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Кафедра иностранных языков в сфере экономики, бизнеса и финансов

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В предлагаемом конспекте занятий по иностранному языку изучаются лексические и грамматические темы, включая систему высшего образования в России и Великобритании, особенности поиска работы, а также образование времен в английском языке, образование вопросов, сравнительных конструкций, использование прошедшего причастия и *ing*-формы в английском языке. Рассмотрены разговорные клише и образцы написания различных писем, документов. Подготовленный материал можно изучать самостоятельно, выполняя предлагаемые задания и проводя самоконтроль усвоения материала.

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Раздел 2. Международная и региональная экономика. Тема 4. Экономика Республики Татарстан.

Тема 5. Экономика Великобритании. Тема 6. Экономика США

Ключевые слова: types of questions, prepositions of time, present tenses, past tenses, comparisons, modal verbs employment, job hunting, CV, future actions, republic, economy, passive voice, statistics, graphs, charts, itinerary, Great Britain economy, ing-form, expressing preferences and wishes; explaining the choice, letter of request., US Economy, past participle, a summary.

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РАЗДЕЛ 1 ВЫСШЕЕ ОБРАЗОВАНИЕ И ПОИСК РАБОТЫ

Тема 1 Высшее образование в России

- 1.1 Higher education in Russia
- 1.2 Types of questions
- 1.3 Prepositions of time
- 1.4 Present Tenses
- 1.5 Student application form
- 1.6 Вопросы к самоконтролю
- 1.7 Задания для практики
- 1.8 Вокабуляр
- 1.9 Используемая литература

Тема 1 Образование в России

Аннотация: Данная тема раскрывает основные особенности системы высшего образования в России. Предусматривает изучение таких грамматических явлений как составление вопросов, предлоги времени и настоящее время. Знакомит с формой подачи заявления студента.

Ключевые слова: higher education, higher education institutions (HEIs), university, discipline, entry requirements, student performance evaluation, Types of questions, Prepositions of time, Present Tenses, Student application form.

Методические рекомендации по изучению темы:

- Тема содержит теоретический, лексический и грамматический материал для изучения.
- Прочитайте текст и переведите его.
- Изучите типы вопросов и способы их постановки в английском языке.
- Изучите случаи употребления предлогов времени.
- Изучите способы образования настоящих времен в английском языке и случаи их употребления.
- Ознакомьтесь с формой подачи заявления.
- После изучения предыдущих пунктов необходимо ответить на вопросы и выполнить задания для практики, которые помогут закрепить изученный материал.
- В конце конспекта представлены список слов по теме и список использованной литературы для более полного изучения темы, если есть в этом необходимость.

1.1 Higher education in Russia

Read the text.

The system of higher education in Russia started with the foundation of the universities in Moscow and St Petersburg in the middle of the 18th century. In 1724 the St. Petersburg Academy of Sciences, founded by Peter I, established the university and a grammar school. However, these educational establishments didn't fulfill the task they took on. It was Michail Lomonosov who suggested the idea of establishing university in Moscow. In 1755, on 25 January, Empress Elizaveta Petrovna signed a decree of university foundation. According to Lomonosov's plan, there were originally three faculties. First, all the students acquired a comprehensive knowledge in the field of science and humanities at the faculty of Philosophy. Then they could specialize and continue at the faculty of Philosophy or join either the Law faculty or the faculty of Medicine. Lectures were held either in Latin, the language of educated people at that time, or in Russian. Originally, tuition at Moscow University was free for all students; later only poor students were exempt from tuition fees. The state funding didn't cover all the University expenses; thus the administration had to find ways to raise additional funds.

In general, the system of higher education in Russia was constructed similar to that of Germany. Due to demands of the international educational organizations, the higher education system began to change over the past ten years. Universities began transitioning to a system similar to that of Britain and the USA.

There are presently four basic types of higher education institutions (HEIs):

- Universities (responsible for education and research in a variety of disciplines);
- Academies (responsible for education and research. They differ from universities only in that they restrict themselves to a single discipline (Academy of Arts, Academy of Architecture);
- Institutes (multi-discipline oriented);
- Private Institutions (offer degrees in non-engineering fields such as business, culture, sociology, and religion).
- *Entry requirements.* The Constitution and the Russian Federation Law on Education guarantee open and free access to higher education on a competitive basis. Currently the Certificate of Secondary Complete General Education is required for admission to all kinds of HEIs. Applications are accepted from citizens of both sexes who have completed secondary education and passed a competitive entrance examination. The academic year lasts from September 1 to June everywhere, with long summer vacations from July to August 31. It is divided into two terms. The evaluation of student's performance is designed in such a way that the progresses of the latter in mastering subjects included in the curriculum are monitored closely and objectively. The number of tests and examinations to be taken during every academic year is strictly formulated by the head of the institutions. Student performance on test is evaluated as "passed" or "failed" and on examinations as "excellent", "good", "satisfactory" and "unsatisfactory". Some HEI have already introduced a system of

continuous assessment which helps to evaluate student's progress during the whole academic year. Students who accumulate a number of arrears in their new academic year would be dismissed from their educational institutions. The final state examinations are also very important part of the higher educational assessment process in Russia. These methodologies constitute a comprehensive evaluation system by which the knowledge and the skills of specialists are brightened and the qualification obtained becomes invaluable and precious.

1.2 Types of questions

Study the Grammar rules how to make up questions in English.

a) yes/no questions

Do you like dealing with figures?

Did you visit the headquarters yesterday?

Were you present at the conference last week?

b) wh-questions

What did you do in the office last weekend?

wh-question words: what, where, when, who, why, which, whose, how

wh-question words together with other words: what time, how much, how many, how often, how long, which one

What time did you finish the report?

How long have you worked here?

Word order

When the main verb is to be, put the verb before the subject.

Where **were you** yesterday?

When there's a main verb (with no auxiliary verb), we put do/does/did before the subject +infinitive.

Do you like working as an accountant?

For verbs with an auxiliary, we put the auxiliary verb (have/has/had/will/can/would etc.) before the subject.

Can you play business games?

c) Subject questions

When we are asking about the subject of a sentence, the verb comes after the question word (we don't use an auxiliary)

Who comes to visit us on Friday?
on Friday?

NOT: Who does come to visit us

Who left the door of the meeting room open? **NOT: Who did leave** the door of the meeting room open?

Which company produces equipment better? **NOT: Which company does produce** equipment better?

d) Object questions

When we are asking about the animate object, we can also use the question word **who**. But the word order is reversed.

The client complained to the manager.

Who complained to the manager? (subject question)

Who did the client complain to? (object question)

e) Tag questions

A tag question is formed by an auxiliary + subject: *did she? aren't they? have you?* Positive sentences are generally followed by a negative tag, negative sentences – by a positive tag.

They went to the conference, **didn't they?**

He's waiting for his boss, **isn't he?**

f) Embedded questions

Embedded questions are those that are hidden in long questions. In the normal question the position of the subject and the auxiliary is reversed, while in embedded questions it is like in affirmative sentences.

Where is the bank? (normal question)

Could you tell where **the bank is**? (embedded question)

1.3 Prepositions of time

Study the Grammar about prepositions of time and their usage.

a) Preposition of time **IN** *is used:*

in + year/month/season: in 1988

in September

in winter

in the 21st century

in + a week or more:

in the Easter holiday

in the autumn term

in + a part of the day:

in the morning

in the evening

in time = early enough

We will have to hurry if we want to be **in time** for the show.

We got to the airport **in time** to have a coffee before checking in.

in is used for a future time measured from the present

The photos will be ready **in** an hour.

in is used for the time it takes to complete something

I did the crossword **in five minutes**.

b) Preposition of time *ON is used:*

on + day/date: on Wednesday
on 15 April

on + a single day: on that day
on Easter Monday
on Christmas day
on + a day + a part of the day: on Friday morning

on time = at the right time, on schedule
The plane took off **on time**.
Rachel is never **on time**. She is always late.

c) Preposition of time *AT is used:*

at + clock time/meal time: at three o'clock
at lunch (time)
at that time
at the same time
at the moment

at + two or three days: at Easter/Christmas
at the weekend
at night

NB We do not use *in, on, at* before *every, last, next, this, tomorrow, yesterday*.
We go to Greece **every summer**.
I will see you **next Friday**.
The party is **tomorrow evening**.

1.4 Present Tenses

Study the formation of Present Tenses and their use.

a) Present Simple

Formation: V1, V-s/-es (for 3d person Singular)

He **reads** newspapers every day.
They always **walk** a dog in the morning.

Question form: do/does

Does **he** read **newspapers every day**?
Do they **walk** a dog in the morning?

Negative form: **do + not (don't)/does + not (doesn't)**

He **doesn't read** newspapers every day.

They **don't walk** a dog in the morning.

Usage: routine, habits, universal truth, facts

Signal words: always, often, rarely, never, usually, every day, sometimes

b) Present Progressive

Formation: **be (am, are, is) + Ving**

My nephew **is sleeping** now.

Twin-brothers **are playing** football in the yard.

Question form: **be (am, are, is) + subject + Ving**

Is my nephew **sleeping** now?

Are twin-brothers **playing** football in the yard?

Negative form: **be (am, are, is) + not + Ving**

My nephew **isn't sleeping** now.

Twin-brothers **aren't playing** football in the yard

Usage: action going on at the moment of speaking, temporary event or situation, future arrangements describing a state which is changing

Signal words: now, at the moment, currently, at this period, Look! Listen!

c) Present Perfect

Formation: **have/has + V3**

I **have just called** my sister-in-law.

She **has dyed** her hair red.

Question form: **have/has + subject + V3**

Have I just **called** my sister-in-law?

Has she **dyed** her hair red?

Negative form: **have/has + not + V3**

I **haven't** just **called** my sister-in-law.
 She **hasn't** **dyed** her hair red.

Usage: action started in the past and continues into the present, recent events with visible result, past events without specific time

Signal words: just, yet, still, already, never, ever, so far, up to now, recently, since, for

1.5 Student Application Form

Study the student application form.

| | |
|---|------------------|
| International College • 145- 8 Regents Road • Palmer • Brighton • bn 1 9QN | |
| Applicant | |
| Family Name: | |
| Other Names: | |
| Title Mr/Mrs/Miss/Ms: | Age: |
| Address: | |
| Town/City: | Country: |
| Do you have a job or are you a student? | |
| Job title /Subject of study: | |
| Name of business /University/College: | |
| Course applied for: | |
| Course dates: | |
| Are you paying your own fees, or is your company paying for you? | |
| Will you find your own accommodation or do you want this to be arranged by the College? | |
| Please tick how you found out about International College. | |
| a) Newspaper | |
| c) Friend's recommendation | |
| b) Through your university/college | d) Other source: |
| Signature: | Date: |

1.6 Вопросы к самоконтролю

1. When did the system of higher education start in Russia?
2. What are the basic types of higher education institutions in Russia? And what are they responsible for?
3. What are the entry requirements to the HEIs?
4. The system of higher education in Russia was initially constructed similar to that of France, Germany or Britain?
5. Give the main types of questions.
6. What wh-question words do we usually use in special question?

7. Do we use an auxiliary verb in subject questions?
8. What is the word order in embedded questions?
9. When do we use the preposition of time “in”?
10. Explain the difference in usage in time and on time.
11. How are the Present Tenses formed?
12. What is their usage?
13. What signal words do we use with Present Simple, Present Progressive and Present Perfect?
14. Give the main questions to be answered in application form.

1.7 Задания для практики

1. Using the information in the text about Higher education in Russia make the report about the university you study at.

2. Put the words into correct order to make up questions:

- 1) coming / are / time / your / business partners / what
- 2) to work / you / always / why / drive / do
- 3) worked / how long / in / that company / she / has
- 4) last / make / a good presentation / did / when / you
- 5) tonight / are / make / your business plan / you / to / going
- 6) going / are / on business trip / time / where / next / you
- 7) her / make / a report / often / does / how / she

3. Put in the prepositions *in, on, at* where necessary:

- 1) Bill Gates was born in Seattle 1955.
- 2) I haven't seen Ann for a few days. I last saw her Wednesday.
- 3) The price of electricity is going up January.
- 4) I've been invited to the wedding 14 February.
- 5) Hurry up! We've got to go five minutes.
- 6) I'm busy just now but I'll be with you a moment.
- 7) There are usually a lot of parties Christmas.
- 8) I hope the weather will be nice the weekend.
- 9) Saturday night I went to bed 11 p.m.
- 10) We travelled overnight to Paris and arrived 5 o'clock the morning.
- 11) My brother came home last Christmas.
- 12) The group set off ... yesterday morning.
- 13) The telephone and the bell rang ... the same time.
- 14) I'm pretty busy ... this week. I'm afraid I can't see you ... Friday.

4. Open the brackets using Present Simple, Present Progressive, Present

perfect Tenses:

- 1) Hurry! The bus (to come). We can't be late, granny (to phone) already.
- 2) Grandfather usually (to grow) vegetables in his garden but this year he (not to grow) anything because of his disease.
- 3) George (my cousin) says his girlfriend is 26 years old but I (not to believe) him. She actually (to look) younger.
- 4) My parents (to live) in London. They (never to live) anywhere else. Where your parents (to live)?
- 5) My close friend is a teacher. He (to work) in different places, but he (not to work) at the moment.
- 6) She (to stay) with her sister at the moment until she finds somewhere to live.
- 7) I think I (to learn) all fairy tales my granny (to read) to me.
- 8) Daddy, (ever to snow) in India?

5. Fill in the form in 1.5

1.8 Вокабуляр по теме 1

arrears
admission
to apply for
applicant/ application
on a competitive basis
continuous assessment
Certificate of Secondary
Complete General Education
comprehensive knowledge
curriculum
to be dismissed
educational establishment
entry requirements
to enroll
to be exempt from
expenses/expenditures
evaluation
to fail an exam
to hold (held, held) a lecture
to pass an exam
precious
to take an exam(in)
term
tuition fee

to raise funds
to sign a decree
vacations (AmE)

1.9 Используемая литература и источники

1. Learningenglish1.ru: учебное пособие / Е.М. Галишникова, Ю.Н. Горелова, Е.Е. Журавлева, Л.Р. Исмагилова, О.В. Полякова, Р.М. Марданшина, Л.В. Хафизова – КГФЭИ, 2011. –195 с.
2. <http://www.studyRussian.com/MGU/russian-education-system.html>
3. <http://www.study.ru/support/handbook/>

Тема 2 Высшее образование в Великобритании

2.1 The system of higher education in Britain

2.2 Past Tenses

2.3 Modal Verbs

2.4 Comparison and Comparative constructions

2.5 Application for Scholarship

2.6 Language skills: Expressing your opinion

2.7 Вопросы к самоконтролю

2.8 Задания для практики

2.9 Глоссарий / вокабуляр

2.10 Используемая литература

Тема 2 Высшее образование в Великобритании

Аннотация: Данная тема раскрывает основные особенности системы высшего образования в Великобритании. Предусматривает изучение таких грамматических явлений как прошедшее время, модальные глаголы, сравнительные степени прилагательных и сравнительные конструкции. Знакомит с разговорными клише для выражения собственного мнения. Знакомит с формой подачи заявления на грант.

Ключевые слова: higher education, admittance to universities, degrees, grants, academic year, humanities, Past tenses, comparisons, modal verbs, Application for Scholarship, expressing your opinion.

Методические рекомендации по изучению темы:

- Тема содержит теоретический, лексический и грамматический материал для изучения.
- Прочитайте текст и переведите его.
- Изучите способы образования прошедших времен в английском языке и случаи их употребления.
- Изучите случаи употребления модальных глаголов.
- Изучите способы образования сравнительной и превосходной степеней прилагательных в английском языке и случаи употребления их и сравнительных конструкций.
- Ознакомьтесь с формой подачи заявления на грант/ стипендию.
- Изучите разговорные клише для выражения своего мнения.
- После изучения теоретических пунктов необходимо ответить на вопросы и выполнить задания для практики, которые помогут закрепить изученный материал.
- В конце конспекта представлены список слов по теме и список использованной литературы для более полного изучения темы, если есть в этом необходимость.

2.1 The system of higher education in Britain

Read the text.

65% of British secondary school graduates finish their formal education at the age of 17 or 18. The students who go on to college are very well prepared to do so. During the last two years of high school they specialize in college preparatory courses and then they take special national examinations ("A-level" exams or "Scottish leaving examinations") in order to qualify to compete for admission to a university program. It is during this process of studying for their end-of-high-school examinations that most British students acquire the breadth of academic knowledge. By the time they get to university level, most British students are prepared to concentrate on a particular subject, and they are expected to do so. In the UK, students are admitted not to a university as a whole but to a specific course of study within it.

Admittance to universities. Good A-level results in at least two subjects are necessary to get a place at a University. However, good exam passes alone are not enough. Universities choose their students after interviews. For all British citizens a place at a university brings with it a grant from their local education authority. Grants and loans are intended to create opportunities for equality in education. Grants are paid by the LEA on the basis of parental income.

Students are not supposed to take a job during the term. However, nowadays the government encourages the system of loans. That's why quite a lot of students can't afford to live in college and many of them are forced to do a part-time job, but this reduces the traditionally high quality of British university education.

The academic year in Britain's universities, Polytechnics, Colleges of Education is divided into three terms, which usually run from the beginning of October to the middle of December, from the middle of January to the end of March, and from the middle of April to the end of June or the beginning of July. The British University year is divided into three terms, roughly eight to ten weeks each. The terms are crowded with activity and the vacations between the terms.

Degrees. After three years of study a university graduate will leave with the Degree of Bachelor of Arts, Science, Engineering, Medicine, etc. Later he may continue to take a Master's Degree and then a Doctor's Degree. Research is an important feature of university work.

2.2 Past tenses

Study the formation of Past Tenses and their usage.

a) Past Simple

Formation: V2/V-ed

I **fell** asleep very quickly last night.

My brother-in-law **lived** in Moscow in 2008.

Question form: **did + subject + V1**

Did I fall asleep very quickly last night?

Did my brother-in-law live in Moscow in 2008?

Negative form: **did + not (didn't)**

I didn't fall asleep very quickly last night.

My brother-in-law **didn't live** in Moscow in 2008.

Usage: past action or a series of completed past actions

Signal words: yesterday, ...years ago, last year, last month

b) Past Progressive

Formation: **was/were + Ving**

I was making my breakfast when Tom came.

We were doing the shopping while our sisters were doing the housework.

Question form: **was/were + subject + Ving**

Was I making my breakfast when Tom came?

Were we doing the shopping while our sisters were doing the housework?

Negative form: **was + not (wasn't)/were + not (weren't) + Ving**

I wasn't making my breakfast when Tom came.

We weren't doing the shopping while our sisters were doing the housework.

Usage: action in progress in the past, two or more actions in progress at the same time

Signal words: from ...to ...

c) Past Perfect

Formation: **had+V3**

He **had** already **fed** the cat when I came.

They **had done** the washing-up.

Question form: **had + subject + V3**

Had he already **fed** the cat when I came?

Had they done the washing-up?

Negative form: **had + not (hadn't) + V3**

He **hadn't** already **fed** the cat when I came.
They **hadn't done** the washing-up.

Usage: action happened earlier than an action which followed

Signal words: before

2.3 Modal Verbs

Study the grammar about modal verbs in English.

Modal verbs in English do not denote any action; the use of certain modal verbs is determined by the attitude of the speaker towards the facts contained in the sentence. Modals express ability, permission, possibility, certainty etc.

Daniel *may not* get the job.

Modal verbs have the following peculiarities:

– they are followed by the infinitive *without* the particle *to* (with the exception of ought to, have to): He *must pay* the bill.

– their interrogative and negative forms are built up *without* the auxiliary *do*:
Can you help me? No, I *can not*.

– they do not have an-s ending in the present tense of the third person singular:
He *can speak* French.

Table 1

THE MEANINGS OF MODAL VERBS AND THEIR EQUIVALENTS

| Function | Time | Form | Example |
|-------------|---------|---------------------------|--|
| Ability | Present | can is/are able to | She <i>can</i> speak Spanish but she <i>can't</i> speak Italian. Despite his handicap he <i>is able to</i> drive a car. |
| | Past | could was/were able to | Mozart <i>could</i> play the piano at the age of five. Mike's car broke down but he <i>was able to</i> repair it. |
| Possibility | Present | may might could | There <i>may</i> be a life on Mars. The rash <i>could</i> be a symptom of something more serious. |
| | Past | could have might have | She <i>might have</i> done it; she had an opportunity and the motive. |
| | Future | will be able to | We <i>will be able to</i> travel to the |

| | | | |
|-------------------|--------------------|--|--|
| | | | Moon. |
| Permission | Present/ Future | can can't | " <i>Can</i> I use your phone?" "No, I'm afraid you <i>can't</i> ". |
| | Past | was/were allowed to | I <i>was allowed to</i> leave early yesterday. |
| Obligation | Present | have to must need to should ought to | Students <i>have to</i> wear uniform. I <i>must</i> get up earlier. Do we <i>need to</i> get a visa for the USA? They really <i>should/ought to</i> consult shareholders first. |
| | Past | had to | We <i>had to</i> report to Reception by four. |
| | Future | will have to will need to | The Council <i>will have to</i> find ways of cutting costs next year. |
| Necessity | Present | must have to need to ought to | All human beings <i>must/have to/need to</i> have enough sleep. |
| | Past | had to needed to | The staff and the students <i>had to</i> evacuate the campus. |
| | Future | will have to will need to | You <i>will have to/need to</i> work harder than that. |

2.4 Comparison and comparative constructions

Study the formation of comparative and superlative degrees of adjectives and adverbs and the usage of comparison and comparative constructions in English.

Monosyllabic adjectives and adverbs form:

- comparative degree by adding *-er*: big-bigger, new-newer;
- superlative degree by adding definite article *the* and *-est*: big- **the** biggest, new-**the** newest;

Disyllabic adjectives and adverbs ending in *-er*, *-ow*, *-y*, *-le* have the same ways of forming comparative and superlative degrees as monosyllabic: simple-simpler- the simplest.

Polysyllabic adjectives and adverbs form:

- comparative degree by adding *more*: beautiful- **more** beautiful, easily – **more** easily (easier);
- superlative degree by adding definite article *the* and *most*: beautiful- **the** **most** beautiful.

NB There are some exceptions:

good – better – (the) best

bad – worse - (the) worst
 far (for distance) – farther - (the) farthest
 far (for time and distance) – further - (the) furthest
 little – less - (the) least
 old (for age) – older – (the) oldest
 old (for seniority) – elder – (the) eldest
 well – better – (the) best
 much/many – more – (the) most

Comparative constructions

as ... as (такой же ..., как): He is as experienced as people think.

not so ... as (не такой..., как): This product is not as expensive as that one.

as much/many ... as (столько же..., сколько): Just do as much as you can.

the (bigger) ... the (bigger)(чем..., тем): The more you earn, the more you spend.

twice as much/many...as (вдвое больше, чем): They employ 90 people, twice as many as last year.

more than/less than (более, чем/менее, чем): Our company is more interested in development projects than others are.

as (soon) as possible (как можно быстрее): Try to make a decision as soon as possible.

the (highest) possible (наивысший): The competitor's goods are of the highest possible demand on the market.

as well as (так же как): We usually have lectures as well as seminars.

2.5 Application for Scholarship

Study the model answer of Application for Scholarship.

Say why you are writing and what you are responding to (e.g. an advert, a prospectus).

Use a formal, neutral style. (Remember: no contractions, no colloquial language, no direct questions, no informal)

Dear Sir/Madam,
 I would like to apply for one of the scholarships I saw advertised in your prospectus.

At present I am training to be a secondary school teacher of English and I finish my course at the end of June. However, I feel I still have a lot to learn about the language and culture of the English-speaking world and would benefit considerably from a course in an English-speaking country.

The reason I am applying for a scholarship is that I cannot afford the cost of studying abroad. I have no income except for my student grant,

If you know the name of the person, begin *Dear Mr Smith/Dear Ms Jones, etc.*

In one paragraph, briefly describe you/your situation,

punctuation
such as
exclamation
marks.)

Be polite
and positive, but
not too much!

Use a
formal ending.

Sign your
name and then
print your name
dearly
underneath.

so if I am fortunate enough to be given a scholarship, I would have to work part-time to save some personal spending money. My parents will borrow some money for my airfare if I am successful.

I would appreciate being given the opportunity to study at your college and would be very grateful if you would consider my application.

Yours sincerely,
Marco Prodi
MARCO PRODI

In the next paragraph, make it clear why you are applying for a scholarship and why you would be a suitable candidate. Make sure you cover all the points in the question.

2.6 Language skills: Expressing your opinion

Study the conversational formulas for expressing your opinion.

| | |
|---------------------------------|--|
| In my opinion.... | To my mind.... |
| As far as I am concerned... | From my point of view... |
| I would say that... | It seems to me that... |
| I have no doubt that ... | My impression is that... |
| I have the feeling that... | I have the feeling that... |
| I am sure/I am certain that ... | I think/consider/find/feel/believe/suppose/presume/assume that ... |
| I guess that ... | It goes without saying that ... |
| As for me/As to me ... | Speaking personally |

2.7 Вопросы к самоконтролю

1. How do universities select students?
2. What are grants and loans aimed at?
3. How many terms is the academic year divided into?
4. What kinds of degrees can the students get? Speak about each type in detail.
5. How are Past Tenses formed?

6. What is their usage?
7. What signal words do we use with Past Simple, Past Progressive and Past Perfect?
8. What modal verbs do you know and what are their functions?
9. What peculiarities do modal verbs have?
10. How do adjectives and adverbs form comparative and superlative degrees?
11. What are the exceptions of forming degrees?
12. Is there any other way how to express comparison?
13. What are the main points in application for scholarship to be taken into account?
14. Give some of expressions you can use to express your opinion.

2.8 Задания для практики

1. Make a report about one of the most well-known HEI in Britain.

2. Supply the suitable form of past tenses.
 - 1) It (to rain) heavily so, we (to decide) not to go hiking but to invite friends to our house and cook dinner together.
 - 2) I (to refer) to John when I told the meeting about our current problem.
 - 3) No, I (to go) to Italy two years ago.
 - 4) When I last went to Italy, a team of scientists (to examine) the falling tower of Pisa.
 - 5) What you (to do) when I phoned yesterday?
 - 6) By the time we got to the cinema the film (to start), so we missed the first five minutes.
 - 7) I spent a week in Miami recently. I (not to be) there before.
 - 8) When I (to get back), nobody (to do) the washing up. I was furious.

3. In each case choose the appropriate modal verb: *may, must, can, should, be able to, or need*.
 - 1) The College welcomes part-time students who... work towards a qualification or attend a recreational education class.
 - 2) Students claiming concessions for tuition fee payments ... still pay the registration fees in full.
 - 3) Late entries to examinations ... be allowed, but will cost more than entering on time.
 - 4) If you wish to attend a class in English for Speakers of Other Languages, you ... take our test before you enroll.
 - 5) A senior member of staff is on duty each evening between 6.30 and 9.30, and ... be contacted via Reception.
 - 6) It is regretted that people with physical disability ... not be able to take the course that they choose.

7) The Student Council ... be elected by students from across the college to represent and promote their general interests.

8) The College café is open from 8.30 am to 4 pm and from 5 to 8 pm. Outside these hours, a range of food and drinks ... be purchased from vending outlets.

4. a) Open the brackets using the comparative or superlative degree.

1) The Royal Dutch Shell Group is (profitable) company in the world.

2) She has been working as an accountant for 3 years, so now she's (experienced) than before.

3) The town is small, we have (little) branches here.

4) He is one of (clever) candidates I have ever met.

5) Philips is the second (large) electronics company in Europe.

6) There are too many sections in the catalogue. It needs to be (short).

7) We decided to interview him, because his CV was (good) one.

8) I spent (much) time on the project than I had expected.

b) Put the words in the right order to form a statement.

1) as / as / group mates / languages / good / at / he / is / his

2) 500 / were / as / a / basis / competitive / as / applicants / admitted / on / many

3) the / than / ten / grant / possible / our / group / of / more / students / highest / get

4) full-time / work / as / ones / nowadays / well / some / part-time / students / as

5) Andrew / friends / studies / than / my / harder / other

5. Using the model in 2.5 write your answer in appropriate style.

6. Using as many conversational formulas for expressing your opinion as you know give your opinion to the following quote: "Education is simply the soul of a society as it passes from one generation to another" (G.K. Chesterson).

2.9 Вокабуляр по теме 2

A-level exams (advanced level)

Bachelor of Arts (BA)

Bachelor of Science (BSc)

breadth of academic knowledge

college preparatory courses

degree

Doctor of Philosophy (PhD)

end-of-high-school examinations

graduate (n,v)

grant

local education authority (LEA)

Master of science (MSc)

Master of Arts (MA)

to encourage

to go on to college

parental income

part-time job

to qualify

to run from...to

scholarship

2.10 Используемая литература и источники.

1. Learningenglish1.ru: учебное пособие / Е.М. Галишникова, Ю.Н. Горелова, Е.Е. Журавлева, Л.Р. Исмаилова, О.В. Полякова, Р.М. Марданшина, Л.В. Хафизова – КГФЭИ, 2011.
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Тема 3 Поиск работы

- 3.1 Job hunting
- 3.2 Future actions
- 3.3 Language skills: Expressing your personal view
- 3.4 Curriculum Vitae (CV)
- 3.5 Вопросы к самоконтролю
- 3.6 Задания для практики
- 3.7 Вокабуляр по теме 3
- 3.8 Используемая литература

Тема 3 Трудоустройство и поиск работы

Аннотация: Данная тема раскрывает основные способы поиска работы и трудоустройства. Предусматривает изучение такого грамматического материала как использование времен для выражения действий в будущем. Знакомит с разговорными клише для выражения собственной точки зрения. Знакомит с формой резюме.

Ключевые слова: employment, job hunting, employees, retirement age, job placement, employment agencies, charge, expressing your personal view, Curriculum Vitae (CV), Future actions.

Методические рекомендации по изучению темы:

- Тема содержит теоретический лексический и грамматический материал для изучения.
- Прочитайте текст и переведите его.
- Изучите способы выражения действий в будущем в английском языке.
- Изучите разговорные клише для выражения своей точки зрения.
- Ознакомьтесь с формой составления резюме.
- После изучения теоретических пунктов необходимо ответить на вопросы и выполнить задания для практики, которые помогут закрепить изученный материал.
- В конце конспекта представлены список слов по теме и список использованной литературы для более полного изучения темы, если есть в этом необходимость.

3.1 Employment and job hunting

Read the text.

Curiously enough, wherever you go you see that most employees are young folk. There are very few middle-aged and no elderly folk at all among them, even though the retirement age is 65. The thing is that after a certain age is reached people crave to start their own businesses. They either set up their own firms, or join operating firms as partners.

One of motivations for this is the fear of becoming unemployed. Every employee is always haunted by the likelihood of losing his job, and girds himself

appropriately. Thus he pays dues to cover loss of work which are complemented halfway by his employer. He also puts money aside “for a rainy day” as an investment or a bank deposit. He tries to acquire some sideline, even if it doesn’t meet all his needs, in short, be prepared for any eventuality.

In the United States job placement is also an industry. Firstly, you have federal and state employment agencies, who do not charge you for their services, but whose results are minimal. Secondly, you have similar private agencies, for whose services you must pay. During recession these agencies prosper. Some really get you employment. Charges differ. Sometimes an advance payment is demanded. Some agencies may require a deposit with a remainder paid up over a certain period of time after one gets a job. Sometimes an employer pays the fee, which, as a rule, is equivalent to one’s monthly pay. Or a percentage may be deducted from the pay over the entire period which is usually, when the job is temporary, of no more than six months or so.

However, the most common job-hunting approach is via newspaper advertisements, as even when recessions are worst and employees are laid off wholesale, newspapers feature a lot of want ads, true, often not for the kind of job you are looking for. Most people secure jobs with the help of family and friends.

3.2 Future actions

Study the ways of expressing Future actions in English.

a) Future Simple

Formation: **will + V1**

You **will make** a good impression on your employer.

He **will surf** the Internet tomorrow.

Question form: **will + subject + V1**

Will you make a good impression on your employer?

Will he surf the Internet tomorrow?

Negative form: **will + not (won’t) + V1**

You **won’t make** a good impression on your employer.

He **won’t surf** the Internet tomorrow.

Usage: future facts and predictions

Signal words: tomorrow

b) Present Progressive

Formation: **be (am, are, is) + Ving**

I **am going** to my new workplace tonight.
He **is visiting** a job interview.

Question form: **be (am, are, is) + subject + Ving**

Am I going to my new workplace tonight?
Is he visiting a job interview?

Negative form: **be (am, are, is) + not + Ving**

I **am not going** to my new workplace tonight.
He **is not visiting** a job interview.

Usage: personal arrangements and plans, particularly when the time and place are known.

c) Present Simple

Formation: **V1, V-s/-es (for 3d person singular)**

Job interview **starts** at 9 o'clock.
Deadlines **end** July, 12.

Question form: **do/does + subject + V1**

Does job interview start at 9 o'clock?
Do deadlines end July, 12?

Negative form: **do + not (don't)/does + not (doesn't) + V1**

Job interview **doesn't start** at 9 o'clock.
Deadlines **don't end** July, 12.

Usage: schedules and timetables

d) to be going to do smth.

Formation: **be (am, are, is) + going to**

I **am going to discuss** my projects on Monday.
They **are going to leave** the office soon.

Question form: **be (am, are, is) + subject + going to**

Am I going to discuss my projects on Monday?
Are they going to leave the office soon?

Negative form: **be (am, are, is) + not + going to**

I am not going to discuss my projects on Monday.
They are not going to leave the office soon.

Usage: things we plan to do, or have planned to do, predictions based on what we can see now.

3.3 Language skill: Expressing your personal view

Study the conversational formulas for expressing your personal view.

| How to express your personal view: | How to response: |
|--|--------------------------------------|
| – I think it's time to start ... | – Really? |
| – May be I should begin by... | – Well, it's a surprise! |
| – Why don't I ...? | – You can't say so! |
| – I need to think about ... | – Is that really so? |
| – I suppose I should think about... | – It's news to me. |
| – I could find out about available jobs... | – It's doesn't seem to be the truth. |
| – I suggest I start by... | |

3.4 Curriculum Vitae (CV)

Study the model answer of CV.

Hall's Curriculum Vitae (CV).

| | |
|----------------|---|
| Date of birth: | 25 February 1990 |
| Address: | 25 Victoria Road, Birmingham B19 2ZK |
| Tel.: | 01218953 9914 |
| Email: | adhall@interserve.net.uk |
| Profile | A highly-motivated, well-travelled, and creative graduate with practical work experience in both sales and TEFL ¹ teaching. A 4-month postgraduate residency at the Biosphere 2 Center, Arizona, has given me wide-ranging knowledge of, and insight into, environmental problems and ways of presenting them to the public. |

¹ TEFL (Teaching English as a Foreign Language)

| | | |
|-------------------|--|--|
| Education | 1998-2002 | King Edward's School, Birmingham O Levels ² : Art, Biology, Chemistry, English, French, Geography, History, Maths, Spanish A levels: ³ Art A Environmental Studies A Chemistry B |
| | 2002-2006 | Spanish B Leeds Metropolitan University |
| | July, 2004 | BA ⁴ Environmental Studies: 2:1 Academy School of English, Leeds Cert CELTA |
| Work experience | April 1999 – July 1999 | Weekend sales assistant, Kings Norton Garden Centre, Birmingham |
| | January 2002 – May 2002 | TEFL tutor, JA School of English, Katowice, Poland |
| Other information | September 2003 December 2003 May 15-16, 2004 | 4-month residency at the Biosphere 2 Cent Arizona, USA Co-presented 'No smoke' at the Bretton Hall Sculpture Park, University of Leeds. An installation which explored the environmental implications of major forest fires, both natural and man-made. |
| | June 20-24, 2004 | Co-presented 'Time microscope' at the Covent Garden Flower Festival. An installation which explored different ways of presenting information about the natural world |
| Interests | My main interest outside work, although related to it, is travel. In 19—I took part in a school expedition to the High Atlas mountains in Morocco, and produced a video of the trip. In my gap year I travelled extensively in South America, again documenting the trip by means of sketchbooks and video. I also enjoy World Music, particularly that from countries I have visited, and play the guitar | |

² An O (Ordinary)-level is a qualification for students, usually taken in their final year, at the age of fifteen or sixteen. You can take any number of O-levels, most students take up to nine O-levels after studying for two years in their chosen subjects. You also need to check that the O-level qualification you want is recognized by the institution where you want to study your A-level.

³ An A-level is an Advanced level GCE qualification. This exam is normally taken by school leavers after two years of A-level study. You can take any number of A-levels; this will often depend on the qualifications that your chosen institution has asked for.

⁴ B.A. (Bachelor of Arts) – бакалавр гуманитарных наук

| | | |
|------------|---|--|
| References | Prof. T.N- Fagin Department of Environmental Studies Leeds Metropolitan University LS23RX | Dr Elizabeth Gordon Principal JA School of English Ulica Czysa 14 Katowice Poland |
|------------|---|--|

3.5 Вопросы к самоконтролю

1. How can you find a job in America?
2. Is it true that in order to get prepared for a loss of work employees try to get some additional job?
3. Can you always get the job you need via newspaper advertisements?
4. Do charges (for getting you a job) at state employment agencies and at similar private agencies differ?
5. Give all ways you know how to express future actions.
6. What tense do we use when we speak about the action according to schedules and timetables?
7. What is the construction to be going to do smth. used for?
8. What is Curriculum Vitae used for?
9. Give the list of the points included in CV?

3.6 Задания для практики

1. Make a report about the ways of employment and job hunting .
2. a) Put the words into the correct order paying attention to the usage of tenses denoting future actions.

- 1) Doing/I/ course paper/am/ with/ in the evening/ my father.
- 2) Company /in our /seasonal overtime/ /starts/ May, 1.
- 3) Going/a new /vacancy/I am/to find/ my sister-in law/for.
- 4) You/to place/where/going/your/are/new/ job advertisement?
- 5) Arrive/your employer/does/when?
- 6) Colleagues/ for Madrid/are/my/in the next few days/leaving.
- 7) Become/next year/will/I/a good specialist.
- 8) With/Playing/our partners/volleyball match/are/tonight/we.
- 9) Is/to do/ironing/nobody/the/going.
- 10) Having/friends/we/for dinner/are /tonight.

b) Open the brackets paying attention to the usage of tenses denoting future actions (negative/question/affirmative forms).

- 1) The meeting (to start) at 10 o'clock.
- 2) We (to discuss) our project on Monday.

- 3) The employer (to plan) a series of interview with the applicants.
- 4) What you (to do)? I (to surf) the net.
- 5) We (to supply) you with all necessary equipment tomorrow.
- 6) The train (not to arrive) at 6 p.m. It goes behind the schedule.
- 7) Your working hours (start) at 8 a.m. and (to end) at 5 p.m. Please, be punctual, tomorrow (to be) your first time at work.
- 8) (to go) anywhere this week? No, fortunately I haven't got any business trips.
- 9) You (not to sell) your car, right? It is new!

3. Imagine that you are a person who is looking for a job. Using as many conversational formulas for expressing your personal view as you know give your personal view to the kind of job you want to get and be ready to replay some possible questions of your future employer.

4. Using a model in 3.4 write your own CV.

3.7 Вокабуляр по теме 3

| | |
|----------------------------------|----------------------------|
| advance payment | to gird oneself |
| charge for services | to be hired |
| to compensate for a loss of work | job placement/ job hunting |
| deposit | to look for a job |
| dues | to lose one's job |
| employee | the middle-aged |
| employer | pay |
| employment | recession |
| employment bureau /agency | retirement age |
| to employ | to be self-employed |
| elderly folk | sideline |
| to be fired | a temporary job |
| fee | unemployment |

3.8 Используемая литература и источники.

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3. <http://www.your-career-change.com/key-qualities.html>
4. <http://www.job-hunt.org>

РАЗДЕЛ 2. МЕЖДУНАРОДНАЯ И РЕГИОНАЛЬНАЯ ЭКОНОМИКА.

Тема 4. Республика Татарстан.

4.1 Tatarstan

4.2 Saying dates and numbers.

4.3 Statistics; Describing graphs.

4.4 Passive voice.

4.5 Prepositions of place and direction.

4.6 Making up an itinerary.

4.7 Вопросы к самоконтролю.

4.8 Задания для практики.

4.9 Вокабуляр по теме 4.

4.10 Используемая литература.

Тема 4. Республика Татарстан.

Аннотация: Данная тема раскрывает основные направления экономики в республике Татарстан. Предусматривает изучение таких лексических и грамматических тем как числительные, описание графиков, предлоги места и направления и страдательный залог. Знакомит с формой составления маршрута.

Ключевые слова: republic, economy, to be located, industries, to expand, to represent Passive voice, statistics, graphs, charts, itinerary.

Методические рекомендации по изучению темы.

- Тема содержит теоретическую часть, которая включает в себя текст для чтения, информацию о том, как произносить числительные и описывать графики и статистические данные, образование страдательного залога.

- Далее идут вопросы к самоконтролю, на которые нужно ответить, опираясь на изученный материал.

- После ответов на вопросы необходимо выполнить практические задания для закрепления изученного материала.

- В конце конспекта представлены список слов по теме и список использованной дополнительной литературы и источников.

•4.1. Tatarstan

Read the text.

History

Tatarstan is one of the most industrialized republics of the Russian Federation in terms of population and economic potential. The process of inhabiting the territory of the republic began at the time of the early Palaeolithic age (about 100,000 years ago). In the 8th – 9th centuries, the tribes of ancient Bulgars, ancestors of the modern Tatars, began to populate the Volga Region. The first state – the Volga-Kama Bulgaria – was set up at the end of the 9th - beginning of the 10th centuries. In the 13th century this territory became a part of powerful Zolotaya Orda (Golden Hord) State.

The collapse of the Golden Hord in the 30-40s of the 14th century resulted in the formation of new states including the Kazan Khanate. Kazan became the capital of this state. The Kazan Khanate ceased its existence in October 1552, when troops of Ivan the Terrible (Ivan IV) conquered Kazan. As the Tatar Autonomous Soviet Socialist Republic it was established on 27th May, 1920 on the territory of the former Kazan Province. Seventy years later, on 30th August, 1990 the Declaration of State Sovereignty of the Republic was signed.

Geographical position

The Republic of Tatarstan is located in the center of the East-European Plain where Europe meets Asia and two large rivers - the Volga and the Kama – carry their joint waters to the Caspian Sea. The Republic of Tatarstan covers the territory of 67,800 sq.km and stretches for 290 km from North to South and for 460 km from West to East. Climate in the Republic is moderate-continental with warm, sometimes hot summers and moderate cold winters.

The capital

The capital of the Republic is Kazan, its industrial, commercial and cultural center, a city of more than 1.1 mln people. There are 19 cities and towns and 3,100 settlements in the Republic. The total population of the republic is about 3.8 mln people. Peculiarity of the Republic of Tatarstan and its culture is in that they reflect two different civilizations: eastern and western, and two different religions: Moslem and Christian (Orthodox). Tatarstan is a multinational republic, as it is home to representatives of more than 100 nationalities: the Tatars (over 50%), the Russians (nearly 42%), the Chuvashes, the Mordvinians, the Mari, the Udmurts, etc.

The government

The head of the government in Tatarstan is the President. Tatarstan's unicameral State Council is elected for 5 years as well and has 100 seats: 50 are for representatives of the parties, other 50 are for deputies from the republic's localities. The official languages are Tatar and Russian. The state emblem represents a winged snow leopard with a round shield on his side. The national flag is a horizontal tricolor with stripes of green, white and red.

Industrial regions

The main industries of the Republic are oil production, petrochemistry, aircraft industry, mechanical engineering and instrument-making. The territory of the Republic is divided into several economic regions.

Old industrial Northwest region with Kazan and Zelenodolsk as its centre. Major industries of the region are machine-building, instrument-making, chemical and light industries. OAO Kazanorgsintez is one of the giants of petrochemical center of Tatarstan. It produces more than a half of the whole polyethylene production of the country. Produce quality meets the European standards and is exported to many countries. Kazan Automotive Industrial Enterprise (KMPO) has more than 60 years experience in aircraft engine production. It has been producing 65% of all engines for civil planes, as well as the engines for bombers and helicopters.

New industrial Northeast region with Naberezhniye Chelny and Nizhnekamsk as its centre. Major industries of the region are power engineering, automobile and

chemical industries. OAO Kama Automobile Works (KamAZ), situated in the city of Naberezhniye Chelny, is considered to be the best Russian exporter of heavy-duty trucks. These large capacity lorries work under any road and climatic conditions. KamAZ has 6 enterprises located in Russia, the Ukraine and Kazakhstan. The products of KamAZ are used in over 83 countries of Europe, Asia, Africa and Latin America. As for Nizhnekamsk, it is the main chemical center of Tatarstan. OAO Nizhnekamskneftekhim is the largest producer and exporter of petrochemical products in Eastern Europe and one of the largest budget-forming enterprises of the Republic of Tatarstan. OAO Nizhnekamskshina is one of the leading tyre manufacturers in the CIS.

The Southeast oil-extracting region. It is oil that made our republic well-known all over the world. The main oil-producing towns are Almetyevsk, Leninogorsk and Bugulma. Tatneft, located in Almetyevsk (a city of about 151,000 people) is the main oil-producing company of the Republic. Since 1994, it exists as a joint-stock company.

The North, Central, South and Southwest parts of the Republic are rural agricultural regions. Agricultural sector employs more than 16% of economically active population. Agriculture of the Republic covers the local needs in the basic food stuffs. 4.5 mln hectares of land are cultivated which is equal to 67% of the Republic's territory. Main grain crops are wheat, rye, barley, oats and buckwheat. Fodder crops cover 36% of the sowing area. The Republic is also well-known for its cattle-breeding. Production of such staples as meat, potatoes, milk, eggs per capita in Tatarstan is 15-60% higher than in Russia.

The Republic of Tatarstan ranks number one among the Volga regions in terms of foreign trade turnover and foreign economic activity. The foreign relations of Tatarstan have expanded especially over the past decade. It has signed agreements with Hungary, Turkey, Bulgaria, Lithuania, Germany, Australia, etc. The main export products are crude oil, petrochemical items, compressors, optical devices, trucks, automobile tyres and spare parts.

4.2. Saying dates and numbers

Study the information about numerals.

| <i>Years</i> | <i>Ordinal numbers</i> |
|----------------------------------|--|
| 1984 nineteen eighty four | 1 st first 2 nd second 3 rd third |
| 2010 two thousand and ten | 4 th fourth 5 th fifth |
| <i>Dates</i> | |
| 3 rd April 1998 (BrE) | the third of April, nineteen ninety eight |
| 3 April 1998 (BrE) | April the third , nineteen ninety eight |
| April 3, 1998 (AmE) | April third, nineteen ninety eight |

SAYING NUMBERS

| <i>Numbers</i> | |
|---------------------|----------------|
| 100 | a/one hundred |
| 1000 | a/one thousand |
| 1 000 000 (1m) | a/one million |
| 3 000 000 000 (3bn) | three billion |

Bigger numbers

3 560 three thousand five hundred **and** sixty (BrE)
 sixty (AmE)
 598, 374 five hundred **and** ninety-eight thousand, three hundred **and** forty-seven (BrE)
 ninety-eight thousand, three hundred forty-seven (AmE)

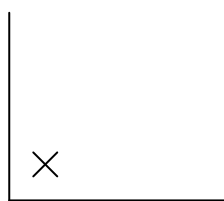
Decimals

16.5 sixteen point five
 17.38 % seventeen point three eight percent
 0.185 (nought) point one eight five

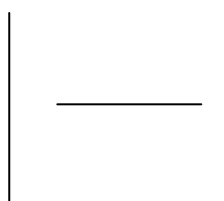
Vulgar fractions

$\frac{1}{8}$ a/one eighth
 $\frac{3}{8}$ three eighths
 $\frac{1}{2}$ a/one half
 $\frac{3}{4}$ three quarters
 $\frac{20}{83}$ twenty over eighty three

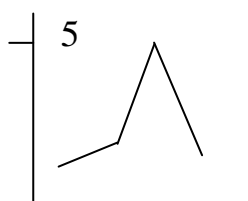
4.3. Statistics; describing graphs.



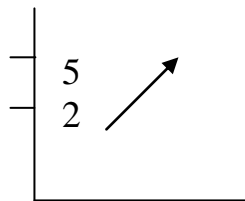
to stand at
 Sales **stand at** 5 units.



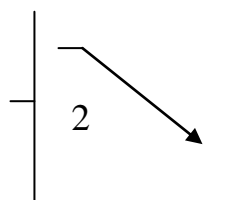
to remain constant
 Sales **remained constant**.



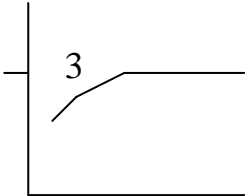
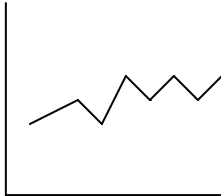
to reach a peak of



to increase
 to rise
 to go up
 to grow
 by/to an increase of
 a rise of
 Chocolate price **increased by** £3.
 Chocolate price **increased to** £5.
 There was a **price rise of** £2.



to decrease
 to fall
 to drop
 to decline
 to go down
 by/to a decrease of
 a fall of
 a drop of
 a decline of

| | |
|---|--|
| Sales reached a peak of 5 units. | |
| Sales decreased to 2 units last year. | |
|  |  |
| to level off at Sales levelled off at 3 units. | to fluctuate Sales fluctuated for one year. |
| You may use the following adverbs and adjectives with the above verbs and nouns | |
| sharply/dramatically – резко rapidly – быстро slightly – слегка, немного gradually – постепенно steadily – стабильно Prices increased sharply last year. Sales declined rapidly during May. | sharp/dramatic rapid steady There was a sharp increase in sales. There was a rapid decline in May. |

4.4. Passive voice

Study the formation and use of Passive voice.

Form: **to be +past participle**

*James **is paid** a lot of money. The territory of republic **is divided** into several regions.*

*We **were given** a new car. On the 30th August, 1990 the Declaration of State Sovereignty of the Republic **was signed**. She **has been told** this before.*

In active sentences, the person (or thing) who does the action comes first.

Mr. Reed wrote the report.

In passive sentences, the person (or thing) affected by the action comes first and is the main focus.

*The report **was written** by Mr. Reed.*

The person (or thing) who did the action is often not known or not important.

*The company **was founded** in 1986. (It isn't important who founded it).*

Use **by** to include the person (or thing) who did the action in a passive voice.

*The department **has been reorganized by a new management team**.*

The passive often sounds “impersonal”. It is used in formal English and often in news, science etc.

*The President **was asked** to resign.*

Study the formation of the Passive voice in different tenses.

Present Simple

am/is/are + Ved/V3

*Jobs are created where society needs them***Past Simple**

was/were+ Ved/V3

*Many enterprises were set up in 1990s.***Present Perfect Simple**

has/have been + Ved/V3

*The problems have been solved immediately.***Modal verbs**

can/may/must/ be +Ved/V3

*This may be called a local problem***Future Simple**

will be + Ved/V3

*They will be met by their teachers.***Future Perfect**

will have been + Ved/V3

*We will have been awarded our diplomas by the end of June.***4.5 Prepositions of place and directions.**

Study the rules how to use prepositions of place and direction.

| Preposition | Use | Examples |
|-------------------|--|---|
| above | higher than smth | The picture hangs above my bed. |
| across | from one side to the other side | You mustn't go across this road here. There isn't a bridge across the river. |
| along | in a line; from one point to another | They're walking along the beach. |
| among | in a group | I like being among people. |
| behind | at the back of | Our house is behind the supermarket. |
| below | lower than smth | Death Valley is 86 metres below sea level. |
| beside next to | near | Our house is beside the supermarket. |
| between | smth/smb is on each side | Our house is between the supermarket and the school. |
| by | near | He lives in the house by the river. |
| in front of | the part that is in the direction it faces | Our house is in front of the supermarket. |
| inside | opposite of outside | You shouldn't stay inside the castle. |
| opposite | on the other side | Our house is opposite the supermarket. |
| out of | leaving smth | The cat jumped out of the window. |

| | | |
|---------|---|---|
| outside | opposite of inside | Can you wait outside? |
| over | above smth/smb | The cat jumped over the wall. |
| round | in a circle | We're sitting round the campfire. |
| through | going from one point to the other point | You shouldn't walk through the forest. |
| to | towards smth/smb | I like going to Australia. Can you come to me? |
| under | below smth | The cat is under the table. |
| up | from low to high | He went up the hill. |

USE OF PREPOSITIONS IN, AT, ON

In

with spaces - in a room/ in a building, in a garden/ in a park

with bodies of water - in the water, in the sea, in a river

with lines - in a row/in a line, in a queue

At

with places - at the bus-stop, at the door, at the cinema, at the end of the street

with places on a page - at the top of the page, at the bottom of the page

in groups of people - at the back of the class, at the front of the class

On

with surfaces – on the ceiling/ on the wall/ on the floor, on the table

with small islands – I stayed on Maui.

with directions – on the left, on the right, straight on

NB We say '*in the corner of a room*', but '*at the corner (or 'on the corner') of a street*'.

We say '*in the front/in the back*' of a car.

We say '*at the front/at the back*' of buildings/groups of people.

We say '*on the front/on the back*' of a piece of paper.

4.5. Making up an itinerary

Study the material on how to make up an itinerary.

An itinerary is a detailed list of what you will be doing and where you will be while you are away. It includes information about transportation methods, places you will be staying, attractions you will be visiting, meetings you will be attending. Be sure to include names, addresses and any other contact information you have. Take a copy with you and leave one at your office and with family and friends.

Read the step-by-step guide on making an itinerary:

▪ Choose where you are going to go on holiday, i.e. Moscow, Yelabuga, Naberezhnye Chelny, New York, London, etc.

- Find some information about amazing sites, places to visit, things to do.
- Write all of the places down and choose which one best suits you and your fellow traveller (some may prefer to visit historical sites, others may want to visit shopping malls).
- After you have chosen where you want to go, choose the type of transportation you are going to get around, i.e. car, taxi, train, plane, bus, boat, etc.
- Consider an appropriate place to stay, i.e. hotel, hostel, motel, house, etc.
- Group all of the information you have gathered, now you are ready to write down an itinerary.

4.6. Вопросы к самоконтролю

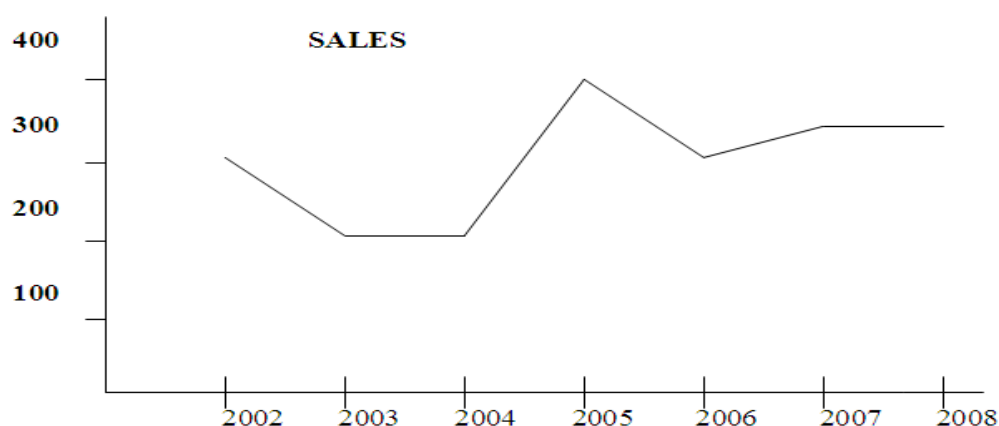
- 1) What are the main industries of the Republic?
- 2) What economic regions is the republic divided into?
- 3) What giant represents the old industrial Northwest region? What does it produce?
- 4) What are the main industries of the new industrial Northeast region?
- 5) What is KamAZ? Where is it located? What are the main oil-producing towns?
- 6) What parts of the Republic are known as rural agricultural regions?
- 7) What are the main grain crops of the Republic?
- 8) What can you tell about the foreign relations of Tatarstan?
- 9) What are the main export products of the RT?
- 10) How is the passive voice of different tenses formed?
- 11) Why is the preposition “by” used in the passive sentences?
- 12) What are the rules for making up an itinerary?

4.7. Задания для практики

1. Based on the information about Tatarstan, make a short report about your native land.
2. Write in words how you would say the numbers in brackets, in British English. The first one is done as an example for you.

- | | | |
|--|-------------|-------------------|
| 1) 456, 780 - four hundred and fifty six thousand, seven hundred and eighty | | |
| 2) 1, 230 | 5) 120, 330 | 8) 3/8 |
| 3) 12, 300 | 6) 12.33% | 9) 0.169 |
| 4) 12,030 | 7) 1/5 | 10) 174, 607, 513 |

3. a) Look at the graph below and complete the sentences with *to*, *at*, *of*, *by*.



- 1) At the beginning of 2002 sales stood ... 300 units.
- 2) Over the next 12 months sales dropped ... 200 units.
- 3) Sales levelled off ... 200 units for 12 months.
- 4) Sales rose ... 200 units during 2004.
- 5) At the beginning of 2005 they reached a peak ... 400 units.
- 6) During 2005 they decreased ... 300 units.
- 7) Then there was a rise ... 50 units in 2006.
- 8) During 2007 sales levelled off ... 350 units.

b) Read a part of a business plan and draw the graph of the rate of inflation.

Let us look briefly at the way inflation has developed during the period 2001-2006. On the graph in front of you, the horizontal axis represents the years from 2001 to 2006 divided up into six-monthly periods. The vertical axis shows the percentage rate of inflation from zero to 25. Let us now look in detail at the development.

If we start with 2001, you can see that at the beginning of the year inflation stood at 5%. It increased steadily over the next 12 months to 8%. The situation improved at the beginning of 2002 and it levelled off for a six months period. The improvement continued and inflation decreased gradually by 2% during the rest of the year. Unfortunately, as you can see, the decline was not maintained and over the next six months inflation rose slightly and reached 9% by the middle of 2003. Then things went bad - I'm sure you will remember how inflation went up dramatically to 17% during the next 12 months and the effects this had on our exports. After a drop of 3% over the second half of 2004 when we all thought that things were improving, inflation increased rapidly until it reached a peak of 24% in the middle of 2005. This marked the low point for us and the high point for inflation. It then fell to 20% by the end of 2005 and levelled off until the middle of 2006. Now let's look at our results during the same period...

4. a) Put the verbs in brackets into passive voice.

1. Applicants (shortlist) and (interview).
2. Help (give) to small farmers.
3. The agreement (sign) by our countries.
4. The problems (solve) immediately
5. The data (can/regard) as conclusive.

b) Rewrite the sentences in the passive voice.

- 1) We have cancelled the meeting.
- 2) We asked Mrs. Fry to chair the meeting.
- 3) She pays a lot of money.
- 4) They should not interrupt production at any other time.

5. a) Fill in the gaps with appropriate prepositions of place and direction.

1) I found the key ... the cushion. 2) Her office is ... those stairs. 3) A lamp hung ... the table. 4) The earth goes ... the sun. 5) We parked our car ... the sports hall. 6) It's easy to find – there's a church just ... my house. 7) There was a low brick wall ... our garden and the field beyond. 8) We're driving ... Follyfoot Road. 9) Would you like me to help you ... the road? 10) The cat ran out from ... the tree. 11) James walked ... without looking in my direction. 12) She stood ... and walked ... the window. 13) The ball went flying ... the window.

b) Choose suitable prepositions at, in or on.

1) The label is ... the bottle. 2) Jack is waiting ...the bottom of the stairs. 3) Our seats are ... the third row. 4) Turn left ... the lights. 5) He's sitting ...the chair next to the piano. 6) I met Jack ...the street. 7) He has a lot of beautiful pictures ... the wall. 8) I live ... the fifth floor of my apartment building. 9) We waited for over an hour ...the bus-stop. 10) Who is that woman ... the photograph? 11) You will find an explanation ... page 18. 12) Paris is ... the river Seine. 13) The instructions are ... the back of the box. 14) What do you have ... your hands? 15) Can you see who is ... the door?

6. Write an itinerary for a business trip of your partner who is in oil business. You may wish to include all oil-extracting cities of Tatarstan. Don't forget about an entertainment programme. Use the example below.

Itinerary of William Smith, trip to New York, 23-26 November

| Date | departure/from (time and place) | arrival/to (time and place) | Flight no. | Info |
|--------|------------------------------------|--------------------------------|------------|------------------------------|
| Sunday | 9:05 AM | 11:35 | UA 9238 | take taxi to Lowell Hotel 28 |

| | | | | |
|-------------------------|--------------------------|------------------------------------|---------|---|
| 23 November | London Heathrow | AM New York, JFK | | east sixty third Street (28 km, 20 minutes drive) |
| | | | | |
| Monday 24November | | | | take taxi to CitiLife, 315 Bleecker Street, New York, NY 10014, phone: 212- 349-6726 (100 km, 60 minutes drive) |
| | 8:15 AM | 12:30 PM room no C3. | | Meeting with Mr. Braun, Mrs. Green, Mr. Yoko, Mr. Walker and Mrs. Mankowich |
| | | | | |
| | 12:30 PM | 1:30 PM company restaurant | | lunch with Mr. Braun and Mr. Bright (senior account manager) |
| | 1:30 PM | 4:00 PM room no. B20 | | Meeting with the marketing department. Host: Mrs Johnson |
| | 4:00 PM | 7:00 PM | | Free time, visiting sights, gifts shopping |
| | 7:00 PM | 10:00 PM | | Dinner with Mr. Braun. He will pick you up at the hotel |
| | | | | |
| Tuesday 25November | 8:15 AM | 2:30 PM room no. B23 | | Report to Mr. Braun. Guided tour of the factory, including lunch |
| | | | | |
| | 3:00 PM | 4:00 PM room no. A55 | | Meeting with the new PR- manager, Mrs. White (successor of Mr. Gefferson). |
| | | | | |
| Wednesday 26November | 8:30 AM New York, JFK | 12:00 AM London, Heathrow | UA 9082 | Take a taxi to the airport (28 km, 20 minutes drive) |

4.9 Вокабуляр по темі 4

to stand at
to remain constant

in the middle of
by the beginning of/

| | |
|--|-----------------------------------|
| to increase/an increase of | by the end of/ by the middle |
| to rise/a rise of | during/for/over |
| to go up | industrialized republic |
| to grow | to inhabit |
| to decrease/a decrease of | tribe |
| to fall/a fall of | troop |
| to drop/a drop of | to populate |
| to decline/a decline of | age/century |
| to reach a peak of | ancient |
| to level off at | collapse |
| to fluctuate | to cease one's existence |
| sharply/dramatically | to conquer |
| rapidly | conqueror |
| slightly | conquest |
| gradually | to number ... people |
| steadily | to be established |
| at the beginning of | on the territory of ... |
| at the end of | to sign (agreements) |
| to be situated = to be located | giant (a) |
| plain | to meet standards |
| to cover the territory of ... sq.km. | to export/to import |
| to stretch for ... km from... to... | to produce = to manufacture |
| moderate-continental | enterprise |
| settlement | budget-forming enterprise |
| total population | to work under any conditions |
| peculiarity | leading |
| to reflect | agglomeration |
| nationality | CIS countries |
| religion: moslem/ christian (orthodox) | to exist |
| multinational | joint-stock company |
| civilization | rural |
| to be home to smb | agriculture; agricultural |
| to elect smb for the term of ... years | to employ |
| party | economically-active population |
| unicameral/bicameral | main = major |
| representative (n, a) | to cover the needs |
| deputy | hectare |
| to be divided into regions | sowing area |
| per capita | oil production |
| foreign trade turnover | oil-extracting |
| to expand | petrochemistry |
| to exist | aircraft industry |
| to extract | mechanical |
| | engineering/engineering/ machine- |

| | |
|--|---|
| to exceed | building |
| | automobile industry/ motor-car industry |
| to cultivate | instrument-making |
| to be equal to | machine-tool industry |
| industries = branches of industry | chemical industry |
| light industry | manufacturing/processing |
| power engineering | mining |

4.10 Используемая литература и источники.

1. Learningenglish1.ru: учебное пособие / Е.М. Галишникова, Ю.Н. Горелова, Е.Е. Журавлева, Л.Р. Исмагилова, О.В. Полякова, Р.М. Марданшина, Л.В. Хафизова – КГФЭИ, 2011. –195 с.
2. <http://tatarstan.ru/eng/>
3. <http://www.study.ru/support/handbook/>

Тема 5. Экономика Великобритании.

5.1 Great Britain economy.

5.2 Two or more nouns together.

5.3 Ing-form.

5.4 Language skills: Expressing preferences and wishes; explaining the choice.

5.5 Letter of request

5.6 Вопросы к самоконтролю.

5.7 Задания для практики.

5.8 Вокабуляр по теме 5.

5.9 Используемая литература.

Тема 5. Экономика Великобритании.

Аннотация: Данная тема раскрывает основные направления экономики в Великобритании. Предусматривает изучение таких грамматических тем как ing-форма, сочетания двух или более существительных. Знакомит с формой составления письма-запроса.

Ключевые слова: Great Britain economy, labor force, welfare programs, to implement, recession, ing-form, expressing preferences and wishes; explaining the choice, Letter of request

Методические рекомендации по изучению темы.

- Тема содержит текст, грамматические темы, речевые клише и форму написания письма-запроса, которые необходимо тщательно изучить.
- Далее необходимо ответить на вопросы и выполнить практические задания по изученному материалу.
- В конце темы имеется список слов по теме и список использованной дополнительной литературы и источников.

5.1 Great Britain economy

Read and translate the text.

The UK, a leading trading power and financial center, is one of the quintet of trillion dollar economies of Western Europe. Over the past two decades, the government has greatly reduced public ownership and contained the growth of social welfare programs.

Agriculture is intensive, highly mechanized, and efficient by European standards, producing about 60% of food needs with less than 2% of the labor force. The UK has large coal, natural gas and oil resources, but its oil and natural gas reserves are declining and the UK became a net importer of energy in 2005; energy industries now contribute about 4% to GDP. Services, particularly banking, insurance, and business services, account by far for the largest proportion of GDP while industry continues to decline in importance.

Since emerging from recession in 1992, Britain's economy enjoyed the longest period of expansion during which time growth outpaced most Western Europe. The global economic slowdown, tight credit, and falling home prices, however, pushed

Britain back into recession in the latter half of 2008 and prompted the government to implement a number of new measures to stimulate the economy and stabilize the financial markets; these include part-nationalizing the banking system, cutting taxes etc.

The Bank of England periodically coordinates interest rate moves with the European Central Bank, but Britain remains outside the European Economic and Monetary Union, and opinion polls show a majority of Britons oppose joining the euro.

5.2 Two or more nouns together

Study the information about noun + noun combinations.

In English two or more nouns can be combined together. In the noun + noun construction, the first noun functions like an adjective and describes the second noun. Very often, the first noun answers the question *What kind?*

oil resources (the resources of oil)

interest rate moves (moves of a rate of interest)

We often use two nouns together to show that one thing is a part of something else:

the village church; the car door; the kitchen window; the chair leg; my coat pocket; London residents

We can use noun modifiers to show what something is made of:

a gold watch; a leather purse; a metal box

We often use noun modifiers with nouns ending in -er and -ing:

an office worker; a jewellery maker; a potato peeler; a shopping list; a swimming lesson; a walking holiday.

We use measurements, age or value as noun modifiers:

a thirty kilogram suitcase; a two minute rest; a five thousand euro platinum watch; a fifty kilometre journey;

We often put two nouns together and readers/listeners have to work out what they mean. So:

an ice bucket = a bucket to keep ice in

an ice cube = a cube made of ice

an ice breaker = a ship which breaks ice

the ice age = the time when much of the Earth was covered in ice.

Sometimes we find more than two nouns together:

London office workers; grammar practice exercises

Noun modifiers come after adjectives:

The old newspaper seller

A tiring fifty kilometre journey

5.3. Ing-form.

Study the information how ing-form is used in English.

| Uses of verb+ing | Examples |
|--|---|
| as an adjective | The UK is a leading trading power . |
| as part of continuous verb form | Britain's oil and natural gas reserves are declining . |
| as a noun and the subject | Services, particularly banking , account by far for the largest proportion of GDP. |
| an '-ing' clause after a noun | Agriculture producing about 60% of food needs is highly mechanized and efficient. |
| after certain verbs* | A number of new measures to stimulate the economy and stabilize the financial markets include part-nationalizing the banking system, cutting taxes etc. |
| the preposition + '-ing' (words commonly used in this pattern include <i>after, before, besides, by, in, on, since, through, when, while, with, without</i>) | Since emerging from recession in 1992, Britain's economy enjoyed the longest period of expansion. |

*** 1. Many verbs are followed by '-ing' form.**

Verbs of liking and disliking

| | | | | |
|----------------------|-----------------------|---------------------|-------------|----------------------|
| <i>adore</i> | <i><u>dislike</u></i> | <i><u>enjoy</u></i> | <i>like</i> | <i>mind</i> |
| <i><u>detest</u></i> | <i><u>dread</u></i> | <i><u>fancy</u></i> | <i>love</i> | <i><u>resent</u></i> |

I don't mind telling you.

Verbs of saying and thinking

| | | | | |
|-----------------|-----------------|-----------------------|----------------------|--------------------------|
| <i>admit</i> | <i>deny</i> | <i><u>imagine</u></i> | <i><u>recall</u></i> | <i><u>recommend</u></i> |
| <i>consider</i> | <i>describe</i> | <i>mention</i> | <i>suggest</i> | <i><u>understand</u></i> |

Can you **imagine buying** that car!

Other common verbs

| | | | | |
|---------------------|----------------------|-----------------------|------------------------|--------------------|
| <i><u>avoid</u></i> | <i><u>finish</u></i> | <i><u>involve</u></i> | <i><u>postpone</u></i> | <i><u>risk</u></i> |
| <i>commence</i> | <i><u>face</u></i> | <i>keep</i> | <i>practise</i> | <i>save</i> |
| <i>delay</i> | <i>include</i> | <i><u>miss</u></i> | <i><u>resist</u></i> | <i>stop</i> |

Avoid giving any unnecessary data.

Common phrasal verbs

| | | | | |
|------------------|----------------|-----------------|------------------|------------------------|
| <i>burst out</i> | <i>end up</i> | <i>go round</i> | <i>put off</i> | <i>look forward to</i> |
| <i>carry on</i> | <i>give up</i> | <i>keep on</i> | <i>set about</i> | <i>leave off</i> |

They **kept on working** for a while.

Some common phrases

can't help can't stand feel like

I can't help worrying.

NB With the verbs underlined we can also put an object before the '-ing' form.

Can you **imagine** Helen **buying** that car!

2. Sometimes we need to decide whether to use a verb in its '-ing' form (doing, working) or infinitive (to do, to work).

The -ing form focuses on:

a) an action or state before the action of the first verb.

He **finished doing** her accounts yesterday.

b) the activity itself. The second verb functions like a noun.

He **recommends selling** shares now.

The to-infinitive form focuses on:

a) a purpose

She **wishes to ask** you a favour.

b) a future situation

They **are planning to launch** a new project.

3. Some verbs can be followed by either '-ing' form or an infinitive.

| | | | | | |
|-------------------|--------------------|---------------|---------------|-----------------|-------------|
| <u>attempt</u> | <u>can't stand</u> | <u>fear</u> | <u>intend</u> | <u>prefer</u> | <u>stop</u> |
| <u>begin</u> | <u>cease</u> | <u>forget</u> | <u>like</u> | <u>regret</u> | <u>try</u> |
| <u>bother</u> | <u>continue</u> | <u>go on</u> | (=enjoy) | <u>remember</u> | |
| <u>can't bear</u> | <u>deserve</u> | <u>hate</u> | <u>love</u> | <u>start</u> | |
| | | | <u>mean</u> | | |

I love meeting people. = **I love to meet** new people.

NB The underlined verbs can be followed by either '-ing' form or an infinitive but the meanings are very different!!!

They **stopped making** fax machines. (finish an action)

We **stopped to get** petrol. (finish one action in order to do another one)

5.4. Language skills: Expressing preferences and wishes; explaining the choice.

Study conversational formulas for expressing preferences and wishes.

EXPRESSING PREFERENCES AND WISHES

| | |
|-------------|-----------------------------------|
| | I would like to |
| expressing | I'd rather |
| preferences | I'd better |
| & | I'd prefer |
| wishes | I feel like doing something |
| | I don't mind doing something |
| | What I would like to visit/see is |

explaining the In my opinion
choice To my mind
I have always wanted
I'm sure
It goes without saying

5.5. Letter of request

How To Write a Request Letter

A request is a letter asking the recipient to do something he or she does not have to do, may not have time to do, or may not want to do.

Tips for Requesting a Favor

- Ask politely. Do not demand or threaten.
- Show the reader what's in it for him/her. Prove your case.
- Say exactly what you hope he/ she will do for you.

Ms. Helen Cornell, CAE, CMP
Executive Director
CFCE Education Foundation
Senior Vice President, Education
CFCE
1300 East Eight Mile, Suite 110
Pontiac, MI 43320

Dear Helen:

I'm the author of Last Minute Meetings, a book I hope you'll consider for possible inclusion in your catalog and offerings. Last Minute Meetings provides numerous up-to-date resources and ideas to help plan a meeting — quickly, if need be, and on budget.

This book would be an excellent fit with your current offerings. For people new to the industry, it explains in simple language the details involved in planning a successful event — giving lots of real-life examples and forms. Industry veterans can use the book as a resource guide to find vendors as well as definitive “best sources”.

I have enclosed a review copy. Last Minute Meetings is published by Career Press (Franklin Lakes, NJ; December 2000) and retails for \$11.99. I've included a few recent book reviews as well as a brief bio.

I look forward to the possibility of working together to bring this book into your offering. Regards.

Fern Dickey, CMP

5.6. Вопросы к самоконтролю.

1) How is Britain's economy characterized in general? What is the statistic used to measure the economy? How do you understand the following – “one of the quintet of trillion dollar economies”?

2) The first ingredient of a nation's economic system is its natural resources. What about the UK?

3) What is the UK's CB? Does the UK undertake an independent monetary policy? Is Britain a member of the euro zone?

4) What is the key sector of Britain's economy? What does it cover? How much does it contribute to GDP? What industries decline? How do you understand the following – “a net importer of energy”?

5) What meanings may the nouns have as modifiers?

6) What are the uses of ing-form?

7) Give 2 expressions for preferences and wishes.

8) What are the tips to write a letter of request?

5.7. Задания для практики.

1. Fill in the table ‘**Britain's economy over the last decades**’ and make a short report about it .

Britain's economy over the last decades

| Period of time | Critical activities |
|---------------------------|---------------------|
| over the past two decades | |
| since 1992 | |
| in the late 2008 | |

2. Find examples of two or more nouns together the text “Great Britain economy”.

3. a) Look at the italicized words in the sentences below and say what the ways of using “verb+ing” are? Translate these sentences.

1) The UK *is* steadily *moving* towards the formation of a knowledge-based economy *focusing* on high technology, flexible workforce and innovative work solutions. 2) More than 25 percent of entrepreneurs established financial companies, *dealing* in public shares and bonds. 3) The business and financial services *include the trading*, investment and real estate sector. 5) This business offers more freedom *in making* company policies

b) Open the brackets using an ‘-ing’ form or infinitive.

1) I'm still looking for a job but I hope (find) something soon.

2) They risk (lose) business to their competitors.

3) Please don't forget (send) the samples.

4) He denies (pass on) any trade secrets.

5) They are planning (launch) a new line of clothes.

6)

4. Express your preferences of food and drink and explain your choice.

5. You are going to England for holiday. You would like to stay for a few days at your English friend's. Write a letter and ask if it is possible.

- Describe briefly your holiday plans.
- Present your request.
- Say how long you would like to stay.
- Express hope for her/his return visit to Russia.

5.8. Вокабуляр по теме 5.

| | |
|-----------------------------|---------------------------|
| to account for | social welfare programmes |
| to outpace | needs |
| to push back into recession | labour force |
| to implement a number of | banking |
| measures | insurance |
| to cut taxes | services |
| to remain | GDP |
| to oppose doing smth | economic slowdown |
| trading power | expansion |
| decade | interest rate |
| public ownership | opinion polls |
| growth | majority |

5.9. Используемая литература и источники.

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2. <http://learnenglish.britishcouncil.org/en/english-grammar/adjectives/noun-modifiers>

Тема 6. Экономика США

6.1 US Economy

6.2 Past participle.

6.3 Writing a summary.

6.4 Вопросы к самоконтролю.

6.5 Задания для практики.

6.6 Вокабуляр по теме 6.

6.7 Используемая литература и источники.

Тема 6. Экономика США.

Аннотация: В данной теме раскрывается информация об экономике США. Изучаются такие лексические и грамматические темы как предлоги места и направления, прошедшее причастие. Знакомит с образцом написания резюме текста.

Ключевые слова: US Economy, to experience, an array of enterprises, mixed economy, economic output, Past participle, a summary.

Методические рекомендации по изучению темы.

- Тема содержит теоретический материал для изучения, представленный в виде текста и грамматического и лексического материала. После прочтения текста необходимо изучить материал по образованию и использованию прошедшего причастия в английском языке, затем изучить особенности написания краткого содержания текста.

- После изучения теоретической информации необходимо ответить на вопросы к самоконтролю и выполнить задания для практики по изученным материалам.

- Далее представлен список слов и использованной дополнительной литературы и источников.

6.1. US economy.

Read the text.

The modern American economy traces its roots to the quest of European settlers for economic gain in the 16th, 17th, and 18th centuries. The New World then progressed from a colonial economy to a small, independent farming economy and, eventually, to a highly complex industrial economy. The United States entered the 21st century with an economy that was bigger, and by many measures more successful, than ever.

The first ingredient of a nation's economic system is its natural resources. The United States is rich in mineral resources and fertile farm soil, and it is blessed with a moderate climate. It also has extensive coastlines on both the Atlantic and Pacific Oceans, as well as on the Gulf of Mexico. Rivers flow from far within the continent and the Great Lakes - five large, inland lakes along the U.S. border with Canada - provide additional shipping access. These extensive waterways have helped shape the

country's economic growth over the years and helped bind America's 50 individual states together in a single economic unit.

The second ingredient is labor, which converts natural resources into goods. The number of available workers and, more importantly, their productivity help determine the health of an economy. Throughout its history, the United States has experienced steady growth in the labor force, and that, in turn, has helped fuel almost constant economic expansion. Today, Americans consider "human capital" a key to success in numerous modern, high-technology industries. As a result, government leaders and business officials increasingly stress the importance of education and training to develop workers with the kind of nimble minds and adaptable skills needed in new industries such as computers and telecommunications.

But natural resources and labor account for only part of an economic system. These resources must be organized and directed as efficiently as possible.

Today, the American economy boasts a wide array of enterprises, ranging from one-person sole proprietorships to some of the world's largest corporations. Most businesses are sole proprietorships - that is, they are owned and operated by a single person. Another way to start or expand a venture is to create a business partnership with two or more co-owners. Successful small businesses can sometimes grow through a practice known as franchising and chain stores. In a typical franchising arrangement, a successful company authorizes an individual or small group of entrepreneurs to use its name and products in exchange for a percentage of the sales revenue. Some individual proprietors have joined forces with others to form chains of their own or cooperatives. Often, these chains serve specialized, or niche, markets.

A particular strength of small businesses is their ability to respond quickly to changing economic conditions. They often know their customers personally and are especially suited to meet local needs. Small businesses - computer-related ventures in California's "Silicon Valley" and other high-tech enclaves, for instance - are a source of technical innovation. Many computer-industry innovators began as "tinkerers," working on hand-assembled machines in their garages, and quickly grew into large, powerful corporations. Small companies that rapidly became major players in the national and international economies include the computer software company Microsoft; the package delivery service Federal Express; sports clothing manufacturer Nike; the computer networking firm America OnLine; and ice cream maker Ben & Jerry's.

Although there are many small and medium-sized companies, big business units play a dominant role in the American economy. In the United States, most large businesses are organized as corporations. A corporation is a specific legal form of business organization, chartered by one of the 50 states and treated under the law like a person.

The United States is said to have a mixed economy because privately owned businesses and government both play important roles. The American free enterprise system emphasizes private ownership. Private businesses produce most goods and services, and almost two-thirds of the nation's total economic output goes to individuals for personal use (the remaining one-third is bought by government and

business). The consumer role is so great, in fact, that the nation is sometimes characterized as having a “consumer economy”.

The role of government in the American economy extends far beyond its activities as a regulator of specific industries, notably energy and agriculture. The government also manages the overall pace of economic activity, seeking to maintain high levels of employment and stable prices. It has two main tools for achieving these objectives: fiscal policy, through which it determines the appropriate level of taxes and spending; and monetary policy, through which it manages the supply of money. The Fed, the independent U.S. central bank, manages the money supply and use of credit (monetary policy), while the president and Congress adjust federal spending and taxes (fiscal policy).

The best way to understand the U.S. economy is by looking at GDP, which is the statistic used to measure the economy. In other words, the U.S. economy, as measured by GDP, is everything produced by all the people and all the companies in the U.S. 2007 GDP – the total output of goods and services – was three times the size of the next largest economy, Japan. US dominance has been eroded however by the creation of the EU common market, which has an equivalent GDP of over \$13 trillion, and by the rapid growth of the BRIC economies, in particular China. The recent failure in the US housing and credit markets has also resulted in a slowdown in the US economy.

In common with most developed countries, services is the key sector of the economy. It contributes nearly 67.8% towards the GDP of the country. Information, retail, scientific, technical and professional services form the major parts of this sector. Out of all the services, wholesale and retail trade comes up as the leading business areas. If net income is taken into consideration, then finance and insurance services take the lead.

In 2007, the service sector contributed almost 78.5% and the industrial sector contributed 20.5% towards USA's GDP. Petroleum, chemicals, fertilizers, electronic goods, mining are some of the chief industries of this sector.

Though agriculture is a major industry, yet its contribution is only 1% towards the GDP. Today it increasingly has become an “agribusiness”. Agribusiness includes a variety of farm businesses and structures, from small, one-family corporations to huge conglomerates or multinational firms that own large tracts of land or that produce goods and materials used by farmers. Over the last 50 years production doubled, while farm numbers dropped by more than two-thirds.

Labor, agriculture, small businesses, large corporations, financial markets, the Federal Reserve System, and government all interact in complex ways to make America's economic system work.

But, as the late U.S. Senator Robert Kennedy, the brother of President John F. Kennedy, explained in 1968, economic matters are important, but gross national product "does not include the beauty of our poetry or the strength of our marriages; the intelligence of our public debate or the integrity of our public officials. It measures neither our wit nor our courage; neither our wisdom nor our learning; neither our compassion nor our devotion to our country; it measures everything, in

short, except that which makes life worthwhile. And it can tell us everything about America except why we are proud to be Americans."

Extracts from *An Outline of the U.S. Economy*

6.2 Past participle.

Study the material on how to use Past participle in English and the ways of its translation into Russian.

| Uses of V3 | Examples |
|--|--|
| as a part of a perfect verb form | Britain has become self-sufficient in energy It had imported over 99 percent of petroleum before oil and gas reserves were found in the North Sea |
| as a part of a passive verb form | The United Kingdom is headed by the Queen. |
| as an adjective before or after a noun | The closed door The improved variant The work done The cars produced |

Причастие II (**Participle II**) - неличная форма глагола (III основная форма глагола), имеет одну неизменяемую форму со страдательным значением и обозначает действие, которое испытывает на себе лицо или предмет. Оно соответствует в русском языке причастию страдательного залога.

| | | |
|------------|------------|-----------------|
| | active | passive |
| Indefinite | asked | been asked |
| Perfect | have asked | have been asked |

Подобно причастию I, причастие II обладает свойствами глагола, прилагательного и наречия. Как и глагол, оно обозначает действие. Время действия, обозначаемое причастием II, определяется временем действия глагола-сказуемого или контекстом.

The book *discussed* yesterday was interesting.

Книга, *обсуждавшаяся* вчера, была интересной.

The books *discussed* at the lessons are always interesting.

Книги, *обсуждаемые* на уроках, всегда интересны.

Функции причастия II

В предложении причастие II может быть:

1. Определением.

Lost time is never found again. Потерянное время никогда не вернёшь (дословно - не найти).

A written letter lay on the table. Написанное письмо лежало на столе.

They are reconstructing the house built in the 18th century. Они реставрируют здание, построенное в 18 веке.

2. Обстоятельством. Перед причастием II в функции обстоятельства могут стоять союзы if, unless, when. В таком случае английское причастие переводится обстоятельственным придаточным предложением, в котором подлежащее то же, что и в главном предложении.

If built of the local stone, the road will serve for years. Если построить дорогу (Если дорога построена) из местного камня, она будет служить долгие годы.

6.3 Writing a summary

Study the tips how to write a summary of the text.

Preparing to Write: To write a good summary it is important to thoroughly understand the material you are working with. Here are some preliminary steps in writing a summary.

1. Skim the text, noting in your mind the subheadings. If there are no subheadings, try to divide the text into sections. Consider why you have been assigned the text. Try to determine what type of text you are dealing with. This can help you identify important information.

2. Read the text, highlighting important information and taking notes.

3. In your own words, write down the main points of each section.

4. Write down the key support points for the main topic, but do not include minor detail.

5. Go through the process again, making changes as appropriate.

When writing the summary there are three main requirements:

1. The summary should cover the original as a whole.

2. The material should be presented in a neutral fashion.

3. The summary should be a condensed version of the material, presented in your own words.

4. Also do not include anything that does not appear in the original. (Do not include your own comments or evaluation.)

5. Be sure to identify your source.

6.4 Вопросы к самоконтролю

1. What are the two main ingredients of the US economic system?
2. What is the range of American economic enterprises?
3. What are the peculiarities of small businesses in the USA?
4. What is the role of services in GDP?
5. Name all the players of the US economy.
6. How is the Past participle formed?
7. What is the use of Past Participle?
8. What are requirements for writing a summary of the text?

6.5 Задания для практики

1. Read the text “US economy” and tell if the statements are true or false.

- 1) The American economy developed from a marginally successful farming economy to a highly industrialized economy.
- 2) Two main ingredients of a country’s economic system are its natural resources and labor force.
- 3) The American economic enterprises range from one-person businesses to large multinationals.
- 4) Small and medium-sized companies usually play a dominant role in the American economy because of their ability to respond quickly to changing economic situation.
- 5) The U.S. is said to have a market economy.
- 6) The U.S. government seeks to maintain high levels of employment and stable prices, above all, and regulates a number of specific industries.
- 7) GDP measures the total value of all the goods and services produced in a country, including income from abroad.
- 8) Agriculture is a major industry.
- 9) While a strong economy may be a prerequisite to social progress, it is not the ultimate goal.

1. a) Open the brackets putting the verb in the form of Past Participle and explain the case of using a Past Participle form.

- 1) The score (receive) on an exam was not enough to enter Cambridge University.
- 2) The plant introduced a new wage piece system to increase the number of cars (produce).
- 3) Taxes (levy) on the population in Britain are a relatively small proportion.
- 4) World War II (follow) by the Civil War caused great damage to the economy of the country.
- 5) This has (be) an excellent year so far, and we have (reach) most of our sales targets.

b) Translate the sentences into Russian paying attention to the function of Past Participle form

- 1) Training should combine theory and practice in the field chosen.
- 2) The amount of electricity generated was not enough.
- 3) The results obtained were thoroughly analyzed.
- 4) The workers freed in one place are transferred to other shops.
- 5) More than 25% of all exported machinery are intended for building projects carried out with our technical assistance.
- 6) Attempts made to find a suitable approach only led to internal contradictions.

2. Write a short report on one of the topics:

Foreign trade

The stock market

Recent economic situation

E-commerce

Federal Reserve

6.6 Вокабуляр по теме 6.

free enterprise system

wholesale/ retail trade

private ownership

small/ medium-sized/ large business

corporation

conglomerate

subway

consumer

output

price level

computer-related venture

sole proprietorship

strength

business partnership

chain store

delivery service

major player

bankruptcy

assets

sales revenue

housing/ stock market

fiscal policy/ monetary policy

money supply

agribusiness

gross national product (GNP)

economic gain/ growth/slowdown

mixed/ industrial economy

inland lakes

Federal Reserve System

district

entrepreneur

shipping access

productivity

spending

co-owner

niche/ specialized market

failure

franchising

to rise

to treat

to achieve

to meet needs

to influence

to depend on

to strengthen

to stand for

to bind together

to maintain

| | |
|-----------------|-------------------------------------|
| net income | to join forces |
| yield | to be rich in |
| successful | to dominate |
| powerful | to authorize |
| dominant | to create/ start/ expand a business |
| stable (prices) | to take the lead |
| steady (growth) | to charter |
| eventually | to respond to |
| in exchange for | to take into consideration |

6.7 Используемая литература и источники.

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