

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ХАРЧОВИХ ТЕХНОЛОГІЙ

ЗАТВЕРДЖУЮ

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АНГЛІЙСЬКА МОВА

МЕТОДИЧНІ ВКАЗІВКИ

до практичних занять та самостійної роботи
над текстами загальноекономічного характеру
для студентів 4 курсу напрямів підготовки
0305 Економіка та підприємництво та
0306 Менеджмент і адміністрування
денної форми навчання

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Англійська мова: Метод. вказівки до практичних занять та самостійної роботи над текстами загальноекономічного характеру для студентів IV курсу напрямів підготовки 0305 Економіка та підприємництво та 0306 Менеджмент і адміністрування денної форми навчання / Уклад.: Л.Ю. Шапран, Л.І. Куниця, Г.А. Чередніченко – К: НУХТ, 2008. – с.175

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ВСТУП

Методичні вказівки призначені для студентів IV курсу напрямів підготовки 0305 Економіка та підприємництво та 0306 Менеджмент і адміністрування денної форми навчання.

Тематика, лексичний мінімум, система граматичних вправ спрямовані на досягнення головної мети.

Мета даних методичних вказівок – допомогти студентам в опануванні англійської мови спеціального вжитку на матеріалі оригінальних текстів економічної тематики.

Методичні вказівки складаються з 3 основних розділів, що містять тексти та завдання, які сприяють подальшому розвиненню опанованих мовних навичок для задоволення практичних та професійних потреб в економічній сфері; удосконаленню навичок перекладу з іноземної мови на рідну текстів економічного характеру, їх реферування та анотування рідною та іноземною мовами. Система завдань основних розділів будується на економічній лексиці, спрямована на полегшення засвоєння поданого тематичного та мовного матеріалу.

Дані методичні вказівки сприятимуть формуванню у студентів загальних та професійно орієнтованих комунікативних мовленнєвих компетенцій та є додатковим спонукальним мотивом до удосконалення навичок усного та писемного мовлення в професійній сфері.

INTRODUCTION

Before reading the text, try to do the following quiz and find out how much you already know about Economics.

1. When you pay for a CD, which of these gets the biggest share of that money?
 - a. the band or artist
 - b. the studio where they recorded
 - c. the CD pressing factory
 - d. the shop where you bought it
2. Which of the following celebrities did *not* study economics?
 - a. Arnold Schwarzenegger
 - b. Cate Blanchett
 - c. George W. Bush
 - d. Mick Jagger
3. How many Ukrainian Universities offer economics degree courses?
 - a. Less than 25
 - b. 51 to 75
 - c. 100 to 200
 - d. more than 300
4. Which of the following topics are economists most likely to discuss?
 - a. Focus groups and market research
 - b. Life assurance and pensions
 - c. Production and consumption
 - d. Legislation and compliance
5. Economics can best be defined as the study of
 - a. allocating finite resources to satisfy limitless wants
 - b. spending your money wisely
 - c. producing more goods and services
 - d. maximising happiness
6. The National Bank of Ukraine is located in
 - a. Khreschatyk St
 - b. Bankova St
 - c. Instytutska St
 - d. Shovkovichna St
7. Which of these wise statements was made by famous economist John Maynard Keynes?
 - a. "If at first you don't succeed, don't take up skydiving."
 - b. "In the long run, we're all dead."
 - c. "If you think nobody cares whether you're dead or alive, try missing a couple of mortgage payments."
 - d. "Have you ever lent someone £20 and never seen that person again? It was probably worth it."
8. The Nobel Prize for Economics was first awarded in which year?
 - a. 1949
 - b. 1959
 - c. 1969
 - d. 1979
9. Which of the following articles cannot appear in an economics journal?
 - a. Single currency unpopular with voters says poll
 - b. The Inefficiency of Splitting the [Restaurant] Bill
 - c. Young, Selfish and Male: Field Evidence of Social Preferences
 - d. World Cup to stimulate Internet betting boom
10. Look at the following topics:

The environment	Poverty	Taxation	Interest rates	<i>Trade</i>
<i>Share prices</i>	Efficiency	<i>Consumer choice</i>	E-commerce	Labour markets

Which of these are studied by economists?

- a. only the **highlighted** ones
- b. only the ones in *italics*
- c. all except the grey ones
- d. all of them

Why Study Economics?

What is Economics?

"Economics is the study of how men and society end up choosing, with or without the use of money, to employ scarce productive resources that would have alternative uses, to produce various commodities and distribute them for consumption, now or in the future, among various people and groups in society. It analyzes the costs and benefits of improving patterns of resource allocation".

Paul Samuelson

The roots of the word 'Economics' originate with the Greek words 'oikos' (household) and 'nomos' (rules or laws). Greek philosophers such as Aristotle and Xenophon first observed the economic behaviour of estates, which were the economic unit of analysis much like factories and firms are in today's economy. From the interactions of these units emerged systematic patterns of behaviour that appeared to be laws or norms of behaviour. Economics is a social science that attempts to explain such phenomena through the use of mathematical, logical, historical and philosophical analysis.

Economics is often referred to as "The Queen of the Social Sciences" because to master it, one must master many aspects of a liberal arts education. An economics education develops logical, analytical and critical thinking skills through the use of economic theory, math and philosophy. Economics majors develop strong communication and computer skills as they use the latest statistical software to collect and analyze data. To explain the data, economists also need a solid understanding of economic theory, history, law and governance structures. Economics is also referred to as a "Jack of all trades" education because its subjects cross so many disciplinary boundaries. Many famous economists are also excellent mathematicians, philosophers, political economists, sociologists, ecologists, contract lawyers, judges, historians and more. If you are considering a double major, economics blends nicely with any of these subject areas.

Most of all, Economics is a way of thinking about the world. Economics allows you to make informed decisions about your future by taking into account various factors affecting it.

Why study economics?

There are several very good reasons to study the subject:

- The first is that it is – or should be – interesting and that it is **impossible to understand the world in which we live without some knowledge of economics.**
- A second reason is that it is useful, both to the individual who studies it and also to society as a whole, since **economics can lead to a better world.** Economics will give you some very useful mental tools and skills that will be

helpful in many other aspects of life, for example the development of logical thought processes: the ability to trace the relationship of cause and effect, to consider alternatives, to evaluate decisions, arguments and the reliability of information.

- A third reason is that the knowledge of economics may **enable us to earn our living**. In fact, one common definition of economics is “the study of how people make their living”. The more you know about the subject, the better carrier decisions you will be able to make.
- A fourth reason is that **businessmen require knowledge of the economic problems that relate to their particular enterprises**. A businessman has to adjust himself to changes in the supply of land, labour or capital required for his organisation. He has to endeavour to obtain maximum efficiency in production. He has to know the “ins and outs” of business economics if he expects to survive.
- A fourth reason is that **intelligent citizenship calls for some familiarity with economic problems**. Today, there are large-scale collective actions in industry and government. Social security schemes may be the concern of millions of individuals in a nation. People are upon to vote, directly or indirectly, on matters of the greatest economic significance.
- A fifth reason in favour of the study of economics has to do with its **general cultural value**. Economic discourse has become involved in economic argument. Wherever one goes, one may become involved in economic argument. Not only in the classroom, but in the restaurant, on the train, or at the golf club, one is expected to know something about the trend in the cost of living or the dangers of an inflated currency or the seriousness of the unemployment situation. Einstein once said, “Economic institutions exist for a man and not a man for economic institutions”. So, it is our task to study these institutions as they were created for our good, to reform them when they need reforming, and eliminate such of them that outlived their usefulness.
- Finally, a qualification in economics is an **excellent basis for a career**. You will find economic graduates working in a very wide range of jobs. But economics is a subject that also leads to jobs where knowledge of the subject is very useful. Thus about one half of economics graduates go into jobs in the financial services industry. Some of these will work in the commercial banks where a degree in economics is particularly useful since it gives exemption from some bankers’ examinations. This also applies to some accountancy examinations, another source of employment for many graduates in economics. Many economists also work in other sectors of the financial services industry. Insurance companies, building societies and merchant banks all employ economists. In many of these careers knowledge of economics is combined with another area of study. In such cases, economics gives a strong theoretical underpinning to a wide range of careers. Economists are widely employed in the public service, either as general recruits in the civil service or as specialist economists in the Government Economic Service. The senior members of this Service will advise ministers on the economic implications of alternative

courses of action. There are also overseas jobs for graduates in economics. The European Commission in Brussels and the OECD in Paris both employ a large number of economists. So do international agencies such as the World Bank and the International Monetary Fund. Firms sometimes employ economists to make use of specialist skills such as economic forecasting, but they also employ economists because the subject gives a good grounding of skills. Since economists are literate, numerate and can analyse and evaluate, they are very useful to employers.

Exercise 1. Find in the text the English equivalents to the Ukrainian words and phrases.

- | | |
|-----------------------------------|---------------------------------|
| a. недостатні продуктивні ресурси | j. пропозиція, постачання |
| b. товари | k. намагатися; докладати зусиль |
| c. споживання | l. досягти ефективності |
| d. розподіл ресурсів | m. за і проти |
| e. гуманітарні науки | n. соціальне забезпечення |
| f. причинно-наслідковий зв'язок | o. економічна спірка, дискусія |
| g. розглядати альтернативи | p. вартість життя |
| h. заробляти на життя | q. безробіття |
| i. пристосуватись до чогось | r. економічні установи |

Exercise 2. Complete the following sentences.

- a. Economics teaches us ...
- b. Businessmen require knowledge of economics ...
- c. Intelligent citizenship has to be aware of ...
- d. One may be involved in economic argument ...
- e. Economic institutions exist ...
- f. We must study economic institutions and eliminate ...

Exercise 3. Answer the following questions.

- a. What is economics?
- b. What does economics teach us?
- c. Why is it necessary for businesspeople to study economics?
- d. Why should an intelligent citizen have the knowledge of economics?
- e. Where can a person face economic problems?
- f. In what fields can an economist work?

PART 1

Unit 1 Economic Activity

Most people work to earn a living, and produce goods and services. Goods are either agricultural (like maize and milk) or manufactured (like cars and paper). Services are such things as education, medicine and commerce. Some people provide goods; some provide services. Other people provide both goods and services. For example, in the same garage a man may buy a car or some service which helps him to maintain his car.

The work people do is called economic activity. All economic activities together make up the economic system of a town, a city, a country or the world. Such an economic system is the sum-total of what people do and what they want. The work people undertake either provides what they need or provides the money with which they can buy essential commodities. Of course, most people hope to earn enough money to buy commodities and services which are non-essential but which provide some particular personal satisfaction, like toys for children, visits to the cinema and books.

Exercise 1. Answer the following questions.

- a. Why do most people work?
- b. What do they produce?
- c. Where are goods produced?
- d. What do schools, hospitals and shops provide?
- e. What two different things can a man buy in, for example, a garage?
- f. What do we call the work which people do?
- g. What is an economic system the sum-total of?
- h. What two things can work provide for the worker?
- i. What can people buy with money?

Exercise 2. Say whether these statements are true or false, and if they are false say why.

- a. Most people produce either goods or services.
- b. Services are either agricultural or manufactured.
- c. Education and medicine are provided by schools and hospitals.
- d. Cars and paper are agricultural goods.
- e. Paper is a non-agricultural commodity.
- f. The work which people do is called an economic system.
- g. A city has its own economic system.
- h. Economic activity is the sum-total of what people do and want.
- i. The work people undertake provides them with money, or with what they need.
- j. Most people do not want to buy non-essential commodities and services.

Exercise 3. Combine these pairs of sentences as in the example.

EXAMPLE: The services are useful. The workers provide the services.

The services which the workers provide are useful.

- a. The goods are essential. They need the goods.
- b. The schools and hospitals are essential. They provide the schools and hospitals.
- c. The goods are valuable. He buys the goods.
- d. The money buys essential commodities. People can earn this money.
- e. The goods and services are very useful. People produce these goods and services.
- f. The work is called economic activity. We do this work.
- g. The work provides them with money. People do this work.
- h. The economic activities make up the economic system. People undertake these economic activities.

Exercise 4. Change these sentences in the same way as in the example. Both sentences refer to future possibilities.

EXAMPLE: Perhaps he will come.

He may come.

- a. Perhaps he will buy a car.
- b. Perhaps we shall want some more fruit tomorrow.
- c. Perhaps the garage will not sell that car to him.
- d. Perhaps the service will stop next month.
- e. Perhaps they will get the essential commodities soon.
- f. Perhaps the economic system belongs to a city, a whole country or the whole world.
- g. Perhaps the car does not belong to those people.
- h. Perhaps he will buy some service which will help him to maintain his car.
- i. Perhaps he will see the car when he comes tomorrow.
- j. Perhaps he will provide what they need when he comes back.

Exercise 5. In the sentences below replace *which* with *that*. When you have done this, re-write all the sentences without either *which* or *that*. The meaning remains the same but the sentences become less formal.

- a. Goods which they wanted were essential minerals.
- b. The schools and hospitals which they provide are essential.
- c. The goods which he buys are valuable.
- d. The money which the people earned bought many commodities.
- e. The goods and services which people produce are very useful.
- f. The work which we all do is called economic activity.
- g. The work which most people do provides them with money.
- h. The economic activities which people undertake make up the economic system of a town, city, country or larger area.

- i. The economic system which people belong to is the sum-total of their needs and actions.
- j. The work which he undertook was useful but non-essential.

Exercise 6. In each of these sentences a word is missing. Provide a word from the text from the paragraphs given in brackets.

- a. Transport systems like railways, buses and aeroplanes provide the public with important _____s (§ 1)
- b. They told him to look at the _____ and then do the exercises. (§ 1)
- c. There is usually a lot of _____ at any railway station or airport that handles a lot of traffic (§ 2)
- d. He decided to _____ the work in order to make some money. (§ 2)
- e. It was _____ for him to go to the city as soon as possible. (§ 2)
- f. They had _____ money to buy most of the things they needed. (§ 2)
- g. It was a _____ matter and he did not wish to tell anyone else about it. (§ 2)

Exercise 7. In these sentences certain nouns are marked out. Change them into adjectives which can be used in the blanks.

EXAMPLE: education = education+al = *educational*
 commerce = commerci+al = *commercial*

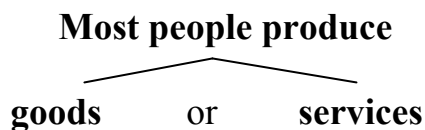
- a. These goods belong to the NATION. They are therefore _____ .
- b. Minerals are a part of NATURE. They are therefore _____.
- c. Schools provide EDUCATION. They are therefore centres of _____ activity.
- d. Shops are places of COMMERCE. They are therefore centres of _____ activity.
- e. He does not want anyone else to do this work. He wants to do the work in PERSON. It is his _____ concern.

Exercise 8. In each of these words, mark the syllable which carries the main stress. Practice saying the words.

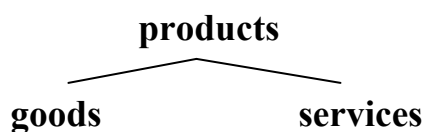
- a. order, system, equal, solid, liquid, mobile, complex (adj.), regular, similar, rapid, service, different, level, valuable, hospital;
- b. produce, provide, example, belong, maintain, perhaps, replace, result, occur, obtain, police, arrange, appear, concern, describe, explain;
- c. essential, tomorrow, together, activity, commodity, productive, particular, equality, complexity, enjoyable, description, objective, necessity, liquidity.

SUPPLEMENT

Most people work in order to earn their living and they produce goods and services. This fact can be shown as a diagram:



The things which people produce are called their products. So the diagram can be drawn as



Below are twenty kinds of people. Ten of them produce goods; ten produce services. Make a diagram like this one and list the people under goods and services.

cattle-breeder	coal-miner	musician	farmer
pilot	teacher	doctor	banker
shoemaker	steelworker	nurse	fruit-grower
horse-breeder	shopkeeper	cook	fisherman
builder	electrician	policeman	iron-ore miner

Essential Vocabulary

- | | |
|------------------------------|--|
| 1. sum-total | сукупність |
| 2. undertake | виконувати, починати, братися <i>Суп. do</i> |
| 3. commodity | предмет споживання, товар, продукт |
| 4. essential commodities | товари першої необхідності |
| 5. non-essential commodities | товари не першої необхідності |

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Навчальне видання

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