и монологические формы высказывания; 4) понимать аутентичную иноязычную речь в объеме программной тематики; 5) использовать английский язык в качестве инструмента профессиональной деятельности: перевод на русский язык, реферирование и аннотирование профессионально ориентированных текстов;

Максимальная оценка знаний на 2 уровне (продуктивном) 8 баллов;

3 уровень (С): 1) анализировать иноязычный текст (его структурные, лексические и стилистические особенности) с позиции требования к знаниям 3-го уровня; 2) читать, переводить на слух тексты по профилю обучения (изучающее, просмотровое и ознакомительное чтение); 3) вести общение профессионального и социокультурного характера на английском языке в различных стандартных ситуациях, пользуясь правилами речевого этикета, сочетая диалогические и монологические формы высказывания; 4) понимать аутентичную иноязычную речь сверх программной тематики; 5) использовать английский язык в качестве инструмента профессиональной деятельности: перевод на русский язык, реферирование и аннотирование профессионально ориентированных и научных текстов;

Максимальная оценка знаний на 3 уровне (творческом) 10 баллов.

1. МАТЕРИАЛЫ К ПРАКТИЧЕСКИМ ЗАНЯТИЯМ

TEXT A: ECONOMICS AS AN ACADEMIC DISCIPLINE

ACTIVE VOCABULARY

1.to acquire (v)	приобретать, достигать
2.aspect (n)	сторона, аспект
3.to assemble (v)	собирать, созывать
4.branch (n)	отрасль
5.to compete (v)	конкурировать, соревноваться
6.comprehensive (adj)	всесторонний, обширный
7.concept (n)	понятие, концепция
8.connotation (n)	побочное значение, дополнительное значение
9. to defend (v)	защищать
10.definition (n)	определение
11.to be deprived of	быть обездоленным
12.diamond (n)	алмаз, бриллиант
13.to distribute (v)	распределять
14.economy (n)	экономика, хозяйство
15.to evaluate (v)	оценивать
16.to exist (v)	существовать
17.goods (n)	товар, товары
18.ingredient (n)	составная часть, компонент
19.item (n)	пункт, номер
20.labour (n)	труд
21. law (n)	закон
22. order (n)	порядок
23. output (n)	продукт, выпуск
24. primary concern	первоочередная задача
25. physical assets	реальные активы, основные фонды
26. resource (n)	ресурс
27. safety (n)	безопасность
28. scarcity (n)	недостаток, дефицит

29. scarce (adj)	недостаточный, скудный
30.stock (n)	мн.ч.: акции, фонд
31.to take account of something	принимать во внимание, учитывать
32.vague (adj)	неопределенный, смутный
33.vital (adj)	жизненный
34. wealth (n)	богатство
35. welfare (n)	благополучие, соц. обеспечение
36. well-being (n)	благополучие, процветание
37.well-off (adj)	состоятельный, богатый

TEXT A: ECONOMICS AS AN ACADEMIC DISCIPLINE

Read the text and get the gist of it. Answer the following question: How does economics as an academic discipline serve society?

Economics is as old as the human race: it is probably the first art that man acquired. When some cavemen went out to hunt while others remained to defend the fire or when skins were traded for flint axes we had economics. But economics as an academic discipline is relatively new: the first major book on economics Adam Smith's "The Wealth of Nations" was published in 1776. Since that time the subject has developed rapidly and there are now many branches of the subjects such as microeconomics, international economics and econometrics as well as many competing schools of thought.

There is an economic aspect to almost any topic we care to mention of education. Economics is a comprehensive theory of how society works. But as such it is difficult to define. The great classical economist Alfred Marshall defined economics as "the study of a man in the everyday business of life".

This is rather too vague a definition. Any definition should take account of the guiding idea in economics which is scarcity. Virtually everything is scarce. Not just diamonds or oil but also bread and water. How can we say this? The answer is that one only has to look around the world to realize that there are not enough resources to give people all they want. Not only the very poor feel deprived, even the relatively well-off seem to want more. Thus when we use the word 'scarcity' we mean that:

All resources are scarce in the sense that there are not enough to fill everyone's wants to the point of safety.

We therefore have limited resources both in rich countries and poor countries. The economist's job is to evaluate the choices that exist for the use of these resources. Thus we have another characteristic of economics: it is concerned with choice. Another aspect of the problem is people themselves; they do not just want more food or clothing, but specific items of clothing and so on.

We have now assembled the three vital ingredients in our definition: people, scarcity and choice. Thus we can define economics as:

The human science which studies the relationship between scarce resources and the various uses which compete for these resources.

The great American economist Paul said that every economic society has to answer three fundamental questions, What, How and For whom.

What? What goods are to be produced with the scarce resource: clothes, food, cars, submarines, television sets?

How? Given that we have basic resources of labour, land, how should we combine them to produce the goods and services that we want?

For whom? Once we have produced goods and services we then have to decide how to distribute them among the people in the economy.

One alternative definition of economics is that it is the study of wealth. By wealth the economist means all the real physical assets which make up our standard of living: clothes, houses, food, roads, schools, hospitals, cars, oil tankers, etc. One of the primary concerns of economics is to increase the wealth of society, i.e. to increase the stock of economic goods. However, in addition to wealth we must also consider welfare. The concept of welfare is concerned with the whole state of well-being. Thus it is not only concerned with more economic goods but also with public health, hours of work, with law and order, and so on.

Modern economics has tried to take account not only of the output of economic goods but also of economic such as pollution. The wealth welfare connotation is thus a complex aspect of the subject.

TEXT-BASED ASSIGNMENTS LANGUAGE STUDY

(A) Exercise 1. Read the active vocabulary to the text A and pay attention to the pronunciation of the words. Learn the new words by heart.

(A) Exercise 2. Read and translate the following words. Mind the stress: a) on the first syllable; b) on the second syllable; c) on two syllables.

- a) concept, item, scarcity, scarce, vital, realize, increase (n)
- b) economy, ingredient, resource, society, deprived, assemble, compete, concern, to increase
- c) connotation, economics

(A) Exercise 3. Translate the following word combinations. If necessary, consult a dictionary.

Human race, scarce resource, too vague a definition, limited resources, real physical assets, the stock of economic goods, law and order, state of well-being, public health, complex aspect, guiding idea, to feel deprived, to assemble vital ingredients

(B) Exercise 4. Choose the words with similar meanings from the two groups and arrange them in pairs.

- 1) Concept, connotation, definition, goods, ingredient, item, resources, scarcity, use, wealth, vital
- 2) Articles, conception, association, determination, supplies, component, point, shortage, richness, application, life.

(B) Exercise 5. What are the opposites? Example: fast — slow.

Wealth, excess, plentiful, to distribute, to decrease.

(B) Exercise 6. Mind the use of the words *economy*, *economics*, *economic*, *economical*, *economize*.

1. Economy is the organization of a country's wealth-producing commerce and industry:

E.g. Britain's economy is increasingly based on services.

The economies of many developing countries are based on cash crops.

1.1 Economy can also mean 'the deliberate saving of money through carefully-controlled spending':

E.g. We recycled paper for reasons of economy.

The budget has been cut so we'll have to make economies.

1.2 We can refer to something as a false economy when an apparent saving of money in fact results in inefficiency and/or unforeseen extra costs:

E.g. Buying second-hand equipment can be a false economy.

1.3 We refer to an economy of scale when there is a reduction in unit cost owing to an increase in the volume of production:

E.g. The doubling of output can lead to economies of scale of up to 30 %.

2. Economics is a scientific study of society's money, industry and trade:

E.g. She studied economics at London Business School.

Note that economics is a singular noun (therefore Economics is...)

3. Economic means 'related to economy':

E.g. Economic growth leads to a per capita improvement in living standards.

3.1 Economic can also mean 'cost-effective':

E.g. We have to keep wage costs low to make it economic for us to continue production.

4. If something is economical it does not require a great deal of money to operate:

E.g. I have a small car because it's more economical to run.

5. The verb is to economize and means 'to save money':

E.g. We need to economize in order to keep costs at an acceptable level.

Complete the blanks using the words from the box

economy	economic	economics	economical	economize
---------	----------	-----------	------------	-----------

1. She majored in _____ at Harvard.
2. What's the _____ situation like in your country?
3. Many countries tried to _____ on fuel in the 1970s.
4. The electric car is more _____ in the use of energy than an ordinary one.
5. _____ of scale arise when costs do not rise in direct proportion to output.
6. Some people think that floating exchange rates can restrict _____ growth.
7. Employing too many part-time staff can be a false _____.

(B) Exercise 7.

a) Make adjectives from the following nouns

<u>Nouns</u>	<u>Adjectives</u>
Scarcity	
Concept	
Goods	

Resource
Wealth

b) Make nouns from the following verbs

<u>Verbs</u>	<u>Nouns</u>
To assemble	
To concern	
To evaluate	
To increase	
To realize	

(B) Exercise 8. Form all possible word combinations using the words of both columns and translate them into Russian.

deprived	resources
scarce	goods
vital	people
limited	ingredients
distribute	choice
be concerned with	welfare
concept of	society
economic	wealth
increase	definition
evaluate	stock
assemble	use

(B) Exercise 9. Make use of the prepositions in the box.

<i>in</i>	<i>of</i>	<i>among</i>	<i>with</i>	<i>in</i>	<i>from</i>	<i>with</i>	<i>from</i>	<i>of</i>
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1. Economics is concerned _____ choice.
2. Goods and services should be distributed _____ the people _____ the economy.
3. Economics is a study _____ wealth.
4. Different goods are to be produced _____ the scarce resources.
5. _____ economics problems are examined _____ the social, not _____ the personal point _____ view.

(B) Exercise 10. Make sure that you know the English equivalents for the following words and word combinations.

Учебный предмет, микроэкономика, экономические факторы, принять во внимание, ограниченные ресурсы, богатство, благополучие, выпуск экономических товаров, первоочередная задача, оценивать, быть обездоленным, приобретать, недостаточный, неопределенный, жизненный, производить товары.

(B) Exercise 11. Match the words with the definitions below

concept	goods	scarcity	society	wealth	welfare
	to compete		to evaluate	to distribute	

1. Movable poverty; merchandize.
2. Idea underlying a class of things; general notion.
3. To take part in a race, contest, examination.
4. To put (parts of a set of things) in different places; give or set out.
5. To find out, decide the amount or value of.
6. Smallness of supply compared with demand.
7. System whereby people live together in organized communities.
8. Condition of having good health, comfortable living and working conditions, etc.
9. Great amount of property, money, etc.; richness.

(B) Exercise 12. Complete the sentences with the words from the box below

Limited resources	scarcity	wealth	society	means	the concept	to distribute
-------------------	----------	--------	---------	-------	-------------	---------------

1. Economics is a theory of how.....works.
2. We have..... in rich and poor countries.
3. The guiding idea in economics is.....
4. One of the primary concepts of economics is to increase the of asociety.
5. Once we have produced goods and services we have to decide how..... them.
6. By wealth the economist..... all the real physical assets.
- 7..... of welfare is concerned with the whole state of well-being.

(B) Exercise 13. Complete these word-building tables using a dictionary

VERBS	ADJECTIVES	NOUNS
1.		definition
2.		economics
3.		item
4.		society
5.		stock
6.		use
7. to compete		
8. to distribute		
9.	vital	

(C) Exercise 14. Paraphrase these sentences.

1. «The Wealth of the Nations» is the first *main* book on economics.
2. There is an academic *side* in any topic of education.
3. We don't have *enough* resources in our republic.
4. The economist's job is to *estimate* the existing choices.
5. It's not an easy task to *divide* the goods equally.
6. Economics is a study of *riches*.

(C) Exercise 15. Make up your own sentences using the following words and word combinations.

Economics, comprehensive theory, society, the guiding idea, scarcity, not enough resources, to want more, to fill everyone's wants.

(C) Exercise 16. Translate into English

1. Существует много отраслей и конкурирующих научных школ по экономике.
2. Экономика занимается изучением того, как работает общество.
3. Нехватка является одной из основных идей экономики.
4. В мире не хватает ресурсов, чтобы дать людям все, что они желают.
5. Обездоленными чувствуют себя не только бедные, но и достаточно обеспеченные граждане.
6. Экономисты оценивают, как наилучшим образом использовать имеющиеся ресурсы.
7. Экономика заботится о том, чтобы увеличить богатство общества.

TEXT STUDY

(A) Exercise 1. Find international words in paragraph 1 and translate them.

(A) Exercise 2. Read the text and find the words that denote:

- a) physical assets which make up our standard of living;
- b) economics;
- c) three fundamental questions that every economic society has to answer;

(A) Exercise 3. Choose the best ending to the following statements.

1. The first major book on economics Adam Smith's "The Wealth of Nations" was published in...
 - a) 1876
 - b) 1776
 - c) 1676
2. Economics as an academic discipline is relatively...
 - a) new
 - b) old
 - c) dull
3. The guiding idea in economics is...
 - a) production
 - b) planning
 - c) scarcity
4. The economist's job is to evaluate the choices that exist for the use of...
 - a) resources
 - b) food
 - c) machines
5. The concept of welfare is concerned with the whole state of...
 - a) health
 - b) law
 - c) well-being
6. One alternative definition of economics is that it is the study of
 - a) needs

- b) wealth
- c) services

7. The great American economist Paul said that every economic society has to answer...

- a) three fundamental questions
- b) two fundamental questions
- c) four fundamental questions

(B) Exercise 4. Define these sentences as True or False. Correct the wrong ones.

1. The first major book on economics was published in 1786.
2. There exists just one definition of economics.
3. The guiding idea of economics is scarcity.
4. Every economic society has to answer four fundamental questions: What, When, Where and Why.
5. One of the primary concerns of economics is to decrease the wealth of society.
6. Economics has such branches as microeconomics, international economics and econometrics.

(C) Exercise 5. Make up questions and answer them

- If economics is as old as the human race
- What branches of economics there are
- What economics is
- What the definition of Alfred Marshall is
- What the guiding idea is
- Who feels deprived
- What people want
- How we could define economics
- About one of the primary concerns of economics
- If we have limited resources both in rich countries and poor countries

DISCUSSION

(A) Exercise 1. Speak about economics as an academic subject (4-5 sentences).

(B) Exercise 2. How many definitions of economics are given in the text? What are they? Can you give your own definition of economics?

(B) Exercise 3. Identify the paragraph in the text that talks specially about wealth and welfare.

(B) Exercise 4. Find key words, phrases and the topic sentences which best express the general meaning of each paragraph.

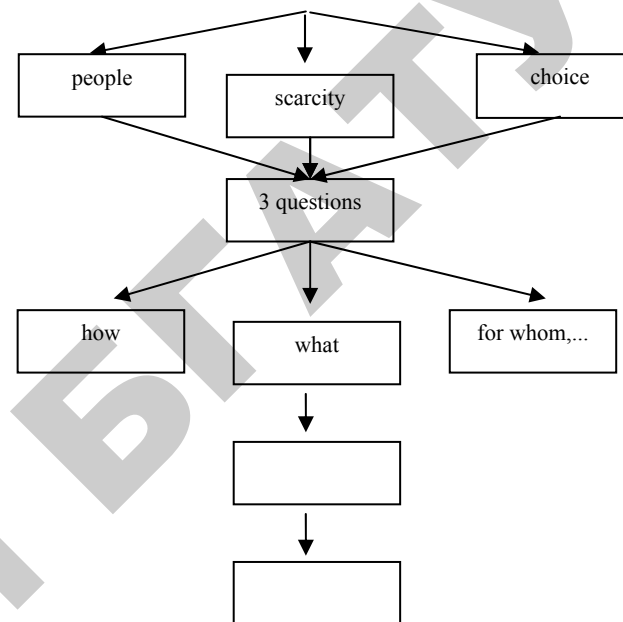
(B) Exercise 5. Divide the text into several logical parts and entitle them. Find the key sentences in each part.

(B) Exercise 6. Using the information obtained from the paragraphs make an outline of the text.

(C) Exercise 7. Complete the logical diagram with the necessary information from the text. Try to answer the three fundamental questions, that economist Paul set aside. What are they? Use logical diagram.

(C) Exercise 8. Speak about the three vital ingredients of economics. Use logical diagram.

(C) Exercise 9. Speak about economics using key words, phrases and the topic sentences.



TEXT B: APPLICATION OF ECONOMICS IN DIFFERENT SPHERES OF LIFE

ACTIVE VOCABULARY

1. to accompany (v)	сопровождать, сопутствовать
2. amendment (n)	поправка
3. benefit (n)	выгода
4. to break up (v)	расформировывать, распускать
5. citizen (n)	житель
6. consequence (n)	последствие
7. consumption (n)	потребление
8. to distribute (v)	разделять
9. to gather (v)	собирать
10. grasp (n)	понимание, восприятие
11. to hedge (v)	огородить, застраховать
12. huge (adj)	огромный
13. immediate (adj)	непосредственный, прямой

14. immune (adj)	невосприимчивый
15. income (n)	доход
16. justifiable (adj)	могущий быть оправданным, законный
17. mandatory (adj)	мандатный, обязательный
18. mundane (adj)	светский
19. objective (n)	цель
20. official (n)	чиновник
21. overall (adj)	полный, общий
22. payroll (n)	платежная ведомость, расчетный лист
23. policy (n)	политика, стратегия
24. poll (n)	список избирателей
25. to purchase (v)	покупать
26. to restrain (v)	сдерживать
27. segment (n)	часть, участок
28. sound (adj)	устойчивый, целесообразный, здоровый
29. to subsidize (v)	субсидировать, финансировать
30. unemployment (n)	безработица
31. vocational (adj)	профессиональный
32. voter (n)	избиратель
33. wage (n)	заработная плата

TEXT B: APPLICATION OF ECONOMICS IN DIFFERENT SPHERES OF LIFE

Read the text and answer the following questions:

1. Why is economics of practical value in business?
2. Is economics a how-to-make money area of study?

A basic understanding of economics is essential if we are to be well-informed citizens. Most of the specific problems of the day have important economic aspects, and as voters we can influence the decisions of our political leaders in coping with these problems. Should America adopt mandatory price and wage controls to restrain inflation? Should we pass a constitutional amendment requiring the Federal government

to balance its budget? Should we attempt to break up the huge corporations which seem to dominate certain segments of our economy? What can be done to reduce unemployment? Are existing welfare programs effective and justifiable? Should we continue to subsidize farmers? Is there any justification for protecting certain industries from foreign competition? Should income be distributed more equally? Since the answers to such questions are determined in large measure by our elected officials, intelligence at the polls requires that we have basic working knowledge of economics. Needless to say, a sound grasp of economics is more than helpful to politicians themselves!

Economics is also a vital discipline for somewhat more mundane and immediate reasons. Economics is of practical value in business. An understanding of the overall operation of the economic system puts the business executive in a better position to formulate policies. The executive who understands the causes and consequences of inflation is better equipped during inflationary periods to make more intelligent decisions than otherwise. Indeed, more and more economists are appearing on the payrolls of large corporations. Their job? To gather and interpret economic information upon which economics gives the individual as a worker and income receiver some insights as to how to become more secure in facing the effects of inflation and unemployment.

How can one "hedge" against the reduction in the purchasing power of the dollar which accompanies inflation? What occupations are most immune to unemployment?

In spite of its practical benefits, however, economics is an academic, not a vocational, subject. Unlike accounting, advertising, corporation finance, and marketing, economics is not primarily a how-to-make-money area of study. The knowledge of economics may be helpful in running a business or in managing one's personal finances, but this is not its primary objective. In economics, problems are usually examined from the social, not from the personal, point of view. The production, exchange, and consumption of goods and services are discussed from the view point of society as a whole, not from the standpoint of one's own bankbook.

TEXT-BASED ASSIGNMENTS

LANGUAGE STUDY

(A) Exercise 1. Read the active vocabulary to the text B paying attention to the pronunciation of the words. Learn the new words by heart.

(A) Exercise 2. Translate the following word combinations. If necessary, consult a dictionary.

Basic understanding of economics, important economic aspects, political leaders, to adopt mandatory price and wage controls, to restrain inflation, to pass a constitutional amendment, to balance one's budget, to dominate segments of economy, welfare programs, to subsidize someone, to formulate policies, an inflationary period, to face the effects, to be immune to unemployment.

(B) Exercise 3. Match the word in A and its synonym in B. Some words in B are odd.

- 1) to purchase, benefit, to subsidize, objective, to distribute, income, essential, to influence, to cope, society, huge, aspect
 2) important, to affect, to buy, to support, to divide, side, advantage, to manage, private, civilization, earnings, marketing, large, aim

(B) Exercise 4. What are the opposites?

Income, reduction, to break up, to reduce, mandatory, unemployment

(B) Exercise 5. Match the words from two columns to make appropriate word combinations.

- | | |
|------------------|------------------|
| 1 basic | a) problems |
| 2 practical | b) system |
| 3 specific | c) unemployment |
| 4 constitutional | d) business |
| 5 to reduce | e) understanding |
| 6 consumption of | f) officials |
| 7 to run a | g) benefits |
| 8 elected | h) objective |
| 9 primary | i) goods |
| 10 economic | j) amendment |

(B) Exercise 6. Make use of the prepositions in the box.

on	in	for	from	of	of	in	for	by
----	----	-----	------	----	----	----	-----	----

- Economics is ___ practical value ___ business.
- More economists are appearing ___ the payrolls ___ large corporations.
- Is there any justification ___ protecting some industries ___ foreign competition?
- Economics is also a vital discipline ___ somewhat more mundane and immediate reasons.
- The answers are determined ___ large measure ___ our elected officials.

(B) Exercise 7. Make sure that you know the English equivalents for the following words and word combinations.

Важный экономический аспект, сдерживать инфляцию, издать поправку к конституции, уменьшить уровень безработицы, программа социального вспомоществования, руководить делом, потребление товаров, финансировать фермеров, доход, выбранное должностное лицо

(B) Exercise 8. Match the words in A with their definitions in B. One word in A is odd.

A	B
to adopt	to pay a subsidy
benefit	an organized and interdependent community
to subsidize	to take over somebody's idea
amendment	an amount of money needed or available
business	a scientific study of society's money
vocational	general increase in prices
society	a favourable or helpful factor
budget	money received from one's work
economics	one's regular occupation or profession
income	an alteration or addition to a document
inflation	

(B) Exercise 9. Complete these word-building tables using a dictionary

VERBS	ADJECTIVES	NOUNS
1. to influence		
2.		decision
3. to attempt		
4. to dominate		
5.		unemployment
6.		competition
7.	working	
8.		knowledge
9.	managing	

(C) Exercise 10. Paraphrase these sentences.

1. Economics is an *essential* discipline.
2. We should pass a constitutional *correction*.
3. It's necessary for the Federal government to balance its *funds*.
4. Economics is of practical value in *commerce*.
5. Economics has its practical *advantages*.
6. What can be done to *decrease* unemployment?

(C) Exercise 11. Make up your own sentences using the following words and word combinations.

economic aspect, wage, to subsidize companies, to accompany, consumption of goods, policy

(C) Exercise 14. Translate into English.

1. Безработица – одна из важнейших проблем многих государств ЕС.
2. Доход граждан страны увеличился на 10 % за последний год.
3. Необходимо сократить потребление электроэнергии с целью ее экономии.
4. Политика нашего государства направлена на сотрудничество со странами СНГ.
5. Согласно списку избирателей, 75% из них приняло участие в голосовании.

TEXT STUDY

(A) Exercise 1. Find international words in the text and translate them.

(A) Exercise 2. Read the text and find the words that denote:

- a) subjects
- b) questions whose answers require knowledge of economics
- c) the importance of economics for business

(A) Exercise 3. Define these sentences as True or False. Correct the wrong ones.

1. A basic understanding of economics is essential for citizens.
2. A sound grasp of economics isn't essential for politicians.
3. Economics is a vital discipline for business.
4. The businessman who understands operation of the economic system is better equipped.
5. Economists can't help businessmen to become more secure in facing the effects of inflation.
6. Economics is a vocational subject.
7. Discussing the problems from the personal point of view is the main objective of economics.

(B) Exercise 4. Write down key words, phrases and topic sentences from each paragraph.

(B) Exercise 5. Complete the following statements.

1. A basic understanding of economics is...
2. Most of the specific problems of the day...
3. Economics is also a vital discipline for...
4. Economics is...
5. In spite of its practical benefits economics is...
6. Knowledge of economics may be helpful in...
7. In economics, problems are usually examined from...

(B) Exercise 6. Answer the following questions.

1. Can we influence the decisions of our political leaders by voting?
2. Does life require having basic knowledge of economics?
3. Why is economics an academic subject?
4. Why is economics a vital discipline?

(B) Exercise 7. Which of the following expresses the main idea of the text best of all?

1. Different economics applications.
2. Economics for citizens.
3. Economics as an academic subject.

(C) Exercise 8. Write the annotation to the text in English.

DISCUSSION

(A) Exercise 1. Give the main points of the text in 4 — 7 sentences. Use the following clichés:

The text deals with... . The author points out that... . Attention is drawn to the fact that... . It is pointed out that.... It should be noted that.... The author comes to the conclusion that.... I find the text rather/ very... .

(B), (C) Exercise 2. Divide the text into several logical parts and entitle them. Find the key sentences in each part.

(B), (C) Exercise 3. Reduce the text to one third of its original length giving the most important information.

(C) Exercise 4. Speak about different applications and the meaning of economics.

TEXT C: MACROECONOMICS AND MICROECONOMICS

ACTIVE VOCABULARY

1.aggregate (v)	составлять, давать в совокупности
2.breakdown (n)	срыв, нарушение
3.commodity (n)	продукт, товар, предмет потребления
4.complicated (adj)	сложный
5.congestion (n)	переполненность
6.devised (v)	разрабатывать, изобретать
7.emphasize (v)	подчеркивать, выделять
8.equilibrium theory (n)	теория равновесия
9.induce (v)	стимулировать, заставлять

10.interaction (v)	взаимодействие
11.macro-economics (n)	экономика в масштабе страны или в глобальном масштабе
12.micro-economics (n)	микроэкономика
13.miner (n)	горняк, шахтер
14.preserve (v)	сохранять
15.proceed (v)	продолжать, возобновлять
16.retain (v)	удерживать, сдерживать
17.simultaneous (adj)	одновременный
18.sophisticate (v)	подделывать, лишать естественности

TEXT C: MACROECONOMICS AND MICROECONOMICS

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

Microeconomic analyses offer detailed treatment of individual decisions about particular commodities.

For example, we might study why individual households prefer cars to bicycles and how producers decide whether to produce cars or bicycles. We can then aggregate the behaviour of all firms to discuss total car purchases and total car production. Within a market economy we can discuss the market for cars. Comparing this with market for bicycles, we may be able to explain the relative price of cars and bicycles and the relative output of these two goods. The sophisticated branch of microeconomics known as a general equilibrium theory extends this approach to its logical conclusion. It studies simultaneously every market for every commodity. From this it is hoped that we can understand

the complete pattern of consumption, production and exchange in the whole economy at a point of time.

If you think this sounds very complicated you are correct. It is. For many purposes, the analysis becomes so complicated that we tend to lose track of phenomena in which we were interested. The interesting task for economics is a task that retains an element of art in economic science, is to devise judicious simplifications which keep the analysis manageable without distorting reality too much.

It is here that microeconomists and macroeconomists proceed down different avenues. Microeconomists tend to offer a detailed treatment of one aspect of economic behavior but ignore interactions with the rest of the economy in order to preserve the simplicity of the analyses. A microeconomic analysis of miners' wages would emphasize the characteristics of miners and ability of mine owners to pay. It would largely neglect the chain of indirect efforts of which a rise of miners' wages might give rise. For example, car workers might use the precedent of the miners' pay increase to secure higher wages in the car industry, thus being able to afford larger houses which burned more coal in heating systems. When microeconomic analysis ignores such indirectly induced effects it is said to be partial analysis.

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

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

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

TEXT-BASED ASSIGNMENTS

LANGUAGE STUDY

(A) Exercise 1. Find international words in the text and translate them.

(A) Exercise 2. Translate the following word combinations. If necessary, consult the dictionary.

labour economists, energy economists, monetary economists, international economists, particular commodities, individual households, general equilibrium theory, detailed treatment, in other circumstances, complete interaction, consumer goods

(B) Exercise 3. Look at the first paragraph again. What words correspond to these definitions:

way of studying a subject
give particular attention to
way of looking at a subject
quoted

(B) Exercise 4. Look at the first paragraph again and say what words have opposite meaning to:

beginning
at different times
simple and uncomplicated

(B) Exercise 5. Look at the first paragraph again. Can you explain the words:

-consumption
-exchange

(B) Exercise 6. Complete these word-building tables.

VERBS	ADJECTIVES	NOUNS
1.		interaction
2.		economy
3.	productive	
4.	manageable	
5.		effect

6. use		
7. preserve		
8. simplify		
9.	interesting	

(C) Exercise 7. Look at paragraph 2 and say which words have the same meaning as:

- pulling out of shape
- pay not enough attention to
- pay no attention to
- think out, plan
- keep safe
- brought about
- showing or having good sense
- keep
- makes easier, less complicated
- as a rule, characteristically
- be sensible
- proceed down different avenues
- to sweep under the carpet
- to lose the track of

(C) Exercise 8. Fill in the gaps using the necessary prepositions. Don't consult the text.

1. Many economists specialize ... a particular branch ... the subject.
2. Labour economics deals ... the problems of the labour market as viewed by firms, workers and society as a whole.
3. We can also classify branches of economics according ... the approach methodology that is used.
4. Comparing this ... market bicycles, we may be able to explain the relative price ... cars and bicycles and the relative output these two goods.
5. Microeconomists tend to offer a detailed treatment ... one aspect ... economic behavior but ignore interactions ... the rest of the economy ... order to preserve the simplicity of the analyses.
6. For example, macroeconomists typically do not worry ... the breakdown of consumer goods cars, bicycles, televisions and calculators.

TEXT STUDY

(B) Exercise 1. Answer the following questions:

1. Do labour economists deal with the problems of labour market?
2. Do urban economists deal with the problems of international economics?
3. Do microeconomic analyses offer a detailed treatment of individual decisions about particular commodities?
4. Does macroeconomics emphasize the interactions in the economy in particular?
5. Are macroeconomics and microeconomics the same things?

(B) Exercise 2. Check your understanding. Answer the following questions:

1. What distinguishes an energy economist from an urban economist?
2. Are the same questions asked in each area of economic life?
3. What is needed before total car purchases and production can be discussed?
4. What does the general equilibrium theory examine?
5. What can be understood from such a study?
6. What happens when an analysis becomes too complicated?
7. What can keep an analysis manageable?
8. What do most microeconomists leave out of their analysis?
9. What does partial analysis ignore?
10. Why would not most macroeconomists make a breakdown of consumer goods?

(B) Exercise 3. Complete the following sentences with suitable words or phrases given below:

1. Many economists specialize in a of the subject.
2. What distinguishes these economists is the segment of in which they are interested.
3. We can also classify branches of economics according to the that is used.
4. Microeconomic analyses offer individual decisions about particular commodities.
5. The sophisticated branch of microeconomics known as extends this approach to its logical conclusion.
5. Macroeconomics emphasizes in the economy as a whole.

particular branch, approach methodology, the interactions, detailed treatment, economic life, a general equilibrium theory

(B) Exercise 4. Put the words and phrases in the right order to make complete sentences.

1. what, they, these, economists, the, is, of, economic, segment, life, in, are, which, distinguishes, interested.
2. methodology, we, classify, of economics, branches, according, to the approach, also that, is, can, used.
3. treatment, microeconomic, individual, offer, detailed, decisions, about, particular, analyses, commodities.
4. logical, the, branch, of, known, as, a general equilibrium, sophisticated, extends, this, approach, theory, to, microeconomics, its, conclusion.
5. it, here, that, proceed, and, macroeconomists, different, down, microeconomists, avenues, is.

(B) Exercise 5. Translate the following into Russian.

1. Labour economics deals with the problems of the labour market as viewed by firms, workers and society as a whole.
2. Urban economics deals with city problems: land use, transport, congestion, and housing, however we need not classify branches of economics according to the area of economic life in which we ask the standard questions what, how and for whom.
3. For example, we might study why individual households prefer cars to bicycles and how producers decide whether to produce cars or bicycles.
4. Comparing this with market for bicycles, we may be able to explain the relative price of cars and bicycles and the relative output of these two goods.
5. Microeconomists tend to offer a detailed treatment of one aspect of economic behavior but ignore interactions with the rest of the economy in order to preserve the simplicity of the analyses.
6. Macroeconomics emphasizes the interactions in the economy as a whole.
7. For example, macroeconomists typically do not worry about the breakdown of consumer goods into cars, bicycles, televisions and calculators.

(B) Exercise 6. Find the key-sentences in the text. Read and translate them.

DISCUSSION

(A) Exercise 1. Answer the following questions:

1. How are the different branches of economics classified?
2. What does microeconomics do?
3. Is the general equilibrium theory part of microeconomics or macroeconomics?
4. Is partial analysis part of microeconomics or macroeconomics?
5. What does macroeconomics do?

(B) Exercise 2. Say if these statements are true or false. Correct the false ones. Give your reasons.

1. Microeconomic analyses don't offer detailed treatment of individual decisions about particular commodities.
2. We must not aggregate the behaviour of all firms to discuss total car purchases and total car production.
3. The sophisticated branch of microeconomics known as macroeconomics extends this approach to its logical conclusion.
4. Microeconomists tend to offer a detailed treatment of one aspect of economic behavior and take into account interactions with the rest of the economy in order to preserve the simplicity of the analyses.
5. Microeconomics emphasizes the interactions in the economy as a whole.
6. Microeconomists typically do not worry about the breakdown of consumer goods into cars, bicycles, televisions and calculators.

(B), (C) Exercise 3. Suppose you are at the students' conference. Speak on:

- who are labour economists
- who are energy economists
- who are monetary economists
- who are international economists.
- what does microeconomic analyses
- what does macroeconomics emphasize

(B), (C) Exercise 4. Suppose you will have to make a report. Speak on:

1. What is microeconomics?
2. What is macroeconomics?

GRAMMAR REVISION

Повторение грамматического материала по теме "Tenses": (Active, Passive)

(A) Exercise 1. Are the underlined parts of these sentences right or wrong? Correct the ones that are wrong.

1. Does your company produce consumer goods?.....
2. When has the increase in wages been?
3. The output of TV-sets has been increased by 15% by 2015.....
4. He runs his own business since he had been a student.....
5. I dream of working for a large corporation when I will grow up.....
6. The meeting was broken up by 6 pm.....

(A) Exercise 2. Read the sentences. Define the tense-form and the voice.

1. Britain's economy is increasingly based on services.
2. Society is a system where people live together in organized communities.
3. The chairman has invited some colleagues to the meeting.
4. The meeting was assembled two days ago.
5. Nowadays politicians are concerned with the problem of disarmament.
6. We have been looking for you for the whole morning.

(B) Exercise 3. Complete the following active and passive voice sentences in the tenses suggested.

1. The matter (to discuss) tomorrow. – Future Simple Passive.
2. An engine (to produce) power by burning air and fuel. – Present Simple Active.
3. Thus the parts of a tractor (to hold) together by different components. – Present Simple Passive.
4. I (to punish) for something I (not to do). – Past Simple Passive; Past Perfect Active.
5. Electric cars (to use) by 75% of the population in 2015 for it (to be) more economical for the country. - Future Simple Passive; Present Simple Active.
6. The evaluate project (to conclude).- Present Perfect Passive.

(B) Exercise 4. Complete the following active and passive voice sentences.

1. Most thing we _____ free in nature. (want, not/be)

2. The size of the company _____ often in terms of its assets. (measure)
3. The number of state owned companies such as telecommunications, water, gas _____ lately. (decrease).
4. They _____ to ensure that the necessary funds are available? (need)
5. Partnerships _____ most often in professions, such as law, medicine, and accounting. (find)
6. Some of these laws, however, _____ in recent yers. (to release)

(B) Exercise 5. Complete the sentences using one of these verbs in the passive voice:

a) concern, publish, examine, determine, call, base;

b) face, have/gather, use, will/affect, make;

a)

1. The first major book on economics Adam Smith's "The Wealth of Nation" _____ in 1776.
2. The concept of welfare _____ with the whole state of well-being.
3. Since the answer to such questions _____ by our elected officials, intelligence requires that we have basic knowledge of economics.
4. In economics problems _____ usually from the social, not from the personal, point of view.
5. This aspect _____ sometimes 'applied economics' or 'policy economics'.
6. All scientists _____ upon facts.

b)

7. The relevant facts _____ recently for us by government agencies.
8. National output is far below the economy's productive potential and we _____ with the problem of unemployment.
9. Words like objectives and targets _____ in management theory.
10. Time difference around the world means that financial news _____ twenty-four hours a day.
11. Businesses _____ be the general economic climate in future.

(B) Exercise 6. Find out the verbs in the Passive Voice and translate the sentences into Russian.

1. The term of 'monetarism' was introduced by Karl Brunner in 1968 and is employed to describe the school of economic thought.
2. When microeconomics analysis ignores indirectly induced effects it is said to be partial analysis.

3. According to the survey, cars are preferred to bicycles by the majority of the population.
4. The consumption of gas has been increased greatly since 2000.
5. The first book on economics was published in 1776.
6. The answer will be given to you in a week.

(B) Exercise 7. Fill in the gaps with the necessary tense-form.

1. Students (to pass) their final exam at the end of a three-year course, when they (to get) their first degree.
2. Plow (to design) to eliminate weeds, to prepare a suitable seedbed and to improve the physical condition of the soil.
3. I (to read) my notes in economics when a friend of mine (to call) me.
4. After I (to finish) repairing the tractor, I (to sit) down to have some rest.
5. The goods (to inspect) now. You (have to wait) a little bit.
6. Weat (to grow) on this field last season.
7. I (to be) sure she (to realize) her mistake in the future. But I (to be scared) that it can (to be) too late.
8. Prices on fuel (to increase) by 2010.
9. A tractor (to be) the most important machine. It (to use) for pulling many kinds of implements, that cultivate, plant, fertilize and harvest.
10. The examination papers (to distribute) among the students by the assistant.

(C) Exercise 8. Change the sentences into the passive.

1. You mustn't use the machine after 5.30 p.m.
2. We had warned him the day before not to go too near the canal.
3. They are mending the shoes at the moment.
4. Someone will drive your car to Edinburgh on Tuesday.
5. They don't allow smoking at this restaurant.
6. You should pay your bill before you leave the hotel.
7. I have told the students about the conference.
8. About thirty million people are watching this programme now.
9. We expect students not to talk during the examination.
10. Someone will blow a whistle if there is an emergency.
11. Someone has moved my computer.
12. They invited two hundred people to the conference.

(C) Exercise 9. Make the following sentences active.

1. The documents had been delivered by him before I came.

2. Economics is taught to us by Mrs. Lee.
3. The report will be sent by him in a fortnight.
4. A lot of books on economics were given to me by the librarian.
5. Economics has been defined by Alfred Marshall as 'the study of a man in the everyday business of life'.
6. The stocks have been bought through a stock broker.

(C) Exercise 10. Translate these sentences from Russian into English.

1. Радио было изобретено Поповым в 1895 году.
2. Здесь не разрешают курить.
3. Он обещает, что перевод будет выполнен вовремя.
4. Современная техника использовалась на этой ферме перед тем, как был собран урожай.
5. Письмо еще не отправлено.
6. План поездки сейчас обсуждается.
7. На этого человека можно положиться.
8. Вас просят к телефону.
9. Когда я пришла, этот доклад как раз обсуждался.
10. Работа будет закончена сегодня к вечеру.

(C) Exercise 11. Make up sentences from the words given below

1. Developed, various, are, of, methods, protection, being, now, plant.
2. Quantities, to, for, raw, requires, great, food, water, agriculture, of, provide, industry, and, materials.
3. This, the, farm, is, most, for, on, crop, used, and, cultivation, breeding, for, machinery, livestock, modern.
4. All, to, fields, drivers', the, the, is, tractor, task, plough up.
5. Farm, a, was, village, dairy, built, year, new, last, this, in.
6. Of, have, varieties, been, different, spring, by, scientists, winter, and, developed, many, wheat.

Повторение грамматического материала по теме “Direct and Indirect Speech. Sequence of Tenses”

(A) Exercise 1. Choose the right variant.

- The professor asked the students if they *understand* / *understood* the definition of economics.
- People didn't realize what *happens* / *was happening* in economy.
- I asked my teacher if the resources *were distributed* / *are distributed* equally.
- The students of our department knew that every economic society *had* / *has* to answer three fundamental questions.
- Can you tell me if all resources *are* / *had been* scarce?
- I told that there *existed* / *exists* many aspects of this problem.

(A) Exercise 2. Pick out the correct variant. There may be more than one correct answer.

- The President promised (that)
 - unemployment will be reduced
 - unemployment was reduced
 - unemployment would be reduced
- The Prime Minister announced last year (that)
 - huge corporations are breaking up
 - huge corporations would be broken
 - huge corporations will be broken up
- The President was sure (that)
 - the Government would make the right decision
 - the Government had made the right decision
 - the Government was making the right decision
- The Professor explained (that)
 - the 1970s and 1980s were a period of political and economic crisis
 - the 1970s and 1980s had been a period of political and economic crisis
 - the 1970s and 1980s are a period of political and economic crisis
- The student said (that)
 - he studied economics at the Business School of London
 - he had studied economics at the Business School of London

c) he has studied economics at the Business School of London

6. The Great American economist Paul said (that)

- every economic society has to answer three fundamental questions
- every economic society had had to answer three fundamental questions
- every economic society had to answer three fundamental questions

(A) Exercise 3. Match the direct and indirect speech expressions.

Model: now - then

DIRECT SPEECH				
here	last week	next week	now	yesterday
today	tomorrow	tonight	this	this morning

INDIRECT SPEECH			
that day	that morning	the next week/the week after	
the day before	the next day	then/that day/right away	
the week before	that night	that/the/last	there

(B) Exercise 4. Look at the underlined parts of sentences. Identify the correct ones and correct the wrong ones. Pay attention to the adverbials and pronouns.

- I pay taxes every year. ____ He informed that he would pay taxes every year.
- Our heavy industry produced different goods last year. ____ He explained that their heavy industry produced different goods the previous year.
- The choices will be evaluated at the next meeting. ____ He assured that he would evaluate the choices at the following meeting.
- I will solve the problem at the next meeting. ____ He informed that he will solve the problem at the next meeting.
- I have missed my lecture in economics. ____ He complained that he has missed his lecture in economics.

(B) Exercise 5. Open the brackets using correct tense-form.

- Economics is the first art which man (to acquire).
- The President declared yesterday that well-being of the population (to increase) by 10 percent the previous year.

3. We realized that there (not, to be) enough resources.
4. I understood that the price I (to pay) for this equipment the previous year (to increase) greatly since that time.
5. We were informed that we (have to) take measures to restrain inflation.

(B) Exercise 6. Transform the following sentences into reported speech.

1. The accountant said: "The doubling of output can lead to economies of scale of up to 30%".
2. The manager said: "The budget has been cut so we'll have to economize".
3. The chief said to me: "Our company has used all the resources that we have". And added: "Now we will have to economize".
4. The boss said: "You've been working hard. Next month your salary will be increased by 15%".
5. "The citizens of our republic deserve living in prosperous society!" the President stated.

(C) Exercise 7. Here are some things that you heard on TV:

1. One of the primary concerns of economics is to increase the wealth of society.
2. The first major book on economics was published in 1776.
3. Scarcity is a permanent characteristic of all human societies.
4. The knowledge of economics may be helpful in running a business.
5. The 1970s and 1980s were a period of political and economic crisis.

But later your teacher says something different to you. What do you say?

One of the primary concerns of economics is to decrease the wealth of society.	But you said that it was to
The first major book on economics will have been published by 2020.	But you said that...
Scarcity is a temporary characteristic of all human societies.	But...
The knowledge of economics may not be helpful in running a business.	But...
The 1970s and 1980s were a period of political and economic progress.	...

(C) Exercise 8. Someone says something to you that is opposite of what they said before. Write a suitable answer beginning with 'I thought you said...'

1. You need to economize in order to keep costs at an acceptable level.
2. Households consume approximately 92% of their disposable incomes.
3. Banks and other financial institutions are using computer technologies now.
4. The manager does a lot of different jobs in the firm.
5. They will hold a meeting at 5 p.m. today.
6. Economics is as old as the human race.

(C) Exercise 9. Find suitable continuation to the principle sentences on the left, making all necessary changes in the sentences on the right according to the rule of Sequence of Tenses.

- | | | |
|-------------------------|-------|---|
| 1. I knew | | a) most problems have important economic aspect |
| 2. We didn't understand | that | b) more and more economists are appearing on the payrolls of large corporations |
| 3. He was sure | why | c) buying second-hand equipment can be a false economy |
| 4. They wanted to know | where | d) the economist's job is to evaluate the choices that exist for the use of resources |
| 5. She explained | if | e) the first major book on economics was published in 1776 |
| 6. The Professor asked | what | f) its not an easy task to distribute goods equally |

7. I wondered	<i>when</i>	g) people have limited resources both in rich and poor countries
8. They didn't know		h) economics was the first art that man acquired
9. She couldn't understand		i) economics is concerned with the behaviour of individuals and institutions
10. It was interesting to find out		j) our elected officials have determined the development of the economy for the next year

(C) Exercise 10. Make up sentences using the words and phrases from the columns:

1. Can you tell me if...	to distribute
2. I didn't know whether...	to equip
3. I wonder if...	to purchase
4. He asked me what...	to compete
when...	to be deprived
how...	to increase
if ...	to take account of something
where..	to require
whether...	to break up

(C) Exercise 11. Translate Russian sentences and match the columns.

1. We were sure that....	производимый товар имел дефекты.
2. Everyone knew that...	на предстоящем референдуме будет предложено сделать поправку к конституции.
3. The manufactures tried to conceal the fact that....	избиратели могут голосованием повлиять на решения политических лидеров государства.
4. The Prime Minister made a speech and announced that...	условия договора будут выполнены в соответствии с графиком.

5. From the news I learned that...	что были приняты меры по обязательному контролю цен и заработной платы, чтоб остановить инфляцию.
6. The President declared that...	в следующем году государство продолжит субсидировать фермеров.
7. At the meeting it was stated that...	необходимо подчиняться требованиям, вызванным экономической нестабильностью.

(C) Exercise 12. Translate into English.

1. Министр финансов заявил, что существует необходимость в увеличении размера пенсии.
2. Преподаватель рассказал на лекции о том, как развивался предмет экономика и о том, что не все люди понимают ее первоначальное предназначение как академической дисциплины.
3. Я сообщил им, что смог справиться с проблемами успешно.
4. Он написал мне в письме, что собирается приобрести небольшой автомобиль, т.к. он будет более экономичен в эксплуатации.
5. Председатель объяснил всем, что бюджет был урезан, следовательно, в следующем году фирма будет вынуждена экономить.
6. Из газет все узнали, что в следующем году ожидается уменьшение уровня безработицы.
7. Из его слов было понятно, что он читал книгу А.Смита «Богатство нации».

Повторение грамматического материала по теме Modal Verbs

(A) Exercise 1. Write the sentences in the interrogative and negative forms.

1. We must be in London today.
2. He can understand what I want.
3. Tom had to repair this tractor.
4. You may change the plan.
5. She ought to be present at the meeting.
6. The students were allowed to stay at this farm for three more days.
7. The manager will be allowed to take part in this competition.

(A) Exercise 2. Put the modal verbs into the past and future tenses:

1. You must use this equipment.
2. The scientists can test their new apparatus in the laboratory.
3. This plant can provide our research institute with a new type of fuel equipment.
4. This scientist may investigate new means of production.
5. Our scientific research laboratory must launch a new programme this year.
6. New tyres of this plant can have the longer period of their durability.
7. He may use these reference books for his report.
8. Nobody can lift this heavy tyre.

(A) Exercise 3. Put in the correct modal verb.

1. I ... go to this conference as I feel better. (can, must, has to)
2. We ... get up early if we don't want to miss the meeting. (must, is to, were to)
3. I advise you to take these documents. They ... be helpful. (may, need, should)
4. The manager ... to write a report for the last conference. (may, had to, ought to)
5. You ... have found this information concerning introduction of new equipment yesterday. (should, can, am to)

(B) Exercise 4. Complete each of the following sentences with the modal verbs: *may, might or must*. Use *may or might* when the event described seems somewhat probable, and use *must* when the event described seems very probable.

1. Although it _____ be true, it seems unlikely.
2. That _____ have been the number 10 bus, because no other bus runs on this street.
3. We _____ have to wait a long time for a bus, because they do not run very frequently.
4. That _____ be the right answer; there is no other possibility.
5. Tell me your problem; I _____ be able to help you.
6. It _____ have been he who answered the phone, because no one else was at home.
7. Since we have never been to this store before, we _____ have difficulty finding what we want.
8. You _____ be pleased that you are doing so well in your new job.
9. I _____ harvest the crops tomorrow; it depends on the weather.
10. Although he is a very careful worker, it is possible that he _____ have made a mistake.

(B) Exercise 5. Put in the correct modal verb. All the verbs are given below.

1. We ... introduce many fertilizers to enrich the soil.
2. The usefulness of animals domesticated ... vary.
3. Yields ... be increased by applying proper soil management practices.
4. Plants ... be well cared for and grown under suitable conditions.
5. It is important that all the machinery ... be in order.
6. We ... use water more efficiently in industry, towns and cities, in agriculture and irrigation.
7. Animal fat ... be processed and made into livestock feed and soap.
8. Plants that require little sunlight ... grow on tropical forest soils.
9. The weather ... be fine tomorrow.
10. To have good crops a farmer work much.

have to (2), may (2), can (3), must, should (2)

(B) Exercise 6. Translate the sentences into Russian.

1. The students planted many trees near the University and are to plant still more.
2. Fertilizers used in modern agriculture may be subdivided into organic and mineral.
3. Farmers will be able to grow in desert cotton and other crops which require high temperature.

4. The farmers must be provided with the necessary equipment for their work.
5. To get reliable crops a farmer should apply many fertilizers.
6. The task of all the people on the earth is to use available fresh water without polluting it.
7. Low yields may often result from too low temperature and abnormally dry weather.
8. Man cannot influence climatic conditions.
9. If you decide to become a mechanic engineer, you must have a real interest in the things on the farm.
10. The equipment should be automatically controlled.
11. All these factors have to be put together to make the farming system work successfully.
12. This may be corrected only by the construction of expensive drainage systems.
13. The lack of one or more elements can cause stunted animals, less milk, fewer eggs and animal diseases.
14. The engineer demanded that the new tractor should be tested.

(B), (C) Exercise 7. Complete the sentences with modal verbs. Several answers may be correct.

A: I want to deposit these checks in my savings account, please.

B: Of course, _____ you please write your name on the back? _____ you fill out a deposit slip? And _____ I have your passbook?

A: Sure. And _____ you also check my balance?

B: Certainly.

(C) Exercise 8. Put in *will have to, must, having to, has to, should, had to, have to and should have*.

ARIJABA!

The post office in Britain is famous for getting letters and parcels to their destinations. The problem is that the public... observe the rules. For example, we ... put a stamp on a letter. If we don't, the recipient ... pay double. We often see the sign ALL LETTERS... BE CORRECTLY ADRESSED. These days, this means ... use postcodes. If you didn't use a postcode, it's no good complaining that your letter ... arrived sooner. Parcels are a problem because they... be correctly packaged. If Aunt Sophie is going to send you a jar of your favourite jam, she ... wrap it up well. The most important thing we ... do is to address our

letters and parcels legibly and correctly. This means clear handwriting and correct spelling. What we ... do and what we actually do are often miles apart. Recently, the Post Office ... deliver a letter which showed a name followed by the word ARIJABA. What is this, do you think? Arabic? Hindustan? Wrong both times? Say it out loud and you'll see it's just misspelt English: HARWICH HARBOUR!

(C) Exercise 9. Translate the sentences into English

1. Директор мог бы прийти пораньше, если нужно.
2. Можете остаться, если хотите.
3. Вам обязательно нужно пойти на конференцию.
4. Непременно нужно прочитать этот отчет.
5. Штраф не должен превышать 20 долларов.
6. Вам следует выполнять свой долг.
7. Ему надо было бы быть брокером.
8. По всей вероятности они не придут на собрание.
9. Так как я должен был сделать доклад, мне пришлось взять выходной.
10. Не могли бы Вы сказать мне, где я могу увидеть управляющего.
11. Он готов был уволиться немедленно.
12. Не хотите этого делать – не нужно!
13. Вы могли бы принести счет раньше!
14. Мы должны подчиняться законам.
15. Он, должно быть, допустил ошибку.

2. ЗАДАНИЯ ПО УПРАВЛЯЕМОЙ САМОСТОЯТЕЛЬНОЙ РАБОТЕ СТУДЕНТОВ И РЕКОМЕНДАЦИИ ПО ИХ ВЫПОЛНЕНИЮ

Задание.

Репродуктивный уровень.

Прочитайте следующие тексты: "**Profession of an Economist**" и "**Supply and Demand**". Выпишите из этих текстов предложения, которые передают главную идею текста так, чтобы получилось небольшое связное сообщение на тему "Profession of an Economist" и коротко дайте ответ на вопросы: "What is supply?", "What is demand?".

Продуктивный уровень.

Прочитайте и сделайте реферирование следующих текстов: "**Profession of an Economist**" и "**Supply and Demand**". Напишите сообщение на тему "Profession of an Economist" и "Supply and Demand". Объем работы - не менее 20 предложений.

Творческий уровень.

Прочитайте и сделайте реферирование следующих текстов: "**Profession of an Economist**" и "**Supply and Demand**". Напишите сообщение на тему "Profession of an Economist". В этой работе проведите сравнительный анализ профессии экономиста и какой-либо другой профессии. Объем работы - не менее 30 предложений. Защита работы - в устной форме на последнем практическом занятии в рамках предварительного контроля.

Дополнительный материал SUPPLEMENTARY TEXTS

Agriculture and the Economy

From the nation's earliest days, farming has held a crucial place in the American economy and culture. Farmers play an important role in any society, of course, since they feed people. But farming has been particularly valued in the United States. Early in the nation's life, farmers were seen as exemplifying economic virtues such as hard work, initiative, and self-sufficiency. Moreover, many Americans - particularly immigrants who may have never held any land and haven't had ownership over their own labor or products - found that owning a farm was a ticket into the American economic system. Even people who moved out of farming often used land as a commodity that could easily be bought

and sold, opening another avenue for profit. The American farmer has generally been quite successful at producing food.

Indeed, sometimes his success has created his biggest problem: the agricultural sector has suffered periodic bouts of overproduction that have depressed prices. For long periods, government helped smooth out the worst of these episodes. But in recent years, such assistance has declined, reflecting government's desire to cut its own spending, as well as the farm sector's reduced political influence.

American farmers owe their ability to produce large yields to a number of factors. For one thing, they work under extremely favorable natural conditions. The American Midwest has some of the richest soil in the world. Rainfall is modest to abundant over most areas of the country; rivers and underground water permit extensive irrigation where it is not. Large capital investments and increasing use of highly trained labor also have contributed to the success of American agriculture. It is not unusual to see today's farmers driving tractors with air-conditioned cabs hitched to very expensive, fast-moving plows, tillers, and harvesters. Biotechnology has led to the development of seeds that are disease- and drought-resistant. Fertilizers and pesticides are commonly used (too commonly, according to some environmentalists). Computers track farm operations, and even space technology is utilized to find the best places to plant and fertilize crops. What's more, researchers periodically introduce new food products and new methods for raising them, such as artificial ponds to raise fish.

Farmers have not repealed some of the fundamental laws of nature, however. They still must contend with forces beyond their control -- most notably the weather. Despite its generally benign weather, North America also experiences frequent floods and droughts. Changes in the weather give agriculture its own economic cycles, often unrelated to the general economy.

Calls for government assistance come when factors work against the farmers' success; at times, when different factors converge to push farms over the edge into failure, pleas for help are particularly intense. In the 1930s, for instance, overproduction, bad weather, and the Great Depression combined to present what seemed like insurmountable odds to many American farmers. The government responded with sweeping agricultural reforms - most notably, a system of price supports. This

large-scale intervention, which was unprecedented, continued until the late 1990s, when Congress dismantled many of the support programs.

By the late 1990s, the US farm economy continued its own cycle of ups and downs, booming in 1996 and 1997, then entering another slump in the subsequent two years. But it was a different farm economy than had existed at the century's start.

Farming As Big Business

American farmers approached the 21st century with some of the same problems they encountered during the 20th century. The most important of these continued to be overproduction. As has been true since the nation's founding, continuing improvements in farm machinery, better seeds, better fertilizers, more irrigation, and effective pest control have made farmers more and more successful in what they do (except for making money). And while farmers generally have favored holding down overall crop output to shore up prices, they have balked at cutting their own production.

Just as an industrial enterprise might seek to boost profits by becoming bigger and more efficient, many American farms have gotten larger and larger and have consolidated their operations to become leaner as well. In fact, American agriculture increasingly has become an "agribusiness," a term created to reflect the big, corporate nature of many farm enterprises in the modern US economy. Agribusiness includes a variety of farm businesses and structures, from small, one-family corporations to huge conglomerates or multinational firms that own large tracts of land or that produce goods and materials used by farmers.

The advent of agribusiness in the late 20th century has meant fewer but much larger farms. Sometimes owned by absentee stockholders, these corporate farms use more machinery and far fewer farm hands. In 1940, there were 6 million farms averaging 67 hectares each. By the late 1990s, there were only about 2.2 million farms averaging 190 hectares in size. During roughly this same period, farm employment declined dramatically -- from 12.5 million in 1930 to 1.2 million in the 1990s - even as the total US population more than doubled. In 1900, half of the labor force were farmers, but by the end of the century only 2 percent worked on farms. And nearly 60 percent of the remaining

farmers at the end of the century worked only part-time on farms; they held other, non-farm jobs to supplement their farm income. The high cost of capital investment - in land and equipment - makes entry into full-time farming extremely difficult for most persons.

As these numbers demonstrate, the American "family farm" -- rooted firmly in the nation's history and celebrated in the myth of the sturdy yeoman - faces powerful economic challenges. Urban and suburban Americans continue to rhapsodize about the neat barns and cultivated fields of the traditional rural landscape, but it remains uncertain whether they will be willing to pay the price - either in higher food prices or government subsidies to farmers - of preserving the family farm.

Supply and Demand

Concept and interaction

Teach a parrot to say "Demand and supply" and you will have an economist. There is a strong element of truth in this quip because in fact the simple tools of demand and supply can take one far in understanding not only specific economic issues, but also the operation of the entire economic system.

A market is defined as an institution or mechanism which brings together buyers (demanders) and sellers (suppliers) of particular goods and services. The interaction of demand and supply for immense variety of human and property resources establishes the price for each. Markets assume a wide variety of forms. The corner gas-station, the fast-food outlet, the local Hi-Fi shops-all are familiar markets. The London or New-York Stock Exchange and the Chicago Board of Trade are highly sophisticated markets where buyers and sellers of stocks and bonds and buyers and sellers of farm commodities, respectively, from all over the world are brought into contact with one another. Similarly, auctioneers bring together potential buyers and sellers of art, livestock, used farm equipment, and, sometimes, real estate.

The concepts of demand and supply may be explained in the context of a market for computers. Demand may be defined as willingness and ability of buyers to purchase a product or service. It seems obvious that the demand for computers is inversely related to the price. According to the law of demand, consumers will ordinarily buy large quantities or

units of products at a low price than they will at a high price. Therefore, other things being equal (promotion by advertising, availability of loans) the relationship between price and quantity demanded is negative or inverse and demand graphs as a downsloping curve.

Supply is defined as the willingness and ability of producers to offer a commodity or service for sale. The law of supply says that, other things being equal, producers will offer more of a product at a high price than they will at a low price. As a result, the relationship between price and quantity supplied is a direct one and a supply curve is upsloping.

Supply and demand schedules are "if-then" schedules, they state that if market price is so-and-so then quantity supplied (or demanded) in the period is so- and- so. Economists use the term "elasticity" to describe the responsiveness of one variable (for example, supply and demand) to another variable (price). Thus, the price elasticity of supply (ES) or demand (ED) can be determined as follows:

$$\text{ES (or ED)} = \frac{\text{Change in quantity supplied (or demanded) (\%)}}{\text{Change in price (\%)}}$$

This value varies between zero and infinity. Three ranges are identified:

- elastic, very responsive to price changes-greater than 1;
- unit elasticity;
- inelastic, not very responsive to price changes-less than 1.

The price at which goods are sold is determined by the interaction of both demand and supply. At a price of \$ 400 per unit, the total market demand is the largest.

This is an equilibrium price, i.e. the price at which the demand is equated with the supply.

Profession of an Economist

As it follows from the definition of Economics, economists are engaged in the study of behavior of individual households and institutions in the process of production, distribution and consumption of wealth.

Academic economists engage in teaching, writing and doing research in colleges and universities. They also write textbooks and journal articles, develop and test new theoretical models provide consulting to government and business and engage in a variety of other profes-

sional activities. They formulate economic principles which are useful in the establishment of policies designed to solve economic problems.

Business economists study microeconomic behavior of consumers, producers and resource suppliers, determine price in output and market, forecast sales and costs, monitor economic efficiency and general market equilibrium, help firms anticipate government policy. Some business economists prepare their arguments to try to affect tax laws, regulations, etc., which are important for particular kinds of business and industries. They use the general knowledge of economic behavior in defining remedies or solutions for correcting and avoiding a specific economic problem.

Government economists perform a variety of tasks in analyzing policy developments, forecasting tax revenues and interest rates, economic growth and employment rates, monitoring the balance of trade, etc. Also, they analyze who gains and who loses from particular changes, compute total output and perform other necessary tasks in the public sector.

Economists are concerned with how individuals behave in making economic choices as a consumer, a worker, an owner or manager of business, a citizen or a public official. Understanding the process of making choices and the costs that go with them is essential for an economist.

The typical or representative, individual person making economic choices is regarded in some behavior models as the practical economist. It means a non-professional economist, not a practitioner.

This typical person is assumed to know, where his or her self-interest lies and pursue that interest. Self-interested behavior does not necessarily imply selfishness. Many people derive satisfaction out of helping others, serving the community or making the world better place to live in.

The practical economist is a maximizer, i.e. he wants to get as much as possible out of the limited available resources. Sometimes maximizing can take the form of minimizing or choosing among several satisfactory alternatives on the basis of the lower costs. Also, the practical economist chooses at the margin which implies deciding whether the benefits of an extra amount of a good is worth its cost. The practical economist responds to incentives, i.e. factors that motivate and influence human behavior (wages, profit, satisfaction costs, rents, fee, tax and so on). In short, the practical economist is in charge of making choices at the margin allocating scarce resources among competing uses, calculating opportunity costs, engaging in self-interested maximizing behavior and responding to incentives.

3. ПРИМЕРЫ РАЗНОУРОВНЕВЫХ ЗАДАНИЙ ДЛЯ КОНТРОЛЯ РЕЗУЛЬТАТОВ ИЗУЧЕНИЯ СОДЕРЖАНИЯ ТЕМЫ

Методические рекомендации к разноуровневым контрольным заданиям.

Следующие задания промежуточного контроля знаний предназначены для определения уровня владения изученным лексико-грамматическим материалом по теме “ Экономика сельского хозяйства ”. Максимальная оценка знаний на 1 уровне (А) – 6 баллов, на 2 уровне (В) – 8 баллов, на 3 уровне (С) – 10 баллов.

Задания необходимо выполнять в том порядке, в каком они даны в тесте. Exercises 1-4 выполнять в виде ключа. Предложения в Exercise 5 написать полностью.

Образец промежуточного лексико-грамматического теста по теме “ Экономика сельского хозяйства ”

Exercise 1. Match the word in A and its antonym (opposite) in B.

A. 1. income 2. to distribute 3. to reduce 4. unemployment 5. plentiful

B. a) employment b) poor c) expense d) to increase e) to collect

Exercise 2. Choose the correct variants from the words given in brackets.

1. The current account is confusing partly because it (is defined, are defined) in different ways.
2. A country that invests more than it saves (is obtained, obtains) resources from abroad.
3. The company (economizes, economized) on salaries last year.
4. Any definition (takes, is taken) account of the guiding idea in economics which is scarcity.
5. Mr. Jonhson (is being interviewed, is interviewed) at the moment.

Exercise 3. Paraphrase the words or phrases in italics

1. Prices on oil *have grown up* recently.
2. Our collective farm is going *to buy* new machinery next season.
3. The company *needs* new investments.
4. Should we continue *to support* farmers?
5. My *duty* is to gather and interpret information.

Exercise 4. Fill in the gaps with correct forms of the verbs in the box.

to break up	to expect	to equip	to help	to evaluate
-------------	-----------	----------	---------	-------------

1. The knowledge of economics..... in running a business.
2. The prices to be discussed during tomorrow's meeting.
3. The chairman declared that the results of the campaign..... in a week.
4. The meeting..... by 6 pm yesterday.
5. Our office with modern computers and other facilities.

Exercise 5. Complete these sentences with the right word in brackets.

1. She (изучала экономику) at Oxford.
2. (Товары не поделены) equally.
3. Economics (это академический предмет) .
4. The purchasing power of the dollar (обычно сопровождается инфляцией).
5. By wealth the economist means all the real physical assets (которые образуют наш уровень жизни).

Образец итогового лексико-грамматического теста по теме “ Экономика сельского хозяйства ”

Exercise 1. Find the synonyms of the words

A: 1. commodities, 2. interaction, 3. social, 4. reason, 5. connotation
B: a) cause, b) connection, c) goods, d) work together, e) communicative

Exercise 2. Complete the sentences with the right word from the brackets.

1. Rice (are growing, is grown, grown, were growing) in this area.
2. These goods (import, imported, will be imported, are importing) from Russia.
3. Five principles of machinery (were listed, listed, listing, will list) in this book.
4. This question (to discuss, was discussed, will discuss, was discussing) at the meeting yesterday.
5. The vice-president (should, had to, must, could) sign the document as the president was abroad.

Exercise 3. Complete sentences with the words from the box.

limited resources, business, resources, alternative, reduction, inflation

1. There are not enough ... to fill everyone's wants.
2. Another ... definition of economists is that it is the study of wealth.
3. He runs his family...
4. There are.... both in developed and developing countries.
5. ...always accompanies ... in the purchasing power of the dollar.

Exercise 4. Translate into Russian.

1. The equipment should be automatically controlled.
2. The farmers must be provided with the necessary equipment for their work.
3. What goods are to be produced with scarce resources?
4. The unique properties of money were spoken about at the seminar.
5. Man cannot influence climatic conditions.

Exercise 5. Translate the words given in the brackets.

We (1. получили) your letter of January 10, this year, asking us to grant you a discount of 25 % off the price which we quoted in our Draft Contract for the (2. доставка) of equipment and materials for the extension of the plant. In doing so, you refer to our contract for the delivery of equipment and materials for the construction of the first stage of the plant. We regret to inform you, that we (3. не можем согласиться (пойти навстречу)) your request for the following reason: you think that in the 6 years since (4. подписания) the Contract the prices for this kind of equipment have gone up by 20% however according to the price indexes put out in the FRG, USA and UK the average (5. ежегодный) price rise for machines and equipment makes 8-10 %, i.e. 48-60% in 6 years which correspond the 60 percent price rise indicated in the draft contract.

4. КЛЮЧИ К И ТЕСТАМ

Ключи к заданиям лексико-грамматического промежуточного теста

Ex-1	Ex-2	Ex-3	Ex-4	Ex-5
1-c 2-e 3-d 4-a 5-b	1- is defined 2- obtains 3- economized 4- takes 5- is being interviewed	1- have increased 2- to purchase 3- requires 4- to subsidize 5- job	1- helps 2-are expected 3-will be evaluated 4-had been broken up 5-is equipped	1- studied economics 2- Goods are not distributed 3- is an academic subject 4- is usually accompanied by inflation. 5- which make up our standard of living

Ключи к заданиям лексико-грамматического итогового теста

Ex-1	Ex-2	Ex-3	Ex-4	Ex-5
1- c 2 -d 3 -e 4 -a 5 -b	1. is grown; 2. will be imported; 3. were listed; 4. was discussed; 5. had to.	1. re-sources; 2. alternative; 3. business; 4. limited resources; 5. inflation, reduction	1. Оборудование следует контролировать автоматически. 2. Фермеры должны быть обеспечены необходимым для работы оборудованием. 3. Какие товары производят из дефицитных ресурсов? 4. На семинаре говорилось об уникальных качествах денег. 5. Человек не может влиять на климатические условия.	1. have received; 2. delivery; 3. can't meet; 4. signing; 5. annual.

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Составители:

Смольская Вера Николаевна,
Ефименко Юлия Дмитриевна

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