

**МІНІСТЕРСТВО ОБОРОНИ УКРАЇНИ
ВІЙСЬКОВИЙ ІНСТИТУТ
КИЇВСЬКОГО НАЦІОНАЛЬНОГО УНІВЕРСИТЕТУ
ІМЕНІ ТАРАСА ШЕВЧЕНКА**

О.О. Робак

**ПРАКТИЧНИЙ КУРС З ВИВЧЕННЯ
ІНОЗЕМНОЇ МОВИ
(ВІЙСЬКОВО-СПЕЦІАЛЬНОЇ МОВНОЇ ПІДГОТОВКИ)
ДЛЯ КУРСАНТІВ (СТУДЕНТІВ) 4 КУРСУ ЗА
СПЕЦІАЛЬНІСТЮ «ФІНАНСИ»
(англійська мова)**

під загальною редакцією В.В. Балабіна

Навчальний посібник

Київ – 2006

Рецензенти:

кандидат філологічних наук, професор, зав.кафедри іноземних мов
Гуманітарного інституту Національного Авіаційного Університету
Акмалдінова О.М.

кандидат філологічних наук, професор Київського національного
університету Магушинець І.І.

Під загальною редакцією кандидата філологічних наук, доцента,
генерал-майора В.В. Балабіна

***Затверджено до друку Вченою Радою
Військового інституту
Київського національного університету імені Тараса Шевченка
(протокол № 3 від 28 вересня 2006 року)***

Робак О.О. Практичний курс з вивчення іноземної мови (військово-спеціальної мовної підготовки) для курсантів (студентів) 4 курсу за спеціальністю «Фінанси». – К.: , 2006. – 246 с.

Практичний курс складений для студентів (курсантів) немовних спеціальностей, які продовжують вивчення іноземної мови на основі знань, набутих на 1-му, 2-му та 3-му курсах військового інституту. Вивчення іноземної мови, як культурного та спеціального явища повинно сприяти формуванню у курсантів загальної культури. Метою посібника є практичне оволодіння англійською мовою, формування навичок у різних сферах, аспектах мовної діяльності.

© В.В. Балабін 2006
© О.О. Робак 2006

ЗМІСТ

I. ВСТУП.	8
II. Тема № 28. Структура Збройних сил України.	
Заняття 1.	
Загальний обрис ЗСУ.	10
Артиклі. Означений. Неозначений. Нульовий.	11
Заняття 2.	
Сухопутні війська ЗСУ.	13
Вживання артикля перед власними назвами.	15
Заняття 3.	
Повітряні сили ЗСУ.	17
Дієслово to be. Форма минулого, теперешнього та майбутнього часів.	18
Заняття 4.	
Військово-морські сили ЗСУ.	21
Дієслово have/has (got).	23
Заняття 5.	
Міжнародне співробітництво ЗСУ.	25
Порядок слів в англійському реченні.	26
Заняття 6.	
Миротворча діяльність ЗСУ.	28
Типи запитань в англійській мові.	29
III. Тема № 29. Структура збройних сил США	
Заняття 1.	
Загальна структура збройних сил США.	31
Теперішній неозначений час.	32
Заняття 2.	
Сухопутні війська збройних сил США.	34
Минулий неозначений час.	35
Заняття 3.	
Військово-повітряні сили збройних сил США.	37
Минулий неозначений час неправильних дієслів.	39
Заняття 4.	
Військово-морські сили збройних сил США.	41
Майбутній неозначений час.	43
Заняття 5	
Комплектування збройних сил США.	45
Повторення часів Continuous в англійській мові.	46
Заняття 6.	
Розпорядок дня.	49
Теперішній подовжений, теперішній неозн., минулий неозн. та майб. неозн часи.	50
IV. Тема № 30. Роди військ збройних сил США.	
Заняття 1.	
Бронетанкові війська.	52
Минулий неозначений та минулий подовжений часи.	53
Заняття 2.	
Артилерія.	56
Майбутній подовжений час.	57
Заняття 3.	
Інженерні війська.	60
Час Present Perfect.	61
Заняття 4.	

Війська зв'язку.	65
Час Past Perfect.	66
Заняття 5.	
Десантні війська.	68
Час Future Perfect та інші майбутні часи.	69
Заняття 6.	
Піхота.	71
Час Present Perfect Continuous.	72
V. Тема № 31. Міжнародні організації.	
Заняття 1.	
Організація Європейського Співробітництва і Розвитку.	74
Час Past Perfect Continuous.	75
Заняття 2.	
ВТО.	77
Час Future Perfect Continuous та інші майбутні часи.	78
Заняття 3.	
ОБСЄ.	80
Future-in-the-past.	81
Заняття 4.	
ЮНЕСКО.	83
Узгодження часів.	84
Заняття 5.	
ОАД.	86
Узгодження часів. Закріплення.	88
Заняття 6.	
ООН.	91
Поняття про активний та пасивний стан дієслів.	92
VI. Тема № 32. Проблема тероризму в сучасному світі.	
Заняття 1.	
Визначення тероризму.	94
Пасивний стан дієслів. Особливості утворення та вживання.	96
Заняття 2.	
Боротьба з тероризмом.	98
Пасивний стан дієслів. Закріплення.	100
Заняття 3.	
Майбутнє тероризму.	103
Поняття та вживання інфінітиву.	104
Заняття 4.	
Причини виникнення тероризму.	107
Інфінітив без частки to.	109
Заняття 5	
Аль-Каїда.	111
Активн та пасивна форми інфінітива.	113
Заняття 6.	
ЕТА.	114
Порівняння вживання Indefinite Infinitive та Perfect Infinitive.	115
VII. Тема № 33. НАТО.	

Заняття 1.	
НАТО – загальні положення.	118
Модальні дієслова can, may, особливості вживання конструкції to be able to.	119
Заняття 2.	
Партнерство заради миру.	122
Модальні дієслова must, have to, need.	123
Заняття 3.	
Україна і НАТО.	126
Модальне дієслово to be to.	128
Заняття 4.	
СТАНАГ.	130
Модальне дієслово Should/Should have.	131
Заняття 5.	
Завдання організації.	133
Минулий час модальних дієслів.	135
VIII. Тема 34: Попит та пропозиція.	
Заняття 1.	
Ринкова та командно-адміністративна економіка.	136
Дієслово to be + infinitive.	138
Заняття 2.	
Позитивні та негативні ознаки ринкової економіки.	139
Зворот to be + of + noun.	140
Заняття 3.	
Економіка змішаного типу.	141
Participle I.	143
Заняття 4.	
Попит та пропозиція.	144
Participle II.	146
Заняття 5.	
Попит та платоспроможність населення.	147
Ступені порівняння прикметників та дієприкметників.	149
Заняття 6.	
Теорія попиту.	150
Числівник.	152
IX. Тема 35: Виробництво.	
Заняття 1.	
Теорія пропозиції.	153
Слова some, the same.	156
Заняття 2.	
Пропозиції та виробництво окремих видів	157
Значення слова та сполучення з ним.	160
Заняття 3.	
Еластичність попиту та пропозиції.	161
Часові форми дієслів. Дієслова, що виражають обов’язок.	164
Заняття 4.	
Фактори виробництва.	165
Безсполучникове приєднання означальних підрядних речень.	167
Заняття 5.	
Переваги монополізації та виробництво елітної продукції.	168
Infinitive у функції підмета, обставини цілі та наслідку.	171

Заняття 6.	
Витрати на виробництво.	172
Зворот for + noun + infinitive.	174
X. Тема 36: Матеріальні, фінансові та людські ресурси.	
Заняття 1.	
Державне регулювання попиту та пропозиції.	175
Значення слова one.	176
Заняття 2.	
Тенденція вдосконалення засобів виробництва.	177
Значення слова it.	179
Заняття 3.	
Матеріальні, фінансові та людські ресурси.	180
Конструкція складний додаток.	182
Заняття 4.	
Роль людського фактору у розвитку економіки держави.	183
Значення слова due.	185
Заняття 5.	
Вплив сировинних та товарних бірж на рівень витрат на виробництво.	186
Значення слова which.	188
Заняття 6.	
Ріст національного доходу за рахунок експорту природних ресурсів.	189
Infinitive у функції означення.	191
XI. Тема 37: Система ціноутворення та фіскальна політика.	
Заняття 1.	
Максимальний рівень цін. Підтримання цін.	192
Повторення модальних дієслів can, could, to be able.	193
Заняття 2.	
Система ціноутворення в умовах ринкової економіки.	194
Повторення модальних дієслів may, might, to be allowed to.	197
Заняття 3.	
Неефективне використання капіталу.	198
Повторення модальних дієслів must, have to, to be to, had to.	201
Заняття 4.	
Сезонний характер прибутків.	202
Повторення модальних дієслів need, needn't.	204
Заняття 5.	
Фіскальна політика.	205
Модальні дієслова must, may, might, can't у значенні припущення.	207
Заняття 6.	
Добровільна сплата податків суб'єктами підприємницької діяльності.	208
Повторення модальних дієслів should, shouldn't, should have.	210
XII. Тема 38: Монетарна система.	
Заняття 1.	
Гроші та їх функції.	211
Порівняльна конструкція the...the.	213
Заняття 2.	
Введення в банківську систему.	214
Значення слова for.	215
Заняття 3.	
Контрольна функція НБУ у випуску грошових банкнот.	216
Незалежний дієприкметниковий зворот.	219

<i>Заняття 4.</i>	
Приватні банки та їх підпорядкованість НБУ.	220
Сполучник whether.	222
<i>Заняття 5</i>	
Монетарна система. Банківська система.	223
Значення іменника means та дієслова to mean.	225
<i>Заняття 6.</i>	
Кредитна і монетарна політики. Реформа монетарної політики.	226
Значення слів some, any та no.	229
XIII. Тема 39: Національний дохід. Міжнародна торгівля.	
<i>Заняття 1.</i>	
Кругообіг платежів. Національний дохід.	230
Числівник.	233
Пасивний стан дієслів.	
<i>Заняття 2.</i>	
Експорт та імпорт.	234
Герундій. Утворення та особливості вживання.	237
Пасивний стан модальних дієслів.	
<i>Заняття 3.</i>	
Податки та державні витрати.	238
Складносурядне речення.	241
Неозначені займенники some, any та похідні від них.	
<i>Заняття 4.</i>	
Міжнародна торгівля.	242
Складнопідрядне речення.	245
Кількісні займенники many, much; little, few.	
XIV. Список рекомендованої літератури	246

ВСТУП

За останні роки в системі військових навчальних закладів особливого значення набуває підготовка курсантів з іноземних мов, значно зростають вимоги до випускників вищих військових навчальних закладів (ВВНЗ) стосовно їх професіоналізму, компетентності та особливо знання іноземних мов. Це зумовлено низкою важливих чинників, а саме: розширенням міжнародного військового співробітництва між Збройними Силами України та Збройними Силами інших держав; збільшенням кількості міжнародних контактів, виникненням необхідності в успішному вирішенні завдань з реалізації міжнародних договорів та програм, тощо. Тому вивчення іноземних мов є невід'ємним елементом підготовки фахівців для Збройних Сил нашої держави, знаряддям отримання додаткової інформації з філології. На четвертому курсі курсанти (студенти) проходять вивчення курсу спеціалізації, який передбачає:

- закріплення та узагальнення раніше отриманих знань з граматики, оволодіння новими граматичними структурами,
- поповнення словникового запасу загальноживаною лексикою а також розширення вокабуляру спеціалізованими термінами та словосполученнями;
- оволодіння певними комунікативними моделями, насамперед такими, що не мають аналогів у рідній мові;
- сприйняття на слух, аудіювання різних за обсягом й рівнем складності текстів;
- удосконалення навичок читання неадаптованих текстів;

Складовими частинами вивчення іноземної мови є: читання і переклад, усне мовлення та письмо, як засіб та мета навчання. Навчання читанню передбачає послідовний перехід від “недиференційованого” до “диференційованого” читання за допомогою системи навчальних завдань, що поступово ускладнюються. Усне мовлення передбачає власне мовлення та аудіювання. Письмо – це допоміжний засіб навчання, що входить до системи вправ при закріпленні та контролі лексичного та граматичного матеріалу, а також при формуванні навичок складання анотацій та рефератів. Навчальний переклад має за мету адекватну передачу інформації, що базується на комплексному підході до подолання граматичних, лексичних та стилістичних труднощів у тексті.

Метою навчального посібника для курсантів (студентів) IV курсу спеціальності “Фінанси” є закріплення й поглиблення фонетичної та граматичної бази отриманої протягом трьох років навчання у Військовому інституті, розширення лексичної бази, зумовленою тематикою текстів та формування комунікативних навичок із врахуванням специфіки галузі економіки.

Посібник складається з 12 тем, кожна з яких містить 5-7 занять. Заняття охоплюють основні теми галузі економіки. Кожне заняття містить нові термінологічні вислови, словосполучення, фрази, звороти, а також статті,

тексти та мовні ситуації за темою й вправи на закріплення граматики. Однією з цілей збірки є наближення словникового запасу та навичок усного мовлення до живого спілкування.

Тексти, використані в заняттях навчального посібника дозволяють оволодіти лексикою за темою "Фінанси", необхідною для подальшої роботи в галузі. Система вправ забезпечує швидке й ефективно засвоєння студентами та курсантами необхідних знань і формування в них умінь і навичок повсякденного спілкування.

Під час організації процесу навчання слід враховувати такі фактори:

- даний навчальний посібник призначений для курсантів та студентів з різним рівнем знань й забезпечує широкі можливості як аудиторної так і самостійної роботи;
- фонетика та граMATика подаються не у вигляді зведення правил для вивчення, а як мовний матеріал, в процесі роботи над яким у курсанта або студента формуються мовні уміння та навички;
- оволодіння лексичним матеріалом відбувається в процесі роботи над текстом навчального посібника, при цьому робота над словом ведеться в контексті, різноманітні вправи закріплюють вивчену лексику;
- навчання читанню, що послідовно здійснюється на всіх етапах вивчення мови, доповнюється позалекційним читанням;
- комунікативні вправи спрямовані на розвиток у курсантів та студентів здібності грамотно, аргументовано й послідовно висловлювати свою думку англійською мовою, демонструвати свою ерудицію. Комунікативні завдання підібрані таким чином, щоб дати майбутнім економістам можливість обговорити загальні проблеми, важливі для їх професії;

Таким чином, даний навчальний посібник ставить своєю метою не лише формування основних навичок та умінь у зв'язку з професією, але й дозволяє закріпити й поглибити знання зі спеціальних дисциплін, які курсанти й студенти отримують рідною мовою.

ТЕМА 28:

СТРУКТУРА ЗБРОЙНИХ СИЛ УКРАЇНИ

Заняття 1

ЗАГАЛЬНИЙ ОБРИС ЗСУ



Прочитайте та перекладіть текст українською мовою.

The Armed Forces of Ukraine

Proceeding from national interests of Ukraine, the principle task of the Armed Forces of Ukraine is to ensure (jointly with other institutes of the state) the defence of Ukraine, to protect its sovereignty, territorial integrity and the inviolability of its borders. This extremely important national interest can be ensured through the establishment of the modern armed forces capable to fulfil the designated tasks and be interoperable enough to act effectively within international formations, including the NATO ones. Accordingly the Armed Forces of Ukraine should be able to act as a part of multinational formations, to have the necessary level of mutual compatibility and to correspond with NATO standards.

Instability and regional conflicts can have a negative impact on the interests of the national security of Ukraine. That is why the Armed Forces should be able to contribute to the formation of international peace and stability through military cooperation as a part of preventive diplomacy, participation in peacemaking and humanitarian operations, multinational operations to regulate crisis situations, including operations to establish peace.

The Armed Forces of Ukraine should be ready to support the relevant authorities and to contribute to the liquidation of natural disasters and man caused catastrophes.

At the same time the Armed Forces of Ukraine should have opportunities to support the relevant law enforcement authorities in their activities with respect to reacting effectively to risks and threats of a non war nature, viz. international terrorism, illegal trade in arms and the spreading of missile technologies, nuclear and other weapons of mass destruction, uncontrolled migration, religious and ethnic extremism, other negative phenomena inside the state.

? Дайте відповіді на запитання:

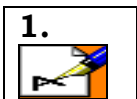
1. What is the principle task of the Armed Forces of Ukraine?
2. What is the meaning of the word interoperability?
3. Why the Armed Forces of Ukraine should be able to act as a part of multinational formations?
4. What risks and threats of a non war nature do you know?



Знайдіть еквіваленти слів у тексті англійською мовою:

Національні інтереси, суверенітет, територіальна цілісність, взаємосумісність, багатонаціональні формування, стабільність, дипломатія, правоохоронні органи, загрози невоєнного характеру.

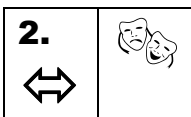
ГРАМАТИЧНІ ВПРАВИ АРТИКЛІ. ОЗНАЧЕНИЙ. НЕОЗНАЧЕНИЙ. НУЛЬОВИЙ



1.

Вставте артикль *a/an, the*, де необхідно

1. moon goes round earth every 27 days.
2. Did you see film on TV or at cinema?
3. After breakfast we went for a walk by sea.
4. There is theatre not far from our house. theatre is very beautiful.
5. Tom lives in small village in country.
6. butter and cheese are made of milk.
7. Here is book you wanted.
8. It is beautiful day. sun is shining brightly in sky.
9. What is highest mountain in world?
10. Volga is longest river in European part of Russia.
11. children like ice-cream.
12. What beautiful weather! Let's go for walk!
13. Would you like cup of tea?
14. I usually go to bed at 11 o'clock.
15. Pass me sugar, please.



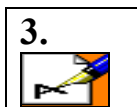
2.



Виберіть правильний варіант використання артикля в наступних реченнях:

1. *Apples / the apples* are good for you.
2. Look at *apples / the apples* on that tree! They are very large.
3. *Women / the women* are often better teachers than *men / the men*.
4. In Britain *coffee / the coffee* is more expensive than *tea / the tea*.
5. We had a very nice meal in that restaurant. *Cheese / the cheese* was especially good.
6. Do you know *people / the people* who live next door?
7. Many children don't like to go to *school / the school*.
8. After *work / the work*, Ann usually goes *home / to home*.
9. All criminals must be sent to *prison / the prison* for their crimes.
10. When Max was ill, we all went to *hospital / the hospital* to visit her.
11. I like to read in *bed / the bed* before going to sleep.

12. How many people go to *university / the university in your country*?
13. Have you ever visited *Tower of London / the Tower of London*?
14. The British Prime Minister lives in *Downing Street / the Downing Street*.
15. Mr. Brown's wife likes to read *Times / the Times*.



3. Перекладіть українською мовою. Зверніть увагу на використання артиклів.

1. Зима – холодний сезон в Україні.
 2. Вода і повітря необхідні для життя.
 3. Вранці я п'ю чай з молоком та цукром.
 4. Молоко надто холодне, не пий його.
 5. Моя найкраща подруга живе на третьому поверсі.
 6. Це дуже складне питання. Я не можу його вирішити.
 7. Весна – найчарівніша пора року.
 8. Він подарував мені квіти. Квіти мені дуже сподобалися.
 9. Чорне море знаходиться на півдні України.
 10. Історія була моїм найулюбленішим предметом у школі.
 11. Вчора я був у театрі. Вистава мені не сподобалася.
 12. Моя мати – найчарівніша жінка у світі.
 13. Крим знаходиться на півдні України і омивається Чорним морем.
 14. Відкрийте ваші книги на сторінці 25 та прочитайте текст 4.
- Недалеко від моєї домівки є річка. Влітку річка дуже гарна, ми з друзями часто ходимо туди купатися.

ТЕМА 28:

СТРУКТУРА ЗБРОЙНИХ СИЛ УКРАЇНИ

Заняття 2

СУХОПУТНІ ВІЙСЬКА ЗСУ



Прочитайте та перекладіть текст українською мовою.

The Land Forces (LD)

History of creation

The Land Forces (LD) of the Armed Forces of Ukraine was formed as an organic structure of the Armed Forces of Ukraine on the basis of the Decree of the President of Ukraine according to the Article 4 of the Law of Ukraine “On the Armed Forces of Ukraine” in 1996.

The Land Forces (LD) of the Armed Forces of Ukraine is the main possessor of the combat power of the Armed Forces of the independent Ukrainian country.

According to the its designation and tasks, the Land Forces is a decisive factor in peace and wartime.

The branches of the Army of the Armed Forces of Ukraine

Mechanized and armoured forces, which make a basis of the Army, execute tasks of holding the occupied areas, lines and positions tasks of enemy’s impacts repelling, of penetrating enemy’s defence lines, of defeating the enemy forces, of capturing the important areas, lines and objects, operate in structure of marine and landing troops.

Mechanized and armoured forces consist of mechanized and armoured divisions and brigades.

Formations and units of mechanized and armoured forces are equipped by:

T-64, T-72, T-80, T-84 tanks;

BTR-60, BTR-70, BTR-80 armoured personnel-carriers;

BMP-1, BMP-2 infantry fighting vehicles;

other types of armaments.

Rocket troops and artillery of The Land Forces consist of formations of operational-tactical and tactical missiles, of formations and units of howitzer, cannon, jet-propelled and anti-tank artillery, of artillery reconnaissance, of mortar units and of units of anti-tank missiles. They are assigned to destroy human resources, tanks, artillery, anti-tanks enemy weapons, aircraft, objects of air defense and other important objects during the combat arms operations.

Formations, units and elements of Rocket troops and artillery are equipped by:

missile complexes of operational-tactical and tactical missiles;

multi-launcher rocket systems, as “Smerch”, “Uragan”, “Grad”;

“Giacint”, “Pion”, “Akacia”, “Gvozdika” howitzers;

“Shturm”, “Konkurs”, “Rapira” anti-tank weapons.

The Army aviation is the most maneuverable branch of the Land Forces, intended to conduct the tasks under different conditions of combat arms operations.

Units and elements of the Army aviation provide reconnaissance, defeat weapons, equipment and humane resources of enemy, give fire support during the offence or counterattack, land tactical troops, deliver combat weapons and personnel at the specified areas, execute other main tasks.

The Army consists of brigades and regiments of the Army aviation. Formations and units of the Army aviation are equipped by Mi-8, Mi-24 and their modifications.

The airmobile forces is a highly mobile component of the Land Forces. The airmobile forces consists of formations, units and elements of the Army and the Army aviation, that well trained for combined activities in the rear of the enemy.

The airmobile forces is in constant combat readiness and is the high mobility branch of forces, that is capable of conducting any task under any conditions.

The airmobile forces consists of airmobile division, single airmobile brigades and regiments.

The Army Air Defense covers troops against enemy attacks from air in all kinds of combat operations, during regrouping and dislocation on terrain.

The Army Air Defense is equipped by effective surface-to-air missile systems and complexes of division level and antiaircraft missile and artillery complexes of regiment level characterized by high rate of fire, vitality, maneuverability, by capability of action under all conditions of modern combat arms operations.

Surface-to-air missile systems and complexes of division level are equipped by surface-to-air missile complexes “Osa”, “Kub”, “Tor”.

Antiaircraft missile and artillery complexes of regiment level are equipped by antiaircraft missile complexes “Strila-10”, “Tunguska”, “Igla”, “Shilka”.

? Дайте відповіді на запитання:

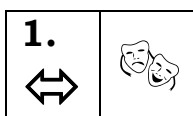
1. What do you know about the history of creation of the Land Forces?
2. What branches of the Land Forces do you know?
3. What types of armament do you know?
4. What is the main task of the airmobile forces?



Знайдіть еквіваленти слів у тексті англійською мовою:

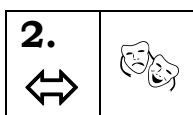
Сухопутні війська, танкові війська, дивізія, бригада, ракетні війська і артилерія, розвідка, бойова техніка, аеромобільні війська, війська протиповітряної оборони, зенітні ракетні комплекси.

ГРАМАТИЧНІ ВПРАВИ ВЖИВАННЯ АРТИКЛЯ ПЕРЕД ВЛАСНИМИ НАЗВАМИ



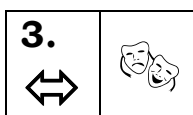
Вставте артикль, де потрібно.

1. ... Moscow is situated on ... Moscow River. ... Moscow is a river that moves very slowly. There is ... canal called ... Moscow-Volga Canal which joins ... Moscow to ... Volga. ... Volga runs into ... sea at ... Caspian Sea.
2. Several rivers run into ... sea at ... New York. ... most important is ... Hudson River which empties into ... Atlantic Ocean. Besides ... Hudson there are ... two other rivers: ... East River and ... Harlem River.
3. In ... Siberia there are many long rivers: ... Ob, ... Irtysh, ... Yenissei, ... Lena and ... Amur.
4. ... United Kingdom consists of ... Great Britain and Northern Ireland.



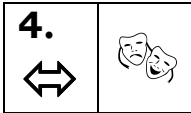
Вставте артикль, де потрібно.

1. Teckle comes from ... very old country on ... Nile. It is called ... Ethiopia. ... Ethiopia is ... beautiful mountainous country. Teckle is ... young man. He wants to become ... engineer. He is very happy to be ... student of ... St. Petersburg University. He spends ... lot of time at ... library reading and studying different subjects. Very often in ... evening his new friends and he walk about ... city talking about their native countries.
2. Galina lives in ... Ukraine. She lives in ... small village near ... Odessa. She is ... librarian. In summer she has ... lot of ... work: she takes ... newspapers and magazines to ... people who work in the fields. Galina wants to enter ... Moscow University and now she is preparing for ... entrance examinations.
3. My friend lives in ... America. He is ... student. He studies ... history at ... Harvard University.



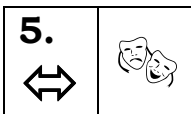
Вставте артикль, де потрібно.

1. ... Kyiv is situated on ... Dnieper. ... Dniester is a river that moves very slowly. There is ... canal called ... Moscow-Volga Canal which joins ... Moscow to ... Volga. ... Dnieper runs into ... Black Sea.
2. ... Altai Mountains are ... higher than ... Urals.
3. Chicago is on ... Lake Michigan.
4. ... Neva flows into ... Gulf of ... Finland.
5. ... Pacific Ocean is very deep.
6. ... France is to ... north of ... Italy.



Вставте артикль, де потрібно.

1. ... Neva flows into ... Gulf of ... Finland. 2. ... Pacific Ocean is very deep. 3. ... Urals are not very high. 4. ... Kazbek is ... highest peak of ... Caucasus. 5. ... Alps are covered with snow. 6. ... Shetland Islands are situated to ... north of ... Great Britain. 7. ... USA is ... largest country in ... America. 8. ... Crimea is washed by ... Black Sea. 9. ... Lake Baikal is ... deepest lake in ... world. 10. ... Paris is ... capital of ... France.



Вставте артикль, де потрібно.

1. I'm going to Folkestone today and will stay at ... *Metropole*.
2. I often go to ... Pushkin Theatre.
3. Dusk was already falling on ... noble curve of ... Thames.
4. Years ago he lived in ... Berkeley Square.
5. ... sets of furniture were imitations of one of ... Louis periods.
6. I hear he's off to ... Central Africa.
7. ... Willoughbys left town as soon as they were married.
8. She kept murmuring aloud extracts from ... *Globe's Realistic Descriptions of ... Weather*.
9. ... Pulkovo Observatory is over ... hundred years old.

ТЕМА 28:

СТРУКТУРА ЗБРОЙНИХ СИЛ УКРАЇНИ

Заняття 3

ПОВІТРЯНІ СИЛИ ЗСУ



Прочитайте та перекладіть текст українською мовою.

The Air Forces (AF)

The main tasks of The Air Forces of the Armed Forces of Ukraine:

- achievements of air superiority;
- covering of forces and objects against enemy air strike;
- the Army and the Navy combat operations aerial support;
- breakdown the enemy maneuver and its transportation;
- landing operations and fight against enemy troops landed;
- aerial reconnaissance;
- air transportation of troops and equipments;
- destruction of enemy military industrial and state objects, communications infrastructure.

The Air Force of the Armed Forces of Ukraine consists of the components: Aviation

Bomber Aviation (consists of Tu-22m3, Su-24m aircraft) is the main striking force of the Air Force and intended for destruction of troops, aircraft, the Navy and military-industrial and power objects in strategic and operational depth.

Assault Aviation (consists of Su-25 aircraft) provides air support of ground forces and intended for destruction of enemy troops and ground (sea) targets at the tactical depth of the front line.

Fighter Aviation (consists of Su-27, Mig-29 aircraft) carries out the direct air combat with enemy aircraft and intended for aircraft, helicopters, air cruise missiles and terrain (marine) objects destruction.

Reconnaissance Aviation (consists of Su-24mr, Su-17m4r aircraft) intended for enemy, terrene and weather aerial reconnaissance.

Transport aviation (consist of Il-76, An-24 aircraft) intended for landing operations, troops and equipments air carriages.

The Air Defence

Surface-to Air Missile Forces (SAM) are intended to provide the air defense of Ukraine in cooperation with other branches of the Armed Forces.

SAM forces are equipped with different types of anti-aircraft missile (AAM) complexes highly capable to intercept modern air targets of wide range of altitude and speed under any weather conditions and 24 hours per day. The development of SAM forces means the increase of their mobility in order to create the concentration of SAM forces of enough combat power on the dangerous direction. The basic equipment of SAM forces are: complex S-200, modern multi-channel AAM system S-300 of different modifications and AAM complex "BUK"

Radar Troops are intended to conduct constant air space radar observation and to provide combat operations of SAM forces and fighter aviation. Radar troops are equipped with modern radar sets capable to detect air targets on high spectrum of their distances and altitudes, to determine their exact coordinates and to provide target designation for SAM forces and fighter aviation 24 hours per day under any weather. Nowadays the retrofitting of existing radar sets from analogue to digital signal processing is conducted. It will increase their capabilities and also enable to connect these radar sets to automatic control system, which is being created on principles of modern computerized local networks with usage of new personal computers.

Special Forces, Units, Institutions and Elements of Logistics and Maintenance, Military Educational Institutions are intended to provide combat activity of formations, units and elements of Air Defence branches.

? Дайте відповіді на запитання:

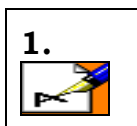
1. What are the main tasks of the Air Forces of the Armed Forces of Ukraine?
2. What are the components of the Air Forces?
3. What components of the Air Defence do you know?
4. What aircrafts do you know?



Знайдіть еквіваленти слів у тексті англійською мовою:

Авіація (винищувальна, штурмова, розвідувальна, військово-транспортна), протиповітряна оборона, радіолокаційна розвідка, авіаційна підтримка, повітряні перевезення.

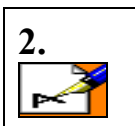
ГРАМАТИЧНІ ВПРАВИ **ДІЄСЛОВО TO BE. ФОРМА ТЕПЕРІШНЬОГО, МИНУЛОГО ТА** **МАЙБУТНЬОГО ЧАСІВ.**



1. Доповніть речення дієсловом **to be** у **Present Simple**.

1. Where ... you? — I ... in the kitchen.
2. Where ... Fred? — He ... in the garage.
3. Where ... Lisa and John? — They .. at college.
4. ... you busy? — No, I ... not.
5. Mike ... the busiest person I've ever met.
6. It... ten o'clock.
7. She ... late again.
8. How ... you? — I ... not very well today. — I ... sorry to hear that.
9. We ... interested in classical music.
10. Vera ... afraid of snakes.
11. My grandmother ... not nervous and she ... rarely upset. She ... the kindest person I've ever seen. My grandmother ... really wonderful.
12. I ... sorry.
13. They ... not at the office at the moment.
14. Where ... the keys? — In your jacket.
15. 12. What... the time, please? — Two o'clock.
16. 13. It ... the biggest, meal I've

ever had. 14. Which sport do you think ... the most dangerous? 15. Chess and aerobics ... not as exciting as sky diving and figure skating. 16. Debt... the worst kind of poverty. 17. The game ... not worth the candle. 18. Do you have any idea where he ... ? 19. Used cars ... cheaper but less reliable than new cars....

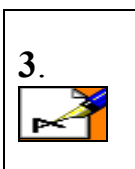


2.

Доповніть речення дієсловом to be у Past Simple.

My aunt ... very depressed last Sunday. The weather ... terrible. It ... cold and rainy. Her husband ... not at home. He ... at hospital because he, ... sick. Her children ... not at school. They ... not in the yard, they ... in the living room. The TV ... broken. The children ... not only upset, they ... very angry. The neighbours ... not happy because her children ... too noisy.

The house ... not clean. The sink ... broken. There ... dirty dishes on the kitchen table and in the sink. There ... nothing in the fridge. There ... no vegetables for dinner, there ... no juice for her children. There ... not even bread in the house! She ... tired and hungry. She ... just exhausted.



3.

Доповніть речення дієсловом to be у Present, Past або Future Simple.

1. The students ... in the Russian Museum. 2. Last month they ... in the Hermitage. There ... an interesting exhibition there. 3. In two weeks they ... in the Tretyakov Gallery. They ... lucky. 4. My father ... a teacher. 5. He ... a pupil twenty years ago. 6. I ... a doctor when I grow up. 7. My sister ... not ... at home tomorrow. 8. She ... at school tomorrow. 9. ... you ... at home tomorrow? 10. ... your father at work yesterday? 11. My sister ... ill last week. 12. She ... not ill now. 13. Yesterday we ... at the theatre. 14. Where ... your mother now? — She ... in the kitchen. 15. Where ... you yesterday? — I ... at the cinema. 16. When I come home tomorrow, all my family ... at home. 17. ... your little sister in bed now? — Yes, she ... 18. ... you ... at school tomorrow? — Yes, I 19. When my granny ... young, she ... an actress. 20. My friend ... in Moscow now. 21. He ... in St. Petersburg tomorrow. 22. Where ... your books now? — They ... in my bag.

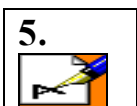


4.

Перекладіть англійською мовою, вживаючи дієслово to be у Present Simple.

1. Мене звать Катя. 2. Мені 14 років. 3. Я росіянка. Я із Санкт-Петербурга. 4. Я учениця. 5. Мій улюблений вид спорту — теніс. 6. Я цікавлюся музикою. 7. Мій улюблений предмет — англійська мова. 8. Мій папа — програміст. Він не цікавиться політикою. 9. Моя мама — зубниї лікар. Вона цікавиться мистецтвом. 10. Ми завжди зайняті, але ми дуже щасливі бути разом. 11. Чия це ручка? — Це моя ручка. 12. Чия це книжка? — Це

ваша книжка. 13. Чий це стіл? — Це стіл мого брата. 14. Чия це сумка? — Це сумка моєї мами. 15. Чий це олівець? — Це олівець моєї сестри. 16. Це твій зошит? — Так. Це зошит твого брата? — Ні, це мій зошит. Де ваш стіл? — Він посередині кімнати. 19. Де твоя ручка? — Вона в моїй кишені. 20. Де твій зошит? — Він на столі. 21. Де твоя мама? — Вона на роботі. 22. Де твій брат? — Він у школі. 23. Де твоя сестра? — Вона вдома. 24. Чий це олівець? — Це мій олівець. — А де мій олівець? — Він на столі. 25. Чий це годинник? — Це мій годинник. — А де мій годинник? — Він на столі.



5. Перекладіть англійською мовою, вживаючи дієслово to be у Present, Past або Future Simple.

1. Учора вони були в бібліотеці. 2. Зараз вони в школі. 3. Завтра вони будуть у театрі. 4. У даний момент його тут немає. 5. У неділю він буде на концерті. 6. Минулої суботи він був на стадіоні. 7. Мій брат зараз у школі. 8. Мій брат був учора в кіно. 9. Мій брат буде завтра вдома. 10. Ти будеш вдома завтра? 11. Вона була вчора в парку? 12. Він зараз у дворі? 13. Де тато? 14. Де ви були вчора? 15. Де він буде завтра? 16. Мої книжки були на столі. Де вони зараз? 17. Моя мама вчора не була на роботі. Вона була вдома. 18. Мій друг не в парку. Він у школі. 19. Завтра о третій годині Микола і Михайло будуть у дворі. 20. Ми не були на півдні минулого літа. Ми були в Москві. 21. Завтра мій дідусь буде в селі. 22. Коли твоя сестра буде вдома? 23. Ти будеш льотчиком? — Ні, я буду моряком. 24. Моя сестра була студенткою в минулому році, а зараз вона лікар. — Ти також будеш лікарем? — Ні, я не буду лікарем. Я буду інженером. 25. Вони не були в кіно. 26. Вони не в школі. 27. Вони вдома. 28. Ви були в парку вчора? 29. Він був у школі вчора? 30. Він був робітником. 31. Вона була вчителькою.

ТЕМА 28:

СТРУКТУРА ЗБРОЙНИХ СИЛ УКРАЇНИ

Заняття 4

ВІЙСЬКОВО-МОРСЬКІ СИЛИ ЗСУ



Прочитайте та перекладіть текст українською мовою.

The Naval Forces (NF)

The Naval Forces of the Armed Forces of Ukraine consists of 5 branches: surface forces, submarine forces, Navy aviation, coast rocket-artillery and marines. The Naval Forces of the Armed Forces of Ukraine also has as a component part special formations and units, units institutions of technical, logistical and medical support, military educational and scientific institutions.

By its organization the Naval Forces consists of military command and control bodies, formations, large units, units, ships, military educational institutions, institutions and organizations.

Surface forces, having in their disposal surface ships and boats of different classes and destination perform to:

- search and neutralization of surface ships, submarines and boats of the enemy, enemy amphibious elements, patrols and single transports (ships);
- provide security of base regions, deployment and arrival of friendly submarines, protection and support to patrols and single transports (ships), protection of merchant ships;
- perform mine laying missions;
- perform landing of amphibious forces and conduct of their operations on the coast;
- participate in fire support of units, acting at the sea directions; perform minesweeping, reconnaissance, and radio electronic warfare;
- conduct targeting of its strike forces on enemy objectives;
- land reconnaissance special purpose groups (detachments) on the enemy shores, and perform other tasks.

Naval aviation, having in its disposal planes and helicopters of coast and ship basing, performs the following duties:

- to search and neutralize enemy surface ships, submarines and boats, enemy amphibious elements, patrols and single transports (ships);
- to performs mine laying and minesweeping missions;
- to conduct air reconnaissance, radio electronic warfare, conduct targeting of its strike forces on enemy objectives.

Naval aviation may as well be involved in destroying naval and air bases, ports and separate permanent naval objects, oil and gas complexes of the enemy, provide landing of the amphibious forces and support their actions on the coast, and also for performing other tasks.

Coast rocket-artillery forces, having in its disposal coast installed and moving rocket systems, are aimed to destroy surface ships, amphibious groups and patrols of the enemy, protect bases and coast objects of the fleet, coast sea communications and friendly forces formations, acting at sea directions. Besides, they can be used to destroy bases and ports of the enemy.

Marine Corps, being highly mobile armed branch, is used as a component part of amphibious, airborne and amphibious-airborne operations, alone or in accordance with formations and units of the Army in order to capture parts of the seashore, islands, ports, fleet bases, coast airfields and other coast objects of the enemy. It can also be used to defend naval bases, vital areas of the shore, separate islands and coast objects, security of hostile areas.

Units and organizations of technical, logistical and medical service are directed to support combat and everyday life activities of the Navy. They include units, elements and institutions of technical support, ammunition service and ship maintenance, battalions (groups) of support vessels, logistics bases, bases and depots of materiel, agricultural enterprises, medical units and facilities, post exchanges, aviation, automobile, armor, logistical equipment maintenance workshops (plants).

Special purpose formations and units are aimed to support combat and everyday life activities of formations, large units, units of the Navy and for performing their particular special tasks.

They have as their component parts: reconnaissance, NBC protection, radio electronic warfare, signal, radio, search and rescue, hydrographic and weather, naval engineer service formations, units and elements.

By their organization special purpose formations, units, elements and institutions in general are component parts of maritime regions, and part of them is directly subordinate to the commandment of the Navy.

? Дайте відповіді на запитання:

1. What are the main tasks of the Naval Forces?
2. What branches of the Naval Forces do you know?
3. What tasks do surface forces fulfil?
4. What tasks does naval aviation perform?
5. What do you know about Marine Corps?



Знайдіть еквіваленти слів у тексті англійською мовою:

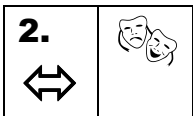
Надводні сили, підводні сили, авіація ВМС, морська піхота, десантні загони, конвой, радіоелектронна боротьба, повітряна розвідка, стаціонарні і рухомі ракетні комплекси.

ГРАМАТИЧНІ ВПРАВИ ДІСЛОВО HAVE/HAS (GOT)



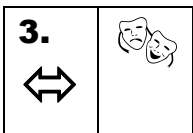
Вставте дієслова *have got/has got, haven't got/hasn't got.*

1. They like animals. They ... three dogs and two cats.
2. Sarah ... a car. She goes everywhere by bicycle.
3. Everybody likes Tom. He ... a lot of friends.
4. Mr. and Mrs. Johnson ... two children, a son and a daughter.
5. An insect ... six legs.
6. I can't open the door. I ... a key.
7. Quick! Hurry! We ... much time.
8. What's wrong? – I ... something in my eye.
9. Ben doesn't read much. He ... many books.
10. It's a nice town. It ... a very good shopping centre.
11. Alice is going to the dentist. She ... a toothache.
12. Where's my newspaper? – I don't know, I ... it.
13. Julia wants to go on holiday, but she ... no money.
14. I'm not going to work today. I ... a bad cold.



Побудуйте речення, використовуючи дієслова *have/has got.*

1. (you / a camera)?
2. (you / a passport)?
3. (your father / a car)?
4. (Mary / many friends)?
5. (Mr. and Mrs. Lewis / any children)?
6. (how much money / you)?
7. (what kind of car / they)?
8. (Jim / black hair)?
9. (Ann and her sister / bicycles)?
10. (I / two brothers)?



Доповніть діалогі правильною формою дієслова *have* або *have got.* Іноді можливі 2 форми. Перекладіть українською мовою.

1. “Rebecca,..... you..... a headache? You don't look very well”
“No, it's not that. I..... a baby and I feel sick.”
“Congratulations! Do you want a boy or a girl?”
“Well, Ithree boys, so it would be nice to..... a girl this time.”
2. “Jane, any chocolate?”
“No, of course, II'm on a diet”

- “You are joking. Youtwo Mars Bars yesterday.”
- “I know, Iany willpower, but I really want to be slim for my holiday next month.”
- “Good luck!”
3. “.....youany pets?”
- “No, we.....you?”
- “Oh, yes. We..... a dog, two cats, and two parrots.”
- “I’d love toa dog, but I’m not sure about cats and parrots.”
4. “Come on! We must hurry! We are late!”
- “But Imy passport! I can’t find it anywhere!”
- “What? Youit yesterday.a look in your bag!”
- “Thanks goodness. It’s here!”
5. “Nick, I thought you a company car! Why are you cycling to work?”
- “Ian accident last week. I drove through a red light and hit a police car.”
- “That’s bad luck!”

ТЕМА 28:

СТРУКТУРА ЗБРОЙНИХ СИЛ УКРАЇНИ

Заняття 5

МІЖНАРОДНЕ СПІВРОБІТНИЦТВО ЗСУ



Прочитайте та перекладіть текст українською мовою.

International Cooperation

International cooperation is one of the important activities of Ukrainian Armed Forces. It plays a vital role in providing national security and defence. It is essential prerequisite for integration of Ukraine into European and Euro Atlantic security structures.

Currently, Ukraine has concluded international agreements on military cooperation and armaments cooperation with more than 50 nations, according to which the Ministry of Defence is one of the executors. In addition, MOD cooperates with other 36 nations according to additional agreements. Some activities are aimed at increasing interoperability with armed forces of other countries. Also military units of other countries take part in multinational exercises held in Ukraine in the frame of bilateral cooperation programs and NATO cooperation program.

The cooperation in the sphere of military training and preparation of units for PSOs is actively developed with the USA, UK, France, Germany, Italy, the Netherlands, Austria, Greece, and Turkey. It has been studied European states defence reform experience.

Cooperation with NATO is a key cooperation activity. It is aimed at fulfilment of two primary tasks: reforming of Armed Forces and preparation forces and equipment designated for NATO-led operations.

The prospective areas of cooperation with EU are strategic airlifts provided by Ukrainian air transport companies; participation of Ukrainian military units in crisis response operations led by EU; improvement of cooperation between enterprises of Ukraine and EU states in the sphere of joint projects for research and production of new armaments and military equipment and old types modernization.

Regional cooperation is essential part of European and Euro Atlantic integration process. Ukraine continues its dialogue with the South Eastern Europe and the Black Sea nations on bilateral level and in the framework of international forums. It is implemented successfully initiative on establishing and functioning multinational naval formation BLACKSEAFOR. Ukraine has the status of observer at the South Eastern Europe Defence Ministerial. The Ukrainian Armed Forces will continue to develop defence cooperation in order to study conflict solution experience, to familiarize with military units of other countries, to gain practical experience in operations and crisis, to improve cooperation between military personnel from other nations and to create the spirit of confidence and military cooperation.

? Дайте відповіді на запитання:

1. Why international cooperation is so important for Ukraine?
2. What is a key cooperation activity?
3. What prospective areas of cooperation with EU do you know?
4. What do you know about the regional cooperation of our country?



Знайдіть еквіваленти слів у тексті англійською мовою:

Співробітництво, зміцнення національної безпеки і оборони, міжнародний договір, взаємосумісність, двостороннє співробітництво, багатонаціональні навчання, підготовка військових кадрів, реформування.

**ГРАМАТИЧНІ ВПРАВИ
ПОРЯДОК СЛІВ В АНГЛІЙСЬКОМУ РЕЧЕННІ**



1.

Поставте слова у правильному порядку. Перекладіть українською мовою.

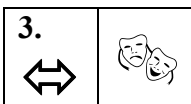
1. Jim doesn't like very much football.
2. Ann drives every day by her car to work.
3. When I heard the news, I phoned Tom immediately.
4. Maria speaks very well English.
5. After eating quickly my dinner, I went out.
6. You watch all the time television. Can't you do something else?
7. Jim smokes about 20 cigarettes every day.
8. I think I'll go early to bed tonight.
9. When I heard the alarm, I got immediately out of bed.



2.

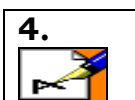
Розкрийте дужки. Перекладіть українською мовою.

1. I ... sugar in my tea. (take/usually)
2. 'Where's Jim?' 'He ... home early.' (gone/has/probably)
3. Ann ... very generous. (is/always)
4. Ann and Tom ... in Manchester. (both/were/born)
5. Tim is a good pianist. He ... very well, (sing/also/can)
6. Our television set ... down, (often/breaks)
7. We ... a long time for the bus. (have/ always/to wait)
8. My sight isn't very good. I ... with glasses, (read/can/only)
9. I ... early tomorrow. (probably/leaving/will/be)
10. I'm afraid I ... able to come to the party. (probably / be / won't)



3. Переробіть наступні речення, ставлячи слова в дужках у правильному порядку.

1. (he won/easily/the game) He won
2. (again/please don't ask/that question) Please
3. (football/every week-end/does Ken play?) Does
4. (quietly/the door/I closed) I
5. (his name/after a few minutes/I remembered)
6. (a letter to her parents/Ann writes/every week)
7. (at the top of the page/your name/please write)
8. (some interesting books/we found/in the library)
9. (opposite the park/a new hotel/they are building)
10. (to the bank/every Friday/I go) I go
11. (home/why did you come/so late?) Why
12. (around the town/all morning/I've been walking)
13. (recently/to the theatre/have you been?)
14. (to London/for a few days next week/I'm going)
15. (on Saturday night/I didn't see you/at the party)



4. Розкрийте дужки. Перекладіть українською мовою.

1. Have you been arrested? (ever) Have
2. I don't have to work on Saturdays, (usually) I
3. Does Tom sing when he's in the bath? (always)
4. I'll be late home this evening, (probably)
5. We are going away tomorrow, (all).....
6. (Don't take me seriously.) I was joking, (only) I.....
7. Did you enjoy the party? (both)
8. (I've got a lot of housework to do.) I must write some letters, (also)

ТЕМА 28:

СТРУКТУРА ЗБРОЙНИХ СИЛ УКРАЇНИ

Заняття 6

МИРОТВОРЧА ДІЯЛЬНІСТЬ ЗСУ



Прочитайте та перекладіть текст українською мовою.

Peacekeeping activity

Participation of Ukraine in peacekeeping activity is believed to be the one of the substantial constituents of its foreign policy as well as an essential prerequisite for ensuring its national security. Since the proclamation of Ukraine's independence and creation of its Armed Forces, Ukraine has been actively participating in peacekeeping operations. It holds a fitting place in the midst of the ten most significant state-contributors to the UN's peacekeeping activity. Our military contingents have gained high prestige.

Participation in peacekeeping activity under NATO's leadership as well as exercises within the framework of the 'Partnership for Peace' programme enabled military personnel of Ukraine to improve their knowledge in Alliance staff procedures concerning logistics, and command and control. At the same time, perspective to enhance the level of Ukrainian participation in peacekeeping operations puts the demands for peacekeeping units on a permanent basis as well as it requires to review some force training programmes and structures. The experience in participation in peacekeeping operations enables to define problematic issues in the field of achievement interoperability with NATO forces. The ability to augment command and control systems and logistics capabilities should be further improved in a way of introducing interoperable systems for logistics and command and control.



Дайте відповіді на запитання:

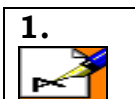
1. Is it important for our country to participate in peacekeeping operations?
2. What state-contributors to the UN's peacekeeping activity do you know?
3. What is PfP?
4. Are you going to participate in PSO?



Знайдіть еквіваленти слів у тексті англійською мовою:

Миротворчі операції, держава-контрибутор, “Партнерство заради миру”, тилове забезпечення, набутий досвід, національна безпека.

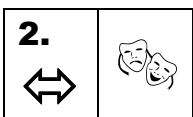
ГРАМАТИЧНІ ВПРАВИ ТИПИ ЗАПИТАНЬ В АНГЛІЙСЬКІЙ МОВІ



1.

Напишіть запитання до кожного члену речення.

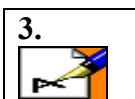
1. Somebody lives in the house.
2. Tom said something.
3. They have lost their keys.
4. Somebody cleaned the kitchen.
5. I asked my father for some money.
6. A terrible accident happened this night.
7. Somebody phoned me yesterday.
8. Jim knows the answer.
9. Some noise woke me up this morning.
10. This word means something.
11. Ann has got my pen.
12. I'm going to cook something delicious for my husband.
13. John's wife has just bought a new dress.
14. She told me about the accident.
15. Somebody broke the window.
16. He took my umbrella.
17. A man wants to talk to you.
18. I'm reading a very interesting magazine.
19. Somebody is coming.



2.

Поставте загальні, розділові й альтернативні питання до наступних речень.

1. He can swim.
2. I smoke 20 cigarettes a day.
3. Ann was late this morning.
4. My parents will be here tomorrow.
5. John likes his work very much.
6. I live near the city centre.
7. My friends enjoyed their holidays.
8. Max had a cold shower this morning.
9. Mary likes chocolate more than anything else.
10. We are going out this morning.



3.

Вставте потрібні питальні слова. Перекладіть українською мовою.

1.is that man's name?
2. You can have tea or coffee.do you want?
3. "I can't find my umbrella." ".....colour is it?"
4. This is a very nice house.room is yours?

5.is more expensive, meat or fish?
6.is your telephone number?
7.nationality are you?
8.did he stay when he was in Paris?
9.language are you going to learn?
10.size of pullover do you wear?

ТЕМА 29:

СТРУКТУРА ЗБРОЙНИХ СИЛ США

Заняття 1

ЗАГАЛЬНА СТРУКТУРА ЗБРОЙНИХ СИЛ США



Прочитайте та перекладіть текст українською мовою.

US ARMED FORCE ORGANIZATION

The Armed Forces of the USA consist of the Army (Land Forces), Navy, Air Force, Marine Corps and Coast Guard including their Regular and Reserve components.

The Army is responsible for preparing forces for combat operations on land (Land Forces). The Navy and Marine Corps are responsible for preparing forces for combat operations at sea. The Air Force is responsible for preparing forces for combat operations in the air.

The Army is one of the main armed services of the Armed Forces. The Army includes different arms and services. There are about twenty arms and services in the Army.

Arms are those-units that directly participate in combat. They are as follows: Infantry, Artillery and Armour. Their main mission is combat and combat support. The Corps of Engineers, the Signal Corps and the Military Police Corps are referred to both arms and services because they have units with fighting duties. The main services are Ordnance Corps, Chemical Corps, Army Medical Service, Transportation Corps and others. The main mission of services is combat service support.

Under the Constitution of the United States the President is commander-in-chief of the Armed Forces. He is assisted by several agencies. The two most important agencies are the National Security Council and the Department of Defence.

The Department of Defence is headed by the civilian Secretary of Defence. It consists of the Department of the Army, Department of the Navy, Department of the Air Force.

The military heads of the Departments are their Chiefs of Staffs. They form the Joint Chiefs of Staff.

Joint Chiefs of Staff is responsible for strategic planning, the joint employment and training of the Armed Forces. The Joint Chiefs of Staff is assisted by the Joint Staff. The Joint Staff is responsible for strategic, intelligence and logistics planning.

All these departments and agencies are housed in Pentagon. Pentagon is a five-sided building (from Greek penta+gon meaning five-cornered). The form of the building - five concentric rings with a yard inside - has become the emblem of the US Army.

? Дайте відповіді на запитання:

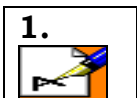
1. How are the US Armed Forces organized?
2. Who is the Commander-in-Chief of the US Armed Forces?
3. What are the US armed services?
4. What are the three military departments in the US?



Знайдіть еквіваленти слів у тексті англійською мовою:

Збройні сили, вид збройних сил, сухопутні війська, військово-морські сили, повітряні сили, морська піхота, берегова охорона, резерв, бойові дії, головнокомандувач, стратегічне планування.

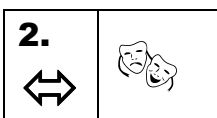
ГРАМАТИЧНІ ВПРАВИ ТЕПЕРІШНІЙ НЕОЗНАЧЕНИЙ ЧАС



1.

Перекладіть речення, використав Present Simple.

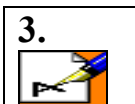
1. Що у вас на сніданок?
2. Він зазвичай працює у суботу.
3. Де ви вечеряєте? – Вдома, як завжди.
4. Його батько завжди палить після обіду.
5. Коли ви читаєте газети? – Як правило, під час сніданку.
6. О котрій годині починаються ваші заняття?
7. Він знає англійську і дуже добре розмовляє.
8. Автобус № 13 тут не зупиняється.
9. У нас заняття кожен день, крім суботи та неділі.
10. Англійці часто говорять про погоду.



2.

Скажіть, що ви робите кожного дня (відповіді можуть бути як у стверджувальній, так і в заперечній формі).

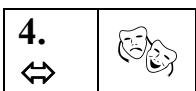
1. watch TV
2. get up before 7.30
3. have a shower
4. go shopping
5. speak English
6. drink coffee
7. work with computer
8. buy a new CD
9. go to the party
10. play football with friends



3.

Перепишіть наступні речення, розкриваючи дужки.

1. The swimming bath.....(open) at 9.00 and (close) at 18.30 every day.
2. What time..... (the banks/close) in Britain?
3. I have a car but I, (not/use) it very often.
4. How many cigarettes (you/smoke) a day?
5. 'What.....(you/do)?' I'm an electrical engineer.
6. 'Where.....(your father/come) from?' 'He(come) from Scotland.'
7. If you need money, why (you/not/get) a job?
8. I.....(play) the piano, but I (not/play) very well.
9. I don't understand the word 'deceive'. What..... ('deceive'/ mean)?

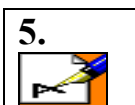


4.

Виправте речення, щоб інформація була вірною.

Example: The sun goes round the earth..... The sun doesn't go round the earth. The earth goes round the sun.

1. The sun rises in the west.
2. Mice catch cats.
3. Carpenters make things from metal.
4. The River Amazon flows into-the Pacific Ocean.



5.

Розкрийте дужки та побудуйте питальну форму.

1. I get up in the morning. (What time/usually?)
2. Ann watches television. (How often?)
3. I write to my parents. (How often?)
4. I have dinner in the evening? (What time/usually?)
5. Tom works. (Where?)
6. I go to the cinema. (How often?)
7. People do stupid things. (Why?)
8. The car breaks down. (How often?)

ТЕМА 29:

СТРУКТУРА ЗБРОЙНИХ СИЛ США

Заняття 2

СУХОПУТНІ ВІЙСЬКА ЗБРОЙНИХ СИЛ США



Прочитайте та перекладіть текст українською мовою.

Organization – Headquarters, Department of the Army

The headquarters, Department of the Army (DA), housed in the Pentagon, Washington, D.C. is the place of final decision as to Army affairs, and the nerve center for control of execution of the military missions pertaining to the Army. It is an organizational component of the Department of Defense (DOD). Located together are the command and control elements of the DOD, and the DA, Department of the Navy (DN), and Department of the Air Force (DAF), so they may work together in easy teamwork, and operate together in jointly planned and executed combined operations.

The Secretary of the Army (SA), a civilian, is the head of the Army who has the primary responsibility for the affairs of Army establishment. He is assisted by other civilian officials and by the Army Staff, which is the professional military staff at the HQ, DA. It consists of the Chief of Staff (CofS), the Army General Staff, the Special Staff and the Personal Staff.

The Chief of Staff is the highest military assistant or advisor to the Secretary of the Army. He occupies the pinnacle position within the Army. He is a member of the Joint Chiefs of Staff (JCS) and as a member thereof is adviser to the President, the National Security Council (NSC), and the Secretary of Defense (SECDEF). As Chief of Staff, United States Army (CSUSA), his responsibility is to the SA and includes the worldwide Army mission as well as its administration, training, and supply.

The Army initiated a reorganization of its major field commands in 1973. As a result of the reorganization, the old Continental Army Command, the Combat Developments Command, and the US Third Army were abolished. In their places, the new organization provides the US Army Forces Command, US Army Training and Doctrine Command, US Army Development and Readiness Command, US Army Security Agency, US Army Communications Command, Military Traffic Management Command, US Army Criminal Investigation Command, US Army Health Services Command, US Army Military District of Washington.

The three remaining continental armies now have the prime responsibility for supervising the operations and readiness of Army reserve units. Subordinate to Forces Command (FORSCOM), these armies operate through nine Army Readiness Regions. The geographical boundaries of the armies, First, Fifth, and Sixth, as well as Army Readiness Regions, are. Each Readiness Region has a small staff to control Readiness Groups which will assist and advise Army Reserve and National Guard (NG) units on a day-to-day basis. The continental armies are also

responsible for civil defense planning, defense of the Army areas, support of forces engaged in civil disturbances, and planning for and support of relief operations for wide-spread natural disasters.

? Дайте відповіді на запитання:

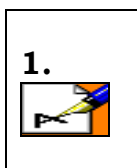
1. What is the mission of HQ, DA?
2. What does the Army Staff consist of?
3. Who is the highest military adviser to the SA?
4. What are the responsibilities of the continental armies?



Знайдіть еквіваленти слів у тексті англійською мовою:

Штаб, підрозділ, взаємодія, штаб сухопутних військ, управління, командування сухопутних військ США, реорганізація, континентальна частина США, матеріально-технічний, міністерство оборони США.

ГРАМАТИЧНІ ВПРАВИ МИНУЛИЙ НЕОЗНАЧЕНИЙ ЧАС



1.

Вставте одне з цих дієслів в кожне речення

hurt teach spend sell throw fall catch buy
cost.

Example: I was hungry, so I*bought*..... something to eat in the shop.

1. Tom's father.....him how to drive when he was 17.
2. Don.....down the stairs this morning and..... his leg.
3. We needed some money so we.....our car.
4. Ann a lot of money yesterday. She a dress which..... £50.
5. Jim.....the ball to Sue who it.



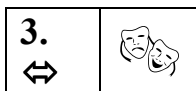
2.

Прочитайте речення в теперішньому часі і напишіть їх в минулому часі.

Example: Tom usually gets up at 7.30. Yesterday*he got up at 7.30*.....

1. Tom usually wakes up early. Yesterday morning
2. Tom usually walks to work.
Yesterday.....
3. Tom is usually late for work.
Yesterday.....

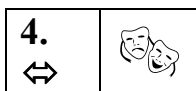
4. Tom usually has a sandwich for lunch.
Yesterday.....
5. Tom usually goes out in the evening. Yesterday evening.....
6. Tom usually sleeps very well. Last night



Задайте запитання другу про його подорож.

Examples: where / go? *Where did you go?*.....
 food / good? *Was the food good?*.....

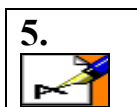
1. how long / stay there?
2. stay in a hotel?
3. go alone?
4. how / travel?
5. the weather / fine?
6. what / do in the evenings?
7. meet any interesting people?



Поставте дієслова в правильну форму. Всі речення в минулому часі.

Example: I..... *didn't go* (not / go) to work yesterday because I ...*wasn't*...
 (not/be) very well.

1. Tom(not / shave) this morning because he(not / have) time.
2. We (not / eat) anything because we.....(not / be) hungry.
3. I (not / rush) because I (not / be) in a hurry.
4. She (not / be) interested in the book because she.....(not / understand) it.



Переробіть наступні речення у заперечній формі. Потім дайте вірну інформацію.

Example: Shakespeare wrote songs⇒*Shakespeare didn't write songs. He wrote plays.*

1. Christopher Columbus discovered India.
2. Beethoven came from Paris.
3. Leonardo da Vinci lived in Brazil.
4. The Americans landed on the moon in the nineteenth century.
5. The USA won the last football World Cup.
6. Last night I had grass for dinner.
7. Gregory Rasputin was an English monk.
8. My sister went to Rome last summer.
9. Ukraine got its independence in 1992.
10. Ivan the Terrible killed his daughter.

ТЕМА 29:

СТРУКТУРА ЗБРОЙНИХ СИЛ США

Заняття 3

ВІЙСЬКОВО-ПОВІТРЯНІ СИЛИ ЗБРОЙНИХ СИЛ США



Прочитайте та перекладіть текст українською мовою.

DEPARTMENT OF THE AIR FORCE

The DAF comprises the totality of all elements of the USAF. It is administrated by a civilian Secretary appointed by the President, and is supervised by the Chief of Staff, United States Air Force. To assist the Secretary and the Chief of Staff, United States Air Force (CSUSAF), the Air Staff functions in the Pentagon at Washington. The Air Staff employs more than 2,000 Air Force officers and civilian personnel in managing the Air Force.

US AIR FORCE MISSION

The primary mission of the Air Force (as stated in the Air Officer's Guide) is to provide aerospace forces capable of supporting the Nation's objectives in peace and war. The Air Force does this by providing strategic aircraft and missile forces to fight a general war, land-based tactical air forces to support ground forces in combat, primary aerospace forces for the defense of the United States against air and missile attack, and primary airlift capability for use by all the US Military Services.

The USAF also provides the major space research and development support for the Department of Defense (DOD) and assists the NASA in conducting the US space program.

US AIR FORCE LEVELS OF COMMAND

Flight. A formation of aircraft or missiles (usually four or more) which is a functional subdivision of a combat squadron.

Detachment. A flight is the lowest echelon of organization in flying squadrons. Similarly, a detachment is the lowest echelon in non-flying squadron.

Squadron. The squadron is composed of a HQ and two or more flights (detachments). The squadron is the basic AF tactical and administrative unit. It is tactically comparable to an infantry battalion. The squadron is the smallest Air Force unit operated separately.

Group. The group is composed of a HQ and two or more squadrons and may be tactical (have flying squadrons) or support (have non-flying squadrons) in nature. In either case a group has administrative responsibilities. The tactical group is comparable to an infantry regiment.

Wing. The wing is composed of a HQ and combat groups and or squadrons, with necessary support organizations. The wing is capable of completely independent operations.

Air of missile division. An air or missile division is normally an operational agency. However, an air division may be both operational and administrative. An air division normally consists of from two to five wings in addition to the division HQ.

Air Force. An air force is normally composed of the elements of two or more divisions. The air force is usually, but not always, designed, to do a particular type job such as bombardment, troop carrier, or training operations.

Air Command. The air command is usually composed of two or more air forces and may or may not be designed for a particular type of air operations. The air command may have no air forces within it, as in the case of the Air Force Logistics Command. The air command is tailored to the job assigned it.

There really is no standard Air Force organization larger than a wing — actually there are many different types of wings and divisions. The fact is that large units of the Air Force are tailored to accomplish specific missions.

The major air commands of the USAF are the Strategic Air Command (SAC), Aerospace Defense Command, Tactical Air Command, (TAC), Air Training Command (ATC), Air University, Air Force Logistics Command (AFLC), Air Force Systems Command (AFSC), USAF Security Service, and US overseas air forces consisting of (1) US Air Forces in Europe (USAFE), (2) Pacific Air Forces (PACAF), (3) Alaskan Air Command (AAC), (4) USAF Southern Command (USAFSO).

? Дайте відповіді на запитання:

1. By whom is the Department of the Air Force administrated and supervised?
2. What agency assists the Secretary and the Chief of Staff of the Air Force?
3. How many Air Force officers and civilian personnel does the Air Staff employ?
4. What is the primary mission of the Air Force?
5. What forces and capabilities does the Air Force provide to accomplish its primary mission?
6. What is a flight (squadron)?
7. What is the difference between flight and detachment?
8. What units is the squadron (group, wing, air division) composed of?
9. What is the air force designed for?
10. What are the major air commands of the United States Air Force?

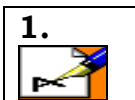


Знайдіть еквіваленти слів у тексті англійською мовою:

Штаб ВПС, повітряний напад, ракетний удар, авіаційна група, група матеріально-технічного забезпечення, авіаційна дивізія, ракетна дивізія, бомбардування, авіаційне командування.

ГРАМАТИЧНІ ВПРАВИ

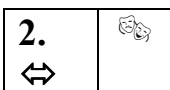
МИНУЛИЙ НЕОЗНАЧЕНИЙ ЧАС НЕПРАВИЛЬНИХ ДІЄСЛІВ



1. Доповніть текст про Джеймса Діна, використовуючи Past Simple наступних дієслів. Перекладіть українською мовою.

die grow up study start appear act see like offer star become cause

American actor James Dean was born in 1931. Dean's mother *died* when Dean was only 8 years old and he on his aunt and uncle's farm. He acting for two years. Then he a career in films and the theatre. He also in a play called *The Immoralist* in New York theatre. Bosses from a Hollywood film studio the play. They Dean and him a film contract. Dean in three films: *East of Eden* (1955), *Rebel without a Cause* (1955), and *Giant* (1956). During his short career, he extremely popular with teenagers. His death in a car crash in 1955 great sadness in young people all over the world.



2. Доповніть діалог, використовуючи наступні дієслова

win, meet, go, cost, stay, watch, buy, do, play

Sally: What did you do yesterday? Did you go to the Sports Centre?

Simon: Yes, I went there with Andrew.

Sally: you tennis?

Simon: Yes, we did.

Sally: Andrew is good, isn't he? he the game?

Simon: Yes, he won easily.

Sally: What you in the evening? you at home?

Simon: Yes, I stayed and watched TV.

Sally: What you?

Simon: A film of a rock concert. It was really good. What about you? you Peter yesterday?

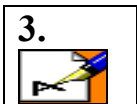
Sally: Yes, I met him in town. We went shopping. Peter wanted to look for some new clothes.

Simon: he anything?

Sally: Yes, he bought a pair of jeans in Kings.

Simon: Kings? That's a really expensive shop, isn't it? How much it?

Sally: £42.



3.

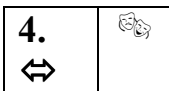
Виправте ствердження, як у наведеному прикладі.
Використайте слова подані у таблиці.

radium	the Eiffel Tower	John F.Kennedy
detective stories	the radio	1962

Example: He didn't invent the telephone.

He invented the radio.

1. Popov invented the telephone.
2. Gustave Eiffel built the Statue of Liberty.
3. Marilyn Monroe died in 1990.
4. Marie and Pierre Curie discovered penicillin.
5. Lee Harvey Oswald killed Marthin Luther King.
6. Agatha Christie wrote children's stories.



4.

Використайте дієслова подані у таблиці. Поставте їх у *Past Simple*. Перекладіть українською мовою.

fall	find	spend	lose	need	hurt	laugh	take
leave	save	celebrate	can't (past = couldn't)				

Three days lost, alone and injured on a mountain

Gary Smith yesterday ...*celebrated*... his 18th birthday, but he's lucky to alive. In March this year, he was climbing Ben Nevis, Britain's highest mountain, when he his way and three days in sub-zero temperatures.

"My friends at me for having so much survival equipment, but it my life."

On the first night, the weather was so bad that it tore his new mountain tent to pieces, so he moved into a Youth Hostel for the night. He the Hostel at 10.00 the next morning, but he was soon in trouble.

"I off a rock and my knees. I move."

Mountain rescue teams went out to look for Gary, and him at 1.00 in the morning. A helicopter him to hospital, where he several operations.

"Next time I'll go with my friends, not on my own!" he joked.

ТЕМА 29:

СТРУКТУРА ЗБРОЙНИХ СИЛ США

Заняття 4

ВІЙСЬКОВО-МОРСЬКІ СИЛИ ЗБРОЙНИХ СИЛ США



Прочитайте та перекладіть текст українською мовою.

ORGANIZATION, COMPOSITION AND FUNCTIONS OF US NAVY

The US Navy consists of the Regular Navy and the Naval Reserve. The Regular Navy consists of officers and enlisted personnel who have elected to make the naval service a lifetime career. The Naval Reserve is to provide qualified individuals and trained units to be available for active duty in time of war or national emergency.

The term "Department of the Navy" is synonymous with the term "Naval Establishment." It is construed to mean the Navy Department, the United States Marine Corps; the entire Operating Forces of the US Navy, including naval aviation, and the reserve components of such forces; all HQ, forces, bases and installations, under the control or supervision of the Secretary of the Navy and the US Coast Guard when operating as part of the Navy.

The DN consists of the principal parts as follows:

The Operating Forces (OF) of the Navy, which comprise the several fleets, seagoing forces, sea frontier forces, the Military Sea Transportation Service and such shore activities of the Navy and other forces as may be assigned to the OF of the Navy by the President or the Secretary of the Navy (SECNAV).

The Navy Department, which is the central executive authority of the Department of the Navy (DN) comprises the Office of the SECNAV, the Naval Staff headed by the Chief of Naval Operations and the HQ of the United States Marine Corps (USMC).

The Navy Department (ND) is the HQ of the Naval Establishment. So the term "Navy Department" is quite different in its meaning from the term "Department of the Navy."

The Shore Establishment comprises all activities of the DN not assigned to the OF of the Navy and not part of the ND. These activities include air stations, ordnance plants, recruit depots and training stations, shipyards, supply depots, and other shore activities of the US Navy and the USMC.

The ships that provide transportation for all Military Services are operated under the control of the OF as the Military Sealift Command.

The Coast Guard, which is a part of the Armed Forces, operates under the Treasury Department in peacetime and under the Navy in wartime.

Ships of the OF are organized under three different organizational systems. First, the majority of forces are assigned to Type Commanders for

administration control and for operation control during primary and intermediate training phases.

Second, the same forces are assigned to Fleet Commanders for advanced training and operations.

Third, some elements of these forces are further assigned to Task Organizations for specific operations and missions.

Type Organization. All ships are organized into broad categories under Commands whose titles are self-explanatory, such as Amphibious, Destroyer, Mine, Submarine, Air, etc.

Each type command contains further admin subdivisions such as flotillas, squadrons and divisions.

Fleet Organization. There are four regularly constituted fleets — the Third and Seventh in the Pacific under the CinC, Pacific, and the Second and Sixth Fleets in the Atlantic under CinC, Atlantic Fleet.

Task Force Organization. In order to provide flexibility of organization and ease of communications, the task Force Organization (Task Fleet Organization) are formed. Under this system a flexible structure is provided consisting of fleets further divided into forces, groups, units, elements.

The organization of the ship is based on the requirements for battle of combatant vessel. The ship is organized into six main departments: the operations department, the navigation department, the gunnery department, the engineering department, the supply department, and the medical department. In aircraft carriers there is also the air department. Each department is organized into divisions under the division officer.

Functions of US Navy

Principal functions of the US Navy are: to organize, train and equip Navy and Marine forces for the conduct of prompt and sustained combat operations at sea.

Specifically:

1. to gain and maintain general sea supremacy;
 2. to control vital sea areas and to protect vital sea lines of communication;
 3. to establish and maintain local superiority (including air) in an area of naval operations;
 4. to seize and defend advanced naval bases and to conduct such land operations as may be essential to the prosecution of a naval campaign;
 5. to provide naval forces for the conduct of joint amphibious operations;
 6. to furnish adequate, timely, and reliable intelligence for The Navy and USMC;
 7. to be responsible for naval recon, ASW, the protection of shipping and for mine laying;
 8. to provide sea-based AD of the United States;
- to interdict en land and air power and communications through operation at sea;

? Дайте відповіді на запитання:

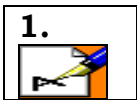
1. What is the organization of the US Naval Establishment?
2. What is the composition of the US Navy Operating Forces?
3. What are the principal Type Commands of the US Navy?
4. What is the Fleet organization of the US Navy?
5. What is the organization of a combatant vessel?



Знайдіть еквіваленти слів у тексті англійською мовою:

Військово-морські сили США, міністерство ВМС, берегова охорона США, флот, морський штаб, оперативна організація, флотилія, ескадра, дивізія.

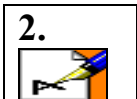
**ГРАМАТИЧНІ ВПРАВИ
МАЙБУТНІЙ НЕОЗНАЧЕНИЙ ЧАС**



1. Прочитайте ситуацію і напишіть власне речення, використовуючи звороти *I think I'll...* або *I don't think I'll...*

Examples: It's cold. You decide to close the window. ...*I think I'll close the window....*

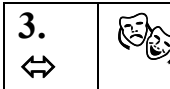
1. It's raining. You decide not to go out. ...*I don't think I'll go out....*
2. You feel tired. You decide to go to bed. I
3. A friend of yours offers you a lift in his car but you decide to walk.
Thank you but
4. You arranged to play tennis. Now you decide that you don't want to play.
.....
5. You were going to go swimming. Now you decide that you don't want to go.
.....



2. Закінчіть речення, вживаючи *I'll* + відповідне дієслово.

Example: I'm too tired to walk home. I think*I'll get*..... a taxi.

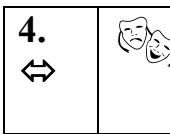
1. I feel a bit hungry. I think something to eat.
2. It's too late to telephone Tom now. him in the morning.
3. "It's a bit cold in this room." "Is it? on the heating then."
4. "We haven't got any cigarettes." "Oh, haven't we? and get some."
5. "Did you write that letter to Jack?" "Oh, I forgot. Thanks for reminding me.
..... it this evening."
6. "Would you like tea or coffee? coffee, please."



3. Дайте відповіді на запитання, використовуючи слова в дужках.

Example: When do you think he'll arrive? (expect/tonight) ...*I expect he'll arrive tonight....*

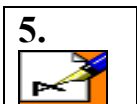
1. What do you think she'll say? (probably/nothing) She
2. Where do you think she'll go? (expect/London) I
3. When do you think she'll leave? (think/tomorrow) I
4. How do you think she'll go there? (expect/by train) I
5. When do you think she'll be back? (think/quite soon) I
6. Do you think you'll miss her? (I'm sure/very much) Yes,



4. Прочитайте ситуацію і напишіть речення, використовуючи *shall I?* В кожній ситуації ви спілкуєтеся з другом.

Example: It's very hot in the room. The window is shut.*Shall I open the window?*

1. You've just tried on a jacket in a shop. You are not sure whether to buy it or not. Ask your friend for advice.
2. You're going out. It's possible that it will rain and you're not sure whether to take an umbrella or not. Ask your friend for advice.
3. It's Ann's birthday soon and you don't know what to give her. Ask your friend for advice. What.....:
4. Your friend wants you to phone him/her later. You don't know what time to phone. Ask him/her. What



5. Розкрийте дужки, вживаючи дієслова у Future Simple.

1. I want to get a medical checkup. I (to go) to my doctor tomorrow. 2, He (to give) me a complete examination. 3. The nurse (to lead) me into one of the examination rooms. 4. I (to take) off my clothes and (to put) on a hospital gown. 5. Dr. Setton (to come) in, (to shake) my hand, and (to say) "hello". 6. I (to stand) on his scale so he can measure my height and my weight. 7. He (to take) my pulse. 8. Then he (to take) my blood pressure. 9. After he takes my blood pressure, he (to take) some blood for a blood analysis. 10. He (to examine) my eyes, ears, nose and throat. 11. He (to listen) to my heart with a stethoscope. 12. Then he (to take) a chest X-ray and (to do) a cardiogram (EKG). 13. After the checkup I (to go) home and (to wait) for Dr. Setton's call. 14. Dr. Setton (to call) me tomorrow afternoon and (to say) to me: "Stop worrying! Your blood analysis is excellent." He is a very good doctor.

ТЕМА 29:

СТРУКТУРА ЗБРОЙНИХ СИЛ США

Заняття 5

КОМПЛЕКТУВАННЯ ЗБРОЙНИХ СИЛ США



Прочитайте та перекладіть текст українською мовою.

Recruiting and Training

Recruiting in the US Armed Forces in peacetime is based on voluntary enlistment, whereas in time of WWII recruiting was compulsory. The Selective Service Act of 1948 initiated a peacetime draft program which ended soon after the shameful war in Vietnam. Nowadays, to become a serviceman, an individual may enlist or reenlist in the branch selected by him.

The preliminary training of officers is conducted at the United States Military Academy at West Point (USMA), the US Naval Academy (USNA), the US Air Force Academy (USAFA) and at other educational institutions of the Armed Forces and at civilian colleges which maintain Reserve Officers Training Corps (ROTC) units, as well as at Officer Candidate Schools.

Upon graduation, cadets of the USMA and USAFA are commissioned second lieutenants in the Regular Army (RA) and the Air Force (AF), and midshipmen of the USNA are commissioned ensigns in the Navy.

The ROTC consists of a Junior Division (secondary schools) and a Senior Division (colleges). Eligible graduates of the Senior Division are commissioned 2LTs in the Army Reserve (Ares), and certain distinguished graduates may be commissioned in the RA.

Commissioned officers (ComOs) are required to continue development by attending various military educational establishments. Following appointment they receive their school training at the Basic Course, and then at The Advanced Course prior to completing 8 years' service. Thereafter, if selected as best qualified, they may attend one or more of the courses conducted at The Command and Staff College, The Armed Forces Staff College, and some Senior Service Colleges, i.e. The Army War College, The Naval War College, The Air War College, The Inter-American Defense College, and The National Defense University (NDU), the latter created by the DOD in 1975 with The National War College and The Industrial College of the Armed Forces as subordinate elements of the NDU. Selected officers pursue courses of instruction at schools of foreign nations: The British Royal College of Defence Studies, The Canadian National Defense College, and The French Ecole Superieure de Guerre. Extensive use is also made of civilian colleges and universities. The DOD provides very extensive (language study courses at the Defense Language Institute, Presidio of Monterey, California. This instruction may be obtained by extension courses, on-duty courses, and other means. Each branch of the Army conducts its own branch service school to prepare officers for branch assignments.

? Дайте відповіді на запитання:

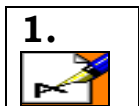
1. When was recruiting in the US Armed Forces compulsory?
2. When was the peacetime draft program initiated?
3. What may an individual do to become a serviceman?
4. Where is preliminary training of officers conducted?
5. What does the ROTC consist of?



Знайдіть еквіваленти слів у тексті англійською мовою:

Комплектування, призов, військовослужбовець, поступати на військову службу, учбовий заклад, офіцер, військове авіаційне училище США, військово-морське училище США.

ГРАМАТИЧНІ ВПРАВИ ПОВТОРЕННЯ ЧАСІВ CONTINUOUS В АНГЛІЙСЬКІЙ МОВІ

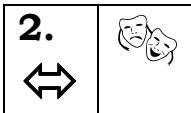


1.

Розкрийте дужки, використовуючи вірний час

Наприклад: Please don't make so much noise. I am studying.(study).

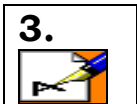
1. Let's go out now. It (not/rain) any more.
 2. Listen to those people. What language? (they/speak)
 3. Please be quiet. I (try) to concentrate.
 4. Look! It(snow).
 5. Why(you/look) at me like that? Have I said something wrong?
 6. You(make) a lot of noise. Can you be a bit quieter?
 7. Excuse me, I (look) for a phone box. Is there one near here?
 8. (in the cinema) It's a good film, isn't it? (you/enjoy) it?
 9. Listen! Can you hear those people next door? They(shout) at each other again.
 10. Why(you/wear) your coat today? It's very warm.
 11. I(not/work) this week. I'm on holiday.
 12. I want to lose weight. I (not/eat) anything today.
- B.** A group of people were staying in a hotel. One evening the fire alarm rang.
1. (Don/have/a bath) Don.
 2. (Ann/write/a letter in her room) Ann
 3. (George/get/ready to go out) George
 4. (Carol and Denies/have/dinner) Carol and Denies
 5. (Tom/make/a phone call) Tom



2. Використайте ці дієслова в реченнях *get, become, change, rise, improve, fall, increase*

Наприклад: The population of the world is rising very fast.

1. The number of people without jobs at the moment.
2. He is still ill but he better slowly.
3. These days food more and more expensive
4. The world Things never stay the same.
5. The cost of living Every year things are dearer.

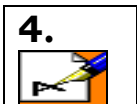


3. В частині В використайте інформацію з частини А

A. Here is a list of some things that Ann did yesterday (and the times at which she did them)

- 8.45-9.15 - had breakfast
- 9.15-10.00 - read the newspaper
- 10.00-12.00 - cleaned her flat
- 12.45-130 - had lunch
- 2.30-3.30 - washed some clothes
- 4.00-6.00 - watched television

- B.** At 9 o'clock she
- At 9.30 she
- At 11 o'clock
- At 1 o'clock
- At 3 o'clock
- At 5 o'clock



4. Напишіть речення, використовуючи правильний час

Brian and Steve meet in a restaurant:

Brian: Hello, Steve. I haven't seen you for ages. What (you/do) these days?

Steve: I (train) to be a shop manager.

Brian: Really? (you/enjoy) it?

Steve: Yes, it's quite interesting. How about you?

Brian: Well, I(not/work) at the moment, but I'm very busy. I (build) a house.

Steve: Really? (you/do) it alone)?

Brian: No, some friends of mine (help) me.



Використайте Past Continuous або Past Simple

Наприклад: While Tom was cooking (cook) the dinner, the phone rang (ring).

1. George(fall) off the ladder while he(paint) the ceiling.
2. Last night I..... (read) in bed when suddenly I..... (hear) a scream.
3. (you/watch) television when I phoned you?
4. Ann (wait) for me when I.....(arrive).
5. I(not/drive) very fast when the accident(happen).
6. I (break) a plate last night. I (do) the washing-up
7. when it (slip) out of my hand.
8. Tom (take) a photograph of me while I..... (not/look)
9. We (you/go) out because it(rain).
What (you/do) at this time yesterday?

ТЕМА 29:

СТРУКТУРА ЗБРОЙНИХ СИЛ США

Заняття 6

РОЗПОРЯДОК ДНЯ



Прочитайте та перекладіть текст українською мовою.

Daily Routine

The day a man enters any branch of the Armed Forces he begins to take military training. The daily routine starts with "reveille" and ends with "taps." The military training, based on mil regulations, field manuals, technical manuals, and orders, includes instructions and classes, drill and ceremonies, physical fitness program, range practice, field exercises, map reading, tactics, etc.

Interior guard duty routine is also a part of soldier's life. Soldiers are detailed for duty according to a duty roster. The detail for guard consists of an officer of the day with necessary officers, noncommissioned officers and privates. The senior noncommissioned officer of the guard, whatever his grade, is known as the sergeant of the guard. If there is no officer of the guard he will perform the duties of the commander of the guard. There is always one corporal (CPL) of the guard for each relief.

Relief of the old detail for guard takes place after the guard mounting. The usual tour is 24 hours. Sentinels on post (sentries on post) and guards on duty are posted armed and equipped according to their particular duty. The officer of the day (OD) inspects the guard and sentinels at least once between midnight and daytime and visits the guardhouse.

Except in emergencies, members of the old guard may not be detailed for duty until four hours after they have been relieved. Men coming off guard duty are usually allowed 24 hours before being placed on any other duty.

An interior guard consists of a system of patrols and fixed posts. At an appropriate time before sentinels go on post, the CPL assembles them, checks their appearance, fitness for duty, and the condition of their arms, if carried. He issues ammunition, if required, and makes sure that they understand their instructions. When the relief is large, it may be more convenient to form the relief, call the roll, and inspect the sentinels in ranks. The CPL then reports to the commander of the guard that his relief is ready to be posted.

? Дайте відповіді на запитання:

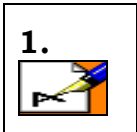
1. What does the daily routine start and end with?
2. What does the military training include?
3. What does the detail for guard consist of?
4. When does the relief of the old guard take place?



Знайдіть еквіваленти слів у тексті англійською мовою:

Розпорядок дня, підйом, відбій, статут, польовий статут, наказ, інструкція, караул, солдат, графік нарядів, офіцер – начальник караулу, караульний сержант, зміна.

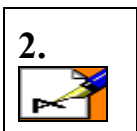
ГРАМАТИЧНІ ВПРАВИ ТЕПЕРІШНІЙ ПОДОВЖЕНИЙ, ТЕПЕРІШНІЙ НЕОЗНАЧЕНИЙ, МИНУЛИЙ НЕОЗНАЧЕНИЙ ТА МАЙБУТНІЙ НЕОЗНАЧЕНИЙ ЧАСИ



1.

Розкрийте дужки, вживаючи дієслова в одному з таких часів: Present Continuous, Present Simple, Past Simple або Future Simple.

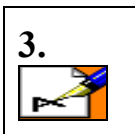
1. My friend (to go) to the library every Wednesday. 2. He- (not to go) to the country yesterday. 3. Why you (to go) to the shop yesterday? 4. We (to grow) tomatoes next summer. 5. What you (to do) now? 6. He (to sleep) now. 7. Where your father (to work) last year? 8. You (to go) to the south next summer? 9. He (not to watch) TV yesterday. 10. Yesterday we (to write) a test-paper. 11. I (to buy) a very good book last Tuesday. 12. My granny (not to buy) bread yesterday. 13. What you (to buy) at the shop tomorrow? 14. Don't make noise! Father (to work). 15. We (to go) on a tramp last Sunday. 16. Your brother (to go) to the country with us next Sunday? 17. Granny (not to cook) dinner now. 18. We (to cook) our meals on a fire last summer. 19. My sister (to wash) the dishes every morning. 20. When you (to go) to school? 21. What you (to prepare) for breakfast tomorrow? 22. You (to invite) your cousin to stay with you next summer? 23. How you (to help) your sister last summer? 24. I (to send) a letter to my friend tomorrow. 25. Every morning on the way to school I (to meet) my friends. 26. His grandfather (to listen) to rock' n' roll music. That (to be) strange! He always (to listen) to classical music.



2.

Розкрийте дужки, вживаючи дієслова в одному з таких часів: Present Continuous, Present Simple, Past Simple або Future Simple.

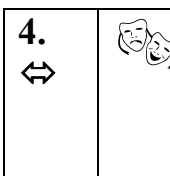
1. Max (not to be) here. He (to wash) his car. He (to wash) it every weekend. 2. He (not to play) the piano tomorrow. 3. We (to see) a very good film last Sunday. 4. Your mother (to cook) every day? 5. We (to make) a fire last summer. 6. I (to spend) last summer at the seaside. 7. Where you (to spend) last summer? 8. Where he (to spend) next summer? 9. What mother (to do) now? — She (to cook) dinner. 10. I (not to play) computer games yesterday. 11. Last Sunday we (to go) to the theatre. 12. I (to meet) my friend yesterday. 13. I (to write) a letter to my cousin yesterday. 14. You (to write) a dictation tomorrow? 15. I (not to write) a report now. 16. Mother (to cook) a very tasty dinner yesterday. 17. Tomorrow Nick (not to go) to school.



3.

Розкрийте дужки, вживаючи дієслова в одному з таких часів: Present Continuous, Present Simple, Past Simple або Future Simple.

1. Kate (to cook) dinner every day. 2. Kate (to cook) dinner tomorrow. 3. Kate (to cook) dinner now. 4. Kate (to cook) dinner yesterday. 5. I (not to eat) ice cream every day. 6. I (not to eat) ice cream now. 7. I (not to eat) ice cream tomorrow. 8. I (not to eat) ice cream yesterday. 9. He (to spend) last summer in the country. 10. He (not to spend) last summer in the country. 11. He (to spend) last summer in the country? 12. Where he (to spend) last summer? 13. She (to help) mother yesterday. 14. She (not to help) mother yesterday. 15. She (to help) mother yesterday? 16. How she (to help) mother yesterday? 17. You (to go) to school every day? 18. You (to go) to school now? 19. You (to go) to the south next summer? 20. You (to go) abroad last summer? 21. What your brother (to do) every day? 22. What your brother (to do) now? 23. What your brother (to do) tomorrow? 24. What your brother (to do) yesterday?



4.

Розкрийте дужки, вживаючи дієслова в одному з таких часів: Present Continuous, Present Simple, Past Simple або Future Simple.

1. Nellie (to leave) for Moscow tomorrow. 2. I (to be) in a hurry. My friends (to wait) for me. 3. You (to be) at the theatre yesterday. You (to like) the opera? — Oh yes, I (to enjoy) it greatly. 4. You (to go) to London next summer? 5. I (to know) she (to have) a happy life, and she (to live) a long time. A week ago they (not to know) what to think. She (to worry) a lot at the moment, but the problems (not to be) very great. 8. Last Tuesday he (to be) upset and (to have) no idea where to go. 9. Could you tell me the way to Trafalgar Square? I (to go) the right way? 10. Various kinds of sports (to be) popular in Russia. 11. Both children and grown-ups (to be) fond of sports. 12. What (to be) the matter with her? She (to be) so excited. — I (not to know). 13. Where you (to go)? — I (to go) to the Dynamo stadium to see the match which (to take) place there today. 14. You (to know) that a very interesting match (to take) place last Sunday? 15. He (to go) to the south a week ago. 16. When I (to be) about fifteen years old, I (to enjoy) playing football.

ТЕМА 30:

РОДИ ВІЙСЬК ЗБРОЙНИХ СИЛ США

Заняття 1

БРОНЕТАНКОВІ ВІЙСЬКА



Прочитайте та перекладіть текст українською мовою.

General Characteristics and Role of Armor in Modern Warfare

Armor is the arm of speed and violence. It is fast, highly mobile, has great firepower and produces shock effect. Armor has been responsible in the past years for much of the change toward more open and fluid warfare, faster movements, more dispersion, more elastic defense formations, and the ability to concentrate great power at a decisive point.

Modern armor is a combined arms force designed to conduct decisive, highly mobile, ground environment, primary offensive in nature, employing armor-protected vehicles as a primary means of accomplishing a ground combat mission through the use of both ground and air vehicles.

Armor operates normally within a force structure that may include tanks, mechanized infantry, artillery, engineers, armored cavalry, and Army Aviation, supported on the battlefield by a flexible and rapid communication system, and a mobile logistic system.

Armor Missions

Armor units fight normally as a combined arms force of two or more arms, each complementing the other and aiding the forward movement of the force by employing its own special capabilities.

Armor includes tank units, armored cavalry units, and mechanized infantry units, their primary missions being as follows:

1. tank units close with and destroy enemy forces, using fire, maneuver, and shock effect in coordination with other arms.
2. Armored cavalry units perform reconnaissance and provide security for the unit to which organic, assigned, or attached, and engage in offensive, defensive, and delaying action as an economy of force unit.
3. Mechanized infantry units close with the enemy by means of fire and maneuver to destroy or capture him or to repel his assault by fire, close to combat, and counterattack.

Armor Capabilities

Armor is capable of operating throughout the spectrum of warfare, from cold war to general war. Armored vehicles are particularly suited to a nuclear environment because their armor protection reduces significantly the effects on personnel of blast and radiation from a nuclear burst and, even at close ranges to such burst, shields personnel from thermal effects.

Armor's inherent characteristics of mobile firepower, mobility, armor protection, shock effect, and responsiveness to command endow it with an

optimum capability for accomplishing the following actions: deep penetration and wide envelopment; exploitation; mobile defense; destruction of enemy armor formations; reconnaissance and security; counter-guerrilla operations; close support of infantry; economy of force; counterinsurgency operations.

Objectives appropriate for the armor units are those that are beyond reach of other forces and that will insure success of the corps or field army missions. In the enemy rear areas armor forces attain great freedom of action as they maneuver to seize terrain; disrupt communication; destroy CPs; missile sites, artillery, and troops reserve; and capture or destroy supplies.

? Дайте відповіді на запитання:

1. What are the characteristics of armor?
2. What is the designation of modern armor?
3. Within what force structure does the armor operate?
4. What type of units does the modern armor include?
5. What are the primary missions of armored cavalry units?



Знайдіть еквіваленти слів у тексті англійською мовою:

Війна, бойові дії, мобільний, система зв'язу, броньована машина, захист, ударна хвиля, радіація, ядерний вибух, бронетанкові війська, ядерна зброя, дії проти партизан, тилловий район.

ГРАМАТИЧНІ ВПРАВИ

МИНУЛИЙ НЕОЗНАЧЕНИЙ ТА МИНУЛИЙ ПОДОВЖЕНИЙ ЧАСИ

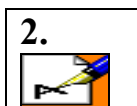


1.

Розкрийте дужки, вживаючи дієслова у Past Simple або Past Continuous. Перекладіть українською мовою.

1. I (to go) to the theatre yesterday. 2. At seven o'clock yesterday I (to go) to the theatre. 3. What you (to do) at 5 o'clock yesterday? — I (to play) the piano. 4. When I (to come) to school, the children (to stand) near the classroom. 5. We (to play) in the yard the whole evening yesterday. 6. When I (to prepare) breakfast in the morning, I (to cut) my finger. 7. Last year I (to go) to the United States. 8. You (to go) to Great Britain last year? — No, I (to go) to France. 9. What you (to do) yesterday? — I (to translate) a very long article. 10. When I (to ring) up my friend, he (to sleep). 11. When grandfather (to watch) TV, he (to fall) asleep. 12. When my friend (to come) to see me, I (to do) my homework. 13. When I (to go) to the stadium, I (to meet) Kate and Ann. 14. When Nick (to ring) me up yesterday, I (to help) mother. 15. When the children (to walk) through the wood, they (to see) a fox. 16. When I (to come) home, my sister (to wash) the floor. 17. When Mike (to play) in the yard, he (to find) a ball. 18. When I (to draw) yesterday, I (to break) two pencils. 19. When I (to meet) Tom, he (to go)

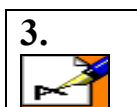
to the shop. 20. When I (to look) out of the window, the children (to play) hide-and-seek.



2.

Розкрийте дужки, вживаючи дієслова у Past Simple або Past Continuous

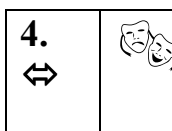
1. I (to play) computer games yesterday. 2. I (to play) computer games at five o'clock yesterday. 3. He (to play) computer games from two till three yesterday. 4. We (to play) computer games the whole evening yesterday. 5. My brother (not to play) tennis yesterday. He (to play) tennis the day before yesterday. 6. My sister (not to play) the piano at four o'clock yesterday. She (to play) the piano the whole evening. 7. When I came into the kitchen, mother (to cook). 8. She (to cook) the whole day yesterday. 9. We (to wash) the floor in our flat yesterday. 10. We (to wash) the floor in our flat from three till four yesterday. 11. You (to do) your homework yesterday? 12. You (to do) your homework from eight till ten yesterday? 13. Why she (to sleep) at seven o'clock yesterday? 14. He (to sit) at the table the whole evening yesterday. 15. What Nick (to do) when you came to his place? 16. What you (to do) when I rang you up? 17. I (not to sleep) at nine o'clock yesterday. 18. What he (to do) yesterday? — He (to read) a book. 19. What he (to do) the whole evening yesterday? — He (to read) a book, 20. She (to sleep) when you came home?



3.

Розкрийте дужки, вживаючи дієслова у Past Simple або Past Continuous

1. When I (to come) home, my little sister (to sleep). 2. When Nick (to come) home, his brother (to play) with his toys. 3. When mother (to come) home, I (to do) my homework. 4. When father (to come) home, Pete (to sleep). 5. When mother (to come) home, the children (to play) on the carpet. 6. When I (to get) up, my mother and father (to drink) tea. 7. When I (to come) to my friend's place, he (to watch) TV. 8. When I (to see) my friends, they (to play) football. 9. When I (to open) the door, the cat (to sit) on the table. 10. When Kate (to open) the door, the children (to dance) round the fir-tree. 11. When Tom (to cross) the street, he (to fall). 12. When I (to go) to school, I (to meet) my friend. 13. When we (to go) to the cinema, we (to meet) grandmother. 14. When grandmother (to go) home, she (to see) many children in the yard. 15. When Henry (to walk) about in the forest, he (to find) a bear cub. 16. When we (to walk) about in the forest, we (to see) a hare. 17. When I (to wash) the floor, I (to find) my old toy under the sofa. 18. When granny (to read) a book on the sofa, she (to fall) asleep. 19. When I (to play) in the yard, I suddenly (to see) my old friend. 20. When Nick (to run) about in the yard, he (to fall).



4.



Розкрийте дужки, вживаючи дієслова у Past Simple або Past Continuous. Перекладіть українською мовою.

1. The girl (to cook) dinner when the lights (to go) out. She (to burn) herself. 2. The boy (to hurt) himself while he (to skate). 3. When the woman (to enter) the room, the children (to feed) the goldfish. 4. When I (to visit) my friends in Denmark, I (to buy) two presents for my family. 5. When it (to start) to rain, we (to bathe) in the river. 6. Yesterday at one o'clock I (to have) lunch at the canteen. 7. When he (to come) in, I (to do) my exercises. 8. What you (to do) at eight o'clock yesterday? 9. At this time yesterday I (to go) home. 10. You (to sleep) when I (to go) out. 11. He (to read) on the sofa when I (to come) in and (to sit) down beside him. 12. I (to walk) along the street with my friend when a tram (to pass). 13. She (to look) out of the window when I (to see) her. 14. We (to answer) the teacher's questions when the headmistress (to enter) the classroom. 15. They (to drink) tea when I (to come) home. 16. He (to walk) along the river when a boat (to pass). 17. The old man (to think) about his plan when he (to fall) asleep. 18. We (to listen) to an interesting lecture yesterday.

ТЕМА 30:

РОДИ ВІЙСЬК ЗБРОЙНИХ СИЛ США

Заняття 2

АРТИЛЕРІЯ



Прочитайте та перекладіть текст українською мовою.

US Artillery General Characteristics

The artillery is a supporting arm. It acts by fire alone and is not capable of independent action. The artillery is prepared to fire under either nuclear or nonnuclear conditions. The primary mission of artillery is to support the ground-gaining arms by fire, give depth to combat by counter battery fires, attack hostile reserve, restrict movement, and disrupt communication systems and other installations. Antiaircraft (AA) protection is another primary mission of artillery.

The two general types of artillery are field artillery (FA) and air defense artillery (ADA) previously antiaircraft artillery (AAA).

US Field Artillery

FA is the principal agency of ground fire support. It is equipped with cannons, missiles, and equipment required for fire control, movement, observation and surveillance, and communication. It provides a powerful means of influencing the course of combat. The efficient exploitation of FA capabilities depends on control, liaison, communication, observation, location and evaluation of targets, surveillance, and logistic support.

FA weapons are classified as cannons or missiles.

FA cannons are classified according to cal as light (120 mm and less), medium (greater than 120 mm but not to exceed 160 mm), heavy (greater than 160 mm but not to exceed 210 mm), very heavy (greater than 210 mm). Very heavy cannons are not employed by active Army field artillery units.

FA cannons are further classified according to their method of organic transport as towed (designed for movement by a separate vehicle generally termed a prime mover), self-propelled (SP) (installed on carriages which provide automotive power for the arty piece and from which the weapon is fired) and aerial (carried on airmobile vehicles). A towed weapon may be auxiliary propelled by a mounted propulsion unit. Depending on the prime mover towed arty may be subdivided into truck-drawn and tractor-drawn. All cannons are considered as short-range FA.

FA missiles are classified as free rockets and guided missiles (GMs). GMs are further classified according to their range capability as short-range GMs (max range less than 100 km), medium-range GMs (max range at least 100 km but less than 500 km), and long-range GMs (max range 500 km or more).

All FA weapons are also classified according to the method of transportation which can be used to deliver a weapon to a combat area. All artillery weapons can

be transported by road, rail, or ship. Weapons that can be moved by aerial transportation are classified as air-transportable, and helicopter transportable.

US ADA

ADA is a separate combat arms branch of the Army since 1968. It has the primary mission of destroying, nullifying, or reducing the enemy air threat. ADA provides many deterrent weapons, not only for the support of land warfare operations, but also for the defense of Continental United States (CONUS). It is equipped with GM systems and the Vulcan 20mm gun system which is used in every division, and other equipment required for the provision of protective AD over the battlefield, as well as over important civil and mil establishments, for target acquisition, fire distribution, communication, and movement. ADA is characterized by its ability to place timely effective fire on fast moving aerial targets.

ADA weapons are classified as guns or GMs.

ADA guns are classified according to caliber and weight as light (under 90 mm), medium (90 mm or larger), heavy (larger than 90 mm).

ADA GMs are usually classified according to the guidance systems they employ. All ADA weapons are classified according to their mobility as fixed (permanently emplaced for the protection of important areas or Installations), towed, SP, or portable (carried by hand).

ADA guns and some ADA GMs are capable of operating as FA weapons.

? Дайте відповіді на запитання:

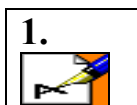
1. What are the characteristics of US artillery?
2. What are the characteristics of US FA?
3. How are US FA weapons classified?
4. How are FA cannon classified according to caliber?
5. What is the classification of US ADA?



Знайдіть еквіваленти слів у тексті англійською мовою:

Зенітний, протиповітряна оборона, зенітна артилерія, вогнева підтримка, артилерійська гармата, керована ракета, стаціонарний, переносний, ракета дальньої дії, самохідний.

ГРАМАТИЧНІ ВПРАВИ МАЙБУТНІЙ ПОДОВЖЕНИЙ ЧАС

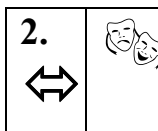


1. Складіть речення, замінюючи зворот *to be going to* майбутнім подовженим часом.

Example: I'm going to watch television from 9 until 10 o'clock this evening. -
So at 9.30 I will be watching television.

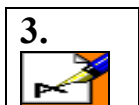
1. Tomorrow afternoon I'm going to play tennis from 3 o'clock until 4.30.

- So at 4 o'clock tomorrow I
2. Jim is going to study from 7 o'clock until 10 o'clock this evening.
So at 8.30 this evening he.....
 3. We are going to clean the flat tomorrow. It will take from 9 until 11 o'clock.
So at 10 o'clock tomorrow morning.....



Розкрийте дужки, використовуючи дієслова в одному з майбутніх часів Future Indefinite, Future Continuous.

1. I (to do) my homework tomorrow.
2. I (to do) my homework at 6 o'clock tomorrow.
3. When I come home tomorrow, my family (to have) supper.
4. Don't come to me tomorrow. I (to write) a composition the whole evening.
5. You (to play) tennis tomorrow?
6. What you (to do) tomorrow?
7. What you (to do) at 8 o'clock tomorrow?
8. When you (to go) to see your friend next time?
9. Tomorrow I (to begin) doing my homework as soon as I come from school. I (to do) my homework from 3 till 6.
10. My father (to come) home from work at 7 o'clock tomorrow.



Напишіть питання з Will you be -ing?

Example: You want to borrow your friend's bicycle this evening.
(you/use/your bicycle this evening?) – **Will you be using your bicycle this evening?**

1. You want your friend to give Tom a message this afternoon.
(you/see/Tom this afternoon?)
2. You want to use your friend's typewriter tomorrow evening.
(you/use/your typewriter tomorrow evening?)
3. Your friend is going shopping. You want him/her to buy some stamps for you at the post office.
(you/pass/the post office when you're in town?)



Перекладіть речення англійською мовою, використовуючи дієслова в необхідному часі.

1. Я знаю, що він скоро прийде.
2. Вони написали, що прийдуть дуже скоро.
3. Нам сказали, що ми будемо писати контрольну роботу наприкінці семестру.
4. Він зрозумів, що ніколи її не забуде.
5. Мої друзі чекатимуть на мене біля кінотеатру.
6. Всі газети та журнали обов'язково опублікують цю сенсацію.
7. Я впевнений, що зустріну його на станції.

8. Я сподіваюсь, що ви будете час від часу відвідувати мене.
9. Діти гратимуть на дворі весь день.
10. Ми запізнимося на концерт, якщо не візьмемо таксі.
11. Ти не знаєш, коли приїжджає Макс? – Знаю, він щойно телефонував. Літак прибуває завтра зранку.

ТЕМА 30:

РОДИ ВІЙСЬК ЗБРОЙНИХ СИЛ США

Заняття 3

ІНЖЕНЕРНІ ВІЙСЬКА



Прочитайте та перекладіть текст українською мовою.

Corps of Engineers

In the United States activities of the Corps of Engineers encompass both military and civilian engineering and all related planning, organization, training, operation, supply and maintenance. Many public structures, such as the Washington Monument, the Library of Congress, the Pentagon have been built by the Corps. In the more recent past, the construction support of the space program, such as NASA Headquarters in Houston and the launching facilities at Cape Kennedy, was accomplished by the Corps. The CE works hand in glove with the Environmental Protection Agency to prevent further pollution of streams and waterways and to restore them to their former purity. But the most important mission of the Corps (carried out by the engineer troop units) is provision of combat engineer support to the Army units.

Engineer Troop Units

The mission of engineer troop units in a theater of operations are to facilitate the movement of friendly forces, impede the movement of enemy forces, provide engineer staff planning and advice to all commanders in the theatre of operations (TO) and to provide all engineer services required in a TO. To accomplish their respective missions, engineer troop units in a TO are capable of —

1. Participating as a part of the combined arms team in all forms of combat operations (combat engineer units). This includes the offense, the defense and the retrograde in all types of operations, including airborne, airmobile and amphibious operations. In these operations they perform specialized tasks, alone or in cooperation with other units — such as the construction, destruction, breaching, or passage of obstacles and barriers; river crossings; and employment of atomic demolition munitions (ADM). Engineer combat units may be committed as units to engage in infantry type combat.

2. Constructing, rehabilitating, maintaining and repairing all types of facilities such as depots, hospitals, protective shelters, roads, railroads, bridges, ports, POL pipelines, airfields, heliports, etc.

3. Providing potable water for field troops.

4. Providing mapping and terrain intelligence, as well as advice on demolition and camouflage or demolition or cam services when required.

5. Decontaminating vital areas contaminated with chemical agents or radioactive materials.

? Дайте відповіді на запитання:

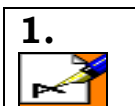
1. What construction support was accomplished by the Corps of Engineers in the more recent past in the USA?
2. What is the most important mission of the Corps of Engineers?
3. What are the missions of engineer troop units in a TO?
4. What tasks do engineer combat units perform in combat operations?
5. What types of facilities do engineer troop units construct, rehabilitate, maintain and repair?



Знайдіть еквіваленти слів у тексті англійською мовою:

Військова інженерна частина, інженерне забезпечення бойових дій, форсування річки, трубопровід, підривні роботи, інженерне командування, полегшувати рух своїх військ, приймати участь в бою.

**ГРАМАТИЧНІ ВПРАВИ
ЧАС PRESENT PERFECT**

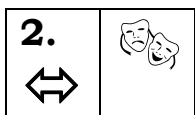


1.

Поставте дієслова в дужках в час Present Perfect

1. Where you (be)? I (be) to the dentist.
2. You (have) breakfast. Yes, I ____
3. The post (come)? Yes, it ____
4. You (see) my watch anywhere? No, I'm afraid I ____
5. Someone (wind) the clock? Yes, Tom ____
6. I (not finish) my letter yet.
7. He just (go) out.
8. Someone (take) my bicycle.
9. You (hear) from her lately? No, I ____
10. The cat (steal) the fish.
11. You (explain) the exercise? Yes, I ____
12. There aren't any buses because the drivers (go) on strike.
13. You (have) enough to eat? Yes, I (have) plenty, thank you.
14. Charles (pass) his exam? Yes, he ____
15. How many bottles the milkman (leave)? He (leave) six.
16. I (live) here for ten years.
17. How long you (know) Mr. Pitt? I (know) him for ten years.
18. Would you like some coffee? I just (make) some.
19. Mary (water) the tomatoes? Yes, I think she ____
20. You (not make) a mistake? No, I'm sure I ____
21. Why you (not mend) the fuse? I (not have) time.
22. You (dive) from the ten-metre board yet? No, I ____

23. You ever (leave) a restaurant without paying the bill? No, I _____
24. I (ask) him to dinner several times.
25. You ever (ride) a camel?
26. I (buy) a new carpet. Come and look at it.
27. I often (see) him but I never (speak) to him.
28. You ever (eat) caviar? No, I _____
29. We just (hear) the most extraordinary news.
30. The police (recapture) the prisoners who escaped yesterday.
31. I (not pay) the telephone bill yet.



Використайте потрібний час

1. Since 1901 many famous scientists (win) Nobel Prizes for Physics, Chemistry and Medicine.
2. In this century scientists (invent) many new electronic devices, such as radio, television and computers.
3. Doctors (learn) how to cure many diseases during the last hundred years.
4. Medical associations (spend) millions of dollars on research into cancer, but it is still a major cause of death.
5. Medical experts (have) enough information to cure diseases by the use of antibiotics only since the Second World War.
6. In the twentieth century we (learn) how to use nuclear energy in many different ways.
7. For instance, many countries (build) nuclear power stations which they use to provide electricity. The Russians and the Americans (put) several spacecraft into orbit around Mars in the last twenty years.
8. Since 1969 astronauts (travel) to the moon several times.
9. My goodness, young John (grow). He's six inches taller than last year!
10. She (wear) glasses since she was 18 years old.
11. Mr. Jones is angry because some boy just (throw) a ball through his window.
12. You (choose) Mary's present yet? No. I don't know what to get her.
13. You (meet) Peter Campbell? Yes, we (see) each other for years.
14. Where are the matches? I suppose mother (hide) them; she doesn't want the children to find them.
15. You ever (see) a giraffe? Yes, but only in the zoo.



Вставте в речення та текст FOR або SINCE

- A. We have been in England ___ four months.
 I haven't seen him ___ last Friday.
 Mrs. Brown has been busy ___ she came back from her holiday.
 We have had a lot of rain _____ three months now.
 I haven't seen much sunshine ___ I left Greece.
 I have been waiting for you here ___ four o'clock.

We haven't seen her ___ she went to Birmingham.

B. Joe Bloggs does not like work. He has been at Mr. Carter's factory ___ five years, ___ he left school, but ___ most of this time he has done very little work. When he was seventeen he hurt his hand on a machine because he wasn't careful and ___ then he has only been at work ___ two or three days each week.

"I can't work ___ five days a week ___ I hurt my hand," he says.

One day Mr. Carter found him sitting in the canteen in the middle of the afternoon. "How long have you been here, Bloggs" He asked.

" ___ lunch-time," said Bloggs.

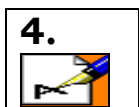
"It's now four o'clock. You've been here doing nothing ___ three hours," said the Manager angrily.

"It's my hand," said Bloggs. "I can't hold my arm up _____ I hurt my hand."

The Manager looked at him ___ a moment. "And how high, could you hold up your hand before that?" He asked.

"Right up," said Bloggs, putting his hand high over his head Mr. Carter laughed, and Bloggs saw he had made a mistake.

"Go back to work," said the Manager. "And if I hear anything bad about you next month you'll have to leave the factory."



4.

Вставте в речення FOR або SINCE

1. I've been up ___ hours. I've been working o'clock.
2. Let's go to the pictures; I haven't seen a good film ___ ages.
3. This play has been on ___ a fortnight, _____ the end of April.
4. He's been ill ___ the beginning of this month.
5. It's been raining ___ Monday. It's been cold ___ ten days.
6. People have been talking about it ___ I was a child.
7. The newspapers have been full of the murder case _____ weeks.
8. Gardening has been my hobby _____ many years.
9. We've lived in this house ___ 1995.
10. This country house has been in the same family _____ over two hundred years.



5.

Використайте необхідні прислівники

1. I have seen him (just)
2. Have you spoken to her about it (ever)?
3. I have been to the laboratory (already). Nick isn't there
4. We have been there before (never).
5. They haven't finished breakfast (yet).
6. Have you made the beds, Ann (already)?
7. Mary and Edward have left (just).
8. She hasn't finished doing the room (yet).
9. I have finished my translation and now I am free (just).
10. She has seen the sea (never) and wants to go to the Crimea this summer.

11. When does your train leave? Have you packed your bags (yet)?
 12. Have you been to England (ever)?
 13. The bell has gone (just).
 14. I have seen him looking so pale (never).
- If you have seen the film you must remember this scene (ever).

ТЕМА 30:

РОДИ ВІЙСЬК ЗБРОЙНИХ СИЛ США

Заняття 4

ВІЙСЬКА ЗВ'ЯЗКУ



Прочитайте та перекладіть текст українською мовою.

US Signal Corps

Within the classification of combat, combat support and service support, the Signal Corps is a combat support branch with the overall mission of planning, installing, operating and maintaining the Army's worldwide communication system.

The responsibilities of the Signal Corps include establishing, maintaining, operating and refining communication networks for tactical operations; operating the Army portion of 'the global strategic communication network; training signal specialists, officer and enlisted; carrying out research and development projects; handling the logistics of storage, distribution and repair of communications-electronics materiel, staffing the Army photographic and pictorial services; experimenting in the atmospheric sciences and training meteorological specialists; developing highly specialized electronic equipment for use in the space satellite program; and special research in the fields of avionics and combat surveillance.

Signal Corps Units

The complexities of today's Army require a flexible Signal Corps organization. While many types of Table of Organization and equipment (TOE) signal organizations are authorized, if not in actual existence, signal personnel are employed in practically every organizational structure throughout the Army. The Army depends upon the Signal Corps to provide the communication required by the army commander for his operational needs. The Signal Corps provides the command communication system superimposed upon the area communication system to meet this requirement.

A field army signal brigade is the signal organization formed and employed to provide an area communication system and a command communication system for a field army. The brigade assigns servicing elements including the various organic signal battalions (i.e. communication and construction) to plan, install, maintain and operate the integrated network of the command communication system serving from the field army HQ down to each combat brigade. Also, at each combat brigade there is a Signal Corps officer who serves as the brigade Communications-Electronics officer. Every manoeuvre battalion placed under the combat brigade has its own C-E off in charge of organic communications and in command of the battalion communication platoon.

At corps level, there is a signal battalion which provides command communication from the corps command post (CP) to the division CPs. This battalion performs its msn by using five organic cos: a HHC, two command

operations companies for the corps main and alternate CPs, a command radio relay and cable company, and command artillery radio relay company.

? Дайте відповіді на запитання:

1. What is the mission of the Signal Corps?
2. What are the responsibilities of the Signal Corps?
3. In what respect does the Army depend upon the Signal Corps?
4. What purpose is a field army signal brigade formed and employed?



Знайдіть еквіваленти слів у тексті англійською мовою:

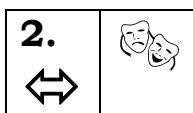
Засоби зв'язку і радіоелектроніки, електронне обладнання, мережа зв'язку, начальник зв'язку, рота зв'язку, класифікація, гнучкий, обслуговування, розгортання систем зв'язку.

ГРАМАТИЧНІ ВПРАВИ ЧАС PAST PERFECT



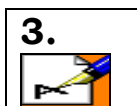
1. Використайте минулий доконаний час та минулий неозначений час

- a) His smile (be)something she never (see)before.
- b) Jane (be)on her way to meet her mother whom she (not see)for many years.
- c) Mr. Brown (just, finish)reading the letter when the telephone on his desk (ring)
- d) I (keep)silence for a little while, thinking of what he (tell)me.



2. Використайте минулий доконаний час та минулий неозначений час

1. Він прийшов в кімнату, коли я вже зайшов туди.
2. Коли настав (fall) вечір Джек пішов гуляти (go out).
3. Коли він приїхав в аеропорт літак вже улетів (already, leave).
4. Коли вона повернулася до дому він вже пішов на роботу



3. Допишіть власне закінчення речень, використавши Past Perfect

1. I saw Tom yesterday but.....

2. It rained a lot last week but.....
3. We ate a lot yesterday but we.....
4. It snowed a lot last winter but it
5. I played tennis a lot last year but.....
6. She worked hard last term but.....
7. I watched television yesterday evening.....
8. My favourite football team won a lot of matches last season but they



4.

Прочитайте ситуацію і закінчить речення, використавуючи Past Perfect

1. Ron is phoning Jill again. He has already phoned her twice this evening.
.....
2. You're late again. You've already been late once this week.
.....
3. The car has broken down. It has already broken down twice this month.....
4. Ann has just finished drinking a cup of tea. She has already had four cups this morning.....

ТЕМА 30:

РОДИ ВІЙСЬК ЗБРОЙНИХ СИЛ США

Заняття 5

ДЕСАНТНІ ВІЙСЬКА



Прочитайте та перекладіть текст українською мовою.

Airborne Operations

Air born troops involve the movement and delivery by air of combat forces and their logistic support into enemy objective area for the execution of a tactical or a strategic mission. These forces may consist of airborne, infantry, and mechanized infantry divisions and air transportable units with supporting artillery. Air born troops may be a joint effort, using US Air Force, Navy, and Army transport aircraft.

Classification

Air born troops are classified as short-duration and long-duration. Division or division units conduct short-duration operations with limited nondivisional reinforcing units. They engage in combat using accompanying supplies and limited followup supplies. There is no routine supply phase: the assault force receives minimum combat service support in the objective area and the operation terminates with the early relief, withdrawal, or relief for subsequent operations.

In long-duration operation, nondivision combat, combat support, and combat service support units reinforce airborne units. These forces are usually committed to sustained ground combat. Long-duration operations involve a substantial buildup of troop, supply, and equipment primarily by airlines of communications.

The mission assigned to the airborne force determines the type of operation to be conducted. An airborne raid is normally a short-duration operation, while a large-scale operation conducted deep in the enemy's rear is usually a long-duration operation that requires a buildup by airlines of communication and a linkup between two forces. Both types of operations may be either tactical or strategic.

Concept of Employment

Usually airborne forces are not committed on missions that can be performed as economically or as expeditiously by other combat forces. Airborne forces move directly to the objective area or to forward bases. Airborne forces are airlifted from these forward bases by AF aircraft to conduct airborne assault operations. An airborne capability is a strategic threat that may compel the enemy to disperse and dissipate his forces to protect vital installations in his rear areas and on his flanks.

Airborne forces can exploit the results of nuclear, biological, or chemical attack when existing radiation or level of persistent chemical or biological agent contamination in areas of employment is within acceptable limits.

Airborne operations can be conducted in areas occupied by well organized enemy combat forces when preceded by neutralizing preassault air bombardment or intensive FA fires.

Airborne operations can be conducted in either daylight or darkness or under other conditions of reduced visibility. Because of the inherent difficulties in night or reduced visibility operations, commanders prefer to launch major airborne assaults during daylight. Forces conduct loading and a major portion of their air movement during darkness or other conditions of reduced visibility to conceal these operations. Forces avoid establishing a recognizable pattern of timing in the assaults.

Parachute elements normally make the initial assault. Air-landed units then move into protected landing areas. When required, airborne operations can be conducted entirely by parachute. Air-landed units can conduct assault operations without having been preceded by a parachute assault if the landing area is undefended, lightly defended, or neutralized. The airborne force is most vulnerable to enemy counterattack, particularly armoured and mechanized forces, immediately after landing. Tactical air support and artillery restrict the movement of enemy forces into the airhead area during this period.

Since the airborne division is most vulnerable to enemy during the landing and reorganization of its assault echelon it must land and reorganized with maximum speed and precision.

? Дайте відповіді на запитання:

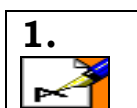
1. What do airborne operations involve?
2. What units may airborne forces consist of?
3. What is meant by short-duration airborne combat operations?
4. What is the airborne force most vulnerable to?
5. What is the concept of employment of US airborne forces?



Знайдіть еквіваленти слів у тексті англійською мовою:

Район десантування, короткочасна десантна операція, матеріальні засоби, що доставляються одночасно з висадкою десанту, матеріальні засоби, що доставляються після висадки десанту, повітряні комунікації, повітряна атака, висадка повітряного десанту, плацдарм десантування.

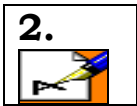
ГРАМАТИЧНІ ВПРАВИ ЧАС FUTURE PERFECT ТА ІНШІ МАЙБУТНІ ЧАСИ



1.

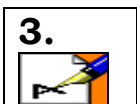
Використайте майбутній доконаний час

- a) I **will have left** for London by noon.
- b) When I do come again, I hope your English **will have improved**.
- c) Коли я повернуся сподіваюсь ти прочитаєш цю статтю.
- d) До вечора він вже купить всім подарунки.

**2.**

Розкрийте дужки, вживаючи дієслова у Present Simple або Future Simple. (Усі речення стосуються майбутнього часу)

1. My grandmother is superstitious. She always says to me: "If you (to spill) salt, you should throw a little salt over your left shoulder. If you (not to do) this, you (to have) bad luck. If you break a mirror, you (to have) bad luck for seven years." 2 I (not to speak) to him until he (to apologize). 3. Peter (to introduce) us to his friends as soon as we (to meet) them. 4. We (to go) to the station to meet Sergei when he (to come) to St. Petersburg. 5. Don't go away until mother (to come) back. Give her the note as soon as she (to come). 6. You (to go) to the library with us? — No, I I (to stay) here and (to help) Jane with her grammar. I (to come) to the library after I (to finish). 7. Ring me up before you (to come). 8. I (to speak) to Mary if I (to see) her today. 9. If you (to ask) me a difficult question, I (to be) nervous. If I (to be) nervous, I (to make) a mistake. If I (to make) a mistake, the other students (to laugh) at me. If the other students (to laugh) at me, I (to be) embarrassed. And if I (to be) embarrassed, I (to cry). So please don't ask me a difficult question!

**3.**

Розкрийте дужки, вживаючи дієслова у Present Simple, Present Continuous або Future Simple

1. Don't go out: it (to rain) heavily. 2. Take your raincoat with you. I am afraid it (to rain) in the evening and you (to get) wet through if you (not to put) on your raincoat. 3. Every spring birds (to come) to our garden and (to sing) in the trees. 4. Listen! Somebody (to sing) in the next room. 5. It usually (not to snow) at this time of the year. 6. What the weather (to be) like now? It (to snow)? — No, it 7. We (to go) out of town to ski on Sunday? — Yes, we ... if it (to snow) this week and if there (to be) a lot of snow everywhere.

**4.**

Розкрийте дужки, вживаючи дієслова у Present Simple, Present Continuous або Future Simple

1. What you (to do) tomorrow? — We (to go) out of town if the weather (not to change) for the worse. You (to come) with us? — With pleasure if only I (not to have) too much work to do at home. 2. It (to be) cold in autumn. It often (to rain). A cold wind often (to blow). 3. The weather (to be) fine today. It (to be) warm, the sun (to shine) brightly. A soft wind (to blow). Small white clouds (to sail) in the sky. 4. If we (to have) televisions at our supermarket, they (to inform) customers about things in the store. 5. If we (to play) music, it (to produce) the right atmosphere. 6. If we (to put) in cameras, they (to stop) people stealing things. 7. If we (to employ) more assistants, they (to help) our customers.

ТЕМА 30:

РОДИ ВІЙСЬК ЗБРОЙНИХ СИЛ США

Заняття 6

ПІХОТА



Прочитайте та перекладіть текст українською мовою.

Characteristics of Infantry

The infantry is the basic ground-gaining arm of the Army. It is also the arm of close combat. Its mission is to close with the enemy by fire and maneuver in order to destroy or capture him, or to hold its positions and repel his attack by fire, close combat, or counterattack.

Because of its versatility today's infantry is capable of fighting under widely varying conditions of terrain, weather, and nuclear availability which often restrict the employment of heavy weapons and equipment. It can move by land, sea or air. The modern infantry may fight on foot, or go into action by parachute, helicopter, armored personnel carrier, or assault boat. The infantry can operate at night, or under any climatic conditions, and can overcome natural and man-made obstacles which would stop other forces.

The advent of nuclear weapons has not changed the role of infantry on the battlefield but has brought to life mechanized infantry which move and fight in armored personnel carrier (APC's). The decisiveness of infantry in combat will continue and four of the five types of current ROAD divisions are infantry.

Type Road Divisions

The ROAD division is the smallest unit of the combined arms and services. There are five types of combat divisions: armored, mechanized, infantry, airborne and air assault. Divisions are formed by combining a division base with varying proportions of six to fifteen combat battalions of different types (tank, infantry, mechanized, airborne infantry and air assault infantry).

The combat battalions have many similarities. They are as nearly the same in organization as possible, consistent with their individual roles. All battalions are of essentially one combat arm, i.e. armor in tank battalion and infantry in other battalions.

Each ROAD division has its own characteristics. The armored division combines fast maneuver with great firepower. The mechanized division resembles the infantry division but has greater mobility and shock power. The airborne division is for vertical envelopment by airborne assault, using parachutes and Air Force troop carrier and assault landing aircraft. The air assault division with its helicopters has an ability to deliver firepower quickly anywhere.

The common base of each type ROAD division consists of the division HQ and HQ company, three brigade HQ and HQ cos, division artillery, support command, aviation battalion (in infantry and air assault divisions) or aviation company (in

mechanized and armored divisions), engineer and signal battalions, armored cavalry squadron, ADA battalion, and a military police company.

? Дайте відповіді на запитання:

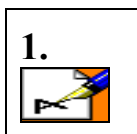
1. What is the mission of infantry?
2. How can infantry fight?
3. Has the role of infantry changed with the advent of nuclear weapons?
4. What types of combat divisions are there in the US Army?
5. How are divisions formed?
6. What common features have combat battalions?



Знайдіть еквіваленти слів у тексті англійською мовою:

БТР, ближній бій, контратака, поле бою, механізована дивізія, піхотний батальйон, мотопіхотний батальйон, маневр, вогнева міць, ударна хвиля, мобільність, рота армійської авіації, батальйон зв'язку, розвідувальний батальйон, зенітний дивізіон, відбивати атаку.

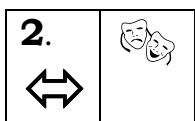
**ГРАМАТИЧНІ ВПРАВИ
ЧАС PRESENT PERFECT CONTINUOUS**



1. Прочитайте ситуацію та складіть речення, використовуючи *present perfect continuous* (I have been doing)

Приклад: Tom is out of breath. (he/run) *He has been running.*

1. Ann is very tired. (she/work/hard)
2. Bob has a black eye and Bill has a cut lip. (Bob and Bill/fight)
3. George has just come back from the beach. He is very red. (he/lie/in the sun)
4. Janet is hot and tired, (she/play/tennis)



2. Поставте питання до кожного речення

Приклад: Your friend's hands are covered in oil. (you/work/on the car?)
Have you been working on the car?

1. You see a little boy. His eyes are red and watery. (you/cry?)
2. You have just arrived to meet your friend who is waiting for you. (you/wait/long?)
3. Your friend comes in. His face and hands are very dirty. (what/you/do?)



3. Розкажіть як довго триває дія

Приклад: It is raining now. It began raining two hours ago. *It has been raining for two hours.*

1. Kevin is studying. He began studying three hours ago.
He for three hours.
2. I'm learning Spanish. I started learning Spanish in December.
I since December.
3. Ann is looking for a job. She began looking six months ago.
..... for six months.
4. Mary is working in London. She started working there on 18 January.
..... since 18 January.
5. George smokes. He started smoking five years ago.
..... for five years.



4.

Поставте питання, використовуючи *how long*

Приклад: It is raining. *How long has it been raining?*

- | | |
|----------------------------------|---------------|
| 1. My foot is hurting. | How long..... |
| 2. Mike plays chess. | How |
| 3. Jim sells washing machines. | |
| 4. Tom is living in High Street. | |

ТЕМА 31:

МІЖНАРОДНІ ОРГАНІЗАЦІЇ

Заняття 1

ОРГАНІЗАЦІЯ ЄВРОПЕЙСЬКОГО СПІВРОБІТНИЦТВА І РОЗВИТКУ



Прочитайте та перекладіть текст українською мовою.

Organisation for Economic Co-operation and Development

The Organisation for Economic Co-operation and Development is a unique forum where the governments of 30 market democracies work together to address the economic, social and governance challenges of globalisation as well as to exploit its opportunities.

The Organisation provides a setting where governments can compare policy experiences, seek answers to common problems, identify good practice and coordinate domestic and international policies. It is a forum where peer pressure can act as a powerful incentive to improve policy and implement “soft law” – non-binding instruments such as the OECD Corporate Governance Principles – and can on occasion lead to formal agreements or treaties.

Exchanges between OECD governments flow from information and analysis provided by a secretariat in Paris. The secretariat collects data, monitors trends, and analyses and forecasts economic developments. It also researches social changes or evolving patterns in trade, environment, agriculture, technology, taxation and more.

The OECD helps governments to foster prosperity and fight poverty through economic growth, financial stability, trade and investment, technology, innovation, entrepreneurship and development co-operation. It is helping to ensure that economic growth, social development and environmental protection are achieved together. Other aims include creating jobs for everyone, social equity and clean and effective governance.

The OECD is at the forefront of efforts to understand, and to help governments to respond to, new developments and concerns. These include trade and structural adjustment, online security, and the challenges related to reducing poverty in the developing world.

For more than 40 years, the OECD has been one of the world’s largest and most reliable sources of comparable statistical, economic and social data. OECD databases span areas as diverse as national accounts, economic indicators, the labour force, trade, employment, migration, education, energy, health, industry, taxation and the environment. Most of the research and analysis is published.

Over the past decade, the OECD has tackled a range of economic, social and environmental issues while further deepening its engagement with business, trade unions and other representatives of civil society. Negotiations at the OECD on

taxation and transfer pricing, for example, have paved the way for bilateral tax treaties around the world.

The OECD is a group of like-minded countries. Essentially, membership is limited only by a country's commitment to a market economy and a pluralistic democracy. It is rich, in that its 30 members produce 60% of the world's goods and services, but it is by no means exclusive. Non-members are invited to subscribe to OECD agreements and treaties, and the Organisation shares expertise and exchanges views on topics of mutual concern with more than 70 countries worldwide, from Brazil, China and Russia to least developed countries in Africa.

HOW HAS IT DEVELOPED?

The OECD grew out of the Organisation for European Economic Co-operation (OEEC), which was set up in 1947 with support from the United States and Canada to co-ordinate the Marshall Plan for the reconstruction of Europe after World War II.

Created as an economic counterpart to NATO, the OECD took over from the OEEC in 1961 and, since then, its mission has been to help governments achieve sustainable economic growth and employment and rising standards of living in member countries while maintaining financial stability, so contributing to the development of the world economy. Its founding Convention also calls on the OECD to assist sound economic expansion in member countries and other countries in the process of economic development, and to contribute to growth in world trade on a multilateral, non-discriminatory basis.

In recent years, the OECD has moved beyond a focus on its 30 member countries to offer its analytical expertise and accumulated experience to more than 70 developing and emerging market economies.

? Дайте відповіді на запитання:

1. What is OECD?
2. What are the objectives of OECD?
3. How does OECD help governments to foster prosperity?
4. When was OECD established?



Знайдіть еквіваленти слів у тексті англійською мовою:

Співробітництво, глобалізація, координувати, договір, захист навколишнього середовища, соціальний розвиток, торгівля, сільське господарство, інвестиції, оподаткування, бідність, фінансова стабільність, створення робочих місць.

ГРАМАТИЧНІ ВПРАВИ ЧАС PAST PERFECT CONTINUOUS



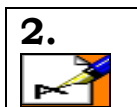
1.

Відкрийте дужки, використовуючи Past Perfect Continuous

The government of Pacifica started an investigation into its security services after several of its secret agents went over to its enemy, Arctica.

What went wrong? Our investigation revealed the following facts:

- 1 . 'Some of our agents (work) _____
- 2 . 'We (give away) _____ problems in her marriage.
- 3 . 'The departments in our security services (cooperate) _____ well with each other.'
- 4 . 'Our most trusted agent in Arctica (have) _____ conversations between our agents
- 5 . 'The enemy (listen) _____ secrets to using secret listening devices.
- 6 . 'Our agents (receive) _____ enough money to carry out their operations.'
- 7 . 'We ought to have guessed that something was wrong; over a period of several months we (get) _____ any useful information out of Arctica.'
- 8 . 'The enemy (feed) _____ us false information.'
- 9 . 'For several weeks, one of our agents in Arctica (send) _____ messages in the wrong code. We should have realised that he had been captured.'
- 10 . 'The conclusion: our security services (carry out) _____ their duties efficiently.'



2. В частині В використайте інформацію з частини А, використовуючи Past Perfect Continuous

A. Here is a list of some things that Ann did yesterday (and the times at which she did them)

- 8.45-9.15 - had breakfast
- 9.15-10.00 - read the newspaper
- 10.00-12.00 - cleaned her flat
- 12.45-1.30 - had lunch
- 2.30-3.30 - washed some clothes
- 4.00-6.00 - watched television

- B.** From 8.45 to 9.15
- From 9.15-10.00.....
- From 10.00-12.00
- From 12.45-1.30.....
- From 2.30-3.30
- From 4.00-6.00.....

ТЕМА 31:

МІЖНАРОДНІ ОРГАНІЗАЦІЇ

Заняття 2

ВТО



Прочитайте та перекладіть текст українською мовою.

WTO

WTO (the World Trade Organization) is the only international organization dealing with the global rules of trade between nations. Its main function is to ensure that trade flows as smoothly, predictably and freely as possible.

The WTO has nearly 150 members, accounting for over 97% of world trade. Around 30 others are negotiating membership. Decisions are made by the entire membership. This is typically by consensus. A majority vote is also possible but it has never been used in the WTO, and was extremely rare under the WTO's predecessor, GATT. The WTO's agreements have been ratified in all members' parliaments.

The WTO's top level decision-making body is the Ministerial Conference which meets at least once every two years. Below this is the General Council (normally ambassadors and heads of delegation in Geneva, but sometimes officials sent from members' capitals) which meets several times a year in the Geneva headquarters. The General Council also meets as the Trade Policy Review Body and the Dispute Settlement Body.

At the next level, the Goods Council, Services Council and Intellectual Property (TRIPS) Council report to the General Council.

Numerous specialized committees, working groups and working parties deal with the individual agreements and other areas such as the environment, development, membership applications and regional trade agreements.

The WTO's rules — the agreements — are the result of negotiations between the members. The current set were the outcome of the 1986–94 Uruguay Round negotiations which included a major revision of the original General Agreement on Tariffs and Trade (GATT).

GATT is now the WTO's principal rule-book for trade in goods. The Uruguay Round also created new rules for dealing with trade in services, relevant aspects of intellectual property, dispute settlement, and trade policy reviews. The complete set runs to some 30,000 pages consisting of about 30 agreements and separate commitments (called schedules) made by individual members in specific areas such as lower customs duty rates and services market-opening.

Through these agreements, WTO members operate a non-discriminatory trading system that spells out their rights and their obligations. Each country receives guarantees that its exports will be treated fairly and consistently in other countries' markets. Each promises to do the same for imports into its own market.

The system also gives developing countries some flexibility in implementing their commitments.

Banks, insurance firms, telecommunications companies, tour operators, hotel chains and transport companies looking to do business abroad can now enjoy the same principles of freer and fairer trade that originally only applied to trade in goods.

These principles appear in the new General Agreement on Trade in Services (GATS). WTO members have also made individual commitments under GATS stating which of their services sectors they are willing to open to foreign competition, and how open those markets are.

The WTO's intellectual property agreement amounts to rules for trade and investment in ideas and creativity. The rules state how copyrights, patents, trademarks, geographical names used to identify products, industrial designs, integrated circuit layout-designs and undisclosed information such as trade secrets — “intellectual property” — should be protected when trade is involved.

The WTO set up reference centres in over 100 trade ministries and regional organizations in capitals of developing and least-developed countries, providing computers and internet access to enable ministry officials to keep abreast of events in the WTO in Geneva through online access to the WTO's immense database of official documents and other material. Efforts are also being made to help countries that do not have permanent representatives in Geneva.

? Дайте відповіді на запитання:

1. What is WTO?
2. What is the main function of WTO?
3. How many members are in WTO?
4. What are advantages and disadvantages of WTO membership?

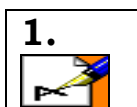


Знайдіть еквіваленти слів у тексті англійською мовою:

Всесвітня організація торгівлі, прийняття рішень, консенсус, ратифікувати, генеральний договір по митним тарифам і торгівлі, інтелектуальна власність, гнучкість, база даних.

ГРАМАТИЧНІ ВПРАВИ

ЧАС FUTURE PERFECT CONTINUOUS ТА ІНШІ МАЙБУТНІ ЧАСИ



1. Перекладіть речення англійською мовою, використовуючи Future Perfect Continuous

1. Наступного тижня саме в цей час я буду вже плавати в морі з самого ранку.
2. Через місяць в цей час він вже тиждень відпочиватиме.
3. Якщо ти завтра прийдеш до мене, я вже працюватиму 5 годин.
4. Завтра в цей час ми розмовлятимемо вже годину.



2.

Розкрийте дужки, вживаючи дієслова у Future Simple

1. I want to get a medical checkup. I (to go) to my doctor tomorrow. 2. He (to give) me a complete examination. 3. The nurse (to lead) me into one of the examination rooms. 4. I (to take) off my clothes and (to put) on a hospital gown. 5. Dr. Setton (to Йоте) in, (to shake) my hand, and (to say) "hello". 6. I (to stand) on his scale so he can measure my height and my weight. 7. He (to take) my pulse. 8. Then he (to take) my blood pressure. 9. After he takes my blood pressure, he (to take) some blood for a blood analysis. 10. He (to examine) my eyes, ears, nose and throat. 11. He (to listen) to my heart with a stethoscope. 12. Then he (to take) a chest X-ray and (to do) a cardiogram (EKG). 13. After the checkup I (to go) home and (to wait) for Dr. Setton's call. 14. Dr. Setton (to call) me tomorrow afternoon and (to say) to me: "Stop worrying! Your blood analysis is excellent," He is a very good doctor.



3.

Розкрийте дужки, вживаючи дієслова в потрібному часі.

Зверніть увагу на підрядні речення часу і умови та сполучники if, when, as soon as, before, after, till (until)

1. Before you (to cross) the park, you will come to a supermarket. 2. When you (to cross) the park, you will see the hospital. 3. If you (to translate) this article into Russian, I shall use it in my report. 4. If she (to be) in St. Petersburg now, she will meet you at the railway station. 5. If you (not to hurry), you will miss the train. 6. If it (to rain), we shan't go to the country. 7. When my friend (to come) to St. Petersburg, we shall go to the Russian Museum. 8. What will you be doing when he (to come) to your place? 9. Don't forget to pay for your dinner before you (to leave) the canteen. 10. I shall be able to translate this article if you (to give) me a dictionary. 11. You will have to work hard at home if you (to miss) the lesson. 12. Where will you go when you (to come) to London? 13. The child won't be healthy if you (not to give) him much fruit. 14. I shan't have dinner before mother (to come) home. 15. What will you do if you (not to finish) your homework tonight? 16. What will he do if his TV set (to break)?

ТЕМА 31:

МІЖНАРОДНІ ОРГАНІЗАЦІЇ

Заняття 3

ОБСЄ



Прочитайте та перекладіть текст українською мовою.

The Organization for Security and Co-operation in Europe

The OSCE is the world's largest regional security organization whose 56 participating States span the geographical area from Vancouver to Vladivostok.

About the OSCE

With 56 participating States from Europe, Central Asia and North America, the Organization for Security and Co-operation in Europe (OSCE) forms the largest regional security organization in the world.

The OSCE is a primary instrument for early warning, conflict prevention, crisis management and post-conflict rehabilitation in its area. It has 18 missions or field operations in South-Eastern Europe, Eastern Europe, the Caucasus and Central Asia.

The Organization deals with three dimensions of security - the politico-military, the economic and environmental, and the human dimension. It therefore addresses a wide range of security-related concerns, including arms control, confidence- and security-building measures, human rights, national minorities, democratization, policing strategies, counter-terrorism and economic and environmental activities. All 56 participating States enjoy equal status, and decisions are taken by consensus on a politically, but not legally binding basis.

History of the OSCE

The OSCE traces its origins to the détente phase of the early 1970s, when the Conference on Security and Co-operation in Europe (CSCE) was created to serve as a multilateral forum for dialogue and negotiation between East and West. Meeting over two years in Helsinki and Geneva, the CSCE reached agreement on the Helsinki Final Act, which was signed on 1 August 1975. This document contained a number of key commitments on politico-military, economic and environmental and human rights issues that became central to the so-called 'Helsinki process'. It also established ten fundamental principles (the 'Decalogue') governing the behaviour of States towards their citizens, as well as towards each other.

Until 1990, the CSCE functioned mainly as a series of meetings and conferences that built on and extended the participating States' commitments, while periodically reviewing their implementation. However, with the end of the Cold War, the Paris Summit of November 1990 set the CSCE on a new course. In the Charter of Paris for a New Europe, the CSCE was called upon to play its part in managing the historic change taking place in Europe and responding to the new

challenges of the post-Cold War period, which led to its acquiring permanent institutions and operational capabilities.

As part of this institutionalization process, the name was changed from the CSCE to the OSCE by a decision of the Budapest Summit of Heads of State or Government in December 1994.

? Дайте відповіді на запитання:

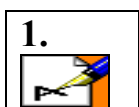
1. What is OSCE?
2. What are the main objectives of OSCE?
3. What dimensions of security do you know?
4. What do you know about the security of OSCE?



Знайдіть еквіваленти слів у тексті англійською мовою:

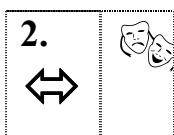
Організація з безпеки і співробітництва в Європі, співпраця, попередження конфліктів, три виміри безпеки, контроль над озброєнням, права людини, національні меншини, холодна війна.

ГРАМАТИЧНІ ВПРАВИ FUTURE-IN-THE-PAST



1. Напишіть речення у минулому часі.

1. I am afraid I shall be late.
2. Do you think we shall pick all the apples in three days?
3. He hopes you will often visit him.
4. They expect he will be at home in a few days.
5. Are you afraid we shan't be in time?
6. She promises that she will finish the work in a week.
7. I think Henry will help us.



2. Розкрийте дужки, вживаючи дієслова у *Future-in-the-Past* або *Past Simple*.

1. I know we (not be) late.
2. I knew we (not be) late.
3. I want to know whether he (to be) at home.
4. I wanted to know whether he (to be) at home.
5. "When you (to be) ready?" he asked.
6. He asked when I (to be) ready.
7. I can't say whether Bob (to do) the work perfectly, but he to do his best.
8. He asked me whether he (to see) Olga there.
9. Are you sure that we (to have) time to do that?
10. I was afraid he (to say): "I don't think I (to be) able to come."



3. Перекладіть англійською мовою, звертаючи увагу на час дієслова в головному реченні.

1. Я знаю, що він незабаром прийде.
2. Я знав, що він незабаром прийде.
3. Я думаю, що він спатиме в цей час.
4. Я думав, що він спатиме в цей час.
5. Вона думає, що зробить усю роботу до п'ятої години.
6. Вона думала, що зробить усю роботу до п'ятої години.
7. Я був впевнений, що до десятої години він уже вивчить цей вірш.
8. Я знав, що до дев'ятої години мама вже приготує вечерю і о дев'ятій годині вся сім'я сидітиме за столом. Я боявся, що прийду занадто пізно.
9. Вона боялася, що її друг не прийде.
10. Вони написали, що скоро приїдуть.
11. Я був упевнений, що зустріну його на станції.
12. Я думаю, що тато скоро напише нам листа.
13. Чи сказали вам, що в грудні ми писатимемо контрольну роботу?
14. Він зрозумів, що ніколи її не забуде.
15. Він каже, що не знає цю людину.

ТЕМА 31:

МІЖНАРОДНІ ОРГАНІЗАЦІЇ

Заняття 4

ЮНЕСКО



Прочитайте та перекладіть текст українською мовою.

UNESCO

UNESCO (United Nations Educational, Scientific and Cultural Organization) is a specialized agency of the United Nations established in 1945. Its stated purpose is to contribute to peace and security by promoting international collaboration through education, science, and culture in order to further universal respect for justice, the rule of law, and the human rights and fundamental freedoms proclaimed in the UN Charter.

In total 191 nations belong to UNESCO. The organization is headquartered in Paris, with over 50 field offices and several institutes and offices throughout the world. Most of the field offices are "cluster" offices covering three or more countries; there are also regional offices. UNESCO pursues its action through five major programmes: education, natural sciences, social and human sciences, culture and communication and information. Projects sponsored by UNESCO include literacy, technical, and teacher-training programmes; international science programmes; regional and cultural history projects, the promotion of cultural diversity; international cooperation agreements to secure the world cultural and natural heritage and to preserve human rights; and attempts to bridge the world-wide digital divide.

UNESCO has been at the centre of controversy, particularly in the United States, the United Kingdom, and Singapore. During the 1970s and 1980s, UNESCO's support for a "New World Information Order" and its MacBride report calling for democratization of the media and a more egalitarian access to information was condemned in these countries as attempts to destroy the freedom of the press. UNESCO was perceived as a platform for communist and Third World countries to attack the West. In 1984, the United States withheld its contributions and withdrew from the organization in protest, followed by the United Kingdom in 1985 and Singapore in 1986. The UK later rejoined in 1997 and the United States in 2003, after considerable reforms were implemented in the organization.

The staff pyramid, which was the most top-heavy in the UN system, was cut back as the number of high-level posts was halved and the "inflation" of posts was reversed through the down-grading many positions. Open competitive recruitment, results-based appraisal of staff, training of all managers and field rotation were instituted, as well as SISTER and SAP systems for transparency in results-based programming and budgeting.

Programming coherence and relevance remains a challenge at UNESCO. One of the main reasons for this is that activities and projects can be identified and supervised by various services within the organisation (divisions and sections based at UNESCO Headquarters in Paris, UNESCO regional and cluster field offices and international institutes) with insufficient coordination between them.

? Дайте відповіді на запитання:

1. What is UNESCO?
2. When was UNESCO established?
3. What are the objectives of UNESCO?
4. Where is UNESCO HQ located?
5. What are the major UNESCO programmes?



Знайдіть еквіваленти слів у тексті англійською мовою:

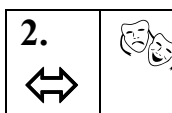
Миротворчі операції, хартія ООН, вирішувати конфлікт, дипломатія, угода, підтримання миру, Організація ООН з питань освіти, науки і культури, міжнародне співробітництво, культурна різноманітність, захищати права людини, послідовність.

ГРАМАТИЧНІ ВПРАВИ УЗГОДЖЕННЯ ЧАСІВ



1. Розкрийте дужки, вживаючи потрібний час дієслова. Перекладіть українською мовою.

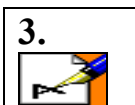
1. I knew they (to wait) for me at the metro station and I decided to hurry. 2. I didn't know that you already (to wind) up the clock. 3. I was afraid that the little girl (not to be) able to unlock the front door and (to go) upstairs to help her. 4. He says that he (to know) the laws of the country. 5. Sarie understood why Lanny (not to come) the previous evening. 6. She asked me whether I (to remember) the legend about a faithful lion. 7. He understood that the soldiers (to arrest) him. 8. He could not understand why people (not to want) to take water from that well. 9. I suppose they (to send) a dog after the burglar immediately.



2. Виберіть правильний час дієслова.

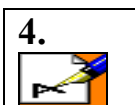
1. My friend asked me who (is playing, was playing) the piano in the sitting room. 2. He said he (will come, would come) to the station to see me off. 3. I was sure he (posted, had posted) the letter. 4. I think the weather (will be, would be) fine next week. I hope it (will not change, would not change) for the worse. 5. I knew that he (is, was) a very clever man. 6. I want to know what he (has bought, had bought) for her birthday. 7. I asked my sister to tell me what she (has seen, had seen) at the museum. 8. He said he (is staying, was staying) at the "Ritz" Hotel. 9. They

realized that they (lost, had lost) their way in the dark. 10. He asked me where I (study, studied). 11. I thought that I (shall finish, should finish) my work at that time. 12. He says he (works, worked) at school two years ago. 13. Victor said he (is, was) very busy.



3. Перекладіть англійською мовою, дотримуючись правила узгодження часів.

1. Я знала, що вона працює на заводі, що в неї є чоловік і двоє дітей, що сім'я в неї дуже дружна і вона щаслива. 2. Він сказав мені вчора, що раніше він навчався в університеті. 3. Ми вирішили минулого тижня, що наступного літа ми всі поїдемо в Крим. 4. Сестра сказала, що хоче приїхати до нас сама. 5. Я знала, що вона дуже заклопотана. 6. Ніхто не знав, що ви чекаєте тут. Ходімо в будинок. 7. Він попередив нас, що в цій частині міста рух досить напружений. 8. Секретар не помітив, що директор з кимось розмовляє. 9. Усі ми знали, що вона знову в Санкт-Петербурзі. 10. Олена сказала, що вона дарує нам цю картину. 11. Вона сказала, що її колеги завжди дають їй чудові поради. 12. Він сказав, що любить цю п'єсу. 13. У минулому році вони думали, що ніколи не будуть добре читати англійською мовою, але вчора вони побачили, що читають тексти досить добре.



4. Перекладіть англійською мовою, дотримуючись правила узгодження часів.

1. Я боявся, що заблукаю у лісі. 2. Вона знала, що ми ніколи не бачили її картини. 3. Вчений був упевнений, що знайде вирішення проблеми. 4. Я знав, що ти приїхав до Санкт-Петербургу, і сподівався, що ти відвідаєш мене. 5. Ми не думали, що він так розсердиться. 6. Ми вчора довідалися, що вона хвора. 7. Він думав, що вона не прийде до школи. 8. Я знав, що моя сестра вивчає французьку мову, і думав, що вона поїде до Парижу. 9. Мені сказали, що ти мені телефонував. 10. Я думав, що ти в Москві. 11. Я не знав, що ти вже повернувся до Санкт-Петербургу. 12. Ми сподівалися, що поїдемо до Лондону.

ТЕМА 31:

МІЖНАРОДНІ ОРГАНІЗАЦІЇ

Заняття 5

ОРГАНІЗАЦІЯ АМЕРИКАНСЬКИХ ДЕРЖАВ



Прочитайте та перекладіть текст українською мовою.

OAS

The Organization of American States (OAS) brings together the countries of the Western Hemisphere to strengthen cooperation and advance common interests. It is the region's premier forum for multilateral dialogue and concerted action.

At the core of the OAS mission is an unequivocal commitment to democracy, as expressed in the Inter-American Democratic Charter: "The peoples of the Americas have a right to democracy and their governments have an obligation to promote and defend it." Building on this foundation, the OAS works to promote good governance, strengthen human rights, foster peace and security, expand trade, and address the complex problems caused by poverty, drugs and corruption. Through decisions made by its political bodies and programs carried out by its General Secretariat, the OAS promotes greater inter-American cooperation and understanding.

The OAS member states have intensified their cooperation since the end of the Cold War, taking on new and important challenges. In 1994 the region's 34 democratically elected presidents and prime ministers met in Miami for the First Summit of the Americas, where they established broad political, economic and social development goals. They have continued to meet periodically since then to examine common interests and priorities. Through the ongoing Summits of the Americas process, the region's leaders have entrusted the OAS with a growing number of responsibilities to help advance the countries' shared vision.

Here are some of the ways in which the OAS is making a difference:

Defending democracy – The Inter-American Democratic Charter defines the essential elements of democracy and establishes guidelines for responding effectively when it is at risk. This landmark document, which the member states adopted on September 11, 2001—as it happened, the same day terrorists attacked the United States—provides a compass to guide the region's collective action when democracy faces serious challenges.

The OAS plays a key role in strengthening democratic institutions and practices in the countries of the Americas. Through its Unit for the Promotion of Democracy (UPD), the OAS has observed elections in a majority of its member states, helping to ensure transparency and integrity in the voting process. Guided by the principles of the Democratic Charter, the OAS also supports efforts to decentralize governments, modernize political parties, strengthen national legislatures, and consolidate democratic values and culture. It also works to promote a greater role for civil society in decision-making.

Protecting human rights – Despite the prevalence of freely elected governments in the Americas, the region continues to see such problems as police abuse, violations of due process of law, and lack of independence in the administration of justice. The OAS human rights system provides recourse to people in the Americas who have suffered violations of their rights by the state and who have been unable to find justice in their own country. The pillars of the system are the Inter-American Commission on Human Rights, based in Washington, D.C., and the Inter-American Court of Human Rights, located in San José, Costa Rica. These institutions apply the regional law on human rights.

The Commission examines petitions filed by individuals who claim the violation of a protected right and may recommend measures to be carried out by the state to remedy the violation. If the country involved has accepted the Inter-American Court's jurisdiction, the Commission may submit the case to the Court for a binding decision.

The Commission also conducts on-site visits to member countries, at their invitation, to analyze and report on the status of human rights. It promotes human rights throughout the hemisphere, focusing attention on specific issues such as freedom of expression, the rights of indigenous peoples and women's rights.

Strengthening Security – The OAS is working on a number of fronts to make the region safer. The Inter-American Committee against Terrorism (known as CICTE) seeks to prevent the financing of terrorism, strengthen border controls and increase cooperation among law enforcement authorities in different countries. The peaceful resolution of territorial disputes is another concern, and the OAS has created a Fund for Peace to provide support in this area.

The OAS also coordinates comprehensive international efforts to remove buried landmines that pose a threat to civilians in previous zones of conflict, including parts of Central America and along the border between Ecuador and Peru. In 2002, Costa Rica became the first of the affected countries to be declared free of landmines. The OAS also supports mine awareness and victim rehabilitation programs, and has helped several member states destroy stockpiled mines.

In 2003, the member states reviewed the hemisphere's overall security structure in light of new threats and priorities, and reaffirmed their commitment to help preserve peace through close cooperation. "Peace is a value and a principle in itself, based on democracy, justice, respect for human rights, solidarity, security, and respect for international law," they said in the Declaration on Security in the Americas.

Fostering Free Trade – Since the Summit process began, a central goal has been the creation of a hemisphere-wide trading zone, the Free Trade Area of the Americas (FTAA). Working in partnership with the Inter-American Development Bank (IDB) and the United Nations Commission for Latin America and the Caribbean (ECLAC), the OAS Trade Unit has provided extensive technical support to the FTAA negotiations. It has placed particular emphasis on ensuring that the concerns of smaller economies are taken into account in the negotiating process.

In 2004, at the Special Summit of the Americas in Monterrey, Mexico, the hemisphere's presidents and prime ministers reaffirmed "the important role that trade plays in promoting sustained growth and economic development."

Combating illegal drugs – Through the OAS Inter-American Drug Abuse Control Commission (CICAD), the nations of the hemisphere are strengthening anti-drug laws, enhancing prevention programs, and taking other steps to stem the trafficking of illegal narcotics, related chemicals and firearms. The Multilateral Evaluation Mechanism (MEM), which monitors progress against drugs in each country and the region as a whole, has significantly increased cooperation on this issue. By sharing knowledge on accomplishments, obstacles and strategies, the countries develop a clearer picture of needs and weaknesses and identify areas that warrant closer coordination, better legislation, more research or additional resources.

Fighting Corruption – In 1996 the OAS member countries adopted the Inter-American Convention against Corruption, the first treaty of its kind in the world. A monitoring process evaluates how countries that have ratified the treaty are complying with its key provisions. As with the anti-drug evaluation process, the goal is to strengthen cooperation among the countries to address shared problems.

? Дайте відповіді на запитання:

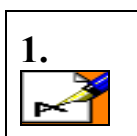
1. What is OAS?
2. What is at the core of the OAS mission?
3. What is CICTE?
4. How does OAS work to make the American region safer?
5. What are the major programmes of OAS?



Знайдіть еквіваленти слів у тексті англійською мовою:

Право на демократію, боротьба з корупцією, співпраця, вибори, забезпечувати прозорість і чесність, децентралізувати, демократичні цінності, прийняття рішень, протипіхотні міни, правоохоронні органи, безпека.

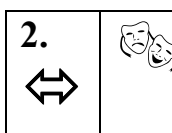
ГРАМАТИЧНІ ВПРАВИ УЗГОДЖЕННЯ ЧАСІВ: ЗАКРІПЛЕННЯ



1. Зробіть речення підрядними додатковими, використовуючи у ролі головних речення, подані в дужках. Змінійте час відповідно до правила узгодження часів.

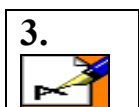
1. You will fall and break your leg. (I was afraid).
2. My friend has never been to Washington. (I knew)
3. She never drinks milk. (I was told)
4. He is a very talented singer. (We were told)
5. They live a happy life. (We knew),
6. The children are playing in the yard. (She thought)
7. Her friend will come to see her. (She hoped)

8. Father has repaired his bicycle. (He thought) 9. She knows English very well. (I supposed) 10. Our sportsmen will win the game. (We were sure) 11. He does not know German at all. (I found out) 12. She made no mistakes in her dictation. (She was glad) 13. He works at his English hard. (I knew) 14. She dances better than anybody else. (I was told) 15. My cousin has received a very interesting offer from his firm. (I learnt) 16. She will come to stay with us. (My aunt wrote in her letter) 17. He is painting a new picture. (We heard) 18. His new picture will be a masterpiece. (We were sure).



Розкрийте дужки, вживаючи потрібний час дієслова. Перекладіть українською мовою.

1. He said he (to leave) tomorrow morning.
2. She says she already (to find) the book.
3. He stopped and listened: the clock (to strike) five.
4. She said she (can) not tell me the right time, her watch (to be) wrong.
5. I asked my neighbour if he ever (to travel) by air before.
6. The policeman asked George where he (to run) so early.
7. The delegates were told that the guide just (to go) out and (to be) back in ten minutes.



Перекладіть українською мовою, звертаючи увагу на узгодження часів.

1. When he learn that his son always received excellent marks in all the subjects at school, he was very pleased.
2. When he learn that his son had received an excellent mark, he was very pleased.
3. We didn't know where our friends went every evening.
4. We didn't know where our friends had gone.
5. She said that her best friend was a doctor.
6. She said that her best friend had been a doctor.
7. I did not know that you worked at the Hermitage.
8. I did not know that you had worked at the Hermitage.
9. I knew that you were ill.
10. I knew that you had been ill.
11. We found that she left home at 8 o'clock every morning.
12. We found that she had left home at 8 o'clock that morning.



Перекладіть англійською мовою, звертаючи увагу на узгодження часів.

1. Я думав, що він почекає на мене.
2. Він боявся, що йому буде важко зробити доповідь.
3. Він сказав нам, що коли він увійшов до кімнати, його друг уже сидів на дивані. Він читав газету.
4. Ми сподівалися, що вона скоро прийде.
5. Він сказав, що не знає, коли почнеться конференція.
6. Я був упевнений, що якщо ми поспішимо, ми встигнемо на літак.
7. Вчитель сказав, що наші

друзі надіслали листа із Лондону. 8. Вона сказала, що її подруга запросила її до театру. 9. Ми боялися, що не купимо квиток у театр. 10. Ми побачили, що діти граються у піску. 11. Вона сказала, що більше не буде купатися, тому що вода холодна. 12. Моя двоюрідна сестра сказала, що любить оперу і буде рада піти з нами до театру, хоча вже двічі слухала "Травіату".

ТЕМА 31:

МІЖНАРОДНІ ОРГАНІЗАЦІЇ

Заняття 6

ООН



Прочитайте та перекладіть текст українською мовою.

UN

The United Nations (UN) is an international organization that describes itself as a "global association of governments facilitating co-operation in international law, international security, economic development, and social equity." It was founded in 1945 at the signing of the United Nations Charter by 51 countries, replacing The League of Nations which was founded in 1919.

As of 2006 there exist 191 United Nations member states, including virtually all internationally recognised independent nations. From its headquarters in New York City, the UN's member countries and specialized agencies give guidance and decide on substantive and administrative issues in regular meetings held throughout each year. The organization is divided into administrative bodies, including the UN General Assembly, UN Security Council, UN Economic and Social Council, UN Trusteeship Council, UN Secretariat, and the International Court of Justice, as well as counterpart bodies dealing with the governance of all other UN system agencies, such as the WHO and UNICEF. The UN's most visible public figure is the Secretary-General.

The UN was founded after the end of World War II by the victorious world powers with the hope that it would act to prevent conflicts between nations and make future wars impossible, by fostering an ideal of collective security. The organization's structure still reflects in some ways the circumstances of its founding. For example, the five main victors of World War II are the Security Council permanent members with veto power: The United States of America, the Soviet Union (which was replaced by Russia), the United Kingdom, France, and the Republic of China (later replaced by the People's Republic of China).

The current United Nations headquarters building was constructed in New York City (the building does not however belong to the United States) in 1949 and 1950 beside the East River on land purchased by an 8.5 million dollar donation from John D. Rockefeller, Jr., and designed by an international team of architects that included Le Corbusier (Switzerland), Oscar Niemeyer (Brazil), and representatives of numerous other nations. Wallace K. Harrison, principal of Harrison & Abramovitz (NYC), headed the team. There is disagreement among scholars as to attribution. UN headquarters officially opened on January 9, 1951. While the principal headquarters of the UN are in New York, there are major agencies located in Geneva, The Hague, Vienna, Montreal, Copenhagen, Bonn and elsewhere. The street address of the UN headquarters is 760 United Nations Plaza,

New York, NY 10017, U.S.A. Security concerns subjects all mail addressed there to sterilisation.

The UN buildings are not considered separate political jurisdictions, but do have certain aspects of sovereignty. For example, under agreements with their host countries the United Nations Postal Administration is allowed to issue postage stamps for local mailing. Since 1951 the New York office, since 1969 the Geneva office, and since 1979 the Vienna office, have had their own issues. UN organizations also use their own telecommunications ITU prefix, 4U, and unofficially the New York and Vienna sites are considered separate entities for amateur radio purposes.

As the UN main building is aging, the UN is in the process of building a temporary headquarters designed by Fumihiko Maki on First Avenue between 41st and 42nd Streets for use while the current building is being expanded.

The United Nations Office at Geneva is the United Nations European headquarters. Prior to 1949, the United Nations was based in San Francisco and then moved to New York City.

? Дайте відповіді на запитання:

1. What is the basic goal of UN?
2. When was UN established?
3. Where is UN head quarters located?
4. What administrative bodies of UN do you know?
5. What are the permanent members of UN Security Council?
6. What is UNICEF?



Знайдіть еквіваленти слів у тексті англійською мовою:

Міжнародне право, соціальна рівність, хартія ООН, Генеральна Асамблея ООН, ЮНІСЕФ, постійні члени Ради Безпеки ООН, суверенітет, домовленість, Всесвітня організація охорони здоров'я.

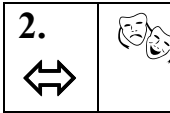
ГРАМАТИЧНІ ВПРАВИ

ПОНЯТТЯ ПРО АКТИВНИЙ ТА ПАСИВНИЙ СТАН ДІЄСЛІВ



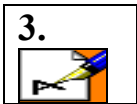
1. Перекладіть англійською мовою.

1. Я розповів. – Мені розповіли.
2. Ми відповіли. – Нам відповіли.
3. Вона принесла. – Її принесли.
4. Він допоміг. – Йому допомогли.
5. Ми виправили. – Нас виправили.
6. Він покликав. – Його покликали.
7. Вони порадили. – Їм порадили.



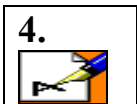
Поставте дієслова в дужках в Passive voice.

1. This copy (not read). The pages (not cut).
2. Why the car (not lock) or (put) into the garage?
3. This room (use) only on special occasions.
4. Bicycles must not (leave) in the hall.
5. He was taken to hospital this afternoon, and (operate on) tomorrow morning.
6. It was a lonely road, and the girl was afraid; she thought she (follow).
7. The paintings (exhibit) till the end of the month.
8. The little girl is an only child, and she (spoil) by her parents and grandparents.
9. Normally this street (sweep) every day, but it (not sweep) yesterday.
10. It was very cold yesterday afternoon, but we couldn't light a fire in the sitting-room: the chimney (sweep).



Перекладіть англійською мовою, вживаючи дієслова у Present, Past або Future Simple Passive.

1. Мені розказали. – Мені розказують. – Мені розкажуть.
2. Нам відповіли. – Нам відповідають. – Нам дадуть відповідь.
3. Нас спитали. – Нас питають. – Нас спитають.
4. Їм порадили. – Їм радять. – Їм порадять.
5. Її запросили. – Її запрошують. – Її запросять.



Поставте дієслова в дужках в Passive voice. Перекладіть українською мовою.

1. The printing press (invent) in the fifteenth century.
2. Last night I (invite) to a party by a friend from Scotland.
3. Spain and Portugal (visit) by millions of tourists every year.
4. Italy and Russia (invade) by Napoleon.
5. The menu in that restaurant (change) every month.
6. Nowadays oil (carry) from Alaska to California in large ships.
7. These strawberries are fresh; they (pick) yesterday.
8. Today rugby football (play) in many countries.
9. Many people (kill) in road accidents every year.
10. The United Nations (found) in 1945.
11. The "Mona Lisa" (paint) by Leonardo da Vinci.
12. San Salvador and Cuba (discover) by Columbus in 1492.
13. This type of transistor radio (manufacture) in Japan.
14. The worker claimed that he (victimize) by his employers.
15. This college is already full. Students (turn away) the whole time.
16. It is now 6 a.m. and at most of the hospitals in the country patients (wake) with cups of tea.
17. The results of the examination (not know) for two months.

ТЕМА 32:

ПРОБЛЕМА ТЕРОРИЗМУ В СУЧАСНОМУ СВІТІ

Заняття 1

ВИЗНАЧЕННЯ ТЕРОРИЗМУ



Прочитайте та перекладіть текст українською мовою.

Definition of Terrorism

Definitions provided by journalists, governmental spokespersons and public debaters often reflect the purely political definition, and, more importantly, tend to be descriptive. One such example is that provided by Schmid. He writes: "Terrorism is a method of combat in which random or symbolic victims serve as an instrumental target of violence. These instrumental victims share group or class characteristics which form the basis for their selection for victimization. Through previous use of violence or the credible threat of violence other members of that group or class are put in a state of chronic fear (terror). This group or class, whose members' sense of security is purposefully undermined, is the target of terror. The victimization of the target of violence is considered abnormal by most observers from the witnessing audience on the basis of its atrocity, the time (e.g., peacetime) or place (not battlefield) of victimization, or the disregard for rules of combat accepted in conventional warfare. The norm violation creates an attentive audience beyond the target of terror; sectors of this audience might in turn form the main object of manipulation. The purpose of this indirect method of combat is either to immobilize the target of terror in order to produce disorientation and/or compliance or to mobilize secondary targets of demands (e.g., a government) or targets of attention (e.g., public opinion) to changes of attitude or behaviour favouring the short or long term interests of the users of this method of combat."

To some scholars, the purely political definition of terrorism was not only confusing, but was also based on, among other things, forms of violence that are restricted to violence against a government. Yet, upon closer investigation, it is apparent that even acts of violence which originate in state governments, or in their authorities, can be terrorism, as for example, state-inspired or state-sponsored terrorism. Consequently, terrorism is not necessarily the same thing as violence against a government, and that the term "terrorism" is not to be confused with guerrilla war, riots, etc.

On the other hand, some scholars prefer to look at the nature of the terrorist act itself, rather than address terrorism in abstract legal norms.

Thus, Brian Jenkins, in his down to earth approach, opines that: "All terrorist acts are crimes. Many would also be violations of the rules of war, if a state of war existed. All involve violence or the threat of violence, often coupled with specific demands. The targets are mainly civilians. The motives are political. The actions generally are designed to achieve maximum publicity. The perpetrators are usually members of an organized group, and unlike other criminals, they often claim credit

for the act. (This is a true hallmark of terrorism.) And, finally, it is intrinsic to a terrorist act that it is usually intended to produce psychological effects far beyond the immediate physical damage. One person's terrorist is everyone's terrorist."

According to Richard Clutterbuck, an ancient Chinese proverb tells it all: "Kill one to frighten ten thousand".

Thus, in order to produce this fear, the selected victims are usually civilians, not soldiers or policemen. Killing a soldier does not frighten his ten thousand comrades. On the contrary, their reaction is to urge their officers to lead them out with their guns to find the killer. But if a member of a family is killed by political terrorists on the street outside his home, everyone on that street is in terror lest it happens to them. Thus, according to this theory: "terrorism is theatre; it is aimed at the audience rather than at the victim."

On his part, Yoram Dinstein makes a very personal definition of terrorism. He writes:

"I regard terrorism as any unlawful act of violence committed with a view to terrorizing. To my mind, it is no accident that the term "terrorism" has been chosen to describe a certain pattern of human conduct. Terrorism is a derivative of terror. My contention is that almost any crime can amount to an act of terrorism, provided that it is perpetrated in order to instill fear. The same crime will not qualify as an act of terrorism if its motive or purpose is not to terrorize."

? Дайте відповіді на запитання:

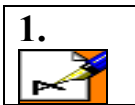
1. What is international terrorism?
2. What definitions of terrorism do you know?
3. What are the objectives of terrorism?
4. Do you think there is a difference between terms "warfare" and "terrorism"?
5. What methods of terrorism do you know?



Знайдіть еквіваленти слів у тексті англійською мовою:

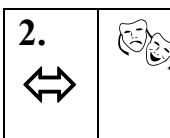
Визначення, тероризм, жертва, загроза, насилля, мета, жорстокість, мирний час, поведінка, партизанська війна, повстання, злочинець, страх, злочин, мотив.

ГРАМАТИЧНІ ВПРАВИ
ПАСИВНИЙ СТАН ДІЄСЛІВ: ОСОБЛИВОСТІ УТВОРЕННЯ
ТА ВЖИВАННЯ



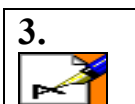
1. Поставте дієслова в дужках у *Passive voice*. Перекладіть українською мовою.

1. In 1666, a large part of London (destroy) by fire.
2. The Fire of London, as it (call) in the history books, (commemorate) by a monument which (build) near where the fire started.
3. Last Saturday one of our teams (send) off the field for rough play.
4. Very much research (do) to prevent our rivers and lakes from being polluted.
5. He had already read the book that (give) to him on his retirement.
6. The little girl (save) from being run over because she (pull) away in time by a policeman.
7. When I returned I found that my car (tow) away. I (tell) that it was because it (park) under a No-Parking sign.
8. The man who (bite) by a snake was given a serum.
9. Three hundred new houses (build) by the end of the next year.
10. The full impact of the strike will not be felt till next week, by which time present stocks (exhaust).



2. Переробіть речення, використовуючи *Passive voice*.

1. The doctor prescribed her new medicine.
2. They often speak about her.
3. Everybody laughed at this funny animal.
4. They teach three foreign languages at this school.
5. The girl put all her books on the shelf.
6. They did not invite her to the party.
7. The boy was angry because his mother didn't allow him to go to the stadium.
8. A young teacher started a school in this village.
9. They are translating this article now.
10. They have told us about a lot of interesting things.



3. Напишіть речення, використовуючи *Passive Voice*.

1. Did the government take any important measures in the past few weeks?
2. I don't think anyone can help me.
3. The soldiers kept the man prisoner.
4. What should people do in these circumstances?
5. He must finish his work before eight o'clock.
6. His friends will never forget him.
7. Somebody has stolen my car.

8. Somebody has left the light on all.
9. Nobody has ever found the secret.
10. People speak much of him.
11. They will look after the children well.
12. People will laugh at you if you say it.
13. They sent for the doctor immediately.
14. Everybody listened to her attentively.
15. They always wait for me after the lessons.



Перекладіть речення англійською мовою.

1. Цю книжку взяли з бібліотеки тільки вчора.
2. Цей роман перекладений українською мовою.
3. Ця миша була спіймана вночі.
4. Тебе запросили на вечір? – Ще ні, але я впевнена, що мене запросять.
5. Він зробив все, про що його просили.
6. Мою подругу щороку посилають за кордон.
7. Статтю напишуть наступного тижня.
8. Мені запропонували цікаву роботу.
9. Нам показали дуже дивну картину.
10. Вона завжди була дуже задоволена, коли її відвідували друзі.
11. Коли читали нове оповідання, хтось постукав у двері.
12. Коли були посаджені ці яблуні?
13. Відповідь буде відправлена через декілька днів.
14. Наступного року збудують багато шкіл.
15. Коли він був маленьким хлопчиком, його батька посадили до боргової в'язниці.

ТЕМА 32:

ПРОБЛЕМА ТЕРОРИЗМУ В СУЧАСНОМУ СВІТІ

Заняття 2

БОРОТЬБА З ТЕРОРИЗМОМ



Прочитайте та перекладіть текст українською мовою.

Combating Terrorism

There is much confusion over what terrorism is and is not. The following is an essay from the US Army's Command & General Staff College in Fort Leavenworth, Kansas. The essay does an excellent job of explaining not only the basics of terrorism, but also details the US policy towards this phenomenon. U.S. Army, Field Manual 100-20, Stability and Support Operations, (Final Draft), "Chapter 8: Combating Terrorism." Introduction Terrorism is a special type of violence. It is a tactic used in peace, conflict, and war. The threat of terrorism is ever present, and an attack is likely to occur when least expected. A terrorist attack may be the event that marks the transition from peace to conflict or war. Combating terrorism is a factor to consider in all military plans and operations. Combating terrorism requires a continuous state of awareness; it is a necessary practice rather than a type of military operation. Detailed guidance for establishing an organizational program to combat terrorism, including preventive and protective measures and incident response planning, can be found in Joint Publication 3-07.2 (1993). Terrorism is a criminal offense under nearly every national or international legal code. With few exceptions, acts of terrorism are forbidden in war as they are in times of peace. See, for example, the Hague Regulation of 1907 and the Geneva Conventions of 1949. The DOD definition of terrorism is "the calculated use of violence or the threat of violence to inculcate fear; intended to coerce or to intimidate governments or societies in the pursuit of goals that are generally political, religious, or ideological." This definition was carefully crafted to distinguish between terrorism and other kinds of violence. The act of terrorism is defined independent of the cause that motivates it. People employ terrorist violence in the name of many causes. The tendency to label as terrorism any violent act of which we do not approve is erroneous. Terrorism is a specific kind of violence.

The official definition says that terrorism is calculated. Terrorists generally know what they are doing. Their selection of a target is planned and rational. They know the effect they seek. Terrorist violence is neither spontaneous nor random. Terrorism is intended to produce fear; by implication, that fear is engendered in someone other than the victim. In other words, terrorism is a psychological act conducted for its impact on an audience.

Modern terrorism offers its practitioners many advantages. First, by not recognizing innocents, terrorists have an infinite number of targets. They select their target and determine when, where, and how to attack. The range of choices gives terrorists a high probability of success with minimum risk. If the attack goes

wrong or fails to produce the intended results, the terrorists can deny responsibility.

Ironically, as democratic governments become more common it may be easier for terrorists to operate. The terrorist bombings of the New York City World Trade Center and the Oklahoma City Federal Building prove how easy it is for terrorists to operate in a free and democratic society. Authoritarian governments whose populace may have a better reason to revolt may also be less constrained by requirements for due process and impartial justice when combating terrorists. As commanders and staffs address terrorism, they must consider several relevant characteristics. First is that anyone can be a victim. (Some terrorists may still operate under cultural restraints, such as a desire to avoid harming women, but the planner cannot count on that. Essentially, there are no innocents.) Second, attacks that may appear to be senseless and random are not. To the perpetrators, their attacks make perfect sense. Acts such as bombing public places of assembly and shooting into crowded restaurants heighten public anxiety. This is the terrorists' immediate objective. Third, the terrorist needs to publicize his attack. If no one knows about it, it will not produce fear. The need for publicity often drives target selection; the greater the symbolic value of the target, the more publicity the attack brings to the terrorists and the more fear it generates. Finally, a leader planning for combating terrorism must understand that he cannot protect every possible target all the time. He must also understand that terrorists will likely shift from more protected targets to less protected ones. This is the key to defensive measures.

COMBATING TERRORISM PROGRAM

Combating terrorism involves two sets of actions to oppose terrorism: antiterrorism (defensive measures) and counterterrorism (offensive measures). Antiterrorism is defined as "defensive measures used to reduce the vulnerability of individuals and property to terrorist acts, to include limited response and containment by local military forces." Counterterrorism involves those offensive measures taken to prevent, deter, and respond to terrorism. Counterterrorism programs, which will not be addressed here, are classified and addressed in various national security decision directives, national security directives, and contingency plans. This publication addresses only antiterrorism.

The principles of stability and support operations offer guidance about the range of combat and noncombat operations in peace and conflict. In the following paragraphs, these requirements for success are applied to various aspects of combatting terrorism.

Objective The general objective of combatting terrorism programs is neutralizing terrorist groups. As in most stability and support operations, neutralization in this context means rendering the source of threat benign, not necessarily killing the terrorists. In antiterrorism, the objective can be further refined as preventing attacks and minimizing the effects if one should occur. It includes any action to weaken the terrorist organization and its political power and to make potential targets more difficult to attack. Counterterrorism includes spoiling action, deterrence, and response. As in all stability and support operations, interagency action is required to combat terrorism. Unity of effort requires ways to

integrate the actions of various responsible agencies of the US and foreign governments. Intelligence is particularly important and sensitive. International cooperation in combatting terrorism has advanced to the point at which it is not unusual for a deployed US Army unit to interact with several US government intelligence agencies which, in turn, are interacting with multiple international systems. An Army unit is also likely to have close intelligence relations with host country military and civilian agencies. Unfortunately, it is easier to prescribe unity of effort than to achieve it.

In combating terrorism, intelligence is extraordinarily important. The essential elements of information (EEI) differ somewhat from those normally found in traditional combat situations. In addition to the terrorists' strength, skills, equipment, logistic capabilities, leader profiles, source of supply, and tactics, more specific information is needed. This includes the groups' goals, affiliations, indication of their willingness to kill or die for their cause, and significant events in their history, such as the death of martyrs or some symbolic event. The specific EEI are particularly important because most terrorist groups are interested in symbolically significant targets rather than in targets that would be operationally more damaging to US forces. For example, a communications center is operationally significant, but a terrorist interested in publicity to influence US policy might find a few off-duty personnel or a motor pool more appealing and probably less protected. Unless terrorists' specific interests are known, predicting the likely target is pure chance.

? Дайте відповіді на запитання:

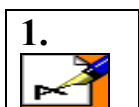
1. What is the DOD definition of terrorism?
2. What do you know about the tactics of terrorists?
3. Is it easier for terrorists to operate in democratic countries? Why?
4. What do you know about combating terrorism program?
5. What are the objectives of combating terrorism program?



Знайдіть еквіваленти слів у тексті англійською мовою:

Політика, стабільність, боротьба з тероризмом, загроза, ймовірність, превентивні заходи, насилля, визначення, страх, жертва, перевага, вільне демократичне суспільство, авторитарний уряд, справедливість, програма боротьби з тероризмом, розвідка.

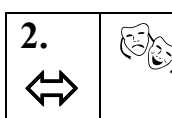
ГРАМАТИЧНІ ВПРАВИ ПАСИВНИЙ СТАН ДІЄСЛІВ: ЗАКРІПЛЕННЯ



1. Напишіть речення в *Active voice*. Вживайте підмети, що підходять за змістом.

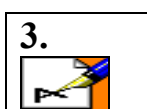
1. The room was cleaned and aired.
2. Whom were these letters written by?

3. The letter has just been typed.
4. She showed me the picture that had been painted by her husband.
5. I shall not be allowed to go there.
6. All the questions must be answered.
7. The chicken was eaten with appetite.
8. The dictation was written without mistakes.
9. The boy was punished for misbehaving.
10. This house was built last year.
11. I was not blamed for the mistakes.
12. This article will be translated at the lesson on Tuesday.
13. When will this book be returned to the library?
14. It was so dark, that the houses couldn't be seen.
15. The letter has just been sent.



Переробіть речення, використовуючи *Passive voice*.

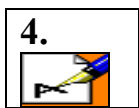
1. Nobody took notice of this little boy.
2. Why are they laughing at her?
3. Students often refer to these books.
4. He offered me a chair.
5. We gave him all the money.
6. They have just shown me a new magazine.
7. Mother promised the boy a new toy.
8. Nobody has told me the news yet.
9. They sent you the invitation last week.
10. I am sure they will offer you a very interesting job.
11. They recommended me several articles on that problem.
12. Someone taught him French and gave him a dictionary.
13. They have promised me some books.



Напишіть речення, використовуючи *Passive voice*.

1. They looked for the girl everywhere.
2. She looks after the patients well.
3. People may keep books from the library for a fortnight. After that they must return them.
4. The students greeted the famous lecturer warmly.
5. When I fell ill my mother sent for the doctor.
6. The people looked at the little boy with the interest.
7. We shall throw out the mushrooms if they are poisonous.
8. Mary told me the news.
9. They showed Helen the nearest way to the theatre.
10. They will take her to hospital tonight.
11. If they laugh at you, don't get offended.

12. Why weren't you at the party? — They didn't invite me.
13. His friend told him everything.
14. No one has ever climbed this mountain.



Перекладіть англійською мовою.

1. Чому з нього завжди глузують? 2. Нам усім дали квитки на виставку. 3. Мене ніколи про це не просили. 4. На станції їх зустрів гід і відвіз до готелю. 5. Її всюди шукали, але не знайшли. 6. Цю вправу можна написати олівцем. 7. Учора нас послали до лабораторії. 8. Усі ваші твори будуть повернуті наступного тижня. 9. Дітей залишили дома одних. 10. Коли я прийшла додому, обід було вже зварено. 11. Хлопчику не дозволили купатися у річці. 12. Весною це поле буде вкрите зеленою травою і квітами. 13. Переклад буде закінчено вчасно. 14. Мене часто запрошують у кіно. 15. Йому щодня розповідають щось цікаве.

ТЕМА 32:

ПРОБЛЕМА ТЕРОРИЗМУ В СУЧАСНОМУ СВІТІ

Заняття 3

МАЙБУТНЄ ТЕРОРИЗМУ



Прочитайте та перекладіть текст українською мовою.

Future of Terrorism

Possibly, we will see a relative decline, perhaps even extinction, of what we traditionally considered "ideological" terrorism: namely, the phenomenon that brought terrorism to the global stage via hijackings and bombings beginning around 1968, perpetrated by such groups as Red Army Faction, Red Brigades, Japanese Red Army, etc. The end of the Cold War has resulted in the drying of the well of support for anti-Democratic/anti-Capitalist, Marxist-based ideologically motivated political terrorists. Although there are a few of these ideologically motivated groups still active (particularly in Peru), the world will see these groups become extinct one by one, though possibly not without each one perpetrating one last paroxysm of violence before they disappear.

At the end of the Cold War, ideological terrorism lost its support and *raison d'etre*, however, the "depolarization" of the world has allowed several ethno-religious conflicts, some centuries old, to manifest themselves in terrorism, insurgency, regional instability, and civil war. Ethno-religious terrorism will not die away, and could respond to several future stimuli. Examples of these stimuli include: an increasing US presence in the Middle East and Pacific Rim, Western development of the Caspian oil reserves, and flourishing Western technological development (and attendant cultural exposure) in the Middle East and Pacific Rim. Former Soviet Republics (especially Transcaucasus) might grow less stable as outside influences increase (economic, political and technological/media), Russia's ability to suppress insurgency lessens, economic conditions in those republics decline, and political power becomes a commodity for corruption and organized crime. As stability weakens in Central Asia, and Islamic fundamentalism gains political power the result of "protest votes" in governments from Turkey to Indonesia but especially in Central Asia, relations among countries in the region could become more strained.

However, two other forms of terrorism (ethno-religious and ideological), single-issue terrorism will rise disproportionately, especially with US domestic terrorism, including groups oriented around or against technology (e.g. neo-Luddites). In the post-print age, groups, even nationalities, will organize themselves without geographic constraints, bringing diaspora together and uniting issue-oriented groups and religions through the course of globalization, which will paint clearer pictures of who and what has the ability to affect and influence masses of people. This, coupled with the general evolution of state sovereignty (in which many super- and sub-state organizations, including corporations, could

challenge the state-centered international system), will likely drive terrorism and guerrilla warfare into being more broadly rejectionist: attacking more than just the general legitimacy of states, but also Non-Governmental Organizations, Multi-National Corporations, etc. Furthermore, access to weapons and methods of increasing lethality, or methods targeting digital information systems that attract wildly disproportionate effects and publicity, will allow terrorists to be "non-affiliated" with larger, better financed subversive organizations or state sponsors. This could result in terrorist cells that are smaller, even familial, and thus harder to infiltrate, track, or counter. Terrorism will be increasingly networked, with smaller and more self-sufficient cells, and will globally integrate parallel to digital global integration, and will permeate geographic boundaries and state sovereignties just as easily. Also, keyed in with the rise in single-issue terrorism will be the rise in "true" guerrilla movements within the US: that is, movements that seek the destruction of the US government, rather than movements that seek to influence government, a particular policy or population. This also includes movements that are geographically centered, rather than cellular and sparse, operating in rural areas rather than urban centers.

? Дайте відповіді на запитання:

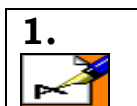
1. What is ideological terrorism?
2. What is the future of ethno-religious terrorism?
3. What forms of terrorism do you know?
4. What is guerilla warfare?
5. How do you understand the term Cold War?



Знайдіть еквіваленти слів у тексті англійською мовою:

Занепад, зникнення, ідеологічний тероризм, мотивація, холодна війна, релігійний конфлікт, громадянська війна, зовнішні впливи, здатність протистояти тероризму, форми тероризму, партизанська війна.

ГРАМАТИЧНІ ВПРАВИ ПОНЯТТЯ ТА ВЖИВАННЯ ІНФІНІТИВУ

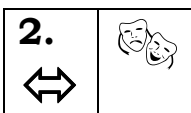


1.

Замініть частини речень інфінітивними зворотами

Наприклад: The boy had many toys which he could play with. The boy had many toys to play with.

1. Here is something which will warm you up. 2. Here is a new brush which you will clean your teeth with. 3. Here are some more facts which will prove that your theory is correct. 4. Here is some-thing which you can rub on your hands. It will sof-ten them. 5. Here are some screws with which you can fasten the shelves to the wall. 6. Here are some tablets which will relieve your headache.



Замініть підрядні речення інфінітивними зворотами

Наприклад: He is so old that he cannot skate. He is too old to skate.

1. She has got so fat that she cannot wear this dress now. 2. The accident was so terrible that I don't want to talk about it. 3. They were so empty-headed that they could not learn a single thing. 4. The window was so dirty that they could not see through it. 5. She was so foolish that she could not understand my explanation. 6. I have very little wool: it won't make a sweater.



Замініть частини речень інфінітивними зворотами

1. Here are some articles which must be translated for tomorrow.
2. Who has a pen or a pencil to spare? I need something I could write with.
3. I have brought you a book which you can read now, but be sure and return it by Saturday.
4. Soon we found that there was another complicated problem that we were to consider.
5. The girl was quite young when both her parents died and she remained alone with two younger brothers whom she had to take care of.
6. I have no books which I can read.



Замініть частини речень інфінітивними зворотами

1. Is there anybody who will help you with your spelling?
2. Don't forget that she has a baby which she must take care of.
3. Have you got nothing that you want to say on this subject?
4. There was nothing that he could do except go home.
5. I have only a few minutes in which I can explain these words to you.
6. I have an examination which I must take soon, so I can't go to the theatre with you.
7. King Lear decided to have a hundred knights who would serve him after he had divided up his kingdom.



Замініть підрядні речення інфінітивними зворотами

1. The problem is so difficult that it is impossible to solve it.
2. The box is so heavy that nobody can carry it.
3. The baby is so little that it cannot walk.
4. He is so weak that he cannot lift this weight.
5. She is so busy that she cannot talk with you.
6. She was so inattentive that she did not notice the mistake.
7. The rule was so difficult that they did not understand it.
8. He was so stupid that he did not see the joke.

ТЕМА 32:

ПРОБЛЕМА ТЕРОРИЗМУ В СУЧАСНОМУ СВІТІ

Заняття 4

ПРИЧИНИ ВИНИКНЕННЯ ТЕРОРИЗМУ



Прочитайте та перекладіть текст українською мовою.

MOTIVATIONS OF TERRORISM

In addition to commenting on post-Cold War terrorism in general, Prof. Wilkinson puts forth some very specific views on terrorism in the Middle East, threats from the extreme right, and issue-specific terrorism as well. He concludes with five principles "which have the best track record in reducing terrorism". Disclaimer: Publication of an article in the COMMENTARY series does not imply CSIS authentication of the information nor CSIS endorsement of the author's views. Despite the end of the Cold War and the faltering beginnings of a peace process in the Middle East, terrorism still remains a serious threat in many countries, not surprisingly, given that the underlying causes of the bitter ethnic and religious struggles which spawn terrorism pre-dated the Cold War, and most of these conflicts remain unresolved.

While the former Soviet Union sponsored terrorism on an opportunistic basis, the idea that all international terrorism was concerted by the KGB during the Cold War is clearly an over-simplification. The overthrow of the communist dictatorships did remove an important cluster of state sponsors of terrorism. However, one of the main attractions of terrorism to its perpetrators is that it is a low-cost but potentially high-yield weapon, and it is generally possible to find weapons and cash from alternative sources, including militant supporters and sympathizers in your own home base and those living and working in prosperous countries in the West, as well as from racketeering, extortion and other forms of criminal activity, and in some cases, alternative state sponsors. Moreover, the end of the Cold War has also had a major negative effect on political violence: the removal of communist one-party rule has unleashed numerous long-suppressed, bitter ethnic conflicts.

WESTERN EUROPE

In Western Europe it is the historic separatisms of Irish republicanism in Northern Ireland and Basque nationalism in Spain that have spawned the most lethal and protracted terrorism. In Northern Ireland the IRA and Loyalist cease-fires are still holding, and the British and Irish governments and the Social Democratic and Labour Party leader, John Hume, deserve credit for their efforts towards peace. But the cease-fire is still extremely fragile, and it is going to be very difficult indeed to convert it into a lasting and honorable peace. The declared objectives of IRA/Sinn Fein and the Unionists are as far apart as ever, and the terrorist para-militaries still have their stocks of weapons and explosives. In Spain

ETA has been greatly weakened by improved Franco-Spanish police co-operation, but the terrorists show no signs of giving up.

EASTERN EUROPE

In the former Soviet Union and Eastern Europe the removal of communist dictatorship has taken the lid off many simmering ethnic rivalries and hatreds. The most horrific example of mass terror being used as weapon is Bosnia. Less well-known in the West are the conflicts in Nagorno-Karabakh and Georgia. The recent attempt by the Russian Army to suppress Chechen separatism is a dramatic reminder that the Russian Federation itself is full of ethnic groups that bitterly reject Moscow's right to rule them.

AFRICA

The most tragic examples of conflicts in which mass terror has been used are to be found in Africa. In Rwanda it has been seen on a genocidal scale, causing hundreds of thousands to flee or to face massacre at the hands of their tribal enemies. Typically, ethnic wars of this kind are waged by armed militias and are marked by extreme savagery towards the civilian population, including the policy of "ethnic cleansing" to terrorize whole sectors of the civilian population into fleeing from their homes, and the use of massacre, rape and torture as weapons of war.

Ethnic conflict is the predominant motivation of political violence in the post-Cold War era. It is important to recognize that the concept of the "security dilemma", conventionally applied by realists solely to relations between states, applies equally well to the rivalries of ethnic groups. When one group looks at its neighbours and decides to enhance its weapons and security forces in the name of self-defense of the group, neighbours are likely to see such moves as a threat to their own security, and will set in train the enhancement of their own power, thus very probably triggering the conflict they sought to avoid.

MIDDLE EAST

The area of conflict which has generated the most significant and ruthless spillover of terrorist violence since 1968 is, of course, the Middle East. This may seem surprising in view of the astonishing breakthrough in negotiations between Israel and the PLO, the agreement on the Declaration of Principles in September 1993, the agreement between Israel and Jordan, and the continuing efforts by Israel and Syria, encouraged by the USA, to resolve the prolonged dispute over the Golan Heights. Nonetheless, if one defines the Middle East as including Algeria and Turkey, both of which have spawned conflicts involving considerable terrorist violence, including some international spillover, this region remains the most dangerous source of terrorist challenges to the wider international community, accounting for over 21% of all international terrorist incidents worldwide in 1992, and over 23% in 1993. Middle East Terrorism

? Дайте відповіді на запитання:

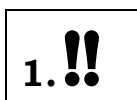
1. What state sponsors of terrorism do you know?
2. What are the main motives of terrorism?
3. Do you consider terrorism a high-yield weapon? Why?
4. What do you know about IRA and ETA?
5. Is it possible to stop violence in Middle East?



Знайдіть еквіваленти слів у тексті англійською мовою:

Принцип, боротьба, невирішений конфлікт, спрощення, диктатура, мотив, високоефективна зброя, процвітаючі країни, самооборона, безпека, жорстокість.

ГРАМАТИЧНІ ВПРАВИ ІНФІНІТИВ БЕЗ ЧАСТКИ TO



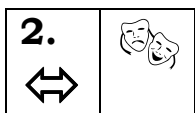
Запам'ятайте випадки, у яких інфінітив вживається без частки "to"

після модальних дієслів, крім have to, be to, ought to;

після дієслів to let, to make;

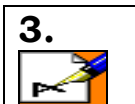
у складному додатку після дієслів, що виражають сприймання за допомогою органів чуття (to see, to hear, to feel, etc.);

після виразів: I would rather..., You had better.



Вставте частку to перед інфінітивом де потрібно

1. I'd like ... dance.
2. She made me ... repeat my words several times.
3. I saw him ... enter the room.
4. She did not let her mother ... go away.
5. Do you like ... listen to good music?
6. Would you like ... listen to good music?
7. That funny scene made me laugh.
8. I like ... play the guitar.
9. My brother can speak French.
10. We had ... put on our over-coats because it was cold.
11. They wanted ... cross the river.
12. It is high time for you ... go to bed.
13. May I use your telephone?



Вставте частку to перед інфінітивом де потрібно

1. They heard the girl ... cry out with joy.
2. I would rather ... stay at home today.
3. He did not want ... play in the yard any more.
4. Would you like ... go to England?
5. You look tired. You had better ... go home.
6. I wanted ... speak to Nick, but could not ... find his telephone number.
7. It is time ... get up.
8. Let me ... help you with your homework.
9. I was planning ... do a lot of things yesterday.
10. I'd like ... speak to you.
11. I think I shall be able ... solve this problem.
12. What makes you ... think you are right?
13. I shall do all I can ... help you.
14. I like ... dance.

ТЕМА 32:

ПРОБЛЕМА ТЕРОРИЗМУ В СУЧАСНОМУ СВІТІ

Заняття 5

АЛЬ-КАІДА



Прочитайте та перекладіть текст українською мовою.

What is al-Qaeda?

Al-Qaeda is an international terrorist network led by Osama bin Laden. It seeks to rid Muslim countries of what it sees as the profane influence of the West and replace their governments with fundamentalist Islamic regimes. After al-Qaeda's September 11, 2001, attacks on America, the United States launched a war in Afghanistan to destroy al-Qaeda's bases there and overthrow the Taliban, the country's Muslim fundamentalist rulers who harbored bin Laden and his followers. "Al-Qaeda" is Arabic for "the base."

Al-Qaeda grew out of the Services Office, a clearinghouse for the international Muslim brigade opposed to the 1979 Soviet invasion of Afghanistan. In the 1980s, the Services Office—run by bin Laden and the Palestinian religious scholar Abdullah Azzam—recruited, trained, and financed thousands of foreign mujahadeen, or holy warriors, from more than fifty countries. Bin Laden wanted these fighters to continue the "holy war" beyond Afghanistan. He formed al-Qaeda around 1988.

According to a 1998 federal indictment, al-Qaeda is administered by a council that "discussed and approved major undertakings, including terrorist operations." At the top is bin Laden. Ayman al-Zawahiri, the head of Egyptian Islamic Jihad, is thought to be bin Laden's top lieutenant and al-Qaeda's ideological adviser. The Jordanian radical Abu Musab al-Zarqawi, who has directed a series of deadly terror attacks in Iraq—including the beheadings of kidnapped foreigners—is also associated with al-Qaeda. Zarqawi pledged his allegiance to bin Laden in October 2004, and bin Laden has praised Zarqawi as "the prince of al-Qaeda in Iraq." At least one senior al-Qaeda commander, Muhammad Atef, died in the U.S. air strikes in Afghanistan, and another top lieutenant, Abu Zubaydah, was captured in Pakistan in March 2002. In March 2003, the alleged mastermind of the September 11 attacks, Khalid Sheikh Mohammed, and al-Qaeda's treasurer, Mustafa Ahmed al-Hawsawi, were also captured in Pakistan.

There is no single headquarters. From 1991 to 1996, al-Qaeda worked out of Pakistan along the Afghan border, or inside Pakistani cities. Al-Qaeda has autonomous underground cells in some 100 countries, including the United States, officials say. Law enforcement has broken up al-Qaeda cells in the United Kingdom, the United States, Italy, France, Spain, Germany, Albania, Uganda, and elsewhere.

It's impossible to say precisely, because al-Qaeda is decentralized. Estimates range from several hundred to several thousand members.

al-Qaeda is connected to other terrorist organizations?

Among them:

Egyptian Islamic Jihad

The Libyan Islamic Fighting Group

Islamic Army of Aden (Yemen)

Jama'at al-Tawhid wal Jihad (Iraq)

Lashkar-e-Taiba and Jaish-e-Muhammad (Kashmir)

Islamic Movement of Uzbekistan

These groups share al-Qaeda's Sunni Muslim fundamentalist views. Some terror experts theorize that al-Qaeda, after the loss of its Afghanistan base, may be increasingly reliant on sympathetic affiliates to carry out its agenda. Intelligence officials and terrorism experts also say that al-Qaeda has stepped up its cooperation on logistics and training with Hezbollah, a radical, Iran-backed Lebanese militia drawn from the minority Shiite strain of Islam.

What major attacks has al-Qaeda been responsible for?

The group has targeted American and other Western interests as well as Jewish targets and Muslim governments it sees as corrupt or impious—above all, the Saudi monarchy. Al-Qaeda linked attacks include:

The March 2004 bomb attacks on Madrid commuter trains, which killed nearly 200 people and left more than 1,800 injured.

The May 2003 car bomb attacks on three residential compounds in Riyadh, Saudi Arabia.

The November 2002 car bomb attack and a failed attempt to shoot down an Israeli jetliner with shoulder-fired missiles, both in Mombasa, Kenya.

The October 2002 attack on a French tanker off the coast of Yemen.

Several spring 2002 bombings in Pakistan.

The April 2002 explosion of a fuel tanker outside a synagogue in Tunisia.

The September 11, 2001, hijacking attacks on the World Trade Center and the Pentagon.

The October 2000 U.S.S. Cole bombing.

The August 1998 bombings of the U.S. embassies in Nairobi, Kenya, and Dar es Salaam, Tanzania.

Al-Qaeda is suspected of carrying out or directing sympathetic groups to carry out the May 2003 suicide attacks on Western interests in Casablanca, Morocco; the October 2002 nightclub bombing in Bali, Indonesia; and the 1993 World Trade Center bombing.

How is al-Qaeda connected to the 1993 World Trade Center bombing?

There are strong links. Sheikh Omar Abdel Rahman, the militant cleric convicted in the 1993 plot, once led an Egyptian group now affiliated with al-Qaeda; two of his sons are senior al-Qaeda officials. And Ramzi Ahmed Yousef, who was convicted of masterminding the 1993 attack, planned al-Qaeda's foiled attack on American airliners over the Pacific Ocean. He is also the nephew of the former senior al-Qaeda terrorist Khalid Sheikh Mohammed, who is now in U.S. custody.

? Дайте відповіді на запитання:

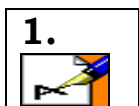
1. What is al-Qaeda?
2. What are al-Qaeda's origins?
3. Who are al-Qaeda's leaders?
4. Where does al-Qaeda operate?
5. What major attacks has al-Qaeda been responsible for?



Знайдіть еквіваленти слів у тексті англійською мовою:

Міжнародна терористична мережа, ісламський режим, вторгнення, священна війна, звинувачення, викрадення людей, штаб, ісламські фундаменталісти, захоплення літаків, підозрювати.

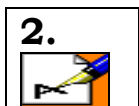
ГРАМАТИЧНІ ВПРАВИ АКТИВНА ТА ПАСИВНА ФОРМИ ІНФІНІТИВА



1.

Порівняйте вживання Active infinitive і Passive Infinitive

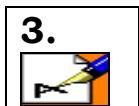
1. to write – to be written
2. I am glad to help you – радий допомогти (радий, що я допомагаю)
3. I am glad to be helped – радий, що мені допомагають



2.

Перекладіть на англійську мову, звертаючи увагу на Active Infinitive і Passive Infinitive

1. To improve your phonetics you should record yourself and analyse your speech.
2. This is the book to be read during the summer holidays.
3. To be instructed by such a good specialist was a great advantage.
4. He is very forgetful, but he doesn't like to be reminded of his duties.



3.

Перекладіть на англійську мову, звертаючи увагу на Active Infinitive і Passive Infinitive

1. To play chess was his greatest pleasure.
2. The child did not like to be washed.
3. Isn't it natural that we like to be praised and don't like to be scolded?
4. Which is more pleasant: to give or to be given presents?
5. Nature has many secrets to be discovered yet.
6. To improve your phonetics you should record yourself and analyse your speech.
7. This is the book to be read during the summer holidays.
8. To be instructed by such a good specialist was a great advantage.
9. He is very forgetful, but he doesn't like to be reminded of his duties.

ТЕМА 32:

ПРОБЛЕМА ТЕРОРИЗМУ В СУЧАСНОМУ СВІТІ

Заняття 6

ETA



Прочитайте та перекладіть текст українською мовою.

What is ETA?

ETA is a leftist group that uses terrorism in hopes of forming an independent Basque state in parts of northern Spain and southwest France. ETA stands for Euskadi ta Askatasuna, which means “Basque Fatherland and Liberty” in the Basque language. The State Department lists ETA as a foreign terrorist organization, and the United States and the European Union have frozen ETA assets since the September 11 attacks. Spain has long fought ETA and opposes an independent Basque homeland, though its 1978 constitution designated an autonomous Basque region with responsibility for education, health care, policing and taxation.

The Basques are a linguistically and culturally distinct Christian group that has lived since the Stone Age in the mountainous region that straddles the border between modern-day Spain and France. The Basques have never had their own independent state, but have enjoyed varying degrees of autonomy over the centuries under Spanish and French rule. About half of the 2.1 million residents of the three provinces that make up the autonomous Basque region speak fluent Basque or understand some of the language. Basque nationalists include other areas with smaller Basque-speaking minorities—the Spanish province of Navarre and three departments in southwest France—in their vision of a Basque homeland.

Mostly national and regional officials and government buildings in Spain. In 1973, ETA operatives killed the aging dictator Francisco Franco’s apparent successor, Admiral Luis Carrero Blanco, by planting an underground bomb below his habitual parking spot outside a Madrid church. In 1995, an ETA car bomb almost killed Jose Maria Aznar, then leader of the conservative Popular Party, who later served as Spain’s prime minister. The same year, investigators disrupted a plot to assassinate King Juan Carlos. And in 1999, Spanish investigators foiled a truck bombing of Madrid’s Picasso Tower, a skyscraper designed by the architect of the World Trade Center.

In addition to these ambitious targets, ETA has also targeted many regional officials and institutions in Basque regions, and in later years ETA has targeted journalists and civilians. Spanish officials arrested two ETA militants in December 2003, broke up plots to detonate two bombs at Madrid train stations, and discovered two bombs at Aragon train stations. About eight hundred people have been killed as a result of ETA violence since the 1960s.

In 1959, young activists angered by the dictator Franco’s suppression of the Basque language and culture and frustrated with moderate Basque nationalist

organizations came together to form ETA. The group soon embraced a revolutionary Marxist ideology and that same year, planted bombs in several cities in Spain.

Does ETA have ties to al-Qaeda?

No. ETA's secular nationalist agenda has nothing to do with the Islamist fundamentalism of Osama bin Laden's terrorist network, and there is no credible evidence of any systematic cooperation between ETA and al-Qaeda, experts say. But al-Qaeda cells have been discovered in Spain. In November 2001, Spanish authorities arrested eight men suspected of being al-Qaeda operatives involved in the September 11 attacks. One of these men reportedly had past links with ETA's unofficial political wing, Batasuna, which the Spanish Supreme Court banned in March 2003. In September 2003, Spanish judge Baltasar Garzon said the September 11 attacks were partially planned in Spain.

? Дайте відповіді на запитання:

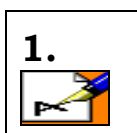
1. What is ETA?
2. Who are the Basques?
3. Who and what does ETA target?
4. When was ETA formed?



Знайдіть еквіваленти слів у тексті англійською мовою:

Баски, автономний регіон, відповідальність, освіта, охорона здоров'я, оподаткування, незалежна держава, автономія, консервативний, слідчий, ідеологія, підозрювати, терористична організація.

ГРАМАТИЧНІ ВПРАВИ ПОРІВНЯННЯ ВЖИВАННЯ INDEFINITE INFINITIVE I PERFECT INFINITIVE



1.

Порівняйте вживання Indefinite Infinitive і Perfect Infinitive та перекладіть речення на українську мову, звертаючи увагу на Perfect Infinitive

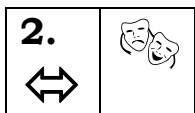
to write – to have written

I am glad to see you – радий бачити вас (радий, що бачу)

I am glad to have seen you – радий, що побачив

1. The child was happy to have been brought home. 2. Jane remembered to have been told a lot about Mr. Rochester. 3. The children were delighted to have been brought to the circus. 4. I am sorry to have spoilt your mood. 5. Maggie was very sorry to have forgotten to feed the rabbits. 6. I am awfully glad to have met you. 7. Sorry to have placed you in this disagreeable situation. 8. I am very happy to have had the pleasure of making your acquaintance. 9. I am sorry to have kept you

waiting. 10. Clyde was awfully glad to have renewed his acquaintance with Sondra. 11. Sorry not to have noticed you. 12. I am sorry to have added some more trouble by what I have told you. 13. When Clyde looked at the girl closely, he remembered to have seen her in Sondra's company. 14. I remembered to have been moved by the scene I witnessed.



Замініть частини речення інфінітивними вворотами

Наприклад: He is sorry that he has said it. He is sorry to have said it.

1. It is certain that it will rain if you don't take your umbrella. 2. Don't promise that you will do it, if you are not sure that you can. 3. He was happy that he was praised by everybody. 4. He was very proud that he had helped his elder brother. 5. She was sorry that she had missed the beginning of the concert. 6. I am glad that I see all my friends here. 7. I was afraid of going past that place alone. 8. My sister will be thrilled when she is wearing a dress as lovely as that. 9. We must wait till we hear the examination results. 10. She is happy that she has found such a nice place to live in. 11. I should be delighted if I could join you. 12. He hopes that he will know everything by tomorrow.



Розкрийте дужки, вживаючи потрібну форму інфінітива

1. He seems (to read) a lot. 2. He seems (to read) now. 3. He seems (to read) since morning. 4. He seems (to read) all the books in the library. 5. We expect (to be) back in two days. 6. He expected (to help) by the teacher. 7. The children seem (to play) since morning. 8. I am glad (to do) all the homework yesterday. 9. She seems (to work) at this problem ever since she came here. 10. I am sorry (to break) your pen. 11. I want (to take) you to the concert. 12. I want (to take) to the concert by my father. 13. She hoped (to help) her friends. 14. She hoped (to help) by her friends. 15. I hope (to see) you soon.



Розкрийте дужки, вживаючи потрібну форму інфінітива

1. They seemed (to quarrel): I could hear angry voices from behind the door. 2. They are supposed (to work) at the problem for the last two months. 3. The only sound (to hear) was the snoring of grandfather in the bedroom. 4. Her ring was believed (to lose) until she happened (to find) it during the general cleaning. It turned out (to drop) between the sofa and the wall. 5. They seemed (to wait) for ages. 6. I hate (to bother) you, but the students are still waiting (to give) books for their work. 7. He seized every opportunity (to appear) in public: he was so anxious (to talk) about. 8. Is there anything else (to tell) her? I believe she deserves (to know) the state of her sick brother. 9. He began writing books not because he wanted (to earn) a living. He wanted (to read) and not (to forget). 10. I consider myself lucky (to be) to that famous exhibition and (to see) so many wonderful

paintings. 11. He seems (to know) French very well: he is said (to spend) his youth in Paris. 12. The enemy army was reported (to overthrow) the defence lines and (to advance) towards the suburbs of the city. 13. The woman pretended (to read) and (not to hear) the bell. 14. You seem (to look) for trouble. 15. It seemed (to snow) heavily since early morning: the ground was covered with a deep layer of snow.



5. Перекладіть на англійську мову, вживаючи потрібну форму інфінітива

1. Я радий, що розповів вам цю історію. 2. Я радий, що мені розповіли цю історію. 3. Я хочу познайомити вас з цією артисткою. 4. Я хочу, щоб мене познайомили з цією артисткою. 5. Я радий, що зустрів її на станції. 6. Я радий, що мене зустріли на станції. 7. Ми дуже щасливі, що запросили його на вечір. 8. Ми дуже щасливі, що нас запросили на вечір. 9. Він буде щасливий відвідати цю відому картинну галерею. 10. Він був щасливий, що відвідав цю відому картинну галерею. 11. Діти люблять, коли їм розповідають казки. 12. Я не збирався зупинятися на цій станції. 13. Я не очікував, що мене зупинять. 14. Я шкодую, що заподіяв вам стільки турбот. 15. Він не переносить, коли йому брешуть. 16. Я згадав, що вже зустрічав це слово в якійсь книжці. 17. Мені дуже шкода, що я пропустив цю цікаву лекцію. 18. Бона щаслива, що чула концерт відомого італійського диригента. 19. Бона рада, що була присутня на лекції. 20. Він дуже задоволений, що закінчив свою книгу. 21. Наші спортсмени пишаються тим, що виграли кубок. 22. Я тільки хочу, щоб мені дозволили допомогти вам. 23. Я був вдячний, що мені дали кімнату з великим вікном. 24. Він був щасливий, що повернувся додому. 25. Він був щасливий, що знову вдома. 26. Я шкодую, що перервав вас. 27. Я шкодую, що не застала вас вдома. 28. Рочестер був радий познайомитися з Джейн. 29. Рочестер був радий, що познайомився з Джейн.

Заняття 1**НАТО – ЗАГАЛЬНІ ПОЛОЖЕННЯ**

Прочитайте та перекладіть текст українською мовою.

NATO - The Political Dimension

The North Atlantic Treaty Organization (NATO) is an alliance of 26 countries from North America and Europe, committed to fulfilling the goals of the North Atlantic Treaty, signed on 4 April 1949. In accordance with the Treaty, the fundamental role of NATO is to safeguard the freedom and security of its member countries by political and military means. NATO safeguards the Allies' common values of democracy, individual liberty the rule of law and the peaceful resolution of disputes, and promotes these values throughout the Euro-Atlantic area. The Alliance embodies the 'Transatlantic Link' through which the security of North America and Europe are permanently tied together. It is the practical expression of collective effort among its members in support of their common interests.

NATO provides a forum in which the United States, Canada and the European countries can consult together on security issues of common concern and take joint action in addressing them. NATO is committed to defending its member states against aggression or the threat of aggression and to the principle that an attack against one or several members would be considered an attack against all. NATO has helped to end bloody conflicts in Bosnia and Kosovo and to head off a civil war in the former Yugoslav Republic of Macedonia. Today, NATO led forces are helping to bring stability to Kosovo, Afghanistan, and Iraq. Dialogue and cooperation with non-NATO countries are helping to overcome the divisions of the Cold War era and to extend security and stability well beyond NATO borders.

NATO is an intergovernmental organization. The member countries retain their full sovereignty. All NATO decisions are taken jointly by the member countries on the basis of consensus. NATO's most important decision-making body is the North Atlantic Council (NAC), which brings together representatives of the member countries at the level of Ambassadors, Ministers or Heads of State and Government. The Secretary General of NATO, Mr Jaap de Hoop Scheffer has described the NAC as "the essential forum for security consultation between Europe and North America". NATO's military structure is a multinational force planning, organization and command system. It provides for joint planning, training, exercising and operations, under the command of NATO's strategic commanders. NATO structures and mechanisms provide the framework for cooperation with partner countries, which forms an integral part of the day-to-day activity of the Alliance.

? Дайте відповіді на запитання:

1. What is NATO?

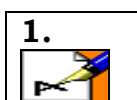
2. When was North Atlantic Treaty signed?
3. How do you understand the term intergovernmental organization?
4. What is the main function of NAC?
5. Where is the head quarters of NATO located?



Знайдіть еквіваленти слів у тексті англійською мовою:

Північноатлантичний договір, захищати, свобода і безпека, спільні цінності демократії, консультиватися, загроза агресії, громадянська війна, співпраця, стабільність.

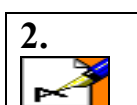
ГРАМАТИЧНІ ВПРАВИ МОДАЛЬНІ ДІЄСЛОВА CAN, MAY. ОСОБЛИВОСТІ ВЖИВАННЯ КОНСТРУКЦІЇ TO BE ABLE TO



1.

Перекладіть українською мовою.

1. Her grandmother can knit very well.
2. I can answer the questions. They are very easy.
3. This trip is too expensive for me. I can't afford it.
4. She can type. She can speak well on telephone. She hopes she can find the job she is looking for.
5. Mike can run very fast.
6. They can understand French. But they cannot speak fluently.
7. My brother can come and help you in the garden.
8. Can your brother help me with mathematics?
9. His little sister can walk already.
10. The children cannot carry this box: it's too heavy.
11. This old woman cannot sleep at night.
12. His sister can cook very well.
13. I can sing but I cannot dance.
14. Can't you wait till tomorrow morning? I can wait, but my toothache can't.
15. I can't push up 50 times at a time.

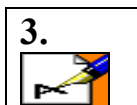


2.

Перекладіть українською мовою.

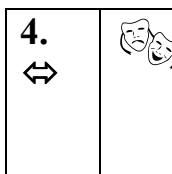
1. May I invite Nick to our house?
2. You may go now.
3. Don't go to the wood alone, you may lose your way.
4. If you have done your homework, you may go for a walk.
5. May I go to the post-office with Mike?
6. Don't give the vase to the child: he may break it.
7. May we take notes with a pencil?
8. You may not cross the road when the light is red.

9. It stopped raining and mother told us that we might go out.
10. Where have you been, may I ask?
11. They may travel by sea. It may be cheaper, but it takes a long time.
12. May I come and see you?



3. Перекладіть англійською мовою, вживаючи модальне дієслово *to be able to*

1. Вона не зможе вчасно дістатися до аеропорту.
2. Чи зможеш ти відправити йому електронну пошту сьогодні ввечері?
3. Вони якийсь час не зможуть дивитися телевізор, тому що завтра неділя, і вони нікому не зателефонують.
4. Боюся, що він не зможе допомогти мені переїхати в новий будинок наступної неділі.
- б. Чи зможеш ти зробити цю роботу завтра?
6. Я думаю, що вона не зуміє розв'язати цю задачу.
7. Завтра я буду вільний і зможу допомогти тобі.
8. Чи зможемо ми поїхати в Нью-Йорк наступного року?
9. Чи зможеш ти полагодити мій магнітофон?
10. Учора я не зміг побачити директора, тому що він був на конференції, але сьогодні після роботи я зможу це зробити.



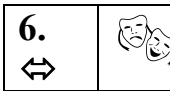
4. Перепишіть речення, додаючи слова, подані в дужках. Замініть модальне дієслово *can (could)* виразом *to be able to*, де це потрібно

1. They can (never) appreciate your kindness.
2. I was sure you could translate that article (after you had translated so many texts on physics).
3. You can go to the country (when you have passed your last examination).
4. We can pass to the next exercise (when we have done this one).
5. I can give you my book for a couple of days (after I have read it).
6. He can ski (for ten years).
7. We knew that she could swim (since a child).
8. You cannot take part in this serious sport competition (until you have mastered good skills).
9. I could not solve the problem (before he explained it to me).



5. Перекладіть англійською мовою

1. Будь обережним: ти можеш упасти.
2. Не чіпай собаку: вона може вкусити тебе.
3. Ми, можливо, поїдемо за місто в неділю.
4. Він може забути про це.
5. Незабаром може піти дощ.
6. Чи можна мені увійти?
7. Можна, я піду гуляти?
8. Якщо твоя робота готова, можеш іти додому.
9. Вчитель сказав, що ми можемо йти додому.
10. Лікар говорить, що я вже можу купатися.
11. Тато сказав, що ми можемо йти в кіно самі.
12. Я думав, що мені можна дивитися телевізор.
13. Тут нема чого робити. Ми можемо піти сьогодні.
14. Він, можливо, і знає цю проблему, тому він, можливо, і знає відповідь на це питання, але я не дуже впевнена.
15. Якщо хочете, можете йти зараз.
16. Де вони зараз живуть? — Вони, можливо, і живуть зараз за кордоном, але я не дуже впевнена.



Вставте модальні дієслова тау чи сап.

1. ... I come in? 2. Let me look at your exercises. I ... be able to help you. 3. I ... not swim, because until this year the doctor did not allow me to be more than two minutes in the water. But this year he says I ... stay in for fifteen minutes if I like, so I am going to learn to swim. 4. Libraries are quite free, and any one who likes ... get books there. 5. I ... come and see you tomorrow if I have time. 6. Take your raincoat with you: it... rain today. 7. Do you think you ... do that? 8. I ... finish the work tomorrow if no one bothers me any more. 9. ... we come and see you next Sunday at three o'clock in the afternoon? 10. What time is it? — It ... be about six o'clock, but I am not sure. 11. Only a person who knows the language very well ... answer such a question.

ПАРТНЕРСТВО ЗАРАДИ МИРУ



Прочитайте та перекладіть текст українською мовою.

The Partnership for Peace

The Partnership for Peace (PfP) is a programme of practical bilateral cooperation between individual Partner countries and NATO. It allows Partner countries to build up an individual relationship with NATO, choosing their own priorities for cooperation.

Based on a commitment to the democratic principles that underpin the Alliance itself, the purpose of the Partnership for Peace is to increase stability, diminish threats to peace and build strengthened security relationships between individual Partner countries and NATO, as well as among Partner countries.

What does this mean in practice?

The essence of the PfP programme is a partnership formed individually between each Partner country and NATO, tailored to individual needs and jointly implemented at the level and pace chosen by each participating government.

Political commitments

The formal basis for the Partnership for Peace is the Framework Document, which sets out specific undertakings for each Partner country.

Each Partner country makes a number of far-reaching political commitments to preserve democratic societies; to maintain the principles of international law; to fulfil obligations under the UN Charter, the Universal Declaration of Human Rights, the Helsinki Final Act and international disarmament and arms control agreements; to refrain from the threat or use of force against other states; to respect existing borders; and to settle disputes peacefully.

Specific commitments are also made to promote transparency in national defence planning and budgeting to establish democratic control over armed forces, and to develop the capacity for joint action with NATO in peacekeeping and humanitarian operations.

The Framework Document also enshrines a commitment by the Allies to consult with any Partner country that perceives a direct threat to its territorial integrity, political independence or security – a mechanism which, for example, Albania and the former Yugoslav Republic of Macedonia made use of during the Kosovo crisis.

A menu of practical activities

Partner countries choose individual activities based on their ambitions and abilities. These are put forward to NATO in what is called a Presentation Document.

An Individual Partnership Programme is then jointly developed and agreed between NATO and each Partner country. These two-year programmes are drawn up from an extensive menu of activities, according to each country's specific interests and needs. Cooperation focuses in particular on defence-related work, defence reform and managing the consequences of defence reform, but touches on virtually every field of NATO activity, including defence policy and planning, civil-military relations, education and training, air defence, communications and information systems, crisis management, and civil emergency planning.

? Дайте відповіді на запитання:

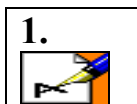
1. What is the Pfp?
2. What is the purpose of the Pfp?
3. What is your attitude to NATO?
4. When was NATO established?



Знайдіть еквіваленти слів у тексті англійською мовою:

Партнерство заради миру, двостороннє співробітництво, взаємовідносини, індивідуальні потреби, роззброєння, поважати існуючі кордони, прозорість, миротворчі і гуманітарні операції, амбіції.

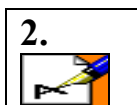
**ГРАМАТИЧНІ ВПРАВИ
МОДАЛЬНІ ДІЄСЛОВА MUST, HAVE TO, NEED**



1.

Вставте модальні дієслова *can, may, must*.

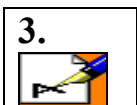
1. I have forgotten my own language andspeak nothing but yours.
2. Wego somewhere. Wenot wander about for ever.
3. But I think youhave told us this half an hour ago!
4. Yousee much of interest there.
5. I did not hear him return to the room. Ihave been asleep.
6. Youhave mistaken him, my dear. Henot have intended to say that.
7. It seemed possible theyreturn.
8. No good looking back; things happen as they
9. To be ashamed of his own father is perhaps the bitterest experience a young mango through.
10. Howyou let things slide like that, Dick?
11. I think yoube glad of some coffee before you start back to your hotel. It's such a cold night.



2.

Перекладіть англійською мовою, вживаючи модальне дієслово *must*.

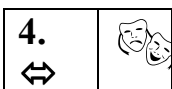
1. Він, мабуть, дуже втомився.
2. У них навіть є яхта. Вони, напевно, дуже заможні.
3. Ти повинен виїхати завтра вранці?
4. Ви не повинні спізнюватися.
5. Я не повинен забувати про свою матір. Я не писав їй цілу вічність. Сьогодні ввечері я мушу написати їй листа.
6. Ця книга дуже цінна. Ви не повинні її загубити.
7. Невже вам треба вже йти?
8. Я мушу визнати, що я неправий.
9. Я повинна наполегливо працювати над своєю англійською мовою.
10. Ви повинні уважно слухати вчителя на уроці.
11. Ти повинен робити уроки щодня.
12. Ви не повинні забувати про свої обов'язки.
13. Ви повинні бути обережними на вулиці.
14. Вона, напевно, вдома зараз.
15. Мої друзі, мабуть, у парку.
16. Ви, напевно, дуже голодні.
17. Напевно, дуже важко розв'язувати такі задачі.
18. Я повинен сьогодні побачити мого друга.



3.

Перекладіть українською мовою.

1. I have not written this composition. I shall have to write it soon.
2. We did not have to buy biscuits because granny had baked a pie.
3. Will you have to get up early tomorrow?
4. I had to do a lot of homework yesterday.
5. She had to stay at home because she did not feel well.
6. I had to go to hospital to visit my aunt.
7. Mike had to write this exercise at school, he had not done it at home.
8. They had to call the doctor because the grandmother was ill.
9. It was Sunday yesterday, so they didn't have to work.
10. I am sorry I couldn't come yesterday. I had to work late.
11. What did you have to learn by heart?
12. Why did you have to get up early today?



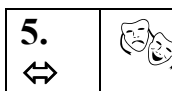
4.



Вставте модальні дієслова *can, may, must, need*.

1. Peterreturn the book to the library. We all want to read it.
2. Whynot you to understand it? It is so easy!
3.we do the exercise at once? – Yes, youdo it at once.
4.you pronounce this sound?
5. Younot have bought this meat: we have everything for dinner.
6. Inot go out tonight: it is too cold.
7.I take you pen?
8. Wenot carry the bookcase upstairs ourselves: the workers will come and do it.
9. Whenyou come to see us? – Icome on Sunday.
10. Shall I write a letter to him? – No, younot, it is not necessary.
11.you cut something without a knife?
12. Everything is clear and younot go into details now.
13. Hedrink alcohol when he drives.
14. By the end of the week Ihave finished writing my book.

15. Shenot call the doctor again unless she feels worse.

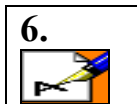


Перекладіть речення, вживаючи модальне дієслово need.

E.g. 1) It is not necessary to go there. - You need not go there.

2) It was not necessary to go there. - You need not have gone there.

1. Why do you want to do it all today? 2. It was not necessary for mother to cook this enormous dinner: we have brought all the food the children may want. 3. It is not necessary to take the six-thirty. A later train will do as well. 4. There was no necessity for her to do it herself. 5. There is no reason for you to worry: he is as strong as a horse. 6. There is no need for you to be present. 7. Is it any use our going into all that now? 8. Why did you mention all these figures? The situation was clear as it was. 9. Why do you want to press the skirt? It is not creased at all. 10. It was not necessary for you to remind me about her birthday. I remember the date very well.



Перекладіть англійською мовою, вживаючи модальне дієслово need.

1. У нас багато часу в запасі, і нам нема чого поспішати. 2. Тобі нема потреби робити це зараз. Ти можеш зробити це і завтра. 3. Вона може й не допомагати. Усе вже зроблено. 4. Йому не треба було продавати своє піаніно. 5. Ви могли й не гримати так на дитину. 6. Вони тепер не можуть спати, їм не треба було дивитися фільм жахів. 7. Чи потрібно мені тобі допомагати? — Ні, спасибі, я все зроблю сам. 8. Ви можете не ходити туди. 9. Йому нема чого турбуватися про неї. 10. Я можу й не запитувати його: він сам мені все розповість. 11. Вам не обов'язково телефонувати мені: я не забуду про цю обіцянку. 12. Чи потрібно їй купувати таку кількість продуктів? 13. Вона може не ходити до бібліотеки: я дам їй книжку. 14. Ви могли й не брати парасольку: я впевнений, що дощу не буде.



Прочитайте та перекладіть текст українською мовою.

NATO's Partnership with Ukraine

A visit to Ukraine by the North Atlantic Council in March 2000 injected new momentum into the Distinctive Partnership between NATO and Ukraine established in Madrid in July 1997.

The meeting in Kyiv of the NATO-Ukraine Commission - the first time this body, which directs the Partnership, had met in Ukraine - was an occasion for the 19 NATO allies and Ukraine to review the full range of their cooperation. It was hailed as a significant step for bringing Ukraine closer to the Euro-Atlantic community of nations.

The signing of the Charter on a Distinctive Partnership in Madrid in 1997 shifted cooperation between NATO and Ukraine on to a new plane and gave formal recognition to the importance of an independent, stable and democratic Ukraine to Europe as a whole.

The Charter is in line with Ukraine's declared strategy of increasing its integration in European and transatlantic structures. It is the basis on which NATO and Ukraine agree to consult in the context of Euro-Atlantic security and stability and in areas such as conflict prevention, crisis management, peace support and humanitarian operations.

Seminars, joint working group meetings and other cooperative programmes have focused on areas such as defence reform and the reshaping of the defence establishment, civil-military relations, budgeting and resource planning. Seminars on retraining retiring Ukrainian military personnel and on military downsizing and conversion have also been held.

The North Atlantic Council meets periodically with Ukraine at Foreign Ministerial, Defence Ministerial and Ambassadorial levels in a forum established by the Charter called the NATO-Ukraine Commission (NUC). The Role of the NUC is to assess implementation of the Charter and to discuss ways to improve or further develop cooperation.

NATO and Ukraine have created Joint Working Group on Defence Reform (JWGDR) to pursue initiatives in the areas of: civil-military relations, democratic control of the armed forces, defence planning, policy, strategy and national security concepts. Ukraine also participates in the Partnership for Peace Planning and Review Process (PARP), which jointly develops goals for shaping force structure and capabilities to help Ukraine to meet her objectives for interoperability with the Alliance.

NATO and Ukraine maintain a substantial military cooperation programme that includes: Ukraine's active participation in the Partnership for Peace programme, NATO Military Committee dialogue with Ukraine, and practical military cooperation in NATO-led Peace Support Operations in the Balkans. Military cooperation focuses on building interoperability, which serves as the foundation for working together in support of joint goals; for example through the work of the Polish-Ukrainian Battalion in Kosovo. Military exercises, such as Exercise Cooperation Partner, hosted by Ukraine in June 2000, are an important part of this work. In addition to building interoperability, NATO-Ukraine military cooperation is increasingly focusing on helping Ukraine in her efforts to modernise and reform her defence structures. Joint work in civil emergency planning and disaster preparedness is also a major area of cooperation with direct practical benefits for Ukraine. A Memorandum of Understanding on civil emergency planning was concluded in December 1997, providing for cooperation in this field. A disaster relief exercise was subsequently scheduled for September 2000, in the Transcarpathia region of Ukraine, to test humanitarian assistance procedures in the event of further flooding.

Other strong areas of cooperation are the scientific field, in which NATO has supported the Ukrainian scientific community through grants; economic aspects of security; and training. In this latter context NATO has launched a programme of foreign language teaching for up to 100 Ukrainian military officers.

The NATO Information and Documentation Centre opened by the NATO Secretary General in May 1997 has become a focal point for information activities to explain the benefits of the Distinctive Partnership with NATO to the Ukrainian public. The Centre is the first such centre to be opened in any NATO Partner country. It has since played an important role in explaining Alliance policies and overcoming misperceptions.

? Дайте відповіді на запитання:

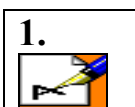
1. When was the Charter on a Distinctive Partnership signed?
2. What are the main points of the Charter?
3. What is NUC?
4. Does Ukraine participate in PfP?



Знайдіть еквіваленти слів у тексті англійською мовою:

Партнерство, співпраця, важливість, стратегія, інтеграція, трансатлантичні структури, безпека і стабільність, гуманітарні операції, попередження конфліктів, реформування, робоча група, активна участь.

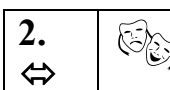
ГРАМАТИЧНІ ВПРАВИ МОДАЛЬНЕ ДІЄСЛОВО TO BE TO



1.

Перекладіть українською мовою.

1. We were to get there before the others.
2. He was to tell her where to find us.
3. She was to graduate that year.
4. She was to wear that dress at the graduation party.
5. He is to come here at 11 o'clock.
6. The train was to leave at five-fifteen.
7. I was to wait for her at the railway station.
8. We were to go to the cinema that afternoon.
9. They were to start on Monday.
10. He was to telephone the moment she was out of danger.
11. Roses are to be planted round the pond.
12. There was to be a discussion later on.



2.



Вставте модальне дієслово *to be to* в наступні речення.

1. Last year we ... have 5 lessons of physical culture a week, but we had only 4.
2. According to the time table the train ... leave in 25 minutes.
3. We ... meet our clients on Thursday.
4. I ... meet them at the airport, but I didn't manage to get there on time.
5. What time ... be in school? Why are you always late?
6. The performance ... begin in 5 minutes.
7. At 8 o'clock I ... be at work, otherwise I'll be fired.
8. You ... be here 10 minutes ago, I thought something terrible had happened to you.
9. I ... learn this poem by heart.
10. We ... fly there, but the flight was cancelled because of bad weather.



3.

Перекладіть англійською мовою, вживаючи модальні дієслова *to have to* або *to be to*.

1. Мені доведеться посидіти вдома ці дні. Лікар говорить, що я не повинен нікуди виходити, поки температура не буде нормальною.
2. Посидьте тут, поки він зайнятий. Я думаю, вам не доведеться довго чекати.
3. Вистава повинна була початися о сьомій годині.
4. Ми повинні були відкласти поїздку, тому що погода зіпсувалася.
5. Якщо ви хочете добре опанувати мову, ви повинні дуже багато читати.
6. За новим розкладом у нас буде п'ять уроків англійської мови на тиждень.
7. Ми вирішили, що всі повинні брати участь у концерті.
8. Рано чи пізно вам доведеться піти до лікаря.
9. Наступного року ми повинні почати вивчення астрономії.
10. Щоб розробити

нову теорію, вчені мали провести численні дослідження. 11. Вам слід буде вивчити цей вірш до середи. 12. Мені задали вивчити цей вірш до середи. 13. Мені довелося вивчити цей вірш до середи. 14. Мені доведеться вивчити цей вірш до середи. 15. Йому доводиться вчити цей вірш сьогодні.

ТЕМА 33

НАТО

Заняття 4

СТАНАГ



Прочитайте та перекладіть текст українською мовою.

Standardisation

Standardisation amongst NATO forces makes a vital contribution to the combined operational effectiveness of the military forces of the Alliance and enables opportunities to be exploited for making better use of economic resources. Extensive efforts are therefore made in many different spheres to improve cooperation and eliminate duplication in research, development, production, procurement and support of defence systems. NATO Standardisation Agreements for procedures and systems and for equipment components, known as STANAGs, are developed and promulgated by the NATO Military Agency for Standardisation in conjunction with the Conference of National Armaments Directors and other authorities concerned.

By formulating, agreeing, implementing and maintaining standards for equipment and procedures used throughout NATO, a significant contribution is made to the cohesion of the Alliance and to the effectiveness of its defence structure. While standardisation is of relevance in many different areas, the principal forum for standardisation policy issues is the NATO Standardisation Organisation (NSO), which aims to incorporate standardisation as an integral part of Alliance planning and acts as a coordinator between senior NATO bodies confronting standardisation requirements. The NSO was established in 1995 to give renewed impetus to Alliance work aimed at improving the coordination of allied policies and programmes for standardisation in the materiel, technical and operational fields.

? Дайте відповіді на запитання:

1. What is STANAG?
2. What are the major objectives of STANAG?
3. What is NSO? When was NSO established?
4. What are the aims of NSO?



Знайдіть еквіваленти слів у тексті англійською мовою:

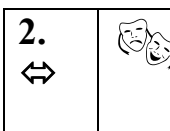
Угода про стандартизацію, вклад, ефективність, економічні ресурси, дублювання, дослідження, обладнання, важливість, складова частина, вимоги, координація, оборонна структура.

ГРАМАТИЧНІ ВПРАВИ МОДАЛЬНЕ ДІЄСЛОВО SHOULD/SHOULD HAVE



1. **Перекладіть українською мовою.**

1. You should know how to raise your children not to be losers.
2. You shouldn't give the child everything he wants. You shouldn't satisfy his every craving for food, drink and comfort. Otherwise, he will grow to believe the world owes him a living.
3. You shouldn't laugh at him when he picks up bad words. This will make him think he is not cute. It won't also encourage him to pick up 'cuter' phrases.
4. You shouldn't pick up everything he leaves lying around – books, shoes and clothing. You shouldn't do everything for him, otherwise, he will be experienced in throwing all responsibility onto others.



2. **Доповніть речення наступними дієсловами, використовуючи should. Перекладіть українською.**

clean, go, read, visit, watch, wear

1. When you play tennis, you the ball.
2. You look tired. You to bed.
3. You your teeth after every meal.
4. The city museum is very interesting. You it.
5. When you are driving, you a seat belt.
6. It's a good book. You it.



3. **Прочитайте ситуації й напишіть речення з should (have) та shouldn't (have)**

Example: The speed limit is 30 miles per hour, but Tom is driving at 50. – *He shouldn't be driving so fast.*

When we got to the restaurant there were no free tables. We hadn't reserved one. *We should have reserved a table.*

1. It's very cold. Mr. Taylor, who has been ill recently, is walking along the road without a coat. He ...
2. We went for a walk. While we were walking, we got hungry, but we hadn't brought anything with us to eat. We said ...
3. I went to Paris. Marcel lives in Paris, but I didn't go to see him, while I was there. When I saw him later, he said: You ...
4. The notice says that the shop is open every day from 8.30. It's not 9 o'clock, but the shop isn't open. ...

5. The driver in front stopped suddenly without warning and I draw into the back of his car. It wasn't my fault.
6. The children normally go to bed at 9 o'clock. It's 9.30 now. They are not in bed, they are watching television. (two sentences) ...
7. The accident happened because Tom was driving on the wrong side of the road.

ЗАВДАННЯ ОРГАНІЗАЦІЇ



Прочитайте та перекладіть текст українською мовою.

Fundamental Security Tasks

NATO's essential purpose is to safeguard the freedom and security of all its members by political and military means in accordance with the North Atlantic Treaty and the principles of the United Nations Charter. The Alliance has worked since its inception for the establishment of a just and lasting peaceful order in Europe based on common values of democracy, human rights and the rule of law. This central Alliance objective has taken on renewed significance since the end of the Cold War because, for the first time in the post-war history of Europe, the prospect of its achievement has become a reality.

NATO embodies the transatlantic link by which the security of North America is permanently tied to the security of Europe. It is the practical expression of effective collective effort among its members in support of their common security interests.

The fundamental principle underpinning the Alliance is a common commitment to mutual cooperation among the member states based on the indivisibility of their security. Solidarity and cohesion within the Alliance ensure that no member country is forced to rely upon its own national efforts alone in dealing with basic security challenges. Without depriving member states of their right and duty to assume their sovereign responsibilities in the field of defence, the Alliance enables them to realise their essential national security objectives through collective effort. In short, the Alliance is an association of free states united in their determination to preserve their security through mutual guarantees and stable relations with other countries.

The North Atlantic Treaty Organisation (NATO) provides the structure which enables the goals of the Alliance to be implemented. It is an inter-governmental organisation in which member countries retain their full sovereignty and independence. The Organisation provides the forum in which they consult together on any issues they may choose to raise and take decisions on political and military matters affecting their security. It provides the structures needed to facilitate consultation and cooperation between them, in political, military and economic as well as scientific and other non-military fields.

The resulting sense of equal security among the members of the Alliance, regardless of differences in their circumstances or in their national military capabilities, contributes to stability in the Euro-Atlantic area. It creates conditions which favour increased cooperation among Alliance members as well as between members of the Alliance and other countries.

The means by which the Alliance carries out its security policies include the maintenance of a sufficient military capability to prevent war and to provide for effective defence; an overall capability to manage crises affecting the security of its members; and active promotion of dialogue with other nations and of a cooperative approach to European security, including measures to bring about further progress in the field of arms control and disarmament.

To achieve its essential purpose, as an Alliance of nations committed to the Washington Treaty and the United Nations Charter, the Alliance performs the following fundamental security tasks:

"Security: To provide one of the indispensable foundations for a stable Euro-Atlantic security environment, based on the growth of democratic institutions and commitment to the peaceful resolution of disputes, in which no country would be able to intimidate or coerce any other through the threat or use of force.

Consultation: To serve, as provided for in Article 4 of the Washington Treaty, as an essential transatlantic forum for Allied consultations on any issues that affect their vital interests, including possible developments posing risks for members' security, and for appropriate coordination of their efforts in fields of common concern.

Deterrence and Defence: To deter and defend against any threat of aggression against any NATO member state as provided for in Articles 5 and 6 of the Washington Treaty.

And in order to enhance the security and stability of the Euro-Atlantic area:

Crisis Management: To stand ready, case-by-case and by consensus, in conformity with Article 7 of the Washington Treaty, to contribute to effective conflict prevention and to engage actively in crisis management, including crisis response operations.

Partnership: To promote wide-ranging partnership, cooperation, and dialogue with other countries in the Euro-Atlantic area, with the aim of increasing transparency, mutual confidence and the capacity for joint action with the Alliance."

The structures created within NATO enable member countries to coordinate their policies in order to fulfil these fundamental tasks. They provide for continuous consultation and cooperation in political, economic and other non-military fields as well as the formulation of joint plans for the common defence; the establishment of the infrastructure and basic installations and facilities needed to enable military forces to operate; and arrangements for joint training programmes and exercises. Underpinning these activities is a complex civilian and military structure involving administrative, budgetary and planning staffs, as well as agencies which have been established by the member countries of the Alliance in order to coordinate work in specialised fields - for example, the communications needed to facilitate political consultation and command and control of military forces and the logistics support needed to sustain military forces.

? Дайте відповіді на запитання:

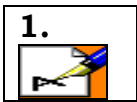
1. What is NATO's essential purpose?
2. What is the fundamental principle of NATO?
3. What are the security tasks of NATO?
4. How do you understand the word crisis management?



Знайдіть еквіваленти слів у тексті англійською мовою:

Захист свободи і безпеки, політичні і військові заходи, у відповідності з договором, хартія ООН, верховенство права, єдність, запобігти війні, ефективна оборона, роззброєння, ризик, координація зусиль в різних областях, фундаментальні завдання.

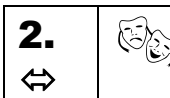
ГРАМАТИЧНІ ВПРАВИ МИНУЛИЙ ЧАС МОДАЛЬНИХ ДІЄСЛІВ



1.

Перекладіть англійською мовою, вживаючи модальне дієслово *can (could)*.

1. Я вмію розмовляти англійською мовою. 2. Мій тато не вміє розмовляти німецькою мовою. 3. Чи вмієш ти розмовляти французькою мовою? 4. Моя сестра не вміла кататися на ковзанах. 5. Чи можеш ти переплисти цю річку? 6. Я не міг випити це молоко. 7. Вона не може вас зрозуміти. 8. Чи вмів ти плавати у минулому році? 9. У минулому році я не вмів кататися на лижах, а зараз умію. 10. Чи не можете ви мені сказати, як доїхати до вокзалу? 11. Чи не могли б ви мені допомогти? 12. Я не можу перекласти це речення. 13. Ніхто не міг мені допомогти. 14. Де тут можна купити хліб? 15. Чи вміла твоя бабуся танцювати, коли була молодою? — Так, вона і зараз уміє.

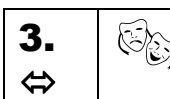


2.



Вставте модальні дієслова *may (might)* або *can (could)*.

1. ... you help me? 2.1 ...not imagine her speaking in public: I knew that she was so shy. 3. Something was wrong with the car: he ... not start it. 4. A fool ... ask more questions than a wise man ... answer. 5. She asked me if she ... use my telephone. 6. ... I use your pen? 7. ... I find a pen on that table? 8. You ... read this book: you know the language well enough. 9. You ... take this book: I don't need it. 10. ... I help you? 11. ... I ask you to help me? 12. The school was silent: nothing ... be heard in the long dark corridors. 13. Waiting ... be endless, you know. 14. ... you tell me the nearest way to the city museum? 15. They ... think that I am too weak to take part in the excursion, but I am strong enough to do any kind of hard work, indeed. 16. He knew this period of history very well: he had read everything on the subject he ... find in the rich university library.



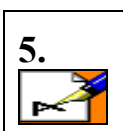
Перекладіть українською мовою.

1. I have not written the composition. I shall have to write it on Sunday. 2. We did not have to buy biscuits because granny had baked a delicious pie. 3. Will you have to get up early tomorrow? 4. I had to do a lot of homework yesterday. 5. She had to stay at home because she did not feel well. 6. Pete had to stay at home because it was very cold. 7. Mike had to write this exercise at school because he had not done it at home. 8. They had to call the doctor because the grandmother was ill. 9. Why did you have to stay at home yesterday? — Because my parents were not at home and I had to look after my little sister. 10. It was Sunday yesterday, so he didn't have to be at work, but he had to do a lot at home. 11. I am sorry I couldn't come yesterday. I had to work late. 12. Why do you have to get up early tomorrow? 13. I had to go to hospital to visit my aunt. 14. What did you have to learn by heart? — At school, I had to learn a beautiful poem "Leisure" by William Henry Davies.



Напишіть речення в минулому часі.

1. It is quite clear to everybody in the family that he must start getting ready for his examination instead of wasting time. 2. It is impossible to do anything in such a short time. I must ask the chief to put off my report. 3. I don't mean that you must do everything they tell you. 4. It is already twenty minutes past eight. You must go or you will be late for the first lesson. 5. I am very tired. I feel I must go to bed at once, or I shall fall asleep where I am sitting. 6. We can't wait for them any longer, we must ring them up and find out what has happened. 7. I am thinking hard, trying to find a solution of the problem. There must be a way out.



Напишіть кожне речення двічі: у минулому і у майбутньому часі. Замініть модальні дієслова must і can еквівалентами, де потрібно.

1. He must work systematically if he wants to know French well. 2. This child must spend more time out in the open air. 3. I can't recite this poem. 4. You must take part in this work. 5. He can't join the party because he is busy. 6. You must listen to the tape recording of this text several times. 7. You must take your examination in English. 8. She can translate this article without a dictionary. 9. We can't meet them at the station. 10. The doctor must examine the child.

ТЕМА 34:

ПОПИТ ТА ПРОПОЗИЦІЯ

Заняття 1

РИНКОВА ТА КОМАНДНО-АДМІНІСТРАТИВНА ЕКОНОМІКА



Прочитайте та перекладіть текст українською мовою

MARKET AND COMMAND ECONOMIES

Economics is a science that analyzes what, how, and for whom society produces. The central economic problem is to reconcile the conflict between people's unlimited demands with society's ability to produce goods and services.

In industrial Western countries markets are to allocate resources. The market is the process by which production and consumption are coordinated through prices.

In a command economy, a central planning office makes decisions on what, how, and for whom to produce. Economy cannot rely entirely on command, but there was extensive planning in many Soviet bloc countries.

A free market economy has no government intervention. Resources are allocated entirely through markets.

Modern economies in the West are mixed and rely mainly on the market but with a large dose of government intervention. The optimal level of government intervention remains a problem, which is of interest to economists.

The degree of government restrictions differs greatly between countries that have command economies and countries that have free market economies. In the former, resources are allocated by central government planning. In the latter, there is not any government regulation of the consumption, production, and exchange of goods. Between the two main types lies the mixed economy where market and government are both of importance.

? Дайте відповіді на питання.

1. What is the central economic problem of a society?
2. What is the market?
3. What is the function of the market in an industrial country?
4. How are decisions made in a command economy?
5. In what way does a free market economy differ from a command economy?
6. Which type do most economies in the West belong?



Знайдіть еквіваленти слів у тексті англійською мовою

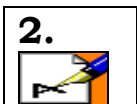
Ринок, командна, економічний, виготовляти, врегульовувати, попит, товари, ресурси, засоби, виробництво, споживання, ціна, економіка, господарство, повністю, рівень, уряд, втручання, змішана, економіст, обмеження, зосереджувати.

ГРАМАТИЧНІ ВПРАВИ ДІЄСЛОВО TO BE + INFINITIVE



1. Перекладіть наступні речення українською мовою. Зверніть увагу на різні значення дієслова to be перед інфінітивом

1. Prices are to regulate production and consumption in a market economy.
2. The problem with government regulation of markets is to control how government restrictions work in real life.
3. The aim of that book is to form a theory of the role of government in economic life.
4. The market is to decide how much to produce.
5. A building society is a financial organization whose purpose is to help people buy houses or flats.
6. When the authors of the textbook discussed examples, their intention was to prepare students for future economic analyses.
7. Governments are to regulate or plan production and consumption. The former is typical of mixed economies, the latter is typical of command economies.



2. Розкрийте дужки, вживаючи дієслова у відповідній формі

There (to be) various forms of government restrictions and regulations in economies. For example, Turkey and Norway both (to limit) profits of firms, the latter also (to control) prices and wages; in Bolivia the tin mines (to nationalize); in China communes (to establish); in Cuba the government (to own) many industries and firms; and in Britain eight basic industries (to nationalize).

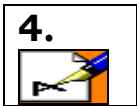
A free market economy (to be) rare in the world.

The level of economy regulation (to be) different in different countries. In some countries it (to grow) in recent years, in others more freedom (to grant) to firms and individuals. But the general tendency (to be) to keep government regulation at quite a high level.



3. Заповніть пропуски відповідною формою дієслова to be

1. Ben ... my friend. 2. He ... a teacher. 3. I... in my room. 4. "... Tommy and Billy babies?" "Yes, they ..." 5. We ... students. 6. She ... a teacher. 7. ... you a student? 8. "... they doctors?" "No, they ... not. They ... students." 9. This ... a cup. It ... yellow. 10. The spoons ... on the table. The table ... in the room. 11. ... those men friends?



Дайте відповіді на питання

1. Are you a teacher?
2. Are you a student?
3. Are you a student or a teacher?
4. Is this boy a student?
5. Is your friend in the room?
6. Are they friends?
7. Are we in the room?
8. Am I a doctor?
9. Am I a student?
10. Am I a teacher?
11. Am I a teacher or a doctor?

ТЕМА 34:

ПОПИТ ТА ПРОПОЗИЦІЯ

Заняття 2

ПОЗИТИВНІ ТА НЕГАТИВНІ ОЗНАКИ РИНКОВОЇ ЕКОНОМІКИ



Прочитайте та перекладіть текст українською мовою

POSITIVE AND NEGATIVE CHARACTERISTICS OF MARKET ECONOMY

There are three types of management in economies. An economy may be almost totally planned, as it was in the Soviet Union. An economy may be almost totally unplanned, as it is in the USA. Or an economy may be a combination of planning and freedom of operation. Examples of the latter are Japan and South Korea.

In a planned economy the government decides what goods are to be produced and how they are to be marketed. Governments set all the priorities, and the producers are to follow the directions given to them.

In a partially planned economy such as Japan's, the government often encourages industry and helps it with subsidies. Government also makes investments and regulates trade.

The United States is an example of an unplanned economy. But it has a lot of government intervention in economic activity. As the economy of the United States grew, and as government and its importance increased, the government policy at every level acquired greater importance for the economy.

But the economy of the United States may be called unplanned because the government does not regulate what will be produced and how it will be marketed. These decisions are left to the producers. Even the great amount of government regulation that has emerged since the Great Depression has not turned the economy of the United States into a planned economy.

The name of the American economic system is capitalism. Another name for it is the free market economy.

? Дайте відповіді на питання.

1. What are problems of a market economy?
2. What is the market?
3. How are positive characteristics of market economy?
4. How are negative characteristics of market economy?
5. In what way does a free market economy differ from a command economy?

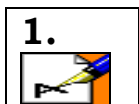
6. What are countries with market economy?



Знайдіть еквіваленти слів у тексті англійською мовою

Управління, планування, уряд, виробляти, виробник, інвестування, торгівля, втручання, зростати, збільшення, політика, рівень, рішення

ГРАМАТИЧНІ ВПРАВИ ЗВОРОТ TO BE + OF + NOUN



1. Перекладіть українською мовою речення, які містять зворот "to be + of + іменник"

1. This book on economics is of great interest.
2. Independent work at the library is of great value to every university student.
3. These new machines may be of use on farms.
4. Knowledge of foreign languages may be of great importance to everybody.



2. Перекладіть наступні речення, які містять зворот "to be + of + іменник"

1. Economists' recommendations may be of high value to governments but governments do not always rely on them.
2. The study of economics is of great use even to those students who have no wish to become professional economists.
3. Basic problems of economics are of great importance to every economist, while specific problems of farm economics are mostly of interest to economists who study agriculture.
4. Since economists cannot make experiments, collecting and using information from a large number of past years is of practical importance for analyzing and solving problems of today.
5. Professional marketing services are of great value to producers and sellers.
6. Economic statistics are of interest to economic policy decision-makers.

ТЕМА 34:

ПОПИТ ТА ПРОПОЗИЦІЯ

Заняття 3

ЕКОНОМІКА ЗМІШАНОГО ТИПУ



Прочитайте та перекладіть текст українською мовою

MIXED ECONOMY

Mixed economy is a term used to describe an economic system, where some important production is undertaken by the state, directly or through its nationalised industries, and some is left for private enterprise. It is also defined as "an economy containing the characteristics of both capitalism and socialism, that is, a combination of private and public ownership of the means of production, with some measure of control by the central government". It is a type of economy in which private and public sectors co-exist and try to retain the advantages of capitalism and socialism while trying to eliminate the evils of both the systems.

The free market allows individuals to produce goods and services without any government restrictions. The command economy allows little individual economic freedom since most decisions are made by the government. Between these two extremes lies the mixed economy.

In a mixed economy the government and private sector co-operate in solving economic problems. The government controls production through taxation and orders for goods and services for the army, the police force, administration and other needs.

In a mixed economy the government may also be a producer of goods. An example of this is the United Kingdom where there are nationalized industries such as railways and coal. Some capitalist countries, France, for example, employ what is often called state capitalism. In this form of a mixed economy, the state becomes a major shareholder in private enterprises. An alternative, employed in Great Britain (more in the past than now), is for the state to own some industries while leaving others in private hands. Australia is a mixed economy, with major state-owned enterprises in communications, transport, banking, energy generation and health services, as well as privately owned enterprises in the same areas. In common with capitalist economies such as the UK and New Zealand, Australian governments are reducing these activities by privatising state-operated businesses. Other examples are seen in eastern Europe and the former Soviet Union, where newly independent states have embraced the principles of private enterprise. China, too, provides a striking illustration of the transition to a mixed economy. In economics and politics, a mixed economy is an economy which combines

regulated free market capitalism and a limited number of socialist institutions and State ownership of some sectors of the economy

? Дайте відповіді на питання.

1. What do you know kinds of economies?
2. What is the role of governments in mixed economies?
3. How are decisions made in a mixed economy?
4. To which type do most economies in the West belong?
5. What are countries with mixed economy?



Знайдіть еквіваленти слів у тексті англійською мовою

економіка змішаного типу, управління, планування, уряд, виробляти, виробник, інвестування, втручання, рішення.

ГРАМАТИЧНІ ВПРАВИ PARTICIPLE I



1.

Створіть Participle I від наступних дієслів

to work, to allocate, to limit, to analyze, to say, to make, to produce, to study, to buy, to sell.



2.

Перекладіть наступні речення українською мовою, звертаючи увагу на функції Participle I

1. Exports are goods and services sold to other countries.
2. In free market economies changes in price are never results of regulations imposed by governments.
3. Imposing some restrictions on food prices, governments make it possible for all the people to buy enough food.
4. The 3.8 billion people of the world in the early 1970s had about 20 percent more to eat than the 2.7 billion living 20 years earlier.
5. Knowing that their resources are limited, people make a decision how to allocate them in the best possible way.
6. The government can regulate monopolies controlling the prices or supplying the products itself.



3.

Створіть Participle I , які підходять по змісту, від дієслів у дужках

The theory of consumer choice (to base) on individual utility shows how different tastes result in different demands for the same goods.

The theory of supply assumes that the producer (to depend) on a production technology wants to maximize profit.

A subsidy is money (to give) by a government to some producers, for example farmers, to help them to produce at a low price the goods or services (to need) by the public.



Створіть Participle I від наступних дієслів і перекладіть їх українською мовою

to meet, to tell, to find, to send, to give, to take, to read, to look, to go, to open, to close, to put, to copy out, to sit. to do, to come.

ТЕМА 34:

ПОПИТ ТА ПРОПОЗИЦІЯ

Заняття 4

ПОПИТ ТА ПРОПОЗИЦІЯ



Прочитайте та перекладіть текст українською мовою

DEMAND AND SUPPLY

Demand is the quantity of a good that buyers wish to buy at each price. Other things equal, at low prices the demanded quantity is higher.

Supply is the quantity of a good that sellers wish to sell at each price. Other things equal, when prices are high, the supplied quantity is high as well.

The market is in equilibrium when the price regulates the quantity supplied by producers and the quantity demanded by consumers. When prices are not as high as the equilibrium price, there is excess demand (shortage) raising the price. At prices above the equilibrium price, there is excess supply (surplus) reducing the price.

There are some factors influencing demand for a good, such as the prices of other goods, consumer incomes and some others.

An increase in the price of a substitute good (or a decrease in the price of a complement good) will at the same time raise the demanded quantity.

As consumer income is increased, demand for a normal good will also increase but demand for an inferior good will decrease. A normal good is a good for which demand increases when incomes rise. An inferior good is a good for which demand falls when incomes rise.

As to supply, some factors are assumed as constant. Among them are technology, the input price, as well as degree of government regulation. An improvement in technology is as important for increasing the supplied quantity of a good as a reduction in input prices.

Government regulates demand and supply, imposing ceiling prices (maximum prices) and floor prices (minimum prices) and adding its own demand to the demand of the private sector.

? Дайте відповіді на питання.

1. What is demand?
2. What is supply?
3. When are the demanded and supplied quantities of goods high?
4. How are prices and the supplied and demanded quantities regulated by the market?

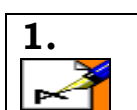
5. Which factors influence demand? How do they work?
6. Which factors influence supply?
7. How can governments regulate demand and supply?



Знайдіть еквіваленти слів у тексті англійською мовою

Попит, обсяг, покупці, ціна, пропозиція, продавець, ринок, рівновага, виробник, споживач, дефіцит, надлишок, впливати, збільшувати, зменшувати, товар-замінник, доповнюючий товар, дохід, покращення.

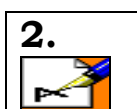
ГРАМАТИЧНІ ВПРАВИ PARTICIPLE II



1.

Перекладіть українською мовою, звертаючи увагу на Participle II

1. A letter sent from St. Petersburg today will be in Moscow tomorrow. He saw some people in the post office sending telegrams. When sending the telegram she forgot to write her name.
2. Some of the questions put to the lecturer yesterday were very important. The girl putting the book on the shelf is the I new librarian. While putting the eggs into the basket she broke one of them.
3. A fish taken out of the water cannot live. A person taking a sunbath must be very careful. Taking a dictionary, he began to translate the text.
4. A line seen through this crystal looks double. A teacher seeing a mistake in a student's dictation always corrects it. Seeing clouds of smoke over the house the girl cried: "Fire! Fire!"
5. The word said by the student was not correct. The man standing at the door of the train carriage and saying goodbye to his friends is a well-known musician. Standing at the window, she was waving her hand.
6. A word spoken in time may have very important results. The students speaking good English must help their classmates. The speaking doll interested the child very much. While speaking to Nick some days ago I forgot to ask him about his sister.

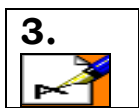


2.

Оберіть з дужок потрібну форму Participle

1. We listened to the girls (singing, sung) Russian folk songs. We listened to the Russian folk songs (singing, sung) by the girls.
2. The girl (washing, washed) the floor is my sister. The floor (washing, washed) by Helen looked very clean.
3. Who is that boy (doing, done) his homework at that table? The exercises (doing, done) by the pupils were easy.

4. The house (surrounding, surrounded) by tall trees is very beautiful. The wall (surrounding, surrounded) the house was very high.
5. The girl (writing, written) on the blackboard is our best pupil.



3. Перекладіть Participle II перехідних дієслів українською мовою

1. to repeat, to translate, to study, to answer, to discuss, to receive, to ask, to wash, to play, to stop, to decide, to dress, to love, to use, to open, to revise, to finish.
2. to read, to take, to do, to begin, to give, to see, to spend, to make, to tell, to leave, to meet, to send, to hear, to find, to know, to put, to wake up.
3. to go, to sit, to come, to get to, to be, to think, to speak to.

ТЕМА 34:

ПОПИТ ТА ПРОПОЗИЦІЯ

Заняття 5

ПОПИТ ТА ПЛАТОСПРОМОЖНІСТЬ НАСЕЛЕННЯ



Прочитайте та перекладіть текст українською мовою

DEMAND AND SOLUBILITY OF POPULATION

Demand is the quantity of a good that buyers wish to buy at each price. Other things equal, at low prices the demanded quantity is higher.

There are some factors influencing demand for a good, such as the prices of other goods, consumer incomes and some others.

As consumer income is increased, demand for a normal good will also increase but demand for an inferior good will decrease. A normal good is a good for which demand increases when incomes rise. An inferior good is a good for which demand falls when incomes rise.

Consumer demand is the relationship between the quantity demanded for the good and its price. The factors assumed constant are prices of other goods, income, and a number of noneconomic factors, such as social, physiological, demographic characteristics of the consumer in question.

A change in demand takes place when one of the factors assumed constant changes.

An increase in income results in a rise of the quantity demanded, provided the goods are normal.

A change in the price of one good has an income effect and a substitution effect. The income effect of a price increase is to reduce the quantity demanded of all normal goods. For inferior goods, the income effect works in the opposite direction. The substitution effect leads consumers to buy less of the goods whose price has increased.

The substitution effect of a price rise will also reduce the demand for the goods that are complementary to the goods whose price has risen.

In practice, there are three types of relationships between goods: the goods may be substitutes, complements, or independent. The definition of the three types of relationships is based on the substitution effect of the price change of a good.

? Дайте відповіді на питання.

1. What is consumer demand?
2. Which factors influence demand? How do they work?
3. What factors influencing consumer demand are assumed constant?

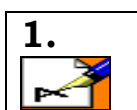
4. Which choice does the consumer have to make?
5. How should the consumer allocate his income?
6. How does the marginal utility change as the consumption of a good increases?
7. In what way does market demand differ from individual demand?



Знайдіть еквіваленти слів у тексті англійською мовою

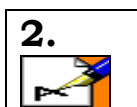
Попит, обсяг, покупці, ціна, виробник, споживач, товар-замінник, доповнюючий товар, дохід, відносини, зміна, збільшувати.

ГРАМАТИЧНІ ВПРАВИ СТУПЕНІ ПОРІВНЯННЯ ПРИКМЕТНИКІВ ТА ДІСПРИКМЕТНИКІВ



1. Утворіть ступені порівняння наступних прикметників

1. large, old, few, new, high, poor, low;
2. good, bad, little, many;
3. important, reliable, effective, difficult, limited, developed, popular;
4. effectively, soon, successfully, quickly, often, slowly, much, well.



2. Утворіть вищий та найвищий ступені порівняння прикметників

Hot, long, short, clever, silly, great, red, black, white, thin, thick, fat, nice, warm, cold,
merry, small, tall, high, weak, strong, heavy, light, green, dry, clean, dirty, wide, deep,
brave.



3. Перекладіть речення англійською мовою

1. Я знаю цікаву історію. Він знає цікавішу історію. Вона знає найцікавішу історію.
2. Це довгий шлях. Це довший шлях. Це найдовший шлях.
3. Її робота дуже важлива. Його робота важливіша. Моя робота найважливіша.
4. Це погана пісня. Це ще гірша пісня. Це найгірша пісня.
5. Він хороший інженер. Він кращий інженер. Він найкращий інженер.
6. Він приніс їй красиву квітку. Він приніс їй ще красивішу квітку. Він приніс їй найкрасивішу квітку.

7. Він розповів нам про щасливу людину. Він розповів нам про більш щасливу людину. Він розповів нам про найщасливішу людину.



Перекладіть речення англійською мовою

1. Я думаю, що наш учитель англійської мови був дуже терплячий. 2. Наш старий лікар був завжди зайнятий. Наш новий лікар більш зайнятий. 3. Моя вчителька німецької мови — найенергійніша людина. 4. Ми знаємо, твій сусід знизу — дуже нудна людина. 5. Я вважаю, твій дідусь — найщедріша людина, яку я коли-небудь зустрічав. 6. Годинник у Рональда точний, але годинник його тітки точніший. 7. Вона купила годинник у Швейцарії, бо вона вважає, що швейцарські годинники найточніші у світі. 8. Цей телевізійний фільм набагато гірший, ніж сьогоднішній фільм. 9. Яка найсмішніша телевізійна програма? 10. Це були найщасливіші дні в її житті. 11. Це дуже легка задача. Дайте мені більш важку задачу. 12. Улітку дні довгі, а ночі короткі. 13. 22 червня — найдовший день. 14. У липні дні коротші. 15. У грудні дні найкоротші. 16. "Четвірка" — хороша оцінка, але "п'ятірка" краща. 17. "П'ятірка" — найкраща оцінка. 18. Найгірша оцінка — "двійка". 19. Твоя сукня, звичайно, дуже красива, але моя сукня красивіша. 20. Мій тато — високий чоловік. 21. Це тепліше пальто.

ТЕМА 34:

ПОПИТ ТА ПРОПОЗИЦІЯ

Заняття 6

ТЕОРІЯ ПОПИТУ



Прочитайте та перекладіть текст українською мовою

THEORY OF DEMAND

Consumer demand is the quantities of a particular good that an individual consumer wants and is able to buy as the price varies, if all other factors influencing demand are constant.

That is, consumer demand is the relationship between the quantity demanded for the good and its price. The factors assumed constant are prices of other goods, income, and a number of noneconomic factors, such as social, physiological, demographic characteristics of the consumer in question.

The theory of demand is based on the assumption that the consumer having budget constraint seeks to reach the maximum possible level of utility, that is, to maximize utility, but he usually prefers to obtain more rather than less. The consumer has to solve the problem of choice. Provided he is to maintain a given level of utility, increases in the quantity of one good must be followed by reductions in the quantity of the other good. The consumer has to choose the specific goods within the limits imposed by his budget.

The concept of marginal utility is of great importance for solving the utility maximization problem. The marginal utility of a good is the additional utility obtained from consuming an additional unit of the good in question. The marginal utility from consuming a good decreases as more of that good is consumed. The income should be allocated among all possible choices so that the marginal utility per dollar of expenditure on each good is equal to the marginal utility per dollar of expenditure on every other good.

A price increase will result in a reduction in the quantity demanded. This relationship between the quantity demanded of a good and its price is called the law of demand. As the marginal utility from each additional unit of the good consumed decreases, the consumer will want to buy more of this good only if its price is reduced.

Market demand is the quantities of a good that all consumers in a particular market want and are able to buy as price varies and as all other factors are assumed constant. Market demand depends not only on the factors affecting individual demands, but also on the number of consumers in the market. The law of demand also works with market demand.

? Дайте відповіді на питання.

1. What is consumer demand?
2. What factors influencing consumer demand are assumed constant?
3. What is the principal assumption of the demand theory?
4. Which choice does the consumer have to make?
5. What is marginal utility?
6. How should the consumer allocate his income?
7. How does the marginal utility change as the consumption of a good increases?
8. In what way is the marginal utility connected with price?
9. What is market demand?
10. In what way does market demand differ from individual demand?



Знайдіть еквіваленти слів у тексті англійською мовою

Споживач, попит, конкретний, ціна, впливати, відносини, товари, дохід, припущення, бюджет, корисність, збільшувати, вибір, накладати (податки), важливість, додатковий, витрати, зменшувати.

**ГРАМАТИЧНІ ВПРАВИ
ЧИСЛІВНИК**



Відпрацюйте читання числівників

1) В числівниках після мільйонів і тисяч ставиться кома. Після сотень говориться сполучник and. Наприклад : 8,861 — eight thousand eight hundred and sixty-one.

Прочитайте наступні числівники: 38; 189; 375; 23,633; 1,879; 211; 40,100; 71,213; 1,001,700; 43,641,788; 73,233,441

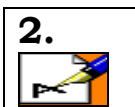
2) Цифри у значенні років читаються наступним чином: 1892- eighteen ninety-two; 1900 - nineteen hundred; 1802 - eighteen o two; 2002 - two thousand and two

Прочитайте англійською: 1343; 1799; 2000; 1908; 1999; 1954; 1603

3) Якщо мова йде про одне десятиліття в межах віку, то англійською слід казати: the thirties (30s) of the 19th century , the 1830s — the eighteen-thirties.

Прочитайте англійською:

в 70-ті роки; на протязі 40-их років; в 30-ті роки XX віку; в 90-ті роки XIX віку.



2. Відпрацюйте читання числівників і вживання пов'язаних з ними слів

1) У простих дробів в чисельнику вказується кількісний числівник, а в знаменнику – порядковий. Якщо чисельник більший 1, знаменник вживається в множині. Наприклад : $\frac{1}{4}$ - one-fourth ; $\frac{2}{3}$ – two-thirds.

Прочитайте прості дроби :

$\frac{3}{4}$; $\frac{1}{6}$; $\frac{3}{8}$; $\frac{1}{5}$

2) В десяткових дробах після цілих чисел ставиться не кома, а крапка, яка читається point. Наприклад : 1.53 – one point fifty-three.

Прочитайте десяткові дроби:

3.71; 83.12; 17.4; 20.5; 11.33

ТЕМА 35:

ВИРОБНИЦТВО

Заняття 1

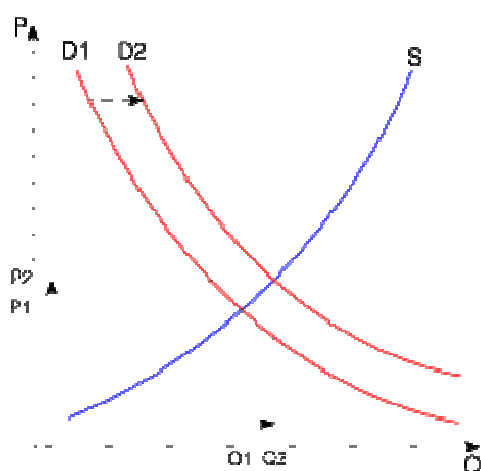
ТЕОРІЯ ПРОПОЗИЦІЇ



Прочитайте та перекладіть текст українською мовою

THEORY OF SUPPLY

The theory of supply and demand describes how prices vary as a result of a balance between product availability at each price (supply) and the desires of those with purchasing power at each price (demand). The graph depicts an increase in demand from D_1 to D_2 along with the consequent increase in price and quantity required to reach a new market-clearing equilibrium point on the supply curve (S).



Supply is the quantity that producers are willing to sell at a given price. For example, the potato grower may be willing to sell 1 million lb of potatoes if the price is \$0.75 per lb and substantially more if the market price is \$0.90 per lb. The main determinants of supply will be the market price of the good and the cost of producing it. In fact, supply curves are constructed from the firm's long-run cost schedule. Supply curves are traditionally represented as upward-sloping because of the law of diminishing marginal returns. This need not be the case, however, as described below.

In microeconomic theory, the partial equilibrium supply and demand economic model originally developed by Alfred Marshall attempts to describe, explain, and predict changes in the price and quantity of goods sold in competitive markets. The model is only a first approximation for describing an imperfectly

competitive market. It formalizes the theories used by some economists before Marshall and is one of the most fundamental models of some modern economic schools, widely used as a basic building block in a wide range of more detailed economic models and theories. The theory of supply and demand is important for some economic schools' understanding of a market economy in that it is an explanation of the mechanism by which many resource allocation decisions are made. However, unlike general equilibrium models, supply schedules in this partial equilibrium model are fixed by unexplained forces.

? Дайте відповіді на питання.

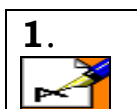
1. What is the theory of supply and demand?
2. What does the graph depict?
3. What is actually supply?
4. Who first developed supply and demand economic model?
5. What does the supply and demand economic model describe?



Знайдіть еквіваленти слів у тексті англійською мовою

Попит, описувати, варіювати, бажання, пропонуюча сторона, відобразити, зріст, баланс (рівновага), обумовлюючий фактор, крива попиту, граничний дохід (прибуток), мікроекономічна теорія, розробляти, конкурентний ринок.

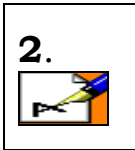
**ГРАМАТИЧНІ ВПРАВИ
СЛОВА "SOME" ТА "THE SAME"**



1. Перекладіть наступні речення на українською мовою, звертаючи увагу на слова some і the same

1. At some price, which we call the "equilibrium price", the demanded quantity of a good equals the supplied quantity.
2. All markets have the same economic function: they form prices equaling the quantities of goods that people wish to buy or to sell.
3. There has been some rise of income in the past two decades in developing countries.
4. A less developed country is the same as a country of the Third World.
5. An association is an organization formed by the people having the same interests and held together by a system of management.
6. For the next twenty years the supply of energy will be limited in some sectors of the US economy.
7. A consumer group is a small group of people living in the same place who study the prices and the quality of consumer goods sold in shops, and make the information known to the public.

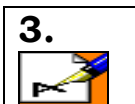
8. An improvement in technology is something that makes it possible for firms to produce more goods with the same quantity of inputs as before.



2. Complete these sentences with some/any/someone/anyone/somebody/anybody/ something/anything/somewhere/anywhere

**Examples: Ann has bought.....some.....new shoes.
The boy refused to tell us anything.**

1. Does.....mind if I smoke?
2. Would you like.....to eat?
3. Do you live.....near Jim?
4. The prisoners refused to eat.....
5. There's.....at the door. Can you go and see who it is?
- 6 We slept in the park because we didn't have to stay. We didn't know.....we could stay with and we didn't have.....money for a hotel.
7. Can I have.....milk in my coffee, please?
8. Sue is very secretive. She never tells.....(two words).
9. Why are you looking under the bed? Have you lost ?
10. You can cash these travelers cheques at.....bank.
11. I haven't read.....of these books but Tom has read.....of them.
12. He left the house without saying.....to.....
13. Would you like.....more coffee?
14. The film is really great. You can ask.....who has seen it.
15. This is a No Parking area.....who parks their car here will have to pay a fine.
16. Can you give meinformation about places to see in the town?
17. With this special tourist bus ticket you can go.....you like onbus you like.



3. In this exercise you have to write sentences with if

**Example: Perhaps someone will need help. If so, they can ask me.
If anyone needs help, they can ask me.**

1. Perhaps someone will ring the doorbell. If so, don't let them in.
If, don't let them in.
2. Perhaps someone will ask you some questions. If so, don't tell them anything.
If
3. Perhaps someone saw the accident. If so, they should contact the police.
If



**4. Complete these sentences. Use
any/anyone/anybody/anything/anywhere**

**Example: I don't mind what you tell him.
You can tell him anything you like.**

1. I don't mind what you wear to the party.
You can wear
2. I don't mind where you sit. You can.....
3. It doesn't matter which day you come.
You.....
- 4 I don't mind who you talk to. You.....
5. It doesn't matter which flight you travel on.....
6. I don't mind who you marry.
7. It doesn't matter what time you phone.

ТЕМА 35:

ВИРОБНИЦТВО

Заняття 2

ПРОПОЗИЦІЇ ТА ВИРОБНИЦТВО ОКРЕМИХ ВИДІВ ТОВАРІВ



Прочитайте та перекладіть текст українською мовою

SUPPLY AND PRODUCTION OF GOODS

One of the most basis concepts of economics is Supply and Demand. These are really two separate things, but they are almost always talked about together.

Supply is how much of something is available. For example, if you have 9 baseball cards, then your supply of baseball cards is 9. If you have 6 apples, then your supply of apples is 6.

Demand is how much of something people want. It sounds a little bit harder to measure, but it really isn't. To measure demand, we can use a very simple numbering system, just like the supply one. If 8 people want baseball cards, then we can say that the demand for baseball cards is 8. If 6 people want apples, then we can say that the demand for apples is 6.

Did you notice that the baseball cards supply was one more than the baseball cards demand? Did you also notice that the apples supply was equal to the apples demand? We'll get to that soon.

So we have supply, which is how much of something you have, and demand, which is how much of something people want. Put the two together, and you have supply and demand.

Now, how do you show the relationship between the two? One way is to use the price of something. Generally speaking, the price of something will go up if the demand goes up. Why? Because the seller thinks he or she can get more money for whatever he or she is selling.

If more people want something, they will be willing to pay more for it. A good example is the newest basketball shoes. Everybody wants them, and they will be willing to pay more than they normally would to get them. The demand goes up. Why? Because more people want them. The price also goes up. Why? Because the seller knows he or she can get more money for the product because it is in demand.

In the same way, the price will go down when the demand goes down. When the new style of basketball shoes comes out, everyone wants the new shoes. The old shoes don't seem so new anymore. The seller still wants to sell those older shoes, since he or she has a lot still in stock. So, the price goes down. Why? The seller hopes that people will be willing to buy the older shoes at a lower price. After all, the older shoes aren't that much older or worse than the brand new shoes.

What does all this mean? It means that you can track supply and demand by also tracking price. If something has a high price, you can usually conclude that the demand for that item is low. (This is not always the case; it is usually the case.) In the same way, if something has a low price, you can usually conclude that the demand for that item is high.

Why? First of all, a seller has already paid money for what he is trying to sell. A bookseller has paid \$4 for each paperback book he has on his shelves. He has bought 1,000 books and paid \$4,000. He is selling those same books for \$5 each. He hopes to sell all of them at \$5 each and get a total of \$5,000.

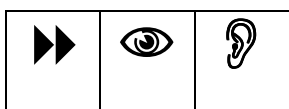
But what if the demand is low and no one wants to buy them? The seller wants to make some of his money back, so he might lower the price. He is already out the \$4,000. He can't change that. But he can change how much money he is bringing in. If he lowers the price of the books to \$4 each, he breaks even on each book but still takes in some of the money he had spent to buy the books in the first place. And this bookseller would have had to lower the price of the books because the demand was low.

The reverse can also be true. If the bookseller decides that he wants to get as much money as he can back, then he might raise the price of the books to \$6 each, figuring that he will sell fewer books overall but will get more money for each book he sells.

What does it all mean? Supply and Demand are two very strong market concepts. Studying the two of them can give you a good idea of what people like to buy and sell. And you can track both supply and demand by comparing the price of an item over time.

? Дайте відповіді на питання.

1. What are the most basic concepts of economics?
2. Can you explain what supply actually is with your own words?
3. What will be people willing to do if more of them want to buy something?
4. If the demand is low what will be the price?
5. If the price is low what is going on with demand?
6. What can give you a good idea of what people like to buy and sell?



Знайдіть еквіваленти слів у тексті англійською мовою

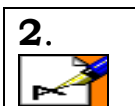
Управління, планування, уряд, виробляти, виробник, інвестування, торгівля, втручання, зростати, збільшення, політика, рівень, рішення

ГРАМАТИЧНІ ВПРАВИ ЗНАЧЕННЯ СЛОВА «AS» ТА СПОЛУЧЕННЯ З НИМ



1. Перекладіть речення українською мовою, звертаючи увагу на різні значення слова *as* та сполучень з ним

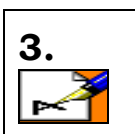
1. If the rise in prices is very large and quick, the situation is known as hyperinflation.
2. As to price ceilings, without government regulation and organization they may lead to “black market” as well as other social and economic problems.
3. Complement goods are those goods which you cannot use one without the other, such as cars and petrol. As the price for petrol rises, the demand for cars reduces.
4. Only when demand equals supply, people can buy or sell as much as they want.
5. Harvest failures are the most important reason for changes in agricultural product supply, but there are other reasons as well.
6. Attempts to organize supply restrictions in coffee and cocoa have not been so effective as OPEC regulation of quantities of oil sold to other countries.
7. As the supply increases with an improvement in technology, firms want to produce more at the same price level as before.
8. Every firm wants to sell as many goods as possible.



2.

**Доповніть речення словом *as* або сполученням з ним.
Перекладіть речення українською мовою**

1. The newly industrialized countries ... Brazil, Mexico, Hong Kong, South Korea and Singapore, grew twice ... quickly ... the rich industrialized countries during the 1970s. ... a group, their share of world exports increased from 3 percent in 1960 to 7 percent in 1987. These countries now play a larger part in the world economy than ...countries ... Sweden and Australia.
2. Capitalism is an economic system in which capital belongs to private persons who are free to carry on business ... they wish without any government intervention.
3. Alfred Marshall (1842-1924) is known ... an economist who played an important role in the construction of theories of consumer demand and contributed to many other areas of economics His *Principles of Economics* written in 1890 was a leading economics book for many years.



3.

In this exercise you have to join a sentence from box A with a sentence from box B. Begin each of your sentences with *as* (reason)

A tomorrow is public holiday	B I walked in
there isn't anything to eat in the house	I had to walk home
it was a nice day	we came in very quietly
we didn't want to wake anyone up	the shops will be shut
the door was open	let's go out for a meal
I didn't have enough money for a taxi	we decided to go for a walk

1. As tomorrow is a public holiday, the shops will be shut.

2. As
3.
4.
5.
6.



From each pair of sentences make one sentence with *as* (time)

Example: She opened the letter. I watched her. I watch as she open the letter.

1. We posed for the photograph. We smiled.
We smiled
2. He explained what I had to do. I listened carefully.
I
3. The two teams ran onto the pitch. The crowd cheered.
The crowd
4. She passed me in the street She didn't look at me.
.....

In the following sentences use *just as*. **Example:** I sit down. Just at that moment the phone rang. The phone rang just as I sat down.

5. We arrived at the beach. Just at that moment it started to rain.
It started
6. I took the photograph. Just at that moment you moved.
.....

In these sentences, one thing happens during another.

Example: Jill was taking the cakes out of the oven. She burnt herself.
Jill burnt herself as she was taken the cakes out of the oven.

7. Tom was climbing out of the window. He fell.
Tom fell
8. We were driving along the road. A dog ran out in front of the car.
A dog
9. She was getting out of the car. She dropped her bag.
.....

ТЕМА 35:

ВИРОБНИЦТВО

Заняття 3

ЕЛАСТИЧНІСТЬ ПОПИТУ ТА ПРОПОЗИЦІЇ



Прочитайте та перекладіть текст українською мовою

PRICE ELASTICITY OF DEMAND AND SUPPLY

There is a relationship between demand and price. How much demand for a commodity is affected by a change in price is called elasticity of demand. If a small change of price results in a large change in demand, the demand is called elastic, if the demand changes only a little, it is called inelastic. The price elasticity of demand coefficient is negative as demand usually falls with a rise in price.

The price elasticity of supply shows the percentage change in the quantity supplied resulting from a one-percent change in price.

As an increase in the quantity supplied is normally a result of a rise in price, the coefficient is usually positive. We have a "0" (zero) elasticity when a price change results in no quantity supplied change. This is called a perfectly inelastic supply. Provided the elasticities vary between zero and one, the supply is called inelastic. With coefficients greater than one, the supply is called elastic. The percentage change in quantity is larger than the corresponding percentage change in price.

Agricultural supply is mostly inelastic because of the high proportion of such inputs as land, buildings, and machinery. The elasticities of agricultural commodities (potatoes, wheat, fruits, eggs, milk) vary greatly. Because of increasing specialization of production, of farm animal products, in particular, elasticities for such commodities as pigs or broilers have decreased in recent years.

? Дайте відповіді на питання.

1. Which demand is called elastic?
2. In what units is elasticity of supply shown?
3. Why is the price elasticity of demand coefficient negative and the corresponding coefficient for supply positive?
4. What supply is called inelastic?
5. What is the difference between the inelastic and the perfectly inelastic supply?
6. What is the tendency of agricultural supply development?



Знайдіть еквіваленти слів у тексті англійською мовою

Еластичність, перевага, зміна, знизатися, зміна у процентному відношенні, нееластичний, спеціалізація товарів, чисельність, сільськогосподарський.

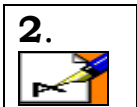
ГРАМАТИЧНІ ВПРАВИ ЧАСОВІ ФОРМИ ДІЄСЛІВ. ДІЄСЛОВА, ЩО ВИРАЖАЮТЬ ОБОВ'ЯЗОК



1.

Використайте дієслова у дужках у відповідній часовій формі дієслів

Communism is a political and economic doctrine which (*to say*) that everything must belong to the state and the government is to organize all the production. Karl Marx (*to formulate*) his idea of communism as “from each according to his ability, to each according to his needs”. Command economy where strategic decisions (*to make*) by government and (*not to regulate*) by the price system (*to rely*) on the communist doctrine. China still (*to organize*) its economy along communist lines but Russia and other former Soviet Union’s countries and East-European countries recently (*to move away*) to more market-based economies.



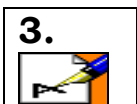
2.

Розкрийте дужки та використайте дієслова у відповідній часовій формі

There (*to be*) various forms of government restrictions and regulations in economies. For example, Turkey and Norway both (*to limit*) profits of firms, the latter also (*to control*) prices and wages; in Bolivia the tin mines (*to nationalize*); in China communes (*to establish*); in Cuba the government (*to own*) many industries and firms; and in Britain eight basic industries (*to nationalize*).

A free market economy (*to be*) rare in the world.

The level of economy regulation (*to be*) different in different countries. In some countries it (*to grow*) in recent years, in others more freedom (*to grant*) to firms and individuals. But the general tendency (*to be*) to keep government regulation at quite a high level.



3.

Розкрийте дужки та використайте дієслова у відповідній часовій формі

What (*to happen*) to the equilibrium price of a product when its quantity (*to supply*) by producers (*to change*)? For example, with an improvement in technology of wheat production wheat farmers (*to wish*) and (*to be*) able (*to supply*) more wheat at a given price than they (*to do*) before. How it (*to influence*)

the equilibrium price? Clearly, it (*to fall*). But if the weather (*to be*) poor, the (*to supply*) quantity of wheat (*to decrease*). How it (*to influence*) the equilibrium price? It (*to go*) up.

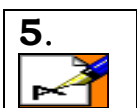
In 1984, police officers (*to concern*) with narcotics consumption in the United States (*to show*) what a change in (*to supply*) quantity (*can*) (*to do*). There (*to be*) a massive increase in the quantity of coca production in South America and the quantity of cocaine (*to supply*) to the United States (*to raise*) dramatically. The result (*to be*) a big fall in the price of cocaine. In some parts of the United States, cocaine (*to sell*) in 1984 for one-half to one-third the price of a year before. One of federal officials (*to say*): “At no time in the modern history of international drug control the price of a drug (*to drop*) by half so quickly.”



4. Complete these sentences with *must* or *have to* (in its correct form). Sometimes it is possible to use either; sometimes only *have to* is possible

Examples: Well, it's 10 o'clock. I.....must(or have to).....go now.
Ann was feeling ill last night. She ..had to.....leave the party early.

1. You really.....work harder if you want to pass that examination.
2. Many children in Britain.....wear uniform when they go to school.
3. Last night Don suddenly became ill. We.....call the doctor.
4. Ann has.....wear glasses since she was eight years old.
5. I'm afraid I can't come tomorrow. Iwork late.
6. I'm sorry I couldn't come yesterday. I.....work late.
7. Tom may.....go away next week.
8. We couldn't repair the car ourselves. We.....take it to a garage.
9. When you come to London again, you.....come and see us.



5. Now make questions with *have to*.

Example: ‘Tom had police station.’
‘Why did he have to go to the police station.’

1. ‘Ann has to leave tomorrow.’ ‘What time exactly.....’
2. ‘We had to answer a lot of questions in the examination.’
‘How many questions ..’
3. ‘George had to pay a parking fine.’ ‘How much ..’
4. ‘I have to get up early tomorrow.’ ‘Why.....’



6.

You are giving advice to a friend. Use *should* or *shouldn't*

Example: Your friend is always coughing because he smokes too much. Advise him to stop smoking. *You should stop smoking.*

1. Your friend has a bad toothache. Advise him to go to the dentist. You
2. Your friend rides his bicycle at night without lights. You think this is dangerous. Advise him not to do it.
3. Your friend is going to visit Greece. Advise him to learn a few words of Greek before he goes.....



7.

Now you have to read the situations and write sentences with *should (have)* and *shouldn't (have)*. Sometimes you have to use the present, sometimes the past

Examples: The speed limit is 30 miles an hour but Tom is driving at 50.
 He shouldn't be driving fast.
 When we got to the restaurant there were no free tables. We hadn't reserved one.
 We should have reserved a table.

1. It's very cold. Mr Taylor, who has been ill recently, is walking along the road without a coat. He.....
2. We went for a walk. While we were walking, we got hungry but we hadn't brought anything with us to eat. We said: We.....
3. I went to Paris. Marcel lives in Paris but I didn't go to see him while I was there. When I saw him later, he said: You.....
4. The notice says that the shop is open every day from 8.30. It is not 9 o'clock but the shop isn't open.....
5. The driver in front stopped suddenly without warning and I drove into the back of his car. It wasn't my fault.....
6. The children normally go to bed at 9 o'clock. It is now 9.30. They are not in bed; they are watching television. (*two sentences*).....
7. The accident happened because Tom was driving on the wrong side of the road.

ТЕМА 35:

ВИРОБНИЦТВО

Заняття 4

ФАКТОРИ ВИРОБНИЦТВА



Прочитайте та перекладіть текст українською мовою

FACTORS OF PRODUCTION

Factors of production are resources used in the production of goods and services in economics. Economic resources are scarce relative to the infinite needs and wants of people and businesses operating in the economy. It is important to use these resources efficiently in order to maximize the output that can be produced from them.

Classical economics distinguishes between three factors of production:

- Land or natural resources – naturally-occurring goods such as soil and minerals that are used in the creation of products. The payment for land is rent.
- Labor – human effort used in production which also includes technical and marketing expertise. The payment for labor is a wage.
- Capital goods – human-made goods (or means of production) which are used in the production of other goods. These include machinery, tools and buildings. In a general sense, the payment for capital is called interest.

These were codified originally in the analyses of Adam Smith, 1776, David Ricardo, 1817, and the later contributions of Karl Marx and John Stuart Mill as part of one of the first coherent theories of production in political economy. Marx refers in *Das Kapital* to the three factors of production as the "holy trinity" of political economy.

In the classical analysis, working capital was generally viewed as being a stock of physical items such as tools, buildings and machinery. This view was explicitly rejected by Marx. Modern economics has become increasingly uncertain about how to define and theorise capital.

? Дайте відповіді на питання.

1. What are factors of production?
2. Can you explain land or natural resources as a factor of production?
3. How can you explain "holy trinity" in the economy?
4. What do capital-goods include?
5. How was working capital viewed in the classical analysis?

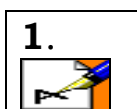
6. What is the modern view on the capital?



Знайдіть еквіваленти слів у тексті англійською мовою

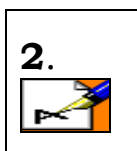
Товари і послуги, фактори виробництва, недостатній, необхідність, збільшувати до максимального рівня, виробництво, виробляти, розглядати, природні ресурси, людський труд, заробітна плата, внесок, "свята трійця", не визнавати теорію, визначати і формувати теорію.

ГРАМАТИЧНІ ВПРАВИ БЕЗСПОЛУЧНИКОВЕ ПРИЄДНАННЯ ОЗНАЧАЛЬНИХ ПІДРЯДНИХ РЕЧЕНЬ



1. Назвіть речення, в яких при перекладі українською мовою потрібно вжити сполучник

1. We must know the prices at the moment we need money for expenditures.
2. The output of an agricultural commodity this year depends on decisions the farmer made last year.
3. Restrictions imposed by the government should be in the most people in the society.
4. A government can restrict the choice a consumer can make.
5. The firm manager must know the demand for the goods that his firm produces.



2. Перекладіть наступні речення українською мовою, звертаючи увагу на безсполучникове приєднання означальних підрядних речень

1. The European economy of the 2020s will be very different from that of the Europe we have known for the last decades.
2. Higher incomes have much more influence on the way people eat (more meat, less bread) than on the amount they eat.
3. With changed prices the consumer has to change the quantities he demands if he is to maintain utility at the same level.
4. Real income is the amount of the goods and services a consumer can buy with his money income.
5. A consumer is a person who consumes the products and services he buys.
6. The price at the time the good is ready for marketing may be different from the price at the time the decision to produce it was made.



3.

Назвіть речення, в яких пропущений еквівалент слова “який”. Перекладіть їх українською мовою

1. Supply is the amount of a good that will be offered in the market at a certain price and time.
2. Firms' decisions about how much to produce depend on the costs of production and on the revenues they receive from selling the output.
3. The amount of output firms want to offer depends on costs and revenues.
4. Inputs are the factors of production (land, labour and capital, including materials) that are put into a business for producing output as a commodity or a service.
5. The economist is interested in the role of costs and profits affecting the firm's supply decisions and the allocation of resources for producing particular goods.
6. There are a lot of factors in agriculture that must be assumed as risks by the farmers.

ТЕМА 35:

ВИРОБНИЦТВО

Заняття 5

МОНОПОЛІЯ І МОНОПОЛІЗАЦІЯ



Прочитайте та перекладіть текст українською мовою

MONOPOLY AND MONOPOLIZATION.

In every economic textbook, we could find the terminology of monopoly, which is defined as a situation where a single seller is facing competitive consumers in one or several markets. Another terminology that has not been commonly understood by many is monopolization, which is a process that could lead a company to become a monopolist by conducting unfair trade practices. It is important for everybody to acknowledge that there is a possibility for a company to become a monopolist without conducting unfair trade practices. This is what we call a natural monopoly.

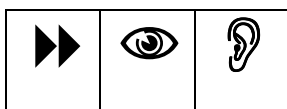
One recent filing appear to illustrate the antitrust enforcement agencies' currently existing differentiation between the existence of monopoly power and active monopolization; the Antitrust Division's suit against Microsoft. In Microsoft, the Division acknowledged that "Microsoft possesses (and for several years has possessed) monopoly power in the market for personal computer operating systems, and filed its actions not to challenge Microsoft's monopoly status, but rather, the company's actions.

To protect its valuable, Windows monopoly against potential competitive threats, and to extend its operating system monopoly into other software markets, Microsoft has engaged in a series of anticompetitive activities. Microsoft's conduct includes agreements tying other Microsoft software products to Microsoft's Windows operating system; exclusionary agreements precluding companies or potential competitors from distributing, promoting, buying, or using products of Microsoft's software competitors or potential competitors; and exclusionary agreements restricting the right of companies to provide services or resources to Microsoft's software competitors or potential competitors.

? Дайте відповіді на питання.

1. What is monopoly?
2. What is monopolization?
3. What's the difference between Monopoly and Monopolization?
4. How can you explain the term “natural monopoly”?
5. What was the most known recent anti-monopoly case in the USA?

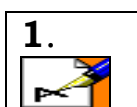
6. What was Microsoft accused of?
7. What actions of Microsoft were defined as monopolistic?



Знайдіть еквіваленти слів у тексті англійською мовою

Окремий продавець, конкурентні покупці, монополізація, як правило, природна монополія, проводити практику нечесної торгівлі, судове розслідування, існування монопольної влади, комп'ютерна операційна система, мати в розпорядженні, приєднувати, просування товару.

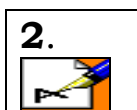
ГРАМАТИЧНІ ВПРАВИ ІНФІНІТИВ У ФУНКЦІЇ ПІДМЕТА, ОБСТАВИНИ ЦІЛІ ТА НАСЛІДКУ



1.

Назвіть, в яких реченнях інфінітив відіграє роль підмета

1. As productive equipment is referred to as physical capital, to buy new equipment is to invest in production.
2. To be effective a price ceiling must be imposed below the free market equilibrium price.
3. To value the US national income fully is impossible as the increase in accumulated durables is not usually counted.
4. To know the quantities of factors a firm will demand, we have to know the demand for the firm's output.
5. To keep the economy as close as possible to full employment is an important aim of the government.
6. To run an enterprise efficiently the manager must have industry-specific knowledge.
7. To increase output with the fixed total cost of inputs means to reduce the cost of production per unit produced.
8. Fixed capital, that is, such durable goods as buildings and machinery, are bought in order to be used in the firm rather than to be sold to another business.
9. To include non-renewable goods such as raw materials and fuel as well as the funds required to pay wages in circulating capital is common practice.



2.

Об'єднайте речення так, щоб обставина наслідку виражалась інфінітивом

Приклад 1: The company is too big. It cannot be managed by one man.
The company **is too big to be managed** by one man.

1. The equipment is too sophisticated. It cannot be operated by a worker.

2. The information is too outdated. It cannot be used for the analysis of the present-day situation.
3. The enterprise is too big. It cannot be located in the city centre.
4. The rate of unemployment is too high. It cannot be ignored by the trade unions.
5. The company's batteries are used up too soon. They cannot be relied upon in a long expedition.

Приклад 2: The equipment is sophisticated. It should be operated by an engineer.
The equipment **is sophisticated enough to be operated** by an engineer.

1. The company is not large. It cannot invest much in production.
2. The factory has raw materials. It can work for a month.
3. The production costs have risen. They have become a real headache for the manager.
4. The job is well-paid. It meets his requirements.
5. He has made a big contribution to the development of the project. He can hope for a success and a good share of the profit.

Приклад 3: The information is too outdated. The economist cannot rely on it.
The information **is too outdated for the economist to rely** on it.

1. The manufacturer's guarantee is too short. We will not buy their equipment.
2. The company's investment in machinery was too big last year. The dividends cannot be high.
3. The value of the equipment is too high. We cannot take any risks transporting it by train.
4. The rate of unemployment is too high. The government cannot ignore it.
5. The firm's requirements are too high. All their jobs cannot be filled in.



3. Перекладіть речення українською мовою і вкажіть які функції інфінітив виконує в цих реченнях

1. To produce goods and services firms use the following factors of production: workers' time, talents and knowledge; equipment; land; buildings.
2. To know the contribution of every industry to the national economy is very important for the government.
3. The government ought to take steps to reduce the unemployment rate.
4. The problem is that demands are practically limitless and the resources (natural resources, labour and capital) available at one time to produce goods and services are limited in supply.
5. To meet the requirements of a variety of potential users is the purpose of economic statistics.
6. Like physical capital, human capital is important enough to be an indicator of economic development of a nation.

7. To build atomic power stations near rivers is common practice as they require a lot of water for cooling.
8. A minimum wage is a strong enough disincentive for employers not to hire workers with little human capital.



4. Перекладіть речення українською мовою, звертаючи увагу на інфінітив

1. To run a business is to plan its activities and to determine all operations necessary at each step.
2. To control an economy is the same as to intervene in it.
3. To develop new information technologies is of prime importance for those countries that wish to lead in the world economy.
4. To stay in the tobacco market is not an easy task for Russian manufacturers.
5. To use food stamps was common practice in many countries in wartime.
6. In order to consume, we need income.
7. In order to earn income, we have to work.
8. Firms and individuals spend their income to consume and to invest.
9. To analyze the labour market, an economist should first explain how people allocate their time to production.
10. With an increase in the price of one factor of production, to produce a given output the firm starts using a technology economizing on the factor whose price has risen.

ТЕМА 35:

ПОПИТ ТА ПРОПОЗИЦІЯ

Заняття 6

ВИТРАТИ НА ВИРОБНИЦТВО



Прочитайте та перекладіть текст українською мовою

PRODUCTION COSTS

Production costs are the costs of making factor input into higher value outputs of goods and services. The costs of manufacturing products include costs of raw materials, labour costs, depreciation of plant and equipment, rent, lighting, and heating of factory buildings.

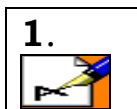
It is important to say that factor inputs can be combined in a variety of ways to produce the same amount of output. One method which is technically the most efficient is the one which uses only small amounts of labour, while another method may employ large quantities of labour and only a little capital. In physical terms, the method which is technically the most efficient is the one which uses the fewest inputs. Economists, however, are more interested in the cost aspect of the input-output relationship, specifically the least costly way of producing a given output.

To achieve the highest efficiency, that is, the optimal relationship between factor inputs and outputs of goods and services, the economist analyzes the relationship between the cost of factor inputs and the cost of output in a firm. In order to determine the cost of producing a particular output it is necessary to know not only the required quantities of various inputs but also their prices. The factor prices a firm must pay in order to buy units of these factors will depend upon the interaction of the forces of demand and supply in factor markets.

? Дайте відповіді на питання.

1. What are the production costs?
2. What do the costs of manufacturing include?
3. What are the methods of combining factor inputs?
4. What is the highest efficiency of production?
5. What is necessary to know to determine the cost of producing?

ГРАМАТИЧНІ ВПРАВИ ЗВОРОТ *FOR + NOUN + INFINITIVE*

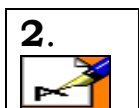


1.

Назвіть речення, в яких при перекладі українською мовою необхідно вживати сполучник “щоб (для того щоб)”

1. It is necessary to use scarce resources sparingly.

2. Labour markets should be effective enough for workers not to stay unemployed long.
3. It is possible to increase demand for a good by advertising.
4. The inputs are too high for such small output.
5. The information is too scarce for the manager to rely upon it.
6. It is important to keep unemployment rate as low as possible for rapid economic growth.
7. It is important to keep unemployment rate as low as possible for society to use its resources effectively.



2. Перекладіть речення українською мовою, звертаючи увагу на оборот “for + noun + infinitive”

1. The free market is one way for society to solve the economic problems as to what, how and for whom to produce.
2. Economically advanced countries' aid to the Third World is not generally strong enough for the latter to achieve economic independence.
3. For goods to be in competitive demand, they have to be substitute goods.
4. There are several ways for countries to use their resources more effectively.
5. For research and development to be carried out, the governments in less developed countries have to invest enough resources in their own research institutes.
6. For higher profit to be obtained, firms have to increase efficiency of labour.
7. The unemployment is growing too rapidly for labour markets to be in equilibrium.



3. Визначте, в яких реченнях оборот “for + noun + infinitive” є обставиною мети

1. Microeconomics offers an analysis of one aspect of economic activity but ignores relationships with the rest of the economy in order to keep the analysis simple. Macroeconomics simplifies the individual building blocks of the analysis for an economist to be able to analyze all the relationships within an economy.
2. For the business to be efficient, all production costs have to be minimized.
3. It is important for every manager to know labour efficiency in his enterprise.
4. For statistical systems to meet the requirements of dynamic policies, they have to be constantly updated
5. If labour markets are inefficient, it is more difficult for a worker to find a job.
6. Agricultural production in poorer developing countries is so inefficient that almost everyone has to work on the land for enough food to be produced.
7. For the workers to spend less time in unemployment, high efficiency of labour markets is required.

ТЕМА 36:

МАТЕРІАЛЬНІ, ФІНАНСОВІ ТА ЛЮДСЬКІ РЕСУРСИ

Заняття 1

ДЕРЖАВНЕ РЕГУЛЮВАННЯ ПОПИТУ ТА ПРОПОЗИЦІЇ



Прочитайте та перекладіть текст українською мовою

GOVERNMENT'S REGULATION IN THE US ECONOMY

While consumers and producers make most decisions that mold the economy, government activities have a powerful effect on the U.S. economy in at least several areas.

Stabilization and Growth. Perhaps most importantly, the federal government guides the overall pace of economic activity, attempting to maintain steady growth, high levels of employment, and price stability. By adjusting spending and tax rates (fiscal policy) or managing the money supply and controlling the use of credit (monetary policy), it can slow down or speed up the economy's rate of growth in the process, affecting the level of prices and employment.

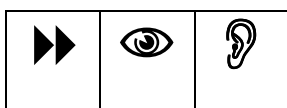
For many years following the Great Depression of the 1930s, recessions periods of slow economic growth and high unemployment were viewed as the greatest of economic threats.

When the danger of recession appeared most serious, government sought to strengthen the economy by spending heavily itself or cutting taxes so that consumers would spend more, and by fostering rapid growth in the money supply, which also encouraged more spending. In the 1970s, major price increases, particularly for energy, created a strong fear of inflation increases in the overall level of prices. As a result, government leaders came to concentrate more on controlling inflation than on combating recession by limiting spending, resisting tax cuts, and reining in growth in the money supply.

Ideas about the best tools for stabilizing the economy changed substantially between the 1960s and the 1990s. In the 1960s, government had great faith in fiscal policy manipulation of government revenues to influence the economy. Since spending and taxes are controlled by the president and the Congress, these elected officials played a leading role in directing the economy. A period of high inflation, high unemployment, and huge government deficits weakened confidence in fiscal policy as a tool for regulating the overall pace of economic activity. Instead, monetary policy controlling the nation's money supply through such devices as interest rates assumed growing prominence. Monetary policy is directed by the nation's central bank, known as the Federal Reserve Board, with considerable independence from the president and the Congress.

? Дайте відповіді на питання.

1. What is fiscal policy of the government?
2. What can government do to slow down or speed up the economy's rate of growth?
3. What were viewed as the greatest of economic threats?
4. How did views on stabilization of economy change in the XX century?
5. Who controls monetary policy?



Знайдіть еквіваленти слів у тексті англійською мовою

Споживач, виробник, приймати рішення, темп, підтримувати, безробіття, монетарна політика, Велика Депресія, встановлювати, державне регулювання, уповільнювати зріст, впливати на рівень цін, економічна загроза, побоювання, бути підконтрольним Конгресу, Рада федеральної резервної системи, національний центральний банк, нестача (дефіцит).

**ГРАМАТИЧНІ ВПРАВИ
ЗНАЧЕННЯ СЛОВА "ONE"**

Коли дійова особа невизначена або узагальнена, в функції підмета в англійській мові вживається займенник «one» в значенні «кожний», «будь-яка людина», «люди» (включаючи того, хто говорить). В такому випадку «one» часто вживається з модальними дієсловами.

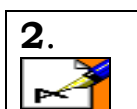
Наприклад: One should be careful when crossing the road.

Необхідно бути обережним, коли перетинаєш вулицю.



1. Перекладіть речення українською мовою, звертаючи увагу на переклад займенника «one»

1. One must always keep one's word. 2. One should love animals. 3. One should help parents and older people. 4. One shouldn't say bad words. 5. One must listen to the instructor very attentively. 6. One must eat to live.



2. Перекладіть речення англійською мовою, звертаючи увагу на переклад займенника «one»

1. Кожного ранку треба вмиватися і приймати душ. 2. Люди повинні поважати ветеранів. 3. Необхідно дивитись уважно, перед тим як купувати якусь річ. 4. Тут не можна палити. 5. Не слід давати свій паспорт незнайомим особам. 6. Треба завжди думати про своє здоров'я.

ТЕМА 36:

МАТЕРІАЛЬНІ, ФІНАНСОВІ ТА ЛЮДСЬКІ РЕСУРСИ

Заняття 2

ТЕНДЕНЦІЯ ВДОСКОНАЛЕННЯ ЗАСОБІВ ВИРОБНИЦТВА ТА ЗАСТОСУВАННЯ НОВІТНІХ ТЕХНОЛОГІЙ



Прочитайте та перекладіть текст українською мовою

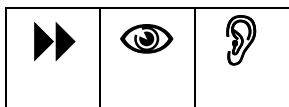
APPLICATION OF NEW TECHNOLOGIES IN AGRICULTURE AND INDUSTRY

In many developing countries agriculture remains a critical source of productive employment and surplus labor and therefore if agriculture fails to generate sufficient surplus, it becomes very problematic to continue national economic growth, particularly as the demands of a growing urban managerial class places increased pressure on distributions of the industrial surplus. The competition over shares of this growing surplus may further intensify, as various recipients fall under the spell of the new culture of conspicuous consumption. As the claimants to portions of the surplus attempt to gain higher amounts, increased pressure will be brought to bear on direct producers, in both agriculture and industry, to produce higher levels of surplus value. One way to achieve this increase in surplus value is to raise productivity (in both agriculture and industry) so as to lower the relative cost of meeting the consumption needs of direct producers. Raised productivity can be achieved by applying more advanced production techniques and means of production, i.e. modernization. In other words, the very process of "modernizing," that is packaged with conspicuous consumption in order to generate the necessary support from the most educated portions of the population (who are most likely to benefit from higher distributions of surplus value), creates pressures for more modernization. There is, however, a risk that the pressures to raise the surplus available for distribution will negatively impact the value generated to meet the consumption needs of direct producers. This risk is particularly acute in agriculture, where many direct producers are still disorganized self-employed farmers and an increasing number are wage laborers.

? Дайте відповіді на питання.

1. What is the significance of agriculture for developing countries?
2. How does agriculture connected with economic growth of the country?
3. What does stimulate producers to produce higher levels of surplus value?
4. How do producers in agriculture and industry can increase in surplus value?
5. How can you explain the term "modernization"?

6. What are negative sides of so called "pressured modernization"?



Знайдіть еквіваленти слів у тексті англійською мовою

Країна, що розвивається; важливе джерело; виробнича зайнятість; додатковий труд; виробляти; достатній надлишок; економічне зростання; в найбільшій мірі; здійснювати зростаючий натиск; надмірне (марнотратне) споживання; претендент на частину залишку; переносити зростаючий тиск; застосування сучасних виробничих технологій; вигравати (отримувати більшу користь); вливати; гострий; найманий труд.

ГРАМАТИЧНІ ВПРАВИ ЗНАЧЕННЯ СЛОВА «IT»

В англійській мові в безособових реченнях вживається формальний підмет, який виражений займенником «it», оскільки в англійській мові підмет є обов'язковим членом речення.

Займенник «it» вживається в наступних випадках:

А) В реченнях про явища природи. (Наприклад: *It is winter.* = Зима.)

Б) В реченнях про стан погоди. (Наприклад: *It was raining.* = Дощило.)

В) При визначенні часу і відстані. (Наприклад: *It is five o'clock.* = П'ять годин.)

Г) З деякими дієсловами в пасивному стані. (Наприклад: *It is said.* = Кажуть.)

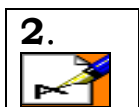
Д) В якості підмета, якщо підмет виражений інфінітивом або герундієм і стоїть після присудка. (Наприклад: *It is no use telling him about it.* = Даремно казати йому про це.)



1.

Перекладіть речення українською мовою

1. It is autumn. 2. It is warm. 3. It is getting dark. 4. I was a cold winter day. 5. It often rains in September. 6. It was snowing. 7. It has been raining since 5 p.m. 8. It is early morning. 9. It is noon. 10. It is not far from here. 11. It is one kilometer from our house to the river. 12. It is believed that all people are predators. 13. It is expected that the summer will be hot. 14. It was clear that he wouldn't come. 15. It was difficult to find a suitable steamer.



2.

Перекладіть речення англійською мовою

1. Літо. 2. Холодно. 3. Темніє. 4. Був теплий літній день. 5. Весна. 6. Вечоріє. 7. В лютому часто йде сніг. 8. Дощило. 9. Пізній вечір. 10. Північ. 11. Три години ранку. 12. До станції метро недалеко. 13. Від інституту до гуртожитку приблизно 2 кілометри. 14. Вірять, що на Марсі таки існує життя. 15.

Очікують сильне похолодання на наступному тижні. 16. Буде важко знайти великий літак. 17. Було легко зайняти вільне місце в автобусі. 18. Було очевидним, Що він ніколи не казав їй цього. 19. Даремно відмовляти її від подорожі. 20. Завжди легко образити людину.

ТЕМА 36:

МАТЕРІАЛЬНІ, ФІНАНСОВІ ТА ЛЮДСЬКІ РЕСУРСИ

Заняття 3

МАТЕРІАЛЬНІ, ФІНАНСОВІ ТА ЛЮДСЬКІ РЕСУРСИ



Прочитайте та перекладіть текст українською мовою

LAND, LABOUR AND CAPITAL RESOURCES

To produce goods and services requires resources. We call these the factor inputs available in the production process. Economic resources are scarce relative to the infinite needs and wants of people and businesses operating in the economy. It is important to use these resources efficiently in order to maximise the output that can be produced from them. Economists make a distinction between three types of resources - land, labour and capital.

Land is the natural resources available for production. Some nations are endowed with natural resources and exploit this by specialising in the extraction and production of these resources - for example - the development of the North Sea Oil and Gas. Only one major resource is for the most part free - the air we breathe. The rest are scarce, because there are not enough natural resources in the world to satisfy the demands of consumers and producers. Air is classified as a free good since consumption by one person does not reduce the air available for others - a free good does not have an opportunity cost.

Labour is the human input into the production process. For example, in the UK, of about 59 million inhabitants only approximately 35 million are of working age (16-64 years for men and 16-59 for women), and of those about 28 million have paid jobs. Over recent years there has been a sustained increase (expansion) in the employed labour force - providing more labour resources with which to increase total output (GDP). Two important points need to be remembered about labour as a resource:

- ✓ A housewife, a keen gardener and a DIY* enthusiast all produce goods and services, but they do not get paid for them. They are producing non-marketed output and the output of these people is not included in Gross Domestic Product;
- ✓ Not all labour is of the same quality. Some workers are more productive than others because of the education, training and experience they have received.

Human capital refers to the quality of labor resources, which can be improved through investments in education, training, and health

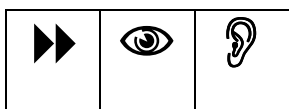
To an economist, capital has several meanings - including the finance raised to operate a business. But normally the term capital means investment in goods

that can produce other goods in the future. Capital refers to the machines, roads, factories, schools and office blocks which human beings have produced in order to produce other goods and services. A modern industrialized economy possesses a large amount of capital, and it is continually increasing. Increases to the capital stock of a nation are called investment. Investment is important if the economy is to achieve economic growth in the long run.

* - do-it-yourself, «Зроби сам».

? Дайте відповіді на питання.

1. What are three main resources of production?
2. What is Land in the meaning of production resource?
3. How can you explain Labour as production resource? Give an example, please.
4. How can be human capital improved?
5. What does term Capital mean?
6. What is Investment?



Знайдіть еквіваленти слів у тексті англійською мовою

Виробництво товарів; ефективно використовувати; розрізняти; недостатній; альтернативна вартість; людський внесок; тривале зростання; ВВП; інвестиції в освіту, навчання та оздоровлення; мати декілька значень; мати в своєму розпорядженні; досягати економічного зростання; в тривалій перспективі.

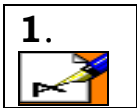
ГРАМАТИЧНІ ВПРАВИ КОНСТРУКЦІЯ «СКЛАДНИЙ ДОДАТОК»

Складний додаток (Complex Object) складається з двох частин. Перша частина – іменник або займенник, друга – інфінітив, герундій чи дієприкметник, що означає дію, яку виконує або якої зазнає особа чи предмет, позначений першою частиною додатка. Складаний додаток може бути безприйменниковим і прийменниковим.

*Наприклад: I want you to tell about his mother.
Я хочу, щоб ви розповіли про його матір.*

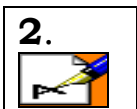
Другою частиною складного додатка може бути також іменник або прикметник, що є предикативом до першої частини додатка – об'єктним предикативом.

*Наприклад: He painted the door white.
Він пофарбував двері в білий колір.*



1. Перекладіть речення українською мовою, звертаючи увагу на вживання конструкції «складний додаток»

1. She saw him coming out of the station. 2. I insist upon your staying. 3. He sat there waiting for one of us to speak. 4. They elected him chairman of the meeting. 5. He painted the room yellow. 6. I want you to leave. 7. I know many developed countries to have weak trade unions. 8. As the prices of gas rise, we expect their production to expand. 9. The open economy let an individual make free economic decisions. 10. Some American experts think trade union regulations to result in fewer jobs. 11. Economists consider land to be the factor of production supplied by nature. 12. Allocation of additional capital lets a high level of production be maintained with fewer workers.



2. Перекладіть речення англійською мовою, вживаючи конструкцію «складний додаток»

1. Зниження цін на паливо може дозволити фермерам швидко модернізувати техніку. 2. Коли змінюються умови ринку, експерти очікують коливання цін на землю. 3. Надзвичайно висока ціна на імпортовану нафту спричинила створення великої кількості нафтопереробних заводів. 4. Економісти стверджують, що попит на товари першої необхідності є еластичним. 5. Підвищення вартості електроенергії може призвести до економічної кризи, що триватиме роками. 6. Українські експерти передбачають швидке зростання цін на енергоносії. 7. Якщо інфляція припиниться, можна буде очікувати що промисловість швидко розвиватиметься.

ТЕМА 36:

МАТЕРІАЛЬНІ, ФІНАНСОВІ ТА ЛЮДСЬКІ РЕСУРСИ

Заняття 4

РОЛЬ ЛЮДСЬКОГО ФАКТОРУ У РОЗВИТКУ ЕКОНОМІКИ ДЕРЖАВИ



Прочитайте та перекладіть текст українською мовою

HUMAN FACTOR IN THE DEVELOPMENT OF AN ECONOMY

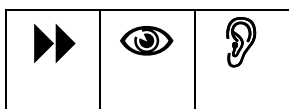
What exactly is the role of human capital and other social variables in economic growth and development of an economy? In the traditional neoclassical growth models developed by Robert Solow and Trevor Swan in the 1950s, the output of an economy grows in response to larger inputs of capital and labour (all physical inputs). Non-economic variables such as human capital or human health variables have no function in these models. Furthermore, the economy under such a model conforms to the law of diminishing returns to scale. With these assumptions, the neoclassical growth models afford some implications to the economy; particularly that as the capital stock increases, growth of the economy slows down, and in order to keep the economy growing it must capitalize from incessant infusions of technological progress. It is well known that this type of mechanism in the neoclassical growth model is neither inherent nor does it strive to explain much; in economic lexicon, this simply means that the technological progress is "exogenous" to the system. Yet the reality is quite contrary to that, particularly for the East Asian developing economies mentioned earlier, where the economies kept growing for well over three decades. This implies that it is not only technology which is the main driving force accountable for maintaining such high growth performance in these economies, but that there are other factors which are outside the realm of neoclassical growth model.

Addressing the above issues, in the mid 1980s, a new paradigm was developed in the literature, mostly due to the Paul Romer (1986), which is now commonly known as "endogenous growth models". By broadening the concept of capital to include human capital, the new endogenous growth model argues that the law of diminishing-returns-to-scale phenomenon may not be true as is the case for East Asian economies. In simple terms, what this means is that if the firm which invests in capital also employs educated and skilled workers who are also healthy, then not only will the labour be productive but it will also be able to use the capital and technology more efficiently. This will lead to a so called "Hicks neutral" shift in the production function and thus there can be increasing rather than decreasing returns to investments. In other words, technology and human capital are both "endogenous" to the system.

Indeed, the advent of "endogenous growth models" with human capital have certainly enhanced the understanding of the mysteries of rapid and long sustainable high growth performances of East Asian economies. Although there are many variables that can represent human capital and health conditions of the people of a nation, such as total literacy rate and life expectancy at birth.

? Дайте відповіді на питання.

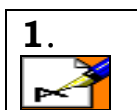
1. What kind of economical growth model was developed by Robert Solow and Trevor Swan in the 1950s?
2. How can you explain expression "the technological progress is "exogenous" to the system"?
3. Who was the developer of new endogenous economic growth model and was its main point?
4. Where can we find an explanation of rapid and long sustainable high growth performances of East Asian economies?
5. Which factors influence also the human capital?



Знайдіть еквіваленти слів у тексті англійською мовою

Людський фактор; економічне зростання; соціальна змінна; неокласична модель економічного зростання; інвестування капіталу; неекономічні показники; зменшувати; припущення; внесок (вливання); невід’ємний; прагнути пояснити; екзогенний (зовнішній); мається на увазі; основна рушійна сила; «ендогенна модель зростання»; наймати на роботу; в реальності (насправді); посилювати; загальний рівень освіченості; середня тривалість життя.

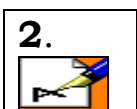
**ГРАМАТИЧНІ ВПРАВИ
ЗНАЧЕННЯ СЛОВА «DUE»**



1. Перекладіть речення українською мовою, звертаючи увагу на слово «due» і словосполучення з ним

1. The growth of labour force due to growing numbers of immigrants results in higher unemployment.
2. The President promised due steps would be taken in order to stop inflation.
3. The increase in the value of gas exports was due mainly to the rise in gas prices after 2005.
4. People must pay due attention to the environmental protection.
5. Due to a wage decrease, a lot of capital-intensive technologies may not become substitutes for labour.

6. Experts believe that all governments will pay due to attention to environmental problems posed by growing pollutions and scarcity of natural resources.
7. When I come to demand my dues I shall find it a hard matter to get them.
8. We've paid considerable amounts of dues in trying to get this thing off the ground.
9. It will produce its due effects.
10. In due course of time they got into the hot air of London.
11. The train is due in London at 5 a.m.
12. I must go, I am due at Mr. Brown's at seven o'clock.
13. An accident happened due to negligence.



2.

Перекладіть речення англійською мовою, звертаючи увагу на вживання слова «due» та словосполучень з ним

1. Вона ніколи не вимагала того, що належить їй по-закону.
2. Голова уряду з належною увагою віднісся до проблеми захисту довкілля.
3. Цей жахливий теракт стався через звичайну неухважність працівників охорони.
4. Автомобіль прямував точно на північ.
5. Після уважного розгляду питання депутати винесли його на голосування.
6. Кожен мешканець гуртожитку повинен сплачувати певний внесок.
7. Я винен йому борг.
8. До 20-00 я повинен бути вдома.
9. Студента виключили з інституту через погану успішність у навчанні.
10. Пацифісти не беруть в руки зброю через моральні переконання.

ТЕМА 36:

МАТЕРІАЛЬНІ, ФІНАНСОВІ ТА ЛЮДСЬКІ РЕСУРСИ

Заняття 5

ВПЛИВ СИРОВИННИХ ТА ТОВАРНИХ БІРЖ НА РІВЕНЬ ВИТРАТ НА ВИРОБНИЦТВО



Прочитайте та перекладіть текст українською мовою

COMMODITIES EXCHANGE

A commodities exchange is an exchange where various commodities and derivatives products are traded. Most commodity markets across the world trade in agricultural products and other raw materials (like wheat, barley, sugar, maize, cotton, cocoa, coffee, milk products, pork bellies, oil, metals, etc.) and contracts based on them. These contracts can include spots, forwards, futures and options on futures. Other sophisticated products may include interest rates, environmental instruments, swaps, or ocean freight contracts.

The modern commodity markets have their roots in the trading of agricultural products. While wheat and corn, cattle and pigs, were widely traded using standard instruments in the 19th century in the United States, other basic foodstuffs as soybeans were only added quite recently in most markets. For a commodity market to be established there must be very broad consensus on the variations in the product that make it acceptable for one purpose or another.

The economic impact of the development of commodity markets is hard to over-estimate. Through the 19th century "the exchanges became effective spokesmen for, and innovators of, improvements in transportation, warehousing, and financing, which paved the way to expanded interstate and international trade."

Commodities exchanges, usually trade futures contracts on commodities. Such as trading contracts to receive something, say corn, in a certain month. A farmer raising corn can sell a future contract on his corn, which will not be harvested for several months, and guarantee the price he will be paid when he delivers; a breakfast cereal producer buys the contract now and guarantees the price will not go up when it is delivered. This protects the farmer from price drops and the buyer from price rises.

Speculators also buy and sell the futures contracts to make a profit and provide liquidity to the system.

Some examples of commodity exchanges across the world:

- Central Japan Commodity Exchange (Nagoya)
- Commodity Exchange Hannover (Hannover)
- Chicago Board of Trade (Chicago)

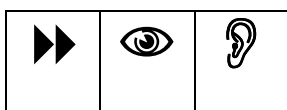
- Euronext.liffe (Europe)
- European Climate Exchange (Europe)
- Intercontinental Exchange (Atlanta)
- London Metal Exchange (London)
- Multi Commodity Exchange (India)
- New York Board of Trade (New York)
- Shanghai Metal Exchange (Shanghai)
- Tokyo Commodity Exchange (Tokyo)
- Yokohama Commodity Exchange (Yokohama)



*Chicago Board of Trade
(Chicago)*

? Дайте відповіді на питання.

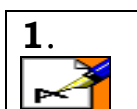
1. What is commodities exchange?
2. What products do commodities exchange trade in?
3. How did commodities exchange develop?
4. What do commodities exchanges usually trade nowadays?
5. Can you explain the system how do commodities exchange work?
6. What international commodities exchanges do you know?
7. Does Ukraine have any commodities exchange?



Знайдіть еквіваленти слів у тексті англійською мовою

Товарна (товарно-сировинна) біржа, товар (продукт), сільськогосподарські товари, сировина, дійсний (реальний) товар, форвард, термінові (або строкові) контракти, специфічний, економічний вплив, гарантувати ціну, постачати, біржовий ділок, ліквідність.

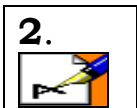
**ГРАМАТИЧНІ ВПРАВИ
ЗНАЧЕННЯ СЛОВА «WHICH»**



1. Перекладіть речення українською мовою, звертаючи увагу на значення слова «which»

1. Which of you am I to punish?
2. The book which you are looking for is not here.
3. That book, which we had already read, was taken by John.
4. This is the knife with which he was killed.
5. He did not write for a whole year, which worried his mother a lot.
6. The consumer incomes have risen, which has resulted in lower demand for inferior goods.

7. The Police did not pay due attention to the phone call, which has resulted in terrible terrorist act.
8. Employment among women is very low in Iraq, which is due to religion.
9. Some scientists expect world population to reach 10-11 billion as soon as 2010-2015, which will overpopulate some regions.
10. The government might prefer to impose a price ceiling on fuel, which will stop inflation.



2. Перекладіть речення англійською мовою, вживаючи слово «which»

1. Село, про яке ви кажете, розташоване неподалік від міста.
2. Золото, яке ви тут шукаєте, вже давно викрали.
3. В Україні чисельність населення зменшується через низький рівень народжуваності.
4. Американські дослідники вважають, що на Марсі є вода, що є доказом можливого життя на цій планеті.
5. Уряд проводитиме послідовну монетарну політику, що допоможе населенню зберегти свої заощадження.
6. Це той самий пістолет, з якого застрелили Джона Ленона.
7. Вони вже давно не телефонували нам, що дуже нас турбувало.
8. Пожежна команда прибула надто пізно, що призвело до знищення всього будинку.
9. Диск, який ти вчора записав для нього, не читається.
10. Природні ресурси закінчуються надто швидко, що вимагатиме використовувати їх більш раціонально.

ТЕМА 36:

МАТЕРІАЛЬНІ, ФІНАНСОВІ ТА ЛЮДСЬКІ РЕСУРСИ

Заняття 6

РІСТ НАЦІОНАЛЬНОГО ДОХОДУ ЗА РАХУНОК ЕКСПОРТУ ПРИРОДНИХ РЕСУРСІВ



Прочитайте та перекладіть текст українською мовою

NATURAL RESOURCES EXPORT

A nation's natural resources often determine its wealth and status in the world economic system, by determining its political influence. Developed nations are those which are less dependent on natural resources for wealth, due to their greater reliance on infrastructural capital for production. However, some see a resource curse whereby easily obtainable natural resources could actually hurt the prospects of a national economy by fostering political corruption.

Many scientists say nowadays that developing countries are losing out both economically and ecologically by specialising in the export of natural resources. The benefits of such resources are distributed in an unequal manner within developing countries. Reversing the situation requires significant changes in policies, institutions and practices. For example, in situations where there is lack of strictly enforced international laws, Multi-National Corporations (MNCs) may operate in a way that would not be allowed in their home country. This includes polluting the environment, running risks or imposing poor working conditions and low wages on local workers. The rural poor are affected most by the destruction of natural resources such as forests, soil, pasture and rivers. Extensive agriculture frontiers result in degradation of valuable habitats.

Also Foreign Direct Investments (FDIs) have the tendency to pollute the environment than the local industries. Dislocated traditional livelihoods and local communities threaten environmental sustainability and cultural diversity.

In recent years, the depletion of natural capital and attempts to move to sustainable development has been a major focus of development agencies. This is of particular concern in rainforest regions, which hold most of the Earth's natural biodiversity - irreplaceable genetic natural capital. Conservation of natural resources is the major focus of Natural Capitalism, environmentalism, the ecology movement, and Green Parties. Some view this depletion as a major source of social unrest and conflicts in developing nations.

? Дайте відповіді на питання.

1. What are national resources for the nation?

2. What do scientists think about export of natural resources in developing countries?
3. How can Multi-National Corporations negative influence the exporting country and why?
4. Who are most affected by the destruction of natural resources?
5. What organizations deal with the problems of natural resources export?



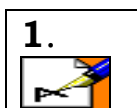
Знайдіть еквіваленти слів у тексті англійською мовою

Експорт природних ресурсів; заможність і статус; політичний вплив; бути менш залежним; впевненість; легко-досяжний; сприяння корупції в політиці; спеціалізуватися на експорті природних ресурсів; нерівномірно розподілені; багатонаціональна корпорація; забруднення довкілля; знищення природних ресурсів; мешканець; прямі іноземні інвестиції; стабільність довкілля; культурна різноманітність; спустошення природного капіталу; тропічні регіони; природна Земна біорізноманітність; не відновлювальний генетичний природний капітал; соціальна нестабільність і конфлікти.

ГРАМАТИЧНІ ВПРАВИ ІНФІНІТИВ У ФУНКЦІЇ ОЗНАЧЕННЯ

Інфінітив у функції означення завжди стоїть після означувального іменника.

*Наприклад: The plan to discuss is very interesting.
План для обговорення дуже цікавий.*



1. Перекладіть речення українською мовою, звертаючи увагу на вживання інфінітиву у функції означення

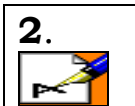
1. They have no intention to order these goods. 2. There is every reason to suppose that the cargo will arrive in time. 3. He has no desire to be appointed to this post. 4. The goods to be loaded on this steamer consist of different kind of machinery. 5. The buyers agreed to accept the goods at a price to be fixed by arbitration. 6. The new vessel to be launched in a few days is equipped with powerful engines. 7. The plan of our work will be discussed at the meeting to be held on May 25.

Інфінітив у функції означення досить часто зустрічається після слів "the first", "the second", "the third", "the last" і т.д. В даному випадку інфінітив перекладається дієсловом в особовій формі.

*Наприклад: He is always the first to come to the Institute.
Він завжди приходить до інституту першим.*

Інфінітив у функції означення також може вказувати на призначення предмета, позначеного іменником або займенником.

*Наприклад: He is always the first to come to the Institute.
Він завжди приходить до інституту першим.*



2. Перекладіть речення українською мовою, звертаючи увагу на вживання інфінітиву у функції означення

1. Last year he was always the first to come to the University. 2. I'm sure he will be the first to come to the meeting. 3. He brought me a book to read. 4. Give me something to eat. 5. She gave him some water to drink. 6. I have no one to speak to on this question. 7. The children have no garden to play in. 8. He gave her a knife to cut the bread with.

ТЕМА 37:

СИСТЕМА ЦІНОУТВОРЕННЯ ТА ФІСКАЛЬНА ПОЛІТИКА

Заняття 1

МАКСИМАЛЬНИЙ РІВЕНЬ ЦІН. ПІДТРИМАННЯ ЦІН



Прочитайте та перекладіть текст українською мовою

RESALE PRICE MAINTENANCE

Resale price maintenance is the practice whereby a manufacturer and its distributors agree that the latter will sell the former's product at certain prices (resale price maintenance), at or above a price floor (minimum resale price maintenance) or at or below a price ceiling (maximum resale price maintenance). These rules prevent resellers from competing too fiercely on price and thus driving down profits. Some argue that the manufacturer may do this because it wishes to keep resellers profitable, and thus keeping the manufacturer profitable. Others contend that minimum resale price maintenance, for instance, overcomes a failure in the market for distributional services by ensuring that distributors who invest in promoting the manufacturer's product are able to recoup the additional costs of such promotion in the price they charge consumers. Some manufacturers also defend resale price maintenance by saying it ensures fair returns, both for manufacturer and reseller and that governments do not have right to interfere with freedom to make contracts without very good reason.

In 1955 in the UK the Monopolies and Mergers Commission's report *Collective Discrimination - A Report on Exclusive Dealing, Aggregated Rebates and Other Discriminatory Trade Practices* recommended that resale price maintenance when collectively enforced by manufacturers should be made illegal, but individual manufacturers should be allowed to continue the practice. The report was the basis for the Restrictive Trade Practices Act of 1956, this specifically prohibited collective enforcement of resale price maintenance in the UK. Restrictive agreements had to be registered at the Restrictive Practices Court, and were considered on individual merit. In 1964 the Resale Prices Act was passed, which now considered all resale price agreements to be against public interest unless otherwise proved.

ГРАМАТИЧНІ ВПРАВИ
ПОВТОРЕННЯ МОДАЛЬНИХ ДІЄСЛІВ
CAN, COULD, TO BE ABLE TO

1. Перекладіть на англійську мову, вживаючи вираз



to be able to

1. Вона не зможе вчасно дістатися до аеропорту.
2. Чи зможеш ти відправити йому електронну пошту сьогодні ввечері?
3. Вони якийсь час не зможуть дивитися телевізор, тому що завтра неділя, і вони нікому не зателефонують.
4. Боюся, що він не зможе допомогти мені переїхати в новий будинок наступної неділі.
5. Чи зможеш ти зробити цю роботу завтра?

2.



Перекладіть на англійську мову, вживаючи вираз

to be able to

1. Я думаю, що вона не зуміє розв'язати цю задачу.
2. Завтра я буду вільний і зможу допомогти тобі.
3. Чи зможемо ми поїхати в Нью-Йорк наступного року?
4. Чи зможеш ти полагодити мій магнітофон?
5. Учора я не зміг побачити директора, тому що він був на конференції, але сьогодні після роботи я зможу це зробити.

3.



Перепишіть речення, додаючи слова, подані в дужках.
Замініть модальне дієслово **can** або **could** виразом *to be able to*, де це потрібно

1. They can (never) appreciate your kindness.
2. I was sure you could translate that article (after you had translated so many texts on physics).
3. You can go to the country (when you have passed you last examination).
4. We can pass to the next exercise (when we have done this one).

4.



Перепишіть речення, додаючи слова, подані в дужках.
Замініть модальне дієслово **can** або **could** виразом *to be able to*, де це потрібно

1. I can give you my book for a couple of days (after I have read it).
2. He can ski (for ten years).
3. We knew that he could swim (since a child).
4. You cannot take part in this serious sport competition (until you have mastered good skills).
5. I could not solve the problem (before he explained it to me).

ТЕМА 37:

СИСТЕМА ЦІНОУТВОРЕННЯ ТА ФІСКАЛЬНА ПОЛІТИКА

Заняття 2

СИСТЕМА ЦІНОУТВОРЕННЯ В УМОВАХ РИНКОВОЇ ЕКОНОМІКИ



Прочитайте та перекладіть текст українською мовою

PRICING

Pricing is one of the four aspects of the marketing mix. The other three aspects are product management, promotion, and place. It is also a key variable in microeconomic price allocation theory.

Pricing is the manual or automatic process of applying prices to purchase and sales orders, based on factors such as: a fixed amount, quantity break, promotion or sales campaign, specific vendor quote, price prevailing on entry, shipment or invoice date, combination of multiple orders or lines, and many others. Automated systems require more setup and maintenance but may prevent pricing errors.

Pricing involves asking questions like:

- How much to charge for a product or service? While this is the way most businesses think about pricing, since it focuses on what the business sells, the real question is how much do customers value what they are buying?

- What are the pricing objectives?
- Do we use profit maximization pricing?
- How to set the price? (cost-plus pricing, demand based or value-based pricing, rate of return pricing, or competitor indexing)
- Should there be a single price or multiple pricing?
- Should prices change in various geographical areas, referred to as zone pricing?
- Should there be quantity discounts?
- What prices are competitors charging?
- Do you use a price skimming strategy or a penetration pricing strategy?
- What image do you want the price to convey?
- Do you use psychological pricing?
- How important are customer price sensitivity and elasticity issues?
- Can real-time pricing be used?
- Is price discrimination or yield management appropriate?

- Are there legal restrictions on retail price maintenance, price collusion, or price discrimination?
- Do price points already exist for the product category?
- How flexible can we be in pricing? : The more competitive the industry, the less flexibility we have.
 - The price floor is determined by production factors like costs (often only variable costs are taken into account), economies of scale, marginal cost, and degree of operating leverage
 - The price ceiling is determined by demand factors like price elasticity and price points
- Are there transfer pricing considerations?
- What is the chance of getting involved in a price war?
- How visible should the price be? - Should the price be neutral? (i.e.: not an important differentiating factor), should it be highly visible? (to help promote a low priced economy product, or to reinforce the prestige image of a quality product), or should it be hidden? (so as to allow marketers to generate interest in the product unhindered by price considerations).
 - Are there joint product pricing considerations?
 - What are the non-price costs of purchasing the product? (eg.: travel time to the store, wait time in the store, disagreeable elements associated with the product purchase - dentist -> pain, fish market -> smells)
 - What sort of payments should be accepted? (cash, cheque, credit card, barter)

A well chosen price should do three things:

- achieve the financial goals of the firm (eg.: profitability)
- fit the realities of the marketplace (will customers buy at that price?)
- support a product's positioning and be consistent with the other variables in the marketing mix
 - price is influenced by the type of distribution channel used, the type of promotions used, and the quality of the product
 - ✓ price will usually need to be relatively high if manufacturing is expensive, distribution is exclusive, and the product is supported by extensive advertising and promotional campaigns
 - ✓ a low price can be a viable substitute for product quality, effective promotions, or an energetic selling effort by distributors

From the marketers point of view, an efficient price is a price that is very close to the maximum that customers are prepared to pay. In economic terms, it is a price that shifts most of the consumer surplus to the producer.

The effective price is the price the company receives after accounting for discounts, promotions, and other incentives.

ГРАМАТИЧНІ ВПРАВИ
ПОВТОРЕННЯ МОДАЛЬНИХ ДІЄСЛІВ MAY, MIGHT,
TO BE ALLOWED TO

1.



Перекладіть на українську мову

1. May I invite Nick to our house? 2. You may go now. 3. If you have done your homework, you may go for a walk. 4. Don't go to the wood alone: you may lose your way. 5. May I go to the post office with Mike? 6. May I take Pete's bag? 7. Don't give the vase to the child: he may break it. 8. May we take notes with a pencil? 9. You may not cross the street when the light is red. 10. May I shut the door? 11. It stopped raining, and mother told us that we might go out. 12. May children play with scissors? 13. They may travel by sea. It may be cheaper, but it takes a long time. 14. It may be true. 15. May I come and see you? 16. Where have you been, may I ask?

2.



Перекладіть на англійську мову, вживаючи модальне дієслово may

1. Якщо ти не надягнеш пальто, ти можеш захворіти. 2. Не йди з дому: мама може скоро прийти, а в неї немає ключа. 3. Будь обережним: ти можеш упасти. 4. Не чіпай собаку: вона може вкусити тебе. 5. Ми, можливо, поїдемо за місто в неділю. 6. Він може забути про це. 7. Незабаром може піти дощ. 8. Чи можна мені увійти? 9. Можна, я піду гуляти? 10. Якщо твоя робота готова, можеш іти додому. 11. Вчитель сказав, що ми можемо йти додому. 12. Лікар говорить, що я вже можу купатися. 13. Тато сказав, що ми можемо йти в кіно самі. 14. Я думав, що мені можна дивитися телевизор. 15. Тут нема чого робити. Ми можемо піти сьогодні. 16. Він, можливо, і знає цю проблему, тому він, можливо, і знає відповідь на це питання, але я не дуже впевнена. 17. Якщо хочете, можете йти зараз. 18. Де вони зараз живуть? — Вони, можливо, і живуть зараз за кордоном, але я не дуже впевнена.

3.



Перекладіть на англійську мову, вживаючи вираз to be allowed to

1. Палити заборонено. 2. Йому не дозволили палити в них у домі. 3. В Англії вам дозволять водити машину, якщо вам 17 років. 4. У США вам дозволяють продовжувати їздити на машині навіть у віці 90 років. 5. Мені дозволяють користуватися татовим магнітофоном. 6. Діти вже великі, їм дозволяють ходити в школу самим. 7. Йому не дозволяють купатися в цій річці. 8. Учора їй дозволили прийти додому о десятій годині. 9. Нам не дозволяють розмовляти на уроках. 10. Чи дозволили тобі взяти цю книжку? 11. Я думаю, мені не дозволять поїхати з тобою за місто. 12. Тобі дозволять піти гуляти, коли ти зробиш уроки. 13. Тобі дозволяли ходити на озеро, коли ти був маленьким? 14. Коли мені дозволять їсти морозиво?



Вставте модальне дієслово may (might) або вираз to be allowed to. Вставляйте to be allowed to тільки в тих випадках, де may (might) вжити не можна

1. He ... go home if he likes. 2. As soon as the boy ... leave the room, he smiled a happy smile and ran out to join his friends outside. 3. The doctor says I am much better. I ... get up for a few hours every day. 4. ... I bring my sister to the party? 5. He asked if he ... bring his sister to the party. 6. After they had finished their homework, the children ... watch TV. 7. He ... join the sports section as soon as he is through with his medical examination. 8. Becky's mother said that everybody ... take part in the picnic. 9. If you pass your examinations, you ... go to the south. 10. ... I borrow your car, please? 11. He asked if he ... borrow my car. 12. ... I have a look at your newspaper?

ТЕМА 37:

СИСТЕМА ЦІНОУТВОРЕННЯ ТА ФІСКАЛЬНА ПОЛІТИКА

Заняття 3

НЕЕФЕКТИВНЕ ВИКОРИСТАННЯ КАПІТАЛУ У ФЕРМЕРСТВІ



Прочитайте та перекладіть текст українською мовою

NONEFFECTIVE USE OF CAPITAL AND TAXATION IN FARMING IN THE USA.

About five million Americans live on the nation's 2.1 million farms and ranches. Farming and ranching remain as vital to the economy today as they have been throughout our nation's history. In 2004, farming and ranching produced crops and livestock valued at \$241.7 billion and generated \$118 billion in added value to the gross domestic product of the country. These enterprises employed 3,034,000 workers, including 2,198,000 full time and part-time farm operators and 834,000 hired employees. Agricultural products comprise 7.7 percent of all exports from the U.S., for a total of \$62.3 billion in exported products in fiscal year 2004. Farms and ranches generate economic activity that transcends the rural communities in which they were produced, creating upstream jobs in manufacturing and downstream jobs in processing, transportation, retailing, and exporting.

Some analysts argue that farming and ranching are subsidized under our current income tax system. These include favorable accounting and inventory methods, certain income deferral provisions, capital gain/ordinary loss treatment and expensing allowances. However, rather than being subsidies, these are simply practical accommodations in an income tax system that is overly complex for most farmers and ranchers with relatively simple business structures. Although the effective tax rate has been gradually declining from the stratospheric level of 1980, farmers and ranchers still bear high tax and compliance burdens on the operation of their businesses.

The nature of farming creates unique problems under current tax law. Farming and ranching are unique for several reasons: They involve long-term capital investment, face substantial weather and market risks, are often family owned and operated, even when incorporated, and involve assets that are mostly illiquid. According to the 2002 Census of Agriculture, individual and family farms, partnerships, and family-owned corporations account for 98.9 percent of the farms and ranches. Non-family corporations own only 0.3 percent of farms and ranches. Farmers and ranchers are often correctly characterized as being asset rich and cash poor because almost all of their resources are concentrated in one of the most

illiquid of assets - the family enterprise. According to USDA estimates, over 75 percent of farm assets are in land and buildings.

Their special tax problems fall into three categories:

- 1) The confiscatory tax imposed on the sale, gift, or bequest of the farm or ranch;
- 2) The increasing application of the alternative minimum tax to farming and ranching,
which will become a huge problem over the next decade;
- 3) The failure of the current tax code to adequately take into consideration fluctuations in
year-to-year income.

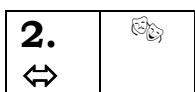
The concentration of wealth and savings in illiquid farming and ranching assets conflicts with the capital gains tax regime. The current capital gains tax structure imposes a tax of as much as 15 percent (which will increase again to 20 percent in 2009 under current law) on the sale of farms and ranches and depreciated machinery and equipment. Since the capital gains tax on the transfer of farmland and rangeland is not adjusted for inflation, much or all of the real wealth gains are lost at transfer due to the capital gains tax on nominal increases in value. It often makes little economic sense for farmers and ranchers to exit the business with such a high exit tax.

ГРАМАТИЧНІ ВПРАВИ ПОВТОРЕННЯ МОДАЛЬНИХ ДІЄСЛІВ MUST, HAVE TO, TO BE TO, HAD TO



1. Перекладіть на українську мову

1. Don't worry! This is not important. — Not important! You must be joking!
2. He never comes to work late! He must have overslept today.
3. You must not argue with the boss.
4. She must stop eating much and she must lose weight.
5. You must stop smoking! If you don't, you're going to have serious problems with your lungs some day.
6. You must work hard at your English.
7. You must learn the words.
8. Must we learn the poem today?
9. It must be very difficult to learn Chinese.
10. You must not talk at the lessons.
11. Everybody must come to school in time.
12. Don't ring him up: he must be very busy.
13. You must not make notes in the books.
14. I must help my mother today.



2. Перекладіть на англійську мову, вживаючи модальне дієслово must

1. Він, мабуть, дуже втомився.
2. У них навіть є яхта. Вони, напевно, дуже багаті.
3. Ти повинен виїхати завтра вранці?
4. Ви не повинні спізнюватися.
5. Я не повинен забувати про свою матір. Я не писав їй цілу вічність. Сьогодні

ввечері я мушу написати їй листа. 6. Ця книга дуже цінна. Ви не повинні її губити. 7. Невже вам треба вже йти? 8. Я мушу визнати, що я неправий. 9. Я повинна наполегливо працювати над своєю англійською мовою. 10. Ви повинні уважно слухати вчителя на уроці. 11. Ти повинен робити уроки щодня. 12. Ви не повинні забувати про свої обов'язки. 13. Ви повинні бути обережними на вулиці. 14. Вона, напевно, вдома зараз. 15. Мої друзі, мабуть, у парку. 16. Ви, напевно, дуже голодні. 17. Напевно, дуже важко розв'язувати такі задачі. 18. Я повинен сьогодні побачити мого друга.



3.

Напишіть речення в минулому часі

1. It is quite clear to everybody in the family that he must start getting ready for his examination instead of wasting time. 2. It is impossible to do any-thing in such a short time. I must ask the chief to put off my report. 3. I don't mean that you must do everything they tell you. 4. It is already twenty minutes past eight. You must go or you will be late for the first lesson. 5. I am very tired. I feel I must go to bed at once, or I shall fall asleep where I am sitting. 6. We can't wait for them any longer, we must ring them up and find out what has happened. 7. I am thinking hard, trying to find a solution of the problem. There must be a way out.



4.

Напишіть кожне речення двічі: у минулому і у майбутньому часі. Заміняйте модальні дієслова must' на еквівалентами, де потрібно

1. He must work systematically if he wants know French well. 2. This child must spend mo time out in the open air. 3. I can't recite this poem 4. You must take part in this work. 5. He can't join the party because he is busy. 6. You must listen the tape recording of this text several times. 7. Yo must take your examination in English. 8. She can translate this article without a dictionary. 9. We can't meet them at the station. 10. The doctor must examine the child.



5.

Перепаразуйте речення, вживаючи модальне дієслово to be to

Приклад: 1) The lecture is supposed to begin at eight. The lecture is to begin at eight.

2) I expect her to come and help. She is to come and help.

3) It was planned that we should wait for them at the door. We were to wait for them at the door.

4) It was arranged that he should meet her at the station. He was to meet her at the station.

5) Who will take care of the children? Who is to take care of the children?

1. What am I supposed to do if they come too early? 2 It was arranged that the youngest children would play on the beach. 3. We expect you to show the place to

her. 4. I am expected to leave tomorrow at the latest. 5. Where am I supposed to be taken? 6. This is Dora. It is arranged that she will share the room with you. 7. And who will do the cooking? 8. It is expected that two more apartment houses will be built here. 9. It was arranged that the cup final would be played that afternoon. 10. Who will meet you at the station?



6. Перекладіть на англійську мову, вживаючи модальні дієслова to have to або to be to

1. Мені доведеться посидіти вдома ці дні. Лікар говорить, що я не повинен нікуди виходити, поки температура не буде нормальною. 2. Посидьте тут, поки він зайнятий. Я думаю, вам не-доведеться довго чекати. 3. Вистава повинна була початися о сьомій годині. 4. Ми повинні були відкласти поїздку, тому що погода зіпсувалася. 5. Якщо ви хочете добре опанувати мову, ви повинні дуже багато читати. 6. За новим розкладом у нас буде п'ять уроків англійської мови на тиждень. 7. Ми вирішили, що всі повинні взяти участь у концерті. 8. Рано чи пізно вам доведеться піти до лікаря. 9. Наступного року ми повинні почати вивчення астрономії. 10. Щоб розробити нову теорію, вчені мали провести численні дослідження.

ТЕМА 37:

СИСТЕМА ЦІНОУТВОРЕННЯ ТА ФІСКАЛЬНА ПОЛІТИКА

Заняття 4

СЕЗОННИЙ ХАРАКТЕР ПРИБУТКІВ



Прочитайте та перекладіть текст українською мовою

YEAR-ROUND PROFITS FOR SEASONAL BUSINESSES

Most businesses have a season where profits are higher and a season where the profits typically fall to a yearly low. Some businesses do virtually all of their activity during an identifiable season and could easily hang up the "Closed for Business" the rest of the year. In both instances, there may be ways to increase the profits during that down time of year.

Brainstorm for services or products you could provide that are equally seasonal so that they will not interfere with your busy time. For example, a residential cleaning service in a resort area might set up a small storage business, to pick up furniture, clean it and store it, then deliver it again for the next season. The same idea would be appropriate for a clothing cleaning business. A restaurant may consider offering cooking classes during the off-season, or offer in-home catering for special events. Construction companies may want to increase advertising to focus on remodeling jobs and renovation work during the slack season.

Look for a service-oriented business that would appeal to your existing customers. That way you already have a database of potential clients who will be more disposed to hiring you since they know your work and know they can trust you. A bakery or candy store might want to consider offering mail-order products to out-of-town customers for special holidays. A clothing store may use the out-of-town address of customers to send out sale brochures to seasonal customers, or may send them the latest fashion brochures for advance ordering as the season approaches.

How do you keep your company busy year-round? Another approach is to simply have a second business during those off-season months. Home businesses are particularly open to a transition from one business to another during the year. Summer child care may change to tutoring services for school age children, or weekend enrichment activities that involve special art projects, visits to museums, etc. A local tour business that uses buses to transport vacationers around town may want to lease out the buses for school trips, organization events, or arrange for shopping excursions to outlet malls, etc.

The key word is brainstorm. Think about all the related services that your company can offer with a minimum of expense or effort during those off-season months. Think about how to increase the number of services that you offer existing customers, whether they are in town or away until next season.

Profits will increase when you make maximum use of your resources year-round. And, keep in mind, there is something to be said for a little slack time - we all need a vacation!

ГРАМАТИЧНІ ВПРАВИ ПОВТОРЕННЯ МОДАЛЬНИХ ДІЄСЛІВ NEED, NEEDN'T

1.



Перекладіть на українську мову

1. You cannot read so many books. 2. You need not read so many books. 3. Nick cannot go to school today. 4. Nick need not go to school today. 5. They cannot translate this article. 6. They need not translate this article. 7. My sister cannot write this letter: she is very busy. 8. My sister need not write this letter: I shall phone them. 9. She cannot buy bread. 10. She need not buy bread. 11. He could not stay there for the night. 12. He need not have stayed there for the night. 13. We could not do all this work. 14. We need not have done all this work. 15. She could not cook such a big dinner. 16. She need not have cooked such a big dinner. 17. They could not write the composition. 18. They need not have written the composition. 19. I could not go to the library. 20. I need not have gone to the library.

2.



Перефразуйте речення, вживаючи модальне дієслово need

Приклад: 1) It is not necessary to go there.

You need not go there. 2) It was not necessary to go there. You need not have gone there.


1. Why do you want to do it all today? 2. It was not necessary for mother to cook this enormous dinner: we have brought all the food the children may want. 3. It is not necessary to take the six-thirty. A later train will do as well. 4. There was no necessity for her to do it herself. 5. There is no reason for you to worry: he is as strong as a horse. 6. There is no need for you to be present. 7. Is it any use our going into all that now? 8. Why did you mention all these figures? The situation was clear as it was. 9. Why do you want to press the skirt? It is not creased at all. 10. It was not necessary for you to remind me about her birthday. I remember the date very well.

3.



Перекладіть на англійську мову, вживаючи модальне дієслово need

1. У нас багато часу в запасі, і нам нема чого поспішати. 2. Тобі нема потреби робити це зараз. Ти можеш зробити це і завтра. 3. Вона може й не допомагати. Усе вже зроблено. 4. Йому не треба було продавати своє піаніно. 5. Ви могли й не кричати так на дитину. 6. Вони тепер не можуть спати, їм не треба було дивитися фільм жахів. 7. Чи потрібно мені тобі допомагати? — Ні, спасибі, я все зроблю сам.

4.  **Перекладіть на англійську мову, вживаючи модальне дієслово need**

1. Ви можете не ходити туди. 2. Йому нема чого турбуватися про неї. 3. Я можу й не запитувати його: він сам мені все розповість. 4. Вам не обов'язково телефонувати мені: я не забуду про свою обіцянку. 5. Чи потрібно їй купувати таку кількість продуктів? 6. Вона може не ходити в бібліотеку: я дам їй книжку. 7. Ви могли й не брати парасольку: я впевнений, що дощу не буде.

ТЕМА 37:

СИСТЕМА ЦІНОУТВОРЕННЯ ТА ФІСКАЛЬНА ПОЛІТИКА

Заняття 5

ФІСКАЛЬНА ПОЛІТИКА



Прочитайте та перекладіть текст українською мовою

FISCAL POLICY

Fiscal policy is the economic term which describes the actions of a government in setting the level of public expenditure and how that expenditure is funded. It contrasts with monetary policy, which describes the policies about the supply of money to the economy.

Types of Fiscal Policy

- Expansionary fiscal policy - an increase in government purchases of goods and services, a decrease in net taxes, or some combination of the two for the purpose of increasing aggregate demand and expanding real output.
- Contractionary fiscal policy - a decrease in government purchases of goods and services, an increase in net taxes, or some combination of the two for the purpose of decreasing aggregate demand and thus controlling inflation.
- Neutral fiscal policy - Modest fiscal policy. Generally not a common stance to take as there is no intention of effecting economic activity - this is rare, especially in contemporary times.

Methods of raising funds

Governments spend money on a wide variety of things, from the military and police to services like education and healthcare, as well as transfer payments such as welfare benefits.

This expenditure can be funded in a number of different ways:

- Taxation of the population
- Seignorage, the benefit from printing money
- Borrowing money from the population, resulting in a fiscal deficit.

Funding of deficits

A fiscal deficit is often funded by issuing bonds, like Treasury bills or consols. These pay interest, either for a fixed period or indefinitely. If the interest

and capital repayments are too great, a nation may default on its debts, most usually to foreign debtors.

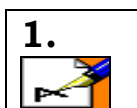
Economic effects of fiscal policy

Governments often use their fiscal policy to try to influence the economy towards economic objectives such as low inflation and unemployment.

Monetary effects of fiscal policy

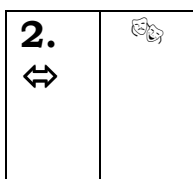
The fiscal policy of a government can affect the monetary policy. Government borrowing competes for the same loanable funds as other investment, so an increased deficit may result in a rise in interest rates. Government debt also represents a form of money on the broad definition, increasing the money supply.

ГРАМАТИЧНІ ВПРАВИ МОДАЛЬНІ ДІЄСЛОВА MUST, MAY, MIGHT, CAN'T У ЗНАЧЕННІ ПРИПУЩЕННЯ



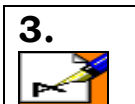
1. Перекладіть на англійську мову, вживаючи модальні дієслова **must, may, might** чи **can't**

1. Вони, напевно, працюють за кордоном.
2. Вони, можливо, працюють за кордоном.
3. Можливо, вони й працюють за кордоном (хоча навряд чи).
4. Не може бути, що вони працюють за кордоном.
5. Вони, напевно, працювали за кордоном.
6. Вони, можливо, працювали за кордоном.
7. Можливо, вони й працювали за кордоном (хоча навряд чи).
8. Не може бути, що вони працювали за кордоном.
9. Він, напевно, на роботі.
10. Він, напевно, був на роботі.
11. Він, можливо, на роботі.
12. Він, можливо, був на роботі.
13. Можливо, він і на роботі (хоча навряд чи).
14. Можливо, він і був на роботі (хоча навряд чи).
15. Не може бути, що він на роботі.
16. Не може бути, що він був на роботі.



2. Перепишіть спочатку всі речення, у яких модальне дієслово **may (might)** виражає дозвіл, а потім речення, у яких він виражає припущення. Перекладіть речення на українську мову

1. I may have wrecked my own life, but I will not let you wreck yours. 2. Justice may be slow, mother, but it comes in the end. 3. He may have written the letter, but the signature is certainly not his. 4. It might have been worse. 5. May I come and see you some day? 6. We asked the teacher if we might use dictionaries. 7. Children may borrow books from the school library. 8. I may show him your reports later. I don't know. 9. Your hair is getting rather thin, sir, may I advise to change your parting? 10. Mother, may I have a glass of light beer?



3.

Перефразуйте речення, вживаючи модальне дієслово *may*

1. Perhaps he is at home, but I am not sure he is. 2. It is possible that we studied at the same school, but I don't remember her. 3. Perhaps she was proud of her knowledge, but she never showed it to her classmates. 4. Perhaps there was a chance for him to win the match. 5. Perhaps Peter was as capable as the old workers, but he was given no chance to show his skill. 6. Perhaps they will come home very soon: be ready. 7. Perhaps the question was too difficult for her. 8. Try this delicious drink: perhaps YOU will like it. 9. Why didn't Nick ring us up? — It is possible that he forgot about it. 10. It is possible that your brother has never heard about this singer. 11. Perhaps she tried to enter the university, but failed. 12. It is possible that you asked the wrong people, that's why you didn't get the right answer. 13. Perhaps our friends will arrive here tomorrow.



4.

Вставте модальне дієслово *may* або *might*. Розкрийте дужки, вживаючи потрібну форму інфінітива

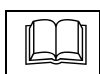
1. Don't scold her: the task ... (to be) too difficult for her, that's why she made rather many mistakes. 2. If they don't miss the train, they ... (to arrive) in time. 3. Why isn't he here yet? What has happened? — Oh, he ... (to miss) the train. 4. He ... (to do) very hard work. That's why he looks so tired now. 5. ... I (to ask) you to take off your hat? 6. She asked me if she ... (to turn) on the light. 7. I am afraid it ... (not to stop) raining by the morning. 8. Don't throw the rest of the birthday cake. He ... (to want) it for dessert. 9. It's raining cats and dogs. ... I (to borrow) your umbrella, please? 10. Do you know where I left the car keys? — You ... (to leave) them in the garage. 11. They don't know where the money has gone. It ... (to steal).

ТЕМА 37:

СИСТЕМА ЦІНОУТВОРЕННЯ ТА ФІСКАЛЬНА ПОЛІТИКА

Заняття 6

ДОБРОВІЛЬНА СПЛАТА ПОДАТКІВ СУБ'ЄКТАМИ ПІДПРИЄМНИЦЬКОЇ ДІЯЛЬНОСТІ



Прочитайте та перекладіть текст українською мовою

THE MAIN TAX TYPES IN USA AND THEIR DESCRIPTIONS

Banking Corporation Tax (BCT). A tax imposed on banking corporations, including commercial and savings banks, savings and loan associations, trust companies, and certain subsidiaries of banks that do business in a corporate or organized capacity.

Cigarette Tax. This tax must be paid on the possession of all cigarettes, whether bought to resell or for consumption.

Commercial Motor Vehicle Tax (CMVT). A tax imposed on non-passenger motor vehicles principally used in the city or principally in connection with a business carried on in the city and on motor vehicles that are regularly used in the city for the transportation of passengers.

Commercial Rent Tax (CRT). A tax imposed on tenants of premises that are used to conduct businesses, professions, or commercial activities.

E-911 Surcharge for Telecommunications Providers. A surcharge imposed on users of wireless telecommunications services.

General Corporation Tax (GCT). A tax imposed on domestic and foreign corporations that are engaged in business activities, employ capital, own or lease property, or maintain an office.

Horse Race Admissions Tax. A tax imposed on all patrons of horse races as part of the price of admissions.

Hotel Room Occupancy Tax. A tax imposed on the occupancy of hotel, motel, bed-and-breakfast, boardinghouse, and transient club/apartment rooms, based on the cost of the room rent and paid by the guest.

Mortgage Recording Tax. An excise tax imposed on the recording of every mortgage at the City Register.

Real Property Transfer Tax (RPTT). An excise tax imposed on the transfer of real property located in the City and on the transfer of a controlling economic interest in real property located in the City.

Retail Beer, Wine and Liquor License Tax. A tax imposed for the privilege of selling liquor, wine, and beer at a retail establishment within the City, for consumption on or off premises.

Taxicab License Transfer Tax. A tax imposed on every transfer of a taxicab license and on the transfer of a controlling economic interest in a taxicab license.

Unincorporated Business Tax (UBT). A tax imposed on every individual or unincorporated entity carrying on a trade, business, or profession – in whole or part – in the City.

Utility Tax. A tax imposed on every utility and vendor of utility services doing business in the City.

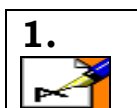
Motor Vehicle Use Tax. A tax imposed on City residents who keep, store and garage a motor vehicle in the City; non-residents who also keep a motor vehicle in the City; and owners of leased or rented passenger motor vehicles.

Beer and Liquor Excise Tax. A tax imposed on distributors and noncommercial importers of beer and liquor used or sold in the City.

Sales and Use Tax. A tax on the sale of tangible personal property and certain services.

Personal Income Tax. A graduated tax, imposed on the taxable income of every resident of the City.

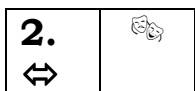
ГРАМАТИЧНІ ВПРАВИ ПОВТОРЕННЯ МОДАЛЬНИХ ДІЄСЛІВ SHOULD, SHOULDN'T, SHOULD HAVE



1. Дайте пораду, використовуючи модальне дієслово **should** і слова, подані в дужках

Приклад: Her diction is not very good, (to read aloud) She should read aloud.

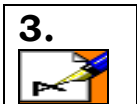
1. I have a slight irritation in my throat, (to smoke less) 2. This child doesn't want to eat soup, (not to give her sweets before dinner) 3. She makes a lot of spelling mistakes, (to copy passages out of a book) 4. The dog is afraid of him. (not to shout at the dog) 5. The students are unable to follow what I am saying, (not to speak so fast) 6. The boy is a little pale, (to play out of doors) 7. I am afraid you will miss that train, (to take a taxi) 8. There is no one in. (to try the room next door).



2. Перекладіть на українську мову

1. You should know how to raise your children not to be losers. 2. You shouldn't give the child everything he wants. You shouldn't satisfy his every craving for

food, drink and comfort. Otherwise, he will grow up to believe the world owes him a living. 3. You shouldn't laugh at him when he picks up bad words. This will make him think he isn't cute. It doesn't also encourage him to pick up "cuter" phrases. 4. You shouldn't avoid use of the word "wrong". This won't condition him to believe, later, when he is arrested for stealing a car, that society is against him.



3. Перекладіть на українську мову

1. You shouldn't pick up everything he leaves lying around — books, shoes and clothing. You shouldn't do everything for him, otherwise, he will be experienced in throwing all responsibility onto others. 2. You shouldn't quarrel frequently in the presence of your child. Otherwise, he will not be too shocked when the home is broken up later. 3. You shouldn't take his part against neighbours, teachers and policemen. They aren't all prejudiced against your child. 4. When he gets into trouble, you shouldn't apologize for yourself by saying, "I never could do anything with him."



4. Скажіть автору наведених нижче речень, що треба (не треба) було робити

Приклад: 1) I bought that book spending a lot of money.
You should not have bought the book. 2) I did not buy that book.
You should have bought the book.

1. So I took the child to the cinema. 2. We forgot to leave a message for her. 3. We did not wait for them because it was beginning to rain. 4. I did not put down her address and now I don't know how to find her. 5. I did not explain to her how to get here. 6. I bought a pair of red shoes to go with my new dress. 7. So I told her frankly what we all thought about her idea. 8. I have not seen the film, and now is too late because it is no longer on. 9. My pen leaking, so I wrote with a pencil. 10. I'm afraid ate too much cake with my tea.



5. Перекладіть на англійську мову, вживаючи модальне дієслово should з потрібною формою інфінітива (Indefinite Infinitive або Perfect Infinitive)

A. 1. Ви б сказали їй про це. 2. Не слід вам так пізно там залишатися. 3. Їй треба зараз же піти до лікаря. 4. Краще надягніть вовняні шкарпетки. 5. Їм краще почати раніше. 6. Не слід говорити з нею англійською мовою. 7. Вам потрібно повернути праворуч. 8. Краще скажіть кому-небудь про це.

B. 1. Треба було сказати їй про це. 2. Не треба було залишатися там так пізно. 3. Їй треба було зараз же піти до лікаря. 4. Вам треба було надягти вовняні шкарпетки. 5. Їм треба було почати раніше. 6. Не слід було говорити з нею англійською мовою. 7. Треба було повернути праворуч. 8. Треба було кому-небудь сказати про це.

ТЕМА 38:

МОНЕТАРНА СИСТЕМА. БАНКІВСЬКА СИСТЕМА

Заняття 1

ГРОШІ ТА ЇХ ФУНКЦІЇ



Прочитайте та перекладіть текст українською мовою

MONEY AND ITS FUNCTIONS

Money has four functions: a medium of exchange or means of payment, a store of value, a unit of account and a standard of deferred payment. When used as a medium of exchange, money is considered to be distinguished from other assets.

Money as the medium of exchange is believed to be used in one half of almost all exchange. Workers exchange labour for money, people buy or sell goods in exchange for money as well.

People do not accept money to consume it directly but because it can subsequently be used to buy things, they wish to consume. To see the advantages of a medium of exchange, imagine a barter economy, that is, an economy having no medium of exchange. Goods are traded directly or swapped for other goods. The seller and the buyer each must want something the other has to offer. Trading is very expensive. People spend a lot of time and effort finding others with whom they can make swaps. Nowadays, there exist actually no purely barter economies, but economies nearer to or farther from the barter type. The closer is the economy to the barter type, the more wasteful it is.

Serving as a medium of exchange is presumed to have for centuries been an essential function of money.

The unit of account is the unit in which prices are quoted¹ and accounts are kept. In Britain, for instance, prices are quoted in pounds sterling; in France, in French francs. It is usually convenient to use the same unit to measure the medium of exchange as well as to quote prices and keep accounts in. However, there may be exceptions. During the rapid German inflation of 1922-23 when prices in marks were changing very quickly, German shopkeepers found it more convenient to use US dollars as the unit of account. Prices were quoted in dollars though payment was made in marks. The same goes for² Russia and other post-communist economies that used the US dollar as a unit of account, keeping their national currencies as means of actual payment. The higher is the inflation rate, the greater is the probability of introducing a temporary unit of account alongside the existing units for measuring medium of exchange.

Money is a store of value, for it can be used to make purchases in future. For money to be accepted in exchange, it has to be a store of value. Unless suitable for buying goods with tomorrow, money will not be accepted as payments for the

goods supplied today. But money is neither the only nor necessarily the best store of value. Houses, stamp collections, and interest-bearing bank accounts all serve as stores of value.

Finally, money serves as a standard of deferred payment or a unit of account over time. When money is borrowed, the amount to be repaid next year is measured in units of national currency, pounds of sterling for the United Kingdom, for example. Although convenient, this is not an essential function of money. UK citizens can get bank loans specifying in dollars the amount that must be repaid next year.

Thus, the key feature of money is its use as a medium of exchange. For money to be used successfully as a means of exchange, it must be a store of value as well. And it is usually, though not always, convenient to make money the unit of account and standard of deferred payment.

? Дайте відповіді на питання.

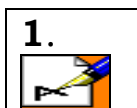
1. What are the main functions of money?
2. How important is the function of money as a medium of exchange?
3. Why do people accept money as a medium of exchange?
4. What is barter economy?
5. Why are barter economies wasteful?
6. When don't national currencies serve as units of account? Give examples.
7. When is money used as a standard of deferred payment?



Знайдіть еквіваленти слів у тексті англійською мовою

Засіб, обмін, засіб обміну, в обмін на що небудь, обмінний курс, засоби, запас, резерв; засіб збереження, розрахунок, підрахунок; відкладати на певний строк, приймати, бартер, торгувати, міняти, обмін; дорогий, фактичний, неекономний, зручний, швидкий, валюта, позика.

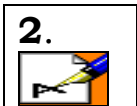
ГРАМАТИЧНІ ВПРАВИ
ПОРІВНЯЛЬНА КОНСТРУКЦІЯ «THE ... THE ...»



1. Перекладіть українською мовою речення з парним сполучником «the... the...»

1. The greater a person's income, the more he will usually buy.
2. The higher the labour productivity, the lower the production cost.
3. The higher is the demand, the higher can the price for the commodity be.
4. The greater is the number of sellers in a market, the better choice can a buyer make.
5. The more inelastic is the demand, the more will a tax fall on purchasers rather than sellers.

6. The more efficiently is the equipment used, the higher is the labour productivity and the more effective is the production.
7. In each industry, the more workers there are, the greater is the total output of the good produced.
8. The higher the real wage, the more individuals the labour force comprises.



2. Поєднайте наступні речення парним сполучником «the...the...» в одне речення

Зразок:

A firm's assets are considerable. Its chances of obtaining a loan from a bank are high.

The more considerable are a firm's assets, the higher are its chances of obtaining a loan from a bank.

1. Real wage grew slowly in the late 1980s in Europe. Employment started to grow fast,
2. A product has to be transported far to the market place. Transportation expenses are high.
3. The habit of the population to pay in cash is great. The possibilities for banks to develop new technologically advanced forms of money are restricted.
4. The period for which the money is borrowed is long. The possibility for the loan to be repaid is small.

ТЕМА 38:

МОНЕТАРНА СИСТЕМА. БАНКІВСЬКА СИСТЕМА

Заняття 2

ВВЕДЕННЯ В БАНКІВСЬКУ СИСТЕМУ



Прочитайте та перекладіть текст українською мовою

INTRODUCTION TO BANKING AND FINANCIAL MARKETS

A commercial bank borrows money from the public, crediting them with a deposit. The deposit is a liability of the bank. It is the money owed to depositors. In turn the bank lends money to firms, households, or governments wishing to borrow.

Commercial banks are financial intermediaries with a government license to make loans and issue deposits, including deposits against which cheques can be written.

Major important banks in most countries are included in the clearing system in which debts between banks are settled by adding up all the transactions in a given period and paying only the net amounts needed to balance inter-bank accounts.

The balance sheet of a bank includes assets and liabilities. We begin by discussing the asset side of the balance sheet.

Cash assets are notes and coins kept in their vaults and deposited with the Central Bank. The balance sheet also shows money lent out or used to purchase short-term interest-earning assets such as loans and bills. Bills are financial assets to be repurchased by the original borrower within a year or less. Loans refer to lending to households and firms and are to be repaid by a certain date. Loans appear to be the major share of bank lending. Securities show bank purchases of interest-bearing long-term financial assets. These can be government bonds or industrial shares. Since these assets are traded daily on the Stock Exchange, these securities seem to be easy to cash whenever the bank wishes, though their price fluctuates from day to day.

We now examine the liability side of the balance sheet which includes, mainly, deposits. The two most important kinds of deposits are sure to be sight deposits and time deposits. Sight deposits can be withdrawn on sight³ whenever the depositor wishes. These are the accounts against which we write cheques, thus withdrawing money without giving the bank any warning. Therefore, most banks do not pay interest on sight deposits, or chequing accounts.

Before time deposits can be withdrawn, a minimum period of notification must be given within which banks can sell off some of their high-interest securities or call in some of their high-interest loans in order to have the money to pay out

depositors. Therefore, banks usually pay interest on time deposits. Apart from deposits banks usually have some other liabilities as, for instance, deposits in foreign currency, cheques in the process of clearance and others.

? Дайте відповіді на питання.

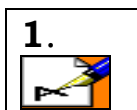
1. What is the bank's liability?
2. What is the function of commercial bank in turn?
3. What sides does the balance sheet of a bank include?
4. What does asset side include?
5. What are the two important kinds of deposits?
6. Why don't the most of banks pay interest on sight deposits?



Знайдіть еквіваленти слів у тексті англійською мовою

Депозит, вклад в банку; відкривати рахунок, знімати вклад, вкладник, рахунок до запитання, поточний рахунок, позичати, кліринг, безготівкові розрахунки між банками; транзакція, готівка, вексель, облігація, коливатись.

**ГРАМАТИЧНІ ВПРАВИ
ЗНАЧЕННЯ СЛОВА «FOR»**



1. Визначте, в якому значенні вжито слово „for“. Перекладіть речення українською мовою

1. Information resources are too scarce for statistics to avoid compromises.
2. Smaller firms have for some time been believed to be at a disadvantage compared with large firms when they need to borrow.
3. Present-day economists do not distinguish profit from rent, for they think capital to comprise various kinds of property, land in particular.
4. Many economists specialize in a particular branch of the subject, for instance, urban economics studies city problems, land use, transport, and housing.
5. People can hold money to finance some future purchase without loss of purchasing power, for money serves as a store of value.

ТЕМА 38:

МОНЕТАРНА СИСТЕМА. БАНКІВСЬКА СИСТЕМА

Заняття 3

КОНТРОЛЬНА ФУНКЦІЯ НБУ У ВИПУСКУ ГРОШОВИХ БАНКНОТ



Прочитайте та перекладіть текст українською мовою

THE MAIN FUNCTIONS OF THE NATIONAL BANK OF UKRAINE

In terms of its functions, the National Bank of Ukraine is the central bank, which pursues comprehensive state policy in the domain of monetary circulation, crediting and provision of the stability of the national monetary unit. It is, at the same time, the money issuer, the body of currency regulation, the body of bank supervision, is the bank of banks, the state bank, and the organizer of inter-bank settlements. Being the central bank of the state, the NBU pursues monetary-credit policy, establishing and applying appropriate instruments. The National Bank keeps the national book of registration of banks, currency exchanges, and other financial-credit establishments. It represents the interests of Ukraine in relations with the central banks of other countries, international banks, and financial-credit organizations. The National Bank of Ukraine enjoys the monopolistic right to issue money into circulation, as well as to issue national monetary marks (bank-notes, coins). Since 1992, the NBU has put into operation a money manufacturer in Luhansk, a bank-note factory in Kyiv, a manufacturer of bank-note paper in Malin. The Mint and the Central Depository have been built in Kyiv. The provision of the economy with cash money is carried out through the network of regional departments of the National Bank in fulfillment of the orders of commercial banks. It should be noted that prior to the establishment of the NBU, when only the republican division of the State Bank of the USSR was in operation in Ukraine, Ukraine had neither methodology, mechanisms and instruments to regulate the monetary-credit market, nor practical experience of applying them. The National Bank of Ukraine is the basic body, which defines currency policy and implements it on the principles of general economic policy of Ukraine. Together with the Cabinet of Ministers, the NBU draws up the balance of payments of Ukraine; supervises the observance of the limit of foreign debt as affirmed by the Verkhovna Rada; defines the limits of foreign-currency denominated indebtedness of authorized banks due to non-residents; accumulates, preserves, and uses the reserves of currency values for the realization of the state's currency policy; issues licenses authorizing the fulfillment of currency transactions and decides about their abrogation; defines ways to establishing and using currency exchange rates of foreign pegged currencies nominated in the currency of Ukraine; and sets the rates

of currency values nominated either in foreign currency or settlement (clearing) units. Apart from these regulatory functions in the domain of currency policy, the NBU also fulfills controlling functions. Namely, it supervises the observance of the rules for currency transactions on the territory of Ukraine and ensures the fulfillment by the authorized banks of functions concerning the implementation of currency control. The National Bank of Ukraine implements bank supervision over the observance by commercial banks of the banking legislation, the observance of economic norms set by the NBU and its own regulatory acts. The National Bank of Ukraine is the bank of banks. With the view of maintaining the stability of the banking system and extension of its credit opportunities, it provides credits to commercial banks. These credits provide for the interim needs of banks and for crediting of special programs related to the reorganization and modernization of manufacturing, the development of particular sectors of the national economy, and the restructuring of the economy of Ukraine. Short-term credits to commercial banks are provided through credit auctions. Also, collateral credit is put into practice. As the state bank, the NBU arranges and implements through the banking system the cash servicing of the state budget of Ukraine. It is entrusted with the fulfillment of transactions with government securities. In 1993, the new mechanism of the cash servicing of the state budget was put into practice in Ukraine, which excludes the "automatic" crediting of state expenditures. Funding on account of the budget is carried out within the limits of available funds. In accordance with a decision of the Verkhovna Rada of Ukraine, the National Bank may provide credits to the central government without special preferences. As per the Law "On Banks and Banking Activity», the National Bank is not allowed to fund deficit of the state budget. As the organizer of inter-bank settlements, since January 1994 the NBU has put into practice the automated system of inter-bank settlements with the utilization of advanced technologies. The system is a set of software and hardware means, which ensures interchange with electronic documents, their cross check, analysis and protection from illegal interference. To ensure the functioning of this system, regional clearing chambers have been created in the Crimea and every oblast that are united into the all-country network of clearing chambers of Ukraine, with the Central Clearing Chamber in the city of Kyiv at the top.

? Дайте відповіді на питання.

1. What does National Bank of Ukraine pursue?
2. What financial credit establishments does National Bank keep?
3. Does NBU enjoy the monopolistic right to issue or not?
4. Why does NBU called the bank of banks?
5. What did NBU put in practice in 1994?



Знайдіть еквіваленти слів у тексті англійською мовою

Державна політика, грошова одиниця, емісія грошей, кругообіг, монети, здійснювати, виконувати; дотримання (закону); штучно вироблений, транзакція, забезпечувати, гарантувати; виконання (зобов'язань).

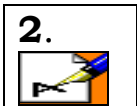
ГРАМАТИЧНІ ВПРАВИ НЕЗАЛЕЖНИЙ ДІСПРИКМЕТНИКОВИЙ ЗВОРОТ



1.

**Знайдіть в реченнях незалежний дісприкметниковий зворот.
Перекладіть речення українською мовою**

- 1) An increase in price of one percent resulting in an increase in supply of more than one percent, the supply is called elastic.
- 2) Ceiling prices being controlled by the government, goods may find their way to the black market.
- 3) In the next 25 years or so, the average age in the United States increasing, problems of the aged rather than young people will be of importance.
- 4) With a financial panic everyone wanting his money at the same time, the bank is unable to pay.
- 5) Cheques being accepted in payment of purchases, people feel that a bank account is as good as or even better than money in their pocket.



2.

Перекладіть наступні речення, звертаючи увагу на незалежний дісприкметниковий зворот

- 1) Monetary policy affects prices, the aggregate level of output and employment being independent of it.
- 2) Interest rate being the opportunity cost of holding money, higher inflation reduces the demand for real money.
- 3) Building societies now issuing cheque books to their depositors, it is difficult to decide which intermediaries are banks.
- 4) The Central Bank acting as banker to commercial banks, the financial system works steadily.
- 5) Interest rates can affect aggregate demand, equilibrium level of output and employment adjusting correspondingly.
- 6) The Central Bank having imposed a cash reserve requirement on commercial banks, banks do lending business with domestic firms through foreign markets.



3.

Перетворіть незалежні дісприкметникові звороти на речення

Зразок:

The government intending to provide incentives to developing an industry, subsidies are offered. When the government intends to provide incentives to developing an industry, subsidies are offered.

- 1) The Central Bank requires every commercial bank to hold a certain percentage of its deposits as reserves, the percentage being different for current accounts and time deposits.
- 2) Depositors making deposits and withdrawing money at different times, any bank can get along with an amount of cash to cover withdrawals that are much smaller than the total amount of its deposits.
- 3) There existing a traditional suspicion in the USA of “big bankers”, the USA has given rise to the growth of a great number of local banks.
- 4) Inflation occurring, there are more disadvantages than advantages in holding money.
- 5) The price level rising, the value of money decreases.

ТЕМА 38:

МОНЕТАРНА СИСТЕМА. БАНКІВСЬКА СИСТЕМА

Заняття 4

ПРИВАТНІ БАНКИ ТА ЇХ ПІДПОРЯДКОВАНІСТЬ НБУ



Прочитайте та перекладіть текст українською мовою

RISE AND DEVELOPMENT OF THE BANKING SYSTEM OF UKRAINE

The rise and development of Ukraine, similar to that of the other countries arising on the ruins of the USSR, is a unique phenomenon in the modern history. From a single "ruble zone" the national monetary and banking systems have separated. The elements and structure that earlier have not existed were given birth and are progressing: these are central banks and commercial banks, the national currencies, the systems of payments, currency exchanges, systems of the bodies engaged in regulation and bank supervision. Playing a special role in the economic system as a whole and on the monetary-credit market, banks actively effect all the constituents of economic reform. It is the banking system that is to create the infrastructure, methods and tools of the new market-oriented regulation of the economy to replace the command-administrative methods and instruments. At the stage of transition to a market-oriented economy, there are only a few factors that can equal an efficient system of management of financial and monetary-credit relations in importance (practically the core of this system -- stable and actively functioning structure of commercial banks). The banking system in a market-oriented economy plays a triune role. First, the structure of commercial banks administers the system of payments. In developed market relations the colossal number of market transactions is accomplished by way of redistribution of funds between different banking deposits. Second, together with other financial intermediaries, banks direct the savings of the public to firms and commercial enterprises. The effectiveness of the fulfillment of the process of investing funds mostly depends on the capability of the banking system of directing monetary resources to those loan debtors, who would find the opportunities to utilize them efficiently. Third, acting in accordance with monetary-credit policy of the central bank, the banking system regulates the quantity of money in circulation. Stable and temperate growth of money supply balanced along with the growth of commodity supply is a guarantee of the provision of a steady level of prices. As soon as this is achieved, market relations influence the economic system in the most effectual and gainful manner. The rise and development of Ukraine's banking system has proceeded in extremely adverse conditions. The most important of these include: the destruction of resources with respect to Ukrainian banks as part of a central

Russia-based system in 1990-1991; the economic crisis, which manifested itself in the massive, powerful depression of production; the decline of gross domestic product, the keen decrease in the citizens' incomes; and continued inflation. The tax pressure of 1994 also negatively affected banks. Another factor that affected the banking sector was the public attitude toward banks. These factors accompanied the transition process in Ukraine's economy for several years. However, contrary to difficulties, the banking system of Ukraine has proceeded step by step in its evolution towards the stabilization of its role in the society and economy.

? Дайте відповіді на питання.

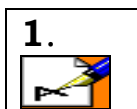
1. The rise and development of Ukraine is a unique phenomenon in the modern history, isn't it?
2. What was the role of banks in the economic system?
3. What does the triune role the banking system play in market-oriented economy?
4. What factors accompanied the transition process in Ukraine's economy for several years?
5. What is the role of Banking system in the society?



Знайдіть еквіваленти слів у тексті англійською мовою

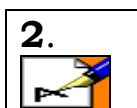
Подібний, відділений (окремий), система платежів (розрахунків), інфраструктура, засоби, рівний (подібний, тотожний), керувати, можливість, грошова пропозиція, доходи (прибутки), ринкові зв'язки.

**ГРАМАТИЧНІ ВПРАВИ
СПОЛУЧНИК «WHETHER»**



1. Перекладіть речення зі сполучником «whether» українською мовою

1. Profit depends on whether the amount received is greater than the amounts paid.
2. Whether a faster growth rate of production is desirable? Depends on whether a society wants to spend more on its needs of today or it is prepared to invest in tomorrow.
3. It makes a lot of difference to the banker whether the loan is in cash or in the form of a deposit.
4. Research workers never know whether or not they will find anything useful.
5. Average costs of production are important to the decision of whether or not stay in business.



2. Перекладіть речення зі сполучником «whether» українською мовою

1. As this concept has not yet been tried out in practice, it is hard to say whether it will be more successful than earlier approaches to incomes policy.
2. It is difficult for people to decide whether a decrease in their real wages was caused by risen prices or by inflation.
3. Whether incomes policy speeds decreasing inflation rate, remains an open question.
4. The costs of inflation depend on whether governments impose any regulations allowing people to adjust fully to inflation.
5. If profits are negative, the firm must see whether losses can be reduced by not producing at all.

ТЕМА 38:

МОНЕТАРНА СИСТЕМА. БАНКІВСЬКА СИСТЕМА

Заняття 5

МОНЕТАРНА СИСТЕМА. МОНЕТАРНА ПОЛІТИКА



Прочитайте та перекладіть текст українською мовою

MONETARY SYSTEM AND MONETARY POLICIES

Today every country has a Central Bank. It acts as a lender to commercial banks and it acts as a banker to the government, taking responsibility for the funding of the government's budget deficit and the control of the money supply which includes currency outside the banking system plus the sight deposits of the commercial banks against which the private sector can write cheques. Thus, money supply is partly a liability of the Central Bank (currency in private circulation) and partly a liability of commercial banks (chequing accounts of the general public).

The Central Bank controls the quantity of currency in private circulation and the one held by the banks through purchases and sales of government securities. In addition, the Central Bank can impose 'reserve requirements' on commercial banks, that is, it can impose the minimum ratio of cash reserves to deposits that banks must hold. The Central Bank also sets discount rate² which is the interest rate commercial banks have to pay when they want to borrow money. Having set the discount rate, the Central Bank controls the money market.

Thus, the Central Bank is responsible for the government's monetary policy. Monetary policy is the control by the government of a country's currency and its system for lending and borrowing money through money supply in order to control the level of spending¹ in the economy.

The demand for money is a demand for real money, that is, nominal money deflated by the price level⁴ to undertake a given quantity of transactions. Hence, when the price level doubles, other things equal, we expect the demand for nominal balances to double, leaving the demand for real money balances unaltered. People want money because of its purchasing power in terms of the goods it will buy.

The quantity of real balances demanded falls as the interest rate rises. On the other hand, when interest-bearing assets are risky, people prefer to hold some of the safe asset, money. When there is no immediate need to make transactions, this leads to a demand for holding interest-bearing time deposits rather than non-interest-bearing sight deposits. The demand for time deposits will be larger with an increase in the total wealth to be invested.

Interest rates are a tool to regulate the market for bonds. Being sold and purchased by the Central Bank, bonds depend on the latter for their supply and price.

Interest rates affect household wealth and consumption. Consumption is believed to depend both on interest rates and taxes. Higher interest rates reduce consumer demand. Temporary tax changes are likely to have less effect on consumer demand than tax changes that are expected to be permanent.

There also exists a close relationship between interest rates and incomes. With a given money supply, higher income must be accompanied by higher interest rates to keep money demand unchanged.

A given income level can be maintained by an easy monetary policy and a tight fiscal policy or by the converse.

? Дайте відповіді на питання.

1. How does Central Bank act for the funding of the government's budget deficit?
2. How does Central Bank control the quantity of currency in private circulation?
3. For what Central Bank is responsible?
4. What do higher interest rates reduce?
5. How could given income level be maintained?

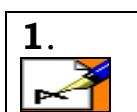


Знайдіть еквіваленти слів у тексті англійською мовою

Відповідальність, бюджетний дефіцит, грошова маса в обороті, кругообіг, відношення (коефіцієнт), процентна ставка, монетарна політика, змінювати, багатство (матеріальні цінності), постійний (довготривалий).

ГРАМАТИЧНІ ВПРАВИ

ЗНАЧЕННЯ ІМЕННИКА «MEANS» ТА ДІЄСЛОВА «TO MEAN»



1. Перекладіть речення українською мовою, звертаючи увагу на значення іменника «means» та дієслова «to mean»

1. In Marxist theory, proletariat is the social class that consists of workers who, not themselves owning any means of production, must sell their ability to work, receiving a wage in return.
2. Some economists believe incomes policy to be a good temporary means of keeping inflation under control.
3. With loans, indexation means that the amount to be repaid will rise with the price level.
4. Profit maximization is achieved by means of minimization of costs.
5. To stay in business, firms have to reach the profit maximizing level of output by any means they find necessary.

6. Compensation at certain intervals means that real wages are changing during these intervals.
7. Between 1965 and 1995, the increase in interest rates meant that the increase in real money demand was smaller than the increase in a real GNP.
8. Bank accounts are money because people can pay for purchases by means of cheques.

ТЕМА 38:

МОНЕТАРНА СИСТЕМА. БАНКІВСЬКА СИСТЕМА

Заняття 6

КРЕДИТНА І МОНЕТАРНА ПОЛІТИКИ. РЕФОРМА МОНЕТАРНОЇ ПОЛІТИКИ



Прочитайте та перекладіть текст українською мовою

CREDIT-AND-MONETARY POLICY AND MONETARY REFORM

The National Bank of Ukraine consistently has pursued a reasonable credit and monetary policy. Using the mechanism of monetary leverage, the control over the condition of money supply in circulation was implemented. This made it possible, on a regular basis, to lower the NBU discount rate, to secure stability of the currency, and eventually, to implement monetary reform successfully and introduce the national currency - the hryvnia. By the efforts of the NBU's specialists and services, the preparatory for monetary reform was carried out and the manufacture of the sufficient supply of new bank-notes and coins was arranged. It was ensured that bank-notes and coins were delivered promptly to all the regions of the country. The needed instruction documents were developed for all the agencies that fulfilled the interchange of money. The decisive role for reform, the term of issuance of the hryvnia, the rate of exchange of old money to new, the definition of the mechanism for issuance of the hryvnia, and the formation of the denomination structure of the supply of the new money all were spelled out by the NBU's management. Monetary reform in Ukraine, in a wide interpretation, pursued at least three aims: to create the national monetary system of the independent Ukrainian state; to ensure the constancy of the national money on the level which is appropriate to stimulate the economic and social development of the country with the aid of monetary instruments; to ensure the functioning of the new monetary system pursuant to requirements of the rules of market-oriented economy. The volume of cash in circulation not only has not increased during the period of reform, it decreased by nearly 150 Mio UAH. Due to an increased number of time deposits of business entities and the public, the liquidity of commercial banks increased by about 150 Mio UAH and had amounted to 500-600 Mio UAH by late October 1996. This contributed to the growth of volumes of credits provided to business entities by commercial banks. A trend in the growth of the volumes of long-term crediting appeared. The structure of money supply improved. The reform facilitated more active receipt of payments paid by the population for communal and other services, and increased volume of the selling of goods. After the monetary reform, the NBU sharply faced a new challenge. It had to secure stability of the national currency. It is difficult to over-estimate the

importance of the role of financial stabilization. The advantages of this stabilization include the imposition of market guidelines, regulators, market stimuli for business entities, the creation of new economic medium, and a sound basis for a new economic system. Steps taken on this path are as follows:

- successful monetary policy, which has been oriented at the macroeconomic stabilization of the economy and has contributed to further disinflation;
- achievement of stabilization of the official exchange rate of the national currency to foreign currencies and a stable par between the official rate and the market rate;
- increase in the volume and improvement of the structure of official currency reserves needed to support the exchange rate of the hryvnia to foreign currencies;
- suspension of the practice of non-sanctioned issuance of payment means applied by commercial banks.
- incorporation of the new system of electronic inter-bank settlements; and
- transition of the banking system to the International Accounting Standards in the beginning of 1998;

Since 1993, the National Bank of Ukraine has begun to develop Principal Guidelines of Monetary-Credit Policy. Guidelines provided by this regulatory act are aimed at scotching inflation, provision of the stability of the national currency, and increasing the effectiveness of the operation of both the economy of the country on the whole, and the banking system especially. During the time of its activity, the NBU has developed a number of instruments for regulation of the monetary-credit market. It set up the procedure for formation of mandatory reserves by commercial banks, appropriate mechanisms for the issuance and withdrawal of credit funds, defined the rules for the fulfillment of open-market operations, such as credit auctions, collateral crediting, and transactions on the share market. Since 1994, with a view toward providing the equitable access to NBU's credits for all commercial banks, the National Bank renounced direct crediting of banks against production-related targeted programs and put credit auctions into practice. In order to support the short-term liquidity of commercial banks, the NBU instituted lombard crediting - crediting on the security of highly liquid securities. One mechanism for the regulation of the monetary-credit market, which the National Bank applies is the discount rate on credits, the size of which is defined depending on the level of inflation, demand and supply for credits at auctions and the inter-bank market. During the last several years, the National Bank has undertaken appropriate measures for the gradual decline of the discount rate, which basically was positive, i.e., was higher than the level of inflation. This policy of the NBU, aimed at supporting of the stability of the national currency, encouraged corporations and the public to allocation temporarily free funds in the establishments of banks, and lessened the outflow of funds to the currency market.

? Дайте відповіді на питання.

1. What documents were developed for all the agencies that fulfilled the interchange of money?
2. What aims did monetary reform in Ukraine pursue?

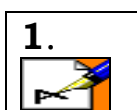
3. What was the important role of financial stabilization for Ukraine?
4. What was the advantage of this financial stabilization?
5. Since what time has the National Bank of Ukraine has begun to develop Principal Guidelines of Monetary-Credit Policy?



Знайдіть еквіваленти слів у тексті англійською мовою

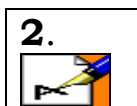
Грошовий важіль впливу, підготовчий, достатній рівень пропозицій, обумовлений, визначення, вимоги, бізнесові відносини, ліквідність, впливові прошарки (влади), рівень інфляції.

ГРАМАТИЧНІ ВПРАВИ ЗНАЧЕННЯ СЛІВ «SOME», «ANY» ТА «NO»



1. Перекладіть речення українською мовою, звертаючи увагу на значення слова «any»

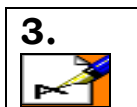
- 1) Producing output, any firm uses the cheapest available technique.
- 2) If a company is in trouble, it will be happy to borrow at almost any interest rate the banks charge.
- 3) Modern markets are not normally located in any special place.
- 4) At any particular moment the demand for a company's exports is at a given level, the latter changing when demand conditions change in the rest of the world.
- 5) Some unemployment is expected to occur at any time, even when the economic growth in the country is steady.
- 6) There are not any substitutes for everything, so people cannot avoid high-priced goods by means of buying something else.
- 7) Any person can find himself in one of three situations: employed, unemployed, or out of the labour force.
- 8) Almost the only products whose prices do not depend on their cost to any considerable degree are those with fixed supply, such as works of art, and those whose supplies are limited by monopolies, such as oil.



2. Вставте «some», «any» або «no»

- 1) There are ... pictures in the book.
- 2) Are there ... new students in your group?
- 3) There are ... old houses in our street.
- 4) Are there ... English textbooks on the desks? — Yes, there are
- 5) Are there ... maps on the walls? — No, there aren't
- 6) Are there ... pens on the desk? — Yes, there are
- 7) Are there ... sweets in your bag? — Yes, there are
- 8) Have you got ... English books at home? - Yes, I have
- 9) There are ... beautiful pictures in the magazine. Look at them.

- 10) There is ... ink in my pen: I cannot write.
- 11) Is there ... paper on your table?
- 12) I haven't got ... exercise books. Give me ... , please.
- 13) It is winter. There are ... leaves the trees.



Вставте «some», «any» або «no»

- 1) We haven't got ... milk. We can't make an omelet.
- 2) Bob always likes ... sugar in his coffee.
- 3) Poor Oliver was hungry. He wanted ... bread.
- 4) They haven't got ... stamps. I can't post my letter.
- 5) He has got ... money. He can't spend his holidays in Switzerland any more and stay at luxury hotels.
- 6) There are ... schools in this street.
- 7) Are there ... pictures in your book?
- 8) There are ... flowers here in winter.
- 9) I can see ... children in the yard. They are playing.
- 10) Are there ... new buildings in your street?
- 11) There are ... people in the park because it is cold.

ТЕМА 39:

НАЦІОНАЛЬНИЙ ДОХІД. МІЖНАРОДНА ТОРГІВЛЯ

Заняття 1

КРУГООБІГ ПЛАТЕЖІВ. НАЦІОНАЛЬНИЙ ДОХІД



Прочитайте та перекладіть текст українською мовою

CIRCULAR FLOW OF PAYMENTS AND NATIONAL INCOME

To have a glimpse in the working of the economy as a whole may be of use to a student of economics.

In every economy there are lots of households to supply labour and capital to firms that use them to produce goods and services. Firms provide incomes for households, who in turn use this money to purchase the goods and services produced by firms. This process is called the circular flow of payments.

The gross domestic product (GDP) is the total money value of all final goods produced in the domestic economy over a one-year period. The GDP can be measured in three ways: (a) the sum of the value added in the production within a year, (b) the sum of incomes received from producing the year's output, (c) the sum to spend on the year's domestic output of goods and services.

The total money value of all final goods and services in an economy over a one-year period, that is the GDP, plus property income from abroad (interest, rent, dividends and profits) make the gross national product (GNP). The GNP is an important measure of a country's economic well-being, while the GNP per head provides a measure of the average standard of living of the country's people. However, this is only an average measure of what people get. The goods and services available to particular individuals depend on the income distribution within the economy.

We now recognize that assets wear out in the production process either physically or become obsolete. This process is known as depreciation. There has to be part of the economy's gross output to replace existing capital, and this part of gross output is not available for consumption, investment, government spending, or exports. So we subtract depreciation from the GNP to arrive at national income.

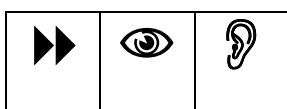
National income measures the amount of money the economy has available for spending on goods and services after setting aside enough money to replace resources used up in the production process.

Since output is determined by demand, the aggregate demand or spending plans of households and firms determine the level of the output produced, which in turn makes up the income available to households. Aggregate demand is the amount to be spent by firms and households on goods and services.

Governments also step in the circular flow of income and payments. They buy a considerable part of the total output of goods and services in an economy adding their demand to the demand of the private sector. Since government spending is a large component of aggregate demand, and since taxes affect the amount households and companies have for spending, government spending and taxation decisions, which are referred to as fiscal policy, have major effects on aggregate demand and output.

? Дайте відповіді на питання.

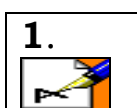
1. What process is known as the circular flow of payments?
2. What is the gross domestic product?
3. What is the gross national product?
4. What does the GNP indicate?
5. How is national income determined?
6. What is aggregate demand?
7. How do government activities affect the aggregate demand?
8. What is fiscal policy?



Знайдіть еквіваленти слів у тексті англійською мовою

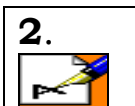
Домашнє господарство, валовий внутрішній продукт, готова продукція, власність, валовий національний продукт, прожитковий рівень, фонди, майно, активи; зношуватися, знос, амортизація; зниження вартості; обезцінення, значний, оподаткування.

**ГРАМАТИЧНІ ВПРАВИ
ЧИСЛІВНИК. ПАСИВНИЙ СТАН ДІЄСЛІВ**



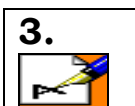
Розкрийте дужки, вживаючи дієслова у Passive Voice

1. The rule explained by the teacher at the last lesson (to understand) by all of us.
2. The poem was so beautiful that it (to learn) by everybody
3. I hope the invitation (to accept) by everybody.
4. The letter (to post) in half an hour.
5. It seems to me that music (to hear) from the next room.
6. At the last competition the first prize (to win) by our team.
7. The question (to settle) as soon as they arrived.
8. Your report must (to divide) into two chapters.
9. Soon he (to send) to a sanatorium.
10. The book (to discuss) at the next conference.
11. The composition must (to hand) in on Wednesday.
12. Yesterday he (to tell) to prepare a speech.
13. The article (to publish) last week, if I am not mistaken.
14. The lectures (to attend) by all of us.
15. A taxi (to call) fifteen minutes ago, so we are expecting it any moment.
16. The young man (to introduce) to me only a couple of hours ago, but it seems to me that I've known him for years.



2. Перекладіть англійською, вживаючи дієслова у Present, Past або Future Simple Passive

1. Я завжди хвалю моїх друзів.
2. Мене завжди хвалять вдома.
3. Щосуботи тато показує дідусяві мої оцінки.
4. Щосуботи татові показують мої оцінки.
5. Ми часто згадуємо вас.
6. Нас часто згадують у селі.
7. Мені дають сік щоранку.
8. Щоранку я даю кішці молоко.
9. Він щодня розповідає нам щось цікаве.
10. Йому щодня розповідають щось цікаве.
11. Я часто посилаю листи друзям.
12. Мене часто посилають на південь.
13. Мене часто запрошують у кіно.
14. Моїй сестрі часто допомагають у школі.
15. Я іноді забуваю взяти щоденник.
16. Він пише багато листів;
17. Книги А. Крісті читають з інтересом.
18. Собаки люблять кістки.
19. Собак люблять у багатьох сім'ях.
20. Коли у вашій сім'ї п'ють чай?



3. Розкрийте дужки вживаючи дієслова Present, Past або Future Simple Passive

1. My question (to answer) yesterday.
2. Hockey (to play) in winter.
3. Mushrooms (to gather) in autumn.
4. Many houses (to burn) during the Great Fire of London.
5. His new book (to finish) next year.
6. Flowers (to sell) in shops and in the streets.
7. St. Petersburg (to found) in 1703.
8. Bread (to eat) every day.
9. The letter (to receive) yesterday.
10. Nick (to send) to Moscow next week.
11. I (to ask) at the lesson yesterday.
12. I (to give) a very interesting book at the library last Friday.
13. Many houses (to build) in our town every year.
14. This work (to do) tomorrow.
15. This text (to translate) at the last lesson.
16. These trees (to plant) last autumn.
17. Many interesting games always (to play) at our PT lessons.
18. This bone (to give) to my dog tomorrow.
19. We (to invite) to a concert last Saturday.
20. Lost time never (to find) again.
21. Rome (not to build) in a day.



4. Розкрийте дужки вживаючи потрібну форму дієслова

1. At the station they will (meet, be met) by a man from the travel bureau.
2. She will (meet, be met) them in the hall upstairs.
3. The porter will (bring, be brought) your luggage to your room.
4. Your luggage will (bring, be brought) up in the lift.
5. You may (leave, be left) your hat and coat in the cloakroom downstairs.
6. They can (leave, be left) the key with the clerk downstairs.
7. From the station they (take, be taken) straight to the hotel.
8. Tomorrow he will (take, be taken) them to the Russian Museum.



5. Прочитайте англійською наступні числівники

38; 189; 375; 23,633; 1,879; 211; 40,100; 71,213; 1,001,700; 43,641,788;
73,233,441.

6. 

Прочитайте англійською наступні цифри, які визначають роки

1342; 1799; 2000; 1909; 1999; 1954; 1603; в 70-ті роки; протягом 50-х років; в 30-ті роки ХХ століття; в 90-ті роки ХІХ століття.

7. 

Прочитайте англійською наступні дроби

$\frac{3}{4}$; $\frac{1}{6}$; $\frac{3}{8}$; $\frac{1}{5}$; 3.71; 83.12; 17.4; 20.5; 11.33.

8. 

Прочитайте англійською

Зріс на 1.7%; зменшився на 8%; зріс на $\frac{1}{3}$; зменшився на 30.1%; зменшився у три рази; збільшився у чотири рази; зменшився у багато разів; збільшився в п'ять разів; зменшився з 102% у 1988р. до 57р. у 1997р.; збільшився з 40 тисяч то в 1998р. до 42 тисяч тон в 2003р.; збільшився з \$24,500 в 2000р. до \$24650 в 2001р.

ТЕМА 39:

НАЦІОНАЛЬНИЙ ДОХІД. МІЖНАРОДНА ТОРГІВЛЯ

Заняття 2

ЕКСПОРТ ТА ІМПОРТ



Прочитайте та перекладіть текст українською мовою

EXPORTS AND IMPORTS AS PART OF CIRCULAR FLOW

In an open economy, that is, an economy having contacts with other countries, exports provide demand for domestic goods and we consider them to be an injection to national economy. And we consider imports to be a leakage from the circular flow since they provide a demand for goods produced abroad.

What determines the desired levels of exports and imports?

Demand for exports is determined by conditions in foreign economies and some economists do not believe exports to depend on domestic income. However, there exists a relationship between exports and domestic aggregate demand. An increase in export demand will result in a rise in the aggregate demand.

Imports from other countries may be raw materials for domestic production or goods for direct consumption by households, such as a Japanese television set or a bottle of French wine. We expect demand for imports to rise when domestic income and output rise.

In terms of national income measuring, total leakages from the circular flow must always equal total injections to the circular flow. The equilibrium condition for an open economy is as follows:

$$\begin{array}{l} S + T + Im = In + G + E \\ \text{(total leakages)} \quad \text{(total injection)} \end{array}$$

Desired savings plus taxes plus desired imports must equal desired investment plus desired government spending plus desired exports.

? Дайте відповіді на питання.

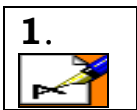
1. How are imports and exports connected with circular flow of payments in an economy?
2. What is the main requirement to injections to and leakages from national economy for it to remain balanced?
3. What are injections to and leakages from the circular flow made up of?
4. Can you explain the term open economy?
5. What is the main rule of national income measuring?



Знайдіть еквіваленти слів у тексті англійською мовою

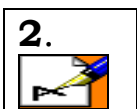
Кругообіг потоків, вливання, витік, відкрита економіка, бажаний, дорівнювати, збереження, рівні умови, розглядати, визначати бажаний рівень, залежати від..., споживання, очікувати, інвестиції, державні витрати.

ГРАМАТИЧНІ ВПРАВИ **ГЕРУНДІЙ. УТВОРЕННЯ ТА ОСОБЛИВОСТІ ВЖИВАННЯ.** **ПАСИВНИЙ СТАН МОДАЛЬНИХ ДІЄСЛІВ**



1. Перекладіть українською мовою, звертаючи увагу на герундій

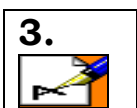
1. Repairing cars is his business. 2. It goes without saying. 3. Living in little stuffy rooms means breathing poisonous air. 4. Iron is found by digging in the earth. 5. There are two ways of getting sugar: one from beet and the other from sugarcane. 6. Jane Eyre was fond of reading. 7. Miss Trotwood was in the habit of asking Mr. Dick his opinion. 8. Have you finished writing? 9. Taking a cold shower in the morning is very useful. 10. I like skiing, but my sister prefers skating. 11. She likes sitting in the sun. 12. It looks like raining. 13. My watch wants repairing. 14. Thank you for coming. 15. I had no hope of getting an answer before the end of the month. 16. I had the pleasure of dancing with her the whole evening. 17. Let's go boating. 18. He talked without stopping. 19. Some people can walk all day without feeling tired.



2. У поданих реченнях замініть підрядні додаткові речення герундієм із прийменником of

- *E.g. She thought she would go to the country for the weekend.*
She thought of going to the country for the weekend.

1. I thought I would come and see you tomorrow. 2. I am thinking that I shall go out to the country tomorrow to see my mother. 3. What do you think you will do tomorrow? — I don't know now; I thought I would go to the zoo, but the weather is so bad that probably I shan't go. 4. I hear there are some English books at our institute bookstall now. — So you are thinking that you will buy some, aren't you? 5. I thought I would work in the library this evening, but as you have come, I won't go to the library.



3. У поданих реченнях замініть підрядні речення часу герундієм із прийменником after

- *E.g. When she had bought everything she needed, she went home.*
After buying everything she needed, she went home.

1. After she took the child to the kindergarten, she went to the library to study for her examination. 2. When he had made a thorough study of the subject, he found that it was a great deal more important than he had thought at first. 3. After I had hesitated some minutes whether to buy the hat or not, I finally decided that I might find one I liked better in another shop. 4. When she had graduated from the university, she left St. Petersburg and went to teach in her hometown. 5. When he had proved that his theory was correct, he started studying ways and means of improving the conditions of work in very deep coalmines.



4.

Перекладіть українською мовою, вживаючи герундій

1. He keeps insisting on my going to the south. 2. Oh please do stop laughing at him. 3. Do you mind asking you a difficult question? 4. Would you mind coming again in a day or two? 5. I don't mind wearing this dress. 6. She could not help smiling. 7. I cannot put off doing this translation. 8. Though David was tired, he went on walking in the direction of Dover. 9. I avoided speaking to them about that matter. 10. She burst out crying. 11. They burst out laughing. 12. She denied having been at home that evening. 13. He enjoyed talking of the pleasures of traveling. 14. Excuse my leaving you at such a moment. 15. Please forgive my interfering. 16. He gave up smoking a few years ago. 17. They went on talking. 18. Her husband used to smoke, but he stopped smoking two years ago. But it was too late. 19. Have you finished washing the dishes yet? 20. Don't be nervous! Stop biting your nails! 21. He postponed going to New York as he felt ill.



5.

Переробіть речення, вживаючи Passive Voice

1. You must take the box to the station. 2. You can cross the river on a raft. 3. The workers can finish the building of the house very soon. 4. You must return the books the day after tomorrow. 5. You must do three of these exercises tomorrow. 6. You can find the book you need in any library. 7. We must send these letters at once. 8. I can easily forgive this mistake. 9. You can find such berries everywhere. 10. You must do this work very carefully. 11. The doctor says they must take her to hospital. 12. You can do the work in three days. 13. The students must return all the library books before each summer vacation. 14. Monkeys can climb even the tallest trees.



6.

Перекладіть англійською мовою, вживаючи Passive Indefinite після модальних дієслів

1. Руки треба мити перед кожною їдою. 2. Кімнати потрібно регулярно провітрювати. 3. Кішку треба годувати рибою. 4. Собаку можна годувати овочами і м'ясом. 5. Дитині потрібно давати фрукти. 6. Книги треба покласти в шафу. 7. Цю картину можна повісити над каміном. 8. Як можна перекласти це слово? 9. Куди можна поставити валізи? 10. Чи можна кішку залишити у

дворі? 11. На що потрібно звернути увагу? 12. Треба записати твій номер телефону. 13. Його треба запросити на мій день народження. 14. Їй можна запропонувати нову роботу.

ТЕМА 39:

НАЦІОНАЛЬНИЙ ДОХІД. МІЖНАРОДНА ТОРГІВЛЯ

Заняття 3

ПОДАТКИ ТА ДЕРЖАВНІ ВИТРАТИ



Прочитайте та перекладіть текст українською мовою

TAXES AND PUBLIC SPENDING

In most economies government revenues come mainly from direct taxes on personal incomes and company profits as well as indirect taxes levied on purchase of goods and services such as value added tax (VAT) and sales tax. Since state provision of retirement pensions is included in government expenditure, pension contributions to state-run social security funds are included in revenue, too. Some small component of government spending is financed through government borrowing.

Government spending comprises spending on goods and services and transfer payments.

Governments mostly pay for public goods, that is, those goods that, even if they are consumed by one person, can still be consumed by other people. Clean air, national defense, health service are examples of public goods. Governments also provide such services as police, fire-fighting and the administration of justice.

A transfer is a payment, usually by the government, for which no corresponding service is provided in return. Examples are social security, retirement pensions, unemployment benefits and, in some countries, food stamps.

In most countries there are campaigns for cutting government spending. The reason for it is that high levels of government spending are believed to exhaust resources that can be used productively in the private sector. Lower incentives to work are also believed to result from social security payments and unemployment benefits.

Whereas spending on goods and services directly exhausts resources that can be used elsewhere, transfer payments do not reduce society's resources. They transfer purchasing power from one group of consumers, those paying taxes, to another group of consumers, those receiving transfer payments and subsidies.

Another reason for reducing government spending is to make room for tax cuts.

Government intervention manifests itself in tax policy which is different in different countries. In the United Kingdom the government takes nearly 40 percent of national income in taxes. Some governments take a larger share, others a smaller share.

The most widely used progressive tax structure is the one in which the average tax rate rises with a person's income level. As a result of progressive tax and transfer system most is taken from the rich and most is given to the poor.

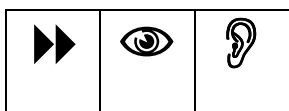
Rising tax rates initially increase tax revenue but eventually result in such large falls in the equilibrium quantity of the taxed commodity or activity that revenue starts to fall again. High tax rates are said to reduce the incentive to work. If half of all we earn goes to the government, we may prefer to work fewer hours a week and spend more time in the garden or watching television.

Cuts in tax rates will usually reduce the deadweight tax burden and reduce the amount of taxes raised but might increase eventual revenue.

If governments wish to reduce the deadweight tax burden and balance spending and revenue, they are supposed to reduce government spending in order to cut taxes.

? Дайте відповіді на питання.

1. How is government spending financed?
2. What do governments pay for?
3. What are the three reasons for cutting government spending?
4. Which share of national income comes from taxes?
5. What are the characteristics of the progressive tax structure?
6. What may be the result of very high tax rates?



Знайдіть еквіваленти слів у тексті англійською мовою

Обкладати когось податком, стягувати з когось податок; податок на додану вартість (ПДВ); пенсія за вислугу років, фонд соціального страхування, позика, трансферні платежі, допомога по безробіттю, вичерпувати, купівельна спроможність, зменшити податкове навантаження.

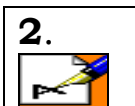
**ГРАМАТИЧНІ ВПРАВИ
СКЛАДНОСУРЯДНЕ РЕЧЕННЯ.**

НЕОЗНАЧЕНІ ЗАЙМЕННИКИ «SOME» ТА «ANY» ТА ПОХІДНІ ВІД НИХ.



1. Перекладіть складносурядні речення англійською мовою

1. Був теплий лагідний весняний вечір, і на вулицях було багато людей.
2. Вона не відповіла йому, і він пішов у свою кімнату переодягатися.
3. Одягни тепле пальто, а то застудишся.
4. Я мушу йти, а то запізнюся.
5. Вони чекали її деякий час, але вона більше не прийшла.
6. Місяць сховався, згасли зорі, сходило сонце.

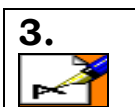


2.

Вставте потрібні слова (some, an, someone, anyone, somebody, anybody, something, anything, somewhere, anywhere)

*Examples: Ann has bought some new shoes.
The boy refused to tell us anything.*

1. Does.....mind if I smoke?
2. Would you liketo eat?
3. Do you live.....near Jim?
4. The prisoners refused to eat.....
5. There's.....at the door. Can you go and see who it is?
6. We slept in the park because we didn't have to stay. We didn't know..... we could stay with and we didn't have.....money for a hotel.
7. Can I have.....milk in my coffee, please?
8. Sue is very secretive, She never tells..... (two words).
9. Why are you looking under the bed? Have you lost ?
10. You can cash these travelers cheques at..... bank.
11. I haven't read.....of these books but Tom has read.....of them.
12. He left the house without saying..... to.....
13. Would you like.....more coffee?
14. The film is really great. You can ask.....who has seen it.
15. This is a No Parking area.....who parks their car here will have to pay a fine
16. Can you give me.....information about places to see in the town?
17. With this special tourist bus ticket you can goyou like onbus you like.



3.

Побудуйте речення за зразком

*Example: Perhaps someone will need help. If so, they can ask me.
If anyone needs help, they can ask me.*

1. Perhaps someone will ring the doorbell. If so, don't let them in.
If....., don't let them in.
2. Perhaps someone will ask you some questions. If so, don't tell them anything.
If.....
3. Perhaps someone saw the accident. If so, they should contact the police.
If.....



4. Побудуйте речення за зразком, вживаючи any, anyone, anybody, anything, anywhere

Example: I don't mind what you tell him.
You can tell him anything you like.

1. I don't mind what you wear to the party. You can wear
.....
2. I don't mind where you sit. You can
.....
3. It doesn't matter which day you come.
You.....
4. I don't mind who you talk to.
You.....
5. It doesn't matter which flight you travel on
.....
6. I don't mind who you marry.....
7. It doesn't matter what time you
phone.....

ТЕМА 39:

НАЦІОНАЛЬНИЙ ДОХІД. МІЖНАРОДНА ТОРГІВЛЯ

Заняття 4

МІЖНАРОДНА ТОРГІВЛЯ



Прочитайте та перекладіть текст українською мовою

FOREIGN TRADE

What is now called international trade has existed for thousands of years long before there were nations with specific boundaries. Foreign trade means the exchange of goods and services between nations, but speaking in strictly economic terms, international trade today is not between nations. It is between producers and consumers or between producers in different parts of the globe. Nations do not trade, only economic units such as agricultural, industrial and service enterprises can participate in trade.

Goods can be defined as finished products, as intermediate goods used in producing other goods, or as agricultural products and foodstuffs. International trade enables a nation to specialize in those goods it can produce most cheaply and efficiently and it is one of the greatest advantages of trade. On the other hand, trade also enables a country to consume more than it can produce if it depends only on its own resources. Finally, trade expands the potential market for the goods of a particular economy. Trade has always been the major force behind the economic relations among nations.

Thus, international trade leads to more efficient and increased world production, allows countries to consume a larger and more diverse amount of goods, expands the number of potential markets in which a country can sell its goods. The increased international demand for goods results in greater production and more extensive use of raw materials and labour, which means the growth of domestic employment. Competition from international trade can also force domestic firms to become more efficient through modernization and innovation.

It is obvious that within each economy the importance of foreign trade varies. Some nations export only to expand their domestic market or to aid economically depressed sectors within the domestic economy. Other nations depend on trade for a large part of their national income and it is often important for them to develop import of manufactured goods in order to supply the ones for domestic consumption. In recent years foreign trade has also been considered as a means to promote growth within a nation's economy. Developing countries and international organizations have increasingly emphasized such trade.

? Дайте відповіді на питання.

1. What does foreign trade mean in economic terms?
2. What is the role of international trade nowadays?
3. Are developing or developed nations more interested in foreign trade?
4. How can goods be defined?
5. What can force domestic companies to develop? Explain you answer, please.
6. How does importance of foreign trade vary in different countries?



Знайдіть еквіваленти слів у тексті англійською мовою

Конкуренція, нововведення, допомагати, допомога; послаблений, сприяти, різний, різноманітний; підкреслювати, приділяти особливу увагу; важливість, варіювати, економічно не розвинений, розвивати(ся), міжнародні організації.

ГРАМАТИЧНІ ВПРАВИ СКЛАДНОПІДРЯДНЕ РЕЧЕННЯ. КІЛЬКІСНІ ЗАЙМЕННИКИ "MANY", "MUCH", "LITTLE", "FEW"



1. Перекладіть складнопідрядні речення англійською мовою

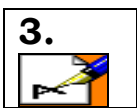
1. Що їй було потрібне – це морське повітря.
2. Яка з сторін виграє, нас не турбує.
3. Його першою думкою було те, що вона хвора.
4. У нього було таке відчуття, ніби він тільки повертається з одноденної відпустки в Манчестер.
5. Я знав, що ви мене зрозумієте.
6. Я запитав, чи вона бачить замок.
7. Я думав, що ви його друг.
8. Це залежить від того, що ви маєте на увазі.
9. Жінка, яка тут живе, пішла в магазин.
10. Хлопець, велосипед якого я брав, мій товариш.



2. Перекладіть складнопідрядні речення українською мовою

1. It is strange that he is a good sportsman.
2. The question is whether he knows the French.
3. She told us that she felt ill.
4. I have got the book that I was looking for.
5. As I was going home, I met my old friend.
6. He knew I would come to see him.
7. I thought you had left Kyiv.
8. I thought he would never come here again.
9. The village where he was born has changed very much.

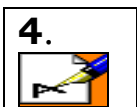
10. There were periods when they did not see him for a week at a time.
11. He looked at the watch that lay on the table.
12. The boy opened the book he held in his hand.



3.

Використайте «much» або «many»

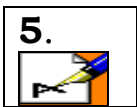
1. I don't eat ... mangoes. 2. He eats ... fish. 3. She ate so ... dessert that she is in bed today with a stomachache. 4. That man drank so ... wine, and he smoked so ... cigarettes that he has a terrible headache today. 5. Mary must not eat too ... salt because she has problems with her blood pressure. 6. My mother says I eat too ... French fries and drink too ... beer. She wants her son to be healthy. 7. There is not too ... space in my flat. 8. There are ... new pictures in this room. 9. There are ... teachers at our school, and ... of them are women. 10. ... of these plays are quite new. 11. Thanks awfully for the books you sent me yesterday. — Don't mention it, it wasn't ... bother. 12. ... of her advice was useful. 13. He had ... pairs of socks. 14. Please don't put ... pepper on the meat. 15. There were ... plates on the table. 16. I never eat ... bread with soup. 17. Why did you eat so ... ice cream? 18. She wrote us ... letters from the country. 19. ... of these students don't like to look up words in the dictionary. 20. ... in this work was too difficult for me. 21. ... of their answers were excellent. 22. ... of their conversation was about the institute.



4.

Перекладіть англійською мовою наступні словосполучення

Багато зошитів, багато молока, багато води, багато днів, багато газет, багато крейди, багато снігу, багато музики, багато хлопчиків, багато чаю, багато лимонів, багато м'яса, багато кімнат, багато вчителів, багато роботи, багато повітря, багато птахів, мало будинків, мало чаю, мало чашок, мало яблук, мало вікон, мало паперу, мало кави, мало статей, мало радості, мало супу, мало дерев, мало трави, мало дітей, мало іграшок, мало світла, мало парт, мало ковбаси, мало соку, мало книг, мало квітів, мало солі, мало друзів, мало палаців, небагато грошей, мало грошей, кілька стільців, мало стільців, кілька пісень, мало пісень, небагато веселоців, мало веселоців, мало хлопчиків, небагато води, кілька людей, мало води, мало столів, кілька хвилин, кілька кішок, мало трави, небагато удачі, кілька днів, мало роботи, небагато солі, кілька ложок, кілька машин, небагато цукру, мало яєць, мало сиру.



5.

Використайте «little» або «few»

1. He has got ... friends. 2. I drink ... coffee. I don't like it. 3. We must hurry. We've got very ... time. 4. There are very ... scholarships for students in this university. 5. The Smiths have ... money. They aren't rich. 6. The theatre was almost empty. There were very ... people there. 7. There was ... lemonade in the

bottle. There were ... peaches in the basket. 8. I have ... time, so I can't go with you. 9. He has ... English books. 10. There is ... ink in my pen. Have you got any ink? 11. There are ... bears in the zoo. 12. Tom Canty was the son of poor parents and had very ... clothes. 13. There is too ... soup in my plate. Give me some more, please. 14. The children returned from the wood very sad because they had found very ... mushrooms.



Використайте «much», «many», «little» або «few»

1. Robert wrote so ... letters that he's never going to write a letter again. 2. She ate so ... ice cream that she's going to have a sore throat. 3. There is ... mayonnaise in Vera's kitchen. She has to go to the supermarket and buy some. 4. There are ... cookies in the box. I should have bought them last Monday. 5. Does your sister read ... ? — Yes, she does. And your brother? — Oh, he doesn't. He has so ... books, but he reads very 6. Have you ... work to do today? — No, not very 7. Walk quicker, please. We have very ... time. 8. I am sorry to say, I have read very ... books by Walter Scott. 9. My brother is a young teacher. Every day he spends ... time pre-for his lessons. 10. I know very ... about this , It is the first book I am reading. 11. The pupils of our class ask ... questions at the lesson. They want to know everything. 12. You do not make ... mistakes in your spelling. Do you work hard at it? — Oh, yes, I do, I work very

СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ

1. Верба Л. Г., Верба Г.В. Граматика сучасної англійської мови: Довідник. – К.: Логос, 2002.
2. Голіцинський Ю.Б. Граматика. Збірник вправ. IV видання. – К.: АСК, 2004.
3. Гужва Т.Н. Английский язык. Разговорные темы. Ч. 1. – К.: Тандем, 1996.
4. Гужва Т.Н. Английский язык. Разговорные темы. Ч. 2. – К.: Тандем, 1996.
5. Гужва Т., Кодалашвили О., Романовская Ю. Английский язык. Тексты для чтения и аудирования. Упражнения по грамматике. Ч. 1. – К.: Тандем, 2000.
6. Гужва Т., Кодалашвили О., Романовская Ю. Английский язык. Тексты для чтения и аудирования. Упражнения по грамматике. Ч. 2. – К.: Тандем, 2000.
7. Керножицкая О.А. Английский язык. Задания по грамматике. – К.: Тандем, 1997.
8. Куриленко Ю.В. 400 тем по английскому языку для школьников, абитуриентов, студентов и преподавателей. – Донецк: ООО ПКФ “БАО”, 2002.
9. Bernard Hartley, Peter Viney. Stremline English. Connections. – Oxford University Press, 1996.
10. Bernard Hartley, Peter Viney. Stremline English. Destinations. – Oxford University Press, 1996.
11. Redman, Stuart English Vocabulary in Use. Pre-intermediate and intermediate. – Cambridge University Press, 2001.
12. L.G. Alexander. Longman English Grammar. – Longman, 2001.
13. Murphy, Raymond English Grammar in Use. – Cambridge University Press, 1988.
14. Murphy, Raymond Essential Grammar in Use. – Cambridge University Press, 1988.
15. Dean, Michael Opportunities Language Powerbook. – Pearson Education Limited, 2000.