

*Н.М. Дюканова*

# АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ЭКОНОМИСТОВ

---

УДК 802.0

ББК 81.2Англ  
Д95

Рецензенты:

*Перри Колодзи (Perry Kolodzy)* — доцент Международного христианского университета в г. Киеве;

*Л.В. Кулин* — канд. филол. наук, доцент, зав. кафедрой английского языка МГУ.

**Дюканова Н.М.**

Д95 Английский язык для экономистов: Учеб. пособие. — М.: ИНФРА-М, 2006. - 320 с. — (Высшее образование).

ISBN 5-16-002361-5

Состоящее из двух частей учебное пособие включает как разделы, освещающие культуру и традиции англоязычных стран, так и разделы, непосредственно относящиеся к сфере бизнеса — маркетинг, бухгалтерский учет, финансы. Рассматриваются такие важные темы, как написание научного доклада, статьи, аннотации и реферата, делового письма. Вторая специальная часть пособия направлена на развитие навыков аналитического чтения и перевода оригинальных экономических текстов.

В основу пособия положен современный аутентичный материал, охватывающий основные направления специализации экономистов, с учетом современных требований.

Для студентов высших и средних специальных учебных заведений экономического профиля, а также для широкого круга лиц, изучающих деловой английский язык.

**ББК 81.2Англ**

ISBN 5-16-002361-5 \_\_\_\_\_ ©Дюканова Н.М., 2006

ЛР№ 070824 от 21.01.93

Сдано в набор 15.01.2005. Подписано в печать 25.08.2005.

Формат 60х90/16. Печать офсетная.

Бумага офсетная. Уч.-изд. л. 18,94. Усл. печ. л. 20,0.

Тираж 100 000 экз. (1 - 3000 экз.) Цена свободная.

Заказ № 1814.

Издательский Дом «ИНФРА-М»

127214, Москва, Дмитровское ш., 107.

Тел.: (095) 380-05-41, 380-05-43, 380-05-40.

E-mail: [books@infra-m.ru](mailto:books@infra-m.ru)

<http://www.infra-m.ru>

Отпечатано в полном соответствии с качеством предоставленных диапозитивов в ОАО "Тульская типография".  
300600, г. Тула, пр. Ленина, 109.

## Предисловие

Данное учебное пособие предназначено для студентов и аспирантов высших и средних учебных заведений, где изучаются экономические дисциплины. Таким образом, спектр его применения очень широк. Предполагается, что студент владеет английским языком в объеме средней школы. Это приблизительно соответствует уровню Intermediate. Пособие состоит из двух частей, каждая из которых содержит 20 уроков.

Первая часть носит сугубо практический характер. Она составлена в полном соответствии с требованиями общеобразовательной программы подготовки экономистов Российской Федерации. В этой части содержатся сведения, которые были бы полезны студентам любого вуза, т.е. языковой минимум образованного человека, а также информация о культуре англоязычных стран, речевом этикете, работе с литературой. Структуру каждого раздела составляют основной текст по теме урока, комментарий, лексические и грамматические упражнения, а также тексты и диалоги, дополняющие или иллюстрирующие тему урока. Часть заданий снабжена ключами.

Во второй части содержится чисто экономическая информация с комментарием. Тексты отобраны не случайно. Построение этой части пособия преследует цель предложить стройную систему знаний в той последовательности и минимальном объеме, в которой экономика излагается в зарубежных учебниках. Предлагаемые материалы можно использовать как в аудиторной работе, так и для домашнего чтения. Перевод терминов дается в редакции «Экономики» Фишера С, Дорнбуша Р., Шмалензи Р. (М.: Дело, 1999). Приложение к книге составляет англо-русский словарь экономических терминов.

Предполагается, что на работу с каждым уроком потребуется 6—3 академических часов, или 240—320 часов на все учебное пособие. Конечная цель работы над книгой — понимание смысла текстовых материалов, умение ответить на вопросы и воспроизвести прочитанное, овладение современной деловой лексикой. Грамматический материал сводится к обзорным тестам, охватывающим все темы программы TOEFL (Test of English As Foreign Language). Предполагается, что в процессе обучения студенты будут параллельно использовать другие учебники по грамматике английского языка.

Данное пособие может быть использовано преподавателями, студентами и аспирантами: « как полный курс делового английского языка,

- как дополнение к базовому курсу английского языка для тех, кто интересуется экономикой,
- как сборник упражнений к курсу делового английского языка,
- как самоучитель,
- как практический курс для закрепления материала у лиц, уже прошедших начальный курс делового английского языка.

Автор благодарна Перри Колодзи (Perry Kolodzy) за редактирование английской части книги. В книге использован американский вариант английского языка.

Любые замечания по содержанию книги будут приняты автором с благодарностью.

## I. ОБЩАЯ ЧАСТЬ

### АНГЛОЯЗЫЧНЫЕ СТРАНЫ: КУЛЬТУРА И ТРАДИЦИИ

I. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

#### English-Speaking Countries: Culture and Traditions

The word "culture" has different meanings. It often refers to music, literature, art, and higher education. It also means the customs of a society and the way in which people interact with each other.

Every culture has certain basic ideas which everyone accepts for granted. These are fundamental things that everyone "knows" from his or her childhood, and which are automatic to the people who live in that culture. They include everything from the common courtesies and details of daily life to the deeper issues of a person's place in society, of family, of life and death.

When a person enters a new culture, the basic customs and ideas that he or she automatically accepted may no longer be true. The person faces a new set of customs and attitudes to try to understand. Let us learn some elements of English-speaking countries' culture and traditions.

Introducing yourself there is very simple: you state your name, where you live and your occupation. In a formal situation use your first and last names. At a party or in a social setting, use your first name only. Men are introduced to women, young people to older ones, old friends to newcomers, and young girls to married. Usually women are not presented to a man.

When introducing one says something like: "Mrs. Smith, may I introduce Mr. Brown" and then turning to Mrs. Smith simply says "Mrs. Smith". The usual response to the introduction is "How do you do?" which is a kind of greetings and not a question — very formal. One can say something less formal: "Nice to meet you," "I am glad to meet you," or "Happy to have

met you." If you do not know a person's name, say "Sir" to a man or "Madam" to a woman. If a lady's marital status is unknown, she should be addressed as Ms [miz]. However, it would be much more civilized to learn a person's name and say: "Nice to meet you, Ms. Brown." People usually shake hands firmly especially when formally introduced, but they do not always shake hands with people they see often.

Certain types of behavior are expected in English-speaking countries. American identity is much bound up with home origins. Conversations between two Americans meeting abroad will commonly include an early focus on the home states or colleges, whereas this is unlikely with two Britons (assuming they talked to each other at all). Nicknames are much more often used in the USA than in Britain.

People in both countries consider time as an expensive object or material. They talk about it in many different ways. They save it, waste it, spend it, kill it. They have free time, leisure time, spare time. They invest in it and carefully budget it. Then never be late. It is not the custom to drop in on acquaintances without calling. Be polite and friendly in public places. Phrases like "Excuse me" and "I am sorry" are used far more frequently than in Russia. People there are also very concerned with grooming. Daily showers and a fresh set of clothes are the norm. Never ask persons their age. Smile and people will smile with you.

#### II. Ответьте на вопросы.

1. What are the two meanings of the word "culture"?
2. How do you address strangers?
3. Introduce yourself formally.
4. Introduce yourself informally.
5. What can a person do with his/ her time?
6. Is it necessary to make appointments in Russia? When is it necessary? When isn't it necessary?

#### Комментарий

#### III. Запомните эти слова и составьте с ними предложения.

<i>Nouns</i>	<i>Существительные</i>
introduction	официальное представление
first / Christian / given name	имя
surname/ second/ last/ family name	фамилия

<i>Nouns</i>	<i>Существительные</i>
patronymic/ middle name	отчество
custom	1) обычай; 2) клиентура
courtesy	вежливость, учтивость
issue	спорный вопрос
attitude	отношение к чему-либо
response	ответ, реакция
behavior	поведение
leisure	досуг
acquaintance	1) знакомый, 2) знакомство
associate	коллега, партнер, товарищ
grooming	уход за внешностью
<i>Verbs</i>	<i>Глаголы</i>
accept	принимать, соглашаться
accept (take) for granted	считать само собой разумеющимся
face	стоять перед лицом чего-либо
introduce	1) представлять; 2) вносить на рассмотрение
save	1) экономить; 2) беречь
waste	расточать, истощать
spend	тратить, расходовать
drop in (into)	заглянуть, зайти куда-либо
be concerned with something	быть озабоченным чем-либо
<i>Adjectives &amp; Adverbs</i>	<i>Прилагательные и наречия</i>
acceptable	приемлемый
accepted	общепринятый, признанный
free	1) свободный; 2) бесплатный
spare	1) свободный; 2) запасной
well-bred	хорошо воспитанный
ill-bred	плохо воспитанный

IV. Запомните толкование этих слов на английском языке.

Courtesies (n)	polite behavior
Attitude (n)	opinion about something
Routines (n)	habits

Foreigner (n)	citizen or native of another country
Stranger (n)	unfamiliar person
Leisure time (n)	free or unoccupied time
Spare time (n)	free or extra time
Notify (v)	inform
Interact (v)	communicate verbally or nonverbally with others
Invest time (v)	spend time in order to increase future profit
Budget time (v)	plan for future use of time
Efficient (adj)	economical or proper use
Frequently (adv)	often

### Практика

V. Сопоставьте каждое слово из левой колонки с его синонимом из правой колонки.

punctually	proof
take for granted	ability
affirmation	exactly
acceptance	importance
capability	accept for granted
significance-	request
demand	recognition

VI. Бегло прочитав текст, выберите правильный вариант ответа.

The southeastern-most county or shire of England, running from London to the Channel, is Kent. Historically, this is the core of English history, with Dover — the principal access to the continent, Canterbury — the home of the English Church, and the Thames ports on its north border — the center of sea power and trading prosperity. It is one of the Home Counties and is often called the Garden of England both for its agricultural riches and for the lovely rolling hills in the North Downs that for many are the visual image of England itself, figuring in numberless works of literature.

Kent is \_\_\_\_\_  
 (A) the home of the English Church  
 (B) the center of trading prosperity

- (C) the core of English history
- (D) the main access to the continent.

VII. Напишите Ваш ответ на следующие вопросы и реплики.

1. Could you spare me a few minutes?
2. Can you do me a favor?
3. Have a good weekend.
4. I don't think it's worth waiting for him, do you?
5. You 'd better hurry up or you'll be late.
6. I am sorry, I must have got the wrong number.
7. I would like to raise a question about our plans for tomorrow.
8. I am unable to answer your question.
9. Mr. Jones gave the answer at only one point.
10. I agree entirely with what Mr. Jones has stated. And you?
11. Do you agree with the statement: "An Englishman is very reserved and quiet"?
12. I expect you're rather tired after your long journey.
13. I suppose we should leave now.
14. Can I ask you a question?

VIII. Исправьте неправильные реплики.

1. Sorry, I interrupted you. — You are welcome.
2. How about a drink? — Don't mention it.
3. Thanks for the lovely evening. — That's all right.
4. Best of luck in your new job. — Thank you very much.
5. I didn't get the job. — That's true.
6. Could you hand me that file? — Of course. Here you are.
7. Do you mind if I smoke? — No, of course not.
8. I think it is going to rain. — Not at all.
9. Thank you for a delicious meal. — Glad you enjoyed it.
10. How about something to eat? — Yes, of course.
11. You must come round for dinner. — Really?
12. Do you mind if I open the window? — I'd rather you didn't.
13. My car broke last night. — Certainly.
14. Our team's lost the match. — Never mind. Better luck next time.
15. Would you like to come to dinner? — Don't worry.

IX. Выучите на память следующие диалоги.

#### Formal Invitation

*Bill:* Hello, Mr. Jones. This is Bill Stanley speaking.

*John:* Oh, hello, Mr. Stanley.

*Bill:* How are you enjoying your stay in our country?

*John:* I am enjoying it very much, thank you.

*Bill:* By the way, are you doing anything tomorrow night?

*John:* Nothing special as far as I know.

*Bill:* Well, would you care to join us for dinner?

*John:* Yes, with pleasure.

*Bill:* Fine. I'll come round at about seven and pick you up at your hotel.

*John:* That would be very nice, thank you.

#### Informal Invitation

*John:* Hello, Bill! I've been looking all over for you.

*Bill:* Oh, hi, John. What's up?

*John:* Well, Vicky and I are having some people over Friday night.

I wonder if Susan and you would like to come.

*Bill:* Oh, sounds great. What time do you suppose?

*John:* Um, around seven.

*Bill:* Can I bring anything?

*John:* It's basically a wine and cheese and if you want to bring a bottle — that would be fine. Oh, dress casually — it won't be anything fancy.

Do you have our address?

*Bill:* No, come to think of it, I don't. Just a minute, I'll get a pen.

X. Переведите предложения на английский язык.

1. Слово «культура» понимают по-разному. 2. Когда человек попадает в новую социальную среду, он сталкивается с новыми для него нормами поведения. 3. Существуют правила, как знакомить людей друг с другом. 4. Мы знаем, как обращаться к незнакомым людям. 5. Известны ли Вам основные нормы поведения в англоязычных странах? 6. Американцы гораздо чаще используют прозвища, чем англичане. 7. Американцы любят говорить о своем доме, образовании и достижениях. 8. Деловые люди всегда пунктуальны. 9. Работая или отдыхая вместе с носителями языка, будьте вежливы и дружелюбны. 10. Улыбайтесь, и люди обязательно улыбнутся Вам в ответ.

Тест

XI. Из четырех предложенных вариантов выберите единственно правильный.

1. Rick would like to find . . . really good job.  
A. a  
B. the  
C. an  
D. -
2. They didn't... a word about their plans.  
A. tell  
B. talk  
C. speak  
D. say
3. I wonder when she . . . tomorrow.  
A. would come  
B. will come  
C. comes  
D. coming
4. The bill isn't... as I thought it would be.  
A. such expensive  
B. expensive  
C. so expensive  
D. more expensive
5. Nobody . . . Julia to arrive so late.  
A. expected  
B. waited for  
C. looked for  
D. looked forward
6. If it ... so late I would have called you.  
A. has not  
B. had not been  
C. had not  
D. was not
7. The board ... all my suggestions.  
A. given up  
B. turned down  
C. refused  
D. put down
8. We have traveled a lot... by train and by car.

- A. either  
B. or  
C. both  
D. -
9. Modern English began ... the fifteenth century.  
A. at  
B. by  
C. from  
D. in
10. Peter has looked very excited...  
A. lately  
B. the other day  
C. one of these days  
D. the following week
11. I'm thirsty, I'd like some mineral water, but we haven't got...  
A. some  
B. any  
C. nothing  
D. anything
12. The manager told his secretary . . . at work.  
A. don't smoke  
B. not to smoke  
C. not smoke  
D. no smoking
13. The meeting was cancelled . . . heavy snowfall.  
A. as a result  
B. although  
C. due to  
D. because
- H. Vicky asked Mom . . . while she was on the phone.  
A. don't talk  
B. not to talk  
C. didn't talk  
D. not talk
15. Ann went to England ... she could improve her English.  
A. in order  
B. owing  
C. so that  
D. although
16. I'm really interested in Economics.... I. A.  
So do

- B. Neither  
 C. Neither am  
 D. So am
- 17.1... stamps since Christmas.  
 A. have been collecting  
 B. was collecting C am collecting D. collected
18. The committee insisted ... making decision at once.  
 A. at  
 B. about C on D. in
19. We have our English class . . . Monday morning.  
 A. in  
 B. at C for D. on
20. If you . . . them well in advance, they will come.  
 A. informed  
 B. inform  
 C will inform  
 D. would inform.

#### Дополнительные тексты/ диалоги

XII. Прочитайте и переведите следующий текст. Выпишите и выучите незнакомые слова.

#### Invitations

If you are having a party, you can call your friends and invite them. You can also send a written invitation which would be more official. Invitations can be written on special cards or by letter. When sent by the mail, they must give the following information: the date, the time, the place, the kind of party, who the party is for, and who is giving the party. The R.S.V.P. means that you ask those who will receive the invitation to call you or send you a message indicating if they will or will not come. (R.S.V.P. is from French, meaning "Please, answer").

The form of acceptance or regret depends on the form of invitation received. If you want people to call, you need to include your phone number.

Sometimes the invitation will specify the type of dress — formal or informal.

*Formal:* "Black tie" means dinner jacket for men,  
 "White tie" means full evening dress (tails) for men, evening gown for women.

*Informal:* dark lounge suit for men and elegant (cocktail) dress for women.

*Casual:* everyday dress.

Thank-you-notes are usually written to thank someone for a gift, or for allowing you to stay several days in one's home. Some thank-you-notes have a printed message and you can just sign your name. Others do not have a printed message allowing you to write your own.

#### Party Etiquette

1. On receiving the invitation give your "yes" or "no" answer promptly.
2. Never break an engagement without advance notice. If you cannot make it, write or telephone to express your regret.
3. Do not come before the time indicated in the invitation. Try not to be late. Come on time.
4. Do not shake hands with the hostess, unless she gives hers.
5. Stand up when introduced. Ladies may remain seated.
6. Show your appreciation of the hospitality offered.
7. When leaving a party, thank the host and hostess, say good-bye but do not attract undue attention of the other guests.
8. Do not overstay. Do not trespass on the host's hospitality.
9. Do not press refreshments, especially strong drinks upon unwilling guests.
10. The host and hostess should see that nobody is neglected, that all guests are involved in a conversation of a general nature, that all of them are enjoying the party.
11. Write thank-you-notes to thank someone for a gift or for allowing you to stay at the host's home for several days.

#### Table Etiquette

1. Do not attract undue attention to yourself in public.
2. When eating, take as much as you want, but eat as much as you take.
3. Do not eat too fast or too slowly, do not chomp while eating.
4. Do not speak with your mouth full.
5. Take a little of every dish that is offered to you.
6. Do not reach across the table. If something is on the other side of the table, say "Would you please pass the salt?"

7. Do not start eating when everyone is served unless the hostess says "Start eating, please, your food might get cold."
8. When refusing a dish, say "No, thank you."
9. When accepting a dish, say "Yes, please." If you want some more of a dish, say "May I have some more meat (fish, salad, cake, etc.)?"
10. Do not leave the spoon in your cup when drinking tea or coffee. Put it on a special stand or on the saucer.
11. Eat cakes with forks, not spoons.
12. To indicate that you have finished (have had enough), place knife and fork on the plate together, not criss-crossed.
13. Do not wish each other "Bon appetite."

#### Ключи к упражнениям

- V. Punctually — exactly; take for granted — accept for granted; affirmation — proof; acceptance — recognition; capability — ability; significance — importance; demand — request.
- VIII. 1. It doesn't matter/ Don't worry/ Never mind. 2. That would be nice. 3. Glad you liked/ enjoyed it. 5. Never mind. Better luck next time. 8. I think so too/ So do I/ Me too. 10. That would be nice/ That's a good idea. 11. Yes, I'd like/ love to. 13. I am sorry to hear that/ Hard luck. 15. Yes, I'd like/ love to.
- XI. 1. A; 2. D; 3. C; 4. C; 5. A; 6. B; 7. B; 8. C; 9. D; 10. A; 11. B; 12. B; 13. C; 14. B; 15. C; 16. D; 17. A; 18. C; 19. D; 20. B.

## РАЗЛИЧИЯ МЕЖДУ БРИТАНСКИМ И АМЕРИКАНСКИМ ВАРИАНТАМИ АНГЛИЙСКОГО ЯЗЫКА

I. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

### British and American English

As we move away from the formal written English of the press in the direction of the informal spoken language, the differences between regional varieties dramatically increase. In the case of American and British English, the variation is considerable, but there are no accurate estimates for the number of points of contrast, for two chief reasons.

(1) Recent decades have seen a major increase in the amount of influence two models have had on each other especially American on English. The influence of US films and television has led to a considerable passive understanding of much American **vocabulary** in Britain, and some of this has turned into active use (as in the case of *mail*), especially among younger people. (2) There are a lot of regional dialects in both countries which are hard to identify.

The **spelling** differences between British and American language were noted as one of the chief sources of variation in the world press. Several of them are productive, applying to large number of words; such as BrE — re, AmE — er (*centre/ center*); BrE — our, AmE — or (*colour/ color*), and BrE — ouge, AmE — og (*catalogue/ catalog*). Many more apply to individual words. You can find the list of such words below.

There are relatively few **grammatical** differences between educated BrE and AmE. In the verb phrase, AmE prefers *have to have got* for possession (*Do you have the time* versus *Have you got the time?*; answers also tend to vary (*I don't* versus *I haven't*). *Gotten* is probably the most distinctive of all the BrE/ AmE grammatical differences. AmE prefers such forms as *learned to learnt*; AmE also sometimes uses a simple past tense where BrE has a present perfect (*I just ate* versus *I've just eaten*); *will/ won't* is generally found for *shall/ shan 't*; there are also differences in the use of tag questions.

In the noun phrase there are some differences of word order (e.g. *a halfhour* versus *half an hour*), the use of the article (*in the future* versus *in future*, *in the hospital* versus *in hospital*). AmE prefers collective nouns



in the singular (*the government is*), whereas BrE allows plural also (*the government are*).

There are several differences in prepositions (see below), adverbs (*real good* versus *really good*), and **punctuation** (e.g. # is used for 'number' in AmE (as in # 7), but not in BrE (*No. 7*)).

## II. Ответьте на вопросы.

1. Are the differences between British and American English very important?
2. What is the trend in their development?
3. Why is it so difficult to estimate the degree of variation?
4. What are the main spelling BrE and AmE differences?
5. Illustrate two grammatical differences.
6. Give the example of punctuation differences.

## Комментарий

## III. Запомните эти слова и составьте с ними предложения.

IV. Параллельно приводятся различия в использовании предлогов. Запомните их.

<i>British English</i>	<i>American English</i>	<i>Перевод</i>
administration	government	правительство
bill	check	чек (в ресторане)
bookshop	bookstore	книжный магазин
carriage, wagon	car	вагон
credit account	charge account	кредитный счет
current account	checking account	текущий счет
curtains	drapes	занавеси
driving licence	driver's license	водительские права
holiday	vacation	отпуск
ice	ice-cream	мороженое
jumper	sweater, pullover	свитер
lounge suit	business suit	пиджачный костюм
luggage	baggage	багаж
motorcar	car, automobile	автомобиль

motorway	freeway	шоссе
nightdress	nightdown	вечернее платье
nought	zero	нуль
pavement	sidewalk	тротуар
petrol	gasoline	бензин
pillar box	mailbox	почтовый ящик
post	mail	почта
post code	zip code	почтовый индекс
primary school	elementary school	начальная школа
queue	line	очередь
railway	railroad	железная дорога
railway station	depot	вокзал
reception clerk	desk clerk	клерк в приемной
rubber	eraser	старательная резинка
rubbish, refuse	garbage	мусор
shop assistant	salesclerk	продавец в магазине
solicitor	lawyer	юрист
spirits	(hard) liquor	алкогольный напиток
stalls	orchestra	партер
state school	public school	государственная школа
subway	underpass, tunnel	подземный переход
sweets	candy	конфеты
telephone box/ kiosk	telephone booth	телефонная будка
trouser suit	pants suit	брючный костюм
underground	subway	метро
vest	undershirt	нижняя рубашка
waistcoat	vest	жилет
WC	rest room	туалет
whisky	scotch	виски

## Практика

## V. Приведите в соответствие слова и их перевод

sidewalk	Очередь
solicitor	Стирательная резинка

stalls	мусор
queue	юрист
candy	пуль
rubber	чек
mail	почта
nought	вокзал
garbage	тротуар
bill	шоссе
depot	партер
freeway	занавеси
drapes	конфеты

VI. Дайте британский эквивалент следующих слов.

Водительские права	
Кредитный счет	
Правительство	
Почтовый индекс	
Подземный переход	
Телефонная будка	
Клерк в приемной	
Начальная школа	

VII. Дайте американский эквивалент следующих слов.

Брючный костюм	
Вечернее платье	
Пиджачный костюм	
Начальная школа	
Жилет	
Отпуск	
Книжный магазин	
Нуль	

VIII. Переведите следующий отрывок и решите, в каком варианте английского языка он написан.

With hierarchies in organizations it is often impossible to give a precise answer to the question 'What is the equivalent of a — in BrE/ AmE?'

because there is no one-to-one correspondence between the different ranks, or at best only a partial correspondence. A good example is the hierarchy of university teaching, shown below.

A British professor is not exactly equivalent to a US professor, because the latter category is divided into three levels: full professor (the most senior), associate professor, and assistant professor (the most junior). In the UK, the ranks below professor are reader, then senior lecturer (though some universities treat these grades as equivalent in salary, but different in function), then lecturer. An associate professor is roughly equivalent to a reader, and lower grades of lecturer can be equated with an assistant professor. But it is not possible to identify the AmE equivalent of a senior lecturer, and in the days when tenured positions were serious academic options, there was even less equivalence, as a BrE lecturing post was usually tenured, whereas an AmE assistant professorial position was usually not.

UK ——— PROFESSOR ——— US

Professor <.....> Full Professor

Reader/ <.....> Associate Professor  
Senior Lecturer

Lecturer <.....> Assistant Professor

IX. Прочитав текст, ответьте на следующие вопросы.

In 1807 Noah Webster began his greatest work, *An American Dictionary of the English Language*. In preparing the manuscript, he devoted ten years to the study of English and its relationship to other languages, and seven more years to the writing itself. Published in two volumes in 1828, *An American Dictionary of the English Language* has become the recognized authority for usage in the United States. Webster's purpose in writing it was to demonstrate that the American language was developing distinct meanings, pronunciations, and spellings from those of British English. He is responsible for advancing simplified spelling forms: develop instead of the British form *develope*; theater and center instead of *theatre* and *centre*; color and honor instead of *colour* and *honour*.

1. When was *An American Dictionary of the English Language* published?

- (A) 1817 (C) 1828  
(B) 1807 (D) 1824.

2. According to the passage, which one of the following spellings would Webster have approved in his dictionaries?  
(A) develop (C) colour  
(B) theatre (D) honour.
3. According to the author, Webster's purpose in writing *An American Dictionary of the English Language* was to  
(A) respond to the need for new schoolbooks  
(B) promote spelling forms based upon British models  
(C) demonstrate the distinct development of the English language in America  
(D) influence the pronunciation of the English language.
4. In how many volumes was *An American Dictionary of the English Language* published?  
(A) one volume (C) three volumes  
(B) two volumes (D) four volumes.

X. Некоторые авторы описывают различия между англичанами и американцами следующим образом:

<i>English</i>	<i>American</i>
Focus on group	Focus on individual
Focus on consensus	Focus on compromise
Formal	Informal
Passive speakers	Assertive speakers
Quiet & reserved	Outgoing & talkative
"Yes" is for understanding	"Yes" is for agreement
Saying nothing is preferred over "no"	Saying "no" is preferred over nothing
Status is respected	Status is downplayed

Согласны ли Вы с этими оценками? Обоснуйте свое мнение.

XI. Переведите предложения на английский язык.

1. Различия между британским и американским вариантами официального английского языка незначительны. 2. Однако различия в разговорном языке довольно существенны. 3. В последние десятилетия взаимное влияние языков усилилось. 4. Особенно существенно усилилось влияние американского варианта на британский. 5. Существует много региональных диалектов английс-

кого языка. 6. Различают вариации в правописании, грамматике и пунктуации. 7. Некоторые вариации в правописании носят стабильный характер. 8. Существует также ряд лексических различий между британским и американским вариантами английского языка. 9. Они обусловлены влиянием на язык американских фильмов и телевидения. 10. В большинстве европейских стран пользуются британским вариантом английского языка.

## Тест

XII. Из четырех предложенных вариантов выберите единственно правильный.

1. Without ...sleep, you won't be able to do well at the exam.  
A. enough the  
B. enough of  
C. enough a  
D. enough
2. It is not ...that he has to leave.  
A. the surprise  
B. surprised  
C. surprising  
D. surprise
3. She had no ... of spending the rest of her life working as a waitress.  
A. intent  
B. intentness  
C. intention  
D. intentional
4. We are going to take our vacation . . . the coast.  
A. in  
B. on  
C. at  
D. over
5. It is . . . the money but the principle that makes him angry.  
A. no  
B. not  
C. not only  
D. neither
6. Customs...one country to another.  
A. differ  
B. differ than

- C. differ from
  - D. different
7. The plane is expected to arrive ... because of bad weather.
- A. lately
  - B. lateness
  - C. latest
  - D. late
8. We thought she... today.
- A. comes
  - B. is coming
  - C. was coming
  - D. will come
9. There is still a wide-spread . . . that the elderly have much to contribute.
- A. accept
  - B. acceptable
  - C. accepted
  - D. acceptance
10. We can leave . . . Mike is ready.
- A. when
  - B. whenever
  - C. ever
  - D. there ever
11. Iron ... for weapon and tools in the Bronze Age.
- A. is generally used
  - B. generally used
  - C. was generally used
  - D. used generally
12. The duties of the secretary are to answer the phone, to type letters, and . . .
- A. bookkeeping
  - B. to bookkeep
  - C. to do the bookkeeping
  - D. to do bookkeeping
13. I entered one . . . and won a prize.
- A. compete
  - B. competitor
  - C. competition
  - D. competitiveness
14. Jean...that she would call us.
- A. said

- B. had said
  - C. told
  - D. had
15. Kevin and I have to compete... each other for good job opportunities.
- A. with
  - B. to
  - C. among
  - D. between
16. It has no . . . the agenda.
- A. relation with
  - B. relation to
  - C. relationship with
  - D. relationship to
17. *Vendors* must have a license.
- A. everyone employed in food service
  - B. everyone who drives a car
  - C. everyone engaged in selling
  - D. everyone who works in a hospital
18. Americans have been criticized for placing too much *emphasis* on being on time.
- A. importance
  - B. activity
  - C. bother
  - D. assistance
19. In his biography, Thomas Hardy is described as a very *industrious* writer.
- A. sensible
  - B. pessimistic
  - C. optimistic
  - D. diligent
20. By law, when one makes a large purchase, he must have *an adequate* opportunity to change his mind.
- A. an informal
  - B. a belated
  - C. an ample
  - D. a gracious.

## Дополнительные тексты/ диалоги

XIII. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

### Status of English

The present day world status of English is primarily the result of two factors: the expansion of British colonial power, which peaked toward the end of the 19<sup>th</sup> century, and the emergence of the United States as the leading economic power of the 20<sup>th</sup> century. It is the latter factor which continues to explain the position of the English language today. The USA contains nearly four times as many English mother-tongue speakers as the UK. These two countries comprise 70% of all English-speakers in the world. Such dominance with its political and economic underpinnings, gives the Americans a controlling interest in the way the language is likely to develop.

If English is not your mother-tongue, why should you want to learn it? There are several kinds of answer given to this question.

**Historical reasons.** Because of the legacy of British and American imperialism, the main institutions of many countries may carry out their processing in English.

**Internal political reasons.** English may have a role in providing a neutral means of communication between a country's different ethnic groups.

**External economic reasons.** The United States' dominant economic position acts as a magnet for international business and trade, and organizations wishing to develop international markets are thus under considerable pressure to work with English. The tourist and advertising industries are particularly English-dependant but any multinational business will wish to establish office in the major English-speaking countries.

**Practical reasons.** English is the main language of international air-traffic control, international business and academic conferences, and the leading language of international tourism.

**Intellectual reasons.** Most of the scientific, technological, and academic information in the world is expressed in English, and over 80 per cent of all the information stored in electronic retrieval systems is in English.

**Entertainment reasons.** English is the main language of popular music, satellite broadcasting, computers software and video games.

XIV. Продолжите список различий между Россией и основными англоязычными странами, с одной стороны, и Великобританией и США, с другой стороны.

И в Великобритании, и в США температуру часто измеряют по Фаренгейту. Чтобы перевести температуру по Фаренгейту в температуру по Цельсию: вычтите 32 и умножьте на 5/9. Чтобы перевести температуру по Цельсию в температуру по Фаренгейту: умножьте на 9/5 и прибавьте 32.

Массу измеряют в фунтах (1 lb = 453,59 г), расстояние — в милях (1 ml = 1, 609 км). Баррель равен приблизительно 160 литрам, бушель — 35,2 л, галлон — 3,8 л, а пинта — 0,6 л. Периоды времени измеряются не в месяцах, а в неделях, например 24 недели вместо полугода. Эта особенность характерна для американцев.

Подобным же образом суммы от 100 до 9900 долларов исчисляются сотнями, например, 1100 — это 'eleven hundred', а 7900 — 'seventy nine hundred'. Доллар в разговорной речи называется 'buck', 10-центовая монета — 'dime', а 5-центовая — 'nickel'.

Бензин в США трех классов: regular, premium, super. Последний — самого высокого качества. В Великобритании качество бензина оценивают по числу звездочек, как гостиницы.

### Ключи к упражнениям

IX. 1. B; 2. A; 3. C; 4. B.

XII. 1. D; 2. C; 3. C; 4. B; 5. C; 6. C; 7. D; 8. C; 9. D; 10. B; 11. C; 12. D; 13. C; 14. A; 15. A; 16. B; 17. C; 18. A; 19. D; 20. C.

## ЭКОНОМИКА ОСНОВНЫХ АНГЛОЯЗЫЧНЫХ СТРАН

I. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова. „

### Basic Ingredients of English-Speaking Countries Economies

Great Britain, the United States of America, Canada, Australia, and New Zealand are referred to as English-speaking countries. Availability of market economy i.e. based on free enterprise, generally characterized by private ownership and initiative, with a relative absence of government involvement is characteristic for them. However, government intervention has been found necessary from time to time to ensure that economic opportunities are fair and accessible to the people, to prevent flagrant abuses, to dampen inflation and to stimulate growth. Such economies are generally described as mixed, which is to say that even though the great majority of productive resources are privately owned, the federal government does play an important role in the marketplace.

Every economic system tries to anticipate and then meet human needs and wants through the production and distribution of goods and services. The economic system is the mechanism that brings together *natural resources, the labor supply, technology*, and the necessary *entrepreneurial and management* talents.

The first ingredient of an economic system is the natural resources from which goods are produced. In general, these countries have land rich in mineral resources and fertile farm soil. Second, the amount of available labor helps determine the health of the economy. Generally, all these countries have been fortunate in having enough people to provide the labor necessary for constantly expanding economies. The Protestant work ethic supported the demand for hard work. The strong emphasis placed on education also contributed to their economic success. Likewise the willingness to experiment, to change and to invest in technology was significant in a land that had pride itself on being a new experiment in freedom.

But the existence of abundant natural resources and a skillful and willing labor force accounts for only part of an economic system structure. The resources must be directed as efficiently as possible into the areas where they will be most productive. In the economies of main English-speaking countries, managers of enterprises responding to signals

from market perform this function. The corporation as a voluntary association of owners known as stockholders has proved to be an effective device for accumulating funds for investment.

All free market economies run in a cycle, one not so much of 'boom and bust' as of expansion and contraction. Looked at over time, this rise and fall of the economies can be charged with a certain regularity devoid of a matching precision. Forecasting just when they will enter a new phase, such as recession or growth, remains more art than science. Now the economies of English-speaking countries stand at different stages of the cycle. However, despite periodic recessions or depressions, they have continued to grow over time.

II. Ответьте на вопросы.

1. What countries are referred to as English-speaking ones?
2. Are those developed or developing countries?
3. What is characteristic for a free market economy?
4. What are the major ingredients of an economic system?
5. Why do economies of English-speaking countries prove to be so successful?
6. Explain the terms *boom*, *boost*, *expansion*, and *contraction*.

### Комментарий

III. Запомните эти слова и составьте с ними предложения.

<i>Nouns</i>	<i>Существительные</i>
market economy	рыночная экономика
mixed economy	смешанная экономика
macroeconomics	макροэкономика
microeconomics	микроэкономика
advancement	развитие, прогресс
standard of living	уровень жизни
private ownership	частная собственность
initiative	инициатива
involvement	вовлечение, участие
intervention	вмешательство
natural resources	природные ресурсы
labor supply	предложение рабочей силы

technology	технология
entrepreneurial talent	предприимчивость
management talent	управленческие способности
growth	рост
recession	экономический спад
production	производство
productivity	продуктивность, производительность
distribution	распределение
consumption	потребление
investment	инвестиция
emphasis	акцент, упор
<i>Verbs</i>	<i>Глаголы</i>
ensure	обеспечивать, гарантировать
prevent	предотвращать
dampen	ослаблять, притуплять
stimulate	стимулировать
anticipate	предвидеть
meet	удовлетворять
account for	составлять
determine	определять
contribute	вносить вклад
invest	инвестировать
accumulate	накапливать
run	проходить, протекать
<i>Adjectives &amp; Participles</i>	<i>Прилагательные и причастия</i>
state-owned	в государственной собственности
privately-owned	в частной собственности
abundant	богатый, обильный
flagrant	вопиющий
accessible	доступный
skillful	квалифицированный
willing to work	желающий работать

#### IV. Запомните толкование этих слов на английском языке.

Output (n)	the work or product produced
Entrepreneur (n)	person who starts and runs a company/ business
Venture capital (n)	money invested (at some risk)
Investment (n)	commitment of money and other resources (time, training) for a profit
Index (n)	a statistical analysis of a collection of figures, especially average prices
Commodity (n)	goods sold in very large quantities, such as metals, foodstuffs
Consumer (n)	individual (private) buyer
Advancement (n)	the act of moving ahead, success, promotion
Initiative (n)	ability to undertake something on one's own
Prospective (n)	future
Forecast(n)	estimate of future activity
Set up (v)	start, begin
Ensure (v)	guarantee, make certain
Prevent(v)	stop from happening
Federal (adj)	central, national
Legitimate (adj)	genuine, publicly recognized

#### Практика

#### V. Приведите в соответствие слова и их перевод.

involvement	экономический спад
skillful	вовлечение
privately-owned	приемлемый
dampen	акцент
recession	в частной собственности
natural resources	ослаблять
accessible	квалифицированный
emphasis	природные ресурсы

VI. Приведите в соответствие термины из левой колонки с их толкованием из правой колонки.

Investment	the act of moving ahead
Output	estimate of future activity
Forecast	individual buyer
Ensure	stop from happening
Prevent	begin
Set up	guarantee
Advancement	commitment of money and other resources (time, training) for a profit
Consumer	the work or product produced

VII. Сопоставьте каждое слово из левой колонки с его синонимом из правой колонки.

standard of living	progress
emphasis	life standard
anticipate	expressiveness
advancement	guarantee
determine	deject
ensure	define
dampen	foresee

VIII. Подберите антонимы к каждому слову из левой колонки.

advantage	
improvement	
available	
efficient	
advancement	
input	
accessible	
skillful	

IX. Выберите подходящее из выделенных слов и вставьте его в предложение.

*economy/ economics*

1. We are students of \_\_\_\_\_ .
2. Within a market \_\_\_\_\_, businesses seek profits.

*economical/ economic*

1. Our country's \_\_\_\_\_ situation is getting better.
2. How could the most \_\_\_\_\_ use of our time be organized?

*economical/ economically*

1. That engine is not the most \_\_\_\_\_ .
2. Many students can spent their time \_\_\_\_\_ .

*economize/ economist*

1. John Keynes was the great English \_\_\_\_\_ .
2. Don't \_\_\_\_\_ on things which will hardly save you any money.

X. Напишите существительные от данных глаголов.

<i>Verb</i>	<i>Noun (concept)</i>	<i>Noun (agent)</i>
Produce	Production, productivity	Producer
Manufacture		
Employ		
Trade		
Export		
Import		
Invest		
Lend		
Own		

XI. При описании различных тенденций мы часто используем слова-модификаторы. Они могут относиться к изменению размеров (size) каких-либо показателей, скорости (speed) каких-либо процессов, воздействия (impact) одних факторов на другие. Образуйте наречия от следующих прилагательных и запишите их перевод (первый дан как образец).



<i>Прилагательное и характер изменений</i>	<i>Наречие</i>	<i>Перевод</i>
<b>Size</b>		
substantial	substantially	значительно
considerable		
moderate		
slight		
modest		
<b>Speed</b>		
rapid		
fast		
gradual		
steady		
slow		
<b>Impact</b>		
remarkable		
dramatic		
significant		
noticeable		
marked		

XII. Прочитав отрывок, выберите правильный вариант ответа.

### A Nation's Wealth

A nation's wealth can best be determined by looking at its people. It is impossible to rely on any one statistics. Economists define wealth as what a person owns, such as stocks and real estate, but many people look first to their level of income to see if they are well off. Comparing salaries in different countries, however, is like comparing potato and rice, because the salaries in each country are paid in different currencies. Exchange rates, defined by the foreign exchange markets all over the world, reflect the market's view of each country's economic and political situation. However it is difficult to translate salaries by simply using currency exchange rates as the cost of living varies widely from one country to another. There is something more valuable in looking at what salaries will actually buy in each country. By choosing a basket of

necessary goods and services and calculating their cost in different countries around the world, we can compare the purchasing power or "real" value of salaries from country to country. It gives us a more reliable exchange rate, called *purchasing power parity* (PPP).

1. A nation's wealth can best be determined by \_\_\_\_\_.  
 (A) statistics  
 (B) its currency exchange rates  
 (C) what people own  
 (D) people's salaries.
2. The cost of living \_\_\_\_\_.  
 (A) is the same in all countries  
 (B) is the same in different countries  
 (C) is subject to change  
 (D) varies from one country to another.

XIII. Переведите предложения на английский язык.

1. Для англоязычных стран характерно наличие рыночной экономики. 2. Рыночная экономика основана на свободном предпринимательстве. 3. Правительство играет важную роль в обеспечении равных экономических возможностей для своих граждан. 4. Такие экономические системы обычно относят к экономике смешанного типа. 5. Роль любой экономической системы — предвидеть и удовлетворять потребности и желания граждан. 6. Для успешного развития экономики необходимы природные ресурсы, технологии, рабочая сила, предприимчивость и навыки управления. 7. Во всех развитых странах большое внимание уделяется образованию — это фактор развития общества. 8. Корпорация — это добровольная ассоциация собственников. 9. Для рыночной экономики характерны периоды подъема и спада. 10. Несмотря на периоды депрессии и спада, экономику ведущих англоязычных стран характеризует тенденция к устойчивому росту.

### Тест

XIV. Из четырех предложенных вариантов выберите единственно правильный.

1. There is a . . . teachers at the school.  
 A. short

- B. short of
  - C. shortage
  - D. shortage of
2. The prices here are ... at a discount store.
- A. high than
  - B. higher than
  - C. higher than those D.
  - higher of those
3. To judge people, you should . . . listen to what they say but observe what they do.
- A. not only
  - B. not
  - C. no
  - D. neither
4. This is a useful book . . . the topic.
- A. for to research
  - B. by research
  - C. for researching D.
  - to researching
5. If at first you don't..., try again.
- A. accomplish
  - B. prosper
  - C. succeed
  - D. triumph
6. ... a student abroad, I was very homesick.
- A. While
  - B. When
  - C. It was when
  - D. It while was
7. I will call you back as soon as my dinner. . . .
- A. will finished
  - B. will be finished
  - C. finished
  - D. is finished
8. Whoever phoned did not leave . . . name.
- A. his
  - B. her
  - C. their
  - D. one's
9. ... a waitress, Gloria has been promoted to hostess.
- A. It was once

- B. Once it was
  - C. That once
  - D. Once
10. Kevin ... to go into business with his father.
- A. he plans
  - B. planning
  - C. plans
  - D. that plans
11. Flying is not only faster but also . . . than travelling by car.
- A. safe
  - B. safest
  - C. it is safer
  - D. safer
12. Mary ... to her hometown after she graduated from university.
- A. returned
  - B. returns
  - C. returned back
  - D. returned backward
13. The management made us . . . doing it for next week.
- A. put away
  - B. put off
  - C. put out
  - D. put up
14. Professor Rogers wouldn't. . . us use dictionaries during the test.
- A. let
  - B. lets
  - C. leave
  - D. left
15. You should operate with .. the rules and regulations.
- A. regard
  - B. regard of
  - C. regard to
  - D. regard for
16. In the past, energy sources were thought to be *boundless*.
- A. without limits
  - B. expensive
  - C. inexpensive
  - D. natural
17. Keep two pencils *handy* while taking the examination.
- A. extra
  - B. secret

- C. near
  - D. sharp
18. *Owners* should be confident that their insurance will replace all of their merchandise.
- A. Tutors
  - B. Proprietors
  - C. Lenders
  - D. Debtors
19. The report *specified* seven areas where the Government had a responsibility.
- A. confused
  - B. designed
  - C. developed
  - D. separated
20. The Government rejected the Opposition's *request* to debate unemployment.
- A. compromise
  - B. manuscript
  - C. petition
  - D. budget.

### Дополнительные тексты/ диалоги

XV. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

#### The US economy

The American economy is a dynamic system that is constantly evolving out of the choices and decisions made by millions of citizens who play multiply, often overlapping roles as consumers, producers, investors and voters. By any standard, the American economy has been immensely successful. With less than 5 percent of the world's population, the United States in the early 1990s produced about 25 percent of the world's output. The U.S. economy is more than twice as large as the next largest economy, that of Japan. By conventional measures, U.S. productivity and standard of living remain among the highest in the industrial world.

Although the American economy has transformed itself over the years, certain issues persisted since the early days of the republic. One is the continuing debate over the proper role for government in what is basically

a market economy. Another recurrent theme has been the transformation of the U.S. economy by emerging technologies. Beginning in 1870 and lasting for around a century, the United States became the world's manufacturing power-house — leading the world in the production of steel, automobiles and other products. Since the 1960s, another transformation has been taken place, as new service-based and information-processing industries gradually replace some of the old stalwarts of the traditional industrial base. By the 2000s, advances made in such fields as chemistry, electronics and biotechnology were producing goods and services ranging from semiconductor circuits to laser surgery. Similarly, new farming technology has transformed the American agricultural sector, allowing more food and fiber to be produced by a constantly dwindling number of farmers.

The third theme has been the continuous debate over international trade policy and, thus, over the degree of the United States integration into the world economy. Each of these themes underscores certain fundamental characteristics of the American economy. First, it is changing continuously, as citizens freely express their economic preferences directly in the marketplace and indirectly in the voting booth. At the same time, the Americans accept an important role for government to help create an environment with the widest possible opportunities for individual opportunity, and economic growth and progress.

#### The UK economy

Great Britain has an open economy, in which foreign trade plays a vital part. About one-quarter of its gross domestic product comes from the export of goods and services, a high share among major economies. Private enterprise accounts for three-quarters of gross domestic product and over two-thirds of total employment. Services now account for 60 percent of gross domestic product and manufacturing for about 25 percent. Britain is among the largest exporters of steel, chemicals, aircraft and satellites, textiles and clothing, financial, business and other services.

The keynote of government industrial policy is to encourage enterprise. Competition policy seeks to promote market efficiency where this is not achieved solely by market forces. A substantial privatization program has encouraged share ownership. It has also involved the privatization of a number of major businesses including *British Airways*, *British Gas*, *British Telecom*, and the water supply industry.

## Ключи к упражнениям

- VII. Standard of living — life standard; emphasis — expressiveness; anticipate — foresee; advancement — progress; determine — define; ensure — guarantee; dampen — deject.
- VIII. Advantage — disadvantage; improvement — deterioration; available — unavailable; effective — ineffective; advancement — recession; input — output; accessible — inaccessible, skillful — unskillful.
- X. Manufacture — manufacturing — manufacturer; employ — employment — employer, employee; trade — trade, trading — trader; export — export(s) — exporter; import — import(s) — importer; invest — investment — investor; lend — lending — lender; own — ownership, owner — owning, owned.
- XI. Substantially; considerably; moderately; slightly; modestly; rapidly; fast; gradually; steadily; slowly; remarkably; dramatically; significantly; noticeably; markedly.
- XII. 1. (C); 2. (D).
- XIV. 1. D; 2. C; 3. A; 4. C; 5. C; 6. A; 7. D; 8. A; 9. D; 10. C; II. D; 12. A; 13. B; 14. A; 15. B; 16. A; 17. C; 18. B; 19. D; 20. C

## СИСТЕМА ВЫСШЕГО ОБРАЗОВАНИЯ

i. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

There is a justifiable opinion that leaning is the indispensable investment required for success in the 'information age' the world is entering. Education has always meant opportunity. Knowledge, learning, information, and skilled intelligence are the new raw materials of international business.

### Higher Education in Great Britain

Most big towns in Britain have both a *university* and a *college of higher education*. There are 91 universities and 47 colleges there. Universities offer three- and four-year courses; the colleges offer both two-year HND (Higher National Diploma) courses, as well as degree courses.

A degree is a qualification one gets from university when he or she passes their *final exams*. One is then *awarded* a Bachelor or Master degree in such areas as arts, science or education. *Undergraduates* — students who are studying for *degrees* — go to large, formal lectures, but most of the work takes place in *tutorials*: lessons in groups often or more when the students discuss their work with the *lecturer*.

Only a quarter of the student populations go on to higher education. *Competition* to get into one of Britain's universities is fierce and not everyone who gets A level can go. Students usually need three A levels to go to university and *grades* at A level go from A, the highest grade, down to F (failed). Students *apply* to universities months before they take their A levels. The applicants are given personal interviews and the universities decide which of them they want. If applicants do not get the grades a university asks for, they may try another university or college before the new *term* starts in early October.

Until 1998, British students did not have to pay for university. Now they must pay about £ 1,000 a year as a *tuition fee*. Not all students study *full-time* at university or college. Many of them combine their studies with work. Some companies release their staff for training one or two days a week or for two months a year. Large companies often have their own in-house training schemes. The British Government is very enthusiastic about such training schemes. It wants at least half the work force to have a formal professional qualification.

## System of Education in the USA

	Postdoctoral Study and Research		
Ph. D. or Advanced Professional Degree	Professional Schools (Teaching, Medicine, Law, etc.) 2-4 years	Doctor Degree Study	Doctor Degree, 4 years
Master Degree		Master Degree 2 years	
Bachelor's Degree	Undergraduate Liberal Arts or General 4 years		
Associate Degree or Certificate	Technical or Vocational Institutions, 2 years	Junior or Community Colleges, 2 years	
High School Diploma (17)	High Schools, 4-years (14-17)	Senior High Schools Junior High Schools (12-16)	Combined Junior and Senior Schools
6-13 year old	Elementary (or Primary) Schools		

### II. Ответьте на вопросы.

1. Why is education so important?
2. How many universities and colleges of higher education are there in Britain?
3. How long does it take to be awarded a degree?
4. What part of the student population go on to higher education?
5. Is it difficult to enter a British university?
6. What is the difference between education and training?
7. When was a tuition fee introduced in Britain?
8. How do you understand the term 'in-house training scheme'?

### Комментарий

### Запомните эти слова и составьте с ними предложения

<i>Nouns</i>	<i>Существительные</i>
admissions office	приемная комиссия
director of admissions	председатель приемной комиссии
president (Am. E.) / rector (Br. E.)	ректор

<i>Nouns</i>	<i>Существительные</i>
dean	декан
college	колледж, среднее учебное заведение
university/ college of higher education	университет, высшее учебное заведение
technical school	техникум
vocational school	профтехучилище
undergraduate studies	додипломная подготовка (до получения степени бакалавра)
graduate studies	дипломная подготовка (до получения степени магистра)
doctorate (Ph.D.)	докторантура
Bachelor Degree	степень бакалавра
Master Degree	степень магистра
full-time student	студент стационара
part-time student	студент-заочник
academic advisor/ tutor	куратор
lecturer/ reader/ professor	преподаватель вуза
tutorial	практическое занятие
credit-hour	зачетный час
credit	балл
grade/ mark	оценка
department	факультет
term/ semester	семестр
campus	территория, на которой размещаются здания университета
curriculum	учебная программа
competition	конкурс
scholarship	стипендия
<i>Verbs</i>	<i>Глаголы</i>
apply	подавать заявление
award	присуждать
provide	обеспечивать
require/ demand	требовать
adapt	адаптироваться

<i>Verbs</i>	<i>Глаголы</i>
develop	развивать, разрабатывать
involve	задействовать, включать
utilize	использовать
release (from)	освобождать (от)
<i>Adjectives &amp; Adverbs</i>	<i>Прилагательные и наречия</i>
justifiable	обоснованный
fierce	жестокий, суровый
sophisticated	сложный, запутанный
advanced	передовой, продвинутый

#### IV. Запомните толкование этих слов на английском языке.

Sciences (n)	biology, chemistry, physics, engineering, and sometimes mathematics
Liberal Arts (n)	university subjects except sciences, mathematics and practical subjects that prepare one directly for job
Associate degree (n)	a degree given after two years of study, usually at a junior college
Bachelor Degree (n)	a degree given after two-four years of study at a university
Master Degree (n)	a degree given after four-six years of study at a university
Ph.D. = Doctor of Philosophy (n)	title given after completion of any research, no matter what subject one studies
Major (n)	the main or special subject at a university
Case study (n)	a detailed study of a person or group in order to learn about their social development and relationship with other people in society
Credit hour (n)	unit of educational load
Alternative (n)	choice, another possibility
Underestimate (v)	put a too low value on something
Overestimate (v)	put a too high value on something
Adapt (v)	adjust to a situation
Justifiable (adj)	reasonable

#### Практика

V. Сопоставьте слова и их перевод.

curriculum	стипендия
provide	присуждать
advanced	обоснованный
release	обеспечивать
scholarship	декан
dean	учебная программа
justifiable	передовой
award	отпускать

VI. Сопоставьте термины из левой колонки с их толкованием из правой колонки.

Major	university subjects except sciences
Sciences	choice, another possibility
Liberal Arts	the main or special subject at a university
Credit hour	adjust to a situation
Adapt	unit of a student's educational load
Master's degree	a degree given after two-four years of study at a university
Bachelor's degree	a degree given after four-six years of study at a university
Alternative	biology, chemistry, physics, engineering and sometimes mathematics

VII. Сопоставьте каждое слово из левой колонки с его синонимом из правой колонки.

semester	academic advisor
require	engage
provide	term
major	complicated
tutor	supply
involve	demand
sophisticated	main

VIII. Прочитав предложение, выберите правильный вариант ответа.

Tom told his adviser that he is not interested in taking theoretical courses.

- (A) Tom told his adviser that theoretical courses are not interesting to him.
- (B) Tom's adviser is not interested in his taking theoretical courses.
- (C) Theoretical courses are not interesting to Tom's adviser.
- (D) Tom told his adviser to take theoretical courses.

IX. Прочитав текст, выберите правильный вариант ответа.

Application for admission to the Graduate School at this university must be made in forms provided by the Director of Admissions. An applicant whose undergraduate work was done at another institution should request that two copies of undergraduate transcripts and degrees be sent directly to the Dean of the Graduate School.

Both the application and the transcripts must be on file at least one month prior to the registration date, and must be accompanied by a nonrefundable ten-dollar check or money order to cover the cost of processing the application.

1. This passage would most probably be found in a.
  - (A) university catalog
  - (B) travel folder
  - (C) newspaper
  - (D) textbook
2. According to this passage, where would a student secure application forms for admission to the university?
  - (A) From the chairperson of the department.
  - (B) From the Dean of the Graduate School.
  - (C) From the institution where the undergraduate work was done.
  - (D) From the Director of Admissions.
3. Which of the following documents must be on file thirty days before the registration date?
  - (A) Two copies of recommendations from former professors.
  - (B) A written approval of the Dean of the Graduate School.
  - (C) One set of transcripts and an English proficiency score.
  - (D) Two copies of undergraduate courses and grades, an application form, and an application fee.

X. Прочитайте и переведите диалог. Составьте свой диалог на тему образования в России.

The conversation between an American (Smith) and a Russian (Klimov) turned to the education problems.

*Klimov:* Is your daughter a student?

*Smith:* Not yet.

*Klimov:* Does she know what she wants to major in?

*Smith:* She hasn't made her mind yet, but I believe that she'll be a student of economics.

*Klimov:* Economics is a very broad concept. *Smith:* She's keen on marketing.

*Klimov:* Oh, that's a good career. Can the students go to the university free of charge?

*Smith:* No, everyone must pay a tuition fee. However, some universities offer a number of scholarships to deserving students.

*Klimov:* Are scholarships given only by universities?

*Smith:* Not really. Scholarships and assistantships come from different sources. They may come from private and public companies, various funds and churches.

*Klimov:* Is high education expensive in the USA?

*Smith:* Rather expensive. The tuition fee ranges from \$ 3,000 to 22,000 a year. It is the lowest in community colleges and technical training institutes.

*Klimov:* Is it the same for all students?

*Smith:* No, it isn't. Out-of-state student pay about twice more than the local one.

*Klimov:* How much does a year of studying plus maintenance cost for a foreign student?

*Smith:* From \$ 10,000 to 30,000. A lot of foreign students cover these costs by scholarships from their countries. However, most of them get financial support from parents and relatives.

*Klimov:* Is high education popular in your country?

*Smith:* Yes. Studies show that in the United States there is a 6 to 12 percent increase in earnings for each year after secondary education.

*Klimov:* So, that's an excellent investment.

*Smith:* Yes, I think so.

XI. Прочитав текст, выберите правильный вариант ответа.

In the undergraduate schools and colleges, a student will be classified according to the number of academic quarter hours that he or she has completed with an average grade of 2.0 or better.

Classification	Hours Completed
Freshman	Less than 45 hours
Sophomore	At least 45 hours
Junior	At least 90 hours
Senior	At least 140 hours

- How would a student with 45 credit hours be classified?  
(A) Freshman (C) Junior  
(B) Sophomore (D) Senior
- How would a student with 96 credit hours be classified?  
(A) Freshman (C) Junior  
(B) Sophomore (D) Senior
- Which is the following would most likely represent the number of credit hours earned by a senior?  
(A) 100 (C) 139  
(B) 140 (D) 90.

XII. Во многих школах и университетах принято составлять рейтинги читаемых курсов. Вам предлагается заполнить анкету-опросник.

Training Course Questionnaire			
(Scale: 3 = high, 2 = OK, 1 = low)	Degree of satisfaction		
	3	2	1
1. Pre-course information			
2. Flexibility of trainer and responsiveness to needs			
3. Duration of course			
4. Range of topics covered			
5. Theory			
6. Practical exercises			
7. Materials: quality			
8. Materials: quantity			
9. Advice for follow-up			

XIII. Переведите предложения на английский язык.

1. Хорошее образование очень важно в «век информации». 2. В Великобритании имеются как университеты, так и колледжи, дающие высшее образование. 3. В вузах проводятся лекции и практические занятия. 4. После успешной сдачи выпускных экзаменов студенту присуждается степень бакалавра или магистра. 5. Оценка A — самая высокая, а F — самая низкая. 6. Существует острая конкуренция за получение высшего образования. 7. Чтобы поступить в университет или колледж, студент проходит несколько отборочных этапов. 8. С 1998 г. плата за обучение в колледжах Великобритании составляет в среднем около 1000 фунтов в год. 9. Многие студенты учатся заочно. 10. Крупные фирмы организуют обучение на местах без отрыва от производства.

### Тест

XIV. Из четырех предложенных вариантов выберите единственно правильный.

- After her famous husband's death, Eleanor Roosevelt continued ... for peace.  
A. work  
B. working  
C. the working  
D. to work
- We had better ... the schedule.  
A. to check  
B. checking  
C. check  
D. checked
- When they have enough money, Alan and... will return to school  
A. she  
B. her  
C. herself  
D. hers
- Harvard ... a school for men, but now it is coeducational.  
A. was used  
B. used to be  
C. was used to  
D. was used to be



5. Jane always helps my brother and ... with our home assignments.
- A. I
  - B. me
  - C. myself
  - D. mine
6. Jim is unemployed now, so he is looking for ...
- A. works
  - B. a work
  - C. job
  - D. a job
7. I would be glad to take a message for ...
- A. she
  - B. her
  - C. hers
  - D. herself
8. It is generally known that an M.B.A. degree is a good preparation for a career in ...
- A. a business
  - B. businesses
  - C. business
  - D. one business
9. George had ... when he first came to State University.
- A. a good luck
  - B. good a luck
  - C. the good luck
  - D. good luck
10. This tea is ... hot to drink.
- A. so
  - B. such
  - C. much
  - D. too
11. The line is busy; someone ... the telephone now.
- A. must use
  - B. must have used
  - C. must be using
  - D. must using
12. Last month we had a ... high electric bill.
- A. very
  - B. too
  - C. so
  - D. such

13. George's values and mine are ...
- A. similar
  - B. like
  - C. same
  - D. as well
14. One of the least effective ways of storing information is learning ... it.
- A. how repeat
  - B. repeating
  - C. to repeat
  - D. repeat
15. Many embarrassing situations occur ... a misunderstanding.
- A. for
  - B. of
  - C. because
  - D. because of
16. Tom and Peter are very successful; the former is a dentist, the ... is a businessman.
- A. second
  - B. last
  - C. latter
  - D. latest
17. Television, radio, newspapers, and other kinds of mass ... influence our emotional attitudes.
- A. medium
  - B. media
  - C. mean
  - D. means
18. Judy doesn't look ... her elder sister.
- A. like to
  - B. like as
  - C. like
  - D. alike
19. In most American schools, sports are *compulsory*.
- A. free of charge
  - B. required
  - C. excellent
  - D. easy
20. The Civil War in 1863 *cut* the United States into Confederacy and Union.
- A. severed

- B. acknowledged
- C. integrated
- D. alienated.

### **Дополнительные тексты/ диалоги**

XV. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

#### **Educating Tomorrow's Entrepreneurs**

Over the past two decades there has been a growing debate about how well education systems prepare young people for adult life in general and "enterprise" in the world of work in particular. This debate recognizes the need for societies, organizations and individual citizens to improve their capacity to cope with an increasingly competitive, uncertain and complex role involving higher rates of innovation and change. While the concept of "enterprise" is ambiguous enough to embrace a wide range of educational initiatives — including industry awareness, business management, and new venture creation, and the development of personal and social skills, among others — there is an increasing awareness of entrepreneurship as a distinct educational challenge that needs to be addressed.

There is a worldwide potential to build more entrepreneurial approaches around existing schools (colleges or universities). Existing programs that can be "entrepreneurially enhanced" include those focused upon:

- creating a much greater economic awareness among young people of all ages;
- creating a wider understanding of industry, business and management;
- developing understanding of small business and its management systems;
- introducing the concept of new venture development via simulation exercises in schools to the young people;
- developing transferable skills such as communication, presentation, negotiation, problem solving, as well as information technology competence;
- opening gateways to better career planning;
- providing work experience for students and teachers; and
- creating business partnerships between schools and colleges and individuals or groups of firms.

The above list underlines the potential role of business in partnering education with entrepreneurship. If it is successful, then care must be taken to find clear concepts and objectives so that the challenges of entrepreneurship education are clearly recognized. There needs to be new kinds of partnerships between schools and business. Overall, business will need to reappraise its own role in designing new ways of preparing young people for the entrepreneurial challenge of the 21<sup>st</sup> century.

### **Ключи к упражнениям**

- VII. Semester — term; require — demand; provide — supply; major — main; tutor — academic advisor; involve — engage; sophisticated — complicated.
- VIII. (A).
- IX. 1.(A);2. (D);3. (D).
- XI. 1.(B);2.(C);3.(B).
- XIV. 1. B; 2. C; 3. A; 4. B; 5. B; 6. D; 7. B; 8. C; 9. D; 10. D; 11. C; 12. A; 13. A; 14. C; 15. D; 16. C; 17. B; 18. C; 19. B; 20. D.

## ПОНЯТИЕ О БИЗНЕСЕ

I. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

### The Concept of Business

*Business* is a word that is commonly used in many languages. Traditionally, business simply meant exchange or trade for things people wanted or needed. Nowadays, the concept and activities of business have increased. One definition of business is production, distribution, and sale of goods or services for a profit. To examine this definition, let us look at its different parts.

First, *production* is the creation of services or processing of materials into products. Example is the conversion of iron ore into metal car parts. Next, these products need to be moved from the plant to the marketplace. This is known as *distribution*. A car might be moved from a plant in Germany to a car dealership in Poland. Third is the *sale* of goods and services. *Sale* is the exchange of a product or service for money. A car is sold to someone in exchange for money.

*Goods* are products that people either need or want; for example, cars can be classified as goods. *Services*, on the other hand, are activities that a person or group perform for another person or organization. For example, an auto mechanic performs a service when he repairs a car. A barber renders a service when he cuts your hair.

Business, then, is a combination of all these activities: production, distribution, and sale. However, there is another important factor, i.e., creation of *profit* or economic surplus. A major goal in the functioning of any business company is making a profit. Profit is the money that remains after all the *expenses* are paid. Creating an economic surplus or profit is, therefore, a primary goal of business activity.

The three traditional forms of business are the sole proprietorship, the partnership, and the corporation. The *sole proprietorship* means going into business for oneself. All one needs is some knowledge about the business, start-up capital and knowledge of regulations. The *partnership* is an association of two or more people involved in business under a written partnership agreement. The *corporation* is the legal entity having a right to issue stock certificates. The people\*who own such stock certificates (or shares) are called stockholders/ shareholders. They in fact own the corporation.

## II. Ответьте на вопросы.

1. What is one modern definition of business?
2. What does distribution involve?
3. What differ goods from services?
4. What are the constituents of business?
5. What is profit?
6. Give the three forms of business.

### Комментарий

## III. Запомните эти слова и составьте с ними предложения.

<i>Nouns</i>	<i>Существительные</i>
business	бизнес, дело, коммерческое предприятие
production	производство
distribution	доставка, распределение
sale	продажа, реализация
sales	сбыт
profit	прибыль
good	товар
service	услуга
expenses/ expenditures/ costs	расходы, издержки
exchange	1) обмен, 2) биржа
definition	определение, дефиниция
activity	деятельность
sole proprietorship	индивидуальное предпринимательство
partnership	товарищество
corporation	корпорация
start-up capital	стартовый капитал
legal entity	юридическое лицо
physical entity/ individual	физическое лицо
entrepreneur	предприниматель
stock	1) основной капитал, акция (Am. E.), 2) запас
share ■	1) доля, квота, 2) акция (Br. E.)
stockholder (Am. E.)/ shareholder (Br. E.)	акционер

<i>Verbs</i>	<i>Глаголы</i>
need	нуждаться
want	желать
exchange	обменивать
consume	потреблять
perform	выполнять
own	владеть
undertake	предпринимать
<i>Adjectives &amp; Adverbs</i>	<i>Прилагательные и наречия</i>
major	главный
primary	основной, первостепенный
traditional	традиционный
commonly	вообще, в общем пользовании

IV. Запомните толкование этих слов на английском языке.

Company (n)	registered business
Production (n)	producing goods and creating services
Distribution (n)	moving things from the place of production to the market place
Sale (n)	exchange of a product or service for money
Profit (n)	the money that remains after all the expenses are paid
Good (n)	product that people either need or want
Service (n)	activity that a person or people perform for another person or organization
Entrepreneur (n)	a businessperson, someone who starts and builds a business
Contract (n)	legal agreement between two people or organizations
Competition (n)	trying to do better than another company
Competitor (n)	person or company who tries to do better than another person or company
Competitive (adj)	hard, as a result of competition

**Практика**

V. Приведите в соответствие термины и их перевод.

production	прибыль
distribution	акция
sale	доставка
profit	производство
sole proprietorship	товарищество
partnership	акционер
stock	продажа
stockholder	индивидуальное предпринимательство

VI. Сопоставьте каждое слово из левой колонки с его синонимом из правой колонки.

production	share
stock	company
major	efficient
producer	manufacturer
good	in general
business	'manufacturing
productive	primary
commonly	product

VII. Приведите в соответствие термины из левой колонки с их толкованием из правой колонки

Entrepreneur	person or company who tries to do better than another person or company
Competition	legal agreement between two people or organizations
Sale	the money that remains after all the expenses are paid
Contract	moving things from the place of production to the market place
Distribution	trying to do better than another company
Company	a businessperson, someone who starts and builds a business
Profit	exchange of a product or service for money
Competitor	registered business

VIII. Выберите подходящее из выделенных слов и вставьте его в предложение.

1. *production/ produced/ productive/ product*

- A. In 1992, China \_\_\_\_\_ 500 thousand metric tons of rice.  
 B. The \_\_\_\_\_ phase encompasses product research and development, purchase of materials, and manufacturing.  
 C. Our \_\_\_\_\_ is so successful that we are rapidly running out of stock.  
 D. Jim proved to be very \_\_\_\_\_.

2. *distribution/ distributor/ distribute*

- A. Factory representatives \_\_\_\_\_ products to wholesalers and retailers.  
 B. Moving a truckload of apples from the orchard to the supermarket is an example of \_\_\_\_\_.  
 C British Leyland is an importer and \_\_\_\_\_ by trade.

3. *sales/ sell/ sale*

- A. How efficiently a company \_\_\_\_\_ its products will in large measure determine its success.  
 B. A company's annual report includes the \_\_\_\_\_ figures for the current fiscal year.  
 C. Sam got a \_\_\_\_\_ with one of the top manufacturers.

4. *profits/ profit/ profitable*

- A. The farm is a highly \_\_\_\_\_ business.  
 B. The company explores natural resources to its own \_\_\_\_\_.  
 C. \_\_\_\_\_ have only slightly increased, therefore we have had to cut further investment.

5. *allocated/ allocation/ allocate*

- A. The company's management can \_\_\_\_\_ resources properly.  
 B. The resources to be \_\_\_\_\_ are scarce.  
 C A manager should monitor the \_\_\_\_\_ of responsibilities.

IX. Классифицируйте реальные жизненные ситуации согласно предложенной схеме.

- production of goods
- rendering services

- distribution of goods
- sale of goods
- sale of services

*Examples:*

A refinery turns oil into gasoline.  
 The gasoline is moved to the gas station.  
 A gas station sells gasoline to a customer.  
 An auto mechanic repairs a car.  
 A truck moves spare parts across the country.  
 A waiter takes your order for dinner.  
 A fanner grows vegetables.  
 A warehouse keeps these books before a bookstore.  
 A secretary answers incoming calls.  
 A newsagent sells you *The Guardian*.  
 A barber cuts hair.  
 A chemical plant converses raw materials into fertilizers.

X. Напишите производные от глаголов слова согласно предложенной схеме. Первый дан как образец.

Глагол	Существительное (понятие)	Существительное (агент)	Прилагательное/ причастие
Produce	Production	Producer	Productive
Consume			
Distribute			
Sell			
Profit			
Perform			
Allocate			
Own			
	Entrepreneurship		

XI. Прочитав текст, выберите правильный ответ на следующие вопросы.

Corporations

The purpose of a business corporation an institution is making profit. It is operated by individuals. Their shares are represented by stock

certificates. A person who owns a stock certificate is called a stockholder.

There are several advantages of the corporate form of ownership. First is the ability to accumulate financial resources. The second advantage — the corporation can raise a large amount of capital and invest in plants, equipment and research. And the third, a corporation can offer higher salaries and thus attract talented managers and specialists.

The privately owned business corporation is one type of corporation. There are some other types too. Educational, religious, charity institutions can also incorporate. Usually such corporations do not issue stocks and are nonprofit. If there is a profit, it is reinvested in the institution rather than distributed among the private stockholders.

In some western countries federal government and special agencies can establish government corporations. A few examples of these are state universities, state hospitals and city owned utilities. Governmental corporations are non-profit as a rule and do not issue stock certificates.

1. The owners of a business corporation are \_\_\_\_\_
  - A. State
  - B. Individuals
  - C. Employees
  - D. Management
2. A person who owns a stock certificate is called \_\_\_\_\_
  - A. Stockkeeper
  - B. Stockowner
  - C. Stockholder
  - D. Stockproprietor
3. Each corporation \_\_\_\_\_
  - A. may issue stock certificate
  - B. is profitable
  - C. must issue stock certificates
  - D. issues stock certificates.

## XII. Переведите предложения на английский язык.

1. Представление о бизнесе расширилось в настоящее время.
2. Традиционно это слово распространено во многих языках.
3. Производство означает превращение в товары материалов или услуг.
4. Транспортировка — это перемещение товаров от производителя к потребителю.
5. Продажа товаров и услуг — это обмен их на деньги.
6. Обязательным элементом бизнеса есть получение прибыли.
7. Прибыль — это деньги, остающиеся после оплаты всех расходов.
8. Прибыль — главная цель коммерческого предприятия.
9. Существуют три основные формы организации бизнеса.
10. Бизнесом могут заниматься как физические, так и юридические лица.

## Тест

XIII. Из четырех предложенных вариантов выберите единственно правильный:

1. References ... in the examination room.
  - A. not used
  - B. no use
  - C. are not used
  - D. don't used
2. This train often leaves...the time on the schedule.
  - A. late than
  - B. more late than
  - C. later
  - D. later than
3. One should take not only cash....
  - A. but traveler's checks
  - B. except traveler's checks
  - C. but traveler's checks also
  - D. but also traveler's checks
4. By the next century, the computer...a necessity in every home.
  - A. will have become
  - B. becoming
  - C. has become
  - D. became
5. I can ... tolerate living with my roommates.
  - A. longer

- B. no longer
  - C. not longer
  - D. none longer
6. We haven't heard from Jim ... a year.
- A. -
  - B. since
  - C. for
  - D. before
7. Everyone who majors in economics... History of Economics,
- A. study
  - B. studies
  - C. have studied
  - D. studying
8. We are much more concerned... efficiency than expansion.
- A. of
  - B. to
  - C. with
  - D. about
9. A good team ... of both recruiting and coaching.
- A. are a result
  - B. it is a result
  - C. results
  - D. is a result
10. Could I... your dictionary to check my composition?
- A. lend
  - B. lent
  - C. borrow
  - D. borrowed
11. Unfortunately, most of our students are not... the task.
- A. adequate
  - B. adequate as
  - C. adequate of
  - D. adequate to
12. Steve was particularly respected... his integrity.
- A. of
  - B. for
  - C. about
  - D. with
- 13....., the company's performance proved to be successful.
- A. Wholely
  - B. Whole

- C. As a whole
  - D. A whole as
14. The article ... for tomorrow.
- A. translated
  - B. is translated
  - C. is to be translated
  - D. will translated
15. David has studied hard ...
- A. success
  - B. succeed
  - C. for succeed
  - D. to succeed
16. There is a *tendency* to select some details and to ignore others.
- A. trend
  - B. prejudice
  - C. security
  - D. rumor
17. The present Government has *modified this* approach.
- A. improved
  - B. changed
  - C. discovered
  - D. remembered
18. There was a *limit* on what we could buy.
- A. basement
  - B. expense
  - C. boundary
  - D. supply
19. A balance of international payment refers to the net result of the business a nation *carries on* with other nations in a given period.
- A. cancels
  - B. appropriates
  - C. transacts
  - D. mediates
20. The professor spoke to us in a *severe* voice.
- A. vague
  - B. harsh
  - C. diverse
  - D. covert.

## Дополнительные тексты/ диалоги

XIV. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

### Careers in Business

Business is an increasingly important activity throughout the world today. Consequently, the opportunities for a business career have grown in variety and number. There are now five broad fields of business that offer exciting careers:

- Management (general manager, personnel manager, production manager);
- Marketing (researcher, advertiser, buyer, seller, distributor);
- Accounting (bookkeeper, public accountant, private accountant, auditor);
- Finance (banker, financial analyst, stockbroker);
- Computers and data processing (computer operator, computer programmer, systems analyst).

Within each of these fields there are specific jobs in which one can specialize. For example, a person working in computers and data processing may specialize in computer programming, computer operating, and systems analysis. The definitions of the five business fields may be as follows:

**Management** — the activities guiding a company to reach its objectives.

**Marketing** — the movement of goods and services from manufacturer to customer to satisfy the customer and achieve the company's goals.

**Accounting** — the measurement and communication of financial information.

**Finance** — the acquisition and utilization of capital to start up, operate, and expand a business.

**Data Processing** — the handling of large amounts of information concerning business operations.

Business today is full of risk and opportunity. Many people need to plan, prepare, and practice to create a successful business. The task is to minimize risks and make the most of opportunities. But many people entering the business world lack adequate training in such areas as

leadership, communicating requirements and ideas, and working successfully as a member of a team. Employees must be skilled in allocating time, money and other resources needed to carry out a job. They are to be able to evaluate and use new information. They must understand how one task may effect the others. Finally, they have to be able to learn new skills and adapt to changing technology.

### Ключи к упражнениям

VI. production — manufacturing; stock — share; major — primary; producer — manufacturer; good — product; business — company; productive — efficient; commonly — in general.

X. consume — consumption — consumer — consuming/consumed; distribute — distribution — distributor — distributive; sell — sale — seller — selling/sold; profit — profit(s) — profit-maker — profitable; perform — performance — performer — performing/performed; allocate — allocation — allocated; own — ownership — owner — owning/owned; — entrepreneurship — entrepreneur — entrepreneurial.

XI. 1.(B);2.(C);3.(A).

XIII. 1.C;2.D;3. D;4.A;5. B; 6. C; 7. B; 8. C; 9. D; 10. C; 11. D; 12. B; 13. C; 14. C; 15. D; 16. A; 17. B; 18. C; 19. C; 20. B.



## МЕНЕДЖМЕНТ

I. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

### Functions of Management

There is a statement: "Management is getting work done through people." Most of achievements in any society take place because groups of people get involved in joint effort. Almost everyone is, was, or someday will be a manager, i.e. the person who coordinates human, information, physical, and financial resources of an organization. In order to perform their functions adequately, managers need interpersonal, organizational, and technical skills.

Management is a team of managers who are in charge of the organization at different levels. Regardless of the specific job, most managers perform five basic functions:

- Planning
- Organizing
- Staffing
- Directing
- Controlling.

*Planning* involves determining overall company objectives and deciding how these goals can best be achieved. Managers consider alternative plans before choosing a specific course of action at all managerial levels. Planning is listed the first management function because the others depend on it. However, even as managers move on to perform other functions, planning continues as goals and alternatives are further evaluated and revised.

*Organizing*, the second management function, is putting the plan into action. Organizing involves allocating resources, especially human resources, so that the objectives can be attained; creating new positions and determining responsibilities. *Staffing*, i.e. choosing the right person for the right job, is also a part of the organizing function.

Fourth is the day-to-day direction and supervision of employees. In *directing*, managers guide, teach, and motivate people so that they reach their potential abilities, and at the same time achieve the company goals set in the planning stage.

At last managers *control!* and evaluate how well overall company objectives are being met. If there are any problems and objectives are not being met, changes need to be made in the company's organizational,

or managerial, structure. In making changes, managers might have to go back and replan, reorganize, and redirect. Effective managers achieve the goals of the company through a successful combination of planning, organizing, staffing, directing, and controlling.

*Personal business management* is a one-semester course for the high school students. Its purpose is to provide students with a variety of tools necessary to meet future needs — making career decisions, managing money, providing economic security, managing credit, and keeping up to date with technology. It is useful for all the students for better understanding and adapting to the financial world they will enter. A student examines his or her societal and personal expectations, needs and wants, controls and restraints both for the present and future. The emphasis is made on decision-making skills, planning and analysis. The informed person is better able to draw maximum benefit and is well-adjusted to the social, economic, and technological changes.

### II. Ответьте на вопросы.

1. What is management?
2. What are managerial tasks/goals?
3. Why is planning the first managerial function?
4. What are the other managerial functions?
5. How do the managers achieve the goals of a company?
6. What kind of skills must a manager have?
7. What is Personal Business Management?
8. Is it necessary to introduce this subject in Russia?

### Комментарий

### III. Запомните эти слова и составьте с ними предложения.

<i>Nouns</i>	<i>Существительные</i>
management	менеджмент
manager	менеджер
team	коллектив, команда, группа
position	должность (позиция)
planning	планирование

<i>Nouns</i>	<i>Существительные</i>
organization	организация (работы, процесса)
staffing	подбор и расстановка кадров
directing	инструктирование и надзор
supervision	инструктирование, надзор и контроль
control(ling)	контроль
objective	задача
goal	цель
alternative	альтернатива
course of action	курс действий
human resources	человеческие ресурсы
personal expectation	самооценка с точки зрения перспектив
restrain	ограничение
<i>Verbs</i>	<i>Глаголы</i>
be in charge (of)/ be responsible (for)	нести ответственность
evaluate	оценивать
set	устанавливать
move on	продолжать на следующем этапе
attain	достигать
allocate	выделять, распределять (ресурсы)
guide	наставлять, ориентировать
motivate	мотивировать
revise	пересматривать с целью улучшить
<i>A djectives and A dverbs</i>	<i>Прилагательные и наречия</i>
managerial	управленческий
organizational	организационный
interpersonal	межличностный
overall	общий, в целом
regardless of	несмотря на
adequately	адекватно
societal	социальный

#### IV. Запомните толкование этих слов на английском языке.

Management (n)	a team of managers responsible for driving / leading an organization toward its objectives
Manager (n)	a person who has the skills or is in the position to oversee the functions of an organization
Objective (n)	a statement derived from an organization's goals
Alternative (n)	a choice or option; in decision-making — a potential solution to a problem
Budget (n)	plan of incomes and expenditures
Supervision (n)	control of employees' performance, training and motivating
Position (n)	a job in a company or organization
Personal Assistant (n)	secretary who provides special help to a manager or director
Personnel Department (n)	a department in a company, that keeps, records, training and recruitment
Attain (v)	achieve; to successfully complete something
Move on (v)	continue
Motivate (v)	direct the behavior of employees toward company goals
Allocate (v)	distribute for a specific purpose

### Практика

#### V. Приведите в соответствие термины и их перевод.

direction	инструктирование, надзор и контроль
staffing	людские ресурсы
course of action	альтернатива
human resources	подбор и расстановка кадров
alternative	курс действий
supervision	инструктирование и надзор
attain	пересматривать
revise	достигать

VI. Приведите в соответствие термины из левой колонки и их толкование из правой колонки.

Direction	secretary who provides special help to a manager or director
Move on	to set aside or distribute for a specific purpose
Motivate	to continue to the next phase
Allocate	to direct the behavior of employees toward company goals
Position	Instruction and supervision of some course of action
Objective	a choice or option
Alternative	a statement derived from an organization's goals
Personal Assistant	a job within a company or organization

VII. Сопоставьте каждое слово из левой колонки с его синонимом из правой колонки.

managerial	general
strategy	responsibility
be in charge of	achieve
duty	stage
attain	set up
establish	be responsible for
phase	course of action
overall	organizational

VIII. Дополните таблицу из гнезд слов (первый дан как образец).

Глагол	Существительное	Прилагательное/ причастие
manage	management, manager	managerial
allocate		
alter		
achieve		
guide		

motivate		
supervise		

IX. Переведите следующие выражения на русский язык. Составьте с ними предложения.

1. To govern an organization
2. To run a company
3. To meet objectives
4. To attain goals
5. To perform functions
6. To centralize authority
7. To delegate authority
8. To achieve goals -
9. To establish objectives
10. To assign tasks
11. To perform tasks
12. To make changes
13. To respond to changes
14. To reach someone's potential abilities
15. To adhere to rules.

X. Переведите диалог на русский язык. Составьте подобный диалог.

Arranging a meeting

- A: What about the Draft Contract?  
 B: Oh, I haven't finished it yet. Don't worry, it'll be ready on time.  
 A: Good. I've got a meeting with the lawyer tomorrow at 9. Will you come?  
 B: Just a moment. I'll look into my diary...  
 Yes, that'll be OK. What are you going to discuss?  
 A: We're going to talk about packing.  
 B: Right, I'll certainly be there.  
 A: Great. Look, I'm going to have lunch in half an hour.  
 B: Sorry, I've got another appointment for lunch. We could meet later this afternoon.  
 A: OK, let's say at 3 o'clock P.M. in my office.  
 B: Fine, I'll be there.

XI. Замените выделенные курсивом слова их синонимами из списка, приведенного ниже.

alterations, team, established, overall, goal, achieved, position, stages

Plans are *set up* in the first stage of the project.

Organization goals are *attained* by successfully combining the functions of planning, organizing, staffing, directing and controlling.

During training for my present *job* I took courses in accounting.

The organizing function may be divided into two *phases*: determining positions and their associated duties and staffing those positions.

Managers should periodically control how well *general* company goals are being met.

It is the *purpose* of an organization to "make common people do uncommon things".

The risk of choosing a wrong course of action may be lessened by participation *of & group* rather than an individual manager.

Plans are often subject to slight *changes* before implementation.

XII. Переведите предложения на английский язык.

1. Есть мнение, что менеджмент — это искусство выполнять работу силами разных людей. 2. Каждый из нас когда-либо выполнял, выполняет или будет выполнять функции руководителя. 3. Менеджер должен уметь работать с людьми. 4. Руководство составляет коллектив руководителей. 5. Основные функции любого руководителя — это планирование, организация работы, подбор и расстановка человеческих ресурсов и контроль за выполнением работы. 6. Подбор и расстановку людей можно рассматривать как часть организационной функции. 7. Руководители ежедневно следят за работой подчиненных, учат и мотивируют их работать лучше. 8. Функция контроля остается одной из самых важных в работе руководителя. 9. Если возникают серьезные проблемы, то бывает необходимо произвести изменения в организационной структуре фирмы. 10. Важность каждой из пяти функций руководителя варьирует в зависимости от ситуации.

## Тест

XIII. Из четырех предложенных вариантов выберите единственно правильный.

1. Every student has to register, . . . ?  
A. hasn't he  
B. didn't he  
C. isn't he  
D. doesn't he
2. The letter was short and we couldn't get...news.  
A. many  
B. much  
C. few  
D. little
3. Some of these T-shirts are white,...are blue, and the rest are yellow  
A. some another  
B. another  
C. other  
D. others
4. I have forgotten their....  
A. telephone number  
B. telephone's number  
C. telephone numbers  
D. telephone's numbers
5. Of all of the applicants, Alex is probably....  
A. qualified  
B. more qualified  
C. most qualified  
D. the most qualified
6. We chose Keith ... Terry as our representative.  
A. instead  
B. instead of  
C. not  
D. not only
7. Maggie took pictures, and....  
A. I did so  
B. also I did  
C. so did  
  
D. I so

8. Never again ... at that hostel.  
A. they will stay  
B. they won't stay  
C. will they stay  
D. won't they stay
9. The man who ... next door used to help me much  
A. live  
B. lives  
C. lived  
D. had lived
10. Pat is a kind of person...likes social events.  
A. which  
B. who  
C. whom  
D. what
11. Alan is young, enthusiastic, and....  
A. has talent  
B. talent  
C. talented  
D. talenting
12. My mother always forgets where she ... her hat.  
A. lays  
B. lay  
C. lies  
D. laid
13. While in Poland, did you ... ?  
A. do profit  
B. do any profit  
C. make profit  
D. make any profit
14. The plane took ... at 5 p.m.  
A. up  
B. out  
C. off  
D. of
15. We must accept the ... that we might be wrong.  
A. possible  
B. possibility  
C. possibly  
D. opportunity

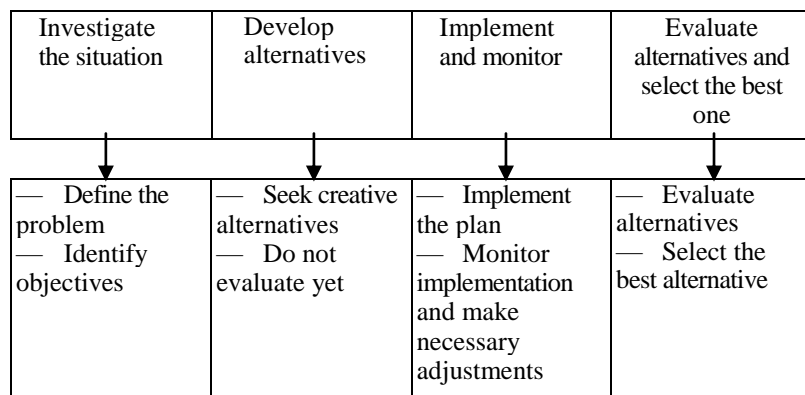
- i 6. Library cards will *expire* when they are not used.  
A. cost more money  
B. cease to be effective  
C. be mailed to the holder's address  
D. be continued automatically
- i7. Our English examination will begin *precisely* at nine.  
A. exactly  
B. usually  
C. occasionally  
D. monthly
18. His retail business in Georgetown is *expanding* now.  
A. getting faster  
B. getting larger  
C. getting smaller  
D. getting slower
19. City taxes are based on *an estimate of the value* of one's property.  
A. appraisal  
B. forecast  
C. diagnosis  
D. outline
20. Everyone was *surprised by* the results of the final examination.  
A. encouraged  
B. delighted  
C. astounded  
D. perturbed.

#### Дополнительные тексты/диалоги

XIV. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

#### Decision Making

One of the most important tasks a manager performs is decision making. This may be defined as the process of choosing a course of action (when alternatives are available) to solve a problem. The steps listed below provide a simplified framework of the ideal decision-making process:



The ability to implement the decision-making process is often determined by environmental factors rather than the steps in some 'ideal' model. Decisions are frequently influenced more by the environment and structure of the organization than by the method itself. The process of decision making may, therefore, be examined in light of environmental factors.

A number of factors may change the ideal decision-making process. The amount of flexibility within an organization and the available resources are often limiting factors. Another organizational factor is the importance of the decision being made in relation to other problems and responsibilities of management.

Three other factors also influence the decision-making process. They are: *time*, *creativity*, and *risk*. The amount of time available to make a decision for a given problem is often determined by the environment, not the management. The risk associated with a particular course of action may be lessened by use of a group rather than an individual. As a rule, groups make better solutions than individuals.

### Ключи к упражнениям

- VII. Managerial — organizational; strategy — course of action; be in charge of — be responsible for; duty — responsibility; attain — achieve; establish — set up; phase — stage; overall — general.
- VIII. Allocate — allocation — allocated; alter — alternative — alternative; achieve — achievement — achieving, achieved; guide — guidance, guideline — guiding, guided; motivate — motivation — motivating,

motivated; supervise — supervision, supervisor — supervising, supervised.

- XI. 1. established; 2. achieved; 3. position; 4. stages; 5. overall; 6. goal;

7. team; 8. alterations.

- XIII. 1. D; 2. B; 3. D; 4. C; 5. D; 6. B; 7. C; 8. C; 9. D; 10. B; 11. C; 12. A; 13. D; 14. C; 15. B; 16. B; 17. A; 18. B; 19. A; 20. C

## МАРКЕТИНГ

I. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

### Marketing

In modern terms *marketing* is defined as the movement of goods and services from manufacturer to consumer in order to satisfy the customer and to achieve the company's objectives. It can be considered as dynamic field that involves a wide variety of activities.

The ABC of marketing is the so-called *marketing mix*. It includes the four P's: *product, price, placement, and promotion*.]

*Product* (service) is often connected with development of a new product or service, searching the potential markets, and, finally, introduction it to the market. *Target market* selection is the most important task for any firm. A target market is a group of individuals who will probably buy the product. That involves the development of a *marketing strategy*. A successful marketing mix depends on the knowledge about consumers and their buying habits, gained through *market research* as well as correct identification of the target market.

*Price* is the most changeable element of all the four P's. Its definition is exchange of something of value for something else. There are three pricing options the company may take: *above, with or below* the prices its competitor are charging! For example, if the average price for blue jeans is \$ 50, a company that charges \$ 50, has priced with the market, a company that charges \$ 47 has priced below the market, and a company that charged \$ 53 has priced above the market. Most companies price *with* the market, selling their goods and services for average prices established by major producers in the industry known as *price leaders*.

*Placement* involves getting the product or service to the customer. This takes place through the *channels of distribution*. A common channel of distribution is:

Manufacturer → wholesaler → retailer → customer.

*Promotion* includes all kinds of communication with individuals, groups, or organizations to directly or indirectly facilitate exchange by informing and persuading them to accept an organization product or service. There are two major ways promotion occurs: through personal selling, as in a store; and through advertising, as in a newspaper. One should distinguish *advertising campaign* which can be developed by personnel within the firm or in conjunction with advertising agencies,

and *publicity*, that is the means of communication transmitted through a mass media at no charge.

All marketing activities must be oriented toward creating and sustaining satisfying exchanges. Both the buyer and the seller must be satisfied. The first should be satisfied with goods, services or ideas obtained in the exchange. The seller should receive something of value, usually financial reward. All marketing variables are highly interrelated.

Marketing helps companies generate profit, the lifeblood of economy. About half of each consumer dollar is spent on marketing activities.

II. Ответьте на вопросы.

1. What is marketing?
2. What are the four main elements of marketing?
3. What are three pricing options that a company may take?
4. What does placement involve?
5. Do you think restaurants provide food on a wholesale or retail basis?
6. What is the difference between advertising and publicity?

### Комментарий

III. Запомните эти слова и составьте с ними предложения.

<i>Nouns</i>	<i>Существительные</i>
marketing mix	содержание маркетинга
customer	клиент, заказчик
consumer	потребитель
objective	задача, цель
target market	целевой рынок
marketing strategy	маркетинговая стратегия
market research	исследование рынка
pricing	ценообразование
option	выбор, альтернатива
competitor	конкурент
price leader	ценовой лидер
placement	размещение
channel of distribution	канал сбыта
wholesaler	оптовик
retailer	розничный торговец

<i>Nouns</i>	<i>Существительные</i>
promotion	промоушн, продвижение товара или услуги
advertising	реклама (платная)
advertising campaign	рекламная кампания
publicity	реклама (бесплатная), паблисити
<i>Verbs</i>	<i>Глаголы</i>
satisfy	удовлетворять
charge	назначать цену
price	устанавливать цену
determine	определять
identify	выявлять, идентифицировать
distinguish	различать
take place	иметь место, происходить
communicate	передавать информацию
persuade	убеждать
transmit	передавать
interrelate	соотносить(ся), взаимодействовать
<i>Adjectives &amp; Adverbs</i>	<i>Прилагательные и наречия</i>
average	средний
target	целевой
satisfying, satisfactory	удовлетворительный

IV. Запомните толкование этих слов на английском языке.

Marketing mix (n)	the combination of four P's
Option (n)	choice
Objective (n)	goal
Competitor (n)	rival, opponent
Channel of distribution (n)	the path goods take when moving from manufacturer to customer
Wholesaler (n)	one who sells in large amounts to retailers
Retailer (n)	one who sells in small amounts to customers
Promotion (n)	communication between buyer and seller
Satisfy (v)	please
Charge (v)	set at a price
Price with the market (v)	charge an average price
Persuade (v)	convince
Take place (v)	occur, happen
Personal (adj)	private, relating to an individual

## Практика

V. Приведите в соответствие термины и их перевод.

target market	рекламная кампания
marketing strategy	целевой рынок
pricing	размещение
promotion	ценовой лидер
placement	рекламная кампания
advertising campaign	розничный торговец
retailer	продвижение товара/ услуги
price leader	ценообразование

VI. Приведите в соответствие термины из левой колонки с их толкованием из правой колонки.

Channel of distribution	the combination of four P's
Charge	please
Marketing mix	the path goods take when moving from manufacturer to customer
Option	choice
Satisfy	set at a price
Wholesaler	one who sells in small amounts to customers
Retailer	rival
Competitor	one who sells in large amounts to retailers

VII. Напишите существительные, производные глаголов.

1. Compete	
2. Price	
3. Place	
4. Promote	
5. Advertise	
6. Determine	
7. Facilitate	
8. Develop	



VIII. Сопоставьте каждое слово из левой колонки с его синонимом из правой колонки.

customer	goal
objective	good
occur	make easier
option	consumer
product	take place
facilitate	define
determine	choice

IX. Выявите правильные и исправьте неправильные реплики.

1. Can't you reduce the price for our first order? — There are fewer goods available.
2. Where are you calling from? — This is Mr. Jones speaking.
3. Why is there no one on the premises now? — It is after office hours.
4. Could you quote the item number? — Yes, that's the quantity I want.
5. Would you prefer the latter? — Yes, the last suggestion is the best one.
6. We've got some more on order. — So you expect them to come in soon?

X. Выберите вариант, который лучше всего дополняет утверждения:

1. *The four main elements of marketing are known as:*

- A. buying, selling, market research, and storage
- B. the four P's
- C. the four M's
- D. the marketing mix

2. *The product element refers to:*

- A. the four P's
- B. testing of a product to insure quality
- C. the good or service that a company wants to sell
- D. getting the product to the customer.

3. *Most companies price:*

- A. beyond the market

- B. below the market
- C. with the market
- D. above the market

4. *A common channel of distribution is:*

- A. wholesaler —»retailer —> manufacturer —> customer
- B. manufacturer —> retailer —> wholesaler —> customer
- C. retailer —> manufacturer —> wholesaler —»customer
- D. manufacturer -> wholesaler —> retailer -» customer

5. *The two major forms of promotion are:*

- A. personal selling and advertising
- B. personal selling and newspapers
- C. personal selling
- D. radio and television.

XI. Выберите подходящее из выделенных слов и вставьте его в предложение.

1. *identification/ identify*

- A. Market analysts\_\_\_\_\_ the target market for a particular product.
- B. When travelling, one must not forget taking his or her\_\_\_\_\_.

2. *promotion/ promoted*

- A. Advertising agencies are concerned with the \_\_\_\_\_ of a product.
- B. Last week the boss\_\_\_\_\_ me because of my efficient work.

3. *competitor/ compete*

- A. In the marketplace, businesses \_\_\_\_\_ with each other.
- B. Sony is a major\_\_\_\_\_ of General Electric.

4. *determination/ determines*

- A. The combination of the four P's \_\_\_\_\_ the marketing mix.
- B. An analyst makes an accurate\_\_\_\_\_ of the company's target markets.

XII. Ответьте на вопросы.

1. Do you enjoy shopping?
2. How often do you go shopping?
3. Do you shop in large supermarkets?
4. Who usually does the shopping in your family?
5. Do you think shopping services have improved?

6. What type of products do you buy in a supermarket?
7. How much do you spend weekly?
8. How much extra are you prepared to pay?
9. How did you hear of new products?
10. Do you spend about three hours shopping a week?

XIII. Переведите вступление к диалогу и сам диалог на русский язык. Составьте по аналогии диалог из 5 вопросов и 5 ответов.

*Price is all around us. You pay rent for your apartment, tuition for your education, and fee to your doctor. The price of an executive is salary, the price of a salesperson may be a commission, and the price of a worker is a wage. Sometimes you may negotiate the price for a good or service. Let us try to learn how to bargain in a correct and polite way.*

- A: We were wondering if you could offer us a discount?  
 B: Well, we could certainly discuss it.  
 A: What sort of discount were you thinking of?  
 B: We would be willing to offer you 2 per cent.  
 A: I'm afraid that's much lower than we're expecting.  
 B: Well, "I'm sure you'll understand that's a reasonable offer."  
 A: Yes, but, considering our excellent relationships, I'm sure you could offer a bit more?  
 B: Perhaps we could consider 2.5 per cent?  
 A: We were thinking in terms of 5%.  
 B: I'm afraid that's far too high.  
 A: Well, perhaps we could say 3.5%?  
 B: I'm sorry, that's still too high.  
 A: I'm sure I don't have to point out what a valuable customer we are?  
 B: Certainly, we're very aware of that. Maybe we could settle on 3 per cent?  
 A: That sounds fine.  
 B: Good. Let's leave it at that, shall we?

XIV. Переведите предложения на английский язык.

1. Маркетинг связан с движением товаров и услуг от производителя к потребителю. 2. Цель маркетинга — удовлетворить клиента и выполнить задачи своей фирмы. 3. Четыре элемента — товар, цена, размещение и промоушн составляют основу маркетин-

га. 4. Выбор целевого рынка и маркетинговой стратегии важен на первом этапе. 5. Фирма может устанавливать цены на уровне, ниже и выше среднего уровня цен на рынке. 6. Обычный канал сбыта включает движение товара от производителя к оптовику, далее к розничному торговцу и, наконец, к потребителю. 7. Процесс передачи информации от продавца к покупателю называется промоушн. 8. Различают платную и бесплатную рекламу. 9. Оба составляющих маркетинга — покупатель и продавец — должны быть удовлетворены. 10. В ходе маркетинговых операций создается прибыль.

### Тест

XV. Из четырех предложенных вариантов выберите единственно правильный.

1. Dan had hoped that he ... this semester.  
 A. would graduate  
 B. graduate C. graduated D. will graduate
2. I owe you twenty dollars, ... ?  
 A. isn't I?  
 B. don't I?  
 C. am not I?  
 D. didn't I?
3. It is ... that I would like to go to the beach.  
 A. such a nice weather  
 B. such nice a weather  
 C. such nice weather  
 D. so nice weather
4. Kevin's English is ... Dr. Baker's.  
 A. so clear as  
 B. so clearly as  
 C. as clear as  
 D. as clearly as
5. This picture is ... that one.  
 A. differs  
 B. different from  
 C. different than  
 D. different

6. Rick and his roommate can usually....  
A. solve their problems among them  
B. solving their problems among them  
C. to solve their problems between them  
D. solve their problems between them
7. You will be able to speak English well....  
A. practice  
B. to practice  
C. by practice  
D. by practicing
8. The temperature drops when the sun....  
A. set  
B. sets  
C. will set  
D. is setting
9. I didn't understand what....  
A. did he say  
B. he is saying  
C. he says  
D. he said
10. Since fare to „the airport may run . . . forty dollars, I would rather walk there.  
A. as high as  
B. as high to  
C. as much as  
D. as much to
11. If you want to leave a message, my secretary will take....  
A. it  
B. they  
C. them  
D. their
12. The TV programs....watch influence their learning.  
A. a children  
B. our children  
C. our child  
D. our childs
13. Sheila Hardy always *speaks out* about everything.  
A. declares her opinion  
B. agrees  
C. quarrels  
D. has an interest

14. I feel fairly *sure* that the work can be done.  
A. eager  
B. hopeful  
C. confident  
D. resigned
15. For your safety and the safety of others, always *pay attention to* traffic signals.  
A. overlook  
B. heed  
C. glance at  
D. repair
16. The water level... when it rains every spring.  
A. raised  
B. raises  
C. rose  
D. rises
17. The president usually... unless his press secretary approves it.  
A. doesn't do a statement  
B. doesn't make a statement  
C. doesn't statement  
D. no statement
18. Mr. Smith's point of view doesn't...to our plan of action.  
A. relate  
B. relation  
C. relative  
D. relatively
19. Travel agents will *confirm* your reservations for you free.  
A. purchase  
B. exchange  
C. verify  
D. obtain
20. The President called for a *combination* of the departments of Labor and Commerce.  
A. reconciliation  
B. strike  
C. merger  
D. memorandum.

### Дополнительные тексты/диалоги

XVI. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

#### Marketing Research: Key Players

The major actors in a company's microenvironment are the company itself, suppliers, market intermediaries, customers and competitors. Let us consider the roles of each of them.

**The company.** All the departments within a company (e.g. production, finance, personnel) have an impact on the marketing department's plans and actions.

**The suppliers.** Changes in the supplier environment, such as prices and availability of raw materials, have a considerable impact on a company's marketing operations.

**The market intermediaries.** Middlemen such as agents, wholesalers and retailers, are powerful actors. In some cases they can dictate terms and even bar the manufacturer from certain markets.

**Customers.** The marketer needs to know what people are involved in the buying decision and what role each person plays. For many products, it is not difficult to identify the decision-maker. Men normally choose their own shoes and women choose their own make-up. However, some products and especially new ones may involve more than one person in decision-making.

**Competitors.** A company's marketing system is greatly influenced by a host of competitors. The best way for a company to grasp the full range of its competition is to take the viewpoint of a buyer.

There are four steps in the market research process: (1) defining the problem, (2) developing the research plan, (3) implementing the plan, and (4) interpreting and presenting the findings.

#### Ключи к упражнениям

- VII. 1. competitor, competition; 2. pricing; 3. placement; 4. promotion; 5. advertising, advertiser, advertisement; 6. determination; 7. facilitation; 8. development, developer.
- VIII. customer — consumer; objective — goal; occur — take place; option — choice; product — good; facilitate — make easier; determine — define.

IX. 3, 5, 6 are correct.

X. 1. b; 2. c; 3. c; 4. d; 5. a.

XV. 1. A; 2. B; 3. A; 4. C; 5. B; 6. D; 7. D; 8. B; 9. D; 10. A; 11. A; 12. B; 13. A; 14. C; 15. B; 16. D; 17. B; 18. A; 19. C; 20. C.

## БУХГАЛТЕРСКИЙ УЧЕТ

I. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

### An Accounting Overview

*Accounting* is frequently called the "language of business" because of its ability to communicate financial information about the organization. Various interested parties, such as managers, potential investors, creditors, and the government, depend on a company's accounting system to help them make informed financial decisions. An effective accounting system, therefore, must include accurate collecting, recording, classifying, summarizing, interpreting, and reporting of information on the financial status of an organization.

In order to achieve a standardized system, the accounting process follows accounting principles and rules. Regardless of the type of business or the amount of money involved, common procedures for handling and presenting financial information are used. Incoming money (*revenues*) and outgoing money (*expenditures*) are carefully monitored, and transactions are summarized in financial statements, which reflect the major financial activities of an organization.

The work of accountants is rather sophisticated. People who specialize in the field of accounting are known as bookkeepers and accountants. *Bookkeepers* deal in taxes and different business *transactions* of the company. The *accountant's* responsibility is to analyze and interpret the financial data and make it understandable for users. In the United States, accountants are usually classified as private, government, and public. Private accountants work solely for private companies or corporations that hire them to maintain financial records, and governmental accountants work for governmental agencies. Both private and governmental accountants are paid on a salary basis, whereas public accountants receive fees for their services. Public accountants work independently and provide accounting services such as auditing and tax computation to companies and individuals.

Many accountants have special certificates after they pass examinations in Institute of Accountants. Certified accountants in England are called *chartered accountants*. In the USA the certified accountants are called *certified public accountants (CPA)*.

Through effective application of commonly accepted accounting systems, accountants provide accurate and timely financial information

that is necessary for organizational decision-making. No expansion or reorganization is planned without them. New products and advertising campaigns are also prepared with the help of the accountant.

II. Ответьте на вопросы.

1. Why is accounting called the "language of business"?
2. What are revenues and expenditures?
3. How is a standardized accounting system achieved?
4. What is the difference between a bookkeeper and an accountant?
5. How are accountants classified in the USA?
6. What kind of services do certified accountants provide?
7. How are they called in Britain and the USA?

### Комментарий

III. Запомните эти слова и составьте с ними предложения.

<i>Nouns</i>	<i>Существительные</i>
accounting	бухгалтерский учет
accountancy	бухгалтерское дело, счетоводство
audit	аудит
auditing	аудит как предмет
tax computation	расчет налогов
accountant	бухгалтер-аналитик
bookkeeper	бухгалтер-счетовод
asset	актив
liability	пассив, обязательство
party	сторона-участник
posting	проводка, разноска по счетам
balance	1) баланс, 2) остаток
financial status	финансовое положение
financial statement	финансовый отчет
transaction	транзакция
revenue	доходы
expenditure	расходы
payroll	платежная ведомость
salary	зарплата (служащих)

<i>Nouns</i>	<i>Существительные</i>
fee	гонорар
chartered accountant	аудитор в Англии
certified public accountant (CPA)	аудитор в США
<i>Verbs</i>	<i>Глаголы</i>
collect	собирать
record	регистрировать
classify	классифицировать
summarize	обобщать
total	сводить
interpret	интерпретировать
report	отчитываться, докладывать
handle	обращаться, управляться с чем-либо
post	разносить
withdraw	удерживать (из зарплаты)
present	представлять
<i>Adjectives &amp; Adverbs</i>	<i>Прилагательные и наречия</i>
sophisticated	сложный, запутанный
standardized	стандартизованный
certified	сертифицированный
accurate	точный
timely	своевременный
solely	только, единственно
independently	независимо

IV. Запомните толкование этих слов на английском языке.

Agency (n)	the organization that provides services
Fee (n)	money paid to professional people
Take into account (v)	take into consideration
Monitor (v)	watch closely
Appropriately (adv)	in the right way
Revenues (n)	incoming money
Expenditures (n)	outgoing money
Quotation (n)	estimate of how much something will cost
Total (v)	add together a set of numbers or objects

Report (v)	present data to someone(s)
Procedure(n)	a formal way of doing something
Process (n)	a series of transactions, changes, or functions that bring about a particular result
Express (v)	indicate by words and symbols
Reflect (v)	give a particular impression of something
Detail (v)	provide information item by item

### Практика

V. Приведите в соответствие термины и их перевод.

accountant	бухгалтер-счетовод
bookkeeper	классифицировать
revenues	расходы
expenditures	бухгалтер-аналитик
record	разносить
summarize	доходы
classify	регистрировать
post	обобщать

VI. Приведите в соответствие термины из левой колонки с их толкованием из правой колонки.

Procedure	money paid to professional people
Monitor	present data to someone(s)
Revenues	outgoing money
Agency	a formal way of doing something
Reflect	watch closely
Expenditures	incoming money
Report	give a particular impression of something
Fee	the organization that provides services

VII. Сопоставьте каждое слово из левой колонки с его синонимом из правой колонки.

method	fee
charge for services	financial status
keep	corresponding
strict	complicated
collect	maintain
appropriate	gather
sophisticated	rigorous
financial condition	procedure

VIII. Выберите вариант, который лучше всего дополняет утверждения.

- Accounting information is used by \_\_\_\_\_ to help them make financial decisions.
  - creditors
  - potential investors
  - managers
  - all of the above
- Regardless of the type of business or the amount of money involved:
  - all companies use identical accounting systems
  - all companies use different accounting systems
  - common procedures are used in handling financial information
  - no standardized accounting system is being used
- Business monetary transactions are summarized in:
  - bank books
  - financial statements
  - computers
  - journals
- Accountants may become certified by:
  - paying a fee
  - becoming private accountants
  - becoming governmental accountants
  - passing an exam in accounting
- Private and governmental accountants are paid on a \_\_\_\_\_ basis.
  - monthly
  - salary
  - fee
  - weekly

IX. Выберите подходящее из выделенных слов и дополните им предложение.

- information/informative*
  - Getting Acquainted with Accounting*, by John L. Carey, is a very \_\_\_\_\_ book.
  - Many interested parties require specific financial \_\_\_\_\_.
- fulfillment/fulfill*
  - Before the accountant could become a C PA s/he had to \_\_\_\_\_ a number of requirements.
  - People there find \_\_\_\_\_ in working for a common goal.
- record/records*
  - Bookkeepers \_\_\_\_\_ business transactions and periodically do a trial to see if both sides of an account match.
  - Accountants analyze financial \_\_\_\_\_ and decide how to present them.
- standards/has standardized/standard*
  - There are some \_\_\_\_\_ procedures for recording financial data.
  - The computer department \_\_\_\_\_ its procedures for storing and retrieving data.
  - The North Sea oil contributed in \_\_\_\_\_ of living in Britain.
- monitored/monitoring*
  - The Board of Directors exercises. \_\_\_\_\_ of the project.
  - The student's progress is being \_\_\_\_\_.

X. Выберите нужное слово и подставьте его в предложение.

- The real estate in other countries is included into the \_\_\_\_\_ money company's \_\_\_\_\_.
- International cooperation between banks makes it \_\_\_\_\_ data possible \_\_\_\_\_ imports and exports.
- Both management and stockholders can use \_\_\_\_\_ ownership provided by accounting records.
- An accounting helps \_\_\_\_\_ the business's \_\_\_\_\_ transaction performance.

5. An importer can buy _____ from another country using only the currency of that country.	finance
6. Our last _____ influenced greatly the financial standing of the company.	profit
7. A modern economy is based on the use of _____	evaluate
8. We will _____ from the association with this company.	goods

# XI. Переведите предложения на английский язык.

1. Бухгалтерский учет часто называют «языком бизнеса». 2. Имеется несколько сторон, заинтересованных в получении информации о финансовом состоянии фирмы. 3. При составлении финансовых отчетов необходимо соблюдать ряд принципов и правил. 4. Существуют общие принципы обработки финансовой информации. 5. Финансовые отчеты отражают деятельность любых организаций. 6. Людей, специализирующихся в области бухгалтерского учета, называют бухгалтерами. 7. Бухгалтеры-счетоводы обрабатывают первичную документацию. 8. Бухгалтеры-аналитики интерпретируют эту информацию так, чтобы она стала понятной для пользователей. 9. Большинство бухгалтеров получают зарплату за свой труд. 10. Независимые бухгалтеры, или аудиторы, получают гонорар за свои услуги.

## Тест

XII. Из четырех предложенных вариантов выберите единственно правильный.

- Please get someone ... the phone right away.
  - fix
  - to fix
  - fixing
  - fixed
- I'm very busy today...,we can discuss the matter tomorrow.
  - during
  - however
  - but also
  - else

- I had to teach ... to swim.
  - I
  - me
  - myself
  - mine
- ... provides people with both money and personal satisfaction.
  - working
  - work
  - the work
  - to working
- Linda felt... about the mistake.
  - bad
  - badly
  - worse
  - worsely
- There are ... hundred students attending this school.
  - approximate
  - until
  - as many as
  - more
- The climate here is...than that of Russia.
  - mild
  - milder
  - mildest
  - the mildest
- One's fingerprints are ... any other person.
  - different from those of
  - different from
  - different
  - differ from
- Sheila will feel much better when....
  - she will stop smoking
  - stop smoking
  - stopping smoking
  - she stops smoking
- Virginia was among the few who ... to continue studying.
  - want
  - wants
  - wanted
  - have wanted



11. Although your visas will expire in June, you may have ... extended for three months.
- it
  - they
  - them
  - their
12. Jim took a lot of books ... pass his exam.
- so he could
  - so that he could
  - he could
  - so could
13. I want to have this book ..., please.
- renew
  - to renew
  - to be renewed
  - renewed
14. I asked him ...
- who he was calling.
  - who was he calling.
  - whom he was calling.
  - whom was he calling.
15. Please ... the telephone on the night table over there.
- set
  - sets
  - sit
  - sat
16. My mother was in complete charge of all *monetary* matters affecting the household.
- boring
  - fiscal
  - stationery
  - scrupulous
17. The purchaser of this automobile is protected by the manufacturer's *warranty*.
- thread
  - fund
  - issue
  - guarantee
18. The population of the United States is *roughly* 250 million.
- unfortunately
  - ideally

- approximately
  - usually
19. It's all right if you just *change* the furniture around.
- replace
  - use
  - transform
  - direct
20. This is an entirely *feasible* proposal. I suggest we will adopt it.
- theoretical
  - practical
  - premature
  - timely.

### Дополнительные тесты/ диалоги

XIII. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

### Financial Statements

Financial statements are the final product of the accounting process. They provide information on the financial condition of a company. The common financial statements are (1) the balance sheet, (2) the income statement or the profit and loss statement (P&L), and (3) the cash flow statement. Financial statements allow interested parties to compare one organization to another and/ or to compare accounting periods within one organization. For example, an investor may compare the most recent income statements of two corporations in order to find out which one would be a better investment.

*The balance sheet*, one type of financial statement, provides a summary of what a company owns and what it owes on one particular day. Assets represent everything of value that is owned by a business, such as property, equipment, and accounts receivable. On the other hand, liabilities are the debts that a company owes — for example, to suppliers and banks. If liabilities are subtracted from assets (assets — liabilities), the amount remaining is the owners' share of a business. This is known as owners' or stockholders' equity.

One key to understanding the accounting transactions of a business is to understand the relationship of its assets, liabilities, and owners' equity. This is often represented by the fundamental accounting equation: assets equal liabilities plus owners' equity.

## ASSETS = LIABILITIES + OWNERS' EQUITY

These three factors are expressed in monetary terms and therefore are limited to items that can be given a monetary value. The accounting equation always remains in balance; on other words, one side must equal the other.

The balance sheet expands the accounting equation by providing more information about the assets, liabilities, and owners' equity of a company at a specific time (for example, on December 31, 2005). It is made up of two parts. The first part lists the company assets, and the second part details liabilities and owners' equity. Assets are divided into current and fixed assets. Cash, accounts receivable, and inventories are all current assets. Property, buildings, and equipment make up the fixed assets of a company. The liabilities section of the balance sheet is often divided into current liabilities (such as accounts payable and income taxes payable) and long-term liabilities (such as bonds and long-term notes).

The balance sheet provides a financial picture of a company on a particular date, and for this reason it is useful in two important areas. Internally, the balance sheet provides managers with financial information for company decision-making. Externally, it gives potential investors data for evaluating the company's financial position.

An *income statement* is another example of a financial statement. It communicates financial information about a company over a period of time. A standardized format is used to present the financial information. This allows interested parties to compare one income statement to another in order to make informed financial decisions. But there is still a great deal of risk involved in financial decision making because the information reflected in an income statement is subject to a variety of interpretations.

The third type of financial statements is called *cashflow*. It is a quick measure of the money coming into and going out of a company during a given period of time. It gives a clear idea of a company's true earnings because it excludes accounting tools, such as depreciation, that allow a company to reduce the amount of profits reported on its books in order to pay less taxes. Cash flow factors out all of the accounting tricks and looks at what a company really earned.

sophisticated — complicated; financial condition — financial status.

VIII. 1. D; 2. C; 3. B; 4. D; 5. B.

X. 1. ownership; 2. to finance; 3. data; 4. evaluate; 5. goods; 6. transaction; 7. money; 8. profit.

XII. 1. A; 2. B; 3. C; 4. B; 5. A; 6. C; 7. B; 8. A; 9. D; 10. A; 11. C; 12.B; 13.D; 14. C; 15. A; 16. B; 17. D; 18. C; 19. A; 20. B.

### Ключи к упражнениям

VII. Method — procedure; charge for services —• fee; keep — maintain; strict — rigorous; collect — gather; appropriate — corresponding;

## ФИНАНСЫ

I. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

### Financing a Company

Let us take an example. The Smiths were planning to start up a small retail business. Before making the final decision, they looked at the amount of personal capital they had to invest. The remaining funds they would have to finance through various short-term and long-term arrangements. Another consideration was the type of equipment they would have to purchase initially. Similarly, the Smiths evaluated the costs of inventory, employee salaries and benefits, and other general expenses. After reviewing all these factors, the Smiths decided to open their business.

So, when going into business money is one of the most important factors. Without sufficient funds a company cannot begin operations. The money needed to start and continue operating a business is known as *capital*. A new business needs capital not only for ongoing expenses but also for purchasing necessary assets. These assets — inventories, equipment, buildings, and property — represent an investment of capital in the new business. Capital is also needed for salaries, credit extension to customers, advertising, insurance, and many other day-to-day operations. In addition, financing is essential for growth and expansion of a company. Because of competition in the market, capital needs to be invested in developing new product lines and production techniques and in acquiring assets for future expansion.

How this new company obtains and uses money will, in large measure, determine its success. The process of managing this acquired capital is known as *financial management*. In general, *finance* is securing and utilizing capital to start up, operate, and expand a company. In financing business operations and expansion, a business uses both *short-term* and *long-term* capital. A company utilizes short-term capital to pay for salaries and office expenses that last a relatively short period of time. On the other hand, a company seeks long-term financing to pay for new assets that are expected to last many years. When a company obtains capital from external sources, the financing can be either on a short-term or a long-term arrangement. Generally, short-term financing must be repaid in less than one year, while long-term financing can be repaid over a longer period of time.

Finance involves the securing of funds for all phases of business operations. In attracting and using this capital, the decisions made by managers affect the overall financial success of a company.

II. Ответьте на вопросы.

- I What does a new business need to start operations?
2. What is capital?
3. Why does a company need capital?
4. Give the definition of finance.
5. What is the difference between short-term and long-term financing?
6. Who makes financial decisions in a company?

### Комментарий

III. Запомните эти слова и составьте с ними предложения.

<i>Nouns</i>	<i>Существительные</i>
finance	финансы
capital	капитал
funds	фонды
financial management	финансовый менеджмент
fiscal affairs	финансовые дела
assets	активы
property	имущество, собственность
operation	действие, работа, приведение в действие
costs	затраты
expenses	расходы
investment	инвестиция
arrangement	база, приспособление
product line	номенклатура продукции
credit extension	продолжение кредита
expansion	расширение, рост
<i>Verbs</i>	<i>Глаголы</i>
start up	начинать
purchase/ buy	покупать
acquire	приобретать
obtain	получать

<i>Verbs</i>	<i>Глаголы</i>
secure	обеспечивать, гарантировать
utilize	использовать, употреблять
repay	выплачивать одолженные деньги
expect	ожидать
<i>Adjectives and Adverbs</i>	<i>Прилагательные и наречия</i>
day-to-day	повседневный
short-term	краткосрочный
long-term	долгосрочный
financial	финансовый
monetary	денежный, валютный
fiscal	фискальный, денежный, финансовый
similarly	подобным образом

IV. Запомните толкование этих слов на английском языке.

Financing (n)	acquiring necessary capital
Property (n)	anything owned by a person or a company
Investment (n)	placing of money so that it will increase in value
Budget (n)	plan of expected spending
Fund (n)	money for a specific purpose
Source (n)	any thing or place from which something is obtained
Expansion (n)	development in size and importance
Policy (n)	decision on the way of doing something
Strategy (n)	plan of future action
Capitalize on (v)	take advantage of
Monetary (adj)	of or pertaining to money
Limited (adj)	restricted, small in amount
Worthwhile (adj)	worth doing

### Практика

V. Приведите в соответствие термины и их перевод.

capital	деятельность
funds	продолжение кредита
investment	расширение

operation	капитал
credit extension	инвестиция
expansion	фонды
acquire	выплачивать
repay	приобретать

VI. Приведите в соответствие термины из левой колонки с их толкованием из правой колонки.

Investment	placing of money so that it will increase in value
Source	anything owned by a person or a company
Expansion	plan of expected spending
Fund	money for a specific purpose
Limited	of or pertaining to money
Budget	any thing or place from which something is obtained
Property	development in size and importance
Monetary	restricted, small in amount

VII. Сопоставьте каждое слово из левой колонки с его синонимом из правой колонки.

acquire	use
secure	pay back
utilize	get
repay	look for
obtain	guarantee
seek	purchase
property	expansion
growth	ownership

VIII. Напишите производные глаголов согласно предложенной схеме. Первый дан как образец.

<i>Глагол</i>	<i>Существительное</i>	<i>Прилагательное/ причастие—</i>
Acquire	acquiring, acquisition	acquired
Utilize		
Finance		

Глагол	Существительное	Прилагательное/ причастие
Expand		
Grow		
Extend		
Operate		

IX. Придумайте другие источники финансирования малого предприятия.

Sources of Funds for Small Business:

- Personal savings;
- Loans from banks;
- Money from venture capitalists.

X. Замените выделенные курсивом термины словами, указанными ниже:

acquire, utilizes, primary, arrangement, last, repaid, expect, capital

1. The management is still searching for the *money*/ \_\_\_\_\_ necessary to purchase equipment.
2. The managers *anticipate*/ \_\_\_\_\_ that the company will grow in the nearest future.
3. In making investments, a financial manager *uses*/ \_\_\_\_\_ a wide variety of information provided by all departments of the company.
4. A company needs sufficient funds to *obtain*/ \_\_\_\_\_ necessary assets, such as property, buildings, and inventories.
5. One of the *chief*/ \_\_\_\_\_ elements in financial planning is achieving the correct balance between long-term and short-term capital.
6. When a company wants to expand, one *factor*/ \_\_\_\_\_ that always affects this decision is cost.
7. When an individual borrows money from a bank, this money must be *paid back*/ \_\_\_\_\_ by a specific date.
8. In general, a business that is able to manage its finances successfully will *continue*/ \_\_\_\_\_ to exist.

XI. Заполните пропуски словами, выделенными курсивом:

*money, value, purchase, investments, evaluated, priced*

Comparing international \_\_\_\_\_, like comparing apples and oranges, can be a difficult task. How can an investment in Japanese stocks be compared to the \_\_\_\_\_ of impressionist pictures? Just as an apple or an orange can be \_\_\_\_\_ according to its weight, an international investment can be \_\_\_\_\_ according to its total return, the total increase in value plus ant dividends or other payments. In this way, all investment instruments can be compared and evaluated by yield: their percentage increase in \_\_\_\_\_ over a given period of time. Inflation also has to be considered. Money is worth only what it will buy in goods and services. If prices rise, \_\_\_\_\_ loses its value.

XII. Выберите подходящее из выделенных слов и вставьте его в предложение.

1. *considerations/ considered/ considerable*

- A. A company must raise a \_\_\_\_\_ amount of capital in order to purchase these assets.
- B. One of the primary \_\_\_\_\_ when going into business is money.
- C. Before buying his new video, David \_\_\_\_\_ every factor.

2. *utilizes/ utilization/ utilizing*

- A. Finance is securing and \_\_\_\_\_ capital to start up, operate, and expand a company
- B. A company \_\_\_\_\_ short-term capital to pay for items that last a relatively short period of time.
- C. Every company needs proper funds \_\_\_\_\_ .

3. *investment/ to invest/ invested*

- A. Management decided \_\_\_\_\_ \$ 10,000 in research & development.
- B. Although he had researched the market carefully, he took a loss on his \_\_\_\_\_ .
- C. A stockholder's \_\_\_\_\_ funds are usually not tax-deductible.

4. *acquisition/ to acquire/ acquired*

- A. There are numerous ways for a business \_\_\_\_\_ capital.
- B. The \_\_\_\_\_ of funds is an important aspect of financial management.
- C. The ability to operate the computer is an \_\_\_\_\_ skill.

5. *finance/ is financed/ financial*

- A. The management decisions affect the \_\_\_\_\_ success of a company.  
B. Most students' education \_\_\_\_\_ by their parents.  
C. There are many job opportunities for individuals who major in the field of \_\_\_\_\_ .

XIII. Переведите предложения на английский язык.

1. Если Вы собираетесь создать собственное малое предприятие, Вам нужен капитал. 2. Существует несколько источников получения стартового капитала. 3. Финансирование необходимо на всех этапах существования предприятия. 4. Успех предприятия во многом зависит от того, насколько успешно оно управляет своими финансами. 5. Финансирование необходимо также при расширении деятельности предприятия. 6. Экономисты часто говорят о краткосрочном и долгосрочном капитале. 7. Краткосрочное финансирование погашается за период времени менее одного года. 8. Долгосрочное финансирование обычно выделяется на пять лет. 9. Краткосрочное финансирование используется на выплату заработной платы и содержание офиса. 10. Долгосрочными кредитами оплачивается покупка оборудования, зданий и других долгосрочных активов.

**Тест**

XIV. Из четырех предложенных вариантов выберите единственно правильный.

1. The restaurant meal tasted...  
A. well  
B. good  
C. better  
D. best  
2. The goods ... to customs duty.  
A. is likely  
B. are likely  
C. is liable  
D. are liable  
3. Harvard University and MIT are . . . the forth and fifth largest employers in the area.  
A. respectful

- B. respectfully  
C. respective  
D. respectively  
4. This apartment... perfect if it were a little lighter.  
A. would be  
B. is  
C. be  
D. were  
5. Each ... must take the Graduate Management Admission Test.  
A. business' student  
B. student of business  
C. student business  
D. business student  
6. We can't go ... our work finished.  
A. we don't get  
B. unless getting  
C. unless we get  
D. unless  
7. We expect... forty students to come.  
A. approximate  
B. until  
C. as many as  
D. more  
8. ... their disagreement, they plan to be roommates.  
A. In spite  
B. Spite  
C. Spite of  
D. Despite  
9. I wish that the snow ... soon.  
A. will stop  
B. stops  
C. stopped  
D. would stop  
10. There are ... thirty students in the lab, but only two computers.  
A. more than  
B. as many to  
C. as much as  
D. up as  
11. Classes were canceled ... a national holiday.  
A. because  
B. because of

- C. for
  - D. that's why
12. The Olympic flame burns ... throughout the games.
- A. in a continuous way
  - B. continuous
  - C. continual
  - D. continuously
13. They have known each other... 2000.
- A. in
  - B. when
  - C. since
  - D. from
14. Please change my reservation to...
- A. thirtieth May
  - B. the thirtieth May
  - C. May thirtieth
  - D. the thirtieth of May
15. Let's get Ann ... us with her.
- A. take
  - B. to take
  - C. taking
  - D. taken
16. *Finances* can consist of a combination of stocks, bonds, and properties.
- A. Exceptions
  - B. Assets
  - C. Donations
  - D. Bequests
17. Their financial hardship has *lessened* as Peter has succeeded as a writer.
- A. accumulated
  - B. become smaller
  - C. went up
  - D. improved
18. Businesspersons learn to *conceal* their disappointment when they fail.
- A. ignore
  - B. regret
  - C. accept
  - D. disguise

19. The *yearly* growth of GNP is often used as an indicator of a nation's economy.
- A. annual
  - B. haphazard
  - C. routine
  - D. sluggish

20. The company is not allowed to *exceed* its budget.
- A. be equal to
  - B. augment to
  - C. be greater than
  - D. be lower than.

### Дополнительные тексты/диалоги

XV, Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

### Acquisition of Capital

All businesses need financial support. The process of acquiring necessary capital is known as financing. A corporation uses two basic types of financing: *equity financing* and *debt financing*. Equity financing refers to funds that are invested by owners of the corporation. Debt financing, on the other hand, refers to funds that are borrowed from sources outside the corporation.

Equity financing (obtaining owner funds) can be exemplified by the sale of corporate stock — pieces of paper that state that "the holder of this share owns a part of this corporation". When the corporation makes a profit, its owners share in the benefits by receiving a dividend or by selling their shares for more money than they originally paid. When the corporation loses money, however, the dividends are reduced or eliminated and the share price tends to fall. In the worst case, the corporation goes bankrupt, owing more than it can pay. The shares then became worthless, and the owners lose all the money invested in them.

Often equity financing does not provide the corporation with enough capital and it must turn to debt financing, or borrowing funds. One example of debt financing is the sale of corporate bonds. In this type of agreement, the corporation borrows money from an investor in return for a bond. The bond has a maturity date, a deadline when the corporation must repay all of the money it has borrowed. The corporation must also make periodic interest payments to the bondholder during the

time the money is borrowed. If these obligations are not met, the corporation can be forced to sell its assets in order to make payments to the bondholders.

Stocks often rise and fall in value rapidly, while bonds tend to be more stable. Bondholders are creditors of a corporation with a guaranteed return on their investment, whereas stockholders are owners, with all the risks and rewards ownership entails.

### Characteristics of Stocks and Bonds

<i>Characteristic</i>	<i>Stocks</i>	<i>Bonds</i>
Type of financial instrument	Equity	Debt
Order of claim	Dividends can be issued only after interest on all debts (including bonds) is fully paid.	Interest must be paid before any dividends on stock are issued.
Legal obligations to holders	Dividends may be varied or omitted at the discretion of the board of directors; no principal or maturity dates are involved.	Interest must be paid regularly to avoid insolvency; principal must be repaid at stated maturity date.
Rights of holders	Voting stockholders can influence management by electing members of the board of directors.	Bondholders have no voice in management as long as they receive interest payments.
Tax status	Dividends are not tax-deductible.	Interest as an expense of doing business is tax-deductible.

### Ключи к упражнениям

- VII. Acquire — purchase; secure — guarantee; utilize — use; repay — pay back; obtain — get; seek — look for; property — ownership; growth — expansion.
- VIII. Utilize — utilizing, utilization — utilized; finance — finance, financing — financial; expand — expansion — expansive; grow — growth — growing; extend — extension — extending; operate — operation — operating.

- X. money/ capital; anticipate/ expect; uses/ utilizes; obtain/ acquire; chief/ primary; factor/ arrangement; paid back/ repaid; continue/ last.
- XIV. 1. B; 2. D; 3. D; 4. A; 5. B; 6. C; 7. C; 8. D; 9. D; 10. A; 11. B; 12. D; 13. C; 14. D; 15. A; 16. B; 17. B; 18. D; 19. A; 20. C



## ПОИСК ИНФОРМАЦИИ

I. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

### Computer-Based Information Search

Today the computer has made locating, gathering, and analyzing data much faster and *cost-effective*. Even individual who owns a good computer and a modem can access *databases* and conduct in-depth intelligence searches that in the past only large corporations and libraries could afford.

Nowadays, using public and specialized online computer databases, one researcher can accomplish what formerly took the entire department far longer to accomplish. Some of the hardware required for efficient computerized searches include a modem, fax machine, and high-speed printer. The faster the transmission mode, the more efficient your *research* is likely to be.

#### The Internet

Many electronic network systems were created in 1989 and have continued to grow since then. They now offer *access to information* and the means to *communicate* with other individuals, businesses, or countries all over the world. A tremendous amount of pertinent information is available on what is termed the Internet. In fact, you do not even have to leave your computer to obtain information from the world famous libraries.

The Internet is a global computer network. It is developing very rapidly. You can read many publications (newspapers, magazines, journals) through the Internet. E-mail is the most popular service. A great many of people, who have access to the Internet, use the network only for sending and receiving E-mail messages. In many countries the Internet provides businesspersons a reliable alternative to the more expensive and unreliable telecommunications systems. That is always cheaper, because you send E-mail messages, you only have to pay for phone calls to your local service providers, not for calls across your country or around the world. For these services you pay your service provider a monthly or an hourly fee. Part of this fee goes towards its costs to connect to a larger provider, another part received by the larger service provider goes to cover its costs of running a worldwide network of wires and wireless stations.

Internet services combine the use of audio, video, graphics, and text for procuring information. If the topic of your paper is NAFTA, and you have narrowed this down to an update on the North American Trade Agreement, it is possible to gather material through an Internet service. When you enter this term, you might find dozens of *sources*. Therefore, you must make choices to narrow down your topic as you work.

However, the Internet is considered *unreliable source of information*. It is very important as you use the Internet to keep in mind the thesis of your research. Because it is so easy to gather information and nothing guarantees its quality and accuracy, the writer must not become distracted and must be the final judge of the facts obtained. Another problem is its insecurity. When you send an E-mail message to someone, it travels through many different networks and computers. The information is constantly being directed towards its destination by special computers called *routers*. So it is possible to intervene into any of the computers along the route, read and even change the data being sent on the Internet. That is why you cannot send original contracts, letters of credit, invoices and other important documents through the Internet. However, these commercial and technical problems must be resolved in the nearest future.

Another popular Internet application is World-Wide Web. The number of Web-pages is hundreds of millions. There is a searching system to find the proper Web-page. Such a page contains a short description of a subject (program, institution, etc.) and the reference to other Web-documents.

#### Home Computer and the Internet

Availability of a home computer along with an on-line service could be very helpful. That involves installation and a monthly charge for the use of an on-line service. These charges are computed on the basis of time, however they are not computed according to the distance to your contacts. Therefore, the opportunities offered by having a home computer with on-line services may be cost-effective.

#### Electronic Mail and How to Use It

Electronic mail (E-mail) combines the advantage of writing with the *responsiveness* of the telephone. E-mail systems turn computers into in-boxes. As quickly as the term E-mail was established, the ability to communicate with different libraries and countries has increased through linking it to an electronic network such as Internet. E-mail is used widely

for internal and external messages and suits itself particularly well to short informal messages. Increasingly, organizations are adopting e-mail as the primary mode of internal communication. Some organizations have policies in place that treat e-mail as a business asset, not a personal asset; thus from a legal perspective, e-mail is *admissible* in court. All you need to get started in E-mail is access to a computer with the right hardware, the appropriate software, and an E-mail address.

#### **Guidelines for using E-mail:**

- You will need to arrange for an E-mail address.
- Learn to write E-mail headings.
- Learn to write the body of the message entering it directly on the keyboard.
- Users of E-mail often use special abbreviations and emoticons to make their points.

In writing E-mail messages, you can depart from common writing conventions, but make sure that the speed the technology provides does not cause you to become careless. Veteran users of e-mail offer the following suggestions and cautions. Address one topic per e-mail message.

- Write an informative subject line.
- Keep screen length in mind when organizing. Make it easy for your reader to respond.
- When you respond to an e-mail message, include the context in your reply.
- Be concise.
- Re-read your message in various tones of voice to prevent misunderstandings.
- Don't forget that many people may read your message.
- Don't be too quick to push the "Send" button.
- Don't send highly confidential messages.
- Realize that e-mail cannot fully replace the need for other forms of communication.

#### **II. Ответьте на вопросы.**

1. What are the main sources of information nowadays?
2. What are advantages of using the computer?
3. Name what is necessary to begin computer based information search.
4. When were network electronic systems first introduced?

5. What can you do through Internet?
6. How can you use home computer?
7. What do you need to get started in E-mail?
8. How should you use E-mail?

#### **Комментарий**

III. Запомните эти слова и составьте с ними предложения.

<i>Nouns</i>	<i>Существительные</i>
data	данные
database	база данных
search	поиск
research	исследование
network	сеть
source	источник информации
topic	тема
subject	предмет
term	термин, срок
reference	ссылка
message	сообщение
provider	провайдер
charge/ fee	плата за услуги
graphics	графика
emoticon	компьютерный символ
responsiveness	реактивность
<i>Verbs</i>	<i>Глаголы</i>
communicate	передавать информацию
gather	собирать
locate	локализовать
analyze	анализировать
access	получить доступ
afford	позволять себе
procure	добывать, обеспечивать
accomplish	совершать, завершать
narrow down	сузить

<i>Adjectives &amp; Adverbs</i>	<i>Прилагательные и наречия</i>
cost-effective	рентабельный, эффективный с точки зрения затрат
in-depth	глубокий, углубленный
on line	интерактивный, диалоговый, оперативный
pertinent	уместный, подходящий
available	доступный, имеющийся в наличии
admissible	приемлемый, допустимый

#### IV. Запомните толкование этих слов на английском языке.

Research (n)	study or investigation of a subject
Source (n)	place where something can be found
Deadline (n)	date or dates that assignments must be given to an customer or instructor
Selection (n)	choice
Feedback (n)	reactions to ideas or text
Detail (n)	piece of information
Emoticon (n)	computer symbol
Sequence(n)	anything that follows a special order
Electronic mail (n)	special messages sent communicated on an electronic network
Response (n)	answer
Respond (v)	reply
Communicate (v)	convey
Analyze (v)	study in all parts
Propose (v)	suggest
Define (v)	find
Accurate (adj)	free from errors
Adequate (adj)	enough; sufficient

#### Практика

#### V. Приведите в соответствие термины и их перевод.

database	поиск
search	сеть
communicate	совершать

network	база данных
cost-effective	уместный
access	передавать информацию
accomplish	получить доступ
pertinent	рентабельный

#### VI. Приведите в соответствие термины из левой колонки с их толкованием из правой колонки.

Inquire	find
Respond	ask
Response	choice
Define	reply
Selection	answer
Detail (n)	special messages sent communicated on an electronic network
Emoticons	piece of information
Electronic mail	computer symbols

#### VII. Выберите подходящее из выделенных слов и вставьте его в предложение.

##### 1. *research/researcher*

- A. Defining the problem is often the hardest step in the \_\_\_\_\_ process.  
 B. When the problem has been carefully defined, the \_\_\_\_\_ sets objectives.

##### 2. *collecting/collection*

- A. Primary data \_\_\_\_\_ calls for decisions about the research approaches.  
 B. The second step involves developing a plan for \_\_\_\_\_ the information.

##### 3. *implementation/implemented*

- A. The work must be monitored to make sure the plan is correctly \_\_\_\_\_.  
 B. The \_\_\_\_\_ phase is generally the most expensive and the most subject to error.

##### 4. *communicated/communication*

- A. Insects such as ants have a highly effective system of \_\_\_\_\_.  
 B. Through signs Mary. \_\_\_\_\_ that she wanted to drink.

5. *analyzes/ analysis*

- A. George carefully \_\_\_\_\_ a situation and suggests solutions.  
B. He offers a calm \_\_\_\_\_ of the situation.

VIII. Сопоставьте каждое слово из левой колонки с его синонимом из правой колонки.

gather	easy to get
in-depth	perform
admissible	deep
pertinent	expense
accomplish	collect
charge	look for
available	relevant
search	permissible

IX. Классифицируйте на исчисляемые и неисчисляемые существительные.

Desk, office, furniture, screen, telephone, information, service, product, diary, equipment, personnel, screen, paper, security, newspaper, person, advice, honesty, computer, data.

X. Переведите предложения на английский язык.

1. Компьютер ускорил поиск информации и сделал его более дешевым и эффективным. 2. Один исследователь может теперь выполнить больше операций, чем целый штат сотрудников. 3. Огромное количество информации доступно через Интернет. 4. Ряд электронных сетевых систем стал доступным с 1989 г. 5. На любую тему можно найти много источников информации. 6. Интернет считается ненадежным источником информации. 7. Исследователь сам решает, какие источники информации он считает надежными. 8. Домашний компьютер открывает широкие возможности. 9. Электронная почта сочетает преимущества письма с реактивностью телефона. 10. Писать электронные сообщения проще, чем обычные, хотя для этого существуют определенные правила.

Тест

XI. Из четырех предложенных вариантов выберите единственно правильный.

- If you ... them well in advance, they will come.  
A. informed  
B. inform  
C. will inform  
D. would inform
- The project... a great success.  
A. has  
B. does  
C. gets  
D. are
- ... my friends there are many who have been to different countries.  
A. Between  
B. Along  
C. Among  
D. Within
- The train ... the station.  
A. was coming up  
B. was arriving  
C. was coming  
D. was approaching
- The committee is not interested... this project.  
A. at  
B. in  
C. on  
D. of
- It was ... for her to speak on public.  
A. rather a difficulty  
B. enough difficult  
C. difficulty enough  
D. rather difficult
- I wonder if he ... his promise to arrive in time.  
A. keeps  
B. would keep  
C. will keep  
D. had kept
- The air hostess told the passengers to ... their seat belts.  
A. attach

- B. fix
  - C. tie
  - D. fasten
9. His mother's life is now... danger.
- A. out
  - B. of
  - C. against
  - D. out of
10. How many ... did you study during your previous semester?
- A. objects
  - B. subjects
  - C. themes
  - D. topics
11. John ... that he had known nothing about that.
- A. made up
  - B. made up to
  - C. made out
  - D. made off
12. I'm...that they are right.
- A. doubt
  - B. suspect
  - C. convinced
  - D. feel
13. We are looking ... to starting the new class.
- A. for
  - B. forward
  - C. after
  - D. up
14. They ... in persuading me to start working
- A. managed
  - B. achieved
  - C. fulfilled
  - D. succeeded
15. There is a ... cash in the bank.
- A. short
  - B. shorten
  - C. shortage
  - D. shortage of
16. Everyone ... Alan is ready to take exams.
- A. except
  - B. accept

- C. beside
  - D. despite
- 17.... studying for three hours we got tired.
- A. During
  - B. Since
  - C. After
  - D. For
18. We know nothing about Kate. She . . . writes nor phones.
- A. either
  - B. neither
  - C. nor
  - D. doesn't
19. A pessimist is a person who always expects bad things....
- A. to happen
  - B. happened
  - C. happen
  - D. happening
20. The article concerns our country's economic....
- A. politics
  - B. political
  - C. politician
  - D. policy.

#### Дополнительные тексты/ диалоги

XII. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

#### Specialized Research and Information Groups

The computer revolution has spawned a new industry — information management. Specialty firms that do nothing but handle information have sprung up in the past decade or so to help companies find what they need. These firms can handle your research requests on everything from how much sugar the average Russian consumes and the implication of a weak ruble on foreign trade to what price the federal government paid for toilet paper last year.

Some public libraries have directories that list such firms and describe their services and fees. Research and information firms offer services that range from clipping relevant articles on a regular basis, to monitoring

specific databases and highlighting information, to preparing formal reports on requested topics.

In addition, some firms do pro-active research, that is, gather information that is not currently needed but is likely to prove valuable in the future. Such information can then be placed in the swipe files and updated or cut and pasted into an article or a report when needed.

### Requesting Information

#### Example Letter of Inquiry

69 Manzanita Avenue  
Miami, FL 33168 June 3,  
2001

American Box Company  
4362 Third Street  
San Francisco, CA 94133

Dear Customer Service Department:

I am a student at Madison College. This semester I am writing a research paper on the banking system in Russia.

When I learned that your company publishes the brochure, *Economy of Russia*, I decided to include it in my preliminary bibliography.

Could you please send a copy of this booklet to my home address as soon as possible. It will be most useful to include some of the information in my paper. My work is due December 1, so I would appreciate the material as soon as possible.

Sincerely yours,  
Patricia Simpson

#### Ключи упражнениям

- VIII. gather — collect; in-depth — deep; admissible — permissible; pertinent — relevant; accomplish — perform; charge — expense; search — look for.
- IX. Furniture, information, equipment, paper\*• security, advice, honesty — non-countable.
- XI. 1. B; 2. A; 3. C; 4. D; 5. B; 6. D; 7. C; 8. D; 9. D; 10. B; 11. A; 12. C; 13. B; 14. D; 15. D; 16. A; 17. C; 18. B; 19. A; 20. D.

## РАБОТА С ЦИФРОВЫМИ ДАННЫМИ

I. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

### Dealing with Numerical Data

Statistics deals with so called quantitative side of things. However, the quantitative side is closely connected with the qualitative side of things. So statistics is a science studying mass numerical data. Most people working in various areas spend a lot of time dealing with facts and figures. Reading, hearing, pronouncing, and writing figures and numbers requires practice.

The objective of studying numbers is to enable students to recognize, understand and use numbers in English. They must be confident using different types of business numerical data. It is necessary for the following reasons:

- Analyzing the financial reports and current business problems of a company;
- Describing a market;
- Negotiating a contract or an agreement;
- Considering the financial position of a nation, its major economic and financial indicators.

There are some rules to be explained in Russian:

1) Помните, что выражения a large (small) number и a large (small) amount имеют одинаковое значение, но первое используется с исчисляемыми существительными во множественном числе, а второе — с неисчисляемыми.

2) Числительные и другие цифровые данные употребляются в единственном числе, если им предшествуют числа:

Three dozen eggs;  
Five hundred dollars.

Но:

Dozens of orders;  
Hundreds of jobs.

3) Для разделения разрядов в больших числах (тысячи, миллионы) ставится запятая (при компьютерном наборе это делать не обязательно:

5,555,555 = five million, five hundred and fifty five thousand, five hundred and fifty five.

Числа типа 1100, 1200 . . . (до 2000) обычно произносятся и пишутся как

1100 = eleven hundred;

1900 = nineteen hundred.

4) В десятичных дробях целая часть отделяется от дробной точкой, а не запятой, и цифры после запятой произносятся отдельно:

0.05 = zero(oh) point zero(oh) five;

5.05 = five point zero(oh) five;

55.25 = fifty five point two five.

5) Числа, обозначающие годы и десятилетия, в американском варианте английского языка произносятся так:

2000 = twenty hundred;

1903 = nineteen-oh-three;

1990 = nineteen-ninety;

the 1970s = the nineteen seventies or the seventies .

В британском варианте эти же даты произносятся следующим образом:

2000 = two thousand;

1903 = one thousand nine hundred three;

1990 = nineteen-ninety.

6) В британском варианте английского языка сокращенное обозначение дат пишется в таком же порядке, как у нас, а в американском варианте как месяц/ число/ год. Правильнее всего писать названия месяцев словами:

1<sup>st</sup> September, 1 September, September 1<sup>st</sup>, September 1;

10/12/97 = 10<sup>th</sup> December, 1997 (BrE) and 12<sup>th</sup> October, 1997 (AmE).

7) Символ валюты пишется перед суммой, но произносится после нее:

\$ 67 = sixty seven dollars.

8) Если сумма превышает один доллар, фунт и т.п., то слова центы, пенсы и т.п. опускаются:

\$ 67.50 = sixty seven dollars fifty.

II. Ответьте на вопросы.

1. Why do we use numbers?
2. How can you translate 'business numerical data'?
3. Can we say 'the lab had a large number of equipment'?
4. What date is it today?

5. What day of the week was yesterday?

6. Can you tell us the time?

### Комментарий

III. Запомните эти слова и составьте с ними предложения.

<i>Nouns</i>	<i>Существительные</i>
number	число, количество (с исчисляемыми существительными)
amount	количество (с неисчисляемыми существительными)
figure	цифра
rate	курс, уровень, норма
per cent	процент с обозначением
percentage	процент без обозначения
dozen	12, дюжина
baker's dozen	13, чертова дюжина
pair/ couple	2, пара (с парными и непарными предметами соответственно)
half	половина
quarter	четверть
hundred	сотня
thousand	тысяча
million	миллион
billion (Br.E.)/ milliard (Am.E.)	миллиард
date	дата
a.m.	время с полуночи до полудня
p.m.	время с полудня до полуночи
decade	десятилетие
century	столетие
<i>Verbs</i>	<i>Глаголы</i>
round	округлять
increase/ rise/ go up	увеличить(ся)
peak	достичь пика
decrease/ decline/ fall /drop	уменьшить(ся), упасть
fluctuate	колебаться

<i>Verbs</i>	<i>Глаголы</i>
stabilize	стабилизировать(ся)
expand	расширять(ся), расти
contract	сворачивать(ся), сокращать(ся)
remain	оставаться (на прежнем уровне)
cause/ be the reason for	обусловить
lead to / result in/ bring about	привести к
<i>Adjectives, Adverbs, Symbols</i>	<i>Прилагательные, наречия, символы</i>
quantitative	количественный
qualitative	качественный
about/ around	около
approximate	приблизительный
constant/ steady	постоянный, устойчивый
average	средний
slightly	слегка
dramatically	сильно
@ = at	«собака»
. = dot/ point	точка
/ = slash/ stroke	косая

IV. Запомните толкование этих слов на английском языке.

Number (n)	quantity of count nouns
Amount (n)	quantity of non-count nouns
Trend (n)	general development or direction
Decline (n)	slow fall
Expand (v)	get bigger
Expansion (n)	increase in size
Chart (n)	diagram which displays information visually
Bar chart	uses columns to show relative heights
Flow chart	shows process from first to last step
Pie chart	shows data in a circle cut up into segments
Contract (v)	get smaller
Round (v)	correct to nearest 10 or 100
Round up/ down (v)	increase/ decrease to a round number

Average (adj)	middle
---------------	--------

### Практика

V. Приведите в соответствие термины и их перевод.

average	постоянный
quarter	десятилетие
decade	четверть
constant	средний
increase	колебаться
fluctuate	стабилизировать(ся)
stabilize	привести к
result (in)	увеличить(ся)

VI. Приведите в соответствие термины из левой колонки с их толкованием из правой колонки.

Expand	get smaller
Contract	correct to nearest 10 or 100
Decline	increase in size
Amount	diagram which displays information visually
Round	get bigger
Number	slow fall
Chart	quantity of non-count nouns
Expansion	quantity of count nouns

VII. Сопоставьте каждое слово из левой колонки с его синонимом из правой колонки.

couple	steady
bring about	go up
constant	about
increase	decrease
be the reason for	pair
around	stroke
fall	cause
slash	lead to



### VIII. Напишите цифры словами.

1. Order No. 73/12G;
2. The rate is \$ 45/ person/ day, including VAT;
3. L 1 = \$ 5.42 approx.;
4. 21/2 hours;
5. 4.017;
6. 2008;
7. 9.11.1998 (two ways);
8. alphapress@aol.com.

### IX. Напишите выражения цифрами.

1. Turnover is now three and a half million US dollars;
2. One million five hundred and ninety four thousand;
3. The thirty first of January seventeen oh-six;
4. Two and a quarter per cent;
5. Seven point one eight;
6. Fourteen hundred and ninety three;
7. Twenty eight pounds thirty seven;
8. Nine degrees above zero.

### X. Напишите существительные от следующих глаголов.

<i>Verb</i>	<i>Noun</i>
increase	increase
accelerate	
fluctuate	
stabilize	
improve	
recover	
fall	

### XI. Бегло прочитав отрывок, выберите правильный вариант ответа.

All problems in interest may be solved by use of one general equation which may be stated as follows:

$$\text{Interest} = \text{Principal} \times \text{Rate} \times \text{Time}.$$

Any one of the four quantities, that is, interest, principal, rate or time, may be found when the other three are known. The time is expressed in years.

The rate is expressed as a decimal fraction. Thus, 6 percent interest means six cents charged for the use of \$ 1 of principal borrowed for one year.

1. At 4 percent interest for the use of \$ 1 principal, one would pay
  - (A) six cents per year
  - (B) twenty-five cents per year
  - (C) four cents per year
  - (D) one cent per year.
2. Which of the following would be a correct expression of an interest rate as stated in the equation for computing interest?
  - (A) Four
  - (B) .04
  - (C) 4
  - (D) 4/100.

### XII. Переведите предложения на русский язык.

1. Exports fell dramatically between 1991 and 1993.
2. Since 1999 they have been rising steadily, however.
3. There was a slight fall in domestic sales in 2000.
4. Sales increased dramatically from 280 to 400 units in one year.
5. As you see, sales have been declining steadily over the past two years.
6. If you refer to this chart, you will see that the workforce has contracted by 25% since 1998.
7. Salary costs have gone up sharply over the last few years.
8. The information on this chart points out that imports are now twice as much as in 1990.
9. The number of people who smoke more than 20 cigarettes a day is at 11 percent overall.
10. The table below gives information about the amount of money in US\$ millions spent on advertising in Europe.
11. The price of disk storage has fallen to about \$2 per 300-page publication and continues to drop.
12. The graph shows an increase in the number of overseas students at the university.

### XIII. Переведите предложения на английский язык.

1. Цена этого товара — 167 рублей 30 копеек.
2. Спрос на наши услуги вырос на 30% за последние два года.
2. Оборот фирмы составляет 2 600 000 фунтов в год.
4. Курс доллара вырос на 3,5%.
5. Наша фирма была основана 15 мая 1998 г.
6. Мы собираемся

расширить производство в 2010 г. 7. Мы хотели бы получить 10%-ную скидку. 8. Уровень сбыта ежегодно вырастает на 3.4%. 9. Цены на их услуги повысились на 23% в этом году. 10. В прошлом году инфляция обусловила снижение производства.

XIV. Нарисуйте график, чтобы проиллюстрировать приведенную ниже информацию.

At 10 a.m. the library had 50 people. At noon it had a big increase to 200 people. Between 2 p.m. and 4 p.m. the number of people was stabilized at 150. Not many people were there at 5 p.m. The same thing happened after 6 p.m. It declined a lot to 60 people and 70 people at 7 p.m. and 8 p.m. respectively.

### Тест

XV. Из четырех предложенных вариантов выберите единственно правильный.

1. Tell the students....
  - A. stop shouting
  - B. to stop shout
  - C. to stop shouting
  - D. stop shout
2. Please get someone ... me do this job.
  - A. help
  - B. to help
  - C. helping
  - D. helped
3. Sheila had to teach ... to operate the computer.
  - A. she
  - B. her
  - C. herself
  - D. hers
4. The bicycle. ... in 1839.
  - A. was inventing
  - B. was invented
  - C. is invented
  - D. is being invented
5. I'm sorry, I . . . able to come to the meeting. I had another commitment.
  - A. is
  - B. isn't

- C. wasn't
  - D. was
6. Julia ... have gone on holiday. She hasn't got any money.
  - A. couldn't
  - B. mightn't
  - C. needn't
  - D. mustn't
7. Has George stopped smoking . . . ?
  - A. still
  - B. yet
  - C. else
  - D. also
8. It is an important decision to choose ... university.
  - A. a
  - B. an
  - C. some
  - D. one
9. Professor Rogers let us ... a paper instead of taking exam.
  - A. write
  - B. to write
  - C. writing
  - D. to writing
10. Linda felt... about the mistake.
  - A. worse
  - B. worsely
  - C. bad
  - D. badly
11. You ... to do this work well.
  - A. are
  - B. must
  - C. can
  - D. may
12. It is important. . . with the task.
  - A. him to cope
  - B. for him cope
  - C. for him to cope
  - D. for he to cope
13. The calculator is capable . . . being programmed to perform any mathematical action.
  - A. of
  - B. to

- C. with  
D. for
14. The ... is not legal unless everyone signs his name.  
A. agree  
B. agreeing  
C. agreed  
D. agreement
15. Bright colors don't... her pale skin.  
A. agree  
B. suit  
C. match  
D. fit
16. If you go to England by car, you will have . . . driving on the left side of the road.  
A. used to  
B. to get use to  
C. get used to  
D. to get used to
17. Neither rain nor snow prevented him ... attending his lectures.  
A. against  
B. of  
C. from  
D. out of
18. Pat *seems* to become a good economist.  
A. is likely  
B. likes  
C. wants  
D. would like
19. The graduate committee must be *in full accord* m. their approval of a thesis.  
A. indecisive  
B. unanimous  
C. vocal  
D. sullen
20. He called our attention to the things that had been done in an *analogous* situation and recommended that we do the same.  
A. capable  
B. congenial  
C. comparable  
D. culpable.

### Дополнительные тексты/диалоги

XV. Прочитайте вслух и переведите диалоги. Выпишите и выучите незнакомые слова.

#### Negotiating a Price

A: Brown speaking.  
B: Hello, this is Steve Roberts.  
A: Hello, Steve, how are you doing?  
B: Fine, thanks. The reason I'm phoning is we need to sort out a final price on the coffee-machines.  
A: Sure, what did we quote you?  
B: You gave us a unit price of \$20.  
A: That's right. B: We intend to purchase about 150—200 units a month. So we were wondering what sort of discount you can offer us.  
A: Let me see... Well, at an order quantity of 200, we would be willing to offer you a 10 per cent discount.  
B: So that'll bring down the unit price to \$18.  
A: That's right.... a very favorable price.  
B: Uhum ... it doesn't sound very generous.  
A: Well, there's another point to mention, which is payment terms. Would you be interested in a discount for early payment?  
B: What sort of figure do you have in mind?  
A: We're prepared to offer 2 per cent for payment within fifteen days. Our normal terms are thirty days.  
B: Interesting, I'll have to get back to you on that. Perhaps you could let me have all the prices in writing. B: I'll certainly do that and get a letter in the post this afternoon.  
A: Thanks in advance.

#### Order Processing

A: Could I speak to someone in the sales department?  
B: Mary Jones speaking. Can I help you?  
A: This is George Watson from *TS Electronics*. I'm phoning about the order for the parts XR500.  
B: Right, Mr. Watson. Could you give me the order number?  
A: Yes, it's MK/40XR500/187.  
B: ... Right, I've got it. So what's the problem?

A: The problem is they haven't arrived.

B: Oh...

A: They were due on April 1<sup>st</sup>. We called last week, must have been the 10<sup>th</sup> and were promised them the next day — the 11<sup>th</sup>. Well, it's now the 16<sup>th</sup> and there's still no sign.

B: I see. That's very strange. Can I call you back?

A: Please do. My number is 810437.

B: Thank you. I'll phone you back in the next fifteen minutes, (some time later)

B: Mr. Watson, this is Mary Jones from *Sigma*.

A: Ah right. I hope you've got some good news for me.

B: First of all, I must apologize. Your order had got mixed with another customer's. Your truck should be with you this afternoon.

A: Well, I hope it won't happen again. Bye.

B: Good bye, Mr. Watson.

### Ключи к упражнениям

- VII. Couple — pair; bring about — lead to; constant — steady; increase — go up; be the reason for — cause; around — about; fall — decrease; slash — stroke.
- VIII. 1. seventy three stroke twelve G; 2. forty five dollars; 3. A pound is at five dollars forty two; 4. Two and a half hours; 5. Four point zero one seven; 6. Twenty hundred oh-eight; 7. 9<sup>th</sup> November, 1998 and 11<sup>th</sup> September, 1998.
- IX. (1) USD 3,500,000; (2) 1,594,000, (3) 31<sup>st</sup> January, 1706, (4) 2.25%, (5) 7.18, (6.) 1493, (7) ? 28.37, (8) +9° C
- X. Acceleration, fluctuation, stabilization, improvement, recovery, fall.
- XI. 1.(C);(B).
- XV. 1. C; 2. A; 3. C; 4. B; 5. C; 6. A; 7. B; 8. A; 9. A; 10. C; 11. A; 12. C; 13. A; 14. D; 15. C; 16. D; 17. C; 18. A; 19. B; 20. C

## ПОНЯТИЕ О СТИЛЯХ

I. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

### Language Styles

Readable style is important in any area. However, every subject has its own vocabulary. It is the same with style: If you want to improve yours, you have to control your vocabulary. Every group demands that its new members master a voice and vocabulary testifying that they have accepted the values of the group. The aspiring economist or engineer must learn not only to think like a professional, but also to sound like one.

We use special language to help us manage how our readers follow and understand us. Some kinds:

- *Rhetorical actions*: explain, show, argue, claim, deny, suggest, contrast, add, expand, summarize;
- *Parts of our discourse*: first, second, third; to begin, finally;
- *Logical connections*: therefore, however, consequently, if so;
- *Hedges to our beliefs*: It seems that, perhaps, I(we) believe;
- *Guides for our readers*: Consider now; Recall; Imagine . . .

When academic writers use the first person, they typically use *we* in introductions, where they announce their intentions: *We claim that. . . , We shall show . . . , We begin by . . .* If they use this mode of writing at the beginning, they are likely to use it again at the end, when they summarize: *We have suggested . . . , I have shown that. . . , We have not claimed...* On the other hand, academic and scholarly writers rarely use the first person to describe particular actions that they performed in their research. For example:

1. *The model has been subjected to statistical analysis.*
2. *An inability to export sufficient crude oil for hard currency needs is proposed here as the cause of the collapse of the Soviet economy.*
3. *The assembly of extensive data is being considered, but no evaluation has yet been made in regard to the potential of its reliability.*

Most universities and colleges encourage standard, uncomplicated prose for writing papers.

- Writing that is too formal is not effective.
- Informal Writing with inappropriate language is not acceptable.
- Standard English is defined as writing that achieves an academic accuracy without resorting to stiff, unnatural styles.

Stylistic weaknesses to avoid are:

- Wordiness;
- Redundancy;
- Gender-bias;
- Cliches;
- Loose construction;
- Euphemisms.

A careful use of transitional phrases is encouraged to keep writing smooth and coherent. Writers must develop a sense of audience.

Standard English did arise from impulses toward control. But sometimes we come across the style that, instead of revealing ideas, hides them. When we find that kind of writing in government regulations and directives, we call it *bureaucratese*; when we find it in contracts and judicial pronouncements, *legalese*; in scholarly articles and books, *academese*. Whenever you write technical prose, your audience is likely to include some readers who will not understand all your terminology, so for them you must define your terms. Unlike matters of style, we must write correct English. "Correctness" does not require good taste, only a good memory. Many of us do see clearly, and feel deeply, and think carefully, but cannot write well to share those visions and feelings and thoughts. But in fact when we write clearly, we are better able to think and feel and see.

## II. Ответьте на вопросы.

1. How do you understand the expression "readable style?"
2. Why do we use special language in our professional activities?
3. What is characteristic for academic writing?
3. What can one hide behind language?
5. How many pages do you read a week?
6. Why is it so good to write well?

## Комментарий

111. Запомните эти слова и составьте с ними предложения.

<i>Nouns</i>	<i>Существительные</i>
style	стиль
ambiguity	двусмысленность
balance	сбалансированность
category	категория

<i>Nouns</i>	<i>Существительные</i>
clarity	ясность
coordination	согласованность
flow	плавное течение
focus	фокусирование
metaphor	метафора
modifier	модификатор
negative	слово-отрицание
optional rule	«вкусное» правило
parallelism	параллелизм
rule	правило
symmetry	симметрия
topic	тема
voice	залог (грамматический)
<i>Expressions</i>	<i>Выражения</i>
active voice	действительный залог
passive voice	страдательный залог
professional voice	язык профессионалов
scientific writing	научный стиль письма
standard English	стандартный (традиционный) английский язык

## IV. Запомните толкование этих слов на английском языке.

Style (n)	a distinctive manner of expression
Wordiness (n)	the use of unneeded words to make a point
Redundancy(n)	saying the same thing twice
Gender-bias (n)	means that writing that implies only the male sex is no longer appropriate
Cliche (n)	the use of certain terms, metaphors, and other expressions that are overused and tiring
Loose construction (n)	means a sentence is put together poorly. Writing too loosely can confuse the reader
Euphemism (n)	a word used as an inappropriate substitution for an offensive word ( <i>disadvantaged</i> instead of <i>poor</i> )
Transition (n)	smooth connection of ideas

Synonym (n)	a word expressing the same notion but differing by certain additional characteristics
Antonym (n)	a word with contrasted meanings
Paraphrase (v)	to rewrite into one's own words
Consistent (adj)	free of variation and contradiction

### Практика

V. Приведите в соответствие термины из левой колонки с их толкованием в правой колонке.

Redundancy (n)	to rewrite into one's own words
Transition (n)	means that writing that implies only the male sex is no longer appropriate
Paraphrase (n)	free of variation and contradiction
Gender-bias (n)	the use of unneeded words to make a point
Loose construction (n)	saying the same thing twice
Consistent (adj)	a word used as an inappropriate substitution for an offensive word
Wordiness (n)	means a sentence is put together poorly. Writing too loosely can confuse the reader
Euphemism (n)	smooth connection of ideas

VI. Упростите предложения (начало предложения в скобках дано как подсказка).

1. The intention of the IRS is to audit the records.  
(The IRS ...)
2. Our discussion concerned a tax cut.  
(We ...)
3. There is a need for an analysis of the intensity of library use to provide a reliable projection of new resource requirements.  
(We must analyze ...)
4. Our analysis of the results of the experiment still did not provide an explanation of why the failure occurred.  
(When we ...,....)
5. The successful implementation of a new curriculum depends on the cooperation of faculty with students in setting achievable goals within a reasonable time-frame. (In order to ...,....)

VII. Напишите существительные от данных глаголов (первый дан как образец).

Analyze	Analysis
Compare	
Describe	
Explain	
Express	
Emphasize	
Evaluate	
Improve	

VIII. Сопоставьте каждое слово из левой колонки с его синонимом из правой колонки.

emphasis	theme
compare	clarify
topic	stress
explain	update
improve	resume
summarize	proper
correct	liken

IX. Сопоставьте каждое слово из левой колонки с его антонимом из правой колонки.

different	rarely
many	similar
remember	reject
have	forget
include	lack
consider	prevent
often	few
allow	ignore
admit	omit
accept	deny

X. Замените следующие фразы одним словом, например:

1	On the grounds that	Because, since, why
	The reason for	
	Considering the fact that	
2	Despite the fact that	
	Regardless of the fact that	
	Notwithstanding the fact that	
3	On the occasion of	
	In a situation in which	
	Under circumstances in which	
4	With regard to	
	In reference to	
	Concerning the matter of	
5	It is important (crucial) that	
	It is necessary that	
	There is a need/ necessity for	
6	It is possible that	
	There is a chance that	
	It could happen that	
7	Prior to	
	Subsequent to	
	Following on	
	Simultaneously with	
8	Increase in	
	Decrease in	

XI. Переведите предложения на английский язык.

1. Каждый предмет имеет свою терминологию. 2. Экономисты должны владеть своим профессиональным языком. 3. Научные статьи обычно пишутся от первого лица. 4. С другой стороны, для описания действий и объектов исследования редко используется первое лицо. 5. Неадекватный стиль вместо того, чтобы раскрывать идеи, запутывает читателя. 6. Часто мы должны пояснять терминологию неподготовленной аудитории. 7. В любом случае, необходимо писать грамотно и понятно. 8. Хорошему стилю можно научиться. 9. Большинство людей умеют глубоко мыслить и чувствовать. 10. Когда мы ясно пишем, мы начинаем логичнее мыслить.

### Тест

XII. Из четырех предложенных вариантов выберите единственно правильный.

- If people break the law, they get... trouble.  
A. for  
B. in  
C. out  
D. out of
- When Dan was at school, he won first... for foreign languages.  
A. gift  
B. price  
C. prize  
D. reward
- Those students never... any notice of the lecturer's words.  
A. attend  
B. give  
C. make  
D. take
- David didn't study macroeconomics... he isn't a good economist.  
A. because  
B. so  
C. due to  
D. in order to
- Did you see John... ?  
A. yesterday

- B. by yesterday
  - C. since yesterday
  - D. lately
6. At the exam try not to display your ....
- A. excite
  - B. exciting
  - C. excited
  - D. excitement
7. The students ... ever use the language laboratory.
- A. almost
  - B. hardly
  - C. nearly
  - D. practically
8. The matter ... at the meeting now is very important.
- A. is discussed
  - B. is discussing
  - C. has been discussed
  - D. is being discussed
9. Introduce me to a girl sitting... you.
- A. near to
  - B. next to
  - C. besides
  - D. beside to
10. We are learning microeconomics, but we haven't... much progress.
- A. done
  - B. got
  - C. made
  - D. performed
11. George hates drinking ... tea.
- A. delicate
  - B. light
  - C. pale
  - D. weak
12. Students sometimes support themselves by... of evening jobs.
- A. means
  - B. methods
  - C. ways
  - D. efforts
13. The article was so complicated that it... the whole day yesterday.
- A. had translated
  - B. was translated

- C. was being translated
  - D. had been translated
14. The problem is easy enough for . . . to solve at once.
- A. I
  - B. me
  - C. my
  - D. mine
15. If you use pictures and slides, your report will be much....
- A. interesting
  - B. most interesting
  - C. the most interesting
  - D. more interesting
16. Jim found out that the lady wasn't so young as he...
- A. expected
  - B. was expected
  - C. had expected
  - D. would expect
17. Sheila likes to ... the table but she doesn't like to wash dishes.
- A. lie
  - B. sit
  - C. lay
  - D. makeup
18. We have received ... issue of the journal.
- A. late
  - B. later
  - C. latest
  - D. the latest
19. If she ... my advice, it will help her much.
- A. follow
  - B. follows
  - C. will follow
  - D. followed
20. The ... outside said "No smoking".
- A. advice
  - B. label
  - C. sign
  - D. notice.



## Дополнительные тексты/ диалоги

XIII. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

### A Checklist for editing

#### Purpose

Will the reader know — early in the piece — why you are writing?

#### Content

Keeping the intended reader in mind, is the information complete? Is it accurate?

Should any information be added, deleted, modified? Are the points adequately, but not excessively, developed?

#### Organization and Layout

Would the information be clearer, or have greater impact, if it were reorganized?

Does each idea proceed logically from the previous idea?

Is the layout functional and appealing? Does it highlight important points?

#### Paragraph Structure

Does each paragraph make one major point?

Is each major point explicitly stated?

Can long paragraphs be divided or short ones combined?

#### Style and Tone

Is the language specific, natural, and appropriate to the reader?

Can unnecessary words or phrases be deleted?

Are sentences varied in structure and in length?

Is the piece direct, clear, easy to read?

Does it flow smoothly?

Is the tone consistent with your purpose?

#### Mechanics

Is the grammar correct throughout? Is the punctuation correct throughout? Are all words spelled correctly?

## Ключи к упражнениям

- VI. 1. The IRS intends to audit the records. 2. We discussed a tax cut. 3. We must analyze how intensively students are using our libraries so that we can reliably project what new resources we will require. 4. When we analyzed the results of the experiment, we still could not explain why it failed. 5. In order to implement a new curriculum we must cooperate with students to achieve goals within a reasonable time-frame.
- VII. Compare — comparison; describe — description; explain — explanation; express — expression; emphasize — emphasis; evaluate — evaluation; improve — improvement.
- VIII. Emphasis — stress; compare — liken; topic — theme; explain — clarify; improve — update; summarize — resume; correct — proper.
- IX. Different — similar; many — few; remember — forget; have — lack; include — omit; consider — ignore; often — rarely; allow — prevent; admit — deny; accept — reject.
- X. 2. Although; 3. Even though, when; 4. About; 5. Must, should; 6. May, might, can, could; 7. Before, when, as, after; 8. More, less/ fewer, better, worse.
- XII. 1. B; 2. C; 3. D; 4. B; 5. A; 6. D; 7. B; 8. D; 9. B; 10. C; 11. D; 12. A; 13. C; 14. B; 15. D; 16. A; 17. C; 18. D; 19. B; 20. C

## НАУЧНЫЙ ДОКЛАД (ОТЧЕТ)

I. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

### Reports

The purpose of a scientific report is to convey essential information in an organized, useful format. And despite technological advances, the ability to accumulate data, organize facts, and compose a readable text remains a highly marketable skill.

A well-prepared report will provide *complete, accurate* information. This information is often meant to influence decisions, to be used in determining changes, improvements, or solutions to problems. Therefore, the report must also be *clear, concise* and *readable*.

Reports can be *analytical* (analyzing the information available) and *informational* (providing necessary information), *formal* (following an established form or convention), and *factual* (containing information obtained through investigation). Reports are made for the benefit of others — supplying the readers or the audience with the information they need in a form they can understand. Each report must serve at least one of the following purposes:

1. *to inform*
  - Circulate new ideas;
  - Inform others of work done or progress made;
  - Provide update on the progress of the project.
2. *to instruct*
  - Tell others how to put new ideas into practice;
  - Explain how a new system will operate;
3. *to influence*
  - Sell your ideas and persuade the reader or the audience to make a decision;
    - o Recommend a course of action;
    - o Reveal the benefits of the start up of a new project;
4. *to interpret*
  - Assess a situation;
  - Draw up conclusions;
  - Analyze the performance of the company;

### 5. to interest

- Use the presentation to appeal to a wide audience;
- Summarize the findings.

The typical structure of a written report is as follows:

#### **Preliminary Sections**

Preface or Foreword

Acknowledgements

Table of contents

Summary

#### **Main part of the report**

Introduction

Body of the report

Conclusions

Recommendations

#### **Supplementing material**

Appendices

Bibliography

Glossary

Indices.

It is desirable to include into a report different illustrations such as tables, charts, graphs, photographs, and line drawings.

### Scientific Style

The research process aims at facts and other information discovering and interpretation. The purpose of a research prose is to analyze and interpret information while making valid conclusions based upon the research.

The scientific writing style is called *expository writing* — that is, it explains and clarifies information. The reliability of sources and the careful documentation is important, but its effectiveness depends on how well ideas are communicated. While writing, you should avoid excessive technical detail or jargon. When you are writing a research paper, a report, abstracts, it is as if you are having a conversation with your reader.

### II. Ответьте на вопросы.

1. For whom do people make reports?
2. Name the types of reports.
3. What are the five main purposes of writing reports?
4. What is the typical structure of a report?

5. How can the reports be illustrated?
6. What is characteristic for scientific style?
7. How do most colleges and universities consider the style for writing papers?

### Комментарий

III. Запомните эти слова и составьте с ними предложения.

<i>Nouns</i>	<i>Существительные</i>
report	1) доклад, 2) отчет
foreword/ preface	предисловие
acknowledgements	благодарственная часть
table of contents	содержание
introduction	введение
body of the report	основная часть доклада/ отчета
conclusion	вывод
recommendation	рекомендация
appendix	приложение
glossary	глоссарий
index	указатель
table	таблица
chart	схема
graph	график
<i>Verbs</i>	<i>Глаголы</i>
circulate	распространять
inform	информировать
provide	предоставлять
explain	пояснять
clarify	разъяснить
recommend	рекомендовать
reveal	обнаруживать, показывать
assess	оценивать
draw up	составлять
analyze	анализировать
summarize	резюмировать
<i>A djectives &amp; A dverbs</i>	<i>Прилагательные и наречия</i>
expository	пояснительный, разъяснительный

analytical	аналитический
informational	информационный
formal	официальный
factual	фактический, основанный на фактах
complicated	сложный, запутанный
stiff	жесткий, трудный для восприятия

IV. Запомните толкование этих слов на английском языке.

Foreword (n)	an introduction by the author.
Acknowledgements (n)	a short piece of writing at the beginning or end of a book or an article in which the author thanks all the people who have assisted him or her.
Introduction (n)	the first part of a book or a talk, in which the writer tells you what the rest of the book or talk is about.
Conclusion (n)	something one decides is true as a result of knowing that other things are true.

Recommendation (n)	advice or suggestion as to what is the best thing to do.
Appendix (n)	extra information or further discussion of a subject placed after the end of the main text.
Glossary (n)	list of words and expressions and the special or technical meanings they have in a particular subject.
Index (n)	an alphabetical list printed at the back of a book or an article
Table (n)	a chart of facts and figures which are shown in rows going across the page and columns going down the page.
Chart (n)	a diagram, illustration, or table which shows information in a visual form.
Graph (n)	a line or a curve, which shows how two or more sets of numbers or measurements are related.

## Практика

V. Приведите в соответствие термины и их перевод.

introduction	таблица
analytical	поясняющий
conclusion	введение
table	вывод
reveal	резюмировать
draw up	обнаруживать
summarize	составлять
expository	аналитический

VI. Приведите в соответствие термины из левой колонки с их толкованием из правой колонки.

Recommendation	extra information or further discussion of a subject placed after the end of the main text.
Glossary	an introduction by the author.
Foreword	list of words and expressions and the special or technical meanings they have in a particular subject.
Chart	a line or a curve, which shows how two or more sets of numbers or measurements are related.
Appendix	a chart of facts and figures which are shown in rows going across the page and columns going down the page.
Index	an alphabetical list printed at the back of a book or an article
Graph	a diagram, illustration, or table which shows information in a visual form.
Table	advice or suggestion as to what is the best thing to do.

VII. Сопоставьте каждое слово из левой колонки с его синонимом из правой колонки.

foreword	inform
summarize	evaluate
tell	illustration
assess	preface

reveal	appendix
graph	resume
addendum	make clear
clarify	find out

VIII. Приведите в соответствие английские фразы из левой колонки и их функции в правой колонке.

Phrase	Function
1. By the way	а) Начать новый пункт
2. As I was saying earlier	б) Закрывать пункт
3. In a nutshell	в) Отступить
4. That deals with the question of actions	г) Соединить два пункта
5. I'll come to that point later	д) Сослаться на предыдущее
6. Let me conclude by saying	е) Сослаться на последующее
7. Let's turn to the question of	ж) Вернуться к вашей структуре
8. There's a further point I'd like to make	з) Прибавить дополнительный пункт
9. This brings me to the next point	и) Резюмировать
10. Let me get back to what I was saying	к) Заключить

IX. Дополните таблицу существительными и прилагательными, производными данных глаголов (первый дан как пример).

Verb	Noun	Adjective
Write	Writer/ writing	Written
Observe		
Propose		
Describe		
Prove		
Interpret		
Add		

X. Переведите предложения на русский язык.

1. The report intended to review the vast amount of information. 2. One more point may perhaps be mentioned in detail. 3. An attempt was made to review the vast amount of new facts obtained in this field. 4. Great mass of fact and theory is to be taken into account. 5. The method was proved to be of considerable commercial value. 6. We expect the last two alternatives to be the most satisfactory. 7. The principle followed here has received wide attention. 8. Much attention was paid to the data reported. 9. The results are likely to be effective. 10. Many earlier data cannot be regarded as being precise. 11. In each section below will be found comments on the use of the method. 12. The accuracy of definitions depends upon the terms being carefully formulated. 13. If account is taken of the illustrations given in Fig. 9, both the principles will apply. 14. We should summarize the information available on this subject. 15. Proof of the correctness of this interpretation would seem to call for some modification of our notions. 16. We cannot yet understand this phenomenon, nor can we explain its origin. 17. Presented in the table are the results obtained recently. 18. However reasonable the suggestion may be it should get the approval of the specialists.

XL Переведите предложения на английский язык.

1. Цель доклада — предоставить читателю или слушателю нужную ему информацию. 2. Форма доклада должна быть простой для понимания. 3. Доклады бывают аналитическими, информационными, официальными и основанными на фактах. 4. В одних случаях вы информируете читателя о проделанной работе. 5. В других случаях вы предлагаете способ претворения новых идей в жизнь. 6. Одна из задач любого доклада — повлиять на процесс принятия решений. 7. При подготовке доклада всегда необходимо анализировать информацию. 8. Доклады пишутся по определенному плану. 9. Иллюстрации делают доклад понятнее и информативнее. 10. Дополнительные материалы составляют приложения, библиография, глоссарий и указатели. 11. Цель научных материалов — анализировать и интерпретировать факты и делать выводы, опираясь на исследования. 12. При написании отчета или статьи вы как бы ведете неторопливый разговор с читателем.

XII. Из четырех предложенных вариантов выберите единственно правильный.

1. If drivers obeyed the speed limit, fewer accidents -----  
A. occur  
B. will occur  
C. would occur  
D. occurred
2. A report needs ... with the customs office.  
A. file  
B. filing  
C. to file  
D. to be filed
3. ... wind is an ancient source of energy.  
A. a  
B. an  
C. -  
D. the
4. My elder brother now gives me ... advice.  
A. little  
B. a little  
C. few  
D. a few.
5. Many books ... about success, but one of the best is *How to Win Friends and Influence People* by Dale Carnegie.  
A. have written  
B. written  
C. have been written  
D. has been written
6. The works of Picasso are quite... during various penods of his artistic life.  
A. differ  
B. different from  
C. different than  
D. different £ J
7. Most stores in the USA close ... five o'clock or five-thirty on weekdays.  
A. at  
B. in

- C. on  
D. till
8. One needs to have other interests ... studying.  
A. beside  
B. besides  
C. but  
D. also
9. We expect the weather at weekend to be....  
A. sunny and warm  
B. both sunny also warm  
C. sunny as well warm  
D. both sunny and warm
10. If Napoleon had not invaded Russia, no ... the world.  
A. had conquered  
B. would conquer  
C. would have conquered  
D. conquered
- 11 John is studying hard ... he can finish his education.  
A. so  
B. so that  
C. why  
D. for
- 12.... on clear days one can see mountains from here.  
A. Sometime  
B. Some  
C. Sometimes  
D. Sometime
13. Her knowledge of languages ... in her work.  
A. aid her  
B. aids her  
C. she aid  
D. her aids
14. I wish we could see each other....  
A. frequenter  
B. the frequenter  
C. more frequently  
D. more frequenter
15. Cupid, one of the ancient Roman gods,....  
A. was represented as a little child  
B. representing as a little child  
C. were a little child

- D. a little child
16. Valentine's Day is on ....  
A. fourteen February  
B. the fourteen February  
C. the fourteenth February  
D. the fourteenth of February
17. Professor White cannot seem to *make his ideas understood* in class.  
A. get his ideas down  
B. recall his ideas  
C. summarize his ideas  
D. get his ideas across
18. In order to be issued a passport, one must *give evidence* concerning his identity.  
A. investigate  
B. testify  
C. alsify  
D. evaluate
19. Something made that first meeting of two strangers into *a productive* friendship.  
A. usual  
B. unusual  
C. useful  
D. useless
20. Judy gets her *primary* satisfaction from her career.  
A. main  
B. full  
C. adequate  
D. worst.

### Дополнительные тексты/ диалоги

XIII. Прочитайте и переведите текст доклада. Выпишите и выучите незнакомые слова.

Обязательные элементы ежемесячного отчета (The Monthly Report)

<i>Name of chapter</i>	<i>Перевод</i>	<i>Содержание раздела</i>
Time period:	Отчетный период	За какой период времени вы отчитываетесь
Purpose:	Цели и задачи	Что было сделано за отчетный период

<i>Name of chapter</i>	<i>Перевод</i>	<i>Содержание раздела</i>
Key issue:	Основные результаты	Главные темы, которые выносятся в отчет
Actions taken:	Принятые меры	Описание принятых мер с указанием сроков
Actions scheduled:	Календарный план	Последовательность принимаемых мер
Request or recommendation:	Просьбы или рекомендации	Ваши просьбы или рекомендации на основании информации, содержащейся в отчете

### Sample of a Brief Business Report

#### Promotion Procedures

All managers should have a promotion review every two years. This does not mean that promotion cannot take place in the interim. However, promotion is normally gained after the promotion review session.

The procedure for conducting a promotion review is that the promotion interview panel meets after having received SOPs (Standards of Performance) from all departments. Before asking an employee for a informal interview, the interview panel meet and discuss each employee. The panel should analyze not only the employee's past record, but also his or her potential in the future. This will mean that the information on promotion possibilities when they have done all this, they can invite the employee to an informal interview.

The informal interview should aim to assess the employee's own expectations and ambitions. Having completed this session, the panel should meet privately to decide on recommendations which are finally submitted to the Board.

#### Ключи к упражнениям

- VII. Foreword — preface; summarize — resume; tell — inform; assess — evaluate; reveal — find out; graph — illustration; clarify — make clear.
- VIII. 1. в); 2. д); 3. и); 5. е); 6. к); 7. а); 8. з); 9. г); 10. ж).
- IX. Observe — observation/ observer — observational; propose — proposal/ proposition — proposed; describe — description —

descriptive; prove — proof — proven; interpret — interpretation — interpretative; add — addition — additional.

XII 1. C; 2. D; 3. D; 4. A; 5. B; 5. C; 6. D; 7. A; 8. B; 9. D; 10. C; 11. B; 12. C; 13. B; 14. C; 15. A; 16. D; 17. A; 18. B; 19. C; 20. A.



## НАУЧНАЯ СТАТЬЯ И ТЕЗИСЫ

I. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

### How to Write Research Papers?

In many ways a research paper is an effort to answer a question or a series of questions. From this the researcher forms a main idea (that is, a *thesis*) on which to base the writing of the paper. So a research paper is a form of writing based upon a thesis supported by facts, figures, statistics, and other writers' carefully documented ideas. The purpose of a research paper is to analyze and interpret information while making valid conclusions based upon the research.

Remember that to write a research paper you must:

1. Rely on more than your own personal opinions and experiences.
2. Choose a topic and explore it:
  - Narrow down the topic.
  - Formulate a research focus.
  - Gather data.
  - Write a thesis statement.
3. Make an argument:
  - Select the supporting details, facts, and statistics.
  - Prepare a working outline.
4. Bring a conclusion:
  - Bring together the main ideas of the paper.
  - Repeat the thesis on the paper.
5. Write your notes, records, and plans in English.
6. Always ask your instructor for make sure of the direction of your paper before proceeding with the research.

Once you have collected and analyzed the information you need you can begin to determine your article design. When writing a research paper you must communicate your own ideas, but you must also include other writers' and speakers' ideas. In addition, you will need to refer to facts, figures, statistics, and other information from other sources. Therefore, it is your responsibility to document your writing by making clear which ideas are your own and which ideas belong to others. All of this must follow special rules for documenting sources that are not your own opinion by making references.

Another concern is how to illustrate your writing. Most people are familiar with tables, charts, and graphs — they are a common staple of

business reports, newspapers, and even television news. But few people understand why particular data are shown using particular kinds of tables, charts, or graphs. In determining when to use words and when to use tables and other illustrations, keep the following criteria in mind as you are developing a draft. Tables, charts, and graphs are better than words when:

- You have complex numerical or statistical data to convey;
- You are describing something that requires the reader to form a mental image in order to understand it;
- You want to present information in a form the reader will be able to recall easily.

*Abstracts* (an article) are far more than a one- or two-page piece of writing on a particular subject written for publication in scientific journals. They are also considered as a way to answer a particular question but only one in contradistinction to the research paper. Abstracts should contain at least an introduction to the matter, its brief description, and sometimes probable benefits for the interested party. As a rule, they lack illustrations and references.

### II. Ответьте на вопросы.

1. What is the purpose of a research paper?
2. How should you document the ideas of other writers?
3. How should you communicate your own ideas?
4. Is it necessary to explain and clarify information?
5. How is the main idea of your writing called?
6. When do you use illustrations instead of words?

### Комментарий

### III. Запомните эти слова и составьте с ними предложения.

<i>Nouns</i>	<i>Существительные</i>
research paper	научная статья
article	статья
abstracts	тезисы
citation/ quotation	цитата, ссылка на что-либо, цитирование
draft	первая версия документа
focus	фокус, центр, средоточие
format	формат

<i>Nouns</i>	<i>Существительные</i>
outline	набросок, очерк
research	исследование
statement	сообщение, утверждение
conclusion	вывод
summary	резюме, реферат
thesis	1) краткая формулировка, 2) тезисы, диссертация, курсовая работа
topic/ theme	тема
reference	ссылка на источник литературы
reliability	надежность
effectiveness	эффективность
<i>Verbs</i>	<i>Глаголы</i>
access	получить доступ
analyze	анализировать
argue	оспаривать
cite	цитировать
communicate	передавать информацию, сообщать сведения
conclude	заключать, делать выводы
develop	разрабатывать, развивать
determine	определять, устанавливать
document	подтверждать/ снабжать документами
eliminate	исключать, выбрасывать текст
evaluate	оценивать, выражать в цифрах
investigate	исследовать
narrow down	сузить
omit	упускать, не включать
organize	организовать
paraphrase	перефразировать
revise	1) проверять и исправлять, 2) изменять текст
summarize	резюмировать, подводить итог
<i>Adjectives &amp; Adverbs</i>	<i>Прилагательные и наречия</i>
lacking	недостающий
excessive	избыточный
following/ as follows	следующий, в таком порядке
particular	особый, специфичный
valid	веский, обоснованный

#### IV. Запомните толкование этих слов на английском языке.

Abstracts (n)	1) short pieces of writing; 2) short selections from the original
Article (n)	1) short piece of writing; 2) a particular object or item
Bibliography (n)	alphabetized description of a book
Body (n)	middle portion of writing containing examples, facts, illustrations
Copyright (n)	protection against plagiarism
Data (n)	sources of information
Knowledge (n)	information that is capable of being learned
Draft (n)	early writing attempts
Endnotes (n)	list of sources at the end of a paper
Footnote (n)	a special note found at the bottom of a page or writing
Format (n)	a special design or arrangement
Outline (n)	list of different parts within a certain form
Summary (n)	a shortened version of the original
Thesis (n)	an idea expressed as a statement
Quote (v)	mark or credit words or phrases
Chronological (adj)	according to date or time

#### Практика

#### V. Приведите в соответствие термины и их перевод.

topic	исследование
research	набросок
outline	первая версия документа
analyze	выбрасывать текст
draft	тема
paraphrase	анализировать
investigate	перефразировать
eliminate	исследовать

VI. Приведите в соответствие термины из левой колонки с их толкованием из правой колонки.

Abstracts	an idea expressed as a statement
Body	mark or credit words or phrases
Copyright	according to date or time
Thesis	middle portion of writing containing examples, facts, illustrations
Quote	short pieces of writing
Chronological	protection against plagiarism
Outline	list of sources at the end of a paper
Endnotes	list of different parts within a certain form

V. Исправьте неправильные предложения или реплики.

1. You ought to cite all the references you have read.
2. The reliability of sources is not important.
3. You must rely on more than one person's opinion.
4. You can write a research paper for an evening.
5. You must often show your outlines to your instructor.
6. A research paper is an effort to answer a question or a series of questions.
7. You may not bring any conclusions.

VIII. Сопоставьте каждое слово из левой колонки с его синонимом из правой колонки.

citation	explanatory
data	suppose
valid	pay attention
suggest	quotation
give attention	prove
give evidence	reveal
find	information
expository	reliable

IX. Переведите предложения на русский язык.

1. Some older work will be quoted because it had not been adequately reviewed elsewhere. 2. One more point may perhaps be mentioned in

detail. 3. The interpretation was at first accepted by several workers, but was lately generally opposed. 4. A general agreement has been arrived at concerning the subject. 5. There are certain to be exceptions to every rule we try to lay down. 6. A series of experiments was considered to be necessary. 7. The results of the investigation are likely to be discussed by our coworkers. 8. To determine this figure is not as easy as it seems. 9. The principle followed by this scientist has received wide attention. 10. The facts led us to assume that the consumers behave in a special way. 11. The time required for function to return to normal varied greatly. 12. The evidence for this view has been criticized by a number of investigators. 13. To expect a complete agreement in the results obtained may seem to be quite hopeless. 14. The scheme insisted upon proved to be satisfactory. 15. The fact dealt with in this chapter is treated more explicitly than some years ago. 16. Reference has been made only to the recently published works. 17. The principle followed by this scientist has received wide attention. 18. This theory through very suggestive was opposed by Smith. 19. Many earlier data cannot be regarded as being precise. 20. Discussing the models is beyond the scope of the present paper. 21. The economists kept looking for a compromise solution. 22. We wish this fact was verified by other investigators. 23. However complicated this type of calculation should be, we are going to use it extensively. 24. One should come to a certain conclusion on this point. 25. Particularly important in this connection are the irregularities likely to develop during this process.

X. Переведите предложения на английский язык.

1. При написании научной статьи Вы должны полагаться не только на собственный опыт и знания. 2. Научная статья всегда имеет список использованной литературы. 3. Прежде всего необходимо четко определить тему работы. 4. Используйте только солидные источники информации. 5. В процессе работы Вы вырабатываете свое мнение о предмете. 6. Подтверждайте свои выводы фактами, цифрами и статистической информацией. 7. Подготовьте рабочий набросок Вашей статьи и покажите его преподавателю. 8. Информировать преподавателя время от времени о ходе Вашей работы над статьей. 9. Делайте свои выводы на основе фактов. 10. Не забывайте процитировать других авторов. 11. Из текста статьи должно быть понятно, какие выводы являются Вашими собственными, а какие принадлежат другим людям.

## Тест

XI. Из четырех предложенных вариантов выберите единственно правильный.

1. Could you please tell me where...?  
A. the drugstore is  
  
B the drugstore C the drugstore was  
D. is the drugstore
2. Accustomed to getting up early,...  
A. the new schedule was not difficult for him to adjust to  
B. the new schedule suited him  
C. he had no difficulty adjusting to the new schedule  
D. he was not difficult to adjust to the new schedule
3. The ... is not legal unless everyone signs his name.  
A. agree  
B. agreeing  
C. agreed  
D. agreement
4. Mary worked ... John did.  
A. as hard as  
B. so hard as  
C. as hardly as  
D. so hardly as
5. The doctor suggested that he ....  
A. not smoke  
B. doesn't smoke  
C. didn't smoke  
D. don't smoke
6. It is essential... all applications no later than July 1.  
A. file  
B. to file  
C. filing  
D. to filing
7. If John ... to the questions carefully, he will answer them easily.  
A. listened  
B. will listen  
C. would listen  
D. listens
- 8 The blue whale is... known animal.  
A. the large  
B. the larger  
C. the largest  
D. most largest
9. If services are increased, taxes ...  
A. will probably go up  
B. probably go up  
C. probably went up  
D. would probably go up
- 10.... history of this area is interesting.  
A. -  
B. the  
C. a  
D. an
11. We are to read . . . paragraph in the textbook.  
A. the six  
B. the sixth  
C. six  
D. sixth
12. Unemployment is increasing at an ... rate,  
A. alarmed  
B. alarm  
C. alarming  
D. alarming of
13. It was ... that he couldn't put it down.  
A so interesting book  
B. such an interesting book  
C. such interesting book  
D. so interesting the book
14. The mail comes every day .. . Sunday.  
A. except  
B. except to  
C. excepting  
D. not
15. May I have rice ... potatoes?  
A. instead  
B. instead of  
C. but  
D. without

16. ... is not a new idea.
  - A. To planning cities
  - B. Cities to plan them
  - C. Plan cities
  - D. The planning of cities
17. In *conformity* with our rules and regulations, I am calling a meeting of our organization.
  - A. ambition
  - B. agreement
  - C. confinement
  - D. pride
18. Alan kept all the receipts from his business trip in order to *document* his expenses for the firm.
  - A. withdraw
  - B. control
  - C. provide evidence
  - D. start
19. He called our attention to the things that had been done in an *analogous* situation and recommended that we do the same.
  - A. comparable
  - B. congenial
  - C. capable
  - D. culpable
20. Mary could *cite* passages in the Bible from memory.
  - A. visualize
  - B. locate
  - C. signal
  - D. quote.

### Дополнительные тексты/ диалоги

XII. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

### The Formal Outline

A formal outline is a special format in which you display the details of your plan for writing your research paper. It is begun with a statement of your thesis. Then one continues with an introduction, the main divisions and subdivisions of the presentation (the body of the paper), and finally the paper's conclusion.

A formal outline follows special rules:

- Divisions and subdivisions are indicated through use of Roman numerals, alphabet, and Arabic numerals.
- There is never an A without a B; there is never a 1 without a 2; there is never an a) without a b).
- Topic outlines do not require complete sentences.
  - Sentence outlines are prepared with complete sentences.
  - The two are never mixed.
  - Writing must be parallel.

### Example of Topic Outline

(Title)

NAFTA: IMPACTS ON CANADA, MEXICO, AND THE U.S.

(Thesis Statement)

The North American Free Trade Agreement (NAFTA) has not proven a positive step toward economic stability for the countries involved.

(Introduction)

I. Effects of NAFTA:

- A. Effects on Canada;
- B. Effects on Mexico;
- C. Effects on the United States.

(Body)

II. Gains and losses for North American workers:

- A. Gains and losses for Canada:
  1. Decline of sales to U.S. markets;
  2. Increased pollution;
  3. Continued recession worsened by NAFTA.
- B. Gains and losses for Mexico:
  1. Relocation of U.S. industry to Mexican sites;
  2. Pollution problems caused by new industry;
  3. Decline of tourism.
- C. Gains and losses for the United States:
  1. Growth of high-tech jobs in U.S.;
  2. Increased exports to Mexico;
  3. Loss of industries to Mexico.

(Conclusion)

III. Mexico, Canada, and the United States report that NAFTA has not lived up to its early expectations.

**Ключи к упражнениям**

VII. 3, 5, 6 are correct.

VIII. citation — quotation; data — information; valid — reliable; suggest — suppose; give attention — pay attention; give evidence — prove; find — reveal; expository — explanatory.

XI. 1. A; 2. C; 3. D; 4. A; 5. C; 6. B; 7. D; 8. C; 9. A; 10. B; 11. B; 12. C; 13. B; 14. A; 15. B; 16. D; 17. B; 18. C; 19. A; 20. D.

## РЕФЕРАТ И АННОТАЦИЯ

I. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

### Summary and Annotation

The reading of original literature is crucial to get the latest information. **Summary (abstract, precis)** and **annotation** have become important forms of such information providing. These forms can essentially reduce the specialists' time of information (data) processing.

**Summary** is a short written account of something, which gives the important points but not the details. It usually opens an article or a report. It can be considered as a shortened version of an original. The summary is expected to be about a sixth or a tenth of the original in length. It is usually far easier to write it after you have read the original. First go through it lifting out important information, findings, conclusions and recommendations. It is necessary to avoid including excessive background and detail. Sometimes the summary may take a spoken form. To prepare a summary you should:

1. Study the work carefully;
2. Make definite opinion of what has been read;
3. Develop the appropriate style of writing;
4. Communicate accurately the author's conclusions;
5. Write briefly and clearly.

**Annotation** is the extremely brief account of the main contents like the list of major problems. If the purpose of summary is to get the reader acquainted with the main contents of the original and the substitute it to some degree, the annotation considers only the article's or the book's topic and facilitates search of necessary information on the subject. To make annotation, you should do the following:

1. Write down the name of the original (article or book) in English.
2. Translate this into Russian.
3. Write down the publishing data of the article (book).
4. Resume briefly (in 3—6 sentences) the contents of the original. The following phrases normally open summaries and annotations: *The article is concerned with . . .*  
*This work deals with . . . This work is devoted to . . .*  
*Mention was made of the new achievements in the field of. .*  
*Special emphasis is laid on . . .*

*Particular attention is given to . . .*

*Notice has been taken to . . .*

*It is known (thought) that. . .*

*A new method (approach) has been proposed. . .*

*The author comes to the conclusions . . .*

*The work is of primary interest (importance, value) for. . .*

One manager who had trouble summarizing a lengthy report discovered a helpful technique. He imagined that he and his boss got on the elevator on the 35<sup>th</sup> floor and rode down to the lobby. His boss remarked, "I just got your report on the new sales incentive plan. What's it all about?" The manager would — in the time it takes an elevator to descend 35 floors — give his boss the rationale, findings, and recommendations of the report.

Depending on how tall your building is — or how fast or slow the elevators are — you may want to try this technique to help you frame your summary.

## II. Ответьте на вопросы.

1. What is a definition of a summary?
2. Is it difficult to write summaries?
3. What phrases are typical for a summary or an annotation opening?
4. What technique can be proposed for making an annotation?
5. How long can it take you to write a summary?

## Комментарий

## III. Запомните эти слова и составьте с ними предложения.

<i>Nouns</i>	<i>Существительные</i>
summary/ abstract/ precis	реферат
annotation	аннотация
aim/ object/ purpose	цель
intention	намерение
action	действие
effect/ function	роль, функция
approach	подход
method/ technique	метод
manner/ way	способ
suggestion	предположение

<i>Nouns</i>	<i>Существительные</i>
trend/ tendency	тенденция
task	задача
<i>Verbs</i>	<i>Глаголы</i>
sum up/ summarize	подвести итог, подытожить, резюмировать
assume	считать, полагать, допускать
consider	считать, рассматривать
expect	ожидать, предполагать
find/ reveal	находить, обнаруживать
maintain	утверждать
intend	намереваться
show/ demonstrate	показывать, демонстрировать
suppose/ suggest	предполагать
report	сообщать
interpret	объяснять, интерпретировать
think/ reckon	считать
prove/ give evidence	доказывать
<i>Expressions</i>	<i>Выражения</i>
call attention to	обращать (чье-либо) внимание на
give/ pay attention to	уделять внимание кому-то (чему-то)
do away with	покончить с, отказаться от
make attempt	делать попытку, пытаться
make mention of	упоминать о
make reference to	ссылаться на
make use of	использовать, найти применение
take account of	принимать во внимание, учитывать
take advantage of	воспользоваться, получить преимущество от
take care of	заботиться, учитывать
take notice of	замечать, обращать внимание на

IV. Запомните толкование этих слов на английском языке.

Accurate (adj)	free from errors
Adequate (adj)	enough; sufficient
Analyze (v)	study in all parts
Issue (n)	a matter of dispute or a difference
Knowledge (n)	information that is capable of being learned
Transition (n)	smooth connection of ideas
Valid (adj)	truthful or supported by accurate facts and statistics
Abstract (n)	a short piece of writing that summarizes the main point of it

**Практика**

V. Приведите в соответствие слова и их перевод.

assume	действие
approach	утверждать
suggestion	цель
task	задача
maintain	рассматривать
consider	допускать
purpose	предположение
action	подход

VI. Приведите в соответствие выражения и их перевод

make mention of	принимать во внимание
take account of	воспользоваться
call attention to	обращать (чье-либо) внимание на
make use of	использовать
take notice of	упоминать о
take advantage of	замечать
make attempt	уделять внимание кому-то (чему-то)
pay attention to	делать попытку

VII. Сопоставьте каждое слово из левой колонки с его синонимом из правой колонки.

aim	technique
manner	sum up
method	objective
summarize	tendency
-----	way
reveal	
trend	show
demonstrate	find

VIII. Приведите в соответствие слова из левой колонки с их толкованием из правой колонки.

Accurate (adj)	truthful or supported by facts and statistics
Adequate (adj)	free from errors
Valid (adj)	enough; sufficient
Analyze (v)	study in all parts
Issue (n)	a short piece of writing that summarizes the main point of it
Transition (n)	a matter of dispute or a difference
Abstract (n)	information that is capable of being learned
Knowledge (n)	smooth connection of ideas

IX. Переведите предложения на русский язык.

1. This statement was followed by a long discussion concerning the meaning and application of the theory. 2. Mention was made of the new achievements in this field. 3. An attempt was made to review the vast amount of new facts obtained in this field. 4. This method allows the data to be easily obtained. 5. The method was proved to be of considerable commercial value. 6. Our conclusions were supported by new evidence furnished by other investigators. 7. The scheme insisted upon proved to be satisfactory. 8. Much attention was paid to the data reported. 9. The object of investigations is to understand the way these changes are brought about. 10. Mentioning some unsolved problems, a certain amount of work has to be done upon the development of the theory. 11. We should summarize the information available on this subject. 12. The solution to this problem might probably be found in this



work. 13. Proof of the correctness of this interpretation would seem to, call for some modification of our notions. 14. The suggestion does not seem to have justified itself in practice.

X. Переведите предложения на английский язык.

1. Чтение оригинальной литературы необходимо для получения новейшей информации. 2. Аннотация и реферат позволяют существенно сократить время специалистов. 3. Реферат — это краткое резюме каких-либо материалов в письменном виде. 4. Его можно рассматривать как сокращенную версию оригинала. 5. Объем реферата составляет от 1/6 до 1/10 объема оригинала. 6. Начинайте писать реферат только прочитав оригинал. 7. Избегайте излишних рассуждений и деталей. 8. Аннотация еще короче, чем реферат. 9. Она знакомит читателя лишь с основным содержанием книги или статьи. 10. Выучите на память типичные фразы, с которых начинается аннотация или реферат.

### Тест

XI. Из четырех предложенных вариантов выберите единственный правильный.

1. ... people in my hostel are friendly.  
A. few  
B. a few  
C. little  
D. a little
2. The more you practice speaking English, ... you will do it.  
A. the good  
B. the well  
C. the gooder  
D. the better
3. It is difficult...  
A. to distinguish among a frog and a toad  
B. distinguish among a frog and a toad  
C. to distinguish between a frog and a toad  
D. distinguish between a frog and a toad
4. The lecture was both interesting....  
A. instructive also  
B. as well as instructive  
C. and instructive

D. instructive as well

5. Jobs at fast- food restaurants ... McDonald's are filled by students

A. such  
B. such as  
C. as  
D. so as

6. I will vote for... the membership supports.

A. who  
B. whom  
C. whomever  
D. who ever

7. We have only ... homework for Friday.

A. little  
B. a little  
C. few  
D. a few

8. The students listened ... to the lecturer.

A. with attention  
B. attentive  
C. in an attentive way  
D. attentively

9. We asked Jim if he... us.

A. help  
B. will help  
C. would help  
D. will be helping

10. The staff... in the conference room.

A. is meeting  
B. are meeting  
C. meeting  
D. have met

11. David had always behaved -----

A. in a responsible way  
B. in a responsible manner  
C. responsibly  
D. responsible

12. Julia has...ing for her boss for an hour.

A. sit  
B. sat  
C. set  
D. seated

- 13... the weather forecast, we will have very pleasant weather tomorrow.
- According
  - According to
  - According with
  - According of
14. Sam made a lot of friends ... in the cafeteria.
- worked
  - by worked
  - to working
  - by working
15. I have to write two ... this week.
- hundred-word articles
  - hundred-words articles
  - hundreds-word articles
  - hundred-word's articles
16. Mary's desk was always *disorganized* with books and papers.
- decorated
  - full of
  - cluttered
  - sorted
17. Mail service will be *suspended* during the postal workers' strike.
- inspected
  - delayed
  - uninterrupted
  - curtailed
18. A good student does not need to be *warned* for being absent too much.
- admonished
  - punished
  - belittled
  - spanked
19. Susan reported to the committee on *routine* operational matters.
- small
  - usual
  - extraordinary
  - different
20. Microprocessors, unlike computers, are programmed to complete *defined* tasks.
- specific
  - arduous
  - several
  - similar.

## Дополнительные тексты и диалоги

XII. Ознакомьтесь с текстом на родном языке. Выучите слова-связки.

Современному специалисту необходимо следить за развитием научной мысли не только в своей стране, а и за рубежом. Умение читать специальную литературу в оригинале открывает возможность своевременного получения новейшей информации. Кроме того, каждый специалист должен уметь обрабатывать литературу на иностранном языке. Важное место здесь занимают реферирование и аннотирование.

Реферат (abstract, summary, precis) и аннотация (annotation) — ключевые формы, обеспечивающие быстрый обмен научно-технической информацией. Именно они существенно сокращают время, затрачиваемое специалистами на обработку информации. Реферирование представляет собой конспективное изложение существенных положений текста оригинала. Реферат раскрывает основные положения статьи, сообщает, к каким конкретным выводам и каким путем приходит автор. Для подготовки реферата необходимо: 1) хорошо знать содержание работы; 2) составить определенное мнение о прочитанном; 3) выработать соответствующие формы изложения; 4) соблюдать принятую терминологию; 5) точно передать выводы автора; 6) экономно использовать языковой материал; 7) ясно излагать содержание вопроса.

### Основные этапы подготовки к реферированию

После того, как содержание статьи детально и глубоко изучено, мы начинаем готовиться к составлению реферата: пишем его план, намечаем логику изложения, уточняем основные выводы, отбираем фразы и т.д. Подготовленный реферат следует отредактировать.

### Алгоритм составления реферата

- Внимательно прочитайте заглавие текста и скажите, какую информацию вы ожидаете получить.
- Внимательно прочитайте текст и сделайте лексико-грамматический анализ тех предложений, которые затрудняют понимание содержания. Выпишите и переведите их.
- Прочитайте текст снова и разбейте его на смысловые части; укажите номера абзацев, входящих в каждую смысловую часть; озаглавьте каждую часть.

4. Составьте логическую схему текста.
5. В каждой смысловой части найдите одно-два предложения, передающих основную мысль.
6. Упростите найденные предложения, устранив избыточную информацию так, чтобы они стали пунктами плана. Запишите план.
7. Выберите ключевые слова и словосочетания из каждой смысловой части и запишите их.
8. Пользуясь логической схемой, планом, ключевыми словами и словосочетаниями, передайте основную информацию текста в виде письменного реферата.

При написании реферата употребляйте следующие слова-связки (guide words) для изложения своих идей:

As	Так как, по мере того как
As for	Что касается
As well	А также
Although	Однако, все же, хотя
But	
Yet	
Because of	Из-за, вследствие
In general	В общем
Altogether	
Overall	
Furthermore	Кроме того
In addition to	
However	Однако
Finally	В заключение
In conclusion	
Moreover	Сверх того, кроме того
Still	Все же, тем не менее
Speaking of	Говоря о
Therefore	Поэтому, следовательно
Thus	Таким образом
While	В то время как / когда

Примерами реферативного изложения материала могут служить все статьи экономической части данного учебного пособия.

### *Samples of Annotations*

#### **(1) Business Reporting in Great Britain**

The articles deals with business reporting requirements in the United Kingdom. In most developed countries financial reporting plays a crucial role. As there are differences in countries' economies, respectively there are differences in requirements for financial reporting. The UK reporting requirements are less restrictive, more limited in number and generally more easily defined as those in Russia. In Great Britain relevant business legislation varies according to the size and nature of the business as well as on its activities. In general, sole traders and partnerships are less regulated than companies and firms that are Value Added Tax registered. The need for comprehensive detailing of accounts and audits, and the requirements for submitting elaborate tax returns are far greater for larger organizations with higher turnovers than for small businesses.

#### **(2) Non-cash transactions**

This work is concerned with the procedure for carrying out non-cash transactions in a foreign currency. A list of permissible operations and practices that resident legal entities may conduct in a foreign currency from their current accounts is specified in the Provision on opening and functioning the accounts of correspondent banks in the authorized banks of Ukraine in a foreign currency and in local currency. It is approved by the Resolution of the National Bank of Ukraine Board, dated December 18, 1998-No. 527. The Provision specifies current trade and non-trade operations, and which monetary means are to be passed to a current account, and what transactions are to be conducted from this account.

#### **(3) Enterprises with Foreign Investments: Founding, Accounting and Taxation**

Founding of an enterprise with foreign investments stipulates not only compulsory entering of foreign investment but also full conformity to the legislation, which regulates conditions of investment activities within the territory of Russia. Taking into consideration the aforesaid, the

following detailed information on the foreign investment regime *in* our country, on the types of foreign investments, on the procedure for their registration, as well as on the accounting and tax accounting of the dues received from a non-resident founder, is suggested to the readers.

#### Ключи к упражнениям

#### VII.

Aim — objective; manner — way; method  
summarize — sum up; reveal — find; trend  
demonstrate — show.

#### XI.

1. A; 2. D; 3. C; 4. C; 5. B; 6. C; 7. A; 8. D; 9. C; 10. A, 11 C,  
12 B, 14 D, 15 A, 16 C, 17 D, 18 A, 19 B, 20 A/

### ПУБЛИЧНАЯ РЕЧЬ

I. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

#### Speaking on Public

You may speak on public for different reasons, on different subjects, to people of different business culture and personal taste. The speaker may want

- to inform the audience about some subject matter;
- to introduce some subject matter;
- to encourage the audience to make a decision;
- to sell goods/ services.

However, delivering speeches will be almost the same in structure. Language points will differ a little. All good speeches have two things in common: the underlying structure and the language points which typically arise to serve this structure.

If you are going to deliver a speech, you must first have a plan. You should know exactly where and when the report is to be made. Having a clear idea of what the people in the audience are: their knowledge on the subject, status, age, business culture, specific interests — these help identify the needs of the audience. The information you are going to present should be tailored to meet the needs of the listeners. You should also devise the most appropriate format and sketch out for the use of demonstration materials and handouts. After providing answers to seven basic questions: why?, to whom?, what?, where?, when?, how long?, how?, you get down the plan of the report. It may be as follows:

1. Greeting/ Introducing oneself;
2. Introducing the subject;
3. Describing the sequence;
4. Starting the report itself;
5. Moving to the next point;
6. Summarizing;
7. Concluding;
8. Thanking/ inviting questions.

You should make all the necessary preparations (audio-visual material, etc.) beforehand. Pay special attention to the opening and

closing courtesies as the most memorable bits. Appear before the audience well groomed. Maintain eye contact and use body language to emphasize your talk. When answering questions from the audience, be sure you understand the question. Keep to the point, make your answers as brief as possible. Be friendly and flexible, try to react to the situation. Keep the time limit of your talk.

## II. Ответьте на вопросы.

1. Why do we have to speak on public?
2. Do all speeches have anything in common?
3. What are the common features of all speeches?
4. How would you know whether people listen to you or not?
3. What is the typical plan of a speech?
6. What should you pay special attention to?
7. What are the most memorable bits of any speech?

## Комментарий

### III. Запомните эти слова и составьте с ними предложения

<i>Nouns</i>	<i>Существительные</i>
audience	аудитория (слушателей)
listener	слушатель
terms of reference	программа, повестка дня
official document	официальный документ
demonstration materials	демонстрационные материалы
handout	тезисы доклада для раздачи слушателям
list	перечень, список
photograph	фотография
transparency/ slide	слайд
drawing	чертеж
table	таблица
graph	график
chart	схема
sample	образец
model	модель
<i>Verbs</i>	<i>Глаголы</i>
arrange	устраивать, организовывать

<i>Verbs</i>	<i>Глаголы</i>
plan for	планировать
design	разрабатывать
build	строить, конструировать
deliver	предоставлять
call	призывать
introduce	представлять, вводить в курс
encourage	поощрять, побуждать
begin	начинать
complete	заканчивать, заключать
outline	кратко очертить
remind	напоминать
tailor	приспосабливать для определенной цели
<i>Adjectives &amp; Adverbs</i>	<i>Прилагательные и наречия</i>
appropriate	соответствующий
friendly	приветливый, дружелюбный
flexible	гибкий
groomed	ухаженный, аккуратный
memorable	запоминающийся

### IV. Запомните толкование этих слов на английском языке

Element (n)	part of a whole
Follow-up (n)	a second or immediate following action
Review (n)	general examination
Impression (n)	what someone thinks about another
Flexibility (n)	adaptability
Receptive (adj)	open
Related (adj)	connected
To the point (adv)	directly and clearly
Within (prep)	in the limits of a specific time
Advancement (n)	the act of moving ahead, success, promotion
Deadline (n)	time limit before or by which something must be completed
As a whole (adv)	in total
Well groomed (adj)	carefully dressed, very neat

Grasp (v)	understand
Mention (v)	inform, speak of briefly
Refer (v)	send or direct for information

### Практика

V. Приведите в соответствие термины и их перевод.

terms of reference	аудитория
audience	набросать
handout	программа
plan for	запоминающийся
encourage	планировать
outline	тезисы доклада
appropriate	побуждать
memorable	соответствующий

VI. Приведите в соответствие термины из левой колонки с их толкованием из правой колонки.

Flexibility	send or direct for information
Follow-up	in the limits of a soecific time
Mention	inform, speak of briefly
Refer	carefully dressed
Impression	adaptability
Deadline	a second or immediate following action
Within	time limit before or by which something must be completed
Well groomed	what someone thinks about another

VII. Замените фразы, выделенные курсивом, их эквивалентами из списка, приведенного ниже.

I am sure that	In my opinion	It is certain
I tend to think	What we must do	From this point of view
We could discuss	I feel	

1. *As I see it*, we should leave this project.

2. *What we have to do is* withdraw from this project.
3. *I think* we can't continue as we are.
4. *I am convinced that* we must stay in this project,
5. *I am inclined to believe* we should leave this project.
6. *There is no doubt* we cannot leave it any later.
7. *From this angle*, we have no alternative.
8. *We might consider* a gradual leaving this project.

VIII. Переведите на английский язык выражения согласия и несогласия. Разделите сильные и нейтральные выражения согласия и несогласия.

<i>Agreeing</i>	<i>Disagreeing</i>
I think we'd all agree with you as far as you go.	I'm not sure I agree with either of you.
I'm 100 per cent with you!	That's interesting but
I can see what you mean.	There's no way we can agree to that.
You've got a point.	I disagree entirely!
I tend to agree with you.	I'm inclined to disagree.
We can certainly agree to that.	I'm not sure I understand your point of view.
I think we'd all agree	It looks though there's no agreement.

IX. Сопоставьте каждое слово из левой колонки с его синонимом из правой колонки.

start	option
finish	construct
do	enumerate
build	begin
identify	complete
choice	reveal
list	make

X. Переведите предложения на русский язык.

1. I would like to begin by stating our terms of reference.
2. My purpose today is to analyze the current situation.
3. The subject is to

report our findings and consider the present problem. 4. I have divided my report into three sections. 5. If you have any questions, please feel free to interrupt. 6. In the interests of time, could we leave questions until the end? 7. Let me suggest some alternatives. 8. I must warn you of the possible consequences of option A. 9. We have many ideas of how to improve the situation. 10. To put it briefly, there can be no better solution to the problem. 11. Let me summarize the main points in a few words. 12. In conclusion, I would like to go over the main points again.

#### XI. Переведите предложения на английский язык.

1. Можно выступать перед различными аудиториями, однако все выступления будут иметь общие черты. 2. Необходимо тщательно спланировать свой доклад. 3. Сначала вы получаете информацию об аудитории слушателей. 4. Ваша информация должна отвечать их интересам. 5. Желательно использовать демонстрационные материалы. 6. Предварительно ответьте на семь основных вопросов: зачем, для кого, что, где, когда, за какое время и как вы должны говорить. 7. Заранее подготовьте аудио-визуальные материалы. 8. Слушатели лучше всего запоминают начальные и заключительные обращения к ним. 9. Выступая перед аудиторией, смотрите в глаза слушателям. 10. Отвечая на вопрос, убедитесь в том, что Вы его правильно поняли. 11. Будьте доброжелательны и старайтесь адекватно реагировать на ситуацию.

#### Тест

XII. Из четырех предложенных вариантов выберите единственный правильный.

1. I would rather . . . this than type because I don't type well.
  - A. to write
  - B. writing
  - C. written
  - D. write
2. Their parents approve . . . studying in the United States.
  - A. they
  - B. them
  - C. they're
  - D. their

3. Please . . . Xerox copies of copyrighted material without the publisher's permission.
  - A. no make
  - B. not make
  - C. don't make
  - D. not to make
4. Kevin jammed . . . finger while fixing his car.
  - A. a
  - B. an
  - C. the
  - D. his
5. Mom makes everyone . . . his share around the house.
  - A. to do
  - B. doing
  - C. done
  - D. do
6. The students . . . cheat on the examination have to leave the room.
  - A. who
  - B. which
  - C. whose
  - D. whom
7. A desert receives less than twenty-five . . . of rainfall every year.
  - A. centimeter
  - B. a centimeter
  - C. centimeters
  - D. of centimeters
8. . . . at 100 degrees C and freezes at 0 degrees C.
  - A. Water boil
  - B. The water boils
  - C. Water boils
  - D. Waters boil
9. Professor Smith makes us . . . our reports.
  - A. print
  - B. to print
  - C. printing
  - D. printed
10. Each . . . in this display is on sale.
  - A. furniture
  - B. furniture piece
  - C. the furniture piece
  - D. piece of furniture

11. Let's get some of our money ... for dollars.

- A. exchange
- B. to exchange
- C. exchanged
- D. exchanging

12. This exam has two ... problems.

- A. kind of
- B. kinds
- C. type of
- D. types of

13. .... the firm is almost bankrupt, buying a computer is out of the question.

- A. because
- B. for
- C. while
- D. whether

14. My afternoons are ... interrupted by telephone calls.

- A. continuous
- B. continuously
- C. continual
- D. continually

15. In a technical sense, "speed" is not always ... "velocity."

- A. alike
- B. the same as
- C. similar
- D. as

16. This is not ... the rest of items.

- A. the same big
- B. the same size
- C. the same big as
- D. the same size as

17. To *look quickly through* a book is an important study skill.

- A. skim
- B. summarize
- C. outline
- D. paraphrase

18. George seemed *hesitant* to confirm the news in the letter.

- A. willing
- B. urged
- C. reluctant
- D. supposed

19. The representatives of the company seemed very *callous* concerning the conditions of the workers.

- A. liberal
- B. ignorant
- C. responsible
- D. insensitive

20. Professor Rogers has a reputation of *being just*.

- A. stubborn
- B. impartial
- C. humorous
- D. capricious.

### Дополнительные тексты/ диалоги

XIII. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

### Развитие навыков общения с аудиторией

Презентация — это выступление перед одним или несколькими слушателями. Сообщение может считаться эффективным только в том случае, если оно дошло до слушателей, т.е. было услышано и правильно понято. Для этого необходимо:

1. Правильно организовать информацию;
2. Эффективно донести ее до слушателей;
3. Адекватно пользоваться языком (выдержать стиль и точно сформулировать свои мысли).

Для того чтобы правильно организовать информацию, необходимо четко ее структурировать на начало, середину и конец, а что касается ее содержания, ясно выделить главные и второстепенные идеи.

Эффективное использование языка предусматривает использование вводных слов, чтобы связать мысли между собой. Эти слова могут отражать различные формы связей между идеями, главными из которых будут:

- временные;
- логические;
- текстовые.

Изучим некоторые из языковых форм.

I. Отражающие, временные связи (в порядке от начала до конца):

First	first of all	to start with
Second	secondly	



Then	after that	next	
Finally	last of all	lastly	
2. Отражающие логические связи:			
<i>причина</i>			
therefore so	as a result	that's why {informal}	
<i>противопоставление</i>			
yet however	but		
<i>условие</i>			
then	in that case		
<i>сравнение</i>			
similarly	in the same way		
<i>уступка</i>			
anyway	at any rate		
<i>противоречие</i>			
in fact	actually		
<i>чередование</i>			
instead	alternatively		
3. Отражающие текстуальные связи: <i>дополнение</i>			
also	in addition		
<i>обобщение</i>			
to sum up then	in brief	in short	
<i>заключение</i>			
in conclusion	finally	lastly	to
conclude			
<i>эквивалентность</i>			
in other words	that means	namely	
<i>введение новой мысли</i>			
for example	for instance	such as	
<i>выделение</i>			
in particular	especially		
<i>подчеркивание обыденности ситуации</i>			
usually	normally	as a rule	in general
<i>очевидность</i>			
obviously of course	clearly		

## Упражнение

Замените многоточия фразами на свое усмотрение.

### Sample of Presentation

Friends and colleagues,

May I welcome you on behalf of.... My name is..., let me start by giving our terms of reference. My aim today is to discuss ... I have divided my report into two parts. First, I would like to talk about. . . Secondly, I am going to analyze... This will take about twenty minutes. To save time, could we leave questions until the end? Right. First of all, just a few words about the history of the subject. . . Now for the main problem. There is an essential difference between . . . Turning now to the possibilities, I must say that there is a choice of two courses of action. . . . Next we come to our recommendations. ... I have prepared a detailed list of issues to discuss ... Could you hand around these leaflets, please? That concludes my talk. Please feel free to ask questions.

### Ключи к упражнениям

- VII. 1. In my opinion; 2. What we must do; 3. I feel; 4. I am sure that; 5. I tend to think; 6. It is certain; 7. From this point of view; 8. We could discuss.
- IX. Start — begin; finish — complete; do — make; build — construct; identify — reveal; choice — option; list — enumerate.
- XII. 1. D; 2. D; 3. C; 4. D; 5. D; 6. A; 7. C; 8. C; 9. A; 10. D; 11. C; 12. D; 13. A; 14. B; 15. B; 16. D; 17. A; 18. C; 19. D; 20. B.

## РЕЧЕВОЙ ЭТИКЕТ. ОБЩЕНИЕ ПО ТЕЛЕФОНУ

I. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

### Talking to People

Everyone must try to use tact in all human contacts and to make people feel at ease in your company. When you are in office, you should be very polite and friendly with your customers. When you are *И* customer, you will be pleased not to give anyone any serious trouble?. There are no reasons why you should not become a good and interesting conversationalist in English. Here are some tips on the art of talking.

- Overcome embarrassment and fear of making mistakes in English; I
- To chat is to exchange ideas. Mental vitamins are as important as other kind;
- Silence is the essential part of conversation.
- If you do not like what a person is saying, change your point of view, or change the subject.

You will find especially difficult to talk *over the telephone* — especially if you do not know the person on the other end of the line very well. Good telephone manners include answering promptly, greeting the caller kindly, and giving your whole attention to the call. Telephone messages must be accurate and complete. Do not forget that the person you are talking to may be having difficulties too. Remember that the other person:

- Wants to understand you easily, so try to speak clearly;
- Cannot see your reactions, so always confirm that you have (or have not) understood each point that has been made;
- Cannot see you and does not know what a nice person you are, so make sure you sound polite and agreeable;
- Cannot spend much time, so make sure your call is brief;
- Is getting an impression of your company while talking to you, so make sure that you sound efficient.

How to make arrangements on the phone:

#### Identifying yourself/ your company

- *UMC*. Can I help you? (a typical switchboard response)
- John Smith speaking.

— This is John Smith.

— John here.

#### Asking the caller to identify himself/ herself

— Who is calling, please?

#### Asking for a connection

— I'd like to speak to \_\_\_\_\_, please.

— Could you put me through to \_\_\_\_\_, please?

— I'd like to speak to someone about \_\_\_\_\_, please.

#### Taking/ leaving a message

— I'm afraid he is out/ away/ off at the moment. Can I take a message?

— Can you ask him/ her to call me back?

#### Explaining the reason for the call

— The reason I called is \_\_\_\_\_.

— I am (just) calling to \_\_\_\_\_.

#### Making appointments

— Just a moment, I'll get my diary.

— Could you manage Tuesday?

— What about Wednesday?

— Shall we say two o'clock?

— I'm sorry, I'm out all day.

— Tuesday would be fine.

— That suits me.

#### Signing off

— I look forward to seeing you.

— Thanks for calling.

— Goodbye.

Complete telephone messages usually include important details such as names, telephone numbers, appointments, and addresses. For example, you might request the caller's telephone number. Be specific. Request only the information you need. Getting the message right in the first place is quicker and easier than phoning back later for details.

### II. Ответьте на вопросы.

1. Why isn't it easy to make a telephone call?
2. What should be telephone messages like?
3. How should we take into consideration the receiver of our information?
4. How do you usually begin or finish your phone message?
5. What phrases do you use to make an appointment?

## Комментарий

### III. Запомните эти слова и составьте с ними предложения.

<i>Nouns</i>	<i>Существительные</i>
conversation	разговор, беседа
conversationalist	собеседник
chat	непринужденный разговор, «болтовня»
subject	предмет (разговора)
telephone apparatus	телефонный аппарат
buzzing	гудок
long-distance/ trunk call	междугородний звонок
personal call	звонок конкретному человеку
line	линия
connection	связь
exchange	телефонная станция
operator	телефонист
switchboard	коммутатор
message	сообщение, информация для передачи
<i>Verbs</i>	<i>Глаголы</i>
book/ to order a call	заказывать звонок
call/ to phone/ to ring up	звонить (по телефону)
make a call	позвонить
call back	перезвонить
connect/ to put through	соединить
disconnect/ to cut off	рассоединить
drop (the coin)	бросить (монету)
dial (the number)	набрать (номер)
pick up (the receiver)	снять (трубку)
hold on/ to hold the line	подождать у телефона, не вешать трубку
get someone over the phone	застать кого-либо по телефону
leave a message	оставить сообщение
take a message	принять сообщение
put down/ to write down the message	записать сообщение
<i>Adjectives</i>	<i>Прилагательные</i>
constant	постоянный
frequent	частый
urgent	срочный

### IV. Запомните толкование этих слов на английском языке.

Response (n)	answer
Appointment (n)	arrangement to meet
Engagement (n)	appointment to do something
Inquire (v)	ask
Fix (v)	arrange
Manage (v)	be able to do something
Sort out (v)	put in order
Confirm (v)	say that something is certain
Get back to (v)	phone again
Go over (v)	repeat
Suit (v)	be suitable or convenient
Current (adj)	present
Urgent (adj)	immediate

## Практика

### V. Расположите отрывки телефонных переговоров в правильном порядке.

- Just a moment, Mr. Green, I'm putting you through. ( )  
—Yes, I'd like to speak to Mr. Brown. ( )  
—Alan Green. ( )  
—Who's calling, please? ( )  
—Pan Electronics. Can I help you? ( )
- He has got it, but just in case, it's (0732) 47568. ( )  
—Yes, could you ask him to return my call? ( )  
—John Hurt here. Could I speak to Mr. Jones? ( )  
—Certainly, sir. May I have your number? ( )  
—I'm afraid, he is out at the moment. Can I take a message? ( )
- I'm sorry, I'm not available on Tuesday. ( )  
—Good, that suits me too. What about 11 o'clock? ( )  
—Just a moment. I'll get my diary ... you said next week? ( )  
—Yes, could you manage Tuesday? ( )  
—Shall we say Wednesday then? ( )  
—All right, Wednesday morning would suit me fine. ( )

VI. Дополните следующие короткие диалоги.

1. My name's Jensen.

\_\_\_\_\_?

Yes, it is J, E, N, S, E, N~

2. The address is 32 Tunnyside Lane.

Certainly. It is 32 Tunnyside Lane.

3. My phone number is 0432-72853.

\_\_\_\_\_72653?

\_\_\_\_\_0432-72853.

VII. Выберите наиболее подходящие ответы.

1. I am in fashion design. What about you?

(a) Oh, I live in Moscow.

(b) Well, I work in the Sales Department.

(c) My sister is in fashion too.

2. I am a secretary to Mr. Smith. He is our General Manager.

(a) Ah, that's interesting.

(b) Is that one of your colleagues over there?

(c) Oh, I have met him.

3. I live in London. What about you?

(a) I am a student.

(b) I come from Russia.

(c) I work not far from home.

4. My brother is in the Sales Department.

(a) I am in the Marketing Department.

(b) Not a bad job.

(c) Yes, I think I've met her.

5. Hello, I am Susan. I have not seen you around before.

(a) What do you do?

(b) Are you one of my colleagues?

(c) I am new here.

6. Sheila Rogers speaking.

(a) Who's calling, please?

(b) Peter Jones here.

(c) Hello, Sheila. This is Peter Jones

7. Can I take a message?

(a) I'd like to leave a message.

(b) Yes, could you ask her to call me back?

(c) Please tell him to give me a ring.

8. The reason I am calling is we are having problems.

(a) I don't believe it.

(b) Really? That surprises me.

(c) That's all right.

9. Could you manage Monday?

(a) No, I can't.

(b) No.

(c) I'm afraid I can't.

10. So that's fixed — Tuesday at 2 p.m.

(a) Right, I look forward to seeing you then.

(b) Goodbye.

(c) I'm afraid that's impossible.

VIII. Поставьте вопросы или дайте ответы на пронумерованные фразы. Например:

1. My name is Thatcher. *Could you spell this, please?*

Yes, it's T, H, A, T, C, H, E, R.

1. The address is 12 Madison Sq.

2. My telephone number is 1987-2235.

3. I'd like to make an appointment with Mr. Hardy.

4. We would like to visit your flat with a view to buying it.

5. The figure is \$ 68.

6. So an appointment at ten would suit you. Could I have your name again, please?

IX. Сопоставьте каждое слово из левой колонки с его синонимом из правой колонки.

1	fix	a	answer
2	inquire	b	say that something is certain
3	response	c	arrangement to meet
4	confirm	d	arrange
5	suit	e	appointment to do something
6	appointment	f	ask
7	engagement	g	be convenient

Х. Переведите предложения на английский язык.

1. Звонить по телефону не всегда легко. 2. Информация, переданная по телефону, должна быть точной и исчерпывающей. 3. Ваш собеседник обычно слушает Вас очень внимательно. 4. Всегда говорите четко и внятно. 5. Следите за тем, чтобы Ваш голос звучал вежливо. 6. Ваш собеседник должен чувствовать, что Вы готовы к диалогу. 7. Разговор по телефону должен быть кратким. 8. Старайтесь производить впечатление делового человека. 9. Запрашивайте только ту информацию, которая Вам действительно нужна. 10. Мы хотели бы переговорить с кем-либо по поводу сроков поставки продукции.

### Тест

XI. Из четырех предложенных вариантов выберите единственно правильный.

1. Alex works ... under pressure.  
A. more quick  
B. more quickly  
C. quick! ier  
D. as quickly more
2. Each ... has a right to pursue his or her interest within the law.  
A. person  
B. individual  
C. party  
D. human being
3. The faster we finish, the ... we can leave.  
A. soon  
B. quick  
C. fast  
D. sooner
4. Everyone ... Ann wants sugar in the coffee.  
A. but  
B. not  
C. except to  
D. without
5. I am worried about our test, and ....  
A. also he  
B. so he  
C. so is he  
D. so he is
6. Janet works ... and efficiently.  
A. hardness  
B. harder  
C. hard  
D. hardly
7. We ... mail yesterday because it was a holiday.  
A. do not receive  
B. did not receive  
C. cannot receive  
D. may not receive
8. Twenty dollars ... the price for it.  
A. considered  
B. consider  
C. is considered  
D. are considered
9. Steve likes ... jokes and funny stories.  
A. say  
B. saying  
C. tell  
D. telling
- 10.... letters from the United States overseas, use Express Mail.  
A. To send  
B. Send  
C. To sending  
D. Sending
- 11 .The ... were so ill-phrased that they were hard to apply.  
A. data  
B. criteria  
C. phenomenon  
D. phenomena
- 12.Jim looks upset... he has lost something.  
A. like  
B. as  
C. as though  
D. as for
- 13.How often do you ... ?  
A. do laundry  
B. do the laundry  
C. make laundry  
D. make the laundry

14. The climate in the north is ... of the south.  
 A. cold than  
 B. colder than  
 C. colder than that  
 D. coldest than that
15. I felt sleepy all day ... TV last night.  
 A. from watching  
 B. for watching  
 C. from watch  
 D. by watch
16. Not one paper ... on time.  
 A. has he finished  
 B. he has finished  
 C. he have finished  
 D. have he finished
17. The money I earn is ... for my needs.  
 A. sufficiently  
 B. sufficient enough  
 C. enough sufficient  
 D. sufficient
18. Our future depends ... ourselves.  
 A. to  
 B. in  
 C. on  
 D. from
19. Some students, ... Ron and Paula, failed the exam.  
 A. such  
 B. such as  
 C. as  
 D. so as
20. This statement is *irrelevant* and should be disregarded by the jury.  
 A. unrelated  
 B. applicable  
 C. respective  
 D. useful.

### Дополнительные тексты/ диалоги

XII. Прочитайте с выражением следующие диалоги. Составьте подобные диалоги на темы 1) встреча с потенциальным рабо-

тодателем; 2) уточнения сроков поставки канцтоваров; 3) организация встречи деловых партнеров.

### Звонок I

A: *Pan Electronics*. Can I help you?  
 B: Yes, I'd like to speak to Mr. Jones, please.  
 A: Who is calling, please?  
 B: Alan Phillips.  
 A: Just a moment, Mr. Phillips, I'll put you through.  
 C: Lisa Bird speaking.  
 B: Alan Phillips here. May I speak to Mr. Jones?  
 C: I'm afraid he's away at the moment. Could you leave a message?  
 B: Yes, I'd like him to call me back as soon as possible.  
 C: Certainly, sir. Can I have your number?  
 B: He's got it, but just in case, it's 0232-76581.  
 C: 0232-76581, isn't it?  
 B: Yes, that's right. Thank you. Bye.  
 C: Goodbye.

### Звонок 2

A: Alan Phillips speaking.  
 B: This is Gerald Jones. My secretary said you called.  
 A: Yes, thanks for getting back. Look, the reason I called was we're having installation problems with E 137.  
 B: Really? That surprises me. What sort of problems?  
 A: Well, it's a bit complicated. Can you send a technician round?  
 B: Certainly, I'll get one round this afternoon.  
 A: That would be great.  
 B: Good, I'm sure we'll sort it out in no time. Bye.  
 A: Bye.

### Звонок 3

A: *Black & Co*. Can I help you?  
 B: This is Peter Reynolds from *Delta*. Could I speak to Mrs. Foster?  
 A: Just a moment, Mr. Reynolds, I'm putting you through.  
 C: Dyane Foster speaking.  
 B: Hello Dyane. This is Peter Reynolds.  
 C: Oh hello, Peter. How are you?

B: Fine. As you may remember, we've got to discuss something. I'm just calling to see if we could fix a meeting for next week.  
 C: Yes, of course. Just a moment, I'll get my diary... Could you manage Monday?  
 B: I'm sorry. I'm off all day on Monday. I'm available any day except Monday.  
 C: What about Tuesday then?  
 B: Yes, Tuesday in the afternoon would suit me fine.  
 C: That suits me too. Shall we say here at 3 p.m.?  
 B: Yes, that's probably easiest.  
 C: Good, I look forward to seeing you. Bye.  
 B: Bye.

#### Звонок 4

A: I am calling about the GT/12 A contract.  
 B: Oh yes, how's it coming along?  
 A: Well, we've got some problems.  
 B: Really, what sort of problems?  
 A: You haven't delivered the spare parts.  
 B: Oh no. I'll have to look into it. What's the order number?  
 A: It's PT1375 — Watson is the contact man ...

#### Звонок 5

A: I'm phoning about the group of visitor from Germany.  
 B: Yes, have you got any details?  
 A: Well, a few — they are arriving on August 1 on Flight Number BA 435 ... that's due in at 11.40 a.m.  
 B: Good. Do you want me to pick them up?  
 A: That would be fine.  
 B: Let me check: August 1, Flight No. 435, 11.40 a.m.  
 A: Everything is correct. I'll confirm the details by telex.  
 B: Right, see you soon.

#### Звонок 6

A: *Alpha*. Can I help you? B: Yes. Could I speak to Ms Bird, please? A: Bird peaking.  
 B: Good morning, Ms. Bird. My name is Anthony Jones from *Pan Electronics*. I am the Regional Manager.

A: Good morning, Mr. Jones.  
 B: As you probably know, we are one of your suppliers of customized software products.  
 A: Yes, I believe we handle some of your products.  
 B: Ms. Bird, I'm planning to be in London on 12<sup>th</sup> and 13<sup>th</sup> September and would like to meet you to discuss your needs in further detail.  
 A: I'm so sorry, Mr. Jones, but I won't be available at all that week. But if you have some new documentation about your products, I would like to see it.  
 B: All right, Ms. Bird. I'll put some information into the post for you. Well, perhaps we could meet when I'm in London again this year.  
 A: Yes, I hope so. Please contact me before your visit.  
 B: Certainly, I will.  
 A: Thanks for your call.  
 B: Not at all. Goodbye.  
 A: Goodbye

#### Ключи к упражнениям

- V. 1. (5), (2), (4), (3), (1).  
 2. (5), (4), (1), (3), (2).  
 3. (3), (5), (1), (2), (4), (6).
- VI. 1. Could you spell your name? 2. Could you please repeat it? 3. Is that. . .? No, it is -----
- VII. 1(c), 2(a), 3(b), 4(b), 5(c), 6(c), 7(b), 8(b), 9(c), 10(a).
- VIII. Возможные варианты вопросов и ответов:  
 Would you mind repeating your address?  
 Is it 1987-2235?  
 Could you tell me exactly what you would like to discuss?  
 I see. When would you like to come?  
 I've got that. And what was the other figure?  
 Yes, certainly, it's Rathbone.
- IX. 1.d; 2. f; 3. a; 4. b; 5. g; 6. c; 7. e.
- XI. 1.B; 2.A; 3. D; 4. A; 5. C; 6. C; 7. B; 8. C; 9. D; 10. A; 11. B; 12. C; 13. B; 14. C; 15. B; 16. A; 17. D; 18. C; 19. B; 20. A.

## ЧАСТНОЕ ПИСЬМО

I. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

### Private Letters

For most people talking is much easier than writing. However, they write friendly letters for many reasons. They may be as follows: to offer congratulations on a wedding; to say happy birthday; to keep in touch with a friend; to plan a party or a journey; to invite someone to a party or a journey; to thank someone.

If you have to write a personal letter or E-mail to your English friend — say, Thomas Brown, how must you begin? First of all, notice the greeting or salutation: "*Dear Tom,*" "*Dear Susie,*" and the closing "*Yours sincerely*". They usually begin letters to a friend "Dear so and so, or if they are feeling very affectionate, or are writing to near relatives, they might begin like this: — "*My dear Tom*", "*My dear so and so*". The ending "*Yours sincerely*" is the usual one from one friend to another. You may also use: "*Sincerely*", "*With all my sympathy*", "*Best wishes*", "*Bye-bye*".

The following phrases are characteristic for the body — opening:

*Thank you for fascinating letter.*

*Sorry I haven't written so long.*

*As I write this, I am sitting in a small cafeteria.*

The abbreviated forms: *I'm*, *I've*, *don't*, *won't*, etc. are perfectly correct in personal letters, though not in business or official ones. The best letters to a friend are those which sound just like oneself speaking. But it is not customary to use these short forms in a letter to anyone we do not know well, or in business letter or formal letter of any kind.

Here are some polite forms and phrases which you may learn and use in suitable situations:

*/ congratulate you on passing the examinations.*

*Please accept our heartiest congratulations. . .*

*Wishing you a speedy recovery again . . .*

*Could you let me know when ...*

*/ hope you 'll excuse me this time,...*

*I'm looking forward to seeing you again....*

*Please reply at your earliest convenience.*

While writing informal letters, people often use in letters time-order words and phrases *Wke: first, second, third, finally, next, after that, until, eventually, before, just before, after, just after, on Monday, in the afternoon, at 10 o'clock, in the meantime.*

To sum it up, there is some "recipe" for a letter to keep in touch.

Ingredients:

- 1 \_\_\_\_\_ Mood and feelings of where you are writing;
- 2 \_\_\_\_\_ Sights and sounds around you;
- 3 \_\_\_\_\_ A recent, interesting experience;
- 4 \_\_\_\_\_ People, places, and actions;
- 5 \_\_\_\_\_ Time-order words and phrases;
- 6 \_\_\_\_\_ Your plans and some good wishes.

Writing Steps: Describe where you are. Tell about your plans. Think of an interesting experience. Tell the story of your experience. Remember details of the experience.

Recall the details: events/ actions; people; places; surprises/ problems; objects/ things, etc.

Compare the two formal and informal letters:

Formal Letter	Informal Letter
Dear Sir or Madam:  I am interested in studying English at your school next summer as a full-time student. Please send me an application form and any other information I need to apply to your school as a foreign student. Thank you for your help. I look forward to hearing from you. Sincerely yours, Sylvia Clinton	Dear Donna,  Hey, thanks for your letter. It was great to hear about your vacation. Wow! Sitting in a hot spring by a river and watching the sun set sounds like heaven! I'm glad to hear how much you're enjoying your place. I'm just getting ready for final exams here, and everyone is going crazy around the dorm. Some people are staying up all night in the library already! Your Sylvia



## II. Ответьте на вопросы.

1. What, in your opinion, is more difficult, talking or writing?
2. What are the usual reasons for writing informal letters?
3. Have you ever written private letters? Whom to?
4. Have you ever received the answer to your private letter?
5. How do we usually begin our letters to a friend or a near relative?
6. How do we usually end these letters?
7. What are some Rules of writing informal letters?

### Комментарий

## III. Запомните эти слова и составьте с ними предложения.

<i>Nouns</i>	<i>Существительные</i>
first/ given/ Christian name	имя
surname/ second/ last/ family name	фамилия
correspondence	переписка
mail/post	почта
calendar	календарь
diary	деловой дневник, еженедельник
envelope	конверт
salutation	приветствие
closing	заключительная часть, концовка
signature	подпись
<i>Verbs</i>	<i>Глаголы</i>
greet	приветствовать
tell	рассказывать
remind	напоминать
recall	вспоминать
describe	описывать
congratulate	поздравлять
wish	желать
sign	подписывать
look forward	ждать с нетерпением
<i>Adjectives &amp; Adverbs</i>	<i>Прилагательные и наречия</i>
personal/ private	личный
confidential	конфиденциальный

<i>Adjectives &amp; Adverbs</i>	<i>Прилагательные и наречия</i>
urgent	срочный
ordinary	обычный
registered	заказной
recently	недавно
eventually	со временем, в конце концов
in the meantime	тем временем, между тем

## IV. Запомните толкование этих слов на английском языке.

Signature (n)	written name
Convenience (n)	personal comfort
Behavior (n)	manner of one's conduct
Conflict (n)	disagreement, struggle
Define (v)	explain, specify exactly
Approach (v)	come near something
Investigate (v)	examine
Consider (v)	think about
Adapt (v)	adjust to a situation
Get along with (v)	have a good working relationship with
Appropriate (adj)	proper, suitable
Previous (adj)	prior, earlier, former
Current (adj)	in progress, now
As a whole (adv)	in total

### Практика

## V. Приведите в соответствие слова и их перевод.

salutation	концовка
eventually	между тем
urgent	конфиденциальный
congratulate	ждать с нетерпением
look forward	поздравлять
in the meantime	в конце концов
confidential	срочный
closing	приветствие

VI. Приведите в соответствие слова из левой колонки с их толкованием из правой колонки.

Behavior	
Get along with	personal comfort
Consider	adjust to a situation
Convenience	have a good working relationship with
Adapt	written name
Appropriate	think about
Current	in progress
Signature	suitable
	manner of one's conduct

VII. Сопоставьте каждое слово из левой колонки с его синонимом из правой колонки.

post	regular
ordinary	not long ago
personal	mail
as a whole	given name
recently	private
first name	family name
surname	in total

VIII. Попытайтесь понять различия между деловым и частным письмом. Дополните схему, приведенную ниже.

	Деловое письмо	Частное письмо
Тема		Vacations, college life
Приветствие		Dear Donna,
Лексика	Apply, position, enclosed, review	
Грамматические сокращения		I'm, don't, you're
Пунктуация	Dear Sir or Madam: Dear Mrs. Wood:	

IX. Напишите письма на заданные темы.

1. Write a letter to a family with whom you spent a weekend not long ago. Thank them for their hospitality and tell them why you had such a good time.
2. Write to a friend who used to live in your neighborhood. Tell him or her about things that have happened or changed since you last saw each other.
3. Imagine that a relative has just sent you a birthday gift that you have always dreamed of owning. Write a thank-you letter telling the relative how much you appreciate the gift, why you like it so much, and how you will make use of it.

X. Переведите предложения на английский язык.

1. Для большинства людей говорить легче, чем писать. 2. Мы пишем дружеские письма в силу разных причин. 3. Прежде всего необходимо знать, как начинать и оканчивать письма. 4. Для этого существуют типичные фразы. 5. В частных письмах широко используются грамматические сокращения. 6. Существуют «рецепты», как писать дружеские письма. 7. Опишите, где Вы находитесь. 8. Подробно расскажите о недавних событиях. 9. Опишите, какие чувства они у вас вызывают. 10. Расскажите о своих планах на будущее.

### Тест

XI. Из четырех предложенных вариантов выберите единственный правильный.

1. In order to graduate, one must present... thesis on a due time.
  - A. his
  - B. her
  - C. their
  - D. theirs
2. Jim doesn't... sugar in tea.
  - A. drink
  - B. put
  - C. use
  - D. have
3. A community college is an important part of the American... system.
  - A. education
  - B. educational

- C. educative
  - D. educated
4. It is important... with the task.
- A. us to cope
  - B. for us cope
  - C. for us to cope
  - D. for our coping
5. The professor... a good example.
- A. set
  - B. put
  - C. set up
  - D. put up
6. The Mike's idea sounded ....
- A. well
  - B. good
  - C. better
  - D. best
7. Don't forget to ... your name at the top of your test-
- A. get
  - B. place
  - C. put
  - D. set
8. The objective is not only to identify the problem,...
- A. but solving
  - B. but also solving
  - C. but to solve
  - D. but also to solve
9. Good ...! I am sure you are able to make it.
- A. chance
  - B. hope
  - C. luck
  - D. wish
10. Vicky was very... because she had failed her exam.
- A. afraid
  - B. excited
  - C. sensitive
  - D. upset
11. We ... for an hour before the professor came.
- A. had been waiting
  - B. were waiting

- C. were expecting
  - D. had been expecting
12. The student didn't even try . . . that mistake.
- A. get rid of
  - B. to get rid of
  - C. get rid
  - D. get rid of
13. Tom knows... about life abroad.
- A. many
  - B. a lot of
  - C. much
  - D. plenty
14. John has just come home after... in Italy.
- A. a month
  - B. month's
  - C. month
  - D. a month's
15. We couldn't make ... his mind.
- A. him to change
  - B. he to change
  - C. him change
  - D. he to change
16. Would you like Jane ... you a cup of tea?
- A. to make
  - B. to do
  - C. making
  - D. doing
17. He had some spare time yesterday,... ?
- A. doesn't he
  - B. hadn't he
  - C. does he
  - D. didn't he
18. Mary could *cite* long rhymes from memory.
- A. visualize
  - B. locate
  - C. signal
  - D. quote
19. In *conformity* with our rules and regulations, I am calling a meeting.
- A. ambition
  - B. agreement

- C. confinement  
D. pride
20. Kevin kept all the receipts from his business trip in order to *document* his expenses for the firm.
- A. withdraw  
B. control  
C. provide evidence  
D. start.

### Дополнительные тексты/ диалоги

XII. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

#### Formal and Informal English

We can roughly distinguish two types of style: formal and informal. For example:

<i>Informal</i>	<i>Formal</i>
Thanks	Thank you very much.
Hi	Good afternoon.
Sit down	Would you care to sit down?
Can you give me a hand?	I'd certainly appreciate it if you could help me.
Great idea!	In my opinion, that is an excellent suggestion.

In everyday life we write formal and informal letters, compositions, articles, make presentations, etc. In most situations a neutral style of language (between formal and informal) is acceptable. However, a special situation may require you to use a more formal or informal style. Fortunately, much of the language that you learn is neutral in style. However, as you improve your speaking ability, you should also improve your ability to change your speaking style according to the subject, the situation, and the people involved.

For instance, discuss how each of the following factors might influence your choice of formal or informal English:

1. *What is your relationship to the other speaker?*  
A. relative

- B. friend  
C. acquaintance  
D. stranger
2. *What is the other speaker's professional role?*  
A. your colleague  
B. your superior  
C. your subordinate
3. *What is the other speaker's age?*  
A. much older than you  
B. much younger than you  
C. about the same age
4. *What's the setting?*  
A. a business meeting  
B. a job interview  
C. a formal dinner party  
D. a picnic.

#### Telegram Language

Supposing you wanted to say: "Thank you very much for kind invitation. I will be coming tomorrow, arriving at your station at 6 o'clock in the evening." And you want to send this piece of information by wire; you are afraid that an ordinary letter or E-mail might not reach your acquaintance in time. So you could reduce these twenty three words to then by saying: "Thanks kind invitation arriving your station tomorrow 6pm" and inform them by cable.

Here is another example. "I am in process of correcting those proofs you sent me and I very much hope to be able to return them to you by Friday next week." That again could be reduced to the following size in order to be wired to your publisher: "correcting proofs received expect return them next Friday."

In preparing a telegram, you have to keep two needs in your mind: use as few words as possible in order to save money; but on the other hand, your telegram must be clear enough to be understood by the person who receives it, otherwise it is a waste of money, too.

The following abbreviations are commonly used in telegrams and telexes:

<u>Аббревиатура</u>	<u>Значение</u>
ADD _____	<u>Addition</u> _____
ADV _____	<u>Advise</u> _____

<i>Аббревиатура</i>	<i>Значение</i>
AFP	Appointment
ARR	Arrive
ARRNG	Arrange
ARRVL	Arrival
APPROX	Approximate(ly)
ASAP	As soon as possible
ATTN	Attention
CFM	Confirm
CHNG	Change
CO	Company
DEL	Deliver(y)
DEP	Depart(ure)
DLY	Delay
DOC	Document
ENCL	Enclosed
ESP	Especially
FAO	For the attention of

LT	Flight
INFM	Inform
INFO	Information
INV	Invoice
LST	Last
LTR	Letter
MAX	Maximum
MGR	Manager
MIN	Minimum
MTG	Meeting
N	And
NB	Please note
NO	Number
NXT	Next
OBT	Obtain
OK	Agreement
OK?	Do you agree?

<i>Аббревиатура</i>	<i>Значение</i>
ORD	Order
OURLET	Our letter
OURTELCON	Our telephone conversation
PLS	Please
POSS	Possible
RE	Reference/ About
REC	Received/ Receipt
RGDS	Regards
RGRT	Regret
RPLY	Reply
THKS	Thanks
TLX	Telex
U	You
UR	Your
VST	Visit
WK	Week
WL	Will
WRK	Work

Ключи к упражнениям

VII. Post — mail; ordinary — regular; personal — private; as a whole — in total; recently — not long ago; first name — given name; surname — family name.

XI 1. A; 2. B; 3. B; 4. C; 5. A; 6. B; 7. C; 8. D; 9. A; 10. D; 11. A; 12. B; 13. C; 14. A; 15. C; 16. A; 17. D; 18. D; 19. B; 20. C

## ДЕЛОВОЕ ПИСЬМО

I. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

### Business Writing

The aim in business writing is to communicate as clearly and concisely as you can. In our high-tech culture we expect many tasks to take far less time than they do. Writing is one of them. The ability to write well — clearly and concisely — is not an ancillary skill; it is an essential skill. Contrary to general belief, writing is not something only 'writers' do; it is a basic skill for getting through life. However, writing is a high-level conceptual skill and it does take time. Many mental activities are taking place while you are writing: analyzing the audience, remembering and deciding on what information to present, organizing the information, putting it into comprehensible sentences, paying attention to the rules of good writing, proofreading, etc.

When getting started, remember, if you gain control of yourself, you will gain control of your topic.

- First of all you ask yourself the question about the purpose of your writing:

Are you writing to inquire, inform, persuade, motivate, or do you have more than one purpose?

Second, get interested in its scope:

- Given your needs and your reader's needs, how much information should you include? Third, see clearly the contents of your writing:
- What kind of information will help you to achieve your purpose? Do you have all information you need? How, or where, can you get additional information?

At last, you should ask yourself about the available constraints:

- What makes your task more difficult? Time or cost constraints? Your reader's attitudes? Your own lack of credibility?

Put yourself in your reader's place and look at the message through his eyes. Most of the readers want the results of you\* thinking, not the thinking itself. Remember that there is a difference between thinking and communicating. When experimenting with various ways to organize the information be guided by two factors: (1) your reader's knowledge and interest and (2) your purpose and the information itself. The contents

of any letter may be summarized as follows: (1) opening, (2) purpose; (3) action, and (4) polite expressions.

II. Ответьте на вопросы.

1. What should you take into consideration while you are writing?
2. What can be the purposes of your writing?
3. What should you keep in mind while writing?
4. Why are readers more interested in the results of the writer's thinking?
5. Can you write well?
6. How important for you is the ability to write well?
7. What is the most important to organize information properly?

### Комментарий

111. Запомните эти слова и составьте с ними предложения.

<i>Nouns</i>	<i>Существительные</i>
attitude	отношение
message	сообщение
credibility	достоверность
purpose/ objective/ aim	цель
scope	масштабы, возможности
contents	содержание
constraint	ограничение
proofreading	вычитка, корректура
<i>Verbs</i>	<i>Глаголы</i>
communicate	передавать информацию
inquire	запрашивать информацию
inform	информировать
persuade	убеждать
motivate	мотивировать
guide	направлять, руководить
include	включать
exclude	исключать
<i>Adjectives</i>	<i>Прилагательные</i>
clear	ясный
concise	точный

<i>Adjectives</i>	<i>Прилагательные</i>
ancillary	вспомогательный
essential	необходимый
conceptual	концептуальный
comprehensible	понятный

#### VI. Запомните толкование этих слов на английском языке.

Objective (n)	something which you aim at
Contact (n)	person to ask for help or advice
Form (n)	official printed paper to be filled in with information
Inquire (v)	ask
Respond (v)	reply
Mention (v)	inform, speak of briefly
Refer (v)	send or direct for information
Relevant (adj)	applicable
Standard (adj)	normal
Complicated (adj)	difficult
Knowledgeable (adj)	informed
Related (adj)	connected
Beforehand (adv)	in advance

### Практика

#### V. Приведите в соответствие слова и их перевод

credibility	пределы
scope	содержание
contents	достоверность
communicate	убеждать
persuade	включать в себя
include	передавать информацию
concise	понятный
comprehensible	точный

#### VI. Приведите в соответствие слова из левой колонки с их толкованием из правой колонки.

Respond	
Related	required person
Inquire	<u>objective</u>
Contact	reply
	difficult
Purpose	connected
Complicated	
Response	informed
Knowledgeable	ask

#### VII. Внимательно прочтите комментарий, на основании которого Вы будете выполнять упражнения.

Деловое письмо обычно содержит в себе несколько частей, из которых только приветствие и концовка являются строго обязательными.

##### 1. Приветствие и концовка

Если Вы знаете имя человека, которому пишете, то Ваше приветствие звучит как *Dear Mr. {Mrs., Ms. Smith}*, а в конце письма Вы пишете *Yours sincerely*.

Если Вы не знаете имени человека, которому пишете, то в начале письма Вы используете выражения *Dear Sir or Madam* или *To Whom It May Concern*, а в конце *Yours faithfully*.

Письмо может содержать следующие разделы:

- Ссылка на предыдущие контакты. Вы можете начать либо со слова Subject: \_\_\_\_\_, либо с выражения типа:  
With reference to \_\_\_\_\_  
I thank you for the letter of 2 June.  
Further to our telephone conversation, \_\_\_\_\_
- Просьба  
I would be grateful if you could  
I would appreciate it if you could  
Could you please \_\_\_\_\_



4. Пояснение причины написания  
I am writing to inform/ apply for/ request/ etc.

5. Выражение благодарности  
Thank you for \_\_\_\_\_  
We were very pleased to \_\_\_\_\_

6. Сообщение о вложенных документах  
Please find enclosed/ attached \_\_\_\_\_

7. Извинение  
I regret that \_\_\_\_\_  
I am afraid that \_\_\_\_\_

8. Напоминание о срочности последующих действий  
As you may recall \_\_\_\_\_  
\_\_\_\_\_ at your earliest convenience.  
\_\_\_\_\_ without delay.  
\_\_\_\_\_ as soon as possible.

9. Подтверждение фактов  
I am pleased to confirm that \_\_\_\_\_  
We confirm that \_\_\_\_\_

Заполните пропуски в письме, приведенном ниже.

Dear Mr. Watson,  
\_\_\_\_\_(ссылка) your letter of 26 August, \_\_\_\_\_  
(подтверждение) my participation at the Sales Workshop in October.  
\_\_\_\_\_(просьба) if you could send me the program.  
\_\_\_\_\_(приложение документов) some suggestions for  
contribution.

----- (сожаление) that I will not have the chance to see you  
before the workshop but \_\_\_\_\_ (концовка) to meeting you in  
October.

Yours \_\_\_\_\_ (концовка)

J. Hardy.

VIII. Разберитесь, какие предложения отредактированы, а  
какие нет.

1a.	There is a possibility that the documents may be delayed.	1b.	The documents may be delayed.
2a.	We should delay the meeting for many reasons.	2b.	There are many reasons why we should delay the meeting.
3a.	The committee took into consideration the adoption of the proposal.	3b.	The committee considered adopting the proposal.
4a.	It is recommended that we accelerate our payment.	4b.	I recommend that we accelerate our payment.
5a.	I recommend that we expand our service.	5b.	It is recommended that we expand our service.
6a.	I have been appointed to head the committee and I will be inviting members to speak at these meetings.	6b.	As a chairman of the committee, I will be inviting members to speak at these meetings.
7a.	The office, located in the basement of Building 39, is open daily from 9:00 to 5:00.	7b.	The office, which is located in the basement of Building 39, is open daily from 9:00 to 5:00.
8a.	If prices increase, we will renegotiate our contract.	8b.	In the event of a price increase, we will renegotiate the contract we have with you.
9a.	The increase in investments by foreign nations is of concern to many economists.	9b.	Increased investment by foreign nations concerns many economists.
10a.	We advised him to find another job.	10b.	It was our advice that he find another job.

IX. Смягчите негативный смысл предложений.

1.	We cannot set up a meeting before March 12.	
2.	We will not process your order until you send payment.	
3.	If you have any problems, please call me.	
4.	You sent us the wrong form.	

5.	You will not be entitled to interest because you sent in your deposit after the 10 <sup>th</sup> of the month.	
6.	You did not send in your application before the deadline.	

X. Заполните пропуски наиболее подходящим словом из приведенных в скобках.

1. We were pleased to . . . (receive/ get/ send) your letter off September, 26. 2. With . . . (relation/ reference/ connection) to OUN telephone conversation we would like to tell you the following. 3. We would welcome ... the (desire/ reason/ opportunity) to cooperate with you. 4. We have ... (decision/ permission/ pleasure) of inviting you to visit our company. 5. We would be grateful if you . . . (may/ should/ could) come to see us next week. 6. If you have any . . . (problems/ questions/ inquiries) do not hesitate to contact us again. 7. We would . . . (want/ like/ appreciate) if you give us a ring. 8. We would like to continue this... (trend/ tradition/ communication) with the educational program. 9. We look forward to . . . (hearing/ listening/ seeing) from you soon.

XI. Напишите ответ на следующее письмо.

P. Watson Sales  
Manager Pan  
Engineering

Unit 3

3 May, 2001

Dear Mr. Watson

We have pleasure in inviting you to our annual conference. It will take place at the Sheraton Hotel, Glasgow from 15 to 18 April.

We enclose details of the conference, accommodation arrangements and a provisional program.

We would appreciate it if you could confirm your participation at your earliest convenience.

Yours sincerely,  
J. Cooper

Conference Organizer

Ваш ответ должен содержать следующую информацию:

1. Ссылку на письмо, приведенное выше.
2. Подтверждение Вашего участия в работе конференции.
3. Запрос на получение более детальной информации о ее программе.

XII. Переведите предложения на английский язык.

1. Эта информация должна заинтересовать читателя. 2. Джон действительно компетентен в данной области. 3. Необходимо передавать информацию как можно точнее. 4. Даже в повседневной жизни важно уметь четко излагать свои мысли. 5. Я пишу, чтобы сообщить Вам о приезде делегации. 6. Я хотел бы запросить дополнительную информацию о предмете. 7. Моя цель — убедить работодателя предоставить мне работу. 8. Мы хотели бы мотивировать студентов учиться добросовестно. 9. Они всегда достигают своих целей. 10. Посмотрим на Ваше письмо глазами читателя. 11. Даже специалистам бывает трудно ясно выражать свои мысли. 12. Каждая новая мысль должна логически вытекать из предыдущей. 13. Тон письма должен отвечать его содержанию. 14. Читатель должен получить как можно более точную и полную информацию о предмете.

### Тест

XIII. Из четырех предложенных вариантов выберите единственно правильный.

1. I ... stay home on my day off.  
A. recently  
B. yesterday  
C. next week  
D. often
2. ... student must study at least one foreign language at universities.  
A. Some  
B. Most  
C. Each  
D. All
3. Ann couldn't... her fear of taking exams.  
A. overcome  
B. avoid

- C. succeed
- D. win
- 4. It would be ... if you could answer my fax-message.
  - A. cheerful
  - B. glad
  - C. good
  - D. kind
- 5. The cafeteria is open ... for the sale of drinks.
  - A. a day
  - B. daily
  - C. daytime
  - D. in day
- 6. The initials "PS" ... "postscript."
  - A. fill in
  - B. make up
  - C. mean to
  - D. stand for
- 7. I'd rather go to the library. —....
  - A. I would too
  - B. So would I
  - C. So had I
  - D. I had too
- 8. If I had gone to the University, I . . . Jim.
  - A. would meet
  - B. will meet
  - C. met
  - D. would have met
- 9. Americans ... to be outgoing and talkative people.
  - A. said
  - B. say
  - C. are saying
  - D. are said
- 10. The football match ended in a ....
  - A. draw
  - B. equalizer
  - C. loss
  - D. zero
- 11. "I'm sorry for interrupting you," he....
  - A. offered
  - B. refused

- C. warned
- D. apologized
- ! 2. In England the ... on a letter is now about 40 pence.
  - A. post
  - B. postage
  - C. postal
  - D. posting
- 13. The committee insisted... making decision at once.
  - A. at
  - B. about
  - C. on
  - D. in
- 14. This decision is not... for students.
  - A. fit
  - B. like
  - C. suitable
  - D. comfortable
- 15. Thank you for the present. It was very ... of you.
  - A. useful
  - B. thoughtful
  - C. useless
  - D. heartless
- 16. He failed the test... he had studied hard.
  - A. despite
  - B. because
  - C. as well as
  - D. although
- 17. "Would you like me to help you?" he....
  - A. offered
  - B. refused
  - C. warned
  - D. apologized
- 18. The secretary ... the documents on her desk.
  - A. lay
  - B. lies
  - C. laid
  - D. has lain
- 19. The letters have not been sent to our customers ....
  - A. already
  - B. still

- C. else  
D. yet
20. Mom let us ... an apple pie instead of pizza.  
A. eat  
B. to eat  
C. eating  
D. to eating.

### Дополнительные тексты/диалоги

XIV. Следующие образцы деловых писем иллюстрируют содержание урока.

### Formats of a Formal Letter

Full Block Format	Semi-Block Format
5 Leninskiy Ave., Apt. 68  Moscow 127167 Russia  March 10,2001  Foreign Student Advisor Seattle Central Community College  Dear Sir or Madam:  I am interested in studying English at your school next summer as a full-time student.  Please send me an application and any other information I need to apply to your school as a foreign student.	5 Leninskiy Ave., Apt. 68  Moscow 127167 Russia  March 10,2001  Foreign Student Advisor Seattle Central Community College  Dear Sir or Madam:  I am interested in studying English at your school next summer as a full-time student.  Please send me an application and any other information I need to apply to your school as a foreign student.

Thank you for your assistance. I look forward to hearing from you.  Sincerely yours, George Sokolov	Thank you for your assistance. I look forward to hearing from you.  Sincerely yours, George Sokolov
--	--

Here is the example of an interoffice E-mail message.

E-MAIL: Joan Turner            5/20/01            1:36 p.m.  
TO: All staff  
SUB: Vacation schedules  
MESSAGE:

I need to know your vacation schedules for summer months. Please send your vacation dates to me by June 1, 2004. Send the information to my electronic mailbox: Joan T. Thank you for cooperation.

### Ключи к упражнениям

- VII. Respond — answer; related — connected; inquire — ask; contact — required person; purpose — objective; complicated — difficult; response — answer; knowledgeable — informed.
- VIII. 1b; 2a; 3b; 4b; 5a; 6b; 7a; 8a; 9b; 10a.
- IX. 1. We can set up a meeting any time after March 12. 2. We will process your order as soon as we receive payment. 3. If you have any questions, please call me. 4. We received Form A but need Form B to complete the transaction. 5. Unfortunately we can pay interest only on deposits made by the 10<sup>th</sup> of the month. 6. Your application was received after the deadline.
- X. 1. receive; 2. reference; 3. opportunity; 4. pleasure; 5. could; 6. questions; 7. appreciate; 8. tradition; 9. hearing.
- XIII. 1. D; 2. C; 3. A; 4. C; 5. B; 6. D; 7. B; 8. D; 9. D; 10. A; 11. D; 12. B; 13. C; 14. C; 15. B; 16. A; 17. A; 18. C; 19. D; 20. A.

## УСТРОЙСТВО НА РАБОТУ

I. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

### Employment Documents

The purpose of any education or training is further employment. Finding employment takes hard work in itself; so does finding a better position once employed. A wide variety of skills is required for almost any job, anything from taking instructions to giving them, from being supervised to supervising. Often what makes a prospective applicant stand out is the attitude that comes through in the cover letter.

A *cover letter/ letter of application* is necessary in the following situations: (a) when answering a specific ad from the newspaper, (b) when writing to a specific person whose name you got from someone else, and (c) when writing to a specific company that you feel is a good place for you to get a job. The letter has one main objective: to interest the employer in your qualifications so you will get an interview. It should accompany either a *CV/ resume* or a completed *application form*.

A letter of application should be prepared very carefully. It can decide whether an employer will pass it to the personnel department with the note, "This looks worth a follow-up," or will quietly drop it into the nearest wastebasket. Employers receive many letters and cannot pay attention to all of them; if you want yours to "set you apart," or to attract attention, observe the following rules.

1. Whenever possible, address your letter by name to the appropriate person in the company.
2. Use standard-size, good-quality white bond paper.
3. Type the letter or have it typed. Make sure there are no errors!
4. Be very careful with spelling and punctuation.
5. Be brief — your letter should take up no more than a page. Businesslike letters will receive more attention. Three paragraphs is an ideal length.
6. In your first paragraph, mention the job you are applying for and where you saw it advertised. If you are not applying for a specific job, identify yourself, mention who referred you, if anyone, and why you are applying to this company.
7. In the second paragraph, state (a) why you think you are qualified for this job; (b) what contribution you can make to this company;

and (c) any related work experience. If in the past you worked for a good company, it is important to mention that. Tell how many years of experience you have and add that you are enclosing a resume. Mention your most outstanding qualification as stated on the enclosed resume.

8. The closing paragraph should ask for an interview and say where and when you can be reached. You may suggest that you will phone for an interview. Make sure you telephone the company within a week after mailing the letter.
9. Keep a copy of every letter you sent.

The purpose of mailing any letter of application and resume is being granted an *interview*. If you are lucky, remember the following things. What we do is often more important than what we say. The way we dress, the way we walk, the way we sit and where we sit, the way we look or don't look at other people, how early or late we are — these things, which are all elements of nonverbal communication, are responsible for over 60 percent of the impression we make on other people. Keep in mind that the employer is not only considering the way you speak, but is looking at you as a whole. Don't underestimate the importance of qualities other than job skills, which you can bring to the job: maturity and life experience, responsibility, willingness to learn new things, willingness to work hard, ability to adapt to difficult situations, initiative, pride in your work, dependability, creativity, or the ability to work in an organized way. These are qualities to emphasize.

When you leave an interview, thank the interviewer for his or her time and consideration. Ask when you will be notified of the company's decision. Most companies will inform you within two weeks. If you have not received an answer after a reasonable amount of time, follow up with a letter or telephone call.

Of course, you may decide on the basis of your interview that you do not want the job. If you are offered the job, ask for a day or two to consider the offer and then inform the interviewer what you have decided. Never accept a job and then fail to show up. Keep in mind that employers in the same field often know each other. Unprofessional behavior with one employer could cause you trouble with another employer.

### II. Ответьте на вопросы.

1. Why is it difficult to find a good job?
2. What qualities are of value among employers?

3. How should cover letters be prepared?
4. In what cases does one write these letters?
5. Why should one prepare for an interview?
6. What personal qualities should one emphasize during the interview?
7. How will you behave after the interview?

### Комментарий

III. Запомните эти слова и составьте с ними предложения.

<i>Nouns</i>	<i>Существительные</i>
cover letter (Br.)	сопроводительное письмо (британский вариант)
letter of application (Am.)	сопроводительное письмо (американский вариант)
CV = Curriculum Vitae (Br.)	автобиография (британский вариант)
resume (Am.)	автобиография (американский вариант)
application form	заявление/анкета
applicant	претендент
ad (advertisement)	объявление (в средствах массовой информации)
personnel/ human resource department	отдел кадров
personnel/ human resource manager	менеджер/ руководитель отдела кадров
post/ appointment/ position	должность
education	образование
first time job seeker	впервые устраивающийся на работу
background	образование и опыт работы
career	карьера
experience	опыт работы
reference	рекомендация
marital status	семейное положение
responsibility	ответственность/ обязанность
interview	интервью (встреча между работодателем и претендентом для беседы о работе)
interviewer	человек, задающий вопросы во время интервью

<i>Nouns</i>	<i>Существительные</i>
interviewee	человек, отвечающий на вопросы во время интервью
<i>Verbs &amp; Expressions</i>	<i>Глаголы и выражения</i>
work full-time	работать полный рабочий день
work part-time	работать неполный рабочий день
work by shifts	работать посменно
be self-employed	работать «на себя»
hold a post/ fill a position	занимать должность
offer a job	предлагать работу
tailor a particular position	претендовать на конкретную должность
make a career	сделать карьеру
change careers	сменить работу
<i>Adjectives &amp; Adverbs</i>	<i>Прилагательные и наречия</i>
employed	работающий
unemployed	безработный
qualified/ skilled	квалифицированный
experienced	опытный
dependable	надежный
supervisory	руководящий
creative	творческий
up to now	по настоящее время

IV. Запомните толкование этих слов на английском языке.

Resume (n)	a brief summary of one's skills and employment record
Summary (n)	total or sum in brief form
Deadline (n)	time limit before or by which something must be completed
Follow-up (n)	a second or immediate following action
Background (n)	one's education, training, and work history
Experience (n)	what one has learnt through the work done
Strength (n)	one's good abilities
Weaknesses (n)	one's bad abilities
Initiative (n)	ability to undertake something on one's own
Dependability (n)	trustworthiness, reliability
Hire (v)	employ
Selective (adj)	careful in one's choices

## Практика

V. Приведите в соответствие термины и их перевод.

applicant	образование и опыт работы
background	рекомендация
reference	претендент
hold a post	сменить работу
qualified	руководящий
supervisory	квалифицированный
make a career	занимать должность
change careers	сделать карьеру

VI. Сопоставьте каждое слово из левой колонки с его синонимом из правой колонки.

post	skilled
qualified	reliability
personnel	managerial
dependability	position
supervisory	resume
CV	advantage
letter of application	human resource
strength	cover letter

VII. Напишите антоним для каждого слова из левой колонки^

skilled	unskilled
experienced	
reliable	
qualified	
recent position	
weakness	
supervisor	
hire	

VIII. Приведите в соответствие термины из левой колонки с их толкованием из правой колонки.

Resume	what one has learnt through the work done
Deadline	a second or immediate following action
Background	one's bad abilities
Experience	a brief summary of one's skills and employment record
Follow-up	time limit before or by which something must be completed
Weaknesses	ability to undertake something on one's own
Strength	one's education, training, and work history
Initiative	one's good abilities

IX. Напишите письмо потенциальному работодателю, используя следующие выражения.

### Openings

Attached you will find my resume.

I am looking for a position as ...

I am responding to your ad in the Sunday newspaper for the position of...

At the suggestion of Mr. (Ms.) \_\_\_\_\_, I am enclosing my resume for the position of...

### Closings

I am looking forward to hearing from you.

I will be in touch in the near future to discuss ...

I would very much appreciate an interview at your convenience.

I will call next week to set up an appointment.

X. Переведите предложения на английский язык.

1. В наши дни трудно найти хорошую работу. 2. Цель сопроводительного письма — заинтересовать потенциального работодателя. 3. Сопроводительное письмо прилагается к резюме. 4. Оно должно быть тщательно подготовлено. 5. По возможности адресуйте его конкретному человеку. 6. Не допускайте ошибок в грамматике и пунктуации. 7. Ссылайтесь на источник информации о вакансии. 8. Результат отправки сопроводительного письма и резюме — получить приглашение на работу. 9. Во время

интервью и после него ведите себя вежливо и корректно. 10. Помните, что то, что мы делаем, зачастую более важно, чем то, что мы говорим.

### Тест

XI. Из четырех предложенных вариантов выберите единственный правильный.

1. Can you make change for two ...?  
A. ten-dollars bills  
B. ten-dollar bills  
C. ten-dollar's bill  
D. ten-dollars bill
2. Countries may . . . large sums of money from the World Bank for development projects.  
A. lend  
B. lent  
C. borrow  
D. borrowed
3. The English that is spoken in Canada is ... the United States.  
A. similar  
B. similar to  
C. similar of  
D. similar to that of
4. ... the train delay, we arrived on time.  
A. In spite of  
B. In spite  
C. Spite of  
D. Spite
5. Dora is not in agreement, and he ....  
A. is either  
B. isn't either  
C. isn't neither  
D. is neither
6. This suitcase costs . . . the other one.  
A. twice as much as  
B. twice more than  
C. two times more than  
D. two times much than

7. The apartments ... the Hudson River are the most expensive.  
A. at  
B. on  
C. in  
D. near of
8. ... in Washington, they saw the Capitol Building.  
A. When  
B. While  
C. They were when  
D. While were they
9. This brand of coffee is ... expensive to buy.  
A. much  
B. so  
C. too  
D. such
10. ...for English exam, study thirty minutes every day for four months.  
A. Prepare  
B. To prepare  
C. Preparing  
D. Preparing yourself
11. Lee needs to ... his grades if he wants to enter university.  
A. raise  
B. rise  
C. raising  
D. rising
12. We have to read passages and ... the main ideas.  
A. underlined  
B. to underline  
C. underline  
D. underlining
13. Tim is ... at this telephone number.  
A. not longer  
B. not long  
C. none longer  
D. no longer
14. Dan tries to finish his thesis, but he .. only part of the necessary information.  
A. find  
B. finds  
C. has found  
D. had found



15. Many people ... to the graduation.  
 A. comes  
 B. coming  
 C. is coming  
 D. are coming
16. I would rather be in class ... at work.  
 A. then  
 B. then of  
 C. than  
 D. than of
17. There was no general *agreement* on the timing, so the committee was "not likely to approve the matter under discussion."  
 A. concord  
 B. document  
 C. proposal  
 D. release
18. The cost of living has risen at a rate of 6 per cent per year during the last *ten-year period*.  
 A. tenth  
 B. century  
 C. decade  
 D. quarter
19. We were disappointed because he gave a rather *mediocre* performance in his role.  
 A. bitter  
 B. average  
 C. medieval  
 D. industrial
20. Your composition is *redundant*, you can easily reduce its length.  
 A. articulate  
 B. vaunted  
 C. useless  
 D. superfluous.

## Дополнительные тексты/диалоги

XII. Прочитайте и переведите текст. Выпишите и выучите незнакомые слова.

### Sample of Cover Letter

Dear Ms. Robinson:

With reference to your Ad in today's *Financial World*, I would like to be considered for the above-mentioned opening.

My recent position is a bookkeeper of finance department. I was hired by this company eight years ago and have profound experience in this field. I appreciate the opportunity to work on my own initiative and to take a certain amount of responsibility.

Since my present position offers little prospect for advancement, I would prefer to be employed in an expanding organization such as yours. I tailor to a position of bookkeeper in your company.

Please find enclosed my resume where I present myself.

I hope to attend an interview at any time convenient to you.

I can be contacted at: 211-5762 after 6 p.m.

I look forward to hearing from you.

Yours sincerely,  
 John Pogodin

### Алгоритм написания резюме

**Полное имя** (фамилия пишется последней)

**Адрес**

**Номер телефона**

(Если Вы претендуете на конкретную работу, то укажите следующее:)

**ЦЕЛЬ ПОЛУЧЕНИЯ ДАННОЙ ДОЛЖНОСТИ (EMPLOYMENT OBJECTIVE):** I am seeking a responsible position in area of...

(Если Вы пишете общее резюме и не преследуете цель получить конкретную должность, то пишите так:)

**ОПЫТ РАБОТЫ, НАВЫКИ И УМЕНИЯ (SUMMARY OF SKILLS AND QUALIFICATIONS):** Extensive experience in

...

**ОБРАЗОВАНИЕ (EDUCATION):** (Перечисляйте в хронологическом порядке)

По окончании учебного заведения Вы получили

(ЧТО: степень/диплом/ свидетельство)

(ГДЕ: школа/ институт)

(КОГДА: дата окончания)

**ОПЫТ РАБОТЫ (WORK EXPERIENCE):** (Перечисляйте в порядке от последнего места работы к первому)

(КЕМ ВЫ РАБОТАЛИ: должность)

(ГДЕ: место работы)

(ЧТО Вы делали? Кратко изложите, чем Вы занимались на работе и что Вы умеете делать.)

(КОГДА Вы это делали? Укажите даты начала и окончания работы.)

**ОСОБЫЕ НАВЫКИ/ КУРСЫ (SPECIAL SKILLS/ TRAINING):**

(Осваивали ли Вы какие-либо новые специальности, скажем, в специализированных школах, на военной службе или на своем рабочем месте?)

(Есть ли у Вас водительские права или другие свидетельства?) Если есть, то укажите, КАКИЕ, ГДЕ Вы их получили, КОГДА, и СРОК их действия.)

**ОСОБЫЕ ЗАСЛУГИ (SPECIAL AWARDS):**

(Получали ли Вы какие-либо грамоты, премии, благодарности? Укажите, КАКИЕ, ГДЕ и КТО Вас награждал?)

**ЗНАНИЕ ИНОСТРАННЫХ ЯЗЫКОВ (LANGUAGE SKILLS):**

(На КАКИХ языках Вы читаете, пишете, говорите? Укажите степень владения языком. Вносите эту информацию только в том случае, если достаточно хорошо знаете язык.)

ПО ПРОСЬБЕ РАБОТОДАТЕЛЯ МОГУ ПРЕДОСТАВИТЬ РЕКОМЕНДАЦИИ (REFERENCES AVAILABLE UPON

REQUEST) (Добавьте эту фразу, но не указывайте конкретных имен.)

(ПРИМЕЧАНИЕ: Сведения о возрасте, поле и семейном положении не являются обязательными.)

**Sample of Resume**

<b>John R. Pogodsn</b> 1 Park Avenue, Ap. 32 New York, N.Y. 11298 <i>Tel.: (312) 489-5671</i>	
CAREER OBJECTIVE	A position as a bookkeeper.
SUMMARY	8 years of experience in all routine work in his field. Perfect knowledge of up-to-date computer software and statistics. Compiled financial reports, balance sheets and production planning forecasts.
RESPONSIBILITIES	
EXPERIENCE	SIGMA, Inc. New York Bookkeeper. In charge of account books and statements.
EDUCATION	Moscow State University. Moscow, Russia, Master (Economics). Courses in marketing.
REFERENCES	Available upon request.

**Ключи к упражнениям**

VI. Post — position; qualified — skilled; personnel — human resource; dependability — reliability; supervisory — managerial; CV — resume; letter of application — cover letter; strength — advantage.

- VII. Experienced — inexperienced; reliable — unreliable; qualified -  
unqualified; recent position — latest position; weakness -  
strength; superior — subordinate; hire — fire.
- XI. 1. B; 2. C; 3. D; 4. A; 5. D; 6. A; 7. B; 8. B; 9. C; 10. B; 11 A-  
12. C; 13. D; 14. C; 15. D; 16. C; 17. A; 18. C; 19. B; 20. D

## II. ЭКОНОМИЧЕСКАЯ ЧАСТЬ

### ECONOMICS

**Economics** is the study of how society allocates scarce resources and goods. **Resources** are the inputs that society uses to produce output, called goods. Resources include inputs such as labor, capital, and land. Goods include products such as food, clothing, and housing as well as **services** such as those provided by doctors, repairmen, and police offices. These resources and goods are considered **scarce** because of society's tendency to demand more resources and goods than are available.

Most resources are scarce, but some are not — for example, the air we breathe. Its price is zero. It is called a **free** resource or good. Economics, however, is mainly concerned with scarce resources and goods, as **scarcity** motivated the study of how society allocates resources and goods.

The term **market** refers to any arrangement that allow people to trade with each other. The term **market system** refers to the collection of all markets, also to the relationships among these markets. The study of the market system, which is the subject of economics, is divided into two main theories; they are **macroeconomics** and **microeconomics**.

#### Macroeconomics

The prefix *macro* means large, indicating that *macroeconomics* is concerned with the study of the market system on a large scale. Macroeconomics considers the **aggregate** performance of all markets in the market system and is concerned with the choices made by the large subsectors of the economy — the household sector, which includes all consumers; the business sector, which includes all firms; and the government sector, which includes all government agencies.

#### Microeconomics

The prefix *micro* means small, indicating that *microeconomics* is concerned with the study of the market system on a small scale.

Microeconomics considers the **individual markets** that make up the market system and is concerned with the choices made by small economic units such as individual consumers, individual firms, or individual government agencies.

### Economic Policy

An **economic policy** is a course of action that is intended to influence or control the behavior of the economy. Economic policies are normally implemented and administered by the government. The **goals of economic policy** consist of value judgements about what economic policy should strive to achieve. While there is some disagreement about the appropriate goals of economic policy, there are three widely accepted goals including:

3. **Economic growth:** It means that the incomes of all consumers and firms (after accounting for inflation) are increasing over time.
2. **Full employment:** It means that every member of the labor force who wants to work is able to find work.
3. **Price stability:** It means to prevent increases in the general price level known as **inflation**, as well as decreases in the general price level known as **deflation**.

### Economic analysis

**Opportunity cost** is the important concept in economic analysis. The opportunity cost of a decision or choice that one makes is the value of the highest valued alternative that could have been chosen but was instead forgone. For example, suppose that you are faced with several ways of spending an evening at home. The choice made is to study English (perhaps because there is an English test tomorrow). The opportunity cost of this choice is the value of the **highest valued alternative** to the time spent studying English. While there may be many alternatives to studying English — making a date, watching TV, talking on the phone — there is only one alternative that has highest value. In this example, the alternative with highest value depends on one's own preferences. Say, it may be making a date. It would be considered the opportunity cost of studying English. There is also a fundamental assumption used in many economic models *ceteris paribus*. It is Latin for "all else being equal".

### Common pitfalls in economic analysis

There are two "pitfalls" that should be avoided when conducting economic analysis: the **fallacy of composition** and the **false-cause fallacy**. The fallacy of composition is the belief that if one individual or firm

benefits from some action, all individuals or all firms will benefit from the same action. While this may in fact be the case, it is *not necessarily so*. Suppose a hairdresser decides to lower the prices it charges on all its services. It believes the lower prices will attract customers away from other hairdressers'. If, however, the other hairdressers' follow suit and lower their prices by the same amount, then it is not necessarily true that all hairdressers' will be better off; while more people may choose to cut their hair, each hairdresser's will receive less money per client, and each hairdresser's market share is unlikely to change. Hence the profits of all hairdressers' could fall.

The false-cause fallacy often arises in economic analysis of two correlated actions or events. When one observes that two actions or events seem to be correlated, it is often tempting to conclude that one event has caused the other. But by doing so, one may be committing the false-cause fallacy, which is the simple fact that *correlation does not imply causation*. For example, suppose that new tape-recorder prices have steadily increased over some period of time and the new tape-recorder sales have also increased over this same period. One might then conclude that an increase in the price of new tape-recorders causes an increase in their sales. This false conclusion is an example of the false-cause fallacy; the positive correlation between the two events does not imply that there is any causation between them. In order to explain why both events are taking place simultaneously, one may have to look at other factors — for example, rising consumer incomes, inflation, or rising producer costs.

### Комментарий

economics		экономическая теория, экономика, экономике
resources		ресурсы
good		товар
service		услуга
scarce		дефицитный
free		бесплатный, свободный
scarcity		ограниченность, дефицит
market		РЫНОК
market system		рыночная система
macroeconomics		макροэкономика
microeconomics		микроэкономика

aggregate		совокупный
individual market		отдельно взятый рынок
economic policy		экономическая политика
economic growth		экономический рост
full employment		полная занятость
price stability		ценовая стабильность
economic analysis		экономический анализ
opportunity cost		альтернативная стоимость
highest value alternative		наиболее желанная альтернатива
fallacy of composition		ошибка перенесения свойств части на целое
false-cause fallacy		ошибка причинно-следственной связи

## DEMAND, SUPPLY, AND ELASTICITY

In every market, there are both **buyers** and **sellers**. The buyers' willingness to buy a particular good (at various prices) is referred to as the buyers' **demand** for that good. The sellers' willingness to supply a particular good (at various prices) is referred to as the sellers' **supply** of that good.

### Reasons for a change in demand

It is important to keep straight the difference between a change in quantity demanded, and a change in demand. There is only *one* reason for a change in the quantity demanded of some good: a change in its price; however, there are several reasons for a change in demand for the good, including:

1. Changes in the price of related goods: The demand for a good may be changed by increases or decreases in the prices of the other, related goods. These related goods are usually divided into two categories called **substitutes** (for example, butter and margarine) and **complements** (for example, shoes and shoelaces).
2. Changes in income: The demand for a good may also be affected by changes in the incomes of buyers. Normally, as incomes *rise*, the

demand for a good will usually *increase* at all prices, and vice versa. Goods for which changes in demand vary directly with changes in income are called **normal goods**. There are some goods, however, for which an *increase* in income leads to a *decrease* in demand and a *decrease* in income leads to an *increase* in demand. Goods for which changes in demand vary inversely with changes in income are called **inferior goods**. For example, consider meat and bread. As incomes increase, people demand relatively more meat and relatively less bread, implying that meat may be regarded as a normal good, and bread may be considered an inferior good.

3. Changes in preferences: As peoples' preferences for goods and services change over time, the demand for these goods and services will also shift. For example, as the price for gasoline has risen, automobile buyers have demanded more fuel-efficient, "economy" cars, and fewer gas-guzzling, "luxury" cars.
4. Changes in expectations: If buyers expect that they will have a job for many years to come, they will be more willing to purchase goods such as cars and homes that require payments over a long period of time. If buyers fear losing their jobs, perhaps because of a adverse economic climate, they will demand fewer goods requiring long-term payments.

### Supply

The buyers' demand for goods is not the only factor determining market prices and quantities. The sellers' *supply* of goods and services also plays a role in determining market prices and quantities. According to the law of supply, a *direct relationship* exists between the price of a good and the quantity supplied of that good. A change in supply is not caused by a change in the price of the good being supplied; that would induce a change in the quantity demanded. A change in supply is caused by other factors, including:

1. Changes in the prices for other goods: Suppliers are often able to switch their production processes from one type of good to another. For example, farmers might decide to grow less corn and more wheat on the same land if the price of wheat rises relative to the price of wheat.
2. Changes in the prices of inputs: The prices of the raw materials or inputs used to produce a good also cause supply to change. An *increase* in the prices of a good's inputs will *raise* costs to suppliers and cause them to supply *less* of that good at all prices.

3. **Changes in technology:** Advances in technology often have the effect of lowering the costs of production, allowing suppliers to supply more goods at all prices. For example, the development of pesticides has reduced the amount of damage done to certain crops and therefore has reduced the cost of farming. The result has been an increase in the supply of these crops at all prices.

### Equilibrium

Earlier we have examined the demand decisions of buyers and the supply decisions of sellers, *separately*. However, in the market for any particular good, the decisions of buyers *interact simultaneously* with the decisions of sellers. When the demand for a good equals the supply of the good, the market for the good is said to be in **equilibrium**. Associated with the market equilibrium will be an **equilibrium quantity** and an equilibrium price.

### Elasticity

In addition to understanding how equilibrium prices and quantities change as demand and supply change, economists are also interested in understanding how demand and supply change in response to changes in prices and incomes. The responsiveness of demand and supply to changes in prices or incomes is measured by the elasticity of demand or supply.

If the percentage change in quantity demanded is *greater* than the percentage change in price, demand is said to be **price elastic**, or very responsive to price changes. If the percentage change in quantity demanded is *less* than the percentage change in price, demand is said to be **price inelastic**, or not very responsive to price change. Similarly, supply is price elastic when the percentage change in quantity supplied is greater than the percentage change in price, and supply is price inelastic when the percentage change in quantity supplied is less than the percentage change in price. The price elasticity of demand or supply will differ among goods.

### Комментарий

buyer		покупатель
seller		продавец
demand		спрос
supply		предложение

substitute		товар-заменитель, субститут
complement		товар-дополнитель,
income		доход
normal good		нормальное благо
inferior good		низшее благо
direct relationship		прямая пропорциональная зависимость
equilibrium		равновесие
equilibrium quantity		равновесное количество
equilibrium price		равновесная цена
elasticity		эластичность
price elastic		эластичный по цене
price inelastic		неэластичный по цене

## GDP, INFLATION, AND UNEMPLOYMENT

The branch of economics known as **macroeconomics** examines the **aggregate** performance of all markets in the market system. In studying macroeconomic behavior, economists rely on several statistics that measure the performance of the macroeconomy. The three most commonly used measures of macroeconomic performance are the **gross domestic product (GDP)**, the **rate of inflation**, and the **unemployment rate**.

### GDP

**GDP** is defined as the market value of *all* final goods and services produced *domestically* in a single year and is the single most important measure of macroeconomic performance. A related measure of the economy's total output is **gross national product (GNP)**, which is the market value of *all* final goods and services produced by a nation in a single year.

### GDP and GNP

The difference between GDP and GNP is rather technical. GDP includes only goods and services produced *within a nation's boundaries*. GNP includes only goods and services produced by *a nation's own*

*citizens and firms*. Goods and services produced outside a nation's boundaries by the nation's own citizens and firms are *included in GNP* but are *excluded from GDP*. Goods and services produced within a nation's boundaries by foreign citizens and firms are *excluded from GNP* but are *included in GDP*. Typically, there is not much difference in the reported values of GDP and GNP; so one may use either statistics to measure overall macroeconomic activity. The rest of the section will therefore focus on GDP.

### Measuring GDP: the expenditure and income approaches

There are two ways of measuring GDP, the expenditure approach and the income approach. The **expenditure approach** is to add up the market value of all domestic expenditures made on final goods and services in a single year. **Final goods and services** are those that have been purchased for final use or those that will not be resold or used in production within the year. **Intermediate goods and services**, which are used in the production of final goods and services, are *not included* in the expenditure approach to GDP because expenditures on intermediate goods and services are included into the market value of expenditures made on final goods and services. Including expenditures on both intermediate and final goods and services would lead to **double counting** and an exaggeration of the true market value of GDP.

Total expenditure on final goods and services is broken down into four large expenditure categories, according to the type of good or service purchased. The sum total of these four expenditure categories equals GDP. These four expenditure categories are:

1. Consumption expenditures;
2. Investment expenditures;
3. Government expenditures;
4. Net exports.

The **income approach** to measuring GDP is to add up all the income earned by households and firms in a single year. The rationale behind the income approach is that total expenditures on final goods and services are eventually received by households and firms in the form of **wage, profit, rent, and interest income**. Therefore, by adding together wage, profit, rent, and interest income, one should obtain the same value of GDP as is obtained using the expenditure approach.

The *positive* growth rate of GDP implies that the economy is expanding, while a *negative* growth rate of GDP implies that the negative

growth rate of GDP implies that the economy is contracting. An expanding economy is said to be in a **boom**, while a contracting economy is said to be in a **recession**.

### Unemployment Rate

The **unemployment rate** measures the percentage of the total civilian labor force that are currently unemployed. The civilian labor force consists of all civilians (non-military personnel), 16 years of age or older, who are willing to work and are not incarcerated. The number of people unemployed is determined according to certain criteria. In the U.S., an unemployed person is a member of the civilian labor force who is currently available for work and who has worked less than one hour per week for pay or profit. Furthermore, an unemployed worker must have been actively searching for work during the past month. Workers who are not actively searching for work, referred to as **discouraged workers**, are not considered a part of the civilian labor force and therefore are not counted among the unemployed.

### Frictional unemployment

**Frictional unemployment** is the term used to describe unemployment that results from difficulties in matching *qualified* workers with new jobs. Many qualified workers seeking work are not able to find new jobs right away, usually because of a lack of complete information about new job openings. While it is likely that qualified workers will soon be matched with new jobs, these workers are considered frictionally unemployed during the time that they spend searching for their new jobs.

### Structural unemployment

**Structural unemployment** results from structural changes in the economy that cause workers to lose jobs. The same structural changes also prevent these workers from obtaining new jobs. Structurally unemployed workers are *not qualified* for the new job openings that are available, mainly because they lack the education or training needed for the new jobs. Consequently, the structurally unemployed tend to be out of work for long periods of time, usually until they learn the skills needed for the new jobs or until they decide to relocate.

## Комментарий

macroeconomics

aggregate

gross domestic  
product (GDP)

rate of inflation

unemployment rate

gross national prod-  
uct (GNP)

expenditure ap-  
proach

final good and ser-  
vice

intermediate good  
and service

double counting

income approach

wage

profit

rent

interest income

boom

recession

discouraged worker

frictional

unemployment

structural

unemployment

макροэкономика

совокупный

валовой внутренний  
продукт (ВВП)

норма инфляции

норма безработицы

валовой националь-  
ный продукт (ВНП)

подход со стороны  
расходов

конечный товар и ус-  
луга

промежуточный товар  
и услуга

двойной счет

подход со стороны  
доходов

зарплата

прибыль

плата за аренду

доход от процентов

бум

спад

отчаявшийся работник

фрикционная (естест-  
венная) безработица

структурная безрабо-  
тица

## AGGREGATE DEMAND AND AGGREGATE SUPPLY

In macroeconomics, the focus is on the demand and supply of *all* goods and services produced by an economy. Accordingly, the demand for all individual goods and services is also combined and referred to as **aggregate demand**. The supply of all individual goods and services is also combined and referred to as **aggregate supply**.

It is assumed that the government holds the **supply of money** constant. One can think of the supply of money as representing the economy's **wealth** at any moment in time. As the price level *rises*, the wealth of the economy, as measured by the supply of money, declines in value because the purchasing power of money falls. As buyers become poorer, they reduce their purchases of all goods and services. On the other hand, as the price level *falls*, the purchasing power of money rises. Buyers become wealthier and are able to purchase more goods and services than before. The **wealth effect**, therefore, provided one reason for the inverse relationship between the price level and real GDP. Real GDP is GDP evaluated at the market prices of some **base year**.

The second reason is the **interest rate effect**. As the price level rises, households and firms require more money to handle their transactions. However, the supply of money is fixed. The increased demand for a fixed supply of money causes the price of money, the **interest rate**, to rise. As the interest rate rises, spending that is sensitive to rate of interest will decline. Hence, the interest rate effect provides another reason for the inverse relationship between the price level and the demand for real GDP.

The third and final reason is the **net exports effect**. As the domestic price level rises, foreign-made goods become relatively cheaper so that the demand for **imports** increases. However, the rise in the domestic price level also means that domestic-made goods are relatively more expensive to foreign buyers so that the demand for **exports** decreases. When exports decrease and imports increase, *net exports* (exports — imports) decrease. Because net exports are a component of real GDP, the demand for real GDP declines as net exports decline.

Changes in aggregate demand are *not* caused by changes in price level. Instead, they are caused by changes in the demand for any of the components of real GDP, changes in the demand for consumption goods and services, changes in investment spending, changes in the government's demand for goods and services, or changes in the demand for net exports.



The **aggregate supply curve** is defined in terms of the price level. Increases in the price level will increase the price that producers can get for their products and thus induce more output. But an increase in the price will also have a second effect; it will eventually lead to increases in input prices as well, which, *ceteris paribus* (Latin for "all else held constant"), will cause producers to cut back. So, there is some uncertainty as to whether the economy will supply more real GDP as the price level rises. In the *short run*, the input providers do not or cannot take account of the increase in the general price level right away so that it takes some time for input prices to fully reflect changes in the price level for final goods. For example, workers often negotiate multi-year contracts with their employers. These contracts usually include a certain allowance for an increase in the price level, called a **cost of living adjustment (COLA)**. The COLA, however, is based on expectations of the future price level that may turn out to be wrong. Suppose, for example, that workers *underestimate* the increase in the price level that occurs during the multi-year contract. Depending on the terms of the contract, the workers may not have the opportunity to correct their mistaken estimates of inflation until the contract expires. In this case, their wage increases will lag behind the increases in the price level for some time. In the *long-run*, the increase in prices that sellers receive for their final goods is completely offset by the proportional increase in the prices that sellers pay for inputs. The result is that the quantity of real GDP supplied by all sellers in the economy is independent of changes in the price level.

Like changes in aggregate demand, changes in aggregate supply are *not* caused by changes in the price level. Instead, they are primarily caused by changes in *two* factors. The first of these is a change in *input prices*. For example, the price for oil, an input good, increased dramatically in the 1990s due to efforts by oil-exporting countries to restrict the quantity of oil sold. Many final goods and services use oil or oil products as inputs. Suppliers of these final goods and services faced rising costs and had to reduce their supply at all price levels.

A second factor that causes the aggregate supply curve to shift is *economic growth*. Positive economic growth results from an increase in productive resources, such as labor and capital. With more resources, it is possible to produce more final goods and services, and hence, the natural level of real GDP increases. Similarly, *negative economic growth* decreases the natural level of real GDP.

Combining the aggregate demand and aggregate supply curves it is possible to determine both the **equilibrium price level**, and the **equilibrium level of real GDP**.

#### Комментарий

aggregate demand		совокупный спрос
aggregate supply		совокупное предложение
supply of money		предложение денег
wealth		богатство
wealth effect		эффект богатства
base year		базовый год
interest rate		процентная ставка
interest rate effect		эффект процентной ставки
imports		импорт
exports		экспорт
net exports effect		эффект чистого экспорта
aggregate supply curve		кривая совокупного предложения
cost of living adjustment (COLA)		регулирование уровня жизни
input price		исходная цена
economic growth		экономический рост
equilibrium price level		равновесный уровень цены
equilibrium level of real GDP		равновесный уровень реального ВВП

### CLASSICAL AND KEYNESIAN THEORIES OF OUTPUT AND EMPLOYMENT

The determination of equilibrium output, employment, and the price level in macroeconomics has been debated for many years. Two of the most widely discussed theories are the **classical** and **Keynesian theories**. The term *classical* is a reference to the economic theories of eighteenth- and nineteenth-century economists such as **Adam Smith**, **David Ricardo**, and **John Stuart Mill**. The term *Keynesian* is a reference to the economic theories of **John Maynard Keynes** and his followers. Keynesian economics has its origin in the Great Depression of the 1930s.

## The Classical Theory

The fundamental principle of **the classical theory** is that the economy is self-regulating. Classical economists maintain that the economy is always capable of achieving the natural level of real GDP or output, which is the level of real GDP that is obtained when the economy's resources are *fully employed*. While circumstances arise from time to time that cause the economy to fall below or to exceed the natural level of real GDP, **self-adjustment mechanisms** exist within the market system that work to bring the economy back to the natural level of real GDP. The classical doctrine — that the economy is always at or near the natural level of real GDP — is based on two firmly held beliefs: **Say's Law** and the belief that prices, wages, and interest rates are flexible.

**Say's Law.** According to it, when an economy produces a certain level of real GDP, it also generates the income needed to purchase that level of real GDP. In other words, the economy is always capable of demanding all of the output that its workers and firms choose to produce. Hence, the economy is always capable of achieving the natural level of real GDP.

The achievement of the natural level of real GDP is not as simple as Say's Law would seem to suggest. While it is true that the income obtained from producing a certain level of real GDP must be sufficient to purchase that level of real GDP, there is no guarantee that all of this income will be spent. Some of this income will be *saved*. Income that is saved is not used to purchase consumption goods and services, implying that the demand for these goods and services will be less than the supply. If aggregate demand falls below aggregate supply due to aggregate saving, suppliers will cut back on their production and reduce the number of resources that they employ. When employment of the economy's resources falls below the full employment level, the equilibrium level of real GDP also falls below its natural level. Consequently, the economy may not achieve the natural level of real GDP if there is aggregate saving. The classical theorists' response is that the funds from aggregate savings are eventually borrowed and turned into investment expenditures, which *are* a component of real GDP. Hence, aggregate saving need not lead to a reduction in real GDP.

Consider, however, what happens when the funds from aggregate saving exceed the needs of all borrowers in the economy. In this situation, real GDP will fall below its natural level because investment expenditure will be less than the level of aggregate saving.

## Flexible interest rates, wages, and prices

Classical economists believe that under these circumstances, the interest rate will *fall*, causing investors to demand more of available savings. An increase in savings will lead to an increase in investment expenditures through a reduction of the interest rate, and the economy will always return to the natural level of real GDP. The flexibility of the interest rate keeps the **money market**, or the **market for loanable funds**, in equilibrium all the time and thus prevents real GDP from falling below its natural level.

Similarly, flexibility of the wage rate keeps the **labor market**, or the **market for workers**, in equilibrium all the time. If the supply of workers exceeds firms' demand for workers, then wages paid to them will fall so as to ensure that the work force is fully employed. Classical economists believe that any unemployment that occurs in labor market or in other resource markets should be considered voluntary unemployment. Voluntary unemployed workers are unemployed because they refuse to accept lower wages. If they would only accept lower wages, firms would be eager to employ them.

## The Keynesian Theory

Keynes's theory of the determination of equilibrium real GDP, employment, and prices focuses on the relationship between aggregate income and expenditure. Keynes used his **income-expenditure model** to argue that the economy's equilibrium level of output or real GDP may not correspond to the natural level of real GDP. In the income-expenditure model, the equilibrium level of real GDP is the level of real GDP that is consistent with the current level of aggregate expenditure. If it is not sufficient to purchase all of the real GDP supplied, output will be cut back until the level of real GDP is equal to the level of aggregate expenditure. Hence, if the current level of aggregate expenditure is not sufficient to purchase the *natural* level of real GDP, then the equilibrium level of real GDP will lie somewhere *below* the natural level.

## Sticky prices

Keynesians, however, believe that prices and wages are not so flexible. They consider them **sticky**, especially downward. The stickiness of prices and wages in the downward direction prevents the economy's resources from being fully employed and thereby prevents the economy from returning to the natural level of real GDP. Thus, the Keynesian theory is a rejection of Say's Law and the notion that the economy is self-regulating.

### Keynes's income-expenditure model

Recall that the real GDP can be decomposed into four component parts: aggregate expenditures or consumption, investment, government, and net exports. The income-expenditure model considers the relationship between these expenditures and current real national income. Aggregate expenditures on investment, government, and net exports, are typically regarded as *autonomous* or *independent* of current income. The exception is aggregate expenditures on consumption. Keynes argues that aggregate consumption expenditures are determined primarily by current real national income. Thus, different levels of autonomous expenditure, and real national income correspond to different levels of aggregate expenditure.

#### Комментарий

classical theory		классическая теория
Keynesian theory		кейнсианская теория
self-adjustment mechanism		механизм саморегуляции
Say's law		закон Сэя
money market/ market for loanable funds		рынок капитала/ рынок заемных средств
labor market/ market for workers		рынок труда/ рынок рабочих мест
income-expenditure model		модель доходов и расходов
sticky price		жесткая (неэластичная) цена

## MONEY AND BANKING

The role of **money** and the **banking system** is an important part of the study of economics. Money, after all, is involved in nearly all economic transactions. This section explains the nature and functions of money, the demand and supply of money, and the role of the banking system in the money-creation process.

### Definition of Money

What is money? Money is any good that is widely used and accepted in transactions involving the transfer of goods and services from one person to another. Economists differentiate among three different types of money: **commodity money**, **fiat money**, and **bank money**. Commodity money is a good whose value serves as the value of money. Gold coins are an example of commodity money. In most countries, commodity money has been replaced with fiat money. Fiat money is a good, the value of which is less than the value it represents as money. Dollar bills are an example of fiat money because their value as slips of printed paper is less than their value as money. Bank money consists of the book credit that banks extend to their depositors. Transactions made using checks drawn on deposits held at banks involve the use of bank money.

### Functions of Money

Money is often defined in terms of the three **functions** or **services** that it provides. Money serves as **a medium of exchange**, as a **store of value**, and as a **unit of account**.

Medium of exchange. Money's most important function is as a medium of exchange to facilitate transactions. Without money, all transactions would have to be conducted by barter, which involves direct exchange of one good or service for another. Money serves as a medium of exchange that is accepted in all transactions, by all parties, regardless of whether they desire each others' goods and services.

Store of value. Money must hold its value over time; that is it must be a store of value. As a store of value money is not unique and even is not the best one because it depreciates with inflation. However, money is more **liquid** than most other stores of value because as a medium of exchange, it is readily accepted everywhere. Furthermore, money is an easily transported store of value that is available in a number of convenient denominations.

Unit of account. Money also functions as a unit of account, providing a *common measure of the value* of goods and services being exchanged. Knowing the value or price of a good, in terms of money, enables both the supplier and the purchaser of the good to make decisions about how much of the good to supply and how much of the good to purchase.

### The Demand for Money

The **demand for money** is affected by several factors, including the level of income, interest rates, and inflation as well as uncertainty about the future. The way in which these factors affect money demand is usually explained in terms of the three motives for demanding money: the transactions, the *precautionary*, and the *speculative* motives.

### Supply of Money

There are several definitions of the **supply of money**. M1 is the narrowest and most commonly used. It includes all **currency** (notes and coins) in circulation, all **checkable deposits** held at banks (bank money) and all **traveler's checks**. A somewhat broader measure of the supply of money is M2, which includes all of M1 plus **savings** and **time deposits** held at banks. An even broader measure of the money supply is M3, which includes all of M2 plus large denomination, long-term time deposits — for example, **certificates of deposit** (CDs) in amounts over \$ 100,000.

**Banking sector.** Banks perform two crucial functions. First, they receive funds from depositors and, in return, provide these depositors with a checkable source of funds or with interest payments. Second, they use the funds that they receive from depositors to make loans to borrowers; that is they serve as **intermediaries** in the borrowing and lending process.

When banks receive deposits, they do not keep *all* of these deposits on hand because they know that depositors will not demand all of these deposits on hand because they know that depositors will not demand all of these deposits at once. Instead, banks keep only a *fraction* of the deposits that they receive. The deposits that banks keep on hand are known as the banks' **reserves**. When depositors withdraw deposits, they are paid out of the banks' reserves. The **reserve requirement** is the *fraction* of deposits set aside for withdrawal purposes. The reserve requirements is determined by the nation's bank authority, a government agency known as the **central bank**. The central bank is unique in that it is the only bank that can issue currency. Deposits that banks are not required to set aside as reserves can be lent to borrowers, in the form of loans. Banks earn *profits* by borrowing funds from depositors at zero or low rates of interest and using these funds to make loans at higher rates of interest.

A **balance sheet** for a typical bank is given in Table. The balance sheet summarizes the bank's **assets** and **liabilities**. Assets are valuable items that

the bank owns and consist primarily of the bank's reserves and loans. Liabilities are valuable items that the bank owes to others and consist primarily of the bank's **deposit liabilities** to its depositors. In Table, the bank's assets (reserves and loans) total \$ 1 million. The bank's liabilities (deposits) total \$ 1 million. A banking firm's assets must always equal its liabilities.

**Table. The balance sheet of a typical bank**

Assets		Liabilities	
Reserves	\$100,000	Deposits	\$ 1,000,000
Loans	\$900,000		

One can infer that the reserve requirements in this example are 10%.

### Комментарий

money		деньги
banking system		банковская система
commodity money		товарные деньги
fiat money		декретные деньги
bank money		банковские деньги
book credit		учетная стоимость кредита
check		чек
function		функция
service		услуга
medium of exchange		средство обращения
store of value		средство накопления
unit of account		мера стоимости
liquid		ликвидный
demand for money		спрос на деньги
transaction		транзакция
supply of money		предложение денег
currency		валюта
checkable deposit		чековый депозитный вклад
traveler's check		дорожный чек
saving		сбережение

time deposit		срочный депозитный вклад
certificate of deposit		сберегательная книжка
banking sector		банковское дело
intermediary		посредник
reserve		резерв
reserve requirement		потребности в создании резервов
central bank		центральный банк
loan		ссуда
balance sheet		бухгалтерский баланс
asset		актив
liability		обязательство, пассив
deposit liability		депозитное обязательство

## FISCAL AND MONETARY POLICY

Government economic policies designed to influence macroeconomic performance are of two types: **fiscal policy** and **monetary policy**. Fiscal policy involves the use of government expenditures and taxation, while monetary policy is concerned with control of the money supply and credit market conditions. The goal of both types of government policies, however, is the same, namely to promote price level stability, full employment, and the achievement of the natural level of real GDP.

### Fiscal Policy

**Fiscal policy** is carried out by the legislative and/ or the executive branches of government. The two main **instruments** of fiscal policy are **government expenditures** and **taxes**. The government collects taxes in order to finance expenditures on a number of **public goods and services** — for example, highways and national defense.

Budget deficits and surpluses. When government expenditures *exceed* government tax revenues in a given year, the government is running a **budget deficit** for that year. The budget deficit, which is the difference between government expenditures and tax revenues, is financed by government borrowing; the government issues long-term, interest-

bearing bonds and uses the proceeds to finance the deficit. The total stock of government bonds and interest payments outstanding, from both the present and the past, is known as the **national debt**. Thus, when the government finances a deficit by borrowing, it is *adding* to the national debt. When government expenditures are less than tax revenues in a given year, the government is running a **budget surplus** for that year. The budget surplus is the difference between tax revenues and government expenditures. The revenues from the budget surplus are typically used to *reduce* any existing national debt. In the case where government expenditures are exactly equal to tax revenues in a given year, the government is running a **balanced budget** for that year.

**Expansionary fiscal policy** is defined as an increase in government expenditures and/ or a decrease in taxes that causes the government's budget deficit to increase or its budget surplus to decrease. **Contractionary** fiscal policy is defined as a decrease in government expenditures and/ or an increase in taxes that causes the government's budget deficit to decrease or its budget surplus to increase. Both of these policies can be used to influence macroeconomic performance, according to Keynes and his followers. They argue that expansionary fiscal policy provides a quick way out of a recession and is to be preferred to waiting for wages and prices to adjust, which can take a long time. As Keynes once said, "In the long run, we are all dead." Keynesians also argue that fiscal policy can be used to combat expected increases in the rate of inflation.

### Monetary Policy

**Monetary policy** is conducted by a nation's central bank. In the U.S. monetary policy is carried out by the **Federal Reserve Bank** frequently referred to as "the Fed." The Fed has three main instruments that it uses to conduct monetary policy: open market operations, changes in reserve requirements, and changes in the discount rates. Open market operations involve Fed purchases and sales of U.S. government bonds. When the Fed *purchases* government bonds, it increases the reserves of the banking sector, and by the multiple deposit expansion process, the supply of money *increases*. When the Fed *sells* some of its stock of bonds, the end result is a *decrease* in the supply of money. If the Fed *increases* bank **reserve requirements**, the banking sector's excess reserves are *reduced*, leading to a *reduction* in the supply of money; a *decrease* in reserve requirements induces an *increase* in the supply of money.

The **discount rate** is the interest rate the Fed charges banks that need to borrow reserves in order to meet reserve requirements. From time to

time, unanticipated withdrawals leave banks with insufficient reserves. Banks can make up deficiencies in their required reserves by borrowing from the Fed at the discount rate. If the Fed sets the discount rate *high* relative to market interest rates, it becomes more costly for banks to fall below reserve requirements. Similarly, when the discount rate is *low* relative to market interest rates, banks tend to hold fewer excess reserves, allowing for greater deposit expansion and an *increase* in the supply of money.

The Fed is engaging in **expansionary monetary policy** when it uses any of its instruments of monetary policy in such a way as to cause an increase in the supply of money. The Fed is said to engage in **contractionary monetary policy** when it uses its instruments to effect a reduction in the supply of money.

Keynesian and classical views of monetary policy. Keynesians do believe in an *indirect* link between the money supply and real GDP. They believe that expansionary monetary policy increases the supply of loanable funds available through the banking system, causing interest rates to fall. With lower interest rates, aggregate expenditures on investment and interest-sensitive consumption goods usually *increase*, causing real GDP to rise. Hence, monetary policy can affect real GDP indirectly. Keynesians tend to place less emphasis on the effectiveness of monetary policy and more emphasis on the effectiveness of fiscal policy, which they regard as having a more direct effect on real GDP. The classical economists believe that an increase (decrease) in the quantity of money leads to a proportional increase (decrease) in the price level. Their view is that expansionary monetary policy can only lead to *inflation*, and contractionary monetary policy can only lead to *deflation* of the price level.

Monetarist view on monetary policy. Since the 1950s, a new view of monetary policy, called monetarism, has emerged. Monetarists believe that **persistent Inflations** (or **delations**) are purely monetary phenomena brought about by persistent expansionary (or contractionary) policies. Their view is that monetary policy should serve to accommodate increases in real GDP without causing either inflation or deflation.

#### Комментарий

fiscal policy		фискальная политика
monetary policy		монетарная политика
instrument		инструмент
government expenditure		правительственные расходы
tax		налог
public good		общественное благо
public service		общественная услуга
budget deficit		бюджетный дефицит
national debt		национальный долг
budget surplus		положительное сальдо бюджета
balanced budget		сбалансированный бюджет
expansionary fiscal policy		экспансионистская фискальная политика
contractionary fiscal policy		редукционистская фискальная политика
Federal Reserve Bank		банк Федеральный Резерв
reserve requirement		потребности в резерве
discount rate		дисконтная ставка
persistent inflation		стойкая инфляция
persistent deflation		стойкая дефляция

## THEORY OF THE CONSUMER

The branch of economics known as **microeconomics** focuses on the behavior of **individual consumers** and **individual firms**. This section reviews

the **theory of the consumer** and the following section reviews the **theory of the firm**. The theory of the consumer describes how individual consumers make economic decisions, given their **preferences**, their

**incomes**, and the **prices** of the goods and services that they desire to purchase.

### Utility and Preferences

Individuals consume goods and services because they derive pleasure or satisfaction from doing so. Economists use the term **utility** to describe the pleasure or satisfaction that a consumer obtains from his or her consumption of goods and services. Utility is a subjective measure of pleasure or satisfaction that varies from individual to individual according to each individual's *preferences*. For example, if an individual's choices for a Sunday evening are to go out for dinner, to read a book or to watch television, then, depending on that individual's preferences, he or she will attribute different levels of utility to each of these three activities. Of course, it is not possible to measure utility, nor is it possible to claim that one individual's utility is higher than another's. Utility is just a unitless measure that economists have found useful in their explanation of consumer choice.

Total and marginal utility. The utility that an individual receives from consuming a certain amount of a particular good or service is referred to as that individual's **total utility**. The **marginal utility** of a good or service is the addition to total utility that an individual receives from consuming one more unit of that good or service.

Law of diminishing marginal utility. The **law of diminishing marginal utility** states that the marginal utility that one receives from consuming successive units of the same good or service will eventually *decrease* as the number of units consumed *increases*. As an example of the law of diminishing marginal utility, consider the utility that one obtains from drinking successive glasses of mineral water on a hot day. Suppose the first glass just begins to quench one's thirst. After two glasses, however, the thirst has all but disappeared. A third glass of mineral water might also provide some utility, but not as much as the second glass. A fourth glass cannot be finished. In this example, the marginal utility — the addition to total utility that one obtains from drinking mineral water on a hot day — is increasing for the first two glasses but is decreasing beginning with the third glass and would continue to decrease if one were to consume further glasses.

### Consumer Equilibrium

When consumers make choices about the quantity of goods and services to consume, it is presumed that their objective is to **maximize total utility**. In maximizing total utility, the consumer faces a number

of **constraints**, the most important of which are the consumer's *income* and the *prices* of the goods and services that the consumer wishes to consume. The consumer's effort to maximize total utility, subject to these constraints, is referred to as the **consumer's problem**. The solution to the consumer's problem, which entails decisions about how much the consumer will consume of a number of goods and services is referred to as **consumer equilibrium**. Consider the simple case of a consumer who wants to purchase quantities of goods 1 and 2 so as to completely exhaust the budget for such purchases. Suppose that the price of good 1 is \$2 per unit and the price of good 2 is \$1 per unit. Suppose also that the consumer has a budget of \$5. The consumer equilibrium is found by comparing the marginal utility per dollar spent for goods 1 and 2, subject to the constraint that the consumer does not exceed his budget of \$5. The consumer's equilibrium choice is to purchase 2 units of good 1 and 1 unit of good 2.

### Consumer Equilibrium and Changes in Prices

The consumer's choice of how much to consume of various goods depends on the prices of those goods. If prices change, the consumer's equilibrium choice will also change. The effect of a price change on the consumer's equilibrium choice is often divided into *two* effects — known as the **substitution effect** of a price change and the **income effect** of a price change. When the price of a good changes, the price of that good relative to the price of other goods also changes. Relative price changes cause consumers to substitute from one good to another — this is known as the substitution effect. The income effect takes account of how price changes affect consumption choices by changing the real **purchasing power** or real income of the consumer.

### Individual Demand and Market Demand

The consumer equilibrium condition determines the quantity of each good the individual will demand. The individual consumer, however, is only one of many participants in the market for good X. The **market demand curve** for good X includes the quantities of good X demanded by all participants in the market for good X found by summing together all the quantities.

### Consumer Surplus

The difference between the maximum price that consumers are willing to pay for a good and the market price that they actually pay for a good is referred to as the **consumer surplus**. For example, the market price is \$5, and the equilibrium quantity demanded is 5 units of the good. The

market demand curve reveals that consumers are willing to pay at least \$9 for the first unit, \$8 for the second unit, \$7 for the third unit, and \$6 for the fourth unit. However, they can purchase 5 units of the good for just \$5 per unit. Their surplus from the first unit purchased is therefore \$9 — \$5 = \$4. Similarly, their surpluses from the second, third and fourth units purchased are \$3, \$2, and \$1, respectively. The sum total of these surpluses equal to 10 is the *consumer surplus*.

#### Комментарий по тексту

microeconomics		микроэкономика
individual consumer		отдельный потребитель
individual firm		отдельная фирма
theory of the consumer		теория потребителя
theory of the firm		теория фирмы
preference		предпочтение
income		доход
price		цена
utility		утилиты, полезность
total utility		общая полезность
marginal utility		предельная полезность
law of diminishing marginal utility		закон уменьшения предельной полезности
maximize total utility		максимизировать предельную полезность
constrain		ограничение
consumer's problem		проблема потребителя
consumer equilibrium		потребительское равновесие
substitution effect		эффект замещения
income effect		эффект доходов
purchasing power		покупательная способность
market demand curve		кривая рыночного спроса
consumer surplus		излишек потребительского спроса

## THEORY OF THE FIRM

The *theory of the consumer* is used to explain the market *demand* for goods and services. The *theory of the firm* provides an explanation for the market *supply* of goods and services. A **firm** is defined as any organization or individual that purchases factor of production (labor, capital, and raw materials) in order to produce goods and services that are sold to consumers, governments, or other firms. The theory of the firm assumes that the firm's primary objective is to *maximize profits*. In maximizing profits, firms are subject to two constraints: the consumers' demand for their product and the costs of production. This section focuses on the firm's production opportunities and cost constraints.

### Production

Consider a firm that produces a single good. In order to produce this good, the firm must employ or purchase a number of different factors of production. The firm's **production decision** is to determine how much of each factor of production to employ.

Variable and fixed factors of production. In the *short-run*, some of the factors of production that the firm needs are available only *infix* quantities. For example, the size of the firm's factory, its machinery, and other capital equipment cannot be varied on a day-to-day basis. In the *long-run*, the firm can adjust the size of its factory and its use of machinery and equipment, but in the short run, the quantities of these factor of production are considered fixed. The short-run is defined as the period during which changes in certain factor of production are not possible. The long-run is defined as the period during which *all* factor of production can be varied.

Other factors of production, however, are variable in the short run. For example, the number of workers the firm employs or the quantities of raw materials the firm uses can be varied on a day-to-day basis. A factor of production that cannot be varied in the short run is called a fixed factor of production. In the short run, a firm can increase its production of goods and services only by increasing its use of *variable* factors of production.

Total and marginal product. A firm combines its factors of production in order to produce goods or output. The total amount of output the firm produces, the firm's **total product**, depends on the quantities of factors that the firm purchases or employs. The **marginal product** of a



factor of production is the change in the firm's total product that results from an increase in that factor by one unit, holding all other factors constant.

Law of diminishing returns. The **law of diminishing returns** says that as successful units of a variable factor of production are combined with fixed factors of production, the marginal product of the variable factor of production will eventually decline. Note that diminishing returns is a **short-run phenomenon** that will persist only as long as there are fixed factors of production; in the long-run, it will be possible to vary the amount of the fixed factor capital so as to eliminate the problem of diminishing returns.

### Production Costs and Firm Profits

The firm's primary objective in producing output is to *maximize profits*. The production of output, however, involves certain *costs* that reduce the profits a firm can make. The relationship between costs and profits is therefore critical to the firm's determination of how much output to produce.

Explicit and implicit costs. A firm's **explicit costs** comprise all explicit payments to the factors of production the firm uses. Wages paid to workers, payments to suppliers of raw materials, and fees paid to bankers and lawyers are all included among the firm's explicit costs.

A firm's **implicit costs** consist of the **opportunity costs** of using the firm's own resources without receiving any explicit compensation for those resources. For example, a firm that uses its own building for production purposes forgoes the income that it might receive from renting the building out. As another example, consider the owner of a firm who works along with his employees but does not draw a salary; the owner forgoes the opportunity to earn a wage working for someone else. These implicit costs are not regarded as costs in an accounting sense, but they are a part of the firm's costs of doing business, nonetheless. When economists discuss *costs*, they have in mind *both* explicit and implicit costs.

Accounting profits, economic profits, and normal profits. The difference between explicit and implicit costs is crucial to understanding the difference between accounting profits and economic profits.

**Accounting profits** are firm's total revenues from sales of its output, minus the firm's explicit costs. **Economic profits** are total revenues minus

explicit and implicit costs. Alternatively stated, economic profits are accounting profits minus implicit costs. Thus, the difference between economic profits and accounting profits is that economic profits include the firm's implicit costs and accounting profits do not.

A firm is said to make normal profits when its economic profits are zero. The fact that economic profits are zero implies that the firm's reserves are enough to cover the firm's explicit costs and all of its implicit costs, such as the rent that could be earned on the firm's building or the salary the owner of the firm could earn elsewhere. These implicit costs add up to the profits the firm would normally receive if it were properly compensated for the use of its own resources — hence the name, normal profits.

Fixed and variable costs. In the short-run, some of the input factors are the firm's **fixed costs**. The firm's fixed costs do not vary with increases in the firm's output.

The firm also employs a number of variable factors of production. The cost of these variable factors of production are the firm's variable costs. In order to increase output, the firm must increase the number of variable factors of production that it employs. Therefore, as firm output increases, the firm's variable costs must also increase.

Total and marginal costs. The firm's **total cost** of production is the *sum of all its variable and fixed costs*. The firm's **marginal cost** is the *per unit change in total cost that results from a change in total product*. The firm's variable, fixed, and total costs can all be calculated on an *average* or *per unit* basis.

Economies of scale. At low level of output, a firm can usually increase its output at a rate that *exceeds* the rate at which it increases its factor inputs. When this situation occurs, the firm's average total costs are falling, and the firm is said to be experiencing **economies of scale**.

At higher levels of output, the firm may find that its output increases at the *same* rate at which it increases its factor inputs. In this case, the firm's average total costs remain constant, and the firm is said to experience **constant returns to scale**. At even higher output levels, the firm's output will tend to increase at a rate that is below the rate at which it increases its factor inputs. In this situation, average total costs are rising, and the firm is said to experience **diseconomies of scale**.

The firm's **minimum efficient** scale is the level of output at which economies of scale end and constant returns to scale begin.

### Комментарий

firm		фирма
production decision		решения по объему производства
total product		общий объем производства
marginal product		предельный объем производства
law of diminishing returns		закон убывающей отдачи
short-run phenomenon		краткосрочное явление
explicit costs		явные издержки
implicit costs		скрытые издержки
opportunity costs		альтернативная стоимость
accounting profits		учетная прибыль
economic profits		экономическая прибыль
fixed costs		постоянные издержки
variable costs		переменные издержки
total cost		общие издержки
marginal cost		предельные издержки
economies of scale		экономия от масштаба производства
constant return to scale		постоянная экономия от масштаба производства
diseconomies of scale		отрицательная экономия от масштаба производства
minimum efficient		минимально эффективный

## PERFECT COMPETITION

When economists analyze the production decisions of a firm, they take into account the structure of the market in which the firm is operating. The structure of the market is determined by four different market characteristics: the number and size of the firms in the market, the ease with which firms may enter and exit the market, the degree to

which firms' products are differentiated, and the amount of information available to both buyers and sellers regarding prices, product characteristics, and production techniques.

Economists distinguish among four different **market structures**, which they refer to as **perfect competition**, **monopoly**, **monopolistic competition**, and **oligopoly**. This section considers the case of a firm operating in perfectly competitive market structure, while the next two sections consider the behavior of firms operating under the other three types of market structures.

### Conditions of Perfect Competition

Four characteristics or conditions must be present for a perfectly competitive market structure to exist. First, there must be *many firms* in the market, none of which is large in terms of its sales. Second, firms should be able to *enter and exit the market easily*. Third, each firm in the market produces and sells a nondifferentiated or *homogeneous* product. Fourth, all firms and consumers in the market have *complete information* about prices, product quality, and product techniques.

Price-taking behavior. A firm that is operating in a perfectly competitive market will be a **price-taker**. A price-taker cannot control the price of the good it sells; it simply takes the market price as given. The conditions that cause a market to be perfectly competitive also cause the firms in that market to be price-takers. When there are many firms, all producing and selling the same product using the same inputs and technology, competition forces each firm to charge the same market price for its good. Because each firm in the market sells the same, homogeneous product, no single firm can increase the price that it charges above the price charged by the other firms in the market without losing business. It is also impossible for a single firm to affect the market price by changing the quantity of output it supplies because, by assumption, there are many firms and each firm is small in size. No matter how much output an individual firm provides, it will be unable to affect the market price. Note that the individual firm's equilibrium quantity of output will be completely determined by the amount the individual firm chooses to supply.

### Short-run Supply in a Perfectly Competitive Market

In determining how much output to supply, the firm's objective is to maximize profits subject to two constraints: the consumers' demand for the firm's product and the firm's costs of production. Consumer demand

determines the price at which a perfectly competitive firm may sell its output. The costs of production are determined by the technology the firm uses. The firm's profits are the difference between its total revenues and total costs. A firm's **total revenue** is the dollar amount that the firm earns from sales of its output. A firm's **marginal revenue** is the dollar amount by which its total revenue changes in response to a 1-unit change in the firm's output. A firm maximizes its profits by choosing to supply the level of output where its marginal revenue equals its marginal costs. When marginal revenue exceeds marginal cost, the firm can earn greater profits by increasing its output. When marginal revenue is below marginal cost, the firm is losing money, and consequently, it must reduce its output. Profits are therefore maximized when the firm chooses the level of output where its marginal revenue equals its marginal cost.

Short-run losses and the shut-down decision. When the firm's average total cost curve lies *above* its marginal revenue curve at the profit maximizing level of output, the firm is experiencing *losses* and will have to consider to shut down its operations. In making this determination, the firm will take into account its **average variable costs** rather than its **average total costs**. The difference between the firm's average total costs and its average variable costs is its **average fixed costs**. The firm must pay its fixed costs (for example, its purchases of factory space and equipment), *regardless* of whether it produces any output. Hence, the firm's fixed costs are considered **sunk costs** and will not have any bearing on whether the firm decides to shut down. Thus, the firm will focus on its average variable costs in determining whether to shut down.

If the firm's average variable costs are *less* than its marginal revenue at the profit maximizing level of output, the firm *will not shut down in the short run*. The firm is better off continuing its operations because it can cover its variable costs and use any remaining revenues to pay off some of its fixed costs. The fact that the firm can pay its variable costs is all that matters because in the short-run, the firm's fixed costs are sunk; the firm must pay its fixed costs regardless of whether or not it decides to shut down. Of course, the firm will not continue to incur losses indefinitely. In the long-run, the firm will have to either shut down or reduce its fixed costs by changing its fixed factors of production in a manner that makes the firm's operations profitable.

### Long-run Supply in a Perfectly Competitive Market

In the long-run, firms can vary all of their input factors. The ability to vary the amount of input factors in the long-run allows for the

possibility that *new firms will enter* the market and that *some existing firms will exit* the market. Recall that in a perfectly competitive market, there are *no barriers* to the entry and exit of firms. New firms will be tempted to enter the market if some of the existing firms in the market are earning **positive economic profits**. Alternatively, existing firms may choose to leave the market if they are earning losses. For these reasons, the number of firms in a perfectly competitive market is unlikely to remain unchanged in the long-run.

Zero economic profits. The entry and exit of firms, which is possible in the long-run, will eventually cause each firm's *economic profits* to fall to *zero*. Hence, in the long-run each firm earns **normal profits**. If some firms are earning *positive* economic profits in the short-run, in the long-run new firms will enter the market and the increased competition will reduce all firms' economic profits to zero. Firms that are earning negative economic profits (losses) in the short-run will have either make some changes in their fixed factors of production in the long-run or choose to leave the market in the long-run. A perfectly competitive market achieves **long-run equilibrium** when all firms are earning zero economic profits and when the number of firms in the market is not changing.

In the long-run, a perfectly competitive firm can adjust the amount it uses of *all* factor inputs, including those that are fixed in the short-run. For example, in the long-run, the firm can adjust the size of its factory. In making these adjustments, the firm will seek to *minimize* its long-run average total cost.

#### Комментарий

market structure		структура рынка
perfect competition		совершенная конкуренция
monopoly		монополия
monopolistic competition		монопольстическая конкуренция
oligopoly		олигополия
price-taker		человек или фирма, которые принимают существующие цены
total revenue		общая прибыль
marginal revenue		предельная прибыль

average variable costs		средние переменные издержки
average total costs		средние совокупные издержки
average fixed costs		средние постоянные издержки
sunk costs		невозвратные издержки
positive economic profits		положительная экономическая прибыль
normal profits		нормальная прибыль
long-run equilibrium		долгосрочное равновесие

## MONOPOLY

In a perfectly competitive market, there are many firms, none of which is large in size. In contrast, in a **monopolistic market** there is only *one* firm, which is large in size. This one firm provides all of the market's supply. Hence, in a monopolistic market, there is *no difference* between the firm's supply and market supply.

### Conditions for Monopoly

These conditions characterize a monopolistic market structure/First, as mentioned above, there is *only one firm* operating in the market. Second, there are *high barriers to entry*. These barriers are so high that they prevent any other firm from entering the market. Third, there are *no close substitutes* for the good the monopoly firm produces. Because there are no close substitutes, the monopoly does not face any competition.

Barriers to entry. A **barrier to entry** is anything that prevents firms from entering a market. Many types of barriers to entry give rise to a monopolistic market structure. Some of the most common barriers to entry are:

1. **Patents:** If a firm holds a patent on a production process, it can legally exclude other firms from using that process for a number of years.

If there are no other production processes that can be used, the firm that holds the patent will have a monopoly.

2. **Large start-up costs:** In some markets, firms will face large start-up costs — for example, the cost of building a new production facility. If these start-up costs are large enough, most firms will be discouraged from entering the market.
3. **Limited excess to resources:** A monopolistic market structure is likely to arise when access to resources needed for production is limited. The market for diamonds, for example, is dominated by a single firm that owns most of the world's diamond mines.

**Natural monopolies.** Not all monopolies arise from these kinds of barriers to entry. A few monopolies arise naturally, in markets where there are large economies of scale. For example, a local telephone company's marginal and average costs tend to decline as it adds more customers; as the company increases its network of telephone lines, it costs the company less and less to add additional customers. The telephone company's long-run average costs may eventually rise but only at a level of output that is beyond the level the local market demands. Hence, in the market for local telephone services, there is a need for only one firm; competition will not naturally arise. Gas, electric power, and other local utilities are also examples of natural monopolies.

### Demand in a Monopolistic Market

Price-searching behavior. Unlike a perfectly competitive firm, the monopolist does not have to simply take the market price as given. Instead, the monopolist is a **price searcher**; it searches for the profit maximizing price.

Declining marginal revenue and price. The monopolist's marginal revenue from each unit sold does not remain constant as in the case of the perfectly competitive firm. The price that the monopolist can get for each additional unit of output must fall as its output is increasing. Consequently, the monopolist's *marginal revenue* will also be falling as it increases its output. If it is assumed that the monopolist cannot *price discriminate*, that is, charge a different price for each unit of output it produces, then the monopolist's revenue from each unit of output it produces *will not* equal the price that the monopolist charges. In fact, the marginal revenue that the monopolist receives from producing an additional unit of output will always be *less* than the price that the monopolist can charge for the additional unit.

## Profit Maximization in a Monopolistic Market

The monopolist's profit maximizing level of output is found by equating its marginal revenue with its marginal cost, which is the same profit maximizing condition that a perfectly competitive firm uses to determine its equilibrium level of output. Indeed, the condition that marginal revenue equals marginal cost is used to determine the profit maximizing level of output of every firm, regardless of the market structure in which the firm is operating. However, in order to determine the profit maximizing level of output, the monopolist will need to supplement its information about market demand and prices with data on its costs of production for different levels of output. The monopolist's market supply will not be independent of market demand.

## Monopoly in the Long-run

In the discussion of a perfectly competitive market structure, a distinction was made between short-run and long-run market behavior. In the long-run, all input factors are assumed to be variable, making it possible for the firms to enter and exit the market. The consequence of this entry and exit of firms was that each firm's economic profits were reduced to zero in the long-run.

The distinction between the short-run and the long-run is not as important in the case of a monopolistic market structure. The existence of high barriers to entry prevents firms from entering the market even in the long-run. Therefore, it is possible for the monopolist to avoid competition and continue making *positive* economic profits in the long-run.

## Costs of Monopoly

A monopolist produces *less output* and sells it at a *higher price* than a perfectly competitive firm. The monopolist's behavior is costly to the consumers who demand the monopolist's output. The cost to the consumer of a monopolistic market structure is the **reduction in consumer surplus** that results from monopoly output and price decisions.

## Комментарий

monopolistic market	монополистический рынок
barrier to entry	барьеры вхождения в рынок
patent	патент
large start-up costs	высокие стартовые издержки
limited excess to resources	ограниченный доступ к ресурсам
natural monopoly	естественная монополия

price-searcher	фирма в поисках максимальной цены
reduction in consumer surplus	уменьшение излишка денег у потребителей

## MONOPOLISTIC COMPETITION AND OLIGOPOLY

Perfect competition and pure monopoly represent two extreme possibilities for a market's structure. The structure of almost all markets, however, falls somewhere *between* these two extremes. This section considers two market structures, **monopolistic competition** and **oligopoly**, which lie between the extreme cases of perfect competition and monopoly. According to its name, monopolistic competition is more closely related to perfect competition than to monopoly. Oligopoly is also a combination of monopoly and competition, but it is more closely related to monopoly than to perfect competition.

## Conditions for a Monopolistically Competitive Market

Three conditions characterize a **monopolistically competitive market**. First, the market has *many firms*, *none* of which is *large*. Second, there is free entry and exit into the market; there is *no barriers* to entry or exit. Third, each firm in the market produces a **differentiated product**. This last condition is what distinguishes monopolistic competition from perfect competition. Examples of monopolistic competitive firms include restaurants, retail clothing stores, and gasoline service stations.

Differentiated products and monopolistic behavior. In many markets, competing firms sell products that can be *differentiated* from one another. A firm's product can be differentiated in a number of different ways: by its quality, its convenience, its size, its color, its look, its taste — even by its brand name! As a firm's product becomes more and more differentiated, the firm faces less and less competition and will be able to act more like a monopolist in its output and pricing decisions. Thus, in a monopolistically competitive industry, firms seek to differentiate their products as much as possible. Much of this differentiation is accomplished through **advertising**.

### Demand In a Monopolistically Competitive Market

Because the monopolistically competitive firm's product is differentiated from other products, the monopolistically competitive firm has *less* control over the price that it can charge for its output. The firm's control over its price will depend on the degree to which its product is differentiated from competing firms' products. The firm's control over its price will depend on the degree to which its product is differentiated from competing firms' products.

Price-searching behavior. The monopolistic competitive firm will be a **price-searcher** rather than a price-taker. The firm searches for the price that it will charge in the same way that a monopolist does, by comparing marginal revenue with marginal cost at each possible price along the market demand curve. The monopolistically competitive firm's behavior appears to be *no different* from the behavior of a monopolist. In fact, in the short-run, there is no difference between the behavior of a monopolistically competitive firm and a monopolist. However, in the long-run, an important difference does emerge.

Monopolistic competition in the long-run. The difference between the short-run and the long-run in a monopolistically competitive market is that in the long-run new firms can enter the market, which is especially likely if firms are earning positive economic profits in the short-run. New firms will be attracted to these profit opportunities and will choose to enter the market in the long-run. In contrast to a monopolistic market, no barriers to entry exist in a monopolistically competitive market; hence, it is quite easy for new firms to enter the market in the long-run. The entry of new firms leads to an *increase* in the supply of differentiated products, which causes the firm's market demand curve to shift to the *left*. In the long-run, the competition brought about by the entry of new firms will cause each firm in a monopolistically competitive market to earn normal profits, just like a perfectly competitive firm. When the firm produces below its minimum efficient scale, it is under-utilizing its available resources. In this situation, the firm is said to have **excess capacity** because it can easily accommodate an increase in production. This excess capacity is the major social cost of a monopolistically competitive market structure.

### Conditions for an Oligopolistic Market

Oligopoly is the least understood market structure; consequently, it has no single, unified theory. Nevertheless, there is some agreement as to what constitutes an oligopolistic market. Three conditions for

oligopoly have been identified. First, an oligopolistic market has only a *few large firms*. This condition distinguishes oligopoly from monopoly, in which there is just one firm. Second, an oligopolistic market has *high barriers to entry*. This condition distinguishes oligopoly from perfect competition and monopolistic competition in which there are no barriers to entry. Third, oligopolistic firms may *produce either differentiated or homogeneous products*. Examples of oligopolistic firms include automobile manufacturers, oil producers, steel manufacturers, and passenger airlines.

As mentioned above, there is no single theory of oligopoly. The two that are most frequently discussed, however, are the **kinked-demand theory** and the cartel theory. The first one applies to oligopolistic markets where each firm sells a **differentiated product**. It illustrates the high degree of **interdependence** that exists among the firms that make up an oligopoly.

The kinked-demand theory, however, is considered an *incomplete* theory of oligopoly for several reasons. First, it does not allow for the possibility that price *increases* by one oligopolist are matched by other oligopolists, a practice that has been frequently observed. Second, the theory does not consider the possibility that oligopolists collude in setting and price. The possibility of *collusive* behavior is captured in the alternative theory known as the cartel theory of oligopoly.

A **cartel** is defined as a group of firms that get together to make output and price decisions. The conditions that give rise to an oligopolistic market are also conducive to the formation of a cartel; in particular, cartels tend to arise in markets where there are few firms and each firm has a significant share of the market. The organization of petroleum-exporting countries (OPEC) is perhaps the best-known example of an international cartel; OPEC members meet regularly to decide how much oil each member of the cartel will be allowed to produce.

Oligopolistic firms join a cartel to increase their market power, and members work together to determine jointly the level of output that each member will produce and/ or the price that each member will charge. By working together, the cartel members are able to behave like a monopolist. Once established, cartels are difficult to maintain. The problem is that cartel members will be tempted to cheat on their agreement to limit production. By producing more output than it has agreed to produce, a cartel member can increase its share of the cartel's profits. Hence, there is a built-in incentive for each cartel member to cheat. Of course, if all members cheated, the cartel would cease to earn monopoly profits, and there would no longer be any incentives for firms to remain in the cartel. The cheating problem has plagued the OPEC cartel as well as other cartels and perhaps explains why so few cartels exist.

## Комментарий

monopolistic competition		монополистическая конкуренция
oligopoly		олигополия
monopolistically competitive market		монополистически конкурентный рынок
differentiated product		дифференцированный продукт
advertising		реклама
price-searcher		фирма в поисках максимальной цены
excess capacity		избыточная способность
oligopolistic market		олигополистический рынок
kinked demand theory		теория извращенного спроса
cartel theory		теория картели
interdependence		взаимозависимость
cartel		картель

## LABOR MARKET

In addition to making output and pricing decisions, firms must also determine how much of each **input** to demand. Firms may choose to demand many different kinds of inputs such as **labor** and **capital**. The demand and supply of labor are most common inputs. They are determined in the **labor market**.

### Labor Demand and Supply in a Perfectly Competitive Market

The participants in the labor market are **workers** and **firms**. Workers supply labor to firms in exchange for wages. Firms demand labor from workers in exchange for **wages**. The **firm's demand for labor** is a **derived demand**; it is derived from the demand for the firm's **output**. If demand for the firm's output increases, the firm will demand more labor and will hire more workers. If demand for the firm's output falls, the firm will demand less labor and will reduce its work force.

When the firm knows the level of demand for its output, it determines how much labor to demand by looking at the **marginal revenue product of labor**. The marginal revenue product of labor (or any input) is the *additional revenue* the firm earns by employing *one more unit* of labor. The term is related to the **marginal product of labor**. In a perfectly competitive market, the firm's marginal revenue product of labor is the **value of the marginal product of labor**. The marginal revenue product of labor is the additional revenue that the firm earns from hiring the additional worker; it represents the **wage** that the firm is *willing* to pay for each additional worker. The wage that the firm *actually* pays is the **market wage rate**, which is determined by the market demand and market supply of labor. In a perfectly competitive *labor market*, the individual firm is a **wage-taker**; it takes the market wage rate as given, just as the firm in a perfectly competitive market takes the price for its output as given. The market wage rate in a perfectly competitive labor market represents the firm's **marginal cost of labor**, the amount the firm must pay for each additional worker that it hires.

An **individual supply of labor** depends on his or her **preferences** for two types of "goods": **consumption goods** and **leisure**. Consumption goods include all the goods that can be purchased with the income that an individual earns from working. Leisure is the good that individuals consume when they are not working. By working more (supplying more labor), an individual reduces his or her consumption of leisure but is able to increase his or her purchases of consumption goods.

In choosing between leisure and consumption, the individual faces two constraints. First, the individual is limited to twenty-four hours per day for work or leisure. Second, the individual's income from work is limited by the market wage rate that the individual receives for his or her labor skills. In a perfectly competitive labor market, workers — like firms — are **wage-takers**; they take the market wage rate that they receive as given.

As wages increase, so does the **opportunity cost of leisure**. As leisure becomes more costly, workers tend to substitute more work hours for fewer leisure hours in order to consume the relatively cheaper consumption goods, which is the **substitution effect** of a higher wage.

An **income effect** is also associated with a higher wage. A higher wage leads to higher real incomes, provided that prices of consumption goods remain constant. As real income rises, individuals will demand more leisure, which is considered a **normal good** — the higher an individual's income, the easier it is for that individual to take more time off from

work and still maintain a high standard of living in terms of consumption goods. The substitution effect of higher wages tends to dominate the income effect at low wage levels, while the income effect of higher wages tends to dominate the substitution effect at high wage levels.

**Market demand and supply of labor.** Many different markets for labor exist, one for every *type* and *skill level* of labor. For example, the labor market for entry level accountants is different from the labor market for football pros. The demand for labor in a particular market — called the **market demand for labor** — is the amount of labor that *all* the firms participating in the market will demand at different market wage levels. The **market supply of labor** is the number of workers of particular type and skill level who are willing to supply their labor to firms at different wage levels. There will always be some workers in the market who will be willing to supply more labor and take less leisure time, even at relatively high wage levels. While each labor market is different, the equilibrium market wage rate and the equilibrium number of workers employed in every *perfectly competitive labor market* is determined in the same manner: by *equating* the market demand for labor with the market supply of labor.

**Labor demand and simply in a monopsony.** A labor market in which there is only one firm demanding labor is called a **monopsony**. The single firm in the market is referred to as the **monopsonist**. An example of a monopsony would be the only firm in a "company town," where the workers all work for that single firm. Because the monopsonist is the sole demander of labor in the market, its demand for labor is the market demand for labor. The supply of labor that the monopsonist faces is the market supply of labor. Unlike a firm operating in a perfectly competitive labor market, the monopsonist does not simply hire all the workers that it wants at the equilibrium market wage; it is a **wage-searcher** rather than a *wage-taker*. If the monopsonist wants to increase the number of workers that it hires, it must increase the wage that it pays to all of its workers, including those whom it currently employs. The monopsonist's **marginal cost of hiring** an additional worker, therefore, will not equal to the wage paid to that worker because the monopsonist will have to increase the wage that it pays to all of its workers. Because the monopsonist is the only demander of labor in the market, it has power to pay wages *below* the *marginal revenue product of labor* and to hire *fewer workers* than a perfectly competitive firm. So monopsony like monopoly in a product market *reduces* society's welfare.

## Комментарий

input		вносимые факторы, ввод
labor		труд
capital		капитал
labor market		рынок труда
worker		рабочий
firm		фирма
wages		заработная плата
firm's demand for labor		спрос фирм на рабочую силу
derived demand		производный спрос
output		выпуск, продукция на выходе
marginal revenue product of labor		предельный доход, производимый рабочей силой
marginal product of labor		предельная производительность рабочей силы
value of the marginal product of labor		величина предельной производительности рабочей силы
market wage rate		уровень рыночной оплаты труда
wage-taker		человек, принимающий такую зарплату, какую ему дают
marginal cost of labor		предельная стоимость рабочей силы
individual supply of labor		индивидуальное предложение рабочей силы
preference		предпочтение
consumption good		потребительские товары
leisure		досуг
opportunity cost of leisure		альтернатива досугу
substitution effect		эффект замещения



income effect		эффект дохода
normal good		нормальное благо
market demand for labor		рыночный спрос на рабочую силу
market supply for labor		рыночное предложение рабочей силы
monopsony		монопсония
monopsonist		монопсонист
wage-searcher		человек, ищущий достойную зарплату
marginal cost of hiring		предельная стоимость трудоустройства

## CAPITAL MARKET

**Capital goods** are **input goods** that are purchased in order to increase the production of *future* output. Capital goods include **tangible goods**, such as buildings and structures, machinery and equipment, and inventories of goods in process. Capital goods also include **intangible goods** such as franchises, literary rights, and product brand names. An individual's investment in knowledge from taking classes or learning "on the job" is another form of intangible capital called **human capital**.

### Measure of Capital

While labor is measured in terms of the number of workers hired or the number of hour worked, it is difficult to measure **capital** in terms of physical units because there are so many different types of capital goods. Capital goods, therefore, are simply measured in terms of their **market** or **currency value**.

**Capital stock.** The market value of capital goods at a given point in time, for example, at the end of a year, is referred to as the **capital stock**. A firm's capital stock is the market value of its factory, equipment, and other capital goods at a given point in time. A household's capital stock is the market value of its residential structures, human capital, and other capital goods at a given point in time. Firms' and households' capital stocks will vary over time due to **investment** and **depreciation**.

**Investment.** Investment is the addition of new capital goods to a firm's or household's capital stock. Investment is a **flow measurement**; it represents the market value of new capital purchased or produced per unit of time. For example, if a firm with \$ 90,000 in capital at the end of last year purchased \$ 10,000 in capital during the current year, its investment for this year is \$ 10,000, while its capital stock at the end of the current year is \$ 100,000.

**Depreciation.** **Depreciation** is also a flow measurement; it measures the reduction in market value of a firm's or household's capital stock per unit of time. Depreciation of the capital stock is caused by normal wear and tear and by obsolescence of capital goods over time.

When depreciation over a period of time *exceeds* investment over the same period of time, the capital stock *decreases*, otherwise, the capital stock *increases* or *remains the same*. For example, if the firm with \$ 90,000 in capital at the end of last year purchases \$ 10,000 in new capital during the current year, but experiences \$ 20,000 in depreciation during the current year, its capital stock at the end of the current year will have *decreased* to \$ 80,000 (\$ 90,000 - \$ 10,000 - \$ 20,000). If depreciation during the current year is only \$ 5,000, instead of \$ 20,000, then the firm's capital stock at the end of the current year will have *increased* to \$ 95,000.

### Capital, Loanable Funds, and Interest Rate

The demand and supply for different types of capital take place in **capital markets**. In these capital markets, firms are typically **demanders of capital**, while households are typically **suppliers of capital**. Households supply capital goods *indirectly*, by choosing to save a portion of their incomes and lending these savings to banks. Banks, in turn, lend household savings to firms that use these funds to purchase capital goods. The term **loanable funds** is used to describe funds that are available for borrowing. Loanable funds consist of household savings and/or bank loans. Because investment in new capital goods is frequently made with loanable funds, the demand and supply of capital is often discussed in terms of the demand and supply of loanable funds.

The **interest rate** is the cost of demanding or borrowing loanable funds. Alternatively, the interest rate is the rate of return from supplying or lending loanable funds. The interest rate is typically measured as an **annual percentage rate**. For example, a firm that borrows \$ 20,000 in funds for one year, at an annual rate of 5%, will have to repay the lender \$ 21,000 at the end of the year; this amount includes the \$ 20,000 borrowed plus \$ 1,000 in interest (\$ 20,000 x 0.05).

If the firm borrows \$ 20,000 for two years at an annual interest rate of 5%, it will have to repay the lender \$ 22,050 at the end of two years. After one year, the firm will owe the lender \$21,000 as explained above; however, because the loan is for two years, the firm does not have to repay the lender until the end of the second year. During the second year, the firm is charged **compound interest**, which means it is charged interest on both the **principal** of \$ 20,000 and the **accumulated unpaid** interest of \$ 1,000.

The **equilibrium interest rate** is determined in the loanable funds market. All lenders and borrowers of loanable funds are participants in the loanable funds market. The total amount of funds supplied by lenders makes up the supply of loanable funds, while the total amount of funds demanded by borrowers makes up the demand for loanable funds.

**Present Value and Investment Decisions.** Firms purchase capital goods to increase their future output and income. Income earned in the future is often evaluated in terms of its **present value**. The present value of future income is the value of having this future income today.

The firm's investment decision is to determine whether to purchase new capital. In determining whether to purchase new capital — for example, new equipment — the firm will take into account the *price* of the new equipment, the *revenue* that the new equipment will generate for the firm *over time*, and the *scrap value* of the new equipment. The firm will also take into account the interest rate, which represents the firm's opportunity cost of investing in the new equipment. It will use the interest rate to calculate the present value of the future net income that it expects to earn from its purchase of the new capital equipment. If the present value is *positive*, the firm will choose to purchase the new equipment. If the present value is *negative*, it is better off forgoing the investment in new equipment.

#### Комментарий

capital goods		капитальные ресурсы
input goods		факторные ресурсы
tangible goods		материальные ресурсы
intangible goods		нематериальные ресурсы
human capital		людские ресурсы
capital		капитал
market value		рыночная цена

currency value		СТОИМОСТЬ валюты
capital stock		основной капитал
investment		инвестиция
depreciation		амортизация
flow measurement		измерение движения
capital market		рынок капитала
supplier of capital		поставщик капитала
loanable funds		заемные средства
interest rate		процентная ставка
annual percentage rate		ежегодная процентная ставка
compound interest		сложные проценты
principal		основная сумма кредита
accumulated unpaid interest		накопленные невыплаченные проценты
equilibrium interest rate		равновесная процентная ставка
present value		современная стоимость

## THE WORLD'S MAJOR CURRENCIES

Apart from a few misguided misers like Ebermezer Scrooge, no one wants a currency "to have and to hold, until death do you part." Currencies are used to buy goods and services, both at home and abroad. The currencies of the world's major economies have names and backgrounds that are as diverse as the counties themselves.

The **dollar**, used in many countries including the United States, Canada, and Australia, gets its name from a silver coin minted during the Middle Ages in a small valley, or "*Thai*," in Bohemia called Joachimsthal. Just as a sausage from Frankfurt came to be called a frankfurter, the coins from Joachimsthal were called "Joachimsthaler" or simply "Thaler," and came to be called "dollar" in English.

The **pound**, used in Britain, Egypt, and Lebanon among others, refers to the weight used in determining the value of coins, based on precious

metals such as gold or sterling. The **penny** has the same origin as the word *pawn*, found in terms such as *pawn shop*, and originally meant "to pledge." A penny, like any currency, is a "pledge" of value.

In Italy and Turkey, the currency is called **lira**. The word is based on the Latin *libra*, meaning "pound," and once again refers to the weight of the original coins.

In Spanish, the word meaning "weight," **peso**, is used to describe the coins that were based on a certain weight of gold or silver. Originally, there were gold coins called *peso de oro* and silver ones called *peso de plata*. In Spain, the currency is called peseta, meaning "small peso." The word *peso* is used to describe the currency in many Spanish-speaking countries in Latin America.

In Denmark, Norway, and Sweden, the word for crown — **krone** in Denmark and Norway, **krona** in Sweden — is used to describe the currency that was originally minted by the king and queen, with royal crowns stamped on the earlier coins. Today, the crown has been replaced by other symbols, but the name remains.

The **franc**, used in France, Belgium, Switzerland, and other countries and territories, is based on the early coins used in France that bore the Latin inscription *franconium rex*, meaning "land of the Franks." The coin, as well as the country, took its name from one of the original tribes that settled in the area, the Franks.

The German **mark** and Finnish **markka** derive their names from the small marks that were cut into coins to indicate their precious metal content. The German mark, **deutsche mark** in German, is often called by its shortened name, **D-mark**.

The riyal, in Saudi Arabia and Qatar, and the **rial** in Iran, are based on the Spanish word *real* — which, in turn, was derived from the Latin *regal(is)* — referring to earlier "royal" coins. The **dinar**, used in Iraq and Kuwait among others, derives its name from "denarius," a Roman coin that was worth "ten bronze asses," an item of considerable value in days of old. In India, Pakistan, and other countries of the subcontinent, the currency is called **rupee** (in Indonesia, **rupiah**) based on the Sanskrit word *rupya*, meaning "coined silver."

The ancient Chinese word *yiam* meant "round," or "small round thing." The name of the Japanese currency, the **yen**, and the name of the Chinese currency, the **yuan**, both derived from the old Chinese word, refer to the round shape of the original coins.

It used to be that a currency's value was fixed by its government or was linked to some item of value. This is not necessarily the case today. In the United States, for example, dollars held by foreigners could be

converted into gold until 1971. This **gold standard** was meant to guarantee that currencies would always have a fixed value, determined by the amount of gold in each country's vault.

The value of the major world currencies — such as the U.S. dollar, the Swiss franc, and the Japanese yen — is no longer fixed but is allowed to fluctuate freely on the world's foreign exchange markets. Just like a concert ticket on the night of a sold-out performance, a freely floating currency's price goes up when it is increased demand.

Currencies are "scarce" **commodities** subject to the laws of supply and demand, as long as governments do not start printing too much money. When everyone wants to buy much French wine, for example, the "price" of the franc tends to increase. The franc's value will rise as importers around the world buy francs — with dollars, yens or D-marks — to pay for it. Likewise, if Danish should decide to buy the latest Japanese stereo systems and video games, the krone will lose value as it is sold on the foreign exchange market to buy yens.

The free-floating system still does not keep governments from trying to influence the value of their currency by buying or selling on the open markets. The present system, sometimes referred to as a "dirty float," is based on periodic central bank intervention to keep currencies from changing its value too quickly or from moving out of a predetermined range, such as those periodically fixed in the European Monetary System.

However, like trying to reverse the flow of water, it is very difficult to intervene in the international currency markets. Because of the enormous amount of currencies traded every day on the **foreign exchange (forex) markets**, interventions by the central banks usually succeed in only slowing down a freely floating currency's inevitable rise or fall.

#### Комментарий

dollar	доллар
pound	фунт
penny	пенни
lira	лира
peso	песо
peseta	песета
krone	датская и норвежская крона
krona	шведская крона
franc	франк
mark	марка

markka	финская марка
D-mark	немецкая марка
riyal	риал Саудовской Аравии и Катара
rial	иранский риал
dinar	динар
rupee	рупия
rupiah	индонезийская рупия
yen	йена
yuan	юань
gold standard	золотой стандарт
commodity	товар широкого потребления
foreign exchange market	рынок иностранной валюты

## INTERNATIONAL TRADE

The basic idea of international trade and investment is simple: each country produces goods and services that can be either consumed at home or exported to other countries. The main difference between domestic trade and international trade is the use of foreign currencies to pay for goods and services crossing international borders. Although global trade is often added up in U.S. dollars, the trading itself involves a lot of currencies.

Trading in goods may be done between countries, states, and individuals for their mutual benefit. If a country has exports in excess of its imports, that country will be magnifying its income. In trade, two fundamental concepts are absolute advantage and comparative advantage.

**Absolute advantage** is when one nation can produce a product more efficiently than the other. Thus, a basis of trade is created. **Comparative advantage** allows even a nation that can produce two goods more efficiently to establish a basis for trade. The **law of comparative advantage** is the fundamental reason for trading. It is when two entities, each one producing the same two types of goods, specialize in one good that it can produce at a lower opportunity cost. Therefore, both entities derive more goods by trading because each entity can offer the best produced goods at the best possible price. Any two entities can engage in trade,

i.e. two nations, two states, or two persons. Through specialization and free trade, nations can achieve a more efficient allocation of scarce world resources, thereby raising standards of living.

Whenever a country imports or exports goods and services, there is a resulting flow of funds: money returns to the exporting nation, and money flows out of the importing nation. Trade and investment is a two-way street, and with a minimum of trade barriers, international trade and investment usually make everyone better off.

In an interlinked global economy, consumers are given the opportunity to buy the best products at the best prices. By opening up markets, a government allows its citizens to produce and export those things they are best at and to import the rest, choosing from whatever the world has to offer. While free trade has advantages and disadvantages, a nation may elect to restrict trade through **tariffs** and **import quotas**, and **non-tariff barriers**. The economic consequences of import restrictions are almost the same as those resulting from an increase in transportation costs. Such costs raise prices in the importing country and reduce the volume of goods consumed. Such restrictions may be made to protect a new industry, or to protect national security.

Just like any business, a country has to keep track of its inflow and outflow of goods, services, and payments. At the end of any given period, each country has to look at its "bottom line" and add up its international trade in one way or another. The narrowest measure of a country's trade, the **merchandise trade balance**, looks only at "visible" goods such as videocassette recorders, wine, and oranges.

The **current account** is a better measure of trade, because it includes a country's exports and imports of services, in addition to its visible trade. It may not be obvious, but many countries make a lot of money exporting "invisibles" such as banking, accounting, and tourism. The current account tells us which countries have been profitable traders, running a current account surplus with money in the bank at the end of the year, and which countries have been unprofitable traders, having imported more than they have exported, running a current account deficit, or spending more than they have earned.

Trade deficits and surpluses are balanced by payment that make up the difference. A country with a current account surplus, for example, can use the extra money to invest abroad, or it can put it in its cookie jar or foreign currency reserves. A country running a current account deficit has to look abroad for loans or investments, or be forced to dip into its own reserves to pay for its excessive imports. All of these payments and transfers of funds are added up in a country's **capital account**.

The widest measure of a country's trade is called its **balance of payments**. It includes not only payments abroad, but the goods, services, and all transfers of funds that cross international borders. The balance of payments adds up everything in a country's current account and capital account. Since all the trade in goods and services is "balanced" by the international transfers of funds, the balance of payments should add up to zero at the end of the accounting period. Every banana, every automobile, every payment and investment that crosses a country's borders gets included in the balance of payment.

Foreign investment is a result of **trade surpluses**. When a hardworking country exports more than it imports, it ends up with money to invest in the world markets. This money can be used abroad to buy anything from foreign government bonds to real estate and companies. The United States, for example, has a long history of investing in other countries whenever it runs trade surpluses. However, when the United States began running **trade deficits** in the 1980s, the billions of dollars spent by Americans on foreign goods, such as videocassette recorders, returned as foreign investments in the U.S. economy. Despite the criticism these investments received, they did help to keep the American economy running on track and created many new jobs for local workers.

#### Комментарий

absolute advantage		абсолютное преимущество
comparative advantage		сравнительное преимущество
law of comparative advantage		закон сравнительного преимущества
tariff		тариф
import quota		импортная квота
non-tariff barrier		нетарифные барьеры
merchandise trade balance		торговый баланс в торговле товарами
current account		текущий счет
capital account		счет капитала
balance of payments		платежный баланс
trade surplus		положительное внешнеторговое сальдо
trade deficit		внешнеторговый дефицит

## INTERNATIONAL FINANCE

The foreign exchange market is a market where foreign exchange transactions take place; that is, where different currencies are bought and sold. In practice, this market is not located in any one place, most transactions being conducted by telephone, wire service, or cable.

The three functions of the foreign exchange market are to *transfer purchasing power, provide credit, and minimize exchange risk*.

The market is dominated by banks; nonbank foreign exchange dealers; individuals and firms conducting commercial and investment transactions; and exchange brokers who buy and sell foreign currencies, making a profit on the difference between the exchange rates and interest rates among the various world financial centers.

In addition to the settlement of obligations incurred through investment, purchases, and other trading, the foreign exchange market involves speculation in exchange futures. New York and London are the major centers for these transactions.

**Foreign exchange** is an instrument used for international payment. Instruments of foreign currency consist not only of currency, but also of checks, drafts, and bills of exchange.

A **foreign exchange market** is available for trading foreign currencies.

A **foreign exchange rate** is the price of one currency in terms of another. For example, one American dollar is 135 yen in Japanese currency.

**Fixed exchange rates** result from an international financial arrangement in which governments directly intervene in the foreign exchange market to prevent exchange rates from deviating more than a very small margin from some central value.

**Flexible rates** derive from an arrangement by which exchange rate levels are allowed to change daily in response to market demand and supply. Arrangements may vary from **free float**, that is, absolutely no government intervention, to **managed float**, that is, limited but sometimes aggressive government intervention in the foreign exchange market.

The **forward rate** is the contracted exchange rate for receipt of and payment for foreign currency at a specified date, usually 30 days, 90 days, or 180 days in the future, at a stipulated current or "spot" price.

By buying and selling forward exchange contracts, importers and exporters can protect themselves against the risks of fluctuations in the current exchange market.

There are three forces that will lead to alleviation of a country's payments imbalance: A rise in the home country's price of imports; a

fall in the foreign country's price of exports; and a possible rise in interest rates.

In the event of a depreciation of a currency, that currency will, of course, purchase fewer units of foreign currency, and imports will thus become more expensive to domestic consumers. If, for example, the dollar depreciates, the dollar amount of U.S. expenditure on imports will fall if demand is elastic, but will rise if demand is inelastic.

The **Marshall-Lerner condition** states that depreciation of a currency will result in an excess of exports over imports for the depreciating country if the sum of the elasticities of the home and foreign demands is greater than one. This assumes that supply elasticities are infinite, and that the trade balance was zero before the depreciation.

Since currency depreciation has inflationary effects, the monetary authorities of a country undergoing depreciation may choose to use contractionary monetary policy. If so, there will be a rise in interest rates that will attract a short-term capital inflow. This capital inflow will help to cure the payments imbalance.

Conflicts will occur between external and internal policies in cases where a country has a balance of payments deficit during a period of internal recession.

**Contractionary monetary and fiscal policies** are appropriate to cure the trade deficit but recession calls for expansionary monetary and fiscal policies.

One way to reduce pressure toward currency depreciation is to restrict imports, as well as to place special taxes on interest or dividends from foreign investment. Such policies tend to disrupt trade and resource allocation and are not widely favored by economists.

Comparing international investments, like comparing apples and oranges, can be a difficult task. Just as an apple and an orange can be priced according to its weight, an international investment can be evaluated according to its total return, the total increase in value plus any dividend or other payments.

College endowment funds, pension fund managers, insurance companies, and individual investors use yields to compare their growing portfolios of global investments. In this way, all investment instruments — ranging from stocks and commodities to art and real estate — can be compared and evaluated by looking at their **yield**: their percentage increase in value over a given period of time.

Yield, however, is only one factor to consider in evaluating international investments. The final decision has to take into account the risks and tax considerations as well.

Inflation also has to be considered when comparing international investments. Money is worth only what it will buy in goods and services. If prices rise, money loses its value. For example, in order to have the same purchasing power after a decade of inflation, a \$ 10,000 investment in 1980 have had to rise to \$ 16,410 by 1990 just to keep up with the rise in prices.

#### Комментарий

foreign exchange		иностранная валюта, переводный вексель, тратта
foreign exchange market		рынок иностранной валюты
foreign exchange rate		курс иностранной валюты
fixed exchange rate		фиксированный обменный курс
flexible rate		гибкий курс
forward rate		форвардный курс
Marshall-Lerner condition		условие Маршалла-Лернера
contractionary monetary and fiscal policy		монетарная и фискальная редуционистская политика
yield		отдача

#### BLACK ECONOMY

Illegal or semilegal goods and services, ranging from endangered animals and foreign currencies to prostitution and drugs, are traded every day on the world's **black markets**. They will spring up wherever a good or service is prohibited or severely controlled. In some countries, black markets are tolerated with little or no police interference. In countries where currencies are artificially controlled, the black market rates usually indicate the true market price. When the official rate has nothing to do with the real value of a currency, people start trading outside the official market. In Brazil, this was tolerated to the point that the black market rates were published as parallel exchange rates in the newspapers. The **black economy** consists of those underground transactions that, because of their illegality, go unreported.

The world economy is also full of semilegal or "**gray market**" activities such as transfers and deposits of legally earned but undeclared funds that have to be hidden from the authorities at home. For example, normally law-abiding Italian, French, and Latin American citizens have often transferred money to bank accounts abroad during periods of domestic economic instability and exchange restrictions.

### **Tax haven**

A **tax haven** is a country, often a small island nation with little local industry, where income and profits are not taxed or are taxed at a very low rate. The purpose of a tax haven is not to facilitate illegal international activities but to provide a low-tax environment to otherwise overlooked economic centers. The most popular tax havens are found on islands in the Caribbean and the Pacific, or in small countries in Europe and Central America.

Many small states, such as the Cayman Islands or the Isle of Man, require little or no taxes from the foreigners who come there to set up operations. Just as many U.S. companies choose to register their headquarters in Delaware to take advantage of lower taxes and favorable legal requirements, many international companies set up subsidiaries on small islands like those of the Netherlands Antilles to benefit from favorable international regulations and tax rates.

A lot of companies from Europe and North America have also used subsidiaries in the Netherlands Antilles to issue **bonds** in the **Eurobond market**. A bond is basically an IOU, a piece of paper giving the holder the right to receive a specific amount of money at a specific time. The **borrower**, or **issuer**, of a bond has two obligations. First, the issuer has to pay back the original amount borrowed, called the **principal**. Second, the borrower needs to pay interest periodically, to reward those who buy the bond as an investment. These interest payments are also called coupons in reference to the little pieces of paper attached to bonds before the electronic markets made such paper transactions unnecessary. **Bearer** bonds are the ultimate transferable security. Most international securities are issued in bearer form. There is no name on the bond and no registration. The holder of a bearer bond has the right to receive the full value of the bond **at maturity**, in addition to all **interest payments**.

During the cold war, the Soviet Union was reluctant to put too much of its U.S. dollar reserves under the control of the authorities in the United States. It turned instead to European banks to keep these dollars abroad, and those reserves became known as **Eurodollars**. Today, any currency held abroad, even outside Europe, is called a **Eurocurrency**.

In the 1970s, a huge market developed for Eurocurrencies when Arab oil producers, following the example of the Soviet Union, began keeping a large part of their newly earned petrodollars in Europe. This flood of foreign capital needed to be invested, so banks began issuing U.S. dollar bonds, outside the control and regulations of the United States government. These were called **Eurobonds** because they were issued outside of the country of their currency. The Eurobond market grew enormously during the 1980s. Companies and governments from around the world began issuing many of their securities in the Eurobond market, often at less cost than in their home markets. **Offshore operations** have allowed many companies to **raise funds** in the international capital markets with a minimum of regulations and taxes.

Some individuals also prefer the anonymity of setting up companies in tax havens. They can then choose whether or not to report the income booked through these **offshore companies** to their home country. Even though this is illegal in their home country, it is not necessarily illegal in the tax haven itself.

Although tax havens do attract some illegal operations, such as money **laundering**, most activity in the world's tax haven fully complies with international laws and regulations.

The formation of a shadow economy, where gray money transfers need to be kept hidden even though they are legal, has opened the door to a wide variety of abuses. But different laws in different countries can hinder authorities from tracking down and prosecuting criminals who make their living in the interlinked global economy. **Tax evasion**, for example, is severely punished in the United States, but it is considered a civil rather than a criminal offense in Switzerland. An American living in Switzerland who is accused of U.S. tax evasion would not normally be extradited.

A large amount of illegally earned money finds its way into the gray economy, where it is hidden among the large quantities of legal money on the world economy that require a certain amount of secrecy. The volume of gray money transfers, estimated to be over \$1 trillion per year, more than the GDP of most countries, is so big that regulators cannot monitor it all. The "black" money gets lost in the sea of gray money transfers.

## Комментарий

black market		черный рынок
black economy		теневая экономика
gray market		серый рынок
tax haven		укрытие от налогов
bond		облигация, бона
eurobond market		рынок евробон
IOY (I owe you)		долговая расписка (Я вам должен)
borrower		заемщик, берущий займы
issuer		запрашивающая сторона
principal		первоначально вложенная сумма
coupon		доход по ценным бумагам, фиксированный процент
bearer bond		облигация на предъявителя
at maturity		по наступлению срока платежа
interest payment		выплата процентов
eurodollar		евродоллар
eurocurrency		евровалюта
eurobond		евробона
offshore operation		оффшорная операция
raise funds		привлечь фонды
offshore company		оффшорная компания
money laundering		отмывание денег
tax evasion		уклонение от уплаты налогов

## NONMARKET ALLOCATION, GOVERNMENT, AND PUBLIC CHOICE

**Market failure** occurs when, market forces are unable, by themselves, to bring about efficient allocation of resources. Public goods are goods that cannot be efficiently allocated by markets because exclusivity of consumption and withholding from nonbuyers are impossible; government must provide such goods. **Externalities** represent another common kind of market failure that is sometimes redressed by government. Externalities are costs and benefits of economic activity that do not enter into the firm's own calculations of costs or revenues. Thus, in the absence of some sort of non-market correction (usually governmental action), they lead to inefficient allocation of resources.

In an unregulated economy, price is the mechanism that allocates and determines what, and how much of it, will be produced. However, most of the world economies include some level of government regulation and influence. Some of this influence is designed to allocate resources in ways different from the way in which the price system would.

Government *redistributes* resources by collecting taxes and spending or paying the money to persons different from those who paid the taxes. *Examples:* social security and medicare. Sometimes government also steps into a price-driven markets for the express purpose of changing the manner in which its goods and/ or inputs are distributed or priced. *Price controls* limit the extend by which prices can rise or fall in particular markets. Marketing controls limit the supply that firms can provide in the market. The price system is powerful; when government tries to overcome it, *black markets* often appear. Black markets are illegal price-driven markets that exist to get around governmental controls. *Subsidy* occurs when government makes direct or indirect payments in order to encourage certain forms of production and/or consumption.

Public goods. **Public goods**, also called **collective goods**, are goods that cannot be allocated efficiently by market forces. Their nature is such that if they are made available to *anyone*, they become available to *everyone* (or, at least, very many others).

Private goods can be withheld if no payment is made — if you do not pay for it, you do not get it. Also, consumption of private goods is exclusive — if I buy something, it is mine and I get to enjoy it all to myself. On the contrary, public goods cannot be withheld from



nonpayers. One person's consumption of, or benefit from, a public good does not reduce anyone else's consumption. Examples of public goods are many of things provided by government: police and fire protection, national defense, etc. For goods such as these, if they are provided at all, they benefit everyone. It is all but impossible, for example, to provide the protection of national defense privately. In order to protect adequately those who would "buy" it, protection has to be extended to everyone, and there is no way to keep "nonbuyers" from benefiting from it. Public goods cannot be supplied by firms operating in conventional markets because there is no way for the firms to enforce exclusivity or withhold supply from nonpayers. Government is the significant supplier and usually uses measurement of costs and benefits to determine what, and how much, to provide.

The **cost-benefit analysis** is the method to determine the kind, allocation, and quantity of public goods (and sometimes the taxation methods used to pay them). It is the analysis of the *social costs and benefits* of producing and distributing them. Once social costs and benefits have been determined, they are compared. If benefits exceed costs, it is worthwhile to provide the public goods in question, because the population as a group receives more from the good than they pay to get it. Likewise, if costs exceed benefits, the public good should not be provided.

While cost-benefit analysis looks good on paper, in the real world serious difficulties are encountered in identifying costs and benefits and setting a value upon them.

Example: Existing roads in a certain area are congested and unsafe. The government considers building a new superhighway to handle much of the traffic load.

Direct costs include land, construction, future maintenance, etc. Other costs include local auto pollution, dislocation of homes and businesses to make way for the road, losses to remaining businesses due to lower traffic, etc.

Benefits include easing congestion on existing roads, greater efficiency in travel (saving time, saving fuel due to reduced stop-and-go driving, etc.), fewer accidents due to the safer road, less future congestion, increases in land values along the new road due to better accessibility, etc.

Many of these costs and benefits will accrue in "the future and are hard to predict accurately. Also, only a few costs and benefits are mentioned here; the actual list is almost endless. You can think of several more yourself.

**Public choice** refers to the manner in which government decisions with regard to resource allocation are made. Public choice economics is the study of these decisions and their relationship to the efficient allocation of resources. Because of its nature, public choice is beset with problems in the determination of voters' wants, and efficient allocation of resources.

**Politics.** A central problem of public choice is that the benefits of many government **policies** are concentrated while their costs are spread thinly and not easy to identify. **Politicians** can appeal to various special-interest groups and get their votes, knowing that most voters will be unable to tell how much such pandering actually is costing them. The result is that special interests often can elect politicians who will see to it that their interests are served, even though doing so is clearly economically inefficient.

#### Комментарий

market failure		несостоятельность рыночной системы
externality		крайности
public good		общественное благо
collective good		коллективное благо
cost-benefit analysis		анализ «Издержки — выгоды»
public choice		общественный выбор
politics		политика как политика
policy		политика как стратегия
politician		политический деятель

#### GOVERNMENT: TAXATION AND REGULATION

Government affects microeconomic **entities** in several ways. **Imposition of taxes** alters demand and supply. Government also directly regulates some industries and firms. Government acquires most of the money it spends by imposing taxes within the economy. There are

many different kinds of taxes. **Taxation** necessarily affects markets and their equilibrium prices and quantities. Some broad-based taxes can affect many markets at once. Tax incidence (sometimes called **tax burden**) refers to the manner in which the actual payment of a tax is "shared" between suppliers (firms) and consumers of the taxed good. The most common example of tax incidence is that of an *excise tax*. The incidence of a tax in any particular market depends on the type of tax that is and the respective elasticities of supply and demand in that market.

Individuals, partnerships and trusts pay **income tax** and **capital gains tax**. Companies pay **corporation taxes**. Income tax and capital gains tax are charged for a financial year which runs from April 1 to the following March 31. Companies generally pay corporation taxes nine months after the end of the accounting period.

Individuals usually pay taxes in two installments on January 1 and July 1. Normally taxpayers are given 30 days to pay from the date of issue of an assessment. Tax assessments are ordinarily based on returns issued by the Board of Inland Revenue, often called the Inland Revenue or the IR, for completion by the taxpayer.

If the company or person believes the assessment is incorrect an appeal may be lodged against it. Appeals are made to either the General Commissioners or the Special Commissioners. The commissioners are completely independent of the Inland Revenue.

Employees pay taxes in a different way. When an employee takes a new job, he has to give his new employer his P45. This is a document which shows the employee's tax coding and the amount of tax he has paid so far in the tax year.

History of antitrust legislation. Antitrust laws first came into being in the U.S. late in the 19<sup>th</sup> century, in response to monopoly and collusion in emerging heavy industry. Since then, antitrust action and legislation has been refined. Its objective is to prohibit the "restraint of trade" and to encourage competition; the economic objective is to reduce monopoly profits and encourage more efficient (lower-cost) production.

- Congress created the *Interstate Commerce Commission* in 1887 to regulate railroads.
- The *Sherman Act* (1890) was the first attempt to control monopoly and collusion. It declared monopoly and "trade restraint" (overt price fixing) to be illegal.

- The *Clayton Act* of 1914 further extended antitrust law to additional activities that lessened competition. It made tying contracts (requiring a customer to buy one product as a condition of acquiring another) illegal, prohibited overt price discrimination, and banned mergers that would lessen competition.
- Congress also created the *Federal Trade Commission* in 1914; it is empowered to investigate the conduct of businesses in interstate commerce, to seek out unfair competition.
- The *Celler-Kefauver Act* (1950) extended the power of the Federal Government to control trade-restraining activity. It also closed loopholes in antitrust law.
- Penalties for violation of antitrust legislation also have become more severe over time.

Arguments favoring antitrust enforcement: Perhaps the most significant arguments supporting antitrust enforcement can be found in basic economic theory: monopoly and oligopoly produce excess profits and are inherently inefficient (do not produce output at the lowest possible cost).

- Price-fixing and collusion, illegal under antitrust law, serve no purpose other than to increase profits of the conspiring firms. These activities increase costs, with no corresponding social benefit. Outlawing such practices encourages more efficient production.
- Antitrust law bans unfair and deceptive practice, which can interfere with the knowledge that consumers need in order to make rational economic decisions.
- "Trust-busting" (breaking up large monopolies) often has had very successful outcomes by increasing competition.

Arguments against antitrust enforcement: Major arguments against antitrust enforcement concentrate upon what might be termed excessive zeal on the part of enforcement: bigness is not necessarily badness.

- It can be a penalty for success. A firm can be so efficient that it comes to dominate a market simply because its product or service is better and/ or cheaper than anything its competitors can make. Regulating such a firm or forcing it to give up part of its market so as to enhance competition actually can be counterproductive.
- Modern international markets favor the large, integrated company or industry. Some countries (notably Japan) have governments that

very actively support their large industries and firms, rather than hounding them about their excessive size or market domination.

#### Комментарий

entity		лицо (в переносном смысле), орган
imposition of taxes		обложение налогами, взимание налогов
taxation		налогообложение
tax burden		бремя налогов
income tax		подоходный налог
capital gains tax		налог на прирост капитала
corporation tax		налог на доходы корпораций

#### Англо-русский словарь экономических терминов

##### А

accounting profits		учетная прибыль
accumulated unpaid interest		накопленные невыплаченные проценты
advertising		реклама
aggregate demand		совокупный спрос
aggregate supply		совокупное предложение
aggregate supply curve		кривая совокупного предложения
annual percentage rate		ежегодная процентная ставка
asset		актив
at maturity		по наступлению срока платежа
average variable costs		средние переменные издержки
average total costs		средние совокупные издержки
average fixed costs		средние фиксированные издержки

##### В

balance sheet		бухгалтерский баланс
balanced budget		сбалансированный бюджет
bank money		банковские деньги
banking sector		банковское дело
banking system		банковская система
barrier to entry		барьер вхождения
base year		базовый год
bearer bond		облигация на предъявителя

black economy		теневая экономика
black market		<sup>k</sup> черный рынок
bond		облигация, бона
book credit		учетная стоимость кредита
boom		бум
borrower		заемщик, берущий займы
budget deficit		бюджетный дефицит
budget surplus		положительное бюджетное сальдо
buyer		покупатель

### С

capital		капитал
capital gains tax		налог на прирост капитала
capital goods		капитальные ресурсы
capital market		рынок капитала
capital stock		основной капитал
cartel		картель
cartel theory		теория картели
central bank		центральный банк
certificate of deposit		сберегательная книжка
check		чек
checkable deposit		чековый депозитный вклад
classical theory		классическая теория
collective good		коллективное благо
commodity		товар широкого потребления
commodity money		товарные деньги
complement		товар-дополнитель, компонент
compound interest		сложные проценты
constant return to scale		постоянная экономия от

constrain		ограничение
consumer equilibrium		потребительское равновесие
consumer's problem		проблема потребителя
consumer surplus		излишек потребителя
consumption good		потребительские товары
contractionary fiscal policy		фискальная политика сдерживания экономического роста <
contractionary monetary and fiscal policy		монетарная и фискальная политика сдерживания экономического роста
corporation tax		налог на прибыль корпораций
cost-benefit analysis		анализ «издержки — выгоды»
cost of living adjustment (COLA)		регулирование уровня жизни
coupon		доход по ценным бумагам, фиксированный процент
currency		валюта
currency value		цена в валюте

demand		спрос
demand for money		спрос на деньги
deposit liability		депозитное обязательство
depreciation		амортизация
differentiated product		дифференцированный продукт
derived demand		производный спрос
direct relationship		прямая пропорциональная зависимость
discount rate		дисконтная ставка
discouraged worker		отчаявшийся работник

diseconomies of scale		отрицательная экономия от масштаба
double counting		двойной счет

# E

economic analysis		экономический анализ
economic growth		экономический рост
economic policy		экономическая политика
economic profits		экономическая прибыль
economies of scale		экономия от масштаба
economics		экономическая теория, экономика, экономике
elasticity		эластичность
entity		лицо (в переносном смысле), орган
equilibrium		равновесие
equilibrium interest rate		равновесная процентная ставка
equilibrium level of real GDP		равновесный уровень реального ВВП
equilibrium price level		равновесный уровень цены
equilibrium quantity		равновесное количество
eurobond		евробона
eurobond market		рынок евробон
eurocurrency		евровалюта
eurodollar		евродоллар
excess capacity		избыточная способность
expansionary fiscal policy		экспансионистская фискальная политика
expenditure approach		подход со стороны расходов
explicit costs		явные издержки
exports		экспорт

# Externality

# крайность

# F

fallacy of composition		ошибка перенесения свойств части на целое
false-cause fallacy		ошибка причинно-следственной связи
Federal Reserve Bank		банк Федеральный Резерв
fiat money		декретные деньги (законные средства платежа)
final good and service		конечный товар и услуга
firm		фирма
firm's demand for labor		спрос фирм на рабочую силу
fiscal policy		фискальная политика
fixed costs		постоянные издержки
fixed exchange rate		фиксированный обменный курс
flexible rate		гибкий курс
flow measurement		измерение движения
foreign exchange		иностранная валюта, переводный вексель, тратта
foreign exchange market		рынок иностранной валюты
foreign exchange rate		курс иностранной валюты
forward rate		форвардный курс
free		бесплатный, свободный
frictional unemployment		фрикционная безработица
full employment		полная занятость
function		функция
gold standard		золотой стандарт

good		благó,товар
government expendi- ture		правительственные рас- ходы
gray market		серый рынок
gross domestic product (GDP)		валовой внутренний про- дукт (ВВП)
gross national product (GNP)	]	валовой национальный продукт (ВНП)

## Н

highest value alternative		наиболее желанная аль- тернатива
human capital		человеческий капитал

## И

implicit costs		скрытые издержки
imports		импорт
imposition of taxes		взимание налогов
income		доход
income approach		подход со стороны дохо- дов
income effect		эффект дохода
i ncome-expenditure model		модель доходов и расхо- дов
income tax		подходный налог
individual consumer		отдельный потребитель
individual firm		отдельная фирма
individual market		отдельно взятый рынок
individual supply of labor		индивидуальное предло- жение рабочей силы
inferior good		низшее благо
input		вносимые факторы, ввод
input goods		факторы
input price		исходная цена

instrument		инструмент
interdependence		взаимозависимость
intangible goods		нематериальные ресурсы
interest income		доход от процентов
interest payment		процентные платежи
interest rate		процентная ставка
interest rate effect		эффект процентной ставки
intermediary		посредник
intermediate good and service		промежуточный товар и услуга
investment		инвестиция
IOY (I owe you)		долговая расписка (Я вам должен)
10Y money		кредитные деньги
issuer		запрашивающая сторона

## К

Keynesian theory		Кейнсианская теория
kinked demand theory		теория извращенного спроса

## Л

labor		труд
labor market/ market for workers		рынок труда/ рынок рабо- чих мест
large start-up costs		высокие стартовые из- держки
law of diminishing marginal utility		закон уменьшения пре- дельной полезности
law of diminishing returns		закон убывающей отдачи
leisure		досуг
liability		обязательство/ пассив

limited excess to re-sources		ограниченный доступ к ресурсам
liquid		ликвидный
loan		ссуда
loanable funds		заемные средства
long-run equilibrium		долгосрочное равновесие

## М

macroeconomics		макροэкономика
marginal cost		предельная себестоимость
marginal cost of hiring		предельная стоимость приема на работу
marginal cost of labor		предельная стоимость рабочей силы
marginal product		предельный объем производства
marginal product of labor		предельная производительность рабочей силы
marginal revenue		предельный доход
marginal revenue product of labor		предельный доход, производимый рабочей силой
marginal utility		предельная полезность
market		рынок
market demand curve		кривая рыночного спроса
market demand for labor		рыночный спрос на рабочую силу
market failure		несостоятельность рынка
market structure		структура рынка
market supply for labor		рыночное предложение рабочей силы
market system		рыночная система
market value		рыночная цена
market wage rate		рыночная стоимость рабочей силы

money market/ market for loanable funds		рынок капитала/ рынок заемных средств
Marshall-Lerner condition		условие Маршалла-Лернера
maximize total utility		максимизировать предельную полезность
medium of exchange		средство обращения
microeconomics		микроэкономика
minimum efficient		минимально эффективный
monetary policy		монетарная политика
money		деньги
money laundering		отмывание денег
monopoly		монополия
monopolistic competition		монопольстическая конкуренция
monopolistically competitive market		монопольстически конкурентный рынок
monopolistic market		монопольстический рынок
monopsonist		монопсонист
monopsony		монопсония

## N

national debt		национальный долг
natural monopoly		естественная монополия
net exports effect		эффект чистого экспорта
normal good		нормальное благо
normal profits		нормальная прибыль

## O

offshore company		оффшорная компания
offshore operation		оффшорная операция

oligopolistic market		олигополистический рынок
oligopoly		олигополия
opportunity cost		альтернативная стоимость
opportunity cost of leisure		альтернатива досугу
output		выпуск

p

patent		патент
perfect competition		совершенная конкуренция
persistent deflation		стойкая дефляция
persistent inflation		стойкая инфляция
preference		предпочтение
present value		современная стоимость
price		цена
price elastic		эластичный по цене
price inelastic		неэластичный по цене
price-searcher		человек или фирма в поисках максимальной цены
price stability		ценовая стабильность
price-taker		человек или фирма, принимающие существующие цены
principal		первоначально вложенная сумма
production decision		производственные решения
profit		прибыль
politician		политический деятель
policy		политика как стратегия
politics		политика Как политика
positive economic profits		положительная экономическая прибыль .....

public choice		общественный выбор
public good		общественное благо
public service		общественная услуга
purchasing power		покупательная способность

R

raise funds		привлечь фонды
rate of inflation		уровень инфляции
recession		спад
reduction in consumer surplus		уменьшение излишка потребителя
rent		плата за аренду
reserve		резерв
reserve requirement		потребность в резерве
resources		ресурсы

S

supply of money		поступление денег
saving		сбережение
Say's law		закон Сэя
scarce		ограниченный
scarcity		ограниченность, дефицит
self-adjustment mechanism		механизм саморегуляции
seller		продавец
service		услуга
short-run phenomenon		краткосрочное явление
sticky price		жесткая (неэластичная) цена
store of value		средство накопления
structural unemployment		структурная безработица
substitute		товар-заменитель, субститут



substitution effect		эффект замещения
sunk costs		невозвратные издержки
supply		предложение
supplier of capital		поставщик капитала
supply of money		предложение денег

## T

tangible goods		материальные ресурсы
tax		налог
taxation		налогообложение
tax burden		бремя налогов
tax evasion		уклонение от уплаты налогов
tax haven		укрытие от налогов
theory of the consumer		теория потребителя
theory of the firm		теория фирмы
time deposit		срочный депозитный вклад
transaction		транзакция
traveler's check		дорожный чек
total cost		совокупные издержки

## V

value of the marginal product of labor		величина предельной производительности рабочей силы
variable costs		Переменные издержки

total product		общий объем производства
total revenue		общий доход
total utility		общая полезность

## U

unemployment rate		уровень безработицы
unit of account		мера стоимости
utility		утилиты, полезность

## W

wage		зарплата
wage-searcher		человек в поисках достойной зарплаты
wage-taker		человек, принимающий существующий уровень зарплаты
wealth		богатство
wealth effect		эффект богатства
worker		рабочий

## Y

Yield отдача

## Список использованной и рекомендуемой литературы

1. *Шевелева С.А.* English on Economics. — М.: Юнити, 2000.
2. *Фишер С, Дорнбуш Р., Шмалензи Р.* Экономика / Пер. с англ. — М.: Дело, 1999.
3. *Практикум по деловому английскому языку / Сост. Е.В. Гринько.* — Киев: МАУП, 2000.
4. *Бизнес: Толковый словарь: Англо-русский.* — М.: Инфра-М, Весь мир, 1998.
5. *Англо-русский словарь по экономике и финансам / Под ред. Л.В.Аникина.* — СПб.: Экономическая школа, 1993.
6. *Федоров Б.Г.* Англо-русский словарь валютно-кредитных терминов. — М.: Финансы и статистика, 1992.
7. *Хачатурова М.Ф.* Английский язык для деловых контактов. — Киев: Аконт, 1997.
8. *Миловидов В.А.* Английский язык для работников сферы международного бизнеса. — Тверь, 1995.
9. *Богачкий И.С, Дюканова Н.М.* Бизнес-курс английского языка. — Киев: Логос, 1997.
10. *Дюканова Н.М.* Поездка в Англию. — М.: Иностранный язык — Оникс, 2000.
11. *Дюканова Н.М.* Английский язык для секретарей-референтов. — М.: Инфра-М, 2001.
12. *Duffy J.* Economics. — Cliff Quick Review Economics, 1993.
13. *Shim J.K., Siegel J.G.* Macroeconomics. — Barrons Educational Series, Inc., 1993.
14. *Lindeman J.B.* Microeconomics. — Barrons Educational Series, Inc., 1992.
15. *Brieger N., Comfort J.* Developing Business Contacts. — Prentice Hall International English Teaching, 1993.
16. *Epping R.Ch.* A Beginner's Guide to the World Economy. — New York, 1992.
17. *Kaluza H.J.* Introductory College Accounting (University of Western Ontario). — McGraw-Hill Ryekson Limited, 1980.
18. *Ho/left V.* Business Objectives. — Oxford University Press, 1997.
19. *Hollett V.* Business Opportunities. — Oxford University Press, 1996.
20. *Gehner A.* A Complete Guide to Developing an Effective Business Writing Skill. — Barron's Educational Series, 1999.
21. *Sgarpe P.J.* How to Prepare for the TOEFL. — USA: Barron's Educational Series, 1996.

## СОДЕРЖАНИЕ

Предисловие.....	3
------------------	---

### I. ОБЩАЯ ЧАСТЬ

АНГЛОЯЗЫЧНЫЕ СТРАНЫ: КУЛЬТУРА И ТРАДИЦИИ.....	4
РАЗЛИЧИЯ МЕЖДУ БРИТАНСКИМ И АМЕРИКАНСКИМ ВАРИАНТАМИ АНГЛИЙСКОГО ЯЗЫКА .....	15
ЭКОНОМИКА ОСНОВНЫХ АНГЛОЯЗЫЧНЫХ СТРАН.....	26
СИСТЕМА ВЫСШЕГО ОБРАЗОВАНИЯ .....	39
ПОНЯТИЕ О БИЗНЕСЕ .....	52
МЕНЕДЖМЕНТ .....	64
МАРКЕТИНГ.....	76
БУХГАЛТЕРСКИЙ УЧЕТ .....	88
ФИНАНСЫ .....	100
ПОИСК ИНФОРМАЦИИ .....	112
РАБОТА С ЦИФРОВЫМИ ДАННЫМИ .....	823
ПОНЯТИЕ О СТИЛЯХ .....	135
НАУЧНЫЙ ДОКЛАД (ОТЧЕТ) .....	146
НАУЧНАЯ СТАТЬЯ И ТЕЗИСЫ .....	158
РЕФЕРАТ И АННОТАЦИЯ .....	169
ПУБЛИЧНАЯ РЕЧЬ .....	181
РЕЧЕВОЙ ЭТИКЕТ. ОБЩЕНИЕ ПО ТЕЛЕФОНУ .....	192
ЧАСТНОЕ ПИСЬМО .....	204
ДЕЛОВОЕ ПИСЬМО .....	216
УСТРОЙСТВО НА РАБОТУ .....	228

### II. ЭКОНОМИЧЕСКАЯ ЧАСТЬ

ECONOMICS .....	241
DEMAND, SUPPLY, AND ELASTICITY .....	244
GDP, INFLATION, AND UNEMPLOYMENT .....	247
AGGREGATE DEMAND AND AGGREGATE SUPPLY .....	251
CLASSICAL AND KEYNESIAN THEORIES OF OUTPUT AND EMPLOYMENT .....	253
MONEY AND BANKING.....	256
FISCAL AND MONETARY POLICY .....	260
THEORY OF THE CONSUMER.....	263
THEORY OF THE FIRM.....	267
PERFECT COMPETITION .....	270
MONOPOLY .....	274

MONOPOLISTIC COMPETITION AND OLIGOPOLY .....	277
LABOR MARKET .....	280
CAPITAL MARKET .....	284
THE WORLD'S MAJOR CURRENCIES .....	287
INTERNATIONAL TRADE.....	290
INTERNATIONAL FINANCE .....	293
BLACK ECONOMY .....	295
NONMARKET ALLOCATION, GOVERNMENT, AND PUBLIC CHOICE .....	299
GOVERNMENT: TAXATION AND REGULATION .....	301
<b>Англо-русский словарь экономических терминов .....</b>	<b>305</b>
<b>Список использованной и рекомендуемой литературы .....</b>	<b>318</b>