



Министерство образования Республики Беларусь

Учреждение образования
«Гомельский государственный технический
университет имени П. О. Сухого»

Кафедра «Белорусский и иностранный языки»

**ИНОСТРАННЫЙ ЯЗЫК
(АНГЛИЙСКИЙ).
ОБУЧАЮЩИЕ
И КОНТРОЛЬНЫЕ ЗАДАНИЯ
ДЛЯ ПРОВЕРКИ ПОНИМАНИЯ ТЕКСТА**

**ПОСОБИЕ
для студентов
экономических специальностей
заочной формы обучения**

Гомель 2009

УДК 811.111(075.8)
ББК 81.2Англ-923
И68

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Составители: *И. Н. Пузенко, Г. В. Шашкина*

Рецензент: зав. каф. иностр. языков БТЭУПК *Т. А. Дубцова*

И68 **Иностранный язык** (английский). Обучающие и контрольные задания для проверки понимания текста : пособие для студентов экон. специальностей заоч. формы обучения / сост.: И. Н. Пузенко, Г. В. Шашкина. – Гомель : ГГТУ им. П. О. Сухого, 2009. – 39 с. – Систем. требования: PC не ниже Intel Celeron 300 МГц ; 32 Mb RAM ; свободное место на HDD 16 Mb ; Windows 98 и выше ; Adobe Acrobat Reader. – Режим доступа: <http://lib.gstu.local>. – Загл. с титул. экрана.

Составлено в соответствии с учебной программой для высших учебных заведений неязыкового профиля, а также методическими требованиями и аспектами обучения иностранному языку.

Содержит задания для развития и формирования умений самостоятельного чтения и перевода литературы по экономическим специальностям.

Для студентов экономических специальностей заочной формы обучения.

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Министерство образования Республики Беларусь

Учреждение образования
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имени П.О. Сухого»

Кафедра «Белорусский и иностранные языки»

ИНОСТРАННЫЙ ЯЗЫК (английский)
ДЛЯ СТУДЕНТОВ ЗАОЧНОГО ОТДЕЛЕНИЯ
ЭКОНОМИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ
ПОСОБИЕ:
ОБУЧАЮЩИЕ И КОНТРОЛЬНЫЕ ЗАДАНИЯ
ДЛЯ ПРОВЕРКИ ПОНИМАНИЯ ТЕКСТА

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Рекомендовано к изданию научно-методическим советом заочного
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Авторы-составители: И.Н. Пузенко
Г.В. Шашкина

Рецензент: зав. кафедрой иностранных языков учреждения
образования «Белорусский торгово-экономический университет
потребительской кооперации» Т.А. Дубовцова

Иностранный язык (английский) для студентов заочного
отделения экономических специальностей. Пособие: обучающие и
контрольные задания для проверки понимания текста / авт.-сост.:
И.Н. Пузенко, Г.В. Шашкина. – Гомель: ГГТУ им. П.О. Сухого, 2008.
– _____ с.

Предлагаемое пособие предназначено для студентов заочного
отделения экономических специальностей. Основная цель пособия –
научить будущих специалистов экономического профиля читать и
понимать информационные (экономические), лингвострановедческие,
лингвокультурологические и общественно-политические тексты с
варьируемой целью. Исходя из практической цели обучения языку в
неязыковом вузе на заочном отделении, формирование предметной
компетенции в чтении как ведущем виде речевой деятельности
заключается в том, что студенты-заочники должны научиться читать,
понимать и переводить с иностранного (английского) языка на
родной оригинальные тексты по специальности с общим охватом
содержания (800-1000 печ. знаков за 10 мин.) без использования
словаря (при минимальном обращении к словарю) и, если
необходимо, с точным и полным пониманием всех деталей текста
(1200 печ. знаков за 1 акад. час) с использованием словаря.

Настоящее пособие призвано помочь обучаемым и
преподавателям реализовать поставленную программой задачу.

ПРОГРАММНОЕ СОДЕРЖАНИЕ ЯЗЫКОВОГО И РЕЧЕВОГО МИНИМУМА

для чтения и понимания профессионально ориентированных и научно-популярных текстов

I. Фонетический минимум

Особенности артикуляции английских звуков. Трудности овладения английским произношением (аспирация, палатализация). Аппроксимированное произношение отдельных звуков и звукосочетаний. Звуко-буквенные соответствия. Фонетическая транскрипция. Типы слогов. Основные правила слогаделения. Основные особенности произнесения английских гласных и согласных. Долгота и краткость гласных. Гласные в ударных и безударных слогах. Монофтонги, дифтонги, трифтонги.

Словесное и фразовое ударение. Ударение в многосложных словах и основных единицах речи (слог, акцентно-ритмическая группа, интонационная группа (синтагма), фраза).

Интонация простого нераспространенного и распространенного предложений (общий, специальный, альтернативный, разделительный вопрос). Интонация прямой и косвенной речи. Интонация перечисления, присоединения, уточнения. Интонация сложного предложения (союзное, бессоюзное).

II. Грамматический минимум и словообразование для чтения, понимания и перевода учебных текстов

1. Залог глагола. Active Voice и Passive Voice (временные формы глагола в сравнении и сопоставлении), действительный и страдательный залог времен Indefinite, Continuous, Perfect. The Passive Voice (образование, употребление, перевод). Особенности употребления страдательного залога в английском и русском языках.

2. Модальные глаголы (can, may, must) и их эквиваленты (to have + Infinitive; to be + Infinitive, to be allowed + Infinitive). Глаголы to be, to have в модальном значении. Модальные глаголы ought to и should. Употребление модальных глаголов с инфинитивом в страдательном залоге.

3. Согласование времен. Правила согласования времен. Прямая и косвенная речь.

4. Неличные формы глагола. Инфинитив как основная глагольная форма. Основные функции инфинитива. Употребление форм инфинитива. Indefinite Infinitive (Active и Passive), Continuous Infinitive (Active), Perfect Infinitive (Active и Passive); Perfect

Continuous. Passive в сочетании с модальными глаголами. Перевод инфинитива на русский язык в зависимости от функции и формы.

Инфинитивные обороты. Объектный инфинитивный оборот. Субъектный инфинитивный оборот. Инфинитивный оборот с предлогом for.

5. Причастие. Participle I и II (образование, употребление, функции, перевод). Простые и сложные формы причастия настоящего и прошедшего времени в действительном и страдательном залогах. Независимый причастный оборот.

6. Герундий (образование, употребление, функции, перевод). Формы герундия. Сложный герундиальный оборот.

7. Сослагательное наклонение. Употребление форм сослагательного наклонения. Употребления форм изъявительного и сослагательного наклонения в условных предложениях. Условные предложения первого, второго и третьего типа. Инверсия в условных придаточных предложениях.

8. Структура предложения. Типы предложений по цели высказывания. Типы вопросов. Конверсия. Аффикация. Словосложение.

С л о в о о б р а з о в а н и е

Глаголы: -en, -fy, -ize, -ate.

Существительные: -ness, -ment, -er(-or, -ar), -ity, -hood, -dom, -ship, -ant, -ian, -ics, -ing, -ion(-tion, -ation), -ist, -age.

Прилагательные: -able, -al, -ant, -ar, -ary, -ate, ical, -ious, -ish, -ist, -ive, -less, -ent, -esque, -ful, -ian, -ible, -ic, -like, -ly, -ory, -ous, -some, -y.

Наречия: -ly, -ward.

Числительные: -teen, -ty, -th(-d).

Понятие о термине. Общеупотребительная, профессиональная и специальная лексика. Устойчивые словосочетания. Многозначность слов. Безэквивалентная лексика. Интернационализмы. Сокращения.

III. Тематика текстового материала и устной речи

1. Информационные (специальные) тексты. Оригинальные (аутентичные) тексты повышенной сложности (отраслевые, собственно экономические; общеэкономические).

1.2. Научно-популярные тексты (общенаучные, лингвострановедческие, культурологические).

2. Общественно-политические тексты (публицистические тексты, газетные и журнальные статьи).

Р а б о т а с о с л о в а р е м

Порядок размещения слов на одну букву в словаре по принципу последовательности алфавита. Заглавные слова и слова со строчной буквы. Исходная форма слова и его значение.

Перевод слов по контексту и словообразовательным формам.

Многозначность слова, определение и уточнение его значения в контексте и по словарю; отбор значения слова. Безэквивалентная лексика. Двухязычные словари, (обще)технические, (обще)экономические, отраслевые и терминологические словари. Построение словаря, условные обозначения, расположение справочного материала, группировка слов в семантическое гнездо. Гнезда слов, ведущий термин в гнезде, знак «тильда». Слова – синонимы; антонимы; омонимы. Сложные слова. Условные обозначения и буквенные сокращения. Наиболее употребительные сокращения.

IV. Грамматический минимум и словообразование для повторения, закрепления и активизации

Времена группы Indefinite, Continuous, Perfect.

Вопросительная и отрицательная форма глаголов. Стандартные и нестандартные глаголы. Глаголы с послелогом.

Модальные глаголы must, can, may. Вопросительная и отрицательная форма модальных глаголов. Заменители модальных глаголов: must – to have to, can - to be able to, may – to be allowed to. Выражение долженствования, возможности и разрешения совершить действие.

Неличные формы глагола. Инфинитив; причастие I, II; герундий. Общие сведения об инфинитиве, причастии, герундии. Основные формы и функции неличных форм глаголов. Отглагольное существительное.

Объектный и субъектный инфинитивные обороты и их перевод на родной язык.

Образование множественного числа имен существительных.

Употребление существительного в функции определения.

Притяжательный падеж имен существительных.

Степени сравнения прилагательных и наречий. Союзы сравнения as... as, not so... as; сравнительная конструкция the... the.

Вопросительные местоимения и наречия. Неопределенные местоимения some, any, no; сложные местоимения something, somebody, someone, anything, anybody, nothing.

Неопределенно-личное местоимение one (ones).

Местоимения it, that (those).

Союзные местоимения и наречия.

Порядковые числительные (образование и написание) и их синтаксические функции.

Дробные числительные. Десятичные дроби. Проценты. Хронологические даты. Годы. Математические знаки, символы и действия.

Предложение. Типы предложений. Простое и сложное предложение. Порядок слов в английском предложении (простое, сложное, бессоюзное). Инверсия. Части речи и члены предложения (подлежащее, сказуемое, дополнение, обстоятельство). Способы выражения подлежащего и сказуемого, правила их согласования. Структура общего, специального, альтернативного и разделительного вопросов. Безличные и неопределенно-личные предложения.

Сложноподчиненные предложения. Придаточные дополнительные, определительные, обстоятельственные, условные. Основные правила согласования времен. Прямая и косвенная речь.

Многофункциональность строевых слов.

Глаголы: to be, to have, to let.

Строевые слова: it, that, one; should, would; what, both, whether; as, due, provided.

С л о в о о б р а з о в а н и е

Глаголы: -en, -fy, -ize, -ate.

Существительные: -ness, -ment, -er(-or, -ar), -ity, -hood, -dom, -ship, -ant, -ian, -ics, -ing, -ion(-tion, -ation), -ist, -age.

Прилагательные: -able, -al, -ant, -ar, -ary, -ate, ical, -ious, -ish, -ist, -ive, -less, -ent, -esque, -ful, -ian, -ible, -ic, -like, -ly, -ory, -ous, -some, -y.

Наречия: -ly, -ward.

- Числительные: -teen, -ty, -th(-d).

ПРИМЕРНОЕ СОДЕРЖАНИЕ КУРСОВОГО ЭКЗАМЕНА:

Письменная часть

1. Лексико-грамматический тест (выполняется перед экзаменом).

Устная часть

1. Чтение про себя и письменный перевод оригинального профессионально ориентированного текста средней трудности (общеекономического, экономического) с иностранного языка на родной со словарем. Объем текста: 1200 печ. знаков. Время подготовки – 45 минут.

2. Чтение про себя несложного научно-популярного (общественно-политического, культурологического) текста и устные ответы на вопросы по содержанию прочитанного. Объем текста: 900 печ. знаков. Время подготовки – 10 минут.

ОБЩИЕ УКАЗАНИЯ ПО ЧТЕНИЮ И ПЕРЕВОДУ ЭКОНОМИЧЕСКИХ ТЕКСТОВ

Чтобы успешно справляться с основными типами чтения экономических текстов, заимствованных из оригинальной английской (американской) экономической литературы и других источников, каждый обучаемый **должен**:

- **владеть** необходимым лексическим минимумом, включая наиболее частотные общеупотребительные, общенаучные, общеэкономические, профессиональные слова, терминологию, слова-интернационализмы и общественно-политическую лексику (1500 лексических единиц);

- **уметь определять** значение слова по словарю и по контексту; при многозначности слова уметь найти нужное для данного контекста значение;

- **научиться переводить** производные слова по словообразовательным аффиксам (формам: приставки, суффиксы);

- научиться правильно переводить термины и фразеологизмы, устойчивые словосочетания, исходя из их контекстуального значения, так как быстрый темп развития многих областей науки, экономики, социальной сферы вызывает образование большого количества новых специальных понятий и соответствующих им терминов; собственно экономические (информационные, специальные), научно-популярные, общеэкономические, культурологические и общественно-политические тексты с варьируемой целью:

- бегло читать общеэкономический (научно-популярный, лингвострановедческий, культурологический, общественно-политический) текст без использования словаря для общего ознакомления с содержащейся в нем информацией; понять основную мысль каждого абзаца и содержание текста в целом (время чтения обычно строго лимитируется) /ознакомительное чтение/;

- бегло просматривать общеэкономический (научно-популярный, лингвострановедческий, культурологический, общественно-политический) текст без использования словаря и получать самое общее представление о его содержании в целом и о круге вопросов, которые в нем затрагиваются /просмотровое чтение/;

- бегло читать общеэкономический (научно-популярный, лингвострановедческий, культурологический, общественно-политический) текст без использования словаря и находить в нем конкретную информацию; просматривать ранее прочитанные тексты и находить определенную информацию /поисковое чтение/;

- тщательно прорабатывать оригинальный текст экономического характера, анализируя его лексико-грамматические особенности, и выполнять полный и точный (близкий к адекватному, адекватный) перевод с иностранного языка на родной с использованием словаря /детальное, изучающее чтение/.

- **помнить**, что основу любого языка составляет его грамматический строй, правила словоизменения, словообразования и построения предложений;

- параллельно с усвоением собственно языкового и речевого минимума у студентов вуза формируется предметная компетенция межкультурного общения, которая является основной частью коммуникативной компетенции;

- **исходить в переводе текстов** из контекста как единого и смыслового целого;

- **понимать**, что точность перевода – это основное требование к переводу специальных (экономических) текстов;

- не следует путать точный и буквальный перевод (механическая подстановка слов родного языка взамен иностранного);

- **знать**, что перевод начинают с заглавия (оно отражает основную тему текста); чтобы понять общее содержание текста, его нужно прочитать целиком. Допускается, что первоначальный перевод может быть дословным, облегчающим понимание всего текста. Затем подбираются более нужные слова и словосочетания, которые наиболее четко передают мысль переводимого текста, уточняется грамматическая связь слов в предложении. Когда текст переведен полностью, его читают целиком и вносят стилистические поправки.

ПОЛНЫЙ И ТОЧНЫЙ ПЕРЕВОД СПЕЦИАЛЬНЫХ ТЕКСТОВ С ИСПОЛЬЗОВАНИЕМ СЛОВАРЯ (близкий к адекватному, адекватный перевод)

1. FROM FRAGMENTATION TO INTEGRATION

Among the fundamental objectives of the European Union are economic and social progress and constant improvements in living and working conditions. These aims were laid down in the Treaty of Rome – which, in 1957, established what was then the European Economic Community (EEC) and is now the European Union (EU). Nevertheless, it is a major achievement for the EU to have become, in just 50 years, the world's second largest economy in which 12 countries share a single currency.

At its birth, the EU was made up of distinct national economies. Goods moving across borders were stopped for paperwork and to pay customs duties. Today, by contrast, the EU is essentially a single economy. Goods move freely across national borders. In addition, people, money and service providers (such as airlines, banks and phone companies) are free to move around and to operate across the EU with a degree of freedom that would have been hard to imagine 50 years ago.

All this has been achieved by steadily breaking down the barriers between the national economies – a process known as “economic integration”.

The EU cannot, however, afford to rest on its laurels. Despite major advances in delivering a better life for its citizens, the EU is not as internationally competitive as it could be. If the EU does not maximise its economic potential, it will find it more difficult to fund an inclusive society with a robust safety net for the less well off.

Even closer integration of the EU economy – and there is still unfinished business – will help achieve this because a key lesson of the last 50 years has been that economic integration brings growth and creates jobs.

2. THE SINGLE MARKET

Putting the single market in place meant passing more than 1000 pieces of legislation in seven years. The single market replaced frontier checks on goods with systems based on trust, and on checks before

departure and on arrival. It promoted trust in other countries' standards and different technologies. These may differ in the detail, but what matters is that the product is safe, not exactly how the objective was achieved. It broke down barriers that had prevented service industries expanding across borders.

In creating the single market, major steps were taken towards ensuring that all EU countries take a broadly similar approach to company law, business accounting rules and intellectual property rules. This makes it easier for companies to operate throughout the EU and to run their businesses as efficiently as possible. The remaining barriers to moving money across borders were progressively dismantled, whether it was for business investment, savings, study or holidays.

It became easier for financial institutions to set up right across the EU and to offer their banking services, insurance and savings products in another country with a minimum of formalities. At the same time, steps were taken towards ensuring that customers everywhere enjoy equal protection, regardless of what bank, insurer or investment they choose.

A start was made on introducing competition into what were traditionally monopoly sectors, such as telecommunications, airlines, the railways, postal services, gas and electricity.

3. ECONOMIC AND MONETARY UNION

Well before the Single European Act was drafted, economists were pointing out that member state economies would have to behave more like each other – a process known as convergence – if they were collectively to realise their full potential. Economic and monetary union was seen as the difficult but necessary and desirable next step in continuing to move forward.

In 1969, the EU set itself the objective of achieving economic and monetary union (EMU) by 1980. However, the path was not easy. The recessions of the 1970s held up work on EMU – and the accompanying single currency – just as they stalled progress in other areas. The process restarted in 1978 with closer cooperation on exchange rates and was fully re-launched in 1988, culminating in completion of the first of three stages of EMU in 1990.

In that year, for example, the EU lifted the last remaining restrictions on taking money from one member state to another, transferring money or investing in another EU country. No longer would anyone have to fill in a

form to obtain foreign currency to go on holiday or study in another country.

Over the next few years, a clear dividing line was drawn between the finances of governments and central banks. Governments were no longer able to turn to central banks to print money to bail them out if they could not balance their budgets. By 1994, the second stage of EMU had been reached, with the creation of the European Monetary Institute (EMI), the forerunner of today's European Central Bank (ECB).

4. THE IMPACT OF THE EURO

Change was evident in financial markets as soon as the euro was introduced in "virtual" form in 1999. Euro-area governments were in most cases immediately paying less interest on money they borrowed. On the one hand, they were operating in a stable, low-inflation environment which keeps interest rates low. On the other, they were borrowing in a highly liquid currency, in other words a currency for which there are always plenty of buyers and sellers. Lively demand keeps interest rates competitive. Lower interest rates keep the cost of debt repayment down and leaves governments more room to reduce taxes or more money to spend on health, pensions, social welfare or infrastructure.

Businesses and consumers benefit too. Lower interest rates make investment more affordable for businesses and make mortgages cheaper for house buyers.

Benefits not limited to the euro area

It is not just euro-area governments that are tapping into the benefits of this new international currency. Other countries, both in and outside the EU, are borrowing in euro as well. They can reap some of the same benefits from the fact this is a liquid, internationally recognised currency. They often also want to diversify their currency holdings and the euro gives them an additional international currency in which to do this. The euro is also increasingly used alongside the dollar by central banks as a reserve currency, i.e. the store of convertible currency they keep for monetary emergencies.

5. UNFINISHED BUSINESS

European economic integration has come about in a series of logical steps. To realise the full potential of the customs union, the EU clearly

required a single market. And the single market makes most sense for many countries when trade is conducted in a single currency.

However, there is still unfinished business. More needs to be done to unlock the potential of the single market in services and to promote the digital economy, entrepreneurship and innovation. Pressures to backslide on sound public finances must be resisted.

Finishing the work on services

More integration of financial services will bring measurable benefits. For example, making it easier for companies to issue shares and bonds as an alternative to borrowing could save 0,3 % of GDP. The creation of a truly single market in stocks and shares would, overall, add at least 1,1 % to GDP and increase employment by half a percentage point. If banking markets were truly integrated, that could save 1,5 % of GDP. Much has already been achieved and the remainder is due for completion by 2005.

There are still bureaucratic barriers to trade in other services too, and the Commission is encouraging service providers to overcome these obstacles by adopting European codes of conduct. It is also pushing the public sector to do more to attract bids from companies in other countries when buying goods and services. The extra competition could save the public sector 1 % of what it spends.

6. BUILDING FOR THE FUTURE

The more delays there are in realising the potential and the extra growth this can bring, the greater the pressure on government budgets, since they need tax revenues from a successful economy to pay for public services and pensions.

Governments are finding it increasingly difficult to pay for pensions and health care as life expectancy increases, people retire earlier, birth rates fall and expectations rise that advances in medical technology will be universally available. The pensions and health care of today's older generation are paid for from the contributions of those in work. In Europe today, there are four people of working age for every pensioner, but by 2040 this ratio will be only two to one.

These challenges are not unique to the EU, but are particularly acute because European birth rates are among the lowest in the world and life expectancy among the highest, pension and health care systems are particularly developed and governments want pensions and health care for all to remain a defining characteristic of European economies. A robust

social welfare system is an important part of the EU's social and economic heritage. Growth helps ensure that this heritage is affordable and sustainable for future generations. If governments are to meet the costs they must "go for growth" – by modernising the European economy, pushing ahead with integration and keeping to sound budgetary policies. More efficient financial markets without borders will give governments and individual citizens the best return on their money. Going for growth and more jobs will generate tax revenues for governments to spend on pensions, health care and other social safety nets.

7. TRADE FOR A BETTER WORLD

Trade is everybody's business. Trade policy may seem a complex, technical subject that only experts can understand, but it actually involves us all, every day, whatever we do and wherever we live. Think global. Think of morning tea or coffee, the cars we drive, the computers on which we increasingly depend. Think of a favourite oriental rug or a holiday on another continent.

Globalisation means that more and more countries, both rich and poor, are taking part in the world economy. This process is changing the pattern of world trade and increasingly permeating our everyday lives.

The wealth that trade can generate helps European Union (EU) countries to give their citizens a better quality of life – now, and for future generations too. Taking part in world trade – if properly managed – also gives developing countries a much-needed opportunity for economic growth.

As the world's leading trade power, the EU has a strong interest in creating conditions in which trade can prosper. The EU's position also gives it responsibilities towards the rest of the world. That is why it plays a leading role in international trade negotiations, **working towards fair trade and seeking to harness globalisation** through the World Trade Organisation (WTO).

The EU works to ensure that its trading partners in the developing world can join in the system, giving them a hand where needed. This applies particularly to the poorest countries, for which the benefits of globalisation remain elusive.

8. FREE AND FAIR

The European Union's aim is free but fair world trade. In other words, a system where all countries trade freely with one another on equal terms and without protectionist barriers. The EU wants a "level playing field" for all countries and clear "rules of the game" for everyone to follow. The system should be transparent – fully open to public scrutiny.

To achieve this, the EU's strategy is to open up its own market while others do likewise. It seeks to remove obstacles to trade gradually, at a pace the EU and others can sustain, to settle disputes peacefully and to build up a body of internationally agreed rules.

To "open up" or to "liberalise" trade must be seen in comparison with the situation created in years gone by when almost all governments in the world restricted imports into their country, with the intention of helping the economy in their country.

Opening up markets means removing trade barriers between countries. This was a basic goal of the Union from the earliest days. In the 1960s, it created a "customs union" between its member countries. In other words, any EU country could trade any quantity of goods with any other EU country without having to pay customs duties and tariffs.

A "single external tariff" was also introduced. In other words, non-EU countries exporting products to the EU were charged the same tariff regardless of which EU country was importing the goods. This made life simpler for traders and cut down their paperwork.

9. DOING WHAT YOU ARE GOOD AT

Opening up trade stimulates the economy as a whole. It boosts the revenues of exporting countries and offers consumers in the importing countries a wider choice of goods and services at lower prices because of increased competition. Ultimately it allows all countries to produce and export the goods and services with which they are best placed to compete.

So globalisation can boost economic growth. But it can also be disruptive. Larger and more open markets mean increased competition between businesses and also between countries. By pitting unequally developed economies against one another, globalisation may, if unharnessed, widen the gap between rich and poor countries and further sideline the poorest economies.

Individual nation States cannot deal with this problem. When business goes global, the rules of fair play must also be set globally. Only

through international agreement can we harness globalisation and make it work for the good of all.

So EU trade policy now covers a broader canvas, beyond trade liberalisation. It is about updating and improving international rules, and giving them a wider coverage to ensure fair trade and harnessed globalisation. It is about promoting an international agenda that benefits the developing world, and addressing issues of general public concern. One of the key challenges today is to ensure that world trade rules take account of non-market concerns, particularly the environment, public services, food safety, agriculture and culture.

10. THE EU'S BILATERAL TRADE AGREEMENTS

The European Union is the world's biggest trading power. Though it operates according to trade rules that are set multilaterally, the actual exchange of goods and services takes place bilaterally – between the EU and individual trading partners. However, what takes place bilaterally and what happens at the multilateral level often reinforce each other. The EU's bilateral agreements with individual trading partners, or with regional groupings of countries, are often designed to pursue goals that are subsequently achieved through multilateral negotiations.

EU tariffs on industrial products are among the lowest in the world and most of them will disappear in 2004 in line with the Union's commitments from 1994 under the Uruguay Round of international trade negotiations.

As it is, most of the EU's imports are already duty free or enter the EU at preferential rates under the terms of bilateral trade agreements or the EU's generalised system of preferences regime. For example, more than 50 % of finished steel imports enter the EU duty free from countries in central and eastern Europe with which the EU has bilateral association agreements.

Doing business with neighbours

Trade has helped the EU establish closer links with its immediate neighbours. In the first place, the Union has stepped up its trade with the **candidate countries** of central and eastern Europe that are due to join the EU. The agreements with these countries, known as "Europe agreements", are intended to create a free trade area between them and the EU before they actually join.

Thanks to these agreements, a much greater proportion of the exports from these countries now goes to the EU. The agreements also relate to the free movement of services, payments and capital for trade and investment.

11. THE DOHA DEVELOPMENT AGENDA: A NEW ERA FOR WORLD TRADE

The EU is committed to providing trade-related technical assistance and capacity-building for developing countries. It will make a special effort to help developing countries define and defend their interests in the new negotiations. It will also provide assistance for the medium- to long-term efforts needed to implement the results and take advantage of the trading opportunities which will flow from it.

The EU particularly welcomed a separate declaration in Doha on access to essential medicines at affordable prices. This confirms that the WTO agreements (here the Trade-Related Aspects of Intellectual Property Rights Agreement) can be interpreted in a way that allows members to take action to protect public health if need be.

Updating the world trade rule book: A fair and transparent rules-based system to govern world trade is just as important for developing countries as it is for industrialised ones. But as globalisation advances, the WTO will inevitably have to update its rules. The EU pressed successfully for the new round to include issues such as investment, competition, government procurement and measures to simplify trade procedures (known as “trade facilitation”). The EU also supports plans to improve WTO rules on anti-subsidy measures and anti-dumping procedures, so as to reduce the scope for abusing the system.

Protecting the environment within sustainable development: Ministers at Doha agreed with the EU that trade and environmental issues can and should be dealt with in a multilateral context. In an increasingly interdependent world, challenges such as climate change, the protection of the ozone layer and the disposal of toxic waste cannot be solved by one country or even by a group of countries acting alone.

12. THE DOHA DEVELOPMENT AGENDA: A NEW ERA FOR WORLD TRADE

Further market access negotiations on **services** are expected to bring considerable market opportunities for business as well as benefits to

consumers worldwide. In this respect, the EU does not seek general deregulation or privatisation of markets in sectors where principles of public interest are at stake, such as healthcare and education, or where the public authorities have a historic involvement, like energy or postal services.

The EU is also committed to maintaining its right to **cultural diversity** in negotiations. Audiovisual services are essential purveyors of culture and are therefore unlike other commercial services. Trade negotiations cannot be allowed to create standardised cultural products; rather, they should help them to be traded in a way that respects their diversity.

Overall, the Doha development agenda takes the World Trade Organisation into a new era. Not only will it continue improving conditions for worldwide trade and investment, but it will now be able to play a much fuller role in promoting economic growth, job creation and the fight against poverty.

Better world governance and the promotion of sustainable development are the ambitious backdrop to the agenda. The EU will actively pursue its work on this agenda by tabling proposals on all aspects of the negotiations and acting as a broker among different players, particularly between developed and developing countries. It will maintain close contacts with a wide range of ministers and seek to reshape trade policy so that it serves the interests of the majority of WTO members, namely the developing countries.

13. THE EUROPEAN COURT OF AUDITORS: GETTING VALUE FOR YOUR MONEY

What does the Court do?

The Court's main role is to check that the EU budget is correctly implemented – in other words, that EU income and expenditure is legal and above board and to ensure sound financial management. So its work helps guarantee that the EU system operates efficiently and openly.

To carry out its tasks, the Court investigates the paperwork of any organisation handling EU income or expenditure. If need be, it carries out on-the-spot checks. Its findings are written up in reports which draw the attention of the Commission and the member states to any problems.

To do its job effectively, the Court of Auditors must remain independent of the other institutions but at the same time stay in constant touch with them.

One of its key functions is to help the budgetary authority (the European Parliament and the Council) by presenting them every year with a report on the previous financial year. The comments it makes in this **annual report** play a very important role in Parliament's decision whether or not to approve the Commission's handling of the budget. If satisfied, the Court of Auditors also sends the Council and Parliament a **statement of assurance** that European taxpayers' money has been properly used.

Finally, the Court of Auditors gives an opinion before the EU's financial regulations are adopted. It can comment at any time on specific issues, or it can give an opinion at the request of one of the EU institutions.

The Court of Auditors works independently, and is free to decide how to schedule its auditing activities, how and when to present its observations, and what publicity to give to its reports and opinions.

It has approximately 550 qualified staff, of whom about 250 are auditors. The auditors are divided into "audit groups". They prepare draft reports on which the Court takes decisions.

14. THE EUROPEAN CENTRAL BANK: MANAGING THE EURO

One of the ECB's main tasks is to maintain **price stability in the euro area**, preserving the euro's purchasing power.

That means keeping inflation under strict control: the ECB aims to ensure that the year-on-year increase in consumer prices is less than 2 %. The ECB goes about this in two ways:

- First, by **controlling the money supply**. If the money supply is excessive compared to the supply of goods and services, inflation will result.
- Second, by **monitoring price trends** and assessing the risk they pose to price stability in the euro area.

Controlling the money supply involves, amongst other things, **setting interest rates throughout the euro area**. This is perhaps the Bank's best-known activity.

The European Central Bank's work is organised via the following decision-making bodies.

This comprises the President of the ECB, the Vice-President and four other members, all appointed by common agreement of the presidents or

prime ministers of the euro area countries. The Executive Board members are appointed for a non-renewable term of eight years.

The Executive Board is responsible for implementing monetary policy, as defined by the Governing Council (see below), and for giving instructions to the national central banks. It also prepares the Governing Council meetings and is responsible for the day-to-day management of the ECB.

The Governing Council is the European Central Bank's highest decision-making body. It comprises the six members of the Executive Board and the governors of the 12 central banks of the euro zone. It is chaired by the President of the ECB. Its primary mission is to define the monetary policy of the euro zone, and, in particular, to fix the interest rates at which the commercial banks can obtain money from the Central Bank.

The General Council is the ECB's third decision-making body. It comprises the ECB's President and the Vice-President and the governors of the national central banks of all 15 EU member states. The General Council contributes to the ECB's advisory and coordination work and helps prepare for the future enlargement of the euro zone.

15. THE EUROPEAN INVESTMENT BANK: FINANCING EU PROJECTS

The European Investment Bank (EIB) was set up in 1958 by the Treaty of Rome. It helps achieve the Union's objectives by financing certain types of investment project.

The projects selected are ones that promote European integration, balanced development, economic and social cohesion and an innovative knowledge-based economy.

The EIB's mission is to invest in projects that promote the objectives of the European Union. It is non-profit-making and gets no money from savings or current accounts. Nor does it use any funds from the EU budget. Instead, the EIB is financed through borrowing on the financial markets and by the Bank's shareholders – the member states of the European Union. They subscribe jointly to its capital, each country's contribution reflecting its economic weight within the Union.

This backing by the member states gives the EIB the highest possible credit rating (AAA) on the money markets, where it can therefore raise very large amounts of capital on very competitive terms. This in turn enables the Bank to invest in projects of public interest that would

otherwise not get the money – or would have to borrow it more expensively.

The projects the Bank invests in are carefully selected according to the following criteria:

- they must help achieve EU objectives such as making European industries and small businesses more competitive; creating trans-European networks (transport, telecommunications and energy); boosting the information technology sector; protecting the natural and urban environments; improving health and education services;
- they must chiefly benefit the most disadvantaged regions;
- they must help attract other sources of funding.

These criteria apply to activities both within and outside the European Union. Nearly 90 % of the EIB's activities take place within the European Union, but a significant proportion of the funding goes to the future member states.

16. THE EUROPEAN INVESTMENT BANK: FINANCING EU PROJECTS

The EIB also supports sustainable development in the Mediterranean countries, Africa, the Caribbean and the Pacific, as well as projects in Latin America and Asia.

Finally, the EIB is the majority shareholder in the European Investment Fund. This fund was set up in 1994 to finance investment in small and medium-sized enterprises (SMEs).

How is the Bank's work organised?

The Bank deals directly with the promoters of large-scale projects (at least 25 million euro), while for smaller projects (SMEs or local authorities) it works with some 180 banks and specialist financial intermediaries in Europe.

The EIB is an autonomous institution. It makes its own borrowing and lending decisions purely on the merits of each project and the opportunities offered by the financial markets. Each year, it presents a report on all its activities.

The Bank co-operates with the EU institutions. For example, its representatives may take part in committees of the European Parliament, and the President of the EIB may attend Council meetings.

The Bank's decisions are taken by the following bodies.

- The **Board of Governors** consists of ministers (normally the Finance Ministers) from all the member states. It defines the Bank's general lending policy, approves the balance sheet and annual report, authorises the Bank to fund projects outside the EU and decides on capital increases.
- The **Board of Directors**, chaired by the President of the Bank, comprises 24 members appointed by the member states and one by the European Commission. It approves lending and borrowing operations and it makes sure that the EIB is properly managed.
- The **Management Committee** is the Bank's full-time executive. It handles the EIB's day-to-day business.

БЕСПЕРЕВОДНОЕ ЧТЕНИЕ С ОБЩИМ ОХВАТОМ
СОДЕРЖАНИЯ ПРОЧИТАННОГО

1. THE FREE ECONOMIC ZONE (FEZ) GOMEL-RATON

THE TERRITORY AND THE BORDERS

The city of Gomel, a large industrial, scientific, and cultural center with the population of 515.5 thousand people, is located in the south-east of the Republic of Belarus on the river Sozh. It is a complex transportation center where railroads and highways leading to Moscow, Saint-Petersburg, Minsk, Kiev, Vilnius and Brest are intersected. The river Sozh, which is navigable within the city, connects Gomel with Dnieper giving the way to the Black see.

The industrial potential of the Gomel region has the modern technologies and production possibilities in the field of machinery construction, metal processing, chemistry, petro-chemistry, construction materials, radioelectronics, food and light industries.

Agriculture enterprises have a high level of meat and milk stock-raising and successes in growing and processing of vegetables, fruits and potatoes.

The free economic zone GOMEL-RATON, created for 50 years in March of 1998 by the Decree of the President of the Republic of Belarus № 93 occupies the area of 43 sq. km and includes the required infrastructure, engineering communications, free industrial areas within the territory of existing enterprises with highly intellectual labour and technical potential.

The zone has a significant amount of vacant lands for the development and implementation of new investment projects directed to the creation of new enterprises of wood and agriculture processing, automobile, electronic and machinery construction industry branches.

ADVANTAGES OF THE FEZ GOMEL-RATON

Favourable geographic location of the FEZ Gomel-Raton causing by proximity to economically perspective regions of Russia, Ukraine, and the Baltic states as well as its proximity to the Western European market provides a convenient gateway to all types of transportation: automobile, rail transport, air and water transport, which can be used to ship cargo to any place in the world.

The railroad that passes within the borders of the FEZ comes to a large railway center of Gomel-city. A ramified system of highways which allows to promptly deliver passengers and cargo has a passage to the transit corridor E-30.

The FEZ provides potential investors with industrial buildings equipped with power supply systems, heating, sewer systems, ventilation, hot and cold water supply and telephone communications which are located in the territory of the enterprises of the free economic zone as well as provides customs warehouses and areas for the storage of raw materials, half-finished products, and finished products in well secured conditions.

The free economic zone Gomel-Raton guarantees the availability of highly qualified personnel.

The enterprises of the association work actively in exports and imports. A number of companies from Germany, Austria, Czech Republic, and Russia already use the services of the zone technical potential. The area is equipped by a modern security alarm system.

THE BUSINESS CENTER GOMEL-RATON

The BUSINESS CENTER of the FEZ had been located in a modern twelve-story building that had been put into operation in 1982 having a conference hall for 600 seats, a cafe, a guarded parking lot. The office premises of the business center equipped with modern telecommunications could be occupied by the administration of the FEZ, the administration of the residents of the free economic zone, engineering facilities, customs, and banks today.

There will be balanced and coordinated interests of republic, regions and FEZ residents, generalized and propagated experience of the FEZ residents, performed organization and carrying out seminars and business schools, created modern work conditions suitable for business management in the business center.

Answer the following questions:

1. Where is Gomel located?
2. What can you say about the industrial potential of the Gomel region and its agriculture?
3. When was the FEZ created and what does it include?
4. Why geographic location of the FEZ Gomel-Raton is considered favourable?
5. What can you say about its transportation system?

6. What countries do use the services of the zone technical potential?

Say whether it's true or false:

1. Geographic location of the FEZ Gomel-Raton doesn't provide a convenient gateway to transportation.
2. The FEZ doesn't guarantee the availability of highly qualified personnel.
3. Agriculture enterprises have a low level of meat and milk stock-raising and growing vegetables and fruits.

2. BELARUS IS A COUNTRY OF RICH HISTORY

Belarus is a country of rich history and ancient culture. Man first appeared here at the end of the glacial epoch 100-40 thousand years ago. During the Bronze Age, i.e. four thousand years ago, people living on its territory were engaged in field husbandry and live-stock breeding. And 7-6 centuries before our era they learnt to use iron and make agricultural tools and implements.

East-Slav tribes are common ancestors for Russian, Belorussian and Ukrainian peoples. By the end of the first millenium of our era they were united into an old-Russian nation which later became the basis of the three nations in question.

In the 13th century chronicles one can encounter the name "Belarus" or "Belaya Rus", the latter being picked up by the local and neighbouring population. The origin of the name has not yet been defined for sure.

From times immemorial the Belorussian territory has been gateway to Russia from the western countries. The greedy invaders trying to get hold of the Russian expanses, they had, in the first place, to get through this gate. That is why Belarus was many a time attacked and occupied by all sorts of aggressors. But it always threw off the yoke of oppression.

There are many old towns in Belarus. They are known to have been not only military fortifications but also major political and economic centres. They traded vigorously with Russia, the Ukraine, West European and Mediterranean countries.

Along with national economy spiritual culture was developing. Back in the 16th century a prominent Belorussian humanist-enlightener Francisk (George) Skaryna started book-printing business in Belarus, having set up the first East-Slav print-house which was very important for raising literacy in Belarus.

Answer the following questions:

1. When did man first appear on the territory of Belarus?
2. What tribes are common ancestors for Russian, Belorussian and Ukrainian peoples?
3. The origin of the name “Belarus” has not yet been defined, has it?
4. Why was Belarus many a time attacked and occupied by all sorts of aggressors?

Say whether it’s true or false:

1. Man first appeared here in the Bronze Age.
2. East-Slav tribes are common ancestors of Poles.
3. Belarus didn’t trade with Russia, the Ukraine and European countries.

3. THE ECONOMY OF GREAT BRITAIN

The United Kingdom has a developed mixed private- and public-enterprise economy. The gross national product (GNP) is growing faster than the population.

The government controls the production of coal, steel, and ships, it also runs certain utilities, the railways, and most civil aviation.

Manufacturing industries account for one-fifth of the GNP. Major manufactures include motor vehicles, aerospace equipment, electronic data-processing and telecommunication equipment, metal goods, precision instruments, petrochemicals, and other chemicals. High-technology industries are being developed.

Agriculture accounts for less than 2 percent of the GNP. Farming is highly mechanized, though farms are not large, and is dominated by the raising of sheep and cattle. The United Kingdom is not agriculturally self-sufficient. Chief crops include barley, wheat, sugar beets, and potatoes.

The mineral industry accounts for approximately 6 percent of the GNP. Production from oil fields in the North Sea has allowed the United Kingdom to become virtually self-sufficient in petroleum. The United Kingdom’s coal industry remains one of the largest and most technologically advanced in Europe.

The country (as well as its capital) is a major world financial and banking centre.

Chief imports of Great Britain are: metallic ores, except iron ore, food. Chief exports are: china, automobiles and other vehicles, wooden goods, steel, electrical and mechanical machinery, tractors, scientific instruments, chemicals, petroleum.

Just under half of the total population is in the labour force. The highest proportion of employees (more than two-thirds) are in the service sectors, financial services and distribution.

Answer the following questions:

1. Is GNP growing faster than the population of Great Britain?
2. What are major manufactures?
3. What do chief crops include?

Say whether it's true or false:

1. Chief imports of Great Britain are automobiles, wooden goods and steel.
2. The UK is not self-sufficient in petroleum.
3. Chief crops include rice, buckwheat and oats.

4. THE RISE AND FALL OF THE BRITISH EMPIRE

Britain's colonial system is older than British capitalism. The cult of Empire dates from the later years of the nineteenth century.

The colonial system of Britain developed mainly in close association with the development of capitalism at each stage. The three principal stages of capitalist development – Merchant Capital, Industrial Capital and Finance Capital – have seen corresponding stages of development of the colonial system.

Merchant Capital initiated and dominated the first period of large-scale overseas colonial expansion. This was the period of plundering expeditions, of the slave trade, of the conquest of newly discovered overseas territories, of extermination of the native population and establishment of colonial settlements by migration. The “old colonial system” provided the main basis for the primary accumulation of capital which made possible the Industrial Revolution.

The plunder of colonies and especially the plunder of India and Africa prepared and stimulated the Industrial Revolution. Britain became the workshop of the world. The products of British machine industry dominated the markets of every country. British shipping, under the

protection of the British Navy, dominated the world trade. The old colonial monopoly developed to world industrial monopoly.

Answer the following questions:

1. When does the cult of Empire date from?
2. What initiated the first period of colonial expansion?
3. What prepared and stimulated the Industrial Revolution?
4. Why did Britain become the workshop of the world?

Say whether it's true or false:

1. Britain's colonial system is younger than British capitalism.
2. There are 4 principal stages of capitalist development. What are they.
3. British shipping dominated the world trade.

5. BRITISH COLONIAL IMPERIALISM

Transition from pre-monopolistic capitalism to imperialism took place at the end of the 19th and at the beginning of the 20th century. This new stage of capitalist development was described by V.I. Lenin in his work "Imperialism, the Highest Stage of Capitalism".

By the end of the 19th century Britain was gradually losing her position of the world's leading industrial power. At the beginning of the 20th century the USA became the most developed country in the world, while Germany surpassed Britain in the development of certain important branches of industry.

The key feature of imperialism is the emergence of monopolies, and in Britain monopolies developed strongly from the closing years of the 19th century. This was especially the case in the iron and steel industries, in shipping and ship-building, in some new industries like the manufacture of chemicals, soaps and in the case of the railways and banks. In 1902 there were 57 trusts and monopolies of other types in Britain.

The next important feature of imperialism was the division of the world among the imperialist powers. The race to colonise the world was intensified by the close of the 19th century. Between 1875 and 1900 the area taken over by imperialist states increased from 11 per cent to 90 per cent in Africa alone. However, British imperialism was predominantly of colonial character.

Answer the following questions:

1. When was Britain losing her position of the world's leading industrial power?
2. What country became the most developed at the beginning of the 20th century?
3. What are the key features of imperialism?

Say whether it's true or false:

1. British imperialism was predominantly of colonial character.
2. At the end of the 20th century the USA became the most developed country of the world.
3. The African area taken over by imperialist states between 1875 and 1900 decreased from 90 to 11 per cent.

6. BEGINNING OF CAPITALIST DEVELOPMENT IN BRITAIN IN THE 16TH CENTURY

Long ago sheepbreeding and manufacture of woolen cloth¹ became the main occupation in Britain and an important source of the king's income. At first Britain exported wool to other countries, but in the 16th century it began to export more cloth than wool. In Britain cloth was regarded as "the most precious product of the kingdom".

But small workshops could not produce enough cloth to meet all demands. It could be done only by large enterprises employing scores and even hundreds of workers.

The farmers made cloth when they were not working in the fields and sold it at the nearest markets. The merchants sold the cloth in towns or took it to ports for export.

The farmers who worked for the merchants got very little pay for their work. Sometimes hundreds of people worked for one rich man. The impoverished farmers who received wool, looms and payment from a merchant gradually became wage-workers².

The large enterprises of that period had no machines and everything was done by hand. Such enterprises were called manufactures or factories.

In a factory with many workmen it was easier to divide the work among them and between different groups of workers who performed specific operations in the overall manufacturing process³. With the appearance of factories labour productivity went up.

Everything in the factory belonged to the owner. The hired workmen worked at factories from dawn till night. Factories also appeared in mining, shipbuilding and arms production. New classes – the bourgeoisie and the wage-workers – developed when factories appeared.

Notes:

¹woolen cloth – сукно

²wage-workers – наемные рабочие

³In overall manufacturing process – В общем процессе производства

Answer the following questions:

1. What was an important source of the king's income?
2. Could small workshops produce enough cloth to meet all demands?
3. When did the farmers make cloth?
4. How did workmen become wage-workers?
5. What new classes developed in the 16th century?

Say whether it's true or false:

1. Shipbuilding became an important source of the king's income.
2. The largest enterprises of that period had a lot of machines and equipment.
3. With the appearance of factories labour productivity went down.

7. BEGINNING OF BRITAIN'S STRUGGLE WITH SPAIN

With the appearance of factories British exports to other countries increased. British shipping developed rapidly. The merchants carried cloth, coal and fish in their ships to European countries and colonies.

Spain which had the biggest colonies, was Britain's main rival in sea trade. The Spanish government forbade foreign merchants to trade with Spanish colonies. But they ignored the prohibition, and British pirates pillaged the Spanish coast and made daring expeditions¹ to the shores of America. Spanish ships carrying gold and silver from America often became the pirates' prey. Special merchants' companies were formed in Britain to organise pirate expeditions against the Spaniards.

Queen Elizabeth I (1558-1603) patronized trade and navigation. A big fleet was built during her reign. The Queen secretly supported the

pirates and received part of their booty. The most successful of the pirates became admirals in the Royal Navy.

Spain began to prepare for an invasion of Britain. A huge fleet of 130 ships sailed to Britain with 20,000 soldiers aboard.

They were to land in the mouth of the Thames. Confident of their victory, the Spaniards called their fleet the “Invincible Armada”.

In 1588 British troops attacked the Spanish fleet in the English Channel. There were sea battles for two weeks. The light and speedy British vessels, manned by experienced sailors, fired at the enemy fleet at long range, and damaged, burnt and sank many ships. The Spaniards suffered heavy losses. Their fleet was driven into the North Sea, and they tried to sail home round Scotland. Only a few ships reached home.

The defeat of the “Invincible Armada” undermined Spain’s naval power, while Britain gradually came to dominate the sea and became a strong sea power.

Notes:

¹daring expeditions – здр. дерзкие экспедиции

Answer the following questions:

1. What country was Britain’s main rival in the sea trade?
2. Why were special merchants’ companies formed in Britain?
3. Queen Elizabeth I patronized trade and navigation, didn’t she?
4. Where did British troops attack the Spanish fleet in 1588?
5. What undermined Spain’s naval power?

Say whether it’s true or false:

1. British shipping developed slowly.
2. Queen Elizabeth I secretly supported the pirates.
3. In 1588 British troops attacked the Spanish fleet in the Mediterranean Sea.

8. THE FOUNDING OF THE UNITED STATES

About 500 years ago North America was a vast territory inhabited by Indians who perhaps 20000 years earlier travelled across a land bridge from Asia to America where the Bering Strait is today. Icelandic Viking Leif Ericson sailed to America around the year 1000. Then in 1492 Christopher Columbus, an Italian, sailing under the Spanish flag, set out

for Asia and discovered a 'New World'. For the next 100 years English, Spanish, Portuguese, Dutch and French explorers sailed forth looking for the New World, for gold and riches, for honour and glory.

But North America brought them little glory and less gold, so most explorers did not stay there. The people who did settle the New World arrived later, and they came in search of different goals – economic opportunity, religious and political freedom.

In 1607 the English settlers built the first village which they called Jamestown in commemoration of King James I of England. Bleak, hard and lonely immigrants soon founded colonies all along the Atlantic Coast. Over time settlers from many other nations joined the English in America. German farmers settled in Pansylvania, French settled in Canada and Spanish explorers established missions and settlements in Florida and American South West. Africans were first brought in Virginia as slaves in 1619. The settlers cleaned the land for farms, built villages and established local governing bodies. By 1733 European settlers occupied 13 colonies along the Atlantic Coast.

In the following years the British started imposing new taxes on sugar, coffee, textiles and other imported goods. The British required the colonists to house and feed British soldiers. These measures seemed quite fair to the British politicians who had spent large sums of money to defend their American colonies during the French and Indian War. But the Americans feared that the new taxes would make trading difficult and that British troops stationed in the colonies might be used to crush civil liberties which the colonists had enjoyed, that's why they insisted that they could be taxed only by their own colonial assemblies. But the British Parliament heeded their protest and sent customs officers to Boston to collect the tariffs. When the colonists refused to obey, the British sent soldiers to Boston.

Answer the following questions:

1. Who sailed forth looking for the New World?
2. When did the English settlers build the first village and how did they call it?
3. Who was brought there as slaves?

Say whether it's true or false:

1. About 100 years North America was a vast territory inhabited by Indians.

2. Christopher Columbus set out for Asia and discovered America.
3. North America brought the explorers much glory and more gold, that's why they stayed there.

9. THE U.S.A. AND ITS POPULATION

The United States of America is a federal union of 50 states plus one independent district – the District of Columbia. Forty-nine states are situated on the continent but the 50th is the state of Hawaii – a group of islands situated in the mid Pacific Ocean.

The vast and various territory of the United States stretches from the industrial Atlantic Ocean, across the rich farms of the central plains, over the majestic Rocky Mountains to the fertile, densely populated West coast. The continental U.S. covers an area of about 9,4 million square kilometres. The USA is twice as large as all the countries of Europe combined. It is washed by the Atlantic in the east and the Pacific in the west and controls the Panama Canal connecting these two oceans. These vast expanses of water have always served as reliable safeguards in time of war. In the course of the last hundred years the USA has fought many a war, but ever on foreign soil. Its own land has always remained untouched.

The population of America is about 253 million, made up of immigrants or their descendants from virtually every country of the world. 73,6 percent of the population are white. Black Americans who today number more than 30 million, constitute the largest single ethnic minority in the country, The U.S. population has also absorbed nearly 3,6 million Asians. Hispanic, living primarily in the Southwest are the next largest ethnic minority group in the United States. 1,5 million American Indians and Eskimos live in the U.S., many on tribal lands set aside for them in 31 states.

At present the USA is the most powerful and economically the most advanced capitalist state in the world. It leads the world in industrial and agricultural production, leaving other countries far behind.

There are two main political parties in the USA: the Republican Party and the Democratic Party.

Answer the following questions:

1. Where is the 50th state of Hawaii situated?
2. What area does the U.S.A. cover?
3. Who constitutes the largest ethnic minority in the country?

Say whether it's true or false:

1. There are 2 main political parties in the U.S.A.: the Labour Party and the Conservative Party.
2. The population of America is about 100 million.
3. 25 per cent of the population are white.

10. ADVERTISING

Advertising is one of the largest industries. In 1986, for example, American business spent over \$ 100 billion to advertise its products. Since consumers are the principal targets of these sales campaigns, we ought to know something about the services advertisers perform, as well as some of the techniques they use.

THE BENEFITS OF ADVERTISING

Advertising benefits consumers and the economy in a number of ways:

- It provides us with information about prices, recent improvements in certain goods and services, and the availability of new ones.
- Advertising often results in lower prices. Large-scale production can reduce costs.
- Advertising stimulates competition, and competition benefits us all.
- Advertising pays most of the cost of magazines and newspapers, and all of the cost of commercial radio and TV.

Advertising helps the economy as a whole by stimulating consumer demand. Consumer spending has a direct effect on the health of the economy. Advertising helps to keep that spending at healthy levels.

Not everyone agrees that advertising benefits the economy. Critics list the following points of its disadvantages:

- The information contained in advertising does not inform and often misleads the consumer.
- Because it costs money to advertise, this cost adds to the price consumers pay.
- Consumers are tempted to spend money for products they do not really need.

- Radio and TV are not really free because the cost of advertising on them is also passed on to the consumer.

Answer the following questions:

1. Who is the principle target of advertising?
2. How does advertising help the economy?
3. Do consumers spend money for products they do not really need?

Say whether it's true or false:

1. Advertising doesn't stimulate competition.
2. Advertising is one of the largest industries.
3. Advertising does not provide us with information about prices, certain goods and services.

11. THE BYZANTINE

1. The Byzantine Empire included many rich countries: Egypt, Syria, Asia Minor and Greece. There were fewer slaves there and more free peasants than in Western Roman Empire.

2. In Western Europe only ruins remained of the cities that had formerly flourished, but the Byzantine cities continued to grow and develop. The population of Constantinople, Alexandria and Antioch ran into hundreds of thousands. In the streets and market-places of these cities there were numerous shops and workshops.

3. Constantinople stood at the intersection of two important trade routes: the land route from Europe to Asia and the sea route from the Mediterranean to the Black Sea. Trade with Iran, India and China made the Byzantine merchants wealthy. They were well known in Western Europe.

4. The Byzantine emperor retained his power. Crafts and trade brought him a big income. He imposed high taxes upon peasants and artisans and high custom duties upon merchants. The emperor ruled the country with the help of his officials.

5. The Patriarch of Constantinople was the head of the Christian Church. Emperor gave the Church lands and it did not have to pay taxes.

6. There was much gold and silver in the emperor's treasury and this enabled him to keep a big army paying wages to the soldiers, and a powerful fleet. For a long time the Byzantine was able to defend its frontiers from the "barbarians" and even to wage wars of conquest.

7. The slave system continued to exist in the Byzantine till the 7th century.

Answer the following questions:

1. What cities continued to grow and develop in Western Europe?
2. Who helped the emperor to rule the country?
3. The emperor didn't give the Church lands, did he?
4. Why was the Byzantine able to defend its frontiers from enemies?

Say whether it's true or false:

1. The Byzantine Empire included many poor countries.
2. The Byzantine emperor retained his power.
3. Emperor didn't give the Church lands and it had to pay taxes.

12. LEVI STRAUSS & Co.

Levi Strauss & Co. makes more than 5,000 different products, sells its products in more than 70 countries.

Levi [li:vai] Strauss & Co. is the largest clothing manufacturer in the world. For years, the company depended on one basic product that was invented over 100 years ago: *blue jeans*. Top-selling Levi 501 jeans have remained almost exactly the same since they were created.

The life of Levi Strauss is a U.S. success story. A German who immigrated to America in 1847 at age twenty, Levi Strauss began by selling needles, thread, and buttons in New York. On the invitation of his brother-in-law, he appeared in San Francisco in 1853.

Gold had been discovered in California a few years before, and the Gold Rush had begun. More and more people came to try to get rich overnight. Suddenly, thousands of people started mining for gold. Strauss noticed that the miners complained that their pants were always tearing easily and that the pockets ripped apart as soon as one put a few nuggets [= small lumps of rock with gold] in them.

Levi Strauss saw a business opportunity. He began making pants out of some heavy brown canvas he had brought to use for tents or wagon covers. These new pants were stiff, but they sold fast.

When the original fabric was used up, Strauss sent to Europe for more. What he got was a lighter, more flexible fabric from Nimes [nim], France, called "serge de Nimes". This cloth, which became known as *denim*, proved even more useful for pants, since it was just as strong but

much more comfortable. With indigo (blue dye-stuff from plants), the pants were dyed the familiar blue color.

Miners still complained of problems with their pockets. On the advice of the Nevada tailor Jacob Davis, Strauss went to a blacksmith and had the jeans pockets reinforced with metal rivets. In 1873, they patented [= legally registered as company property] the popular innovation. The rivets, along with the patterned stitching on the hip pockets, became Levi trademarks.

Levi Strauss & Co. has continued to flourish. Since those early days, it has been a leader in the garment [= clothing] industry. Jeans have become desirable and even fashionable clothing for not only miners, farmers and cowboys, but also for movie stars, executives, women, children and teenagers from all over the world.

The company is still run by descendants of Levi Strauss. It now markets a wide range of clothing and accessories, all under the brand name *Levi's*.

Many new Levi products have been launched over the years. The company is still best known, however, as the maker of Levi jeans, the pants that are guaranteed to shrink [= become smaller after washing] and fade [= lose color].

Answer the following questions:

1. Who was Levi Strauss?
2. Why did he appear in San Francisco?
3. What Levi products have succeeded?

Say whether it's true or false:

1. Levi Strauss began making pants out of some light white fabric.
2. Levi Strauss has continued to flourish.
3. Levi jeans are not guaranteed to shrink and fade.

13. THE BOEING COMPANY

The Boeing company was founded by Bill Boeing from Washington State, on the West Coast of the USA. In 1916, he set up an airplane factory in Seattle, Washington.

During World War II, the Boeing Company established its reputation as a supplier of military aircraft. After the war, in the early 50s, Boeing made the first passenger jet which soon replaced all of the propeller-driven

aircraft in the passenger market. It has also built a number of spacecraft used in the U.S. space program.

Over the years, the company has developed a strong reputation for reliable products and the service of those products. It has been Number 1 in world-wide sales for years, controlling over 50 percent of the market for commercial aircraft.

Aerospace products are the number one U.S. export after agricultural products. The country has a long and proud tradition of dominating the industry with technological breakthroughs [= significant improvements] leading to superior products. But this dominance is now being challenged.

Airbus, a France-based European company threatens to step up the competition. Boeing executives argue that they cannot compete against the deep pockets [= unlimited wealth] of the four European governments that subsidize Airbus. The continuing decline of the U.S. lead in aerospace has sparked [= initiated] an intense debate in the USA on the whole issue of the proper relationship between government and industry.

Traditionally, the United States has maintained a free-market philosophy which holds that government should not regulate market forces. In this view, better and more efficient production occurs when world markets are open. According to Boeing and other executives, this philosophy has the backbone of American industrial power from the beginning. For the health of the civil aviation industry, the free-trade argument goes, the USA must convince the EU to stop subsidizing Airbus.

Answer the following questions:

1. Why has the Boeing company developed a strong reputation over the years?
2. Why couldn't the Boeing company compete against the 4 European governments?
3. Does better and more efficient production occur when the world markets are open?

Say whether it's true or false:

1. During World War II the Boeing Company established its reputation as a supplier of military submarines.
2. The Boeing has been Number 1 in world-wide sales for years.
3. Airbus doesn't threatens to step up the competition.

СОДЕРЖАНИЕ:

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2. Общие указания по чтению и переводу экономических текстов.....
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Авторы-составители: Пузенко Иван Николаевич
Шашкина Галина Владимировна

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E-mail: ic@gstu.gomel.by
<http://www.gstu.gomel.by>

