

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
Донецький національний університет економіки і торгівлі  
імені Михайла Туган-Барановського

Кафедра іноземної філології, українознавства та соціально-правових дисциплін

**Г. М. Удовіченко, І. Ю. Сіняговська, Л. А. Дмитрук, С. А. Остапенко**

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З ВИВЧЕННЯ ДИСЦИПЛІНИ  
ІНОЗЕМНА МОВА (ПОГЛИБЛЕНИЙ КУРС)**

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2021**

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Затверджено на засіданні  
кафедри іноземної філології,  
українознавства та соціально-  
правових дисциплін  
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**У 31** Методичні рекомендації з вивчення дисципліни «Іноземна мова (поглиблений курс)» [Текст] : для студ. економічних спец.; ступінь магістр / Г. М. Удовіченко, І. Ю. Сіняговська, Л. А. Дмитрук, С. А. Остапенко ; Донец. нац. ун-т економіки і торгівлі ім. М. Туган-Барановського, каф. іноземної філології, українознавства та соціально-правових дисциплін – Кривий Ріг : ДонНУЕТ, 2021. – 133 с.

Запропонована методична розробка сприятиме розвитку лексичних навичок та комунікативній діяльності студентів. Робота містить вправи за темами, які вивчаються на третьому етапі вивчення іноземної мови.

Зміст посібника викликає зацікавленість, пов'язану з актуальністю розроблених тем. Завдання складені на основі сучасних вимог з урахуванням розвитку комунікативної компетенції.

Посібник відповідає сучасним методичним вимогам до навчальної літератури.

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економіки і торгівлі  
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**ЗМІСТ / CONTENTS**

<b>ВСТУП / INTRODUCTION</b>	<b>5</b>
<b>ЧАСТИНА 1. ЗАГАЛЬНІ РЕКОМЕНДАЦІЇ ЩОДО ВИВЧЕННЯ ДИСЦИПЛІНИ / GENERAL STUDY GUIDE</b>	<b>6</b>
<b>ЧАСТИНА 2. ЗМІСТ ПРАКТИЧНИХ ЗАНЯТЬ / PRACTICAL TRAINING SUBJECT MATTER</b>	<b>13</b>
UNIT 1. MARKET STRUCTURE AND COMPETITION	14
UNIT 2. LABOUR MARKET	48
UNIT 3. ECONOMIC INDICATORS	78
UNIT 4. ECONOMIC CYCLE AND ECONOMIC GROWTH	86
UNIT 5. GLOBAL ECONOMY AND INTERNATIONAL TRADE	98
<b>ЧАСТИНА 3. МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З ОРГАНІЗАЦІЇ САМОСТІЙНОЇ РОБОТИ СТУДЕНТІВ / STUDENTS' SELF-DIRECTED ACTIVITY ORGANIZATION GUIDE</b>	<b>112</b>
PASSIVE VOICE	113
MODAL VERBS	121
INFINITIVE. GERUND	124
<b>СПИСОК ВИКОРИСТАНОЇ ЛІТЕРАТУРИ / REFERENCES</b>	<b>132</b>

## ВСТУП / INTRODUCTION

«Іноземна мова (поглиблений курс)» є навчальною дисципліною, що забезпечує підготовку студентів ступеня «магістр».

**Мета** вивчення дисципліни полягає у формуванні необхідної комунікативної спроможності у сферах професійного та ситуативного спілкування в усній і письмовій формах; вдосконалення вмінь та навичок читання, перекладу, реферування спеціальної літератури за фахом; вироблення навичок читання та реферування наукової інформації з фаху, ведення бесіди з професійної тематики, ділового листування та роботи з комерційною документацією.

**Завданнями дисципліни** «Іноземна мова» є: набуття навичок практичного володіння іноземною мовою в різних видах мовленнєвої діяльності в обсязі тематики, зумовленої професійними потребами; одержування новітньої фахової інформації через іноземні джерела; користування усним монологічним та діалогічним мовленням у межах побутової, суспільно-політичної, загальноекономічної та фахової тематики; переклад з іноземної мови на рідну текстів загальноекономічного характеру; формування основних вмінь використання знань на практиці під час ведення ділової бесіди або спілкування по телефону в ділових цілях з урахуванням конкретних умов; ознайомлення з найбільш відомими зразками мовленнєвої поведінки під час проведення ділових зборів, презентацій та переговорів; навчання підготовці до участі у наукових конференціях, семінарах, дебатах, тощо; ознайомлення з особливостями оформлення найбільш вживаних паперів.

**Предмет:** іноземна (англійська) мова.

Методичні рекомендації складаються з п'яти тем, передбачених робочою навчальною програмою з дисципліни. Кожен розділ містить вправи на розвиток усіх видів мовленнєвої діяльності: аудіювання, читання, говоріння та писемного мовлення, виконання яких сприяє розвитку комунікативної компетенції студентів третього рівня вивчення іноземної мови.

**ЧАСТИНА 1.  
ЗАГАЛЬНІ РЕКОМЕНДАЦІЇ ЩОДО ВИВЧЕННЯ ДИСЦИПЛІНИ**

**PART 1.  
GENERAL STUDY GUIDE**

## 1. Опис дисципліни

Найменування показників	Характеристика дисципліни
Обов'язкова (для студентів спеціальності "назва спеціальності") / вибіркова дисципліна	<b>Обов'язкова</b>
Семестр (осінній / весняний)	<b>весняний</b>
Кількість кредитів	<b>5</b>
Загальна кількість годин	<b>150</b>
Кількість змістових модулів	<b>2</b>
Лекції, годин	-
Практичні / семінарські, годин	<b>72</b>
Лабораторні, годин	-
Самостійна робота, годин	<b>78</b>
Тижневих годин для денної форми навчання:	
аудиторних	<b>4,5</b>
самостійної роботи студента	<b>5</b>
Вид контролю	<b>залік</b>

## 2. Програма дисципліни

**Мета** – формування необхідної комунікативної спроможності у сферах професійного та ситуативного спілкування в усній і письмовій формах; вдосконалення вмінь та навичок читання, перекладу, реферування спеціальної літератури за фахом; вироблення навичок читання та реферування наукової інформації з фаху, ведення бесіди з професійної тематики, ділового листування та роботи з комерційною документацією.

**Завдання:** набуття навичок практичного володіння іноземною мовою в різних видах мовленнєвої діяльності в обсязі тематики, зумовленої професійними потребами; одержування новітньої фахової інформації через іноземні джерела;

користування усним монологічним та діалогічним мовленням у межах побутової, суспільно-політичної, загальноекономічної та фахової тематики;

переклад з іноземної мови на рідну текстів загальноекономічного характеру;

формування основних вмінь використання знань на практиці під час ведення ділової бесіди або спілкування по телефону в ділових цілях з урахуванням конкретних умов;

ознайомлення з найбільш відомими зразками мовленнєвої поведінки під час проведення ділових зборів, презентацій та переговорів;

навчання підготовці до участі у наукових конференціях, семінарах, дебатах, тощо;

ознайомлення з особливостями оформлення найбільш вживаних паперів.

**Предмет:** іноземна (англійська) мова.

**Зміст дисципліни розкривається в темах:**

Тема 1. Ринок і його структури

Тема 2. Ринок праці

Тема 3. Економічний цикл і зростання економіки

Тема 4. Глобалізація економіки

### **Опанування дисципліни дозволяє забезпечити:**

1) формування:

#### **загальних програмних компетентностей:**

здатність до абстрактного мислення, аналізу та синтезу;

здатність генерувати нові ідеї (креативність);

здатність працювати в команді;

здатність до професійного спілкування іноземною мовою;

здатність до спілкуватися з представниками інших професійних груп різного рівня (з експертами з інших галузей знань/видів економічної діяльності);

навички міжособистісної взаємодії;

здатність до пошуку, оброблення та аналізу інформації з різних джерел;

вміння виявляти, ставити та вирішувати проблеми;

цінування та повага різноманітності та мультикультурності;

здатність діяти на основі етичних міркувань (мотивів);

здатність працювати в міжнародному контексті;

здатність оцінювати та забезпечувати якість виконуваних робіт.

2) досягнення **програмних результатів навчання:**

спілкуватися іноземною мовою усно і письмово з наукових питань для підвищення свого фахового та особистісного рівня;

вільно спілкуватися іноземною мовою з професійних питань;

презентувати та обговорювати результати наукових і прикладних досліджень, маркетингових проектів іноземною мовою;

мати необхідні для професійної діяльності знання та навички з ділових комунікацій, а також ефективно спілкуватися на професійному та соціальному рівнях, включаючи усну та письмову комунікацію іноземною мовою/іноземними мовами;

формулювати, аналізувати та синтезувати рішення науково-практичних проблем;

здійснювати публічні ділові і наукові комунікації задля вирішення комунікативних завдань іноземними мовами.

3) набуття **результатів навчання** (згідно Дублінських дескрипторів):

– **знання:**

граматичних структур, що є необхідними для гнучкого вираження відповідних функцій та понять, а також для розуміння і продукування широкого кола текстів в академічній та професійній сферах;

правил англійського синтаксису, щоб дати можливість розпізнавати і продукувати широке коло текстів в академічній та професійній сферах;

мовних форм, властивих для офіційних та розмовних реєстрів академічного і професійного мовлення;



широкого діапазону словникового запасу (у тому числі термінології), що є необхідним в академічній та професійній сферах;

– **уміння/навички:**

адекватно поводитися в типових ситуаціях для професійного середовища, використовуючи відповідні правила взаємодії між людьми у типових повсякденних і світських ситуаціях (напр. у засіданнях, зборах, перервах на каву, обід тощо);

розуміти і продукувати особисту кореспонденцію (напр. листи, факси, електронні повідомлення тощо);

знаходити нову текстову, графічну, аудіо та відео інформацію з питань, пов'язаних з загальною академічною та професійною діяльністю, що міститься в іншомовних матеріалах, користуючись відповідними пошуковими методами;

розрізняти різні жанри автентичних текстів, пов'язаних зі спеціальністю, та визначати позицію і точки зору автора;

аналізувати інформацію з іншомовних джерел для отримання даних, необхідних для виконання загальних академічних та професійних завдань;

викладати власні думки та аналіз результатів роботи під час нарад, зборів та семінарів;

розуміти та описувати графіки, таблиці, діаграми тощо, використовуючи мовні форми та граматичні структури, властиві для опису засобів візуалізації;

укладати ділову документацію (звіт, огляд тощо) з високим рівнем граматичної коректності;

складати реферати-огляди прочитаного, бібліографію у відповідності до міжнародних вимог і сучасних систем оформлення бібліографії;

ефективно використовувати широкий діапазон словникового запасу, і граматичні структури, необхідні для гнучкого вираження відповідних функцій та понять, а також для розуміння і продукування широкого кола текстів в академічній та професійній сферах;

– **комунікація:**

ефективно встановлювати і підтримувати комунікацію в навчальних ситуаціях, типових для майбутньої професійної діяльності, використовуючи відповідні мовленнєві вміння, навички і стратегії;

підтримувати розмову та аргументувати відносно тем, що обговорюються під час дискусій та семінарів, представляти та обґрунтовувати свої погляди на теми обговорення, використовуючи мовні форми, властиві для ведення дискусій;

– **відповідальність і автономія:**

розуміти, які ключові цінності, переконання та поведінка в академічному і професійному середовищі України відрізняються при порівнянні однієї культури з іншими;

розуміти різні корпоративні культури в конкретних професійних контекстах і те, яким чином вони співвідносяться одна з одною;

застосовувати міжкультурне розуміння у процесі безпосереднього усного і писемного спілкування в академічному та професійному середовищі;

належним чином поводити себе і реагувати у типових академічних, професійних, світських і повсякденних ситуаціях, а також знати правила взаємодії між людьми у різних ситуаціях.

### 3. Структура дисципліни

Назви змістових модулів і тем	Кількість годин				
		У тому числі			
		л	п/с	лаб	срс
1	2	3	4	5	6
<b>Змістовий модуль 1 : Світовий економічний ринок</b>					
Тема 1. Ринок і його структура	40		24		16
Тема 2. Ринок праці	35		16		19
<b>Разом за змістовим модулем 1</b>	<b>75</b>		<b>40</b>		<b>35</b>
<b>Змістовий модуль 2: Глобалізація економіки</b>					
Тема 3. Економічний цикл і зростання економіки	35		16		19
Тема 4. Глобалізація економіки	40		16		24
<b>Разом за змістовим модулем 2</b>	<b>75</b>		<b>32</b>		<b>43</b>
<b>Усього годин</b>	<b>150</b>		<b>72</b>		<b>78</b>

### 4. Темі семінарських/практичних/лабораторних занять

№ з/п	Вид та тема заняття	Кількість годин
1	Практичне заняття Ринок. Active Voice. Present Tenses.	4
2	Практичне заняття Структура ринку. Active Voice. Past Tenses.	4
3	Практичне заняття Олігополія ринків. Active Voice. Present Tenses.	2
4	Практичне заняття Конкуренція. Active Voice. Future Tenses.	2
5	Практичне заняття Торгова конкуренція. Passive Tenses.	2
6	Практичне заняття Діловодство. Passive Tenses.	4
7	Практичне заняття Кар'єрна мета. Passive Tenses.	2
8	Практичне заняття Резюме. Passive Tenses.	4
9	Практичне заняття Ринок праці. Modal Verbs. Can.	4
10	Практичне заняття Законодавство ринку праці. Трудове законодавство. Modal Verbs. May.	4
11	Практичне заняття Як функціонує ринок праці. Modal Verbs. Must.	2
12	Практичне заняття Кваліфікації робітників. Modal Verbs. Should.	2
13	Практичне заняття Службовці різних сфер діяльності. Modal Verbs.	4
14	Практичне заняття Економічні показники. Participle I.	4

15	Практичне заняття Економічний цикл. Participle II.	4
16	Практичне заняття Економічне зростання. Objective Participle Construction.	2
17	Практичне заняття Різноманітні впливи на економічне зростання. Subjective Participle Construction.	2
18	Практичне заняття Індекс споживчих цін. Absolute Participle Construction.	4
19	Практичне заняття Глобалізація. Infinitive.	4
20	Практичне заняття Міжнародна торгівля. Objective Infinitive Construction.	4
21	Практичне заняття Інвестиції. Subjective Infinitive Construction.	2
22	Практичне заняття Аутсорсинг. Gerund.	2
23	Практичне заняття Корпоративний податок. Gerundial Constructions.	4
<b>Всього</b>		<b>72</b>

## 5. Розподіл балів, які отримують студенти

### Вид контролю: залік

Відповідно до системи оцінювання знань студентів ДонНУЕТ, рівень сформованості компетентностей студента оцінюються впродовж семестру (100 балів).

### Оцінювання студентів протягом семестру (очна форма навчання)

№ теми практич- ного заняття	Аудиторна робота					Позааудитор- на робота	Сума балів
	Тестові завдан- ня	Ситуаційні завдання, задачі	Виконання практичних завдань теми	Індиві- дуальне завдання	ПМК	Завдання для самостійного виконання	
Змістовий модуль 1							
Тема 1			2			0,5	2,5
Тема 2		1	2			0,5	2,5
Тема 3			1			0,5	1,5
Тема 4			1			0,5	1,5
Тема 5		1	1			0,5	1,5
Тема 6			2			0,5	2,5
Тема 7				4		0,5	4,5
Тема 8	2		2			0,5	6,5
Тема 9		1	2			0,5	2,5
Тема 10			2			0,5	2,5
Тема 11			1			0,5	1,5
Тема 12				4		0,5	4,5
Тема 13	2	1	2				6

Разом змістовий модуль 1	4	4	18	8	10	6	50
Змістовий модуль 2							
Тема 14			2				2
Тема 15		1	2			0,5	3,5
Тема 16			2			0,5	2,5
Тема 17			2	5		0,5	7,5
Тема 18	2	1	2			0,5	5,5
Тема 19			2			0,5	2,5
Тема 20		1	2			0,5	3,5
Тема 21		1	2			0,5	3,5
Тема 22			2	5		0,5	7,5
Тема 23	2						2
Разом змістовий модуль 2	4	4	18	10	10	4	50
<b>Разом</b>							<b>100</b>

**Оцінювання студентів протягом семестру  
(заочна форма навчання)**

Поточне тестування та самостійна робота				Сума в балах
Змістовий модуль 1	Індивідуальне завдання 1	Змістовий модуль 2	Індивідуальне завдання 2	
35	15	35	15	

**Загальне оцінювання результатів вивчення навчальної дисципліни**

Для виставлення підсумкової оцінки визначається сума балів, отриманих за результатами виконання завдань практичного спрямування, а також за результатами складання змістових модулів. Оцінювання здійснюється за допомогою шкали оцінювання загальних результатів вивчення дисципліни (модулю).

Оцінка		
100-бальна шкала	Шкала ECTS	Національна шкала
90-100	A	5, «відмінно»
80-89	B	
75-79	C	
70-74	D	
60-69	E	
35-59	FX	
0-34	F	

**ЧАСТИНА 2.  
ЗМІСТ ПРАКТИЧНИХ ЗАНЯТЬ**

**PART 2.  
PRACTICAL TRAINING SUBJECT MATTER**

## UNIT 1. MARKET STRUCTURE AND COMPETITION

TEXT A: Markets and Market Structure  
 TEXT B: Rivalry  
 TEXT C: Competition  
 BUSINESS CORRESPONDENCE: Resume  
 GRAMMAR: Passive voice

*You should learn from your competitor, but never copy.  
 Copy and you die.*

Jack Ma

(or Ma Yun (born October 15, 1964),  
 a Chinese entrepreneur,  
 the Executive Chairman of Alibaba Group,  
 a family of highly successful Internet-based businesses,  
 the first mainland Chinese entrepreneur  
 to appear on the cover of *Forbes*.)

### LEAD-IN

#### Getting started:

1. Think of one item that you have either bought or sold recently. How did the transaction take place? Did you negotiate the price? Were you satisfied with the result?
2. Have you ever bought or sold anything on the internet? What is different about buying things in an online market?
3. What is a market? a marketplace?
4. What types of market structures do you know?
5. What can you say about monopoly?

### PRE-TEXT EXERCISES

#### Reading drills

**Ex.1. Read the words in the following groups. Pay attention to the word stress.**

**1. Words with the stress on the first syllable:** crucial, element, market, structure, function, outcome, category, factor, power, product, entry, output, basic, model, buyer, seller, influence, type, typically, perfectly, customer, recipe, profit, fierce, feature, operate, detail.

**2. Words with the stress on the second syllable:** (to) determine, behaviour, (to) compete, competitor, approximately, (to) observe, restriction, advantage, monopoly, monopolist, significant, economist, economy, (to) produce, supply, demand, control, activity, distinction, effect, success, precisely, attempt, (to) collude, collusion, cartel, illegal, analysis.

**3. Polysyllabic words with the main and secondary stress:** competition, competitive, oligopoly, homogeneous, information, characteristics, situation, interaction, monopolistic, (to) maximize, relevant, circumstance, peculiar, inefficient, interrelationship, interdependent, marketplace.

## TEXT A: MARKETS AND MARKET STRUCTURE

### Active Vocabulary

**Key terms:** market structure; perfect competition; monopolistic competition; monopoly; oligopoly; price taker; price maker; market power; economies of scale.

**Other words and expressions:** actors in the market; entry conditions; information characteristics; product characteristics; homogeneous products; market price; to set a price; output; supply and demand; basic model; interaction of buyers and sellers; fierce competition; to maximize profit.

**Linking words and phrases:** though; as well as; whenever; at the same time; unlike; so; clearly; yet; since; because of; including; basically; eventually, informative.

One of the crucial elements to understanding how a market will function (though it will not explain everything) is its **market structure**. These are the key elements that determine the behaviour of firms in the market and the outcome that will be produced by the market. One way of considering the market structure is to talk about the conditions that exist in the market. These conditions fall into (approximately) four categories:

- Actors in the market (both numbers of actors and the sizes of these actors).
- The entry conditions (which includes the exit conditions).
- Information characteristics of the market.
- Product characteristics.

Taken together, these factors provide a useful picture of a market, revealing how it works and the results that one would observe in this market.

Four market structures are:

**1. Perfect Competition.**

**2. Monopolistic Competition.**

**3. Monopoly.**

**4. Oligopoly.**

**Perfect Competition.** The outcome of this market structure is a situation in which firms (as well as consumers) act as price takers. This condition results from the circumstances that exist in these markets, with respect to the categories described above. As they apply to the competitive market, these conditions are:

- Many buyers and sellers.
- No restrictions on entry or exit.
- No advantages to existing firms (no special knowledge or equipment).
- Full information on the part of buyers and sellers.
- Products are homogeneous.

Taken all together, these factors imply that no single firm has any meaningful influence on the market. This is the essence of price-taking behaviour: no firm can have any significant role in setting prices, so all firms must take the market price as given. What this, in turn, implies is that a firm can sell all of the output it wants at the going price.

Whenever economists discuss the workings of the market, typically there is a focus on the interaction of supply and demand. This basic model starts with and generally is based upon the type of situation present in a perfectly competitive market.

In a perfectly competitive market the interaction of buyers and sellers determines the market price and quantity. At the same time, firms in these markets take the information

at hand about the market price to determine how much they will produce (which contributes—albeit minutely—to the supply in the market).

**Monopolistic Competition.** Look around your locality. There are some good numbers of restaurants serving their customers. Though they might be producing same kind of recipes, the branding would be different. And that's the catch of monopolistic competition. Many buyers, many sellers, almost same product but different branding and fierce competition.

When the conditions necessary to have a perfectly competitive market do not hold, then other market structures become relevant. The first that we want to consider is the exact opposite of the circumstances found in the perfectly competitive market—the *monopoly* market.

**Monopoly.** The central feature here is that for a monopoly firm, their behaviour is one of a *price maker*. This means that the firm has (in this case, full) market power, or control over the market price. This arises out of the peculiar circumstances in which the monopolist operates. The following are the basic market structure conditions:

- Many buyers and a *SINGLE* seller;
- Ability to restrict entry and exit;
- Specialized knowledge/equipment;
- Lack of complete or full information possessed by buyers and sellers;
- Heterogeneous products.

These structural factors imply that the firm faces the market demand curve, which we presume to be downward sloping. Unlike what we see in the perfectly competitive market, there is no distinction to be made between the activities at the market level and at the firm level; they are one in the same.

The primary thing to note here is that the monopolist wishes to maximize profit. The monopolist chooses to restrict output, resulting in a higher price, and as a consequence, a higher level of profit. This, naturally, harms the consumer. Since many consumers are unwilling or unable to trade in the market, fewer units are bought and sold. We characterize this as being inefficient.

Other details go beyond the scope of this short discussion, including different sorts of pricing behaviour, the existence of economies of scale and the implications of economies of scale on the market, and interactions between single buyers and sellers.

These notions of inefficiency and harm to consumers are ostensibly the reasons for the existence and enforcement of federal antitrust laws.

Some markets fit neither the monopoly nor the perfectly competitive market structures that we have considered. They fall into the gray area in between—where there are a number of firms, each of which has some influence over the market. This influence is not, as you would expect, complete. For the economist, this type of market is particularly troublesome. Both competitive and monopoly markets yield clear results in terms of the behavior of buyers and sellers, the price that will result and the nature of the interaction between firms. These results are not well determined in the market described here. What we are talking about is generally referred to as **Oligopoly**.

**Oligopoly Markets.** For oligopoly markets, the familiar list of structural characteristics is less useful. Clearly, we could talk about the numbers of buyers and sellers, the product characteristics, and so forth. Yet this is much less informative than in the two other



structures that we have described. There are typically a large number of buyers. The number of sellers is much less clear. At a minimum, there must be at least two firms, but this number can be higher (though how much higher is not really determined). The key idea here is that the number of firms is small, small enough that each firm's actions have an important effect on the success and behaviour of the other firms in the market. Because of this interrelationship, firms are said to be *mutually interdependent*, which is simply a more involved way of noting that any action by a firm has to be made by taking into account its effect on the others and the other's effect on that firm. The key idea is that firms *interact strategically* with each other. There are many different ideas that have been developed to attempt to understand and predict the behaviour of firms in oligopoly markets, but none of them is a general model. When we do not know precisely how firms will act and react, we cannot model this precisely.

Basically, there are two ways that we can consider firms to interact. One is to act together, or *cooperatively*, to make decisions in the marketplace. In general, economists refer to this as *collusion*, or alternatively, as the formation of a cartel. The essential idea here is that the separate firms act collectively as if they were a single monopolist and share the profits earned by the monopolist. There are significant difficulties in maintaining such a relationship and most attempts to collude end, at least eventually, in failure. It should also be noted that such behaviour is illegal, violating antitrust laws.

The second way is to presume independent, or *non-cooperative*, interaction. This approach is where much work has been done, but, again, without the production of a universal approach. This analysis is quite similar to other types of non-cooperative interactions.

Market structure	No. of buyers	No. of sellers	Buyer entry barriers	Seller entry barriers	Size of the firm	Product differentiation	Market share	Competition
<b>Perfect Competition</b>	Many	Many	No	No	Relatively small	No, homogeneous products	Small	Fierce
<b>Monopolistic Competition</b>	Many	Many	No	No	Relatively small	Basically substitutes, but not alike as branding is different	Small	Fierce
<b>Oligopoly</b>	Many	Few	No	Yes	Avg	Homogeneous/differentiated	Avg	High
<b>Oligopsony</b>	Few	Many	Yes	No	Relatively small	Homogeneous	Avg	Imperfect competition
<b>Monopoly</b>	Many	One	No	Yes	Relatively large	No substitute goods/services	Highest	No competition
<b>Monopsony</b>	One	Many	Yes	No	Relatively small	Substitute goods/services	Avg	Imperfect

								compet ition
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### Language notes:

**Economies of scale** - ек. ефект масштабу; економія, зумовлена збільшенням масштабу виробництва; економія за рахунок масштабу; організація виробництва, за якої середні витрати (average costs) на одиницю продукції зменшуються за рахунок збільшення обсягу виробництва (output) і масштабу підприємства (business) або галузі промисловості (industry); ♦ з ефектом масштабу зменшуються витрати на одиницю продукції, що зменшує ціну (price) продукту (product) і забезпечує конкурентну перевагу (competitive advantage) серед постачальників того ж продукту; економія в результаті зростання масштабів виробництва; ефект масштабу; економія масштабу.

**Output** - ек., вир. випуск; продукція; обсяг виробництва; товари і послуги, виготовлені за допомогою ресурсів у формі капіталу, праці (labour), сировини тощо, або товари і послуги, які використовуються для виготовлення інших товарів і послуг.

**Price maker (price setter)** - ціновстановлювач (продавець чи покупець, що має можливість встановлювати ціну на ринку); фірма (монополія), яка диктує ціни на ринку; економічний агент, який визначає ціну (на ринку), економічний суб'єкт, що визначає ціну (на ринку).

**Price taker** - ціноотримувач (продавець чи покупець, що сприймає ринкову ціну як задану величину, на яку він не може вплинути унаслідок або своєї незначності в порівнянні з величиною ринку (за досконалої конкуренції), або наявності цінового лідера (при олігополії)).

## VOCABULARY FOCUS

### Ex.1. Find the English equivalents in the text.

Умови виходу з ринку; встановити ціну; вихід з ринку; досконала конкуренція; інформаційні характеристики; взаємодія продавців і покупців; жорстка конкуренція; максимізувати прибуток; однорідні продукти; ринкова ціна; попит і пропозиція; характеристики продукту; структура ринку; монополістична конкуренція; монополія; олігополія; ринкова влада; економія від масштабу; ціноотримувач.

### Ex.2. Give the Ukrainian equivalents of the following words and phrases.

One of the crucial elements to understanding; the behaviour of firms in the market; the outcome that will be produced by the market; a useful picture of a market; to apply to the competitive market; meaningful influence on the market; the essence of price-taking behavior; to take the market price as given; at the going price; the interaction of supply and demand; to take the information at hand; the branding; fierce competition; ability to restrict entry and exit; heterogeneous products; to restrict output; influence over the market; to have an important effect on the success and behaviour; to be mutually interdependent; to interact strategically; to make decisions in the marketplace; antitrust laws.

**Ex.3. Give three forms of the following verbs. Find the sentences with these verbs in the text.**

To understand, to function, to produce, to talk, to fall, to apply, to have, to be, to give, to imply, to sell, to want, to discuss, to start, to hold, to become, to consider, to mean, to arise, to see, to make, to choose, to restrict, to buy, to influence, to yield.

**Ex.4. Match the words on the left with the definitions on the right.**

<b>1</b>	competition	<b>a</b>	Unique price at which buyers and sellers agree to trade in an open market at a particular time.
<b>2</b>	economies of scale	<b>b</b>	Market situation midway between the extremes of perfect competition and monopoly, and displaying features of the both.
<b>3</b>	homogeneous products	<b>c</b>	A market - such as a company or group of consumers - that is not significant enough to influence the price of a good or service.
<b>4</b>	market power	<b>d</b>	Market situation between, and much more common than, perfect competition (having many suppliers) and monopoly (having only one supplier).
<b>5</b>	market price	<b>e</b>	Products that vie with each other in a market but which (from the consumer's viewpoint) have little or no differentiation in terms of features, benefits, or quality and are, therefore, forced to compete on price or availability.
<b>6</b>	market structure	<b>f</b>	A monopoly or a firm within monopolistic competition that has the power to influence the price it charges as the good it produces does not have perfect substitutes.
<b>7</b>	Monopolistic Competition	<b>g</b>	Money that is made in a business, through investing, etc., after all the costs and expenses are paid : a financial gain.
<b>8</b>	Monopoly	<b>h</b>	The reduction in long-run average and marginal costs arising from an increase in size of an operating unit (a factory or plant, for example).
<b>9</b>	Oligopoly	<b>i</b>	The theoretical free-market situation in which the following conditions are met: (1) buyers and sellers are too numerous and too small to have any degree of individual control over prices, (2) all buyers and sellers seek to maximize their profit (income), (3) buyers and seller can freely enter or leave the market, (4) all buyers and sellers have access to information regarding availability, prices, and quality of goods being traded, and (5) all goods of a particular nature are homogeneous, hence substitutable for one another.
<b>10</b>	output	<b>j</b>	Legislation enacted by the federal and various state governments to regulate trade and commerce by preventing unlawful restraints, price-fixing, and monopolies; to promote competition; and to encourage the production of quality goods and services

			at the lowest prices, with the primary goal of safeguarding public welfare by ensuring that consumer demands will be met by the manufacture and sale of goods at reasonable prices.
11	Perfect Competition	k	Rivalry in which every seller tries to get what other sellers are seeking at the same time: sales, profit, and market share by offering the best practicable combination of price, quality, and service.
12	price maker	l	The interconnected characteristics of a market, such as the number and relative strength of buyers and sellers and degree of collusion among them, level and forms of competition, extent of product differentiation, and ease of entry into and exit from the market.
13	price taker	m	The amount of energy, work, goods, or services produced by a machine, factory, company, or an individual in a period.
14	profit	n	Extent to which a firm can influence the price of an item by exercising control over its demand, supply, or both.
15	antitrust law	o	Market situation where one producer (or a group of producers acting in concert) controls supply of a good or service, and where the entry of new producers is prevented or highly restricted.

**Ex.5. Make up verb+noun collocations (there may be several variants).**

to determine	the behaviour
to harm	the consumer
to have	an important effect
to maintain	control
to make	decisions
to maximize	influence
to predict	market power
to restrict	the market price
to sell	output
to share	profit
to take	quantity
to understand	relationship

**Ex.6. Choose an appropriate word or phrase to complete the following sentences.**

*Interaction, profit, behavior, firms, market, restrict, collusion, relevant, price, picture, competition.*

1. Unlike what we see in the perfectly competitive market, in monopoly there is no distinction to be made between the activities at the ... level and at the firm level; they are one in the same.
2. There are many different ideas that have been developed to attempt to understand and predict the ... of firms in oligopoly markets, but none of them is a general model.
3. The central feature here is that for a monopoly firm, their behavior is one of a ... maker.
4. When the conditions necessary to have a perfectly competitive market do not hold, then other market structures become ... .

5. Taken together, the factors provide a useful ... of a market, revealing how it is likely work and the results that one would observe in this market.
6. Whenever economists discuss the workings of the market, typically there is a focus on the ... of supply and demand.
7. Doing this in a market where there is but a single firm yields the situation depicted here: as compared to what we would observe in a competitive market, the monopolist chooses to ... output, resulting in a higher price, and as a consequence, a higher level of ... .
8. And that's the catch of monopolistic competition: many buyers, many sellers, almost same product but different branding and fierce ... .
9. Both competitive and monopoly markets yield clear results in terms of the behavior of buyers and sellers, the price that will result and the nature of the interaction between ... .
10. In general, economists refer to cooperative interaction as ... , or alternatively, as the formation of a cartel.

**Ex.7. Fill in the gaps with appropriate prepositions or adverbs.**

1. Market structure is the key element that determines the behaviour ... firms in the market and the outcome that will be produced ... the market.
2. One way ... considering the market structure is to talk ... the conditions that exist ... the market.
3. A situation in which firms act as price takers results ... the circumstances that exist ... the markets.
4. No firm can have any significant role ... setting prices, so all firms must take the market price as given.
5. A firm can sell all ... the output it wants ... the going price.
6. Whenever economists discuss the workings ... the market, typically there is a focus ... the interaction ... supply and demand.
7. This basic model starts ... and generally is based ... the type ... situation present ... a perfectly competitive market.
8. For a monopoly firm, their behaviour is one ... a price maker and means that the firm has market power, or control ... the market price.
9. Control ... the market price arises ... the peculiar circumstances ... which the monopolist operates.
10. Unlike what we see ... the perfectly competitive market, there is no distinction to be made ... the activities ... the market level and ... the firm level; they are one ... the same.

**Ex.8. Combine two parts logically to make complete sentences.**

<b>1</b>	A monopoly exists when a single provider	<b>a</b>	economies of scale are sufficient for the firm to be a natural monopoly.
<b>2</b>	A firm is a natural monopoly if it is able to serve the entire market demand at	<b>b</b>	as economies of scope and cost subadditivity come into play.
<b>3</b>	If the monopoly firm serves a single market, then	<b>c</b>	products jointly than for multiple firms to provide the products separately.

4	Economies of scale imply that the firm's average cost	d	a lower cost than any combination of two or more smaller, more specialized firms.
5	If the firm is a monopoly in several markets, more complex cost concepts, such	e	unrecoverable if the operator decides to exit the market.
6	Economies of scope exist when it is less costly for a single firm to provide two or more	f	firm can serve the market and receive non-negative profits.
7	Cost subadditivity exists when a single firm is able to satisfy the entire market demand(s) for its product(s) at a	g	likely for firms to enter the market.
8	A firm is a natural monopoly in a market if no more than one	h	declines as the firm increases output.
9	Sometimes capital costs constitute a sunk cost, which means the cost is	i	serves the entire market demand.
10	Sunk costs are a barrier to entry, which means that they make it less	j	lower cost than two or more smaller, more specialized firms.

**Ex.9. Look through the text again and replace the words/phrases in italics with similar ones.**

1. These are the *main* elements that determine the behavior of firms in the market and the outcome that will be produced by the market.
2. Three of these are of significant interest to us, both from the standpoint of understanding the way that different types of markets *work*, but also how this relates to interactions that arise within the legal system.
3. As they apply to the competitive market, these conditions are: many buyers and sellers, no *terms* on entry or exit etc.
4. This is the essence of price-taking behavior: no firm can have any *important* role in setting prices, so all firms must take the market price as given.
5. The underlying presumption here is that you are considering a perfectly competitive market, where the interaction of buyers and sellers *sets* the market price and quantity.
6. And that's the *point* of monopolistic competition. Many buyers, many sellers, almost same product but different branding and fierce competition.
7. The first that we want to consider is the exact opposite of the *conditions* found in the perfectly competitive market—the monopoly market.
8. They fall into the gray area in between—where there are a number of firms, each of which has some *effect* over the market.
9. Clearly, we could talk about the numbers of buyers and sellers, the product *features*, and so forth.
10. There are significant difficulties in maintaining such a relationship and most attempts to collude end, at least eventually, in *misfortune*.

**Ex.10. Translate into English.**

1. Суб'єкти ринку, їх кількість та розміри, умови входу та виходу з ринку, характеристики продукту та ринкового середовища – це все є умовами, за якими ми визначаємо структуру ринку.
2. Щоб зрозуміти механізм існування різних типів ринків, ми розглянемо найбільш розповсюджені з них: проста конкуренція, монополістична конкуренція, монополія та олігополія.
3. Розглядаючи ринок простої конкуренції, ми повинні пам'ятати, що він має багато покупців та продавців, і не має привілеїв для певних окремих фірм та бар'єрів для входу чи виходу з ринку.
4. Коли економісти мають справу із функціонуванням ринку, вони завжди розглядають як один з основних елементів взаємозв'язок між попитом та пропозицією, адже він різниться залежно від типу ринку.
5. На ринку монополістичної конкуренції, як і на ринку простої конкуренції, існує багато покупців та продавців, але в кожній фірмі свій персональний брендинг продукту, і тому на ринку панує жорстка боротьба.
6. На монополістичному ринку, де існує лише один продавець, саме він встановлює ціну, адже має повну владу на ринку завдяки бар'єрам входу, особливим знанням чи устаткуванню, та неповноті даної для зовнішнього середовища інформації.
7. Деякі ринки потрапляють у сіру полосу між монополією та простою конкуренцією, маючи у собі декілька фірм, кожна з яких має свій відчутний вплив на ринок – цей тип ринку є монополією.
8. Є багато різних ідей, які були розроблені, щоб спробувати зрозуміти і передбачити поведінку фірм на ринку олігополії, але жодна з них не є загальною моделлю.
9. Коли ми не знаємо точно, як фірми будуть діяти і реагувати, ми не можемо точно моделювати ситуацію.
10. На ринку олігополії існує два види взаємодії фірм, один з яких є їх кооперуванням, коли фірми об'єднуються і нагадують разом монополіста, та ділять прибуток рівномірно між собою, хоча цей спосіб є нелегальним та порушує Закон.

## LANGUAGE SKILLS

**Ex.11. Ask questions to which the following word combinations or sentences may be answers.**

1. Market structure.
2. To talk about the conditions that exist in the market.
3. A useful picture of a market, revealing how it works and the results that one would observe in this market.
4. Perfect competition, monopolistic competition, monopoly and oligopoly.
5. A situation in which firms act as price takers.
6. No firm can have any significant role in setting prices, so all firms must take the market price as given.
7. The interaction of buyers and sellers determines the market price and quantity.
8. The firm has market power, or control over the market price.
9. The monopolist wishes to maximize profit.

10. To restrict output, resulting in a higher price, and as a consequence, a higher level of profit.

**Ex.12. Answer the following questions.**

1. What categories of conditions help to define the market structure?
2. What are the main types of market structures?
3. What are the conditions in the market with perfect competition?
4. How do the supply & demand interact in markets with perfect competition?
5. What is the difference between perfect competition & monopolistic competition?
6. What are the main features of a monopoly?
7. In a monopoly, how many sellers are there?
8. What are the dangers that harm consumers in a monopoly?
9. What are the characteristics of an oligopoly?
10. In which ways can firms in an oligopolistic market interact?
11. What can you say about an oligopsony & a monopsony?

**Ex.13. Make a presentation of the topic “Market structure”.**

### WRITING

**Ex.14. Write a plan for a summary of Text A.**

**Ex.15. Write a brief summary (25-30 sentences) of Text A.**

**Ex.16. Write an essay (100 – 150 words) about:**

- monopoly versus competitive markets;
- the distinctive feature of an oligopoly (interdependence).

### DISCUSSION POINTS

**Ex.17. Answer the following questions.**

1. “A perfectly competitive price that all buyers and sellers take as given is the key link in orchestrating production and consumption in an efficient way.” Do you agree? Explain, why or why not.
2. According to Adam Smith, the pursuit of private gain leads to public benefit. Under what circumstances is this not true?
3. What are some of the pros and cons of government-guaranteed prices for farmers?
4. Which is closer to being a monopoly, American Motors or Rolls Royce? Answer the same question for the producer of pastries in a small town or the producer of the wheat used in it. In each case, explain your answer.
5. Consider the following statement: “Monopolies should be subject to price control. Competitive industries should not. Every owner has a monopoly in the renting of his or her building. Therefore, the government should control rents.” Do you agree in part or in whole with this statement? Explain.
6. If there are only four large firms in your industry, explain why collusion would be in your economic interest as a producer. Explain how consumers of your product would be affected. Describe the problems involved in arranging a collusive agreement and in making it stick. Would the agreement be legal?



7. “In 1985, when the Saudis were operating at less than one third of their oil-production capacity, they could no longer hold oil price up by reducing their supply. However the Saudis were able to keep oil price up by forcing the other OPEC members to restrict their supplies. The Saudis did this by threatening to drive the price lower.” Explain. Could the Saudis really have driven price lower? If not, why? If so, how?

### TEXT B: RIVALRY

#### **Ex.18. Scan the text below and give headlines to each paragraph.**

In the traditional economic model, competition among rival firms drives profits to zero. But competition is not perfect and firms are not unsophisticated passive price takers. (0)... The intensity of rivalry among firms varies across industries, and strategic analysts are interested in these differences.

Economists measure rivalry by indicators of industry concentration. (1)... The Bureau of Census periodically reports the CR for major Standard Industrial Classifications (SIC's). The CR indicates the percent of market share held by the four largest firms (CR's for the largest 8, 25, and 50 firms in an industry also are available). A high concentration ratio indicates that a high concentration of market share is held by the largest firms - the industry is concentrated. With only a few firms holding a large market share, the competitive landscape is less competitive (closer to a monopoly). A low concentration ratio indicates that the industry is characterized by many rivals, none of which has a significant market share. These fragmented markets are said to be competitive. The concentration ratio is not the only available measure; the trend is to define industries in terms that convey more information than distribution of market share.

If rivalry among firms in an industry is low, the industry is considered to be disciplined. (2)..., the role of a leading firm, or informal compliance with a generally understood code of conduct. Explicit collusion generally is illegal and not an option; in low-rivalry industries competitive moves must be constrained informally. However, a maverick firm seeking a competitive advantage can displace the otherwise disciplined market.

When a rival acts in a way that elicits a counter-response by other firms, rivalry intensifies. The intensity of rivalry commonly is referred to as being cutthroat, intense, moderate, or weak, based on the firms' aggressiveness in attempting to gain an advantage. In pursuing an advantage over its rivals, a firm can choose from several competitive moves:

- Changing prices – (3)...
- Improving product differentiation - improving features, implementing innovations in the manufacturing process and in the product itself.
- Creatively using channels of distribution - using vertical integration or using a distribution channel that is novel to the industry. For example, with high-end jewelry stores reluctant to carry its watches, Timex moved into drugstores and other non-traditional outlets and cornered the low to mid-price watch market.
- Exploiting relationships with suppliers - for example, from the 1950's to the 1970's Sears, Roebuck and Co. dominated the retail household appliance market. (4)...

The intensity of rivalry is influenced by the following industry characteristics:

- 1.** A larger number of firms increases rivalry because more firms must compete for the same customers and resources. The rivalry intensifies if the firms have similar market share, leading to a struggle for market leadership.
- 2.** Slow market growth causes firms to fight for market share. In a growing market, firms are able to improve revenues simply because of the expanding market.
- 3.** High fixed costs result in an economy of scale effect that increases rivalry. When total costs are mostly fixed costs, (5)... . Since the firm must sell this large quantity of product, high levels of production lead to a fight for market share and results in increased rivalry.
- 4.** High storage costs or highly perishable products cause a producer to sell goods as soon as possible. If other producers are attempting to unload at the same time, competition for customers intensifies.
- 5.** Low switching costs increases rivalry. (6)...
- 6.** Low levels of product differentiation are associated with higher levels of rivalry. Brand identification, on the other hand, tends to constrain rivalry.
- 7.** Strategic stakes are high when a firm is losing market position or has potential for great gains. This intensifies rivalry.
- 8.** High exit barriers place a high cost on abandoning the product. The firm must compete. High exit barriers cause a firm to remain in an industry, even when the venture is not profitable. A common exit barrier is asset specificity. When the plant and equipment required for manufacturing a product is highly specialized, these assets cannot easily be sold to other buyers in another industry. Litton Industries' acquisition of Ingalls Shipbuilding facilities illustrates this concept. (7)... But when the Vietnam war ended, defense spending declined and Litton saw a sudden decline in its earnings. As the firm restructured, divesting from the shipbuilding plant was not feasible since such a large and highly specialized investment could not be sold easily, and Litton was forced to stay in a declining shipbuilding market.
- 9.** A diversity of rivals with different cultures, histories, and philosophies make an industry unstable. There is greater possibility for mavericks and for misjudging rival's moves. Rivalry is volatile and can be intense. The hospital industry, for example, is populated by hospitals that historically are community or charitable institutions, by hospitals that are associated with religious organizations or universities, and by hospitals that are for-profit enterprises. This mix of philosophies about mission has lead occasionally to fierce local struggles by hospitals over who will get expensive diagnostic and therapeutic services. (8)...
- 10.** Industry Shakeout. A growing market and the potential for high profits induce new firms to enter a market and incumbent firms to increase production. A point is reached where the industry becomes crowded with competitors, and demand cannot support the new entrants and the resulting increased supply. (9)..., creating a situation of excess capacity with too many goods chasing too few buyers. A shakeout ensues, with intense competition, price wars, and company failures.  
BCG founder Bruce Henderson generalized this observation as the Rule of Three and Four: (10)... If this rule is true, it implies that:
  - If there is a larger number of competitors, a shakeout is inevitable
  - Surviving rivals will have to grow faster than the market
  - Eventual losers will have a negative cash flow if they attempt to grow

- All except the two largest rivals will be losers
- The definition of what constitutes the "market" is strategically important.

Whatever the merits of this rule for stable markets, it is clear that market stability and changes in supply and demand affect rivalry. Cyclical demand tends to create cutthroat competition. This is true in the disposable diaper industry in which demand fluctuates with birth rates, and in the greeting card industry in which there are more predictable business cycles.

**Ex.19. Read the text. Choose the best sentence A-J to fill each of the gaps 1-10. Do not use any of them more than once.**

- 0** Rather, firms strive for a competitive advantage over their rivals.
- A** Sears set high quality standards and required suppliers to meet its demands for product specifications and price.
- B** Litton was successful in the 1960's with its contracts to build Navy ships.
- C** The industry may become crowded if its growth rate slows and the market becomes saturated
- D** raising or lowering prices to gain a temporary advantage.
- E** The Concentration Ratio (CR) is one such measure.
- F** a stable market will not have more than three significant competitors, and the largest competitor will have no more than four times the market share of the smallest.
- G** At other times, local hospitals are highly cooperative with one another on issues such as community disaster planning.
- H** This discipline may result from the industry's history of competition
- I** When a customer can freely switch from one product to another there is a greater struggle to capture customers.
- J** the firm must produce near capacity to attain the lowest unit costs.

**Ex.20. Read the text and decide whether the following statements are true or false. Correct the false statements.**

1. Firms strive for a competitive advantage over their rivals.
2. The intensity of rivalry among firms is the same across industries.
3. The CR indicates the percent of market share held by the four smallest firms
4. A high concentration ratio indicates that a high concentration of market share is held by the largest firms - the industry is concentrated.
5. A low concentration ratio indicates that the industry is characterized by many rivals, none of which has a significant market share.
6. If rivalry among firms in an industry is high, the industry is considered to be disciplined.
7. When a rival acts in a way that elicits a counter-response by other firms, rivalry intensifies.
8. The intensity of rivalry commonly is referred to as being cutthroat, intense, moderate, or weak, based on the firms' aggressiveness in attempting to gain an advantage.
9. The rivalry intensifies if the firms have different market share, leading to a struggle for market leadership.
10. In a growing market, firms are able to improve revenues simply because of the

expanding market.

**Ex.21. Read text B again and answer the following questions.**

1. What are strategic analysts interested in?
2. How do economists measure rivalry?
3. What does the CR indicate?
4. What does a high concentration ratio indicate?
5. What does a low concentration ratio indicate?
6. When is the industry considered to be disciplined?
7. What is the intensity of rivalry referred to?
8. What is the intensity of rivalry influenced by?
9. What does slow market growth cause?
10. What do high storage costs or highly perishable products cause?

**TEXT C: COMPETITION**

**Ex.22. Before reading**

Can you anticipate what consequences can be caused by competition?

**Ex.23. Reading**

(1) **Competition** is the rivalry among sellers trying to achieve such goals as increasing profits, market share, and sales volume by varying the elements of the marketing mix: price, product, distribution, and promotion. Merriam-Webster defines competition in business as "the effort of two or more parties acting independently to secure the business of a third party by offering the most favorable terms." It was described by Adam Smith in *The Wealth of Nations* (1776) and later economists as allocating productive resources to their most highly-valued uses and encouraging efficiency. Smith and other classical economists before Cournot were referring to price and non-price rivalry among producers to sell their goods on best terms by bidding of buyers, not necessarily to a large number of sellers nor to a market in final equilibrium.

(2) Later microeconomic theory distinguished between perfect competition and imperfect competition, concluding that no system of resource allocation is more Pareto efficient than perfect competition. Competition, according to the theory, causes commercial firms to develop new products, services and technologies, which would give consumers greater selection and better products. The greater selection typically causes lower prices for the products, compared to what the price would be if there was no competition (monopoly) or little competition (oligopoly).

(3) Competition is seen as a state which produces gains for the whole economy, through promoting consumer sovereignty. It may also lead to wasted (duplicated) effort and to increased costs (and prices) in some circumstances. In a small number of goods and services, the cost structure means that competition may be inefficient. These situations are known as natural monopoly and are usually publicly provided or tightly regulated. The most common example is water supplies.

(4) Three levels of economic competition have been classified:

1. The most narrow form is **direct competition** (also called *category competition* or *brand competition*), where products that perform the same function compete against each

other. For example, a brand of pick-up trucks competes with several different brands of pick-up trucks. Sometimes two companies are rivals and one adds new products to their line so that each company distributes the same thing and they compete.

2. The next form is **substitute competition**, where products that are close substitutes for one another compete. For example, butter competes with margarine, mayonnaise, and other various sauces and spreads.

3. The broadest form of competition is typically called **budget competition**. Included in this category is anything that the consumer might want to spend their available money (the so-called discretionary income) on. For example, a family that has \$20,000 available may choose to spend it on many different items, which can all be seen as competing with each other for the family's available money.

(5) Competition does not necessarily have to be between companies. For example, business writers sometimes refer to "*internal competition*". This is competition within companies. The idea was first introduced by Alfred Sloan at General Motors in the 1920s. Sloan deliberately created areas of overlap between divisions of the company so that each division would be competing with the other divisions. For example, the Chevy division would compete with the Pontiac division for some market segments. Also, in 1931, Procter & Gamble initiated a deliberate system of internal brand versus brand rivalry. The company was organized around different brands, with each brand allocated resources, including a dedicated group of employees willing to champion the brand. Each brand manager was given responsibility for the success or failure of the brand and was compensated accordingly. This form of competition thus pitted a brand against another brand. Finally, most businesses also encourage competition between individual employees. An example of this is a contest between sales representatives. The sales representative with the highest sales (or the best improvement in sales) over a period of time would gain benefits from the employer.

(6) It should also be noted that business and economic competition in most countries is often limited or restricted. Competition often is subject to legal restrictions. For example, competition may be legally prohibited as in the case with a government monopoly or a government-granted monopoly. Tariffs, subsidies or other protectionist measures may also be instituted by government in order to prevent or reduce competition. Depending on the respective economic policy, the pure competition is to a greater or lesser extent regulated by competition policy and competition law. Competition between countries is quite subtle to detect, but is quite evident in the World economy, where countries the US, Japan, the constituents of the European Union, China and the East Asian Tigers each try to outdo the other in the quest for economic supremacy in the global market, harkening to the concept of Kiasuism. Such competition is evident by the policies undertaken by these countries to educate the future workforce. For example, East Asian economies like Singapore, Japan and South Korea tend to emphasize education by allocating a large portion of the budget to this sector, and by implementing programmes such as gifted education, which some detractors criticise as indicative of academic elitism.

**Task 1.** Discuss how sellers try to achieve such goals as increasing profits, market share, and sales volume by varying the elements of the marketing mix: price, product, distribution, and promotion. (para.1)

**Task 2.** Explain why competition causes commercial firms to develop new products, services and technologies. (para.2)

**Task 3.** If something is inefficient (para.3), is it:

- a) not capable of producing desired results without wasting materials, time, or energy;
- b) being effective without wasting time or effort or expense;
- c) wasteful of time, energy, or materials?

**Task 4.** What three levels of economic competition does the author describe? (para.4)

**Task 5.** What does the author say about “internal competition”? (para.5)

## **BUSINESS CORRESPONDENCE RESUME**

**What is a Resume?** A resume is a one page summary of your skills, education, and experience. The resume acts much like an advertisement for a company trying to sell something. The resume is your advertisement. Just as a sneaker company spends countless hours (and millions of dollars) designing their latest advertising campaign, you too must spend a good deal of time creating, proofreading, editing, and **perfecting** your resume. A resume is one of the most important pieces of writing you will ever create. A solid resume is the key that will open the door to good jobs. Don't cheat yourself...work hard on it.

**How long do employers typically look at a resume?**

- A. Less than 30 seconds
- B. 3 Minutes
- C. 1 Minute

If you answered “A”, you are correct. Employers often receive hundreds of resumes for a single position. They do not have time to pour over every word on each one. This increases the importance of the smallest details. **What should be included in a resume?** Not all resumes are the same, but there are some common elements that they all should include. The necessary elements are:

**Heading** - Your heading should include the essential personal information. Your formal name (not nickname) should appear at the top and it should stand out above all else on the paper. You want them to remember who you are in less than 30 seconds. Also include your address (both permanent and temporary) and phone number. If you use email, include your email address.

**Objective** - (Also called “Career Objective”) Employers often say this is the most important part of a resume. It is generally a one sentence explanation of the type of job you are seeking. Your objective should be fairly specific. If you are applying for different types of jobs, change your objective to match each type of job. If you are uncertain about the specific positions available, note your areas of interest.

**Education** - As students, this should be your next section of information. If you are in college, you only need to include college because it is assumed that you have graduated from high school. For the same reason, high school students should not include information from junior high/middle school. You should specify the dates of attendance or graduation (or expected graduation). As a college student, include your major and the degree you expect to receive. Some people include education-related honors in this section. If your education is particularly relevant to a job, you may want to include a

section titled “Relevant Courses.” In this category, you can list classes that might contribute to your employability.

**Experience** - (Also called “Work Experience” or “Employment Experience”) In this section, you should include previous employers, their locations, your dates of employment, and your job title. You may have to create a job title if you did not have one. You should include at least two one-line descriptions of what your job duties and responsibilities were. You can not assume that the job title explains what you did to all readers. Use action verbs to start each of these descriptions. Do not use “I” in descriptions.

**Activities** - Employers like to see people who have been involved in school or community activities. In this section, list special activities you participated in (prom committee) and organizations you joined (drama club, baseball team, etc.). Include the years in which you participated. Be aware, however, that some employers may eventually view this information as irrelevant. As high school students, this should not be a concern.

**Summary of Skills** - Some people use this section to include special skills or talents that are not included elsewhere on the resume, but would be relevant to the employer. Some possibilities are:

- Type 60 words per minute
- Fluent in French

**References** – Although it is common practice to put “References Available Upon Request” at the bottom of a resume, most career advisors say it is unnecessary. However, there is nothing wrong with taking a nicely printed list of personal references with you to an interview. You should have 2 - 3 people who have observed your work habits (employers, teachers, coaches, etc.) and 2 - 3 people who can speak about your character. Make sure you have asked their permission to include them as references. Only ask people who will speak well of you. Create a separate list of references including their names, addresses, employers, job titles, and phone numbers. It is best to list work numbers since some people don’t appreciate calls at home. You know an employer is interested when they request a list of references.

**How do I set up a resume?** Your resume should be divided into distinct sections. The italicized words above are typical section headings. Do not label the heading section. Headings should stand out as boldfaced, larger text. Employers tend to have certain headings that interest them most. Make it easy for them to find them. Here are some suggested headers:

*Major Headers* (to be used in almost all resumes): Objective, Education, Employment History/Work Experience, School Activities.

*Minor Headers* (to be used if appropriate): Computer Experience, Associations, Certifications, Community Activities, Highlights of Qualifications, Honors/Awards, Interests and Hobbies, Projects, Relevant Courses, Summary of Qualifications, Volunteer Experience.

**Should items be arranged in any particular order?** Yes! You want your resume to be coherently organized. There are two distinct types of resumes. Most young people utilize a **Chronological Format**. The chronological style is exactly what it sounds like: It follows your work history backward from your current job, listing employers, dates, and job responsibilities. This is the format that you would most likely use if you are new to the workforce and have limited experience. Frequent job changes and work instability

show up dramatically with this format. For someone who has held many jobs, the **Functional Format** is more useful. A functional resume is created without employment dates or company names. This format concentrates on skills and responsibilities and is more likely to be used after you have developed your career skills and have accomplishments to your credit.

**Should I place Education above Experience or vice versa?** Most high school and college students include the Education section directly after the objective. However, if you have experience that relates directly to the job you are applying for, you should place the Experience section above Education.

**How important is the format?** The importance of the format lies in its consistency. There is no one best resume format. Remember to stick to one format. It shows off your organizational abilities.

**Should I use complete sentences when describing jobs?** Not usually. Use action phrases instead. Leave out unnecessary words. Try to match your skills and experience with the employer's needs

**Do the looks of a resume matter?** Absolutely! When sending a resume to an employer or college, don't skimp. Use white or off-white professional weight paper and black ink. Avoid using colored paper or fancy graphics in your resume unless the job you are applying for is in a career area that might stress this type of formatting (art, graphic design, advertising, etc.) Always print resumes using a quality laser printer.

## **RESUME TIPS AND SUGGESTIONS**

1. Final hiring decisions are rarely based solely upon the resume. The resume is your advertisement (just like the Nike swoosh or McDonald's arches) that will get you an interview. The resume should be a concise, factual, and positive listing of your education, employment history, and accomplishments.
2. Make sure your resume is **PERFECT!** It only takes one error in spelling, punctuation, or grammar to cause an employer to stop reading. Ask people to proofread your resume. Go over it with a fine tooth comb.
3. Limit your resume to one page. Only people with a great deal of related experience should have resumes longer than one page.
4. One inch margins around the page and blank lines between sections will make all the information easier to read. Use a 10-point font size minimum and avoid overuse of italics, bold, and underlining.
5. Since you probably have little work experience, you will want to emphasize your accomplishments in and out of the classroom. Volunteer activities, hobbies, sports, honor roll, and student organizations are things that help define who you are and should be highlighted. List only recent honors and awards unless they are specifically relevant to the position for which you are applying.
6. Present your job objective in a manner that relates both to the company and the job description.
7. **Sell yourself!** Create a good first impression by highlighting skills and abilities appropriate to the position. If you don't sell yourself, your resume will stay in the pile with all of the others. Separate yourself!
8. Tell the truth and nothing but the truth! Employers will pick up on "little" white lies when they interview you.



9 Choose your words carefully. In a resume, you need to sound positive and confident, neither too aggressive nor overly modest. Do not use “I.” Each description of your responsibilities should begin with a verb. The following words and phrases are intended as suggestions for thinking about your experience and abilities: accomplish; achieve; analyze; adapt; balance; collaborate; coordinate; communicate; compile; conduct; contribute; complete; create; delegate direct; establish; expand; improve; implement; invent; increase; initiate; instruct; lead; organize; participate; perform; present; propose; reorganize; research; set up; supervise; support; train; travel; work (effectively, with others).

### **Tips for Drafting Student Resumes**

- Write your name and contact details on top of the page. Contact details must only include address, contact number and email id.
- Career objective makes the first impression on the recruiter since it comes just below the contact details. Hence, it should denote your plans for future and how you plan to learn from this experience.
- Give importance to writing educational qualifications and key skills on the resume, prior to writing work experience details (if any). Qualifications and skills section must appear below the career objective.
- While mentioning educational qualifications, highlight the name of the course, university and grade to put up a better impression of the profile.
- Since students have no work experience, they are supposed to give details of internship and project work under experience section. Provide vital details and highlight the key responsibilities handled during this course of time in the best possible manner.
- Include details of hobbies pursued and volunteering work undertaken during your studies.
- Make a new section of personal details and give details such as name, gender, date of birth, hobbies and nationality.
- Give academic references at the end of the resume. Give name of the referrer, designation and his contact details.

A student may work in finance, marketing, science, or engineering field as per his/her interests. Although the format will be same, the peculiarities of the resume in terms of content will be different.

The first job in a student's life determines the course of his/her career. Students can avail the best job only when they use a professionally drafted resume for the job search.

### **Ex.1. Answer the questions.**

1. What is a resume?
2. How long do employers typically look at a resume?
3. What should be included in a resume?
4. What distinct sections should your resume be divided into?
5. What resume types do you know?
6. How should your resume look?
7. How can you make your resume perfect?
8. What should you highlight to create a good first impression?

9. Why should you choose your words carefully?
10. Will the resume differ if a student works in finance, marketing, science, or engineering?

### Ex.2. Fill in the Blank Resume Form

\_\_\_\_\_

your name, capitalized, boldfaced and 16 pt. font

\_\_\_\_\_

street address

\_\_\_\_\_

town, ME zip code

\_\_\_\_\_

home phone number

\_\_\_\_\_

email address

### **EDUCATION** (each heading should be in capital letters and boldfaced)

Class of \_\_\_\_\_, \_\_\_\_\_ High School,  
\_\_\_\_\_, ME

Major area of study (or coursework): \_\_\_\_\_

### **WORK EXPERIENCE** (list any job you have held)

\_\_\_\_\_ - \_\_\_\_\_

job title business name, location, dates

\_\_\_\_\_

describe your position duties and skills learned using key verbs

### **SCHOOL ACTIVITIES** (list all sports, clubs, etc. you have been involved with)

\_\_\_\_\_ (\_\_\_\_\_)

activity number of years

\_\_\_\_\_ (\_\_\_\_\_)

### **COMMUNITY ACTIVITIES** (volunteer work, etc.)

\_\_\_\_\_ (\_\_\_\_\_)

activity number of years

\_\_\_\_\_ (\_\_\_\_\_)

### **AWARDS** (list any awards or special recognition you have received)

\_\_\_\_\_ - \_\_\_\_\_

title of award month, year

### **INTERESTS** (list a few of your hobbies if pertinent)

**Ex.3. Discuss the resume you have written in pairs and try to find faults in your partner's resume.**

**Ex.4. Study the sample resumes. Pay attention to the peculiarities.**

## **Sample Student Resume**

High school students who are looking to secure admission into a good college or college students who have just completed their graduation often look out for relevant jobs that will act as a stepping stone for their careers or will help them in covering the expenses required for their education. Fresh from the academic world, part time or entry-level jobs give these students a taste of real world applications of their studies. It also grooms them for their professional careers in the future. A student's resume should list all achievements and brief description about additional skills. As these are the first jobs in the life of most of these students, prior work experience is not expected by the hiring organizations and thus is not a mandatory field in this resume.

**Dorothy C. Thomas**

1473 Goldleaf Lane

Newark, NJ 07102

Phone: 201-564-2411

Email ID: [dorothy.c.thomas@mail.com](mailto:dorothy.c.thomas@mail.com)

### **OBJECTIVE:**

To obtain an entry-level position in an organization where my work-related skills are utilized to their maximum potential.

### **EXPERIENCE:**

#### **Castle Island Engineering Works, South Boston, MA**

**May - Sept 2001**

##### **Summer Placement**

- Performed time studies on each process in a large manufacturing area.
- Planned the floor layout for a new automated production line.
- Completed Auto-CAD drawings for the Senior Engineer on line layout and ergonomic space-saving concepts.
- Identified potential bottlenecks to production, and developed methods to reduce and prevent these impediments to efficiency.
- Completed change requests on production procedures and drawings.

#### **Douglas Engineering Co. Ltd., Cambridge, MA**

**June - Sept 2000**

##### **Summer Placement**

- Completed Auto-CAD drawings of proposed layouts for a large production facility in Boston.
- Reviewed production procedures and engineering specs including machine drawings prior to submittal for review in the change process.
- Developed and maintained a database for tracking tech files, equipment specs, equipment installation checklists etc.

### **EDUCATION:**

**Boston University, Boston, MA****2000 - Present**

BS in Mechanical Engineering, Graduated with Honors.

**Boston College, Boston, MA****1999 - 2001**

BS in Computer Science

**RELEVANT INFORMATION:**

- Proficient in Microsoft Word, Excel, Access, PowerPoint, Auto-CAD and Java.
- Participated in a two-week course in Machine Design, Christmas 2000.
- Other interests include Aircraft Model making and design, carpentry and tool making.
- Hobbies include Football, Hockey, Swimming and Reading.

**Sample Student Resume 2**

Students seek short-term summer jobs during their holidays in order to earn money as well as gain some valuable on-field experience which is something that cannot be taught in a classroom. These jobs could be related to their courses or could be something different altogether. It is important to possess a wide variety of skills for jobs, which don't require specialization in any field. Any past work experience which will enhance your chances of securing the job should be mentioned on your resume along with educational details described in brief. Many students mention their extracurricular activities and hobbies on the resume as well. Given below is a sample student resume which will help you in writing your own resume.

**Shannon D. Blank**

4830 Richland Avenue

Sugar Land, TX 77487

Phone: 281-313-4733

Email ID: shannon.d.blank@example.com

**Objective:**

To secure an entry level position as a documentation assistant in an organization where my skills are utilized to their maximum potential and benefit me as well as the company.

**EXPERIENCE:****Quincy Diagnostics, Quincy, MA****May - Sept 2001****Summer Placement**

- Assisted with the processing of document change requests for Manufacturing Procedures and Protocols.
- Reviewed change requests for completeness and absence of error prior to submittal for change.
- Assisted with the filing, printing, issuing and copying of documents for the department and the manufacturing areas.

- Assisted in the completion of urgent change requests, retrieving data or signatures necessary for the swift processing of these documents.
- Released new documents to the production areas.

**South Boston Medical Inc., South Boston, MA**

**June - Sept 2000**

**Summer Placement**

- Assisted with the correction and typing of documents required for use within the production, quality and engineering departments.
- Processed incoming change requests in order of priority.
- Reviewed each document for completeness or errors.
- Filed and maintained technical files, change orders, validations and protocols within the department.

**EDUCATION:**

**Boston College, Boston, MA**

**2001 - Present**

BS in Computer Science

**Boston University, Boston**

**1998 - 2001**

BS in Business and Communications, Graduated with Honors.

**ADDITIONAL INFORMATION:**

- Proficient in Microsoft Word, Excel and Access.
- Fluent in French and Italian.
- Hobbies include Swimming, Tennis, Reading, Travel.

**Sample Student Resume 3**

Student jobs could be of different types. One can work as a part timer or as an intern in order to gain valuable on field experience. Some students also work at shopping malls and fast food joints as they act as a valuable source of income and do not require extensive skill sets. A student's resume should contain information about the current educational qualifications along with grades and GPA scores mentioned. This helps the recruiting manager in evaluating your capabilities for the job. Also mention any prior job experience on the resume along with a list of specific skills that you possess. The following sample student resume will give you a better idea on how to write your own resume, which will help you in securing the job.

**Casey A. Hadley**

3990 Farnum Road

New York, NY 10016

Phone: 212-345-8654

Email ID: casey.a.hadley@mail.com

**Objective:**

To secure an entry level position in an organization where my skills and expertise are utilized in a way that helps both me and the company

## EDUCATION

**J.D. Degree** (Or Juris Doctor Degree/never Juris Doctorate) expected May, 2006, West Virginia University **College of Law, Morgantown, WV**. GPA 2.9/4.3 Class Rank: 45/160. Top one-third.

**B.S. in Civil Engineering, summa cum laude**, May 2003, West Virginia University College of Engineering, Morgantown, WV  
GPA 3.98/4.0. Class Rank: Second in class of 500.

## EXPERIENCE

**Summer Associate, Dewey Cheatham And Howe**, Pittsburgh, PA. May- August 2005  
Rotated between Real Estate and Corporate Departments. Research and drafted memoranda in areas of antitrust and trade regulation, electronic commerce, and land use planning.

**Volunteer Legal Clerk, Hometown Legal Firm**, Anywhere USA May-August 2004  
Researched property records at courthouse and prepared memoranda for attorneys; delivered and picked up various legal documents as assigned. Helped with document sorting.

**Student Intern, WVU College of Engineering**, Morgantown, WV. June 2002-May 2003

Performed legal research and analysis to assess the statutory, regulatory and case law ramifications of innovative underground storage tank remedial technology.

**Summer Worker**, 1999-2003.

Various jobs to provide part of educational experiences including: Laborer Convex Eagle Glass, Clarksburg, WV. Counter person, Wendy's International, Morgantown.

## HONORS AND ACTIVITIES

### WVU College of Law

Student Member, American Bar Association; Member, Patent Law Student Association; Member, Volunteer Law Clerks, student organization which researches legal questions assigned by WV Circuit Judges; Member, International Law Society; Phi Alpha Delta, International Legal Fraternity.

### West Virginia University

Member, Mountain Honorary, highest honor society for WVU undergraduate students; Mortar Board National Honor Society; Captain, (two years) Varsity Tennis Team.

## SKILLS AND INTERESTS

Fluent in spoken and written German, reading knowledge of Spanish and French. Certified in LEXIS and West Law. Excellent ability in WordPerfect, Microsoft Word, GroupWise and Quicken. Captain, tennis team, 4 years undergraduate.

**Ex.5. Put parts A-F of the resume in the correct order 1-6.**

**Sample Resume - High School - No Work Experience**

**(A)**

**Achievements**

- National Honor Society: 2004, 2005, 2006
- Academic Honor Roll: 2002 - 2006

**(B)**

### **Computer Skills**

- Proficient with Microsoft Word, Excel, and PowerPoint, and Internet

**(C)**

### **Interests / Activities**

- Member of Arlington High School Tennis Team
- Girl Scout
- Piano

**(D)**

FirstName LastName  
 6 Pine Street, Arlington, VA 12333  
 home: 555.555.5555  
 cell: 566.486.2222  
 email: phjones@vacapp.com

**(E)**

### **Education**

**Arlington High School, Arlington, Virginia**  
**2002 - 2006**

**6(F)**

### **Experience**

#### **Pet Sitter**

**2004 - Present**

- Provide pet sitting services including dog walking, feeding and yard care.

#### **Child Care**

**2002 - Present**

- Provide child care for several families after school, weekends and during school vacations.

### **Volunteer Experience**

- Big Brother / Big Sisters
- Arlington Literacy Program
- Run for Life

### **Entry Level Student Resume**

Most students look for entry level jobs at the end of their semesters as it provides a quick source of income and valuable job experience. Some students work at fast food restaurants and shopping malls, while others seek jobs in their respective specialization courses. Since this is the first job for most of the students, past work experience does not play a huge part in the resume when compared to other types of resumes. More emphasis should be laid on your special skills and academic achievements as this helps the hiring manager in judging whether you are a perfect match for the position or not. Given below is a sample entry level student resume, which will help you in drafting your own resume.

### **Sample Entry Level Student Resume**

**Charles M. Powell**  
 954 Godfrey Road  
 New York, NY 10019  
 Phone: 212-492-9029  
 Email ID: charles.m.powell@mail.com

### **Education**

#### **University St. Andrews, Carson City, MI**

B.A., Business Management (January 2005)

#### **Related Coursework**

- Management Information Systems
- Managerial Strategy and Policy
- Calculus with Business Applications
- Management and the External Environment
- Systems Analysis
- Organizational Decision Making

### **Work Experience**

#### **Red Cross Store for Space**

2002 - Present

- Planning of space including home and home office organization. Sketch diagrams for customers using computer system. Space requirement planning and allocation.
- Also worked as part-time floor manager, responsible for helping other employees with planning and troubleshooting problems.

#### **Pizza Hut**

Manager

2000 - 2002

- Responsible for communications, team development, profit, sales, and cost control management.
- Managed and administered store operations including reports, scheduling, customer service and inventory.

Cashier

1996 - 2000

- Offered customer service including cash register operation and order-taking.

### **Computer Skills**

C, Microsoft Excel, Word, Access, Power Point, Minitab, Internet

### **Other Activities**

- Peer tutor in Macro Economics and Micro Economics
- Member of the Youth Development Association
- Member of Association of Management Training

### **Marketing Student Resume**

For students who are pursuing courses in marketing management or any other field related to marketing, it is essential to gain firsthand experience in an entry level marketing job during the end of the course or after the completion of it. Sales representation, assisting senior marketing managers in field work as well as record keeping are some of the job



types that a marketing student can undertake. They need to possess excellent communication and interpersonal skills. Previous experience in the field of marketing can help in giving you an edge over other applicants and should be mentioned in the marketing student resume along with other details such as educational qualifications and achievements.

This sample marketing student resume will give you a quick start on building an effective and optimized resume for your job application. Visitors can feel free to customize and edit our sample marketing student resume as per their requirement for job application. We hope that our sample marketing student resume will go a long way in portraying your abilities and skill set efficiently.

### **Sample Marketing Student Resume 1**

**Fredrick J. Triplett**

2446 Arbor Court

Casper, WY 82601

Phone: 307-368-8277

Email ID: fredrick.triplett@mail.com

#### **Objective**

Seeking for position of a marketing assistant where work history, education, and a positive attitude will contribute creatively.

#### **Summary Of Qualifications**

- Broad office management, secretarial, and customer service experience.
- Ability to size up a situation with creative thinking and bring up new ideas to the table.
- Strong communication, interpersonal, problem solution, and organizational skills.
- Fully financed education, maintain excellent grades, and work and attend school full time.

#### **Education**

##### **Ithaca College, Ithaca, NY**

Bachelor of Business Administration, Marketing, Month, Year

Dean's List; GPA 3.9

#### **Marketing Research Projects**

- Formulated and compiled data for inclusion in a statistical analysis report.
- Performed relative analyses based on advertising models including radio, television, Internet, print, brochures, direct mail campaigns, catalogs, sales force efforts, annual reports.
- With the cooperation of sales representatives conducted independent research on two major retailers to find out the effectiveness of several marketing strategies.
- Integrated findings into comprehensive marketing research reports.

##### **Roosevelt Hotel New York, Albany, NY**

###### Waitress/Hostess

- Offered excellent customer services with combined responsibilities for Managing catering services and wait staff, resulting in customer loyalty, repeat business, and profitable sales.

##### **Rose Tech Ventures, Brighton, NY**

###### Receptionist

- Reviewed MLS listings, prepared sales/rental contracts, and verified the accuracy of weekly advertisements.
- Coordinated appointments between sales agents and clients, and screened a high influx of calls.

### **Peanut Butter & Co, Buffalo, NY**

#### Secretary / Office Manager

- Processes invoices, correspondence, inventory reports, billing, and weekly payroll.
- Handled preparation of sales proposals and estimates, and all aspects of customer/vendor databases.

### **Computer Skills**

Microsoft Word, Excel, Power Point, and Access

### **Sample Marketing Student Resume 2**

**Andrew Jonathan,**  
12, South 65 Street,  
Abingdon, Virginia, 32056,  
(655)-623 1006.

### **OBJECTIVE:**

Seeking for a challenging role in Marketing where my skills and knowledge can be contribute and utilize.

### **SKILLS:**

- Proficient ability of management, customer service, public relationship management
- Very creative, innovative and self-motivated
- Strong analysis power, problem resolving ability and full of energy
- Expertise in designing attractive presentation and demonstrations
- Good knowledge of computer skills such as MS word, MS excel, MS access, power point, spreadsheet
- Exceptionally good communication skills both verbally and written

### **EDUCATION:**

University of Florida, Florida

*Bachelor of Arts in Marketing and international Business*

University of Florida, Florida

*MBA in Marketing*

### **EXPERIENCE:**

#### **Denver Inc., Abingdon, Virginia**

##### **Public Relation Intern**

- Responsible for the research on the Spain and American metal trade
- Prepared status report and presented in press release for the company
- Responsible for meeting clients

#### **Advine Co., Bluefield, Virginia**

##### **Account Leader**

- Responsible for the creation and preparation of the copy of brochure for youth guidance camp
- Prepared attractive slide show and video for marketing campaigns

- Responsible for the compilation of the status report for the team and clients
- Also attended the schedule meeting with client and team

**Salnica Inc., Hampton, Virginia**

**Salesperson**

- Responsible for the arrangement of the meetings with buyer from reputable companies
- Done arrangements and attended seminars on salesmanship and self presentation
- Responsible for the management of the transaction between the client and the company

**REFERENCE:**

Mr. Joseph Macman

College Dean

University of Florida, Florida

**Human Resource Recruiters Resume**

A human resource recruiter is a human resource person specifically meant for the recruitment process. This professional has to show his mettle in the trade by selecting the right kind of people for the job. He has to carry out the responsibilities right from the advertisement to the final induction of the candidates. There are many intermediate steps involved which need a close scrutiny by the HR recruiter. The main attribute required of this person is that he needs a thorough understanding of people and their mindset, which enable him to judge the candidates and choose the best amongst them.

**Sample Human Resource Recruiter's Resume**

**Treyton Nash**

562, Keighley ST,

Essex, VT, 78212

(462) 683-5922

cody.bailey@email.com

**Career Goal**

To become a human resource recruiter in an organization where I can get a chance to nurture my innate skills for its betterment.

**Educational Background**

- Accomplish Bachelor of Arts Degree from the Dallas University, Dallas at the Recruitment Management as the major in the year of 1990
- Accomplish associate Degree in Recruitment Management from the Institute of Human Resource Management of San Francisco, San Francisco in the year of 1992

**Computer Programming Skills**

- Operating Systems: Windows 9X, Windows 2000, Windows ME, Windows XP, Windows Vista, Linux, Unix, MS DOS
- Office Package: Microsoft Word, Microsoft Excel, Microsoft Access, Microsoft PowerPoint, Microsoft Outlook Express

**Professional Affiliation**

Accomplish indispensable professional affiliation from the Recruiter Managers Association of New Jersey, New Jersey in the year of 1993 after the succeeding Mock Test approved by the association.

### **Professional Skills**

- Have outstanding practice about developmental Human Resource Management. Took on, educated and counseled range of recruiters as well as support staffs and equipped needed evaluation reports
- Have capacitated with magnificent public association features
- Initiated and executed various complete outreach curriculums

### **Professional Background**

2001- Present date: Work as the Recruitment Manager for the ABC Corporation, Las Vegas with the following responsibilities as the post holder

- Provide necessary recruitment strategies for marketing and sales support control
- Formulate and execute several college recruitment curriculums
- Provide essential establishment and maintenance with selective employment organizations
- Formulate and implement various outreach recruitment tours to major cities and career centers with numbers of universities

1995- 2000: Acted as the Personnel Manager for the Santana Boot Company, Syracuse with the following responsibilities

- Provided development towards newly appointed employee directing curriculums such as visual supports and assessment preparation
- Provided in house child care service development
- Formulated various personnel curriculums such as development towards records, programs and sources etc.
- Provided human relationships troubleshoots measures

This sample resume will help you to write a successful and a confident resume in the best possible way. The post in itself is managerial and human resource is a branch of management, which deals with the organization of the workforce. Your duty hence is to specify your objective and skills in an exquisite way to make an impression on the recruiter. Your attitude and communication skills must be sound to exhibit your affirmative approach. Though, the human resource manager has many roles here we are concerned of human resource as a recruiter.

### **Sample Human Resource Recruiter Resume 2**

**Richard S. Barrett**

3414 Hillside Street

Mesa, AZ 85201

### **OBJECTIVE**

Summary: I am a home office owner (Independent Contractor) currently looking for jobs (in all fields) that pertain to my skills. I am looking to excel to high levels working with a company(s) that is in need of a reliable, trustworthy, organized, punctual, outgoing, goal oriented, multi-tasked and talented person. I have worked in many fields and enjoy doing so. When there is no one I am the person for the job.

**RELOCATE**

CA

**Education:**

Mc Alister Southwest High School Los Angeles, CA 2000 Graduate

- Leadership
- Excelled in Biology, Trigonometry and Chemistry Community Build Los Angeles, CA
- Certified Copper Base Cable Technician Community Build Los Angeles, CA
- Certified C-Tech Fiber Optic Cable Technician

**Experience:**

Independent Contract Personal Manager for an Artist 9 months/current

- Handle all business calls, e-mails and letters.
  - Put together and execute marketing and promotion plans for artist projects including any needed paperwork and research ( market research, copyright, trade mark filling, incorporated papers, and logos )
  - I handle and put together all media and press releases (including Electronic Press Kit and any needed research).
  - I do Booking for this artist and other artists that happen to want to do a show at the same time.
  - I take care of conference planning and scheduling, rehearsals, and travel arrangements.
  - With another publicist I take care of the publicity. I make sure the artist gets to their destination on time, meets with the correct media and establish contacts
- Collard Green Records A& R, Marketing and Promotions 9 months/current  
Events Management and Coordination
- Collard Green Records has a venue night every second Friday of the month at the Little Temple Bar in Silverlake called "Nappy At The Roots." I look for talent for this venue and assist in coordination.
  - I take care of marketing ( making sure the venue night is promoted in the right areas and places) and head a promotions team (directing them and making sure the team is taking care of their responsibilities.
  - I also do desktop publishing, including flyers, logos, business cards, letterheads, presentations, cards and invitations.

Tutor Saliba Administrative Assistant 2004-2005

- Answered multi-line telephones and message taking
- Managed correspondence between different entities
- Organized and maintained filing system and construction documents
- Helped put together Daily Reports and room status changes
- Logged and kept track of all Impact Notices

J &amp; B Paging Receptionist 1999-2001

- Entering in new accounts, keeping up with all accounts and record keeping
- Cashier, stocked merchandise and managed the phone

Marvin Avenue CCC Teacher Aide/Receptionist Temp. 1999-2000

- Supervised children in study and play and managed the phone on occasions African Marketplace and Cultural Affairs (City of Los Angeles) Seasonal / 1999

- Assisted the Stage Manager in various duties
  - Assisted entertainers in setting up their respective stages
- William Grant Still Arts Center Receptionist Seasonal / 1990-1998
- Answered multi-line telephones and taking messages
  - General office including filling, copying and faxing

**Additional Qualifications:**

35 WPM, Microsoft Word, Excel, Power Point, Publisher, Access, Business, Info Path and Outlook, Microsoft Works Word Processor, Database and Spreadsheet, Microsoft Plus! Photo Story LE, Adobe Reader, Photoshop CS and Image Ready CS

**Additional Services:**

Data Entry, Document Preparation, Database Management, Contact Management, Business Plan Preparation, Proofreading, Editing, Creative Writing, Business Writing, Brochures, Manual and Newsletter editing and proofreading, Customer E-mail Processing, Follow Up Calls, Research

**Activities:**

Volunteer speaker on Anti-Gang Violence.

This sample human resource recruiter resume will give you a quick start on building an effective and optimized resume for your job application.

**Sample Human Resource Recruiter Resume 3**

**Richard Anderson,**  
1234, West 67 Street,  
Carlisle, MA 01741,  
(123)-456 7890.

**Objective:**

Seeking for the position as a human resource recruiter to participate in the development of ongoing cost effective sourcing and creative strategies with a aim of hiring excellent candidates.

**Qualification Summary:**

Adaptive, result-oriented, self-motivates, and committed to achieve human resource departmental goals with a positive attitude.

**Education:**

**University of Texas at Dallas, TX**

Bachelor of Science degree in Human Resources

May 1999

GPA 3.75/4.0

**Work Experience:**

**Pall Corporation, Del Rio, TX**

Senior Recruiter August 2004 - present

- Leverage in-house recruitment efforts and online recruiting resources to examine and hire ideal candidate
- Taking interview of all the candidates which are qualified for the job
- Categorize the jobs so that the candidates can search by keyword or category on the corporate website

- Interacted with department managers and hiring managers to coordinate planning activities of trends, needs, hiring, and recruiting strategies
- Manage the selection, presentation, closing, negotiation, offer, administrative components or hiring
- Maintain well-ordered and accurate documentation on all candidates

**Global Management, Garland, TX**

Recruiter February 2002 - August 2004

- Provided accurate, detail, and motivating information to candidates regarding the position being filled and company.
- Performed detailed reference analysis and/or reference checks on selected candidates.
- Planned and carried out on-campus recruitment efforts.
- According to the hiring manager's directions extended the offers of employment to selected candidates.

**Professional Affiliations:**

Society of Human Resource Management

**Hobbies:** Photography and Soccer.

## UNIT 2 LABOUR MARKET

TEXT A: How the labour market works  
 TEXT B: Highly-, semi- and unskilled labour  
 TEXT C: Blue-collar, white-collar and pink-collar workers  
 BUSINESS CORRESPONDENCE: Introduction  
 GRAMMAR: Modal verbs

*“Labour was the first price, the original purchase – money that was paid for all things.*

*It was not by gold or by silver, but by labour, that all wealth of the world was originally purchased.”*

Adam Smith (Scottish philosopher and economist, 1723-1790)

### LEAD-IN

1. What is Labour Force?
2. Can you give the definition of the skilled labour?
3. Who represents the supply and demand of labour?
4. What do you think the Employment Contract is?
5. What personal and professional skills do you need for a successful business career (specialist training, knowledge of foreign languages, outgoing personality)?

### PRE-TEXT EXERCISES

#### Reading drills

**Ex.1. Read the words in the following groups. Pay attention to the word stress.**

**4. Words with the stress on the first syllable:** market, good, service, buyer, seller, worker, wages, benefit, output, workforce, specify, aspect, effort, leisure, surplus, reasonable, union, government, pressure, attribute, adequate, charitable, (to) highlight, obvious, license, recent, loyalty, argue;

**5. Words with the stress on the second syllable:** demander, supplier, condition, employment, employer, (to) employ, retiree, retirement, uniqueness, component, decision, (to) exceed, excess, amount, attract, reduction, internal, external, acquire, recruitment, performance, degree, (to) abandon, (to) secure, amount, (to) exist;

**6. Polysyllabic words with the main and secondary stress:** negotiations, productivity, employee, opportunity, individual, population, allocation, activity, applicability, theoretical, eliminate, commodity, underbid, irrespective, particular, legislation, impediment, unfettered, relatively, relationship, transaction, comparison, implication, responsive, unemployment, distinguishing, diversity, environment, association, occupation, satisfactory, flexibility, boundary, similarity, experience, satisfactory, publications, significant, requirement, disparity.

### TEXT A: HOW THE LABOR MARKET WORKS

#### Active Vocabulary



**Key terms:** labour market; labour services; demand for labour; labour supply; employment, wages; cost of labour; productivity; workforce; price; output; job opportunity, working age, staff; level of production; internal labour market; external labour market; work experience; educational background; national labour market; local labour market.

**Other words and expressions:** market; good; commodity; service; buyer; seller; demander; supplier; worker; employer; benefit; condition; retirement; legislation; economic downturn; hiring; re-hiring; training; turnover; skill; ability; work attitude; motivation; complexity of work; working environment; promotional opportunities; employment relations; job requirement.

**Linking words and phrases:** whenever; including; as well as; as long as; such as; while; thus; furthermore; in turn; however; similarly; i.e.; e.g.; for example; as a result; otherwise; to a certain extent; to some extent; so far; on the other hand; first; and second.

### *Buyers and Sellers of Labour Interact in Labour Markets*

A market exists whenever there is a good or service for which there are both buyers (demanders) and sellers (suppliers). In the labour market, labour services are exchanged and those negotiations occurring between buyers and sellers partly determine the placement of workers in jobs with specified wages, benefits, and conditions of employment.

The demand for labour comes from employers and is derived from their need to employ workers to produce goods and services. Firms choose their staffing levels according to a number of factors, including: the cost of labour; the productivity of the workforce; the current and anticipated level of production; and the price that the firm can command for its output. Job opportunities arise when firms expand their operations and when firms replace employees who are leaving their jobs, such as retirees.

In the most basic terms, the supply of labour refers to the number of people currently working or actively seeking employment. The size of the labour supply is determined by the number of individuals of working age (the working-age population) as well as the proportion of the working-age population that wishes to work. Other aspects of labour supply include the hours that staff work, the effort put forth by employees, and the skills possessed by the workforce. Thus, labour supply is determined by numerous factors including: the age distribution of the population; retirement behaviour; migration patterns; education and training decisions; fertility rates; the state of the economy; and individuals' decisions concerning the allocation of time between work activities and leisure.

### *Uniqueness of Labour Markets*

While the labour market is often described in terms of demand and supply components, there are many unique features of the labour market that constrain or limit the applicability of this theoretical framework. For example, basic economic supply and demand theory predicts that if the amount of something supplied exceeds the amount of something demanded, then its price should fall. Furthermore, its price is predicted to fall until the surplus (i.e., excess supply) is eliminated.

In a market for a commodity such as wheat, it seems reasonable that an excess supply results in a drop in its price as sellers underbid each other in order to attract buyers. Buyers, in turn, would probably choose to deal with the lowest-priced seller as long as

there are no meaningful quality differences across sellers. In the labour market, however, excess supply does not typically result in price reduction (i.e., drop in the wage rate). Similarly, excess demand does not necessarily lead to a rise in price. Some of the major reasons for these deviations from straightforward supply and demand economics are outlined below.

### *Institutional Forces*

Institutional forces are the effects that organizations such as corporations, governments, and unions have on the labour market. These forces can be codified as formal rules (e.g., legislation) or exist as informal practices (e.g., behaviours). Irrespective of the particular form, institutional forces can have important impacts on labour market outcomes.

Labour market legislation is an obvious impediment to the unfettered operation of supply and demand forces.

Institutions introduce rules and regulations that impact the workings of the labour market. For example, hiring practices within the firm may determine who can compete for particular jobs. As a result, an important distinction may exist between the internal labour market (i.e., workers within the firm) and the external labour market (i.e., workers outside of the firm). Workers inside internal labour markets are, to a certain extent, buffered from the supply and demand pressures of the external labour market.

### *Long-Term Nature of the Employment Contract*

Another significant feature of the labour market is the relatively long-term nature of the employment relationship. That is, other economic transactions are of a short-term nature in comparison to the relationship that develops between a worker and a firm. One important implication of the long-term relationship between workers and firms is that wages and employment levels are less-responsive to supply and demand forces than they otherwise would be. For example, firms may choose to retain workers during an economic downturn in order to avoid the costs of re-hiring or training when the economy picks up. Similarly, firms may choose not to reduce their workers' wages during a period of relatively high unemployment due to concerns that wage reductions may have long-term negative impacts on the morale, productivity, and turnover of their staff.

### *Unique Workers and Unique Jobs*

Another distinguishing feature of the labour market is the diversity in the characteristics of the service being traded. Workers differ along numerous dimensions, including skills, abilities, work experience, educational background, work attitudes and motivations. Similarly, employers and the jobs they offer differ according to such attributes as the nature and complexity of work, fringe benefits, working environment, promotional opportunities, and quality of employment relations. Clearly, it is challenging to describe something as a "market" when, to some extent, each worker and job is unique.

The uniqueness of workers and jobs has two main implications. First, labour market exchanges are dependent on numerous factors in addition to price. For example, workers may rationally "trade-off" a high wage for job security or for a pleasant working environment. Second, it is important for both labour demanders and suppliers to acquire an adequate amount of information about the other party before transacting in the labour market.

### *Multiplicity of Markets*

So far, the term “labour market” has been used as if there were only one such market. In reality, however, the labour market is comprised of numerous individual sub-markets. The two most important ways in which the labour market can be subdivided are according to geographic location and occupation.

If firms and workers are searching for each other throughout a country, the market is described as the *national* labour market. The search for highly skilled technical and professional occupations is often carried out on a national basis. The research director of a major pharmaceutical firm and the chief executive officer of a major charitable association are likely examples of positions in the *national* labour market. For some occupations, such as professional athlete or university professor, the labour market may even be *international* in scope. On the other hand, if the area of search is within the local community, the market is described as the *local* labour market. Real estate agents and taxi drivers are examples of occupations where job search and recruitment typically occur within a local labour market.

When analyzing wage and employment opportunities, another important dimension is the occupation under examination. For example, supply and demand conditions likely differ across the following occupations: teaching, truck driving, and computer programming. Mobility between occupations is limited by some fairly obvious factors. First, occupational licenses limit one’s ability to work in a given occupation (e.g., teachers need B. Ed. degrees to teach at public schools in Ontario). And second, different skill sets and work experience are required for satisfactory job performance across occupations. While the flexibility of workers to change employers is often highlighted in recent publications, workers still tend to have significant loyalty to their chosen occupations. In fact, some argue that “while workers were much more likely to change employers in the 1980s and 1990s, they were more likely to keep their occupation.”

The boundaries between individual labour markets are, at times, fairly porous. This means that workers may flow from one labour market to another. Continuing with the examples from above, it could be that a truck driver returns to school in order to become a teacher and thus forms part of the labour supply in the teaching profession. Or, a real estate agent abandons a local labour market search and instead moves across the country in order to secure employment. The amount of mobility existing across labour markets depends upon such factors as: the degree of similarities between occupations (in terms of job requirements and requisite skills); the costs of job search; the geographic disparities between regions; and demographic characteristics that may affect one’s decision to move a significant distance (e.g., the presence of children, a working spouse, etc.).

**Language notes:**

employment - праця; робота; служба; робота (за наймом); зайнятість; наймання; працевлаштування; виконання обов'язків, справи тощо; службове й соціальне становище особи, яка має місце роботи; прийняття кого-небудь на роботу за визначену оплату (remuneration);

labour supply - наявність працівників відповідних спеціальностей; наявність працівників відповідної кваліфікації; пропозиція праці; пропозиція на ринку праці; наявність робочої сили; наявність спеціалістів;

output - випуск; продукція; обсяг виробництва; товари і послуги, виготовлені за допомогою ресурсів у формі капіталу, праці (labour), сировини тощо, або товари і послуги, які використовуються для виготовлення інших товарів і послуг;  
 specified wages - індивідуально визначена заробітна плата;  
 staffing level - рівень заповнення штатного розпису; укомплектованість штатів; укомплектованість кадрами;  
 working age — працездатний вік.

## VOCABULARY FOCUS

### Ex.1. Find the English equivalents in the text.

Трудові послуги; попит на робочу силу; виробляти товари та послуги; штатний розпис; продуктивність робочої сили; поточний і очікуваний рівень виробництва; замінити співробітників; залишити роботу; число людей, що працюють в даний час або активно шукають роботу; розмір пропозиції на ринку праці; частка населення працездатного віку; вихід на пенсію; міграційні моделі; стан економіки; розподіл часу між трудовою діяльністю та відпочинком; надлишок пропозиції; ринок товару; падати в ціні; падіння розміру заробітної плати; надлишковий попит; подорожчання; правила і норми; найм на роботу всередині фірми; конкурувати за конкретні робочі місця; внутрішній ринок праці; довгостроковий характер трудових відносин; інші економічні операції; заробітна плата і рівень зайнятості; утримання працівників у період економічного спаду; зменшення заробітної плати робітників; період відносно високого рівня безробіття; додаткові пільги; національний ринок праці; місцевий ринок праці; пошук роботи та підбір персоналу; необхідні навички; витрати на пошук роботи; географічні відмінності між регіонами; демографічні характеристики.

### Ex.2. Give Ukrainian equivalents of the following words and phrases.

The placement of workers in jobs; benefits, and conditions of employment; need to employ workers; the cost of labour; job opportunities; to expand the operations; supply of labour; the number of people currently working or actively seeking employment; the working-age population; the hours that staff work; the effort put forth by employees; the skills possessed by the workforce; the age distribution of the population; unique features of the labour market; to constrain or limit the applicability of the theoretical framework; basic economic supply and demand theory; the amount of something supplied; the amount of something demanded; eliminated surplus; to underbid each other; to attract buyers; to deal with the lowest-priced seller; meaningful quality differences; price reduction; institutional forces; formal rules; informal practices; important impacts on labour market outcomes; labour market legislation; obvious impediment; unfettered operation of supply and demand forces; external labour market; supply and demand pressures; short-term nature of the employment relationship; in order to avoid the costs or re-hiring or training; wage reductions; long-term negative impacts; turnover of the staff; diversity in the characteristics of the service being traded; complexity of work; working environment; promotional opportunities; highly skilled technical and professional occupations; wage and employment opportunities; mobility between occupations; occupational licenses; to limit one's ability to work in a given occupation; skill sets and work experience;

satisfactory job performance; flexibility of workers to change employers; to have significant loyalty to the chosen occupations; individual labour markets; to flow from one labour market to another; degree of similarities between occupations; job requirements; requisite skills.

**Ex.3. Give three forms of the following verbs.**

To exist, to exchange, to occur, to determine, to come, to derive, to employ, to produce, to choose, to command, to arise, to expand, to replace, to leave, to refer, to work, to seek, to determine, to wish, to include, to put, to possess, to describe, to constrain, to limit, to predict, to supply, to exceed, to demand, to fall, to eliminate, to seem, to result in, to underbid, to attract, to deal with, to lead, to outline, to have, can, to be, to codify, to introduce, to impact, to hire, may, to compete, to buffer, to develop, to retain, to avoid, to train, to pick up. to trade, to differ, to offer, to “trade-off”, to acquire, to comprise, to subdivide, to search, to carry out, to analyze, to require, to change, to highlight, to tend, to argue, to keep, to mean, to flow, to continue, to return, to become, to form, to abandon, to move, to secure, to depend, to affect.

**Ex.4. Match the words on the left with the definitions on the right.**

1	labour market	a	<u>availability</u> of suitable <u>human resources</u> in a particular <u>labour market</u>
2	labour cost	b	the <u>amount</u> of <u>goods</u> and <u>services</u> , or waste products, that are <u>produced</u> by a particular <u>economy</u> , <u>industry</u> , <u>company</u> , or <u>worker</u>
3	labour supply	c	the <u>system</u> by which a <u>company</u> looks inside its own <u>organization</u> to <u>find</u> a suitable person for a <u>senior job</u> , instead of giving the <u>job</u> to someone from outside the <u>company</u>
4	demand for labour	d	the <u>cost</u> of <u>wages</u> paid to <u>workers</u> during an <u>accounting period</u> on <u>daily</u> , <u>weekly</u> , <u>monthly</u> , or <u>job</u> basis, <u>plus payroll</u> and related taxes and <u>benefits</u> (if any)
5	employment	e	a <u>measure</u> of the <u>efficiency</u> of a <u>person</u> , <u>machine</u> , factory, system, etc., in <u>converting</u> inputs into useful <u>outputs</u>
6	productivity	f	the <u>need</u> for <u>employees</u> and <u>workers</u> in a particular <u>job market</u>
7	workforce	g	<u>cost</u> of <u>using labor</u> as opposed to cost of using capital or land
8	staff	h	<u>work</u> that you are <u>paid</u> to do for a particular company or <u>organization</u>
9	output	i	the <u>nominal</u> market in which workers find paying work, employers find willing workers, and <u>wage rates</u> are determined
10	wages	j	total number of a <u>country's population employed</u> in the armed <u>forces</u> and civilian jobs, plus those unemployed people who are actually seeking <u>paying work</u>
11	external labour market	k	all the people who work for a particular company or <u>organization</u> , or in a particular <u>place</u>

12	internal labour market	l	the <u>system</u> by which a <u>company</u> looks outside its own <u>organization</u> to <u>find</u> a suitable <u>person</u> for a <u>senior job</u> , instead of giving the <u>job</u> to someone who is already <u>working</u> for the <u>company</u> at a <u>lower level</u>
13	work experience	m	a <u>person</u> , <u>company</u> , or <u>organization</u> that <u>employs people</u>
14	employer	n	the fact of <u>leaving your job</u> and <u>stopping working</u> , usually because you have <u>reached</u> a particular age
15	retirement	o	the <u>jobs</u> that someone has had, or the <u>type</u> of <u>work</u> they have done, in the past

**Ex.5. Make up verb+noun collocations (there may be several variants).**

to acquire	amount
to affect	buyers
to allocate	costs
to analyze	employers
to attract	employment
to avoid	employment opportunities
to change	goods and services
to describe	high wage
to employ	job
to exceed	market
to expand	occupation
to introduce	one's ability
to keep	one's decision
to leave	operations
to limit	regulations
to move	re-hiring
to produce	rules
to reduce	significant distance
to retain	something
to secure	term
to seek	time
to subdivide	training
to "trade-off"	wage
to use	workers

**Ex.6. Choose an appropriate word or phrase to complete the following sentences.**

*Buyers and sellers; diversity; drop in its price; employees; employers; forces; international; local; national; occupation under examination; reduction; relationship; short-term nature; supply of labour; unique.*

1. Whenever there is a good or service for which there are both ..., a market exists.
2. The demand for labour comes from ... and is derived from their need to employ workers to produce goods and services.

3. When firms expand their operations and when firms replace ... who are leaving their jobs, such as retirees, job opportunities arise.
4. The ... refers to the number of people currently working or actively seeking employment.
5. An excess supply in a market for a commodity such as wheat results in a ... as sellers underbid each other in order to attract buyers.
6. Excess supply in the labour market, however, does not typically result in price ... .
7. Irrespective of the particular form, institutional ... can have important impacts on labour market outcomes.
8. Another significant feature of the labour market is the relatively long-term nature of the employment ... .
9. Other economic transactions are of a ... in comparison to the relationship that develops between a worker and a firm.
10. Another distinguishing feature of the labour market is the ... in the characteristics of the service being traded.
11. Each worker and job is ... .
12. The market is described as the ... labour market if firms and workers are searching for each other throughout a country.
13. For some occupations, such as professional athlete or university professor, the labour market may even be ... in scope.
14. If the area of search is within the local community, the market is described as the ... labour market.
15. When analyzing wage and employment opportunities, another important dimension is the ... .

**Ex.7. Fill in the gaps with appropriate prepositions or adverbs.**

1. ... the labour market, labour services are exchanged and those negotiations occurring ... buyers and sellers partly determine the placement ... workers ... jobs ... specified wages, benefits, and conditions ... employment.
2. The demand ... labour comes ... employers and is derived ... their need to employ workers to produce goods and services.
3. The size ... the labour supply is determined ... the number ... individuals ... working age as well as the proportion ... the working-age population that wishes to work.
4. ... a market ... a commodity such as wheat, it seems reasonable that an excess supply results ... a drop ... its price as sellers underbid each other ... order to attract buyers.
5. Buyers, ... turn, would probably choose to deal ... the lowest-priced seller as long as there are no meaningful quality differences ... sellers.
6. ... the labour market, however, excess supply does not typically result ... price reduction.
7. Hiring practices ... the firm may determine who can compete ... particular jobs.
8. Other economic transactions are ... a short-term nature ... comparison to the relationship that develops ... a worker and a firm.
9. One important implication ... the long-term relationship ... workers and firms is that wages and employment levels are less-responsive ... supply and demand forces ... they otherwise would be.

10. Labour market exchanges are dependent ... numerous factors ... addition ... price.
11. It is important ... both labour demanders and suppliers to acquire an adequate amount ... information ... the other party ... transacting ... the labour market.
12. If firms and workers are searching ... each other ... a country, the market is described ... the *national* labour market.
13. The search ... highly skilled technical and professional occupations is often carried ... a national basis.
14. ... the other hand, if the area ... search is ... the local community, the market is described ... the *local* labour market.
15. Mobility ... occupations is limited ... some fairly obvious factors.

**Ex.8. Combine two parts logically to make complete sentences.**

<b>1</b>	To produce goods and services, a firm uses	<b>a</b>	leisure and wage, respectively.
<b>2</b>	The workers sell their labour, or alternatively they sell	<b>b</b>	the price at which they can sell the goods.
<b>3</b>	Then, labour supply depends on their valuations of	<b>c</b>	raw materials, labour, and capital.
<b>4</b>	From the firm's perspective, it buys labour as long	<b>d</b>	be willing to pay in wages, since it is in the output market that the price is set.
<b>5</b>	The firm's cost of labour is the wage, and its revenue of labour is	<b>e</b>	affects the outcome.
<b>6</b>	The firm will consequently hire workers until the last produced	<b>f</b>	as that gives a positive contribution to its profit.
<b>7</b>	This means that the structure in the output market, i.e. the market where the firm sells its goods, will also affect what the firm will	<b>g</b>	to an increase in the labour supplied.
<b>8</b>	The structure of the labour market also	<b>h</b>	unit of the good costs as much to produce as the firm is paid for it.
<b>9</b>	At initially low wages, an increase in the wage often leads	<b>i</b>	attractive relative leisure, whereas the income effect makes the individual wealthier.
<b>10</b>	That is due to the substitution effect dominating	<b>j</b>	their leisure time, for a wage.
<b>11</b>	The substitution effect makes the wage more	<b>k</b>	consumption of both "other goods" (the wage) and of leisure.
<b>12</b>	The increase in wealth can lead to an increased	<b>l</b>	over the income effect.
<b>13</b>	The higher the wage is, the more important the income effect will be, until	<b>m</b>	like, as well as on the level of competition in the labour market.
<b>14</b>	If a well-paid individual has her wage	<b>n</b>	finally it will start to dominate



	increased even		over the substitution effect.
<b>15</b>	The firm's demand for labour depends on what the market for the firm's output looks	<b>o</b>	further, she may choose to work less than she used to.

**Ex.9. Look through the text again and replace the words/phrases in italics with similar ones.**

1. The demand for labour comes from employers and is derived from their need to *hire* workers to produce goods and services.
2. In the most basic terms, the supply of labour refers to the number of people currently working or actively seeking *work*.
3. Other aspects of labour supply include the hours that *workers* work, the effort put forth by employees, and the skills possessed by the workforce.
4. Basic economic supply and demand theory predicts that if the amount of something supplied *is larger than* the amount of something demanded, then its price should fall.
5. In a market for a *good* such as wheat, it seems reasonable that an excess supply results in a drop in its price as sellers underbid each other in order to attract buyers.
6. In the labour market, however, excess supply does not typically result in *reduction* of the wage rate.
7. Irrespective of the particular form, institutional forces can have important *influence* on labour market outcomes.
8. Workers inside *domestic* labour markets are, to a certain extent, buffered from the supply and demand pressures of the external labour market.
9. Firms may choose to *fire* workers during an economic downturn in order to avoid the costs or re-hiring or training when the economy picks up.
10. Employers and the jobs they offer differ according to such *features* as the nature and complexity of work, fringe benefits, working environment, promotional opportunities, and quality of employment relations.
11. It is important for both labour demanders and suppliers to *get* an adequate amount of information about the other party before transacting in the labour market.
12. The search for highly skilled technical and professional *positions* is often carried out on a national basis.
13. When analyzing wage and employment *possibilities*, another important dimension is the occupation under examination.
14. Occupational licenses *restrict* one's ability to work in a given occupation.
15. Different skill sets and work experience are *necessary* for satisfactory job performance across occupations.

**Ex.10. Translate into English.**

1. На ринку праці надлишкова пропозиція не обов'язково спричиняє падіння ціни.
2. В той час, коли гнучкість працівників щодо зміни роботодавця широко висвітлюється в публікаціях, працівники все ще схильються до лояльності обраній професії.
3. Працівники відрізняються навичками, здібностями, досвідом роботи, рівнем освіти, ставленням до роботи і мотивацією.

3. Працівники внутрішнього ринку праці певною мірою ізольовані від тиску попиту і пропозиції зовнішнього ринку праці.
4. Можливості працевлаштування з'являються, коли фірми розширюють власну діяльність або замінюють працівників, які покидають посади, таких як пенсіонери.
5. Традиційна теорія попиту і пропозиції передбачає, що, якщо величина пропозиції перевищує величину попиту на щось, то ціна має знизитись.
6. Два найважливіших критерії, за якими ринок праці може бути поділений, це – географічне положення та сфера діяльності.
7. Попит на робочу силу походить від роботодавців, з їхньої потреби найняти працівників для виробництва товарів і послуг.
8. Трудове законодавство – це очевидна перешкода для вільних процесів попиту і пропозиції.
9. Пошук висококваліфікованих технічних і професійних працівників часто проводиться на національній основі.
10. Ще однією особливістю ринку праці є відносно довготривала природа стосунків зайнятості.

### LANGUAGE SKILLS

**Ex.11. Ask questions to which the following sentences or word combinations may be answers.**

1. Whenever there is a good or service for which there are both buyers and sellers.
2. Negotiations occurring between buyers and sellers.
3. From employers and their need to employ workers to produce goods and services.
4. According to a number of factors, including: the cost of labour; the productivity of the workforce; the current and anticipated level of production; and the price that the firm can command for its output.
5. When firms expand their operations and when firms replace employees who are leaving their jobs, such as retirees.
6. The number of people currently working or actively seeking employment.
7. The number of individuals of working age as well as the proportion of the working-age population that wishes to work.
8. The hours that staff work, the effort put forth by employees, and the skills possessed by the workforce.
9. Numerous factors including: the age distribution of the population; retirement behaviour; migration patterns; education and training decisions; fertility rates; the state of the economy; and individuals' decisions concerning the allocation of time between work activities and leisure.
10. A rise in price.
11. The effects that organizations such as corporations, governments, and unions have on the labour market.
12. An obvious impediment to the unfettered operation of supply and demand forces.
13. Rules and regulations that impact the workings of the labour market.
14. The relatively long-term nature of the employment relationship.
15. Wages and employment levels are less-responsive to supply and demand forces than they otherwise would be.

**Ex.12. Answer the following questions.**

1. What may hiring practices within the firm determine?
2. What are workers inside internal labour markets buffered from?
3. What is another significant feature of the labour market?
4. Are other economic transactions of a short-term nature in comparison to the relationship that develops between a worker and a firm?
5. What is one important implication of the long-term relationship between workers and firms?
6. When and why may firms choose to retain workers?
7. Why may firms choose not to reduce their workers' wages during a period of relatively high unemployment?
8. What is another distinguishing feature of the labour market?
9. How do workers differ?
10. How do employers and the jobs they offer differ?
11. What implications does the uniqueness of workers and jobs have?
12. What are the two most important ways in which the labour market can be subdivided?
13. Which market is described as the *national* labour market?
14. What basis is the search for highly skilled technical and professional occupations often carried out on?
15. When is the market described as the *local* labour market?

**Ex.13. Make a presentation of the topic "Labour markets".****WRITING****Ex.14. Write a plan for a summary of Text A.****Ex.15. Write a brief summary (25-30 sentences) of Text A.****Ex.16. Write an essay (100 – 150 words) about:**

- interaction of buyers and sellers of labour in labour markets;
- nature of the employment contract.

**DISCUSSION POINTS****Ex.17. Answer the following questions.**

1. Define the concept of a labour market, and identify other institutions and organizations that interact with it.
2. Document the major differences in occupational rewards, in terms of income and fringe benefits.
3. Define an internal labour market and give three major examples.
4. Explain how age, gender, disability, or race can be the basis for excluding individuals with these characteristics from primary labour markets.
5. What is your assessment of the extent of discrimination in your local labour market? Which groups are discriminated against, and how does this discrimination occur? Do you see any way of constructively addressing this problem?

6. Observe the level of labour force participation in your immediate neighbourhood or community. Now look beyond the formal labour force. What other forms of work, paid or unpaid, are important for your neighbours? Examine how people's activities in the paid labour force are integrated with their household, childcare, and informal sector activities.
7. Discuss the key factors responsible for the historical changes in male and female labour force participation rates.
8. Apply the themes of gender, class, and region to the occupations in your community. Observe the following: how the occupational structure is gendered; the ways in which occupations give rise to distinct social classes; and the influence of regional industrial development on occupational opportunities. Your observations may only be general, but try to get a feel for what it is like to do this kind of sociological analysis.
9. Imagine that you have just been appointed to a Royal Commission with the goal of finding solutions to the problem of high unemployment. Based on your any previous readings you consider relevant, what would you recommend? Also present the rationale for your recommendations, based on an analysis of the causes of high unemployment.
10. On balance, do you think that workers in non-standard work situations prefer them to having a secure, full-time job?

#### TEXT B: HIGHLY-, SEMI- AND UNSKILLED LABOUR

##### **Ex.18. Scan the text below and give headlines to each paragraph.**

(1) The market has changed drastically for skilled and unskilled labourers. There is a growing demand for skills, particularly specialized skills. As a result, 1) ... Unskilled labour, when measured by educational attainment, refers to jobs that require a high school diploma only, or could even be filled by a high school dropout. Skilled labour requires additional skills or education. While the demand for unskilled labour has decreased, the labour pool has also significantly decreased. Unskilled labourers are dropping out of the job market or increasing their skill level.

(2) *Skilled labour* refers to labour that requires workers who have specialized training or a learned skill-set to perform the work. These workers can be either blue-collar or white-collar workers, with varied levels of training or education. 2) ... Examples of skilled labour occupations are: electricians, law enforcement officers, computer operators, financial technicians, and administrative assistants. Some skilled labour jobs have become so specialized that there are worker shortages.

(3) *Unskilled labour* does not require workers to have special training or skills. The jobs that require unskilled labour are continually shrinking due to technological and societal advances. Jobs that previously required little or no training now require training. 3) ... Examples of remaining unskilled labour occupations generally include farm labourers, grocery clerks, hotel maids, and general cleaners and sweepers.

(4) *Manual labour* (*manual labor* in American English) or *manual work* is physical work done by people, most especially in contrast to that done by machines, and also to that done by working animals. 4) ... For most of human prehistory and history, manual labour and its close cousin, animal labour, have been the primary ways that physical work has been accomplished. Mechanisation and automation, which reduce the need for human and animal labour in production, have existed for centuries, but it was only starting in the 19<sup>th</sup> century that they began to significantly expand and to change human culture. To be

implemented, they require that sufficient technology exist and that its capital costs be justified by the amount of future wages that they will obviate.

(5) Although nearly any work can potentially have skill and intelligence applied to it, many jobs that mostly comprise manual labour — 5) ... — often may be done successfully (if not masterfully) by unskilled or semiskilled workers. Thus there is a partial but significant correlation between manual labour and unskilled or semiskilled workers. Based on economic and social conflict of interest, people may often distort that partial correlation into an exaggeration that equates manual labour with lack of skill; with lack of any potential to apply skill (to a task) or to develop skill (in a worker); and with low social class. Throughout human existence the latter has involved a spectrum of variants, from slavery (with stigmatisation of the slaves as "subhuman"), to caste or caste-like systems, to subtler forms of inequality.

Economic competition often results in businesses trying to buy labour at the lowest possible cost (for example, through offshoring or by employing foreign workers) or to obviate it entirely (through mechanisation and automation).

(6) Mechanisation and automation strive to reduce the amount of manual labour required for production. The motives for this reduction of effort may be to remove drudgery from people's lives; to lower the unit cost of production; or, as mechanisation evolves into automation, to bring greater flexibility (easier redesign, lower lead time) to production.

6) ..., such as providing motive force or tractive force (locomotives; traction engines; marine steam engines; early cars, trucks, and tractors); digging, loading, and unloading bulk materials (steam shovels, early loaders); or weaving uncomplicated cloth (early looms). For example, Henry Ford described his efforts to mechanise agricultural tasks such as tillage as relieving drudgery by transferring physical burdens from human and animal bodies to iron and steel machinery. Automation helps to bring mechanisation to more complicated tasks that require finer dexterity, decision making based on visual input, and a wider variety of intelligent movements. Thus even tasks that once could not be successfully mechanised, such as shelf stocking or many kinds of fruit and vegetable picking, tend to undergo process redesign (either formal or informal) leading to ever smaller amounts of manual labour.

(7) Historically, unskilled workers had plentiful employment opportunities in America. From farming to factory jobs, 7) ..., even if this meant transitioning from a farming community to factories in the cities. Unskilled labourers earned less money than skilled labourers, but during the 1980s and 1990s the wage gap between skilled and non-skilled labourers began to grow. Today the job market demands increasing skill levels. Many jobs that were once considered unskilled labour now demand semi- or mid-skill labour.

(8) *Semi- or mid-skill labour* addresses the increase in demand for skills, even for less complex jobs. 8) ... However, they do not require highly specialized skills. In a 2010 study released by the Indiana Institute for Working Families, more than half of the jobs in that state were mid-skill. Examples of mid-skill jobs include truck drivers, typists and customer service representatives. These jobs generally require more than a high-school diploma, but less than a college degree.

(9) Education can be received in a variety of manners, and is acknowledged through various means. 9) ... (According to Greenspan, math skill more than anything else is required to achieve skilled-job status and is the one skill too many high school grads lack).

- On-the-job training - (Examples: cashier, fashion model, farmhand, office clerk).
- Apprenticeship - (Examples: carpenter, electrician, mason, mechanic, plumber, welder).
- Vocational certification - (Examples: chef, cosmetologist, dental assistant, paralegal).
- Associate Degree - (Examples: commercial artist, draftsman, licensed practical nurse).
- Undergraduate Degree - (Examples: accountant, teacher, registered nurse, software developer).
- Professional Degree - (Examples: architect, dentist, engineer, lawyer, medical doctor).
- Graduate Degree - (Examples: astronaut, mathematician, nurse practitioner, scientist, university professor).

(10) In modern industry, there has been a change in the concentration of skilled workers from the areas of past economic might e. g. steel, automobile, textile and chemicals to the more recent (21st century) industry developments e. g. computers, telecommunications and information technology which is commonly stated to represent a plus rather than a minus for the standard of living.

(11) Due to globalization, regional shortages of skilled workers, migration, outsourcing, and other factors, the methods of procuring skilled workers has changed in recent years.

(12) All countries are in a process of change and transition which makes possible the migration of skilled workers from places of lower to higher opportunities in training and better working conditions. 10) ..., it is the lack of security, opportunity and suitable rewards in the homeland that fundamentally makes this massive movement of people possible, going from places of lesser development to affluent societies. Some developing countries see the migration of domestically trained professionals abroad not as a drain but as a gain, a "brain bank" from which to draw at a price; for these professionals, on their return with their accumulated skills, would contribute to the growth of the homeland; cultural factors favour the return of these professionals for a short or a long while.

**Ex.19. Read the text. Choose the best sentence A-J to fill each of the gaps 1-10. Do not use any of them more than once.**

**A** It is most literally work done with the hands (the word "manual" comes from the Latin word for hand), and, by figurative extension, it is work done with any of the muscles and bones of the body.

**B** Mechanisation occurred first in tasks that required either little dexterity or at least a narrow repertoire of dextrous movements

**C** Very highly skilled workers may fall under the category of professionals, rather than skilled labour, such as doctors and lawyers.

**D** Although materialistic rewards play a role in skilled workers migration

**E** Below is a sampling of educational conventions.

**F** For example, labour that was once done manually now may be assisted by computers or other technology, requiring the worker to have technological skills.

**G** These jobs require some skill because they are more complex than those that can be performed by a non-skilled labourer.

**H** such as fruit and vegetable picking, manual materials handling (for example, shelf stocking), manual digging, or manual assembly of parts

**I** unskilled labourers were able to find work

**J** the world has seen a greater demand for education.

**Ex.20. Read the text and decide whether the following statements are true or false. Correct the false statements.**

1. The market has not changed for skilled and unskilled labourers.
2. There is a growing demand for skills, particularly specialized skills.
3. Skilled labour, when measured by educational attainment, refers to jobs that require a high school diploma only, or could even be filled by a high school dropout.
4. Unskilled labour requires additional skills or education.
5. Unskilled labourers drop out of the job market or increase their skill level.
6. Skilled workers can be either blue-collar or white-collar workers, with varied levels of training or education.
7. Unskilled labour requires workers to have special training or skills.
8. Manual labour is intellectual work done by people, most especially in contrast to that done by machines, and also to that done by working animals.
9. There is a partial but significant correlation between manual labour and unskilled or semiskilled workers.
10. Mechanisation and automation strive to increase the amount of manual labour required for production.

**Ex.21. Read text B again and answer the following questions.**

1. What does unskilled labour, when measured by educational attainment, refer to?
2. What does skilled labour requires?
3. What are unskilled labourers doing?
4. What refers to labour that requires workers who have specialized training or a learned skill-set to perform the work?
5. What are the examples of skilled labour occupations?
6. What does not require workers to have special training or skills?
7. What do examples of remaining unskilled labour occupations generally include?
8. What is manual labour?
9. What does economic competition often result in?
10. What do mechanisation and automation strive to reduce?
11. How did Henry Ford describe his efforts to mechanise agricultural tasks?
12. What does the job market demand today?
13. What does semi- or mid-skill labour address?
14. What do examples of mid-skill jobs include?
15. What makes possible the migration of skilled workers from places of lower to higher opportunities in training and better working conditions?

### TEXT C: BLUE-COLLAR, WHITE-COLLAR AND PINK-COLLAR WORKERS

**Ex.22. Before reading.**

Can you anticipate what are ‘pink-collar workers’?

**Ex.23. Reading.**

(1) In many countries (like the United States, Australia or Canada), a *white-collar worker* is a person who performs professional, managerial, or administrative work. Typically, white-collar work is performed in an office or cubicle. Other types of work are those of a *blue-collar worker*, whose job requires *manual labour* and a *pink-collar worker*, whose labour is related to customer interaction, entertainment, sales, or other service oriented work. Many occupations blend blue, white and/or pink (service) industry categorizations.

(2) The term refers to the *white dress shirts* of male office workers common through most of the nineteenth and twentieth centuries in Western countries, as opposed to the *blue overalls* worn by many *manual*.

(3) The term "white collar" is credited to Upton Sinclair, an American writer, in relation to contemporary clerical, administrative and management workers during the 1930s, though references to "easy work and a white collar" appear as early as 1911.

(4) Formerly a minority in the agrarian and early industrial societies, white-collar workers have become a majority in industrialized countries due to modernization and outsourcing of manufacturing jobs.

(5) The blue-collar and white-collar descriptors as it pertains to work dress may no longer be an accurate descriptor as office attire has broadened beyond a white shirt and tie. Employees in office environments may wear a variety of colours, may dress business casual or wear casual clothes altogether. In addition work tasks have blurred. "White-collar" employees may perform "blue-collar" tasks (or vice versa). An example would be a restaurant manager who may wear more formal clothing yet still assist with cooking food or taking customers' orders or a construction worker who also performs desk work.

(6) In the US, a *blue-collar worker* is a working class person who performs manual labour. Blue-collar work may involve skilled or unskilled manufacturing, mining, sanitation, custodian work, oil field, construction, mechanical, maintenance, technical installation and many other types of physical work. Often something is physically being built or maintained.

(7) In contrast, the *white-collar worker* typically performs work in an office environment and may involve sitting at a computer or desk. A third type of work is a *service worker* (pink collar) whose labour is related to customer interaction, entertainment, sales or other service oriented work. Many occupations blend *blue*, *white* and/or *pink* (service) industry categorizations.

(8) *Blue-collar work* is often paid hourly wage-labour, although some professionals may be paid by the project or salaried. There is a wide range of pay scales for such work depending upon field of specialty and experience.

(9) *Industrial and manual workers* often wear durable canvas or cotton clothing that may be soiled during the course of their work. Navy and light blue colours conceal potential dirt or grease on the worker's clothing, helping him or her to appear cleaner. For the same reason, *blue* is a popular colour for *boiler suits* which protect a worker's clothing. Some *blue collar workers* have uniforms with the name of the business and/or the individual's name embroidered or printed on it.

Historically the popularity of the colour *blue* among manual labourers contrasts with the popularity of *white dress shirts* worn by people in office environments. The *blue collar/white collar* colour scheme has *socio-economic class* connotations. However, this



distinction has become blurred with the increasing importance of *skilled labour*, and the relative increase in low-paying *white-collar jobs*.

(10) The term *blue collar* was first used in reference to trade jobs in 1924, in an Alden, Iowa newspaper. It was second used for people wearing shirts that had a blue collar on a non-blue shirt; the mystery still exists.

A higher level academic education is often not required for many blue-collar jobs. However, certain fields may require specialized training, licensing or certification as well as a high school diploma or GED.

(11) With the information revolution Western nations have moved towards a service and white collar economy. Many manufacturing jobs have been offshored to developing nations which pay their workers lower wages. This offshoring has pushed formerly agrarian nations to industrialized economies and concurrently decreased the number of blue-collar jobs in developed countries.

(12) At the time when *blue collar* was coined, most blue-collar workers weren't required to wear any particular uniform or shirt colour to work. While office workers could wear white-collared shirts without much fear of soiling them, and could also afford to launder their shirts regularly, manual labourers preferred darker colours. The German immigrant and frontier salesman Levi Strauss began to make denim in the 1870s, and the fabric quickly became popular with coal miners and other rugged Westerners. (Blue jeans wouldn't become a middle-class institution until *The Wild One*, *Rebel without a Cause*, and the student protesters of the 1960s.) Chambray shirts, coveralls, boiler suits, and clothes made of dungaree also tend to come in blue, and these have been popular with manual labourers since the early 20<sup>th</sup> century. Office workers, for their part, moved away from wearing white in the 1960s. By 1970 about 80 per cent of the shirts sold by Arrow, the country's largest shirt manufacturer, were coloured.

(13) While the terms *white-collar* and *blue-collar* seem to derive from the actual colour of workers' clothes, there are some more recent spin-off phrases that lack any non-figurative meaning. In the late 1970s, the writer and social critic Louise Kappe Howe popularized *pink collar workers* as a term for those women consigned to work as nurses, secretaries and elementary school teachers. Meanwhile the environmental movement gave rise to "*green-collar workers*" (who work in conservation and sustainability), and the 1980s yielded a class of "*gold-collar workers*" (who work in specialized fields like law, engineering, and finance, or, according to a different definition, in the service industry). As the population ages, we may see more "*grey-collar workers*" (who work into their 60s). And the latest entrants are the "*no-collar workers*"— tech-industry professionals who eschew collars altogether.

(14) Pink-collar occupations include: maid / domestic worker / governess; waitress/hostess; massage therapist / midwife; hotel housekeeper / chambermaid; retail workers; food preparation workers / counter attendants; vehicle cleaners; meter maid / parking lot attendant; florist; hairstylist / barber; receptionist / secretary / administrative assistant / information clerk; dental assistant / medical assistant / physician assistant; babysitter / day care worker / nanny / child-care provider / caregiver; cosmetologist / beauty salon employee / make-up artist / nail technician / perfumer; flight attendant / stewardess; nurse / wet nurse; nutritionist / dietician; preschool teacher; social worker; rehabilitation specialist/consultant/counsellor; camp counsellor / non-profit

volunteer coordinator; dental hygienist; personal stylist / fashion stylist; buyer; personal shopper; casino host; car attendant / washroom attendant; valet; museum docents / tour guide; dressmaker; library assistant; librarian.

Historically, women were responsible for the running of a household. Their financial security was often dependent upon a male patriarch. Widowed or divorced women struggled to support themselves and their children.

Women began to develop more opportunities when they moved into the paid workplace, formerly of the male domain. In the 20<sup>th</sup> century women aimed to be treated like the equals of their male counterparts. In 1920 American women won the right to vote, marking a turning point in their roles in life.

Many single women travelled to cities like New York where they found work in factories and sweatshops, working for low pay operating sewing machines, sorting feathers, rolling tobacco and so on.

(15) These factories were dirty, noisy, dark and dangerous. Workers frequently breathed dangerous fumes and worked with flammable materials. Women lost fingers and hands in accidents because in order to save money they were required to clean and adjust the machines while they were running. Unfortunately, most women who worked in the factories did not earn enough money to live on and lived in poverty.

(16) Throughout the 20<sup>th</sup> century certain women helped change women's roles in America. Emily Balch, Jane Addams, and Lillian Wald are among the most notable. They created settlement houses and launched missions in crowded, unsanitary neighbourhoods where immigrants lived. Balch, Addams, and Wald offered social services to the women and children often inviting them into their homes and classrooms.

(17) Women took on leadership roles starting in the church. Women became involved with the church activities, a few went on to become president of the societies. The women who joined these societies worked with their members some of whom were full-time teachers, nurses, missionaries, and social workers to accomplish their leadership tasks and make a difference. The Association for the Sociology of Religion was the first to elect a woman president in 1938.

(18) *Knowledge workers* are workers whose main capital is knowledge. Typical examples may include software engineers, doctors, architects, engineers, scientists, public accountants, lawyers, and teachers, because they "think for a living".

(19) Knowledge workers are employees who have a deep background in education and experience and are considered people who "think for a living." They include software developers, doctors, lawyers, inventors, teachers, nurses, financial analysts and architects. As businesses increase their dependence on information technology, the number of fields in which knowledge workers must operate has expanded dramatically.

(20) Even though they sometimes are called "gold collars", because of their high salaries, as well as because of their relative independence in controlling the process of their own work, current research shows that they are also more prone to burnout, and very close *normative control* from organizations they work for, unlike regular workers.

(21) Reinhardt et al.'s (2011) review of current literature shows that the roles of knowledge workers across the workforce are incredibly diverse. In two empirical studies they have "proposed a new way of classifying the roles of knowledge workers and the

knowledge actions they perform during their daily work." The typology of knowledge worker roles suggested by them are "controller, helper, learner, linker, networker, organizer, retriever, sharer, solver, and tracker."

**Task 1.** Discuss how *white-collar worker*, *blue-collar worker* and *pink-collar workers* differ. (para.1)

**Task 2.** Explain what *manual labour* is. (para.1)

**Task 3.** Do *gold-collar workers* (para.13) work in:

- a) conservation and sustainability;
- b) specialized fields like law, engineering, and finance, or, according to a different definition, in the service industry;
- c) tech-industry?

**Task 4.** Who are *grey-collar workers*? (para.13)

**Task 5.** What does the author tell about "knowledge workers"? (para.18-19)

## **BUSINESS CORRESPONDENCE INTRODUCTION**

**Ex.1. Read and translate the following information and letters.**

What's the best way to write a letter? Do paper letters still work or is e-mail a better option? There isn't one best way to communicate. In some cases it makes sense to communicate via email, at other times you may need to send traditional typed, printed and signed letters. Email is quicker and easier, but some email messages never get opened and, depending on who you are writing to and why you are writing, you may be required to mail a typed letter or upload it online.

Regardless of how you communicate, well written letters include several sections, what you include in each section and how the document is formatted will depend on whether you are sending a typed letter or an email message.

This guide to writing letters includes what should be listed in each part of a letter, how to address and sign typed and email communications, letter formats and layouts, and examples and templates.

### **Parts of a Letter**

- Contact Information
- Salutation (Greeting)
- Body of Letter
- Closing
- Signature

### **Contact Information**

How you include your contact information will be different based on how you are sending your letter. When you send an email message, your contact information will be at the end of the message instead of the top of the page. Here's what to include and samples for both typed letters and emails.

### **Body of Letter**

The body of your letter will include several paragraphs. The first paragraph should include an introduction and a brief explanation of your reason for writing. The second paragraph (and any following paragraphs) should explain further your reasons for writing.

The last paragraph should either request action from the reader, if you are requesting something, or state how you will follow-up.

Be sure that the purpose of your letter is clear. The reader will need to know what you are asking for and how they can help you. Or, if you are offering services or assistance what you can provide to the reader.

### **Closing**

A letter is closed with a term like "Best regards" or "Sincerely" which is followed by a comma, then your signature if you're sending a typed letter. If you're sending an email message, simply type your name after the closing. Here's a list of letter closing examples that are appropriate for business and employment related correspondence.

### **Signature**

The finishing touch to your letter is your signature, which, in an email message, will include your contact information.

### **Letter Writing Guidelines**

The next step is to polish up your letter, so there is plenty of space between paragraphs and the top and bottom of the page. You will also want to select a readable, professional style and size of font. What you say will depend on the reason you're writing, so be sure to tailor your letter to fit your personal and professional situation.

### **Proofread and Spell Check**

Finally, before you print or upload your letter or send your email message, spell check, grammar check, and proofread it. A tip for making sure there aren't any errors is to read it out loud. You may notice mistakes you didn't catch reviewing it by looking it for.

The following business letter format includes the information you need to include in a general business letter.

### **Business Letter Format**

#### **Contact Information** (*Your contact information*)

Your Name

Your Address

Your City, State, Zip Code

Your Phone Number

Your Email Address

#### **Date**

#### **Contact Information** (*The person or company you are writing to*)

Name

Title

Company

Address

City, State, Zip Code

#### **Salutation**

Dear Mr./Ms. Last Name: (*Use a formal salutation not a first name*)

#### **Body of Business Letter**

When writing a business letter, keep your letter simple and targeted, so the purpose of your letter is clear. Single space your letter and leave a space between each paragraph. Left justify your letter.

The first paragraph of your business letter should provide an introduction to why you are writing.

Then, in the following paragraphs provide more information and specific details about your request. Explain why you are writing so it's easy for the reader to understand what you are asking.

The last paragraph of your letter should reiterate the reason you are writing and thank the reader for reviewing your request.

Leave a blank line after the salutation, between each paragraph, and before the complimentary close.

**Complimentary Close:**

Respectfully yours,

**Signature:**

Handwritten Signature (*for a mailed letter*)

Typed Signature

**Letter of Introduction**

A **letter of introduction** does exactly what it implies – it introduces one party to another party. These parties can be businesses, individuals representing businesses or simply individuals representing themselves. Use our free sample letter of introduction template below to help you get started. Keep reading below for a free sample introduction letter, tips and links to other resources.

In *third party* introduction letters, the writer is addressing someone they are familiar with and introducing a third party to the recipient. Generally, specific requests for employment or other assistance accompany the letter. These letters tend to be less formal as they are usually sent to someone you know well.

In *blind contact* introduction letters, the writer does not know the recipient. The entire purpose of the letter is to make the introduction. These types of letters are essential in building business and customer relationships.

Introduction letters are often confused with referral letters, cover letters or application letters, each of which is used under different circumstances.

Your *goal* is to make a great first impression with a powerful *letter of introduction*.

1. Address your letter to a specific person, whenever possible.
2. Begin your letter by stating your name and your position or role, if relevant.
3. Tell how you got the reader's name, if applicable.
4. State the purpose for your letter.
5. Indicate what it is that you hope to accomplish by sending your letter. For example, set up a time that you can meet in person with the reader or what you would like the reader to do in response to your letter (such as grant you an interview).
6. Include any other important information about yourself or the purpose of your letter. For example, include your contact information, brief history of your organization, your goals, or the like).
7. Close by thanking the person, and end on a positive note.

There are **two main types of introduction letters**: those written to introduce a *person*, and those introducing a *product*.

**How to write an introduction letter to introduce another individual:**

- As you begin, mention the person by name.
- Identify your personal or professional association with the person. Briefly tell the reader about your experience with the person.
- For a business contact, you might want to include the person's qualifications or positive qualities, or mention past projects he/she has worked on or companies he/she has worked for.
- Identify the purpose of your letter and what you hope to accomplish by sending it.
- If you would like to give the reader the opportunity to meet with the person you are introducing, include the person's contact information or mention when and possibly where the individuals might be able to meet. However, do not put the reader under any obligation.
- Especially for business contacts, you might include the person's business card, if possible.
- Close your letter by indicating your confidence that the meeting would be a positive experience for both individuals, by reaffirming your hope that they can meet, by restating your esteem for the individual, etc.

**How to write an introduction letter to introduce a company, organization, product, or service:**

- Identify the name of your company or organization.
- Tell about the company or organization. Mention how it was started, how long you've been in business, your mission or business objective or goals, and so forth.
- If appropriate, identify the product(s) or service(s) you provide, and identify the benefits of buying or using these products or services. Tell why they are better than those of the competition; how they will save the reader time/money, make his/her quality of life better, or help him/her to accomplish a certain goal; and so on. In short, tell the reader why he/she must have the product or service you offer.
- Invite the person to an open house, grand opening, sale, etc., if applicable.
- If you represent an organization, describe the benefits of the organization, such as the good they do in the community, what they have been able to accomplish in the past, the benefits of membership (if applicable), and so forth.
- Invite the reader to be your customer or to join your organization, or include information on how he/she can purchase your product or service, whether at a physical store, online, over the phone, etc.
- Include information that will allow the reader to find out more if desired about your company or organization or the products or services you provide.
- Close by expressing your hope that the person will want to join your organization or become a customer.
- How to write an introduction letter to introduce a new product or service to an established customer:
  - Thank the reader for his/her past business.
  - Describe the new products or services you are offering.
  - Indicate why the reader should purchase the product or service (i.e., mention the benefits of the product or service).
  - If possible, include a pamphlet, brochure, catalog, etc. that shows and describes the new products or services.

- If you are making a special promotional offer or having a special sale on the new products or services, include information about it.
- Indicate how the person can find out more information or tell how he/she can buy your product or service.
- Close by reiterating how valuable the customer is to you and, if desired, by mentioning your hope that the reader will buy the new product(s) or service(s) you are offering.

This **sample introduction letter** is a great example of how to bring two friends or associates together. Please use this only as a general guide. How formal or informal you need to be in your letter is extremely situational. The following example might just be an e-mail.

Dear Ryan,

I am writing to introduce you to a remarkable young woman, Cami Larsen. She has worked for me the past 6 months and has done an excellent job.

Cami has been very valuable to our team. She has a bachelor's degree in marketing and she has a great sense of current market trends. She has been marketing lead on several key projects for us. Her husband recently was transferred to New York so she will be leaving us shortly. We will be sad to see her go. Since she will be coming your way, I was hoping that you might be willing to consider Cami for a position in your firm or assist her with finding other opportunities in New York. She will be a great asset to whoever hires her on.

Let me know if you have any questions or you can reach Cami directly at (123) 456-7890. I am sure she can provide you with a resume if you wish. Thank you for your time and assistance.

Bill

### **Introducing yourself to a business**

Individuals looking for positions or openings within a certain company should also send letters of introduction along with their resume. Introduction or cover letters are frequently used when applying for an advertised position, but introducing yourself to a business you'd love to work for can be a smart career move. Even if there are no current positions, the company may hold on to your letter and resume for future openings. Not only that, sending the letter will also illustrate your willingness to be proactive and take initiative. See the following for cover letter samples and tips to introduce yourself and your skills to a potential employer:

### **When to use business letters of introduction**

In much the same way that you would make a verbal introduction of a new person in your company to a visitor, you can do the same with a sample business letter of introduction. Use a guideline such as of one of the sample letters above to format your letter. The advantage to presenting this information in writing is that while details presented verbally may be quickly forgotten, the reader can refer to a letter at a later time. He or she will have all the contact information readily available to ask questions or place an order for your product or service.

August 12, 20xx

Mr. Brent Collinson

Senior Buyer

Office-Tech Furnishings Inc.

4830 Kimbark Ave.  
Chicago, IL 60635  
Dear Mr. Collinson:

The purpose of this letter is to briefly introduce myself as Dynatek's new Sales Representative, Business Accounts. I very recently joined the company and am taking over your account from Jack Winters who has moved on to other challenges in this industry.

I have just completed Dynatek's management orientation program and am now keen to meet face-to-face with all of my key customers.

Accordingly, as a first step in my customer familiarization process, I would like to meet with you personally, for about an hour or so, to discuss Office-Tech's needs and concerns. At the same time I would also like to take that opportunity to briefly review Dynatek's latest offering of products and services.

To set up a meeting for this at your convenience, I propose to call your office by the end of this week. It is my hope that we will be able to arrange to meet at your offices before the end of the month.

As your new Dynatek Business Account Representative I believe that my paramount concern is how both Dynatek Inc. and I can better serve Office-Tech Furnishings Inc.

I look forward to meeting with you and learning more about your company in the near future.

Sincerely,

Jim O'Malley  
Senior Sales Representative

### ***Employee Introduction***

While introducing a new employee to the existing customers, the content of the letter must focus on why the employee is being introduced to the customer, and how is he/she going to aid the customer. Highlight the qualifications, abilities, and skill sets of the employee that are necessary from the customer's point of view.

### **Ex.2. Fill in the gaps with the appropriate prepositions or adverbs.**

October 26, 2012

Brett Davis  
2531 Murry Street  
Virginia Beach, VA 23464



Dear Mr. Brett,

I am glad to introduce you ... (1) Mr. Barry Samuel, who has joined our Sales Department ... (2) the Regional Manager ... (3) the state of Virginia.

Mr. Samuel has a rich 20-year experience ... (4) the marketing and sales field, and has worked ... (5) organizations including Berger & Co. and Cosmos Automobiles Inc. He is a Michigan University graduate, and has completed his management studies ... (6) McGill University. His expertise ... (7) the technical as well as marketing domains makes him an ideal candidate ... (8) us as well as our esteemed customers including you.

Mr. Samuel will soon get ... (9) touch ... (10) you to ascertain the prior commitments and orders. ... (11) case ... (12) any queries, you can reach Mr. Samuel ... (13) 235-9356 anywhere ... (14) 9 A.M. ... (15) 7 P.M.

Sincerely,

(Signature)  
Daniel Hampton  
Managing Director

### ***Company/Product Introduction***

When you're venturing into a new business, building a client base forms one of the crucial steps for survival of the business. An introductory letter serves as a means to reach out to potential targets, and create awareness about the organization as well as the promotional strategies and offers. Similarly, it also aids organizations to inform the existing customers about new products or services.

### **Ex.3. Complete the sentences in the following letter. Use the words below.**

*A free sample; announce; Brochure; enclosed; pleasure and pride; range of products; research and surveys; thankful; will contact you; would like.*

October 26, 2012

Kelly Gonzales  
2913 Oakwood Circle  
Los Angeles, CA 90017

Dear Ms. Kelly,

It is with great ... (1) that we would like to ... (2) our new range of cautiously formulated foot care products.

After meticulous laboratory ... (3), we have developed an array of products to cater to your foot care needs. This new ... (4) includes scrubs for getting rid of the dead cells, as well as massage oils and foot creams enriched with vitamin E and shea butter. A brochure furnishing the details of each product has been ... (5) with this letter.

Being an esteemed customer, we ... (6) to offer you with a free pedicure as well as ... (7) of each of the new products. Our representative ... (8) to fix an appointment for the same.

We are ... (9) for your continued patronage.

Sincerely,

(Signature)

Julie Thomson

President - Marketing Department

Enclosure: ... (10) for Foot Care products.

**Ex.4. Put the parts of the letter (A-H) in the correct order (1-8).**

(A) John Doe

(B) Enclosure

(C) Dear Ms. Brown:

(D) Ms. Anna Brown, Chair

Department of Linguistics

Right State University

1415 University Drive

Felicity, OH 45435

(E) Sincerely,

[Signature]

(F) I want you to know you have an exceptional employee, Jane Doe, in your support division. Her calm, patient manner was a great help to me when my frustration was at an all-time high. Her knowledge of the software and her remarkable problem-solving abilities are rare indeed. If the quality of a firm's employees is an indication of future success, then Doe Corporation has a very bright future.

(G) 1600 Main Street

Springfield, Kansas 12345

(H) December 1, 2013

**Ex.5. Write your own business introduction letter.**

**Introducing a Person**

If you are writing your business introduction letter to introduce a person who has recently joined your company, be sure to put it on company letterhead. You are making the introduction on behalf of your business, after all. Here's how to set it up:

[Date]

Mr./Ms./Dr. Recipient

Street Address, including Unit or Suite Number

City, State Zip Code

Dear Mr./Ms./Dr. Recipient

Re: Name of Person Being Introduced

I am writing to introduce you to [name of person], who joined/will be joining our company on [date]. He/she will be [provide some information about this person's title and function with your company.]

[In this part of the letter, you give more information about the person's duties. Tell the reader about his or her previous employment, and what this person will be doing for the reader and the reader's business. Use a paragraph or two to outline this information.]

[In this section provide the reader with information about the new person's educational background and credentials. This is your opportunity to indicate why the person is qualified to help the reader.]

[Wrap up the letter by telling the reader how to contact the new person or indicating that he or she will be looking after the reader's account from this point forward, as appropriate. You may also want to tell the reader that the new hire will be in touch with the reader shortly.]

Sincerely,

Your Name

Your Title

### **Introduction for a Product**

[Date]

Mr./Ms./Dr. Recipient

Street Address, including Unit or Suite Number

City, State Zip Code

Dear Mr./Ms./Dr. Recipient

Re: Name of New Product You Are Introducing

As a valued customer of [ABC Company], I want to take this opportunity to tell you about an exciting new development for us. We have just expanded our product line to include offerings from [XYZ Company].

I have known [name of owner] from XYZ Company for a number of years, and I can tell you that his/her products are of the finest quality. I wouldn't have taken this step if I didn't feel that XYZ Company's products would complement our own and provide a real benefit to our customers.

The enclosed brochure will provide you with more information about XYZ Company and their product line. If you would like more information, please feel free to contact me at [your phone number and/or e-mail address].

When you are ready to order, we are available during [hours of service] or online at [your website URL here].

We value your business and look forward to continuing to serve you in the future. Please don't hesitate to get in touch with us regarding questions you may have. I, and my staff, look forward to hearing from you.

Sincerely,  
Your Name  
Your Title

## UNIT 3. ECONOMIC INDICATORS

### TEXT A: Economic indicators

*Improving the quality of our lives should be the ultimate target of public policies. But public policies can only deliver best fruit if they are based on reliable tools to measure the improvement they seek to produce in our lives.*

Angel Gurría, OECD Secretary-General (May, 2011)

#### LEAD-IN

1. Can the economic growth of countries be measured? How?
2. If experts can estimate how well the economy is doing at the present moment, is it possible to predict how well it is going to do in the future?
3. Apart from economic indicators, what other measures show progress and the well-being of nations? What do you think social, environmental and well-being indicators illustrate?

#### PRE-TEXT EXERCISES

**Ex.1. Read the words in the groups bellow. Pay attention to the word stress.**

**a) words with the stress on the first syllable:**

measure, income, indicator, commerce, separate, certain, strategy, opposite, relative, surface, average, quantify, annual, confident, analyst, corporate;

**b) words with the stress on the second syllable:**

refer, statistic(s), attempt, analysis, recession, relate, predict, affect, perspective, phenomenon, percentage, reluctant;

**c) polysyllabic words with the main and secondary stress:**

population, diagnosis, predetermine, confirmation.

**Ex.2. Practice reading the following words.**

Commerce, certain, analysis, analyst, cyclic, countercyclic, acyclic, recession, quarter, coincident, surface, diagnosis, scarcity, weighted average, perspective, percentage, phenomenon, associate, gauge, reluctant, crisis, enough.

## TEXT A: ECONOMIC INDICATORS

### Active Vocabulary

**Key terms:** economic indicator (procyclic, countercyclic, acyclic, leading, lagging, coincident), statistic (n), unemployment rate, inflation rate, GDP, recession, stock market, returns, CPI, weighted average, a basket of consumer goods and services, PPI, deflation, disinflation, gauge, expansion, business cycle.

**Other words and expressions:** to refer to / to be referred to as, commonly, attempt, set (n), to suggest, to do well (better, worse), previously, to be of (little, great, practical) use, to relate to, to decline, to pull out of, to predict, prime, in terms of, to surface, to average, predetermined, to take into account, to quantify, persistent, to associate with, to lay off, to turn bad (good), reluctant, confirmation, actually, confident, to estimate.

**Linking words and phrases:** whereas, while, so, as = when, as = because, as a whole = on the whole, whenever, generally speaking, according to, in other words, yet another, until (after).

The health of the economy can be measured in many ways - by measuring employment, stock prices, income. These measures – economic indicators - may refer to the global economy or a local economy, to the human race or the population of some country, to global commerce or to a separate industry.

An economic indicator is simply any economic statistic, such as the unemployment rate, GDP, or the inflation rate, which helps individuals and businesses understand how well the economy is functioning under certain conditions. Economic indicators are commonly calculated and recalculated in an attempt to create a constant analysis of various economic situations. If a set of economic indicators suggest that the economy is going to do better or worse in the future than government, businesses or individuals previously expected, they may decide to change their investment strategy.

Economic indicators can have one of three different relationships to the economy:

- A procyclic economic indicator is one that moves in the same direction as the economy. So, if the economy is doing well, this number is usually increasing, whereas if we are in a recession, this indicator is decreasing. The Gross Domestic Product (GDP) is an example of a procyclic economic indicator.
- A countercyclic economic indicator is one that moves in the opposite direction as the economy. The unemployment rate gets larger as the economy gets worse, so it is a countercyclic economic indicator.
- An acyclic economic indicator is one that has no relation to the health of the economy and is generally of little use. An example of an acyclic indicator would be a statistic like the number of roses in the garden at the White House.

Economic indicators can be leading, lagging, or coincident, which indicates the timing of their changes relative to how the economy, as a whole, changes.

- Leading economic indicators are indicators which change before the economy changes. Stock market returns are a leading indicator, as the stock market usually begins to decline before the economy declines and they improve before the economy begins to pull out of a recession. Leading economic indicators are the most important type for investors as they help predict what the economy will be like in the future.
- Lagging economic indicators are those that do not change direction until a few quarters after the economy does. The unemployment rate is a lagging economic indicator as unemployment tends to increase for 2 or 3 quarters after the economy starts to improve.
- Coincident economic indicators are those that simply move at the same time as the economy does. The Gross Domestic Product is a coincident indicator.

Now, let's look at the basic economic indicators: Gross Domestic Product (GDP), Consumer Price Index (CPI), inflation rate and unemployment rate.

Gross Domestic Product is number one, prime economic measurement that surfaces whenever discussion turns to the state of the economy. In terms of economic health, GDP plays a role much like temperature plays in diagnosis of physical health.

The goal of GDP is to measure the total value of goods and services produced in the economy each year. This number is important because it gives an indication of how successfully society is addressing the scarcity problem. Generally speaking, with a larger gross domestic product, there are more goods and services that can be used to satisfy unlimited wants and needs.

Consumer Price Index (CPI) is a measure that examines the weighted average of prices of a basket of consumer goods and services, such as transportation, food and medical care. The CPI is calculated by taking price changes for each item in the predetermined basket of goods and averaging them; the goods are weighted according to their importance. While sometimes referred to as a cost-of-living index, the CPI differs in important ways from a complete index because it does not take into account changes in other factors that affect consumer well-being and are difficult to quantify, such as safety, health, water quality, and crime. Among other price indices Producer Price Index (PPI) is also often used. It measures the average change over time in selling prices by domestic producers of goods and services. In other words, PPIs measure price change from the perspective of the seller.

Changes in the CPI are watched carefully. When the change is positive, as it generally is, it is the measure of inflation - a persistent increase in the average price level in the economy. Inflation is measured by the inflation rate, the annual percentage change in a price index such as CPI. Inflation is the most common phenomenon associated with the price level. Two related phenomena are deflation, a decrease in the price level, and disinflation, a decrease in the inflation rate.

Another gauge of the economy's growth rate is the unemployment rate. It is a lagging indicator. This means that it measures the effect of economic events, such as a recession. The unemployment rate does not rise until after a recession has already started. It also means that the unemployment rate will continue to rise even after the economy has started to recover. Why is that? Employers are reluctant to lay people off when the economy turns bad. For large companies, it can take months to put together a layoff plan. Companies are even more reluctant to hire new workers until they are sure the economy is well into the expansion phase of the business cycle. During the 2008 financial crisis, the recession actually started in the first quarter of 2008, when GDP fell 1.8%. The unemployment rate didn't reach 5.5% until May 2008. It reached its peak of 10.2% in October 2009, after the recession had ended. The unemployment rate is a powerful confirmation of what the other indicators are already showing. For example, if the other indicators show an expanding economy, and the unemployment rate is declining, then you know for sure businesses are confident enough to start hiring again.

There are other economic indicators used by analysts in estimating the economic stability and growth, such as national income, business output, corporate profits, labour productivity and others. And while we cannot predict the future perfectly, economic indicators help us understand where we are and where we are going.

Language notes:

stock prices – курс акций на фондовой бирже. Сравните: акция – stock (AmE); share – BrE. Существует устойчивое выражение shares of stock – акции/доля в акционерном капитале (stock – акционерный капитал);

an economy – зд. страна (когда мы говорим о какой-то стране, подразумевая ее экономическую систему или экономическое положение);

a statistic – показатель в цифрах: a key/vital statistic. Множ.число statistics: economic/official statistics. Сравните: statistics (неисч. существительное) – статистика (наука);

A procyclic economic indicator is one that moves... – проциклический экономический показатель – это показатель, который движется... One выполняет функцию заменителя существительного indicator;

index – 1) мн. indices или indexes (esp. AmE) – система, показывающая уровень цен, зарплат и т.п. для сравнения с аналогичными предыдущими показателями: the cost-of-living index; 2) мн. indices = indicators: The number of new houses being built is a good index of a country's prosperity;

weighted average of prices – взвешенное среднее значение цен (weighted average – среднее арифметическое значение, в котором веса каждого из входящих чисел пропорциональны их значимости);

cost-of-living index – индекс стоимости жизни/прожиточного минимума;

from the perspective – с точки зрения;

until ... the economy is well into the expansion phase – вплоть до окончательного перехода экономики в фазу развития

## VOCABULARY FOCUS

### Ex.1. Find the English equivalents in the text.

Экономические индикаторы, любой экономический индикатор (показатель) в цифрах, непрерывный анализ, стратегия инвестирования (капитала), спад (экономической деятельности), двигаться в одном направлении/в противоположном направлении, не иметь большого применения, выйти из кризиса (периода экономического спада), иметь тенденцию к возрастанию, состояние экономики, корзина потребительских товаров и услуг, (не) принимать во внимание, влиять на благосостояние, средний уровень цен, явление, связанное с..., составить план (график) увольнения, достичь наивысшего уровня, предсказать будущее.

### Ex.2. Give Ukrainian equivalents for the following words and phrases.

Stock prices, a local economy, global commerce, to function under certain conditions, to be calculated and recalculated, to do well (better/worse), the timing of changes relative to..., to pull out of a recession, number one, prime measurement, to address the scarcity problem, to be referred to as..., to be difficult to quantify, a gauge of the economy's growth rate, to lay people off, to hire people, to estimate economic stability and growth.

### Ex.3. Match the terms in italics with the definitions that follow. Attention: there are more terms than definitions.

Recession, inflation rate, business cycle, a procyclic economic indicator, a statistic, unemployment rate, statistics, stock market, a countercyclic economic indicator, returns,



CPI, weighted average, a basket of consumer goods and services, PPI, a leading economic indicator, deflation, a lagging economic indicator, gauge, expansion.

1. A reduction in the amount of money in a country's economy so that prices fall or remain the same.
2. The business of buying and selling shares in companies and the place where this happens.
3. A system that is used to calculate or measure the level or size of something.
4. A measure of economic activity that changes after the economy has already begun to follow a particular pattern and shows the result of previous action.
5. An average calculated by giving more value to some figures than others, depending on their relative importance.
6. A fixed list of items containing a number of the most commonly bought food, household items and services and used specifically to track the progress of inflation in an economy or specific market.
7. A period of time when an economy or industry is doing badly, and business activity and employment decrease.
8. An index of the prices paid by companies for raw materials and of prices charged by producers of goods.
9. A piece of information (measurement) shown in numbers.
10. A list of the prices of some ordinary goods and services which shows how much these prices change every month, used to measure the rate of inflation.
11. Science that studies facts and information represented by a collection of numbers.
12. A period when an economy becomes more successful, and there is increased economic activity, more jobs, etc.
13. The usual pattern of a country's economy over a period of time, with periods of success and periods of difficulty happening regularly one after another.

**Ex. 4. Complete the following sentences with words related to the key words. Make all necessary changes (singular/plural nouns, verb forms).**

1) Indicate – indicator – indicative

The economic \_\_\_\_\_ for the end of the year are better than expected.

Their actions are \_\_\_\_\_ of their reluctance to lay off the workers.

Research \_\_\_\_\_ that consumer tastes are changing fast.

2) Relate – relative – relatively – relationship

Acyclic economic indicators show no \_\_\_\_\_ to the health of the economy.

The economy has started to show signs of \_\_\_\_\_ stability.

These figures \_\_\_\_\_ to the existing trends in the field of foreign investments.

The software we've bought is \_\_\_\_\_ cheap.

3) Analyse – analysis – analyst – analytic(al) - analytically

Some \_\_\_\_\_ argue that commonly used indicators do not show the real societal well-being.

The \_\_\_\_\_ methods of research have brought interesting results.

The article \_\_\_\_\_ problems in the national small business banking.

History is just as important as science and engineering and helps people to think \_\_\_\_\_.

Last month we carried out a detailed \_\_\_\_\_ of our failure in the Asian market.

4) Measure (n) – measure (v) - measurement

A number of economic indicators \_\_\_\_\_ the economic stability and growth, such as national income, labour productivity and others.

Accurate \_\_\_\_\_ is very important in science.

The consumer price index is a key \_\_\_\_\_ of inflation at the retail level.

5) Average (v) – average (n) – average (adj) – averagely

Experts hope that economic growth \_\_\_\_\_ 2% next year.

Oil companies are basing their budgets on an \_\_\_\_\_ price of \$20.40 a barrel.

The region performed \_\_\_\_\_ in the last two recessions but slightly above \_\_\_\_\_ in the past two years.

The Retail Price Index is a weighted \_\_\_\_\_ of the prices of a number of selected goods.

**Ex.5. Fill in the gaps in the following verb collocations with appropriate prepositions or adverbs.**

These indicators may refer \_\_\_ both the global economy and a local economy; the economy functions better or worse \_\_\_ certain conditions; indicators have different relationships \_\_\_ the economy; indicators move \_\_\_ the same or opposite direction as the economy; some indicators are \_\_\_ little use to the economic analysis; the economy starts to pull \_\_\_ the recession; coincident indicators change \_\_\_ the same time as the economy changes; economists look \_\_\_ the basic economic indicators – GDP, CPI and others; \_\_\_ terms of importance, GDP is number one measurement; the goods in the consumer basket are weighted according \_\_\_ their importance; the Consumer Price Index differs \_\_\_ the complete cost-of-living index; the CPI does not take \_\_\_ account some factors; inflation is associated \_\_\_ the price level; it means an increase \_\_\_ the average price level; employers do not lay people \_\_\_ immediately when the economy turns bad.

**Ex.6. Choose the appropriate word or phrase to complete the following sentences.**

Basket of consumer goods and services; the total value; a countercyclic economic indicator; the recession; a constant analysis; PPI; leading indicators; investment strategy; any economic statistic; a procyclic economic indicator; gauge.

1. An economic indicator is \_\_\_\_\_ that shows how the economy is functioning.

2. Economic indicators help to create \_\_\_\_\_ of various economic indicators.

3. Analyzing economic indicators, businesses may decide how to use their \_\_\_\_\_, that is how to allocate their financial resources.

4. \_\_\_\_\_ moves in the same direction as the economy, while \_\_\_\_\_ moves in the opposite direction.

5. Since \_\_\_\_\_ change before the economy changes, they help to predict what the economy will be like in the future.

6. GDP measures \_\_\_\_\_ of goods and services produced in the economy each year.
7. CPI examines the weighted average of prices of the commonly bought food, transportation and medical services in the so-called \_\_\_\_\_ .
8. \_\_\_\_\_ measures changes in selling prices by domestic producers of goods and services.
9. The inflation rate, as well as the unemployment rate, is another \_\_\_\_\_ of the economy's health.
10. The unemployment rate, being a lagging indicator, usually does not rise immediately after \_\_\_\_\_ has started.

**Ex.7. Replace the words in bold with the linking words and phrases given below.**

Whenever, whereas, as a whole, in other words, so, as (x2), generally speaking

1. If the economy is doing well, a procyclic economic indicator is usually increasing, while if we are in a recession, this indicator is decreasing.
2. The unemployment rate gets larger when the economy gets worse, that's why it is a countercyclic economic indicator.
3. Leading, lagging, or coincident economic indicators show the timing of their changes relative to how the economy, on the whole, changes.
4. Leading economic indicators are the most important type for investors because they help predict what the economy will be like in the future.
5. GDP is the first economic measurement used every time when the state of the economy is discussed.
6. In general, a larger gross domestic product means that there are more goods and services that can be used to satisfy unlimited wants and needs.
7. Consumer Price Index estimates the weighted average of prices of a basket of consumer goods and services, such as transportation, food and medical care. To put it another way, CPI measures price change from the perspective of the consumer.

**Ex.8. Translate into English.**

1. Здоровье экономики страны может быть измерено с помощью различных экономических индикаторов.
2. Экономический индикатор – это любой экономический показатель, который помогает нам понять, как функционирует экономика в определенных условиях.
3. Проциклические экономические показатели возрастают в период подъема экономики и снижаются в период экономического спада. Антициклические показатели действуют в противоположном направлении.
4. Существуют опережающие, запаздывающие и совпадающие экономические индикаторы, которые изменяются в разное время относительно изменений в экономической ситуации.
5. ВВП является совпадающим макроэкономическим показателем, который измеряет рыночную стоимость всех товаров и услуг, произведенных в стране за год.

6. Индекс потребительских цен основывается на средневзвешенном значении цен многих товаров и услуг потребительской корзины, таких как расходы на транспорт, продукты питания, медицинское обслуживание.

7. Индекс цен производителей показывает изменения цен товаров и услуг потребительской корзины с точки зрения производителей, например в связи с изменением цен на основное сырье.

8. Уровень инфляции – устойчивого повышения среднего уровня цен на товары и услуги – является одним из основных экономических показателей.

9. Экономисты также рассматривают такие явления как дефляция, то есть снижение цен на товары и услуги, и замедление темпов дефляции.

10. Уровень безработицы является отстающим индикатором, так как он измеряет последствия изменений в экономике, например спада экономической деятельности.

11. Существует множество других индикаторов, которые используются аналитиками для оценки экономической стабильности и экономического роста.

12. Примерами таких индикаторов являются: национальный доход, производительность труда, прибыль компаний, биржевой курс акций и т.д.

### LANGUAGE SKILLS

**Ex. 9. Look at the following answers. Try to guess what the original questions are.**

1. Yes, it can be done with the help of various economic indicators.
2. It is an economic statistic which measures the economic stability and growth.
3. They help companies and investors to choose their business and investing strategies.
4. Because they depend on the direction in which the economy moves. For example, if the economy is doing well, some of them are increasing, while some others are decreasing.
5. They depend on the timing of their change relative to changes in the economy itself.
6. Because they help businesses and investors predict what the economy will be like in the future.
7. They change at the same time as the economy does.
8. It is a measure of the total value of all the goods and services produced by the economy in one year.
9. Both measure changes in the prices of a basket of goods and services but from different perspectives.
10. It is a persistent increase in the average price level.
11. Because it shows the effect of certain changes in the economy. For example, it starts rising later than a recession has already started.

**Ex.10. Work in pairs. Student A asks questions from the previous exercise and adds some of his/her own. Student B answers them (without looking at the answers provided above).**

**Ex.11. Make a presentation of the topic “Economic indicators”.**

### WRITING

**Ex.12. Write a plan for a summary of Text A. Start with**

1. The importance of economic indicators.
2. \_\_\_\_\_
3. \_\_\_\_\_

**Ex.13. Write a brief summary (25-30 sentences) of Text A.**

#### **DISCUSSION POINTS**

**Ex.14. An article by Zackary Karabell on the Foreign Affairs website (<http://www.foreignaffairs.com>) is headlined (Mis)leading Indicators. Why Our Economic Numbers Distort Reality.**

The key problems discussed by the author are:

- GDP ignores a huge realm (area) of economic activity and
- If economists simply replaced GDP with another number, it, too, would leave something out.

Say whether you agree or disagree with these statements and why.

You can find the article and check how the author substantiated his viewpoint.

(\*The article is quite long but you may choose it as a recommended reading assignment).

## Unit 4. ECONOMIC CYCLE AND ECONOMIC GROWTH

**TEXT A:** Economic cycles

**TEXT B:** Economic growth

**TEXT C:** Study: ... Inequality Kills Economic Growth

**BUSINESS WRITING:** Offers and quotations

**GRAMMAR:** Participles

*As sure as the spring will follow the winter, prosperity and economic growth will follow recession.*

Bo Bennett, American businessman

### LEAD-IN

4. What is a cycle? Give examples of cyclic processes.
5. Can the cyclic processes of nature be compared with those in an economy's growth? What characteristics do they share? What are they different in?
6. If economic indicators help us to estimate the present and to a certain extent to predict the future, it is possible to avoid crises?
7. John Fitzgerald Kennedy, the 35th President of the United States, once said, "When written in Chinese, the word 'crisis' is composed of two characters. One represents danger and the other represents opportunity". How do you understand these words? May there be any positive effects of a crisis situation?
8. What factors determine the growth of an economy?

### PRE-TEXT EXERCISES

**Ex.1. Read the words in the groups bellow. Pay attention to the word stress.**

**a) words with the stress on the first syllable:**

industry, operate, period, upswing, downswing, confidence, deficit, revenue, purchase, varied, multiplier, upturn;

**b) words with the stress on the second syllable:**

industrial, experience, significant, capacity, expansion, decline, recession, depression, duration, prosperity, imply, occur, priority, contribute, percentage, environment, curtail, analysis, attribute;

**c) polysyllabic words with the main and secondary stress:**

regularity, fluctuation, characteristic, intervene.

**Ex.2. Practice reading the following words.**

Period, cycle, typically, imply, occur, fluctuation, surge, wealth, deficit, revenues, priority, percentage, varied, debt, leisure, expenditures, multiplier, accelerator, prolonged, trough, cautiously, intervene, noticeably, frequent, severe, adverse, monetary, particularly, deliberate.

### TEXT A: ECONOMIC CYCLES

#### Active Vocabulary

**Key terms:** business/economic cycle, expansion, boom/peak, recession/decline/slump, depression, trough, upswing/upturn, downswing, capacity, fluctuation, trade deficit, multiplier effect, accelerator effect, credit crunch, consumer confidence/sentiment.

**Other words and expressions:** to experience, to last (for), surge, priority, contraction, to contribute (to), environment, overall, to curtail, to trim, to decline, to lead (to), to hit, to dry up, prolonged, to pick up, to intervene, temporarily, to run down, to place (orders), to lay off (workers), to take on (staff), to boost, severe, to attribute (to), moderation, adverse, deliberate.

All modern industrial economies experience significant swings in economic activity. In some years, most industries are booming and unemployment is low; in other years, most industries are operating well below capacity and unemployment is high. Periods of economic prosperity are typically called expansions or booms; periods of economic decline are called recessions or depressions. The combination of expansions and recessions, the ebb and flow of economic activity, is called an economic or business cycle. In many ways, the term “business cycle” is misleading. “Cycle” seems to imply that there is some regularity in the timing and duration of upswings and downswings in economic activity. Most economists, however, do not think there is such regularity. Expansions and recessions occur at irregular intervals and last for varying lengths of time. For example, the 1980 recession lasted just six months, while the 1981 recession lasted sixteen months. For describing the swings in economic activity, therefore, many modern economists prefer the term “short-run economic fluctuations” to “business cycle.”

Now let’s look at the stages of these fluctuations.

### **Expansion/Boom**

An expansion occurs when real national output is rising at a rate faster than the trend rate of growth. Some of the characteristics of an expansion include:

- a fast growth of consumption helped by rising real incomes, strong confidence and a surge in house prices and other forms of personal wealth;
- a pickup in the demand for capital goods as businesses invest in extra capacity to meet rising demand and to make higher profits;
- more jobs and falling unemployment and higher real wages for people in work;
- high demand for imports which may cause the economy to run a larger trade deficit because it cannot supply all of the goods and services that consumers are buying;
- rising tax revenues as people earn and spend more and companies are making larger profits. This gives the government money to increase spending in priority areas such as education, the environment, health and transport.

As indicated by the term **peak**, the top of the business cycle occurs when economic growth has reached a point where it will stabilize for a short time and then reverse direction.

### **Recession**

A recession means a fall in the level of national output, i.e. a period when growth is negative, leading to a contraction in employment, incomes and profits.

Many factors contribute to an economy's fall into a recession, but the major cause is inflation. The higher the rate of inflation, the smaller the percentage of goods and services that can be purchased with the same amount of money. Inflation can happen for reasons as varied as increased production costs, higher energy costs and national debt. In an inflationary environment, people tend to cut out leisure spending, reduce overall spending and begin to save more. But as individuals and businesses curtail expenditures

in an effort to trim costs, this causes GDP to decline. Unemployment rates rise because companies lay off workers to cut costs. It is these combined factors that cause the economy to fall into a recession.

Every recession is different. The analysis of the 2009 recession shows that it was the result of a combination of domestic and external economic factors and forces. A sharp fall in consumer confidence was made worse by rising unemployment, which led to an increase in household saving. Keynes called this the 'paradox of thrift'. External events such as declining exports added to the worsening situation because recession in major trading partners hit manufacturing industry and other businesses. Cut-backs in production led to a negative multiplier effect. It caused a decline in demand for consumer services and lower sales and profits for supply-chain businesses. The credit crunch caused the supply of credit to dry up affecting many businesses and households. Falling profits and weaker demand caused a fall in business sector capital investment known as the negative accelerator effect.

Note that there is a certain difference between a recession and a depression. A **depression** is a prolonged and deep recession leading to a significant fall in output and average living standards. A depression is where real GDP falls by more than 10% from the peak of the cycle to the trough.

### **Recovery**

A recovery occurs when real national output picks up from the **trough** reached at the low point of the recession. It is a time when the economy becomes stronger and there is an upturn in the business cycle. More jobs are created and more goods and services are supplied by businesses. Unemployment begins to fall and, very cautiously, consumer spending starts to increase.

Recovery can occur for a number of reasons. In order to stimulate economic activity the government may intervene by, for example, increasing its level of spending or reducing taxes. In December 2008, for instance, the standard rate of VAT in the UK was temporarily reduced (until January 2010) from 17.5% to 15% in an effort to encourage consumers into the shops. Firms that had run down stocks of goods during the recession may increase their production, placing orders with their suppliers and taking on more staff.

Increased investment in the economy by both domestic and foreign firms can also boost consumer confidence. This can create jobs and stimulate greater business activity in the economy.

Recessions in the global economy have become noticeably less frequent and severe. Economists attribute this moderation of cycles to a number of factors, including the increasing importance of services (a traditionally stable sector of the economy) and a decline in adverse shocks, such as oil price increases and fluctuations in consumer and investor sentiment. Most economists believe that improvements in monetary policy, particularly the end of overexpansion followed by deliberate contraction, have been a significant factor as well.

### **Language notes:**

the ebb and flow – зд. зміни ситуації, коливання;

a pickup (*тж* pick-up) – покращення, пожвавлення, підйом;

to run a deficit of smth – мати дефіцит торгового балансу;



... for reasons as varied as... – ... через такі різноманітні причини як ...;  
to cut out smth – відіовитись від чогось. *Сравн.* to cut back/down (on) smth – скоротити, зменшити кількість чогось;

consumer confidence – споживча довіра, очікування споживачів (ступінь впевненості споживачів у тому, що економіка розвивається успішно і якісь потрясіння малоймовірні); paradox of thrift = paradox of saving – «Чим більше ми відкладаємо на чорний день, тим швидше він настане». Якщо під час економічного спаду всі почнуть економити, то сукупний попит зменшиться, що спричинить зменшення зарплат і, як наслідок, зменшення заощаджень. Тобто можна стверджувати, що коли всі економлять, то це неминуче повинно привести до зменшення сукупного попиту і уповільнення економічного зростання;

multiplier effect – ефект мультиплікатора/ мультиплікативний ефект (*multiplier* – коефіцієнт, що показує залежність зміни валового продукту від змін інвестицій);

accelerator effect – ефект прискорення;

VAT – value-added tax – податок на додану вартість;

sentiment = confidence;

deliberate contraction – зд. обдумане, зважене, обережне скорочення (ділової активності).

### VOCABULARY FOCUS

#### Ex.1. Find the English equivalents in the text.

Значні коливання в економічній діяльності, працювати набагато нижче виробничої потужності, період економічного розквіту, час і тривалість підйомів і спадів, тривати / продовжуватися ... місяців, віддавати перевагу чому-небудь перед чим-небудь, зростаючий реальний дохід, попит на засоби виробництва, зниження рівня національного виробництва, сприяти переходу національної економіки у фазу рецесії /спаду, скорочувати витрати, знижувати витрати, звільняти робітників (за скороченням штатів), різке зниження споживчої довіри, падіння попиту на споживчі послуги, обмеження кредитування, середній рівень життя, споживчі витрати, тимчасово знизити ПДВ, розміщувати замовлення у постачальників, стимулювати ріст споживчої довіри, приписати ослаблення циклів ряду факторів, коливання в упевненості споживачів і інвесторів, зважене / обережне скорочення (економічної активності).

#### Ex.2. Give Ukrainian equivalents for the following words and phrases.

Periods of economic decline, to be misleading (e.g. an economic term), to occur at irregular intervals, short-run economic fluctuations, the trend rate of growth, strong (consumer) confidence, a surge in personal wealth, to meet rising demand, to run a trade deficit, rising tax revenues, government spending in priority areas, an economy's fall into a recession, an inflationary environment, leisure and overall spending, a combination of domestic and external factors, an increase in household saving, supply-chain businesses, a prolonged and deep recession, to pick up from the trough, to encourage consumers into shops, to run down stocks of goods, to take on more staff, to become noticeably less frequent, a decline in adverse shocks.

#### Ex.3. Match the terms in italics with the definitions that follow. There are more terms than definitions.

*Peak, to lay smb off, decline, paradox of thrift, to take smb on, depression, trough, expenditure, upswing, confidence, downswing, tax revenues, capacity, fluctuation, trade deficit, credit crunch.*

14. Frequent changes in the size, amount, level, etc., of smth, especially from one extreme to another.
15. The feeling felt by businesses, investors and consumers that the economic situation will not get worse.
16. A situation when borrowing money becomes difficult because banks are forced to reduce the amount they lend.
17. The amount by which the money going out of a country to pay for imports is more than the amount coming in from exports.
18. A situation when smth improves or increases over a period of time.
19. A period of time when the level of smth is the lowest, especially a time when a business or the economy is not growing.
20. To start to employ workers.
21. To stop employing smb because there is not enough work for them to do.
22. A severe long-term downturn in economic activity.
23. A period of time when the level, value or rate of smth is at its highest.
24. Economic concept that if everyone tries to save an increasingly larger portion of his or her income, they would become poorer instead of richer.
25. The maximum or optimum amount that can be produced.

**Ex. 4. In the text there are a number of verbs and nouns describing trends or changes in economic processes. Memorize the following words used to describe trends.**

#### **UP**

Verbs: rise, increase, grow, go up, improve, jump, surge, shoot up, soar, rocket, expand, recover

Nouns: a rise, an increase, growth, an upward/rising/increasing trend, an improvement, a pickup, an upturn, an upswing, a jump, a surge, expansion, recovery

#### **DOWN**

Verbs: fall, decrease, drop, decline, go down, slump, plummet, crash

Nouns: a fall, a decrease, a decline, a downward/falling/decreasing trend, a slump, a downturn, a crash

#### **NO CHANGE**

Verbs: remain stable/constant, stay at the same level, stabilize

#### **FREQUENT CHANGE**

Verbs: fluctuate, swing

Nouns: fluctuation, swing

#### **AT THE TOP**

Verbs: reach a peak, peak, reach its/their highest point

Nouns: peak, boom

#### **AT THE BOTTOM**

Verbs: reach/hit a low (point), hit/reach its/their lowest point

Nouns: trough, slump

#### **CHANGE**

Adjectives: dramatic, considerable, sharp, significant, moderate, slight, sudden, rapid, steady, gradual, slow

Adverbs: dramatically, considerably, sharply, significantly, moderately, slightly, suddenly, rapidly, steadily, gradually, slowly

### Prepositions

to rise/fall **from** €1m **to** €3m

to increase/fall **by** 100%

an increase/decrease **of** 50%

an increase/decrease/rise/fall/decline **in** savings

### Study the examples and then describe the following graph.

There was a dramatic rise in inflation in the second half of 2013.

Their profits fell by nearly 30%.

Last year we witnessed a surge in consumer spending.

Oil production peaked in the early 1980s.

The market is recovering from its 10-year low.

### Ex.5. Fill in the gaps in the following verb collocations with appropriate prepositions or adverbs.

Industrial economies experience swings \_\_\_ economic activity; they occur \_\_\_ regular intervals; they last \_\_\_ different lengths of time; economists prefer the term “fluctuations” \_\_\_ “cycle”; the national output is rising \_\_\_ a higher rate than the rate \_\_\_ growth; companies are investing \_\_\_ extra capacities; there is high demand \_\_\_ imports; government increase spending \_\_\_ priority areas; this period is leading \_\_\_ a contraction \_\_\_ employment; various factors contribute \_\_\_ the start of a recession; during recession companies lay their employees \_\_\_; external events add \_\_\_ the worsening situation; the credit crunch means that credit supply dries \_\_\_; there is a certain difference \_\_\_ a recession and a depression; real GDP falls \_\_\_ more than 10% \_\_\_ the peak \_\_\_ the trough; real national output picks \_\_\_ \_\_\_ the trough; it occurs \_\_\_ a number of reasons; firms are placing new orders \_\_\_ their suppliers; we can attribute this phenomenon \_\_\_ various factors.

### Ex.6. Choose the appropriate word or phrase to complete the following sentences.

*Credit crunch; fluctuations; household saving; below capacity; recovery; consumer confidence; tax revenues; peaks and troughs; inflationary environment; to curtail; lay... off; to boost.*

11. In the present situation there is pressure on the company \_\_\_\_\_ spending.

12. Large parts of the national manufacturing are likely to operate \_\_\_\_\_ for months as the government rations electricity.

13. Although they wanted to cut costs, they promised they would not \_\_\_\_\_ anyone \_\_\_\_\_.

14. The pension fund invested in bonds to avoid \_\_\_\_\_ of the stock market.

15. The commission's economics department, Marco Buti, said the roots of the eurozone's troubles were in the global \_\_\_\_\_ of 2008.

16. \_\_\_\_\_ in profits resulted from differences between the volume of sales and the volume of production.

17. A strong performance by the services sector helped \_\_\_\_\_ Scottish economic activity at the start of the final quarter.
18. There is a logical link between rising unemployment and falling \_\_\_\_\_.
19. Hopes for a quick economic \_\_\_\_\_ after the crisis were groundless.
20. According to the latest figures from the Office for National Statistics (ONS), last year people saved 5.1% of their disposable income, which means a noticeable drop in \_\_\_\_\_.
21. In an \_\_\_\_\_, people tend prefer saving money to spending it especially on non-essential goods.
22. Poor economic growth will also hurt \_\_\_\_\_, which could be spent on social needs.

### Ex.7. Translate into English.

1. Всі країни проходять в своєму розвитку через періодичні спади і підйоми, які називаються економічними або діловими циклами.
2. Ці коливання є нерегулярними, тому деякі економісти вважають за краще використовувати термін «коливання».
3. Цикл зазвичай ділиться на дві фази. Фаза спаду або рецесії триває від піку до дна. Особливо тривалий і глибокий спад носить назву депресії.
4. Фаза підйому або пожвавлення триває від дна до піку.
5. В період підйому реальний національний обсяг виробництва зростає швидше тренда зростання.
6. Період підйому характеризується високим рівнем зайнятості, споживчою довірою, зростанням попиту на товари та послуги і, як результат, підвищенням цін, тобто інфляційними процесами.
7. Спад означає зниження рівня національного виробництва, що призводить до зменшення зайнятості, падіння доходів і прибутків.
8. Основна причина економічної рецесії - інфляція. Чим вище інфляція, тим менше товарів і послуг можуть бути придбані за ті ж гроші. В цей період домашні господарства і компанії намагаються скоротити витрати і накопичити заощадження.
9. У період відновлення після рецесії створюються нові робочі місця, збільшується обсяг виробництва товарів і послуг та зростає споживча впевненість.
10. Для стимуляції економічної активності уряд вживає певних заходів. Наприклад, фіскальна політика уряду регулює оподаткування і бюджетні витрати.
11. Рецесії в глобальній економіці стали помітно менш частими останнім часом

## LANGUAGE SKILLS

### Ex. 8. Look at the following answers. Try to guess what the original questions are.

12. They are called expansions or booms and recessions or depressions.
13. They are called peaks and troughs.
14. Because, unlike cycles, these periods have an irregular character.
15. It means that consumers feel confident that the situation will not change for the worse and they can spend rather than save.

16. It is high during the period of expansion because the national economy cannot supply all of the goods and services that consumers are buying.
17. They are also rising and the government can spend this money on education, health care, transport and protection of the environment.
18. Its major cause is inflation.
19. This causes GDP to decline.
20. Because companies lay workers off in order to cut costs.
21. It means a reduction in the general availability of loans, which also affects businesses and households during the period of recession.
22. It is a prolonged and deep recession, when real GDP falls by more than 10%.
23. It starts when real national output picks up from the trough, and the economy becomes stronger.

**Ex.9. Read the following text. What industries are affected most by fluctuations in the business activity? Why?**

### **CYCLICAL IMPACT: DURABLES AND NONDURABLES**

Although the business cycle is felt everywhere in the economy, it affects different segments in different ways and to different degrees.

Firms and industries producing *capital goods* (for example, housing, commercial buildings, heavy equipment, and farm implements) and *consumer durables* (for example, automobiles, personal computers, and refrigerators) are affected most by the business cycle. Within limits, firms can postpone the purchase of capital goods. For instance, when the economy goes into recession, producers frequently delay the purchase of new equipment and the construction of new plants. The business outlook simply does not warrant increases in the stock of capital goods. In good times, capital goods are usually replaced before they depreciate completely. But when recession strikes, firms patch up their old equipment and make do. As a result, investment in capital goods declines sharply. Firms that have excess plant capacity may not even bother to replace all the capital that is depreciating. For them, net investment may be negative.

The pattern is much the same for consumer durables such as automobiles and major appliances. When recession occurs and households must trim their budgets, purchases of these goods are often deferred. Families repair their old cars and appliances rather than buy new ones, and the firms producing these products suffer. (Of course, producers of capital goods and consumer durables also benefit most from expansions.)

In contrast, *service* industries and industries that produce *nondurable consumer goods* are somewhat insulated from the most severe effects of recession. People find it difficult to cut back on needed medical and legal services, for example.

And a recession actually helps some service firms, such as pawnbrokers and law firms that specialize in bankruptcies. Nor are the purchases of many nondurable goods such as food and clothing easy to postpone. The quantity and quality of purchases of nondurables will decline, but not so much as will purchases of capital goods and consumer durables.

**Ex.10. Make a presentation of the topic “Economic cycles”.**

## WRITING

**Ex.11. Write a plan for a summary of Text A. Start with**

4. The cyclic character of the economic growth.
5. \_\_\_\_\_
6. \_\_\_\_\_

**Ex.12. Write a brief summary (25-30 sentences) of Text A.**

### *TEXT B: ECONOMIC GROWTH*

**Ex.13. Return to Question 4 in Lead-in. How did you answer it? Compare your answer with the following explanation.**

Any economic crisis, being a calamity for the economy of a country and its population, inevitably leads to the development of new technologies, higher productivity, changes in the patterns of demand, updating of the fiscal policy of the government, etc. Eventually, economic fluctuations, and a crisis as their severest phase, are one of conditions of renewal and growth.

**Ex. 14. Read the following article (abridged) by Geoff Riley, formerly Head of Economics at Eton College and co-Founder of Tutor2u (<http://www.tutor2u.net>). Choose the best sentence A-F to fill each of the gaps 1-6. Do not use any letter more than once. There is an example at the beginning.**

What is meant by economic growth?

Economic growth is a long-term expansion of a country's productive potential. Short term growth is measured by the annual % change in real national output. 0) \_\_\_\_\_ . Long term growth is shown by the increase in trend or potential GDP and this is illustrated by an outward shift in a country's long run aggregate supply curve (LRAS). Every country is different, and each factor will vary in importance for a country at a given point in time. Remember too that in our increasingly inter-connected globalising world, economic growth does not happen in isolation. 1) \_\_\_\_\_ .

Key drivers of growth are:

- growth in physical capital stock leading to a rise in capital per employee;
- growth in the size of the active labour force;
- growth in the quality of labour (human capital);
- technological progress and innovation driving productivity improvements, i.e. higher GDP per hour worked;
- institutions including maintaining the rule of law, stable democracy, macroeconomic stability.

Advantages of economic growth

1. Higher living standards – 2) \_\_\_\_\_ .
2. Employment effects. Growth stimulates more jobs to help new people as they enter the labour market.
3. Fiscal dividend. Sustained GDP growth boosts tax revenues and provides the government with extra money to improve public services such as education and healthcare. 3) \_\_\_\_\_ .

4. Investment - the accelerator effect. Rising demand and output encourages investment. This sustains growth by increasing long run aggregate supply.

5. Consumer and business confidence. Growth has a positive impact on business profits and confidence. 4) \_\_\_\_\_ .

6. Growth can also help 5) \_\_\_\_\_, resulting in more efficient production processes to reduce costs. Ethical consumerism and corporate social responsibility has become important in recent years.

#### Disadvantages of economic growth

There are economic and social costs of a fast-expanding economy.

1. Inflation risk: 5) \_\_\_\_\_. Many fast growing developing countries have seen high rates of inflation in recent years (a good example is India).

2. Working hours. Sometimes there are fears that a fast-growing economy places increasing demands on the hours that people work and 6) \_\_\_\_\_.

3. Structural change. Although a growing economy will be creating more jobs, it also leads to structural changes in the pattern of jobs. Some industries will be in decline whilst others will be expanding. Structural unemployment can rise even though it appears that a country is growing. The labour force needs to be occupationally mobile.

4. Environmental concerns. Growth that leads to environmental damage may lower the sustainable rate of growth. Examples include the destruction of rain forests through deforestation, the over-exploitation of fish stocks and loss of natural habitat and bio-diversity 7) \_\_\_\_\_.

*0 This is mainly driven by the level of aggregate demand (C+I+G+X-M) but is also affected by shifts in short-run aggregate supply curve (SRAS).*

A i.e. an increase in real income per head of population.

B A stronger economy will help to persuade consumers that the time is right to make major purchases.

C Events in one country and region can have a significant effect on growth prospects in another.

D If demand races ahead of aggregate supply, the scene is set for rising prices.

E It makes it easier for a government to reduce the size of a budget deficit.

F created through the construction of new roads, hotels, retail malls and industrial estates.

G can upset work-life balance.

#### **Ex.15. Answer the following questions.**

1. What is the difference between a short-term economic growth and a long-term economic growth?

2. What physical capital and human capital determine economic growth?

3. What helps a government to reduce the size of a budget deficit?

4. In which way does growth have a positive impact on business confidence?

5. How can you explain ethical consumerism and corporate social responsibility?

6. Why are working hours mentioned as a disadvantage of economic growth?

7. Give examples of environmental concerns caused by economic growth.

### TEXT C: STUDY: ... INEQUALITY KILLS ECONOMIC GROWTH

**Read an article by Josh Harkinson, a reporter from *Mother Jones* (a nonprofit news organization that specializes in investigative, political, and social justice), and do the tasks that follow.**

(1) Corporate chieftains often claim that fixing the US economy requires signing new free trade deals, lowering government debt, and attracting lots of foreign investment. But a major new study has found that those things matter less than an economic driver that CEOs hate talking about: equality.

(2) "Countries where income was more equally distributed tended to have longer growth spells," says economist Andrew Berg, whose study appears in the current issue of *Finance & Development*, the quarterly magazine of the International Monetary Fund. Comparing six major economic variables across the world's economies, Berg found that equality of incomes was the most important factor in preventing a major downturn.

(3) In their study, Berg and coauthor Jonathan Ostry were less interested in looking at how to spark economic growth than how to sustain it. "Getting growth going is not that difficult; it's keeping it going that is hard," Berg explains. For example, the bailouts and stimulus pulled the US economy out of recession but haven't been enough to fuel a steady recovery. Berg's research suggests that sky-high income inequality in the United States could be partly to blame.

(4) So how important is equality? According to the study, making an economy's income distribution 10 percent more equitable prolongs its typical growth spell by 50 percent. In one case study, Berg looked at Latin America, which is historically much more economically stratified than emerging Asia and also has shorter periods of growth. He found that closing half of the inequality gap between Latin America and Asia would more than double the expected length of Latin America's growth spells. Increasing income inequality has the opposite effect: "We find that more inequality lowers growth," Berg says. Berg and Ostry aren't the first economists to suggest that income inequality can torpedo the economy. Marriner Eccles, the Depression-era chairman of the Federal Reserve (and an architect of the New Deal), blamed the Great Crash on the nation's wealth gap. "A giant suction pump had by 1929-1930 drawn into a few hands an increasing portion of currently produced wealth," Eccles recalled in his memoirs. "In consequence, as in a poker game where the chips were concentrated in fewer and fewer hands, the other fellows could stay in the game only by borrowing. When the credit ran out, the game stopped."

(5) Many economists believe a similar process has unfolded over the past decade. Median wages grew too little over the past 30 years to drive the kind of spending necessary to sustain the consumer economy. Instead, increasingly exotic forms of credit filled the gap, as the wealthy offered the middle class alluring credit card deals and variable-interest subprime loans. This allowed rich investors to keep making money and everyone else to feel like they were keeping up—until the whole system imploded.

(6) Income inequality has other economic downsides. Research suggests that unequal societies have a harder time getting their citizens to support government spending because they believe that it will only benefit elites. A population where many lack access to health care, education, and bank loans can't contribute as much to the economy. And, of course,



income inequality goes hand-in-hand with crippling political instability, as we've seen during the Arab Spring in Tunisia, Egypt, and Libya.

(7) History shows that "sustainable reforms are only possible when the benefits are widely shared," Berg says. "We hope that we don't have to relearn that the hard way."

**Task 1.** What equality/inequality does the author refer to as the most important factor in economic growth? (para.2)

**Task 2.** According to the study by economists Berg and Ostry, why is sustaining economic growth more difficult than getting it? (para.3)

**Task 3.** If a society is economically stratified (para.4), is it

a) underdeveloped;

b) divided into classes;

c) highly developed?

**Task 4.** Explain the example of a poker game in para.4.

**Task 5.** Why, according to the research, citizens in unequal societies support their governments less enthusiastically? (para.6)

## UNIT 5. GLOBAL ECONOMY AND INTERNATIONAL TRADE

**TEXT A:** Globalization

**TEXT B:** International Trade

**TEXT C:** PROTECTION VS. FREE TRADE

**BUSINESS CORRESPONDENCE:** Complaints. Replies to complains

**GRAMMAR:** Verbals. Infinitive and gerund

"Globalization is a fact of life.

But I believe we have underestimated its fragility."

Kofi Atta Annan (a Ghanaian diplomat, the seventh  
Secretary-General of the United Nations (1997 – 2006)

### LEAD-IN

1. What images spring to mind when you hear the word 'globalization'?
2. How has globalization affected your life? How would your life be different if globalization hadn't happened?
3. Is globalization good for the world?
4. Do you think it's possible to ignore globalization?
5. What has your country contributed to globalization?
6. What will globalization look like fifty years from now? Do you think globalization will make us all the same in the future?

### PRE-TEXT EXERCISES

**Ex.1. Read the words in the groups below. Pay attention to the word stress.**

a) words with the stress on the first syllable:

export (noun), tidal, barrier, inward, vastly, commerce (noun), feature, issue, constitute, exploit (noun), primary,

b) words with the stress on the second syllable:

export (verb), precise, religious, prevailing, investment, technology, proponent, opponent, migration, protection, avoidance, negotiate, renewable, arrangements, exploit (verb), recipient, pollution;

c) polysyllabic words with the main and secondary stress:

globalization, integration, interdependence, international, multinational, specialization, competition, controversial, environmental

### Active Vocabulary

**Key terms:** globalization, economic globalization, integration, interdependence, international trade, investment, proponents and opponents of globalization, multinational corporations, export markets, specialization of production, economies of scale, increased competition, inward investment, labour migration, protection, outsourcing, tax avoidance.

Other words and expressions: commonplace, tidal wave, on a worldwide basis, likewise, outbreak, cross-border trade, vastly, to negotiate, reductions in barriers, arrangements, in particular, controversial issue, standards of living, to claim,

unfettered, at the expense of, resistance to, to take shape, to constitute, pros and cons, increased efficiency, to exploit, recipient countries, primary products, scope for economic growth, environmental costs, renewable resources, pollution, global warming.

### **TEXT A: GLOBALIZATION**

People around the globe are more connected to each other than ever before. Information and money flow more quickly than ever. Goods and services produced in one part of the world are increasingly available in all parts of the world. International travel is more frequent and international communication is commonplace. Globalization is an economic tidal wave that is sweeping over the world.

Globalization - the 'big idea' of the late twentieth century - lacks precise definition. According to Oxford Dictionary of Economics, globalization, in a general sense, is “the increasing worldwide integration of economic, cultural, political, religious, and social systems. Economic globalization is the process by which the whole world becomes a single market. This means that goods and services, capital, and labour are traded on a worldwide basis, and information and the results of research flow readily between countries”. In other words, economic globalization is the process of increasing integration and interdependence of different national economies.

Globalization is not new, though. For thousands of years, people—and, later, corporations—have been buying from and selling to each other in lands at great distances, such as through the famed Silk Road across Central Asia that connected China and Europe during the Middle Ages. Likewise, for centuries, people and corporations have invested in enterprises in other countries. In fact, many of the features of the current wave of globalization are similar to those prevailing before the outbreak of the First World War in 1914.

But policy and technological developments of the past few decades have increased cross-border trade, investment, and migration so large that many observers believe the world has entered a qualitatively new phase in its economic development.

In the years since the Second World War many governments have adopted free-market economic systems, vastly increasing their own productive potential and creating new opportunities for international trade and investment. Governments also have negotiated dramatic reductions in barriers to commerce and have established international agreements to promote trade in goods, services, and investment. Taking advantage of new opportunities in foreign markets, corporations have built foreign factories and established production and marketing arrangements with foreign partners. A defining feature of globalization, therefore, is an international industrial and financial business structure.

Technology has been the other principal driver of globalization. Advances in information technology, in particular, have dramatically transformed economic life.

Globalization is a complex and controversial issue. Proponents of globalization argue that it allows poor countries and their citizens to develop economically and raise their standards of living, while opponents of globalization claim that the creation of an unfettered international free market has benefited multinational corporations in the Western world at the expense of local enterprises, local cultures, and common people. Resistance to globalization has therefore taken shape both at a popular and at a

governmental level as people and governments try to manage the flow of capital, labor, goods, and ideas that constitute the current wave of globalization.

But before drawing any conclusions, let's consider some of the general pros and cons of globalization.

The benefits of globalization.

1. Consumers will have a wider choice of goods, and prices are likely to be lower.
2. Globalization gives bigger export markets for domestic manufacturers
3. Globalization enables increased specialization of production. This specialization enables firms to benefit from economies of scale. This leads to lower average costs and increased efficiency.
4. Globalization causes increased competition between different firms and countries. This puts pressure on firms to be increasingly efficient and offer better products for consumers.
5. Increased inward investment. The process of globalization has encouraged firms to invest in other countries. This inward investment benefits developing countries because it creates employment, growth and foreign exchange. Some foreign companies are criticized for exploiting cheap labour. But often the wages are higher than otherwise.
6. Increased labour migration gives advantages to both workers and recipient countries. If a country experiences high unemployment, there are increased opportunities to look for work elsewhere.

Problems of globalization

1. If a developing country wishes to develop a new manufacturing industry, it may face higher costs than advanced industries in the west, who will benefit from years of experience and economies of scale. To develop an industry it may be necessary to have protection from cheap imports; this gives the firm chance to develop and gain economies of scale.
2. Globalization keeps developing countries producing primary products. Developing countries may have a comparative advantage in primary products, however, this offers little scope for economic growth. Primary products have a low income elasticity of demand. Therefore, with economic growth demand for products increases only slowly.
3. Environmental costs. One problem of globalization is that it has increased the use of non renewable resources. It has also contributed to increased pollution and global warming. Firms can also outsource production to where environmental standards are less strict.
4. Multinational companies may be able to force out local retailers, leading to less choice for consumers and less cultural diversity.
5. Movement of labour. Globalization enables workers to move easily around. However, this may cause the highest skilled workers of developing countries to leave for better paid jobs in developed countries.
6. Tax competition and tax avoidance. Multinational companies like Amazon and Google, can set up offices in countries like Bermuda and Luxembourg with very low rates of corporation tax and then funnel their profits through these subsidiaries. This means they pay very little tax in the countries where they do most of their business.

### **VOCABULARY FOCUS**

**Ex.1. Find the English equivalents in the text.**

світова інтеграція, взаємозалежність національних економік, інвестування в підприємства в інших країнах, розвиток технологій, міжнародна торгівля та інвестиції, нова стадія (фаза) економічного розвитку, виробничий потенціал, прихильники глобалізації, підвищувати стандарти життя, багатонаціональна (транснаціональна) компанія, спірне питання, робити висновки, спеціалізація виробництва, вхідні інвестиції, міграція робочої сили, країна-отримувач, економія (ефект) від масштабу, еластичність попиту, екологічні витрати, культурне розмаїття.

**Ex.2. Give Ukrainian equivalents for the following words and phrases.**

tidal wave, precise definition, worldwide integration, likewise, to invest in enterprises, outbreak, increased cross-border trade, qualitatively, productive potential, reductions in barriers, defining feature of globalization, controversial issue, proponents and opponents of globalization, at the expense of, resistance to globalization, pros and cons, average costs, increased efficiency, to put pressure on, inward investment, to exploit cheap labour, labour migration, economies of scale, protection from cheap imports, primary products, little scope for economic growth, elasticity of demand, environmental costs, non renewable resources, pollution and global warming.

**Ex.3. Match the terms in italics with the definitions that follow. There are more terms than definitions.**

economic globalization, integration, international trade, proponent, multinational corporations (MNC), specialization of production, economies of scale, inward investment, labour migration, outsourcing, tax avoidance, pollution, global warming.

1. The presence in or introduction into the environment of a substance which has harmful or poisonous effects.
2. The movement of people from one country to another for the purpose of employment.
3. The integration of national economies into the international economy through trade, foreign direct investment, capital flows, migration, and the spread of technology.
4. A corporation that operates in two or more countries. It has headquarters in one country and offices or plants in other countries, either developing or developed.
5. A practice used by different companies to reduce costs by transferring portions of work to outside suppliers rather than completing it internally.
6. A person who advocates a theory, proposal, or course of action
7. The act of combining or adding parts to make a unified whole
8. The exchange of capital, goods, and services across international borders or territories.
9. The use of legal methods to pay the smallest possible amount of tax.
10. Reductions in the average cost of production, and hence in the unit costs, when output is increased.
11. Investment made within a country from outside

12. A method of production where a business or area focuses on the production of a limited scope of products or services in order to gain greater degrees of productive efficiency within the entire system of businesses or areas.
13. The gradual rise in the earth's temperature caused by high levels of carbon dioxide and other gases in the atmosphere.

**Ex.4. Fill in the gaps with appropriate prepositions or adverbs.**

1. Many governments have adopted free-market economic systems, \_\_\_\_\_ increasing their own productive potential and creating new opportunities \_\_\_ international trade and investment.
2. Ford has been gaining market share this year \_\_\_\_\_the expense of GM and some Japanese car manufacturers.
3. The Immigration and Nationality Law Committee is concerned \_\_\_all aspects of immigration and nationality law \_\_\_\_\_a worldwide basis, including business-related immigration, family reunion policies, refugees and compassionate cases.
4. Natural gas, \_\_\_\_\_particular, has increased \_\_\_\_\_ price during the past year.
5. Undeniably, much of the resistance \_\_\_\_\_globalization today cannot be understood apart \_\_\_\_\_its use of the new technologies associated \_\_\_\_\_the Internet.
6. The only way they can bring about political change is by putting pressure \_\_\_\_\_the country.
7. Both sides have benefited \_\_\_\_\_the talks.
8. A university degree may give one an advantage \_\_\_\_\_getting a job.
9. The government's policies of divide and rule have only contributed \_\_\_\_\_the volatility of the region.
10. This will force \_\_\_\_\_the good people from the industry and leave the useless incompetents.

**Ex.5. Choose the appropriate word or phrase to complete the following sentences.**

Economic globalization , investment, standards of living, economies of scale, multinational corporation, international trade, corporation tax, outsourcing, comparative advantage, globalization

1. Although there is no one precise definition, the term \_\_\_\_\_ usually refers to the increased flow of trade, people, investment, technology, culture and ideas among countries.
2. To benefit from trade, countries specialize in producing products where they have a \_\_\_\_\_.
3. \_\_\_\_\_ provides consumers with a wider variety of goods and services.
4. Investment in factories, machinery, new technology, and the health, education, and training of people can raise future \_\_\_\_\_.
5. \_\_\_\_\_ across international borders, sometimes called offshoring, occurs when a firm tries to reduce costs by locating production facilities in other countries and hiring cheaper foreign workers.

6. \_\_\_\_\_ means that goods and services, capital, and labour are traded on a worldwide basis, and information and the results of research flow readily between countries.
7. \_\_\_\_\_ is an enterprise operating in several countries but managed from one (home) country.
8. Specialization of production enables firms to benefit from \_\_\_\_\_.
9. Multinational companies, can set up offices in countries with very low rates of \_\_\_\_\_ and then funnel their profits through these subsidiaries.
10. He hoped this strategy would attract foreign \_\_\_\_\_ by multinationals.

**Ex. 6. Complete the following sentences.**

1. Economic globalization is the process of .....
2. Policy and technological developments of the past few decades have increased cross-border trade, investment, and migration so large .....
3. A defining feature of globalization, therefore is.....
4. Proponents of globalization argue .....
5. Opponents of globalization claim.....
6. Inward investment benefits developing countries because .....
- 7 Resistance to globalization has therefore taken shape both at a popular and at a governmental level .....
8. Firms can also outsource production to .....

**Ex.7. Combine two parts logically to make complete sentences.**

1	Economic globalization is the process by which the whole world	a	have built foreign factories and established production and marketing arrangements with foreign partners
2	Technology has been the other principal driver of globalization	b	controversial issue
3	Taking advantage of new opportunities in foreign markets, corporations	c	it has increased the use of non renewable resources
4	Globalization gives bigger export markets	d	higher costs than advanced industries in the west, who will benefit from years of experience and economies of scale.
5	If a developing country wishes to develop a new manufacturing industry, it may face	e	principal driver of globalization
6	One problem of globalization is that it has increased the use of non renewable resources	f	for domestic manufacturers
7	Multinational companies may be able to force out local retailers,	g	becomes a single market
8	Globalization may cause the	h	leading to less choice for consumers and

	highest skilled workers of developing countries to leave .		less cultural diversity
9	Globalization is a complex and	i	for better paid jobs in developed countries

### Ex. 8. Translate into English.

1. Глобалізація це процес взаємодії та інтеграції людей, компаній, урядів різних країн, процес, на який впливає міжнародна торгівля, інвестиції, та інформаційні технології.
2. Цей процес впливає на навколишнє середовище, культуру, політичні системи, економічний розвиток та процвітання, а також благополуччя людей в усьому світі.
3. Однак, глобалізація не нова. Протягом тисячоліть люди, а потім і корпорації вели торгівлю один з одним у далеких регіонах, наприклад, через відомій Шовковий шлях у Центральній Азії, який зв'язував Китай і Європу в період Середньовіччя.
4. Крім того, протягом століть люди і корпорації інвестували у підприємства інших країн.
5. Насправді, більшість особливостей теперішньої хвилі глобалізації аналогічні тим, що існували до початку Першої світової війни 1914 року.
6. Політичні і технологічні розробки протягом останніх десятиліть збільшили міжнародну торгівлю, інвестиції і міграцію настільки, що більшість спостерігачів вважають, що світ вступив у якісно новий етап свого економічного розвитку.
7. Після другої світової війни уряди багатьох країн запровадили ринкову економічну систему, що значно підвищує їх власний виробничий потенціал і створює нові можливості для міжнародної торгівлі та інвестицій.
8. Держави також уклали міжнародні угоди для покращення торгівлі товарами, послугами та інвестиціями.
9. Skorиставшись новими можливостями на зовнішніх ринках, корпорації побудували нові заводи, налагодили механізми виробництва та збуту з зарубіжними партнерами.
10. Таким чином, характерною рисою глобалізації є міжнародні промислові та фінансові бізнес- структури.
11. Технологія була ще однією рушійною силою глобалізації. Досягнення в галузі інформаційних технологій різко змінили економічне життя.
12. Прихильники глобалізації стверджують, що вона дозволяє бідним країнам та їх громадянам економічно розвиватися, а також підвищити свій рівень життя.

## LANGUAGE SKILLS

### Ex.9. Answer the following questions. Refer to the text if needed.

1. What is globalization?
2. How new is globalization?
3. What has led to increased globalization?
4. What are some positive effects of globalization?
5. What are the benefits of globalization for the average person?
6. What are some negative effects of globalization?
7. What are the drawbacks of globalization for the average person?
8. What are some effects of multinational businesses?



9. How are globalization and migration related?
10. What are some of the issues involved with outsourcing jobs?
11. What is the future of globalization?
12. What do you think of globalization?
13. What concept do you think will come after globalization?

**Ex.10. Make a presentation of the topic “Globalization”.**

### WRITING

**Ex.11. Write a plan for a summary of Text A.**

**Ex.12. Write a brief summary (25-30 sentences) of Text A.**

**Ex.13. Write an essay (100 – 150 words) about:**

- globalization
- the pros and cons of globalization

### DISCUSSION POINTS

**Ex.14. Answer the following questions.**

- Do you think it would be a good idea if people could live and work in any country they liked without restriction? What impact would such a change have?
- How would you react if a multinational company employing several hundred people in your area announced they were moving to another country where production costs were lower?
- How would you react if a multinational company employing several hundred people announced they were moving to your country because production costs were lower?
- One frequently-quoted example of globalisation is McDonalds. Some people say that McDonalds restaurants are a bad thing because they mean that everybody will eat the same food; others say that they are a good thing because you are always able to eat something you recognise, know and like. What is your opinion?
- Consider, cities around the world are becoming increasingly more homogenous (think McDonald's, KFC, Coke, sushi, pizza, kebab, Tesco, Hollywood films, CNN, MTV, clubs, shopping malls, etc.) while simultaneously offering inhabitants greater choice and opportunities than they had before globalization. What opportunities have appeared in your region due to globalization?

**Ex.15. Explain the following quotes.**

1. “It has been said that arguing against globalization is like arguing against the laws of gravity.” (Kofi Annan)
2. “Globalization is a fact of life. But I believe we have underestimated its fragility.” (Kofi Annan)
3. “Globalization, as defined by rich people like us, is a very nice thing... you are talking about the Internet, you are talking about cell phones, you are talking about computers. This doesn't affect two-thirds of the people of the world.” (Jimmy Carter)

4. “Our task is not to make societies safe for globalization, but to make the global system safe for decent societies.”

### **TEXT B: International Trade**

#### **Ex.16. Scan the text below and give headlines to each paragraph.**

International trade is an ancient concept that remains controversial in the 21st century. International Trade is usually referred to the exchange of goods, and services across international borders or territories. In most countries, it represents a significant share of gross domestic product (GDP). This type of trade gives rise to a world economy, in which prices, or supply and demand, affect and are affected by global events.

Trading globally gives consumers and countries the opportunity to be exposed to goods and services not available in their own countries. When goods are moved from one country to another they have two special names. Goods coming into a country are called imports. Goods going out of a country are called exports. Sometimes a country imports more goods from another country than it exports to that country. This is called having a trade deficit. Imports and exports are accounted for in a country's current account in the balance of payments.

Global trade allows wealthy countries to use their resources - whether labor, technology or capital - more efficiently. Because countries are endowed with different assets and natural resources (land, labor, capital and technology), some countries may produce the same good more efficiently and therefore sell it more cheaply than other countries. If a country cannot efficiently produce an item, it can obtain the item by trading with another country that can. This is known as specialization in international trade.

Let's take a simple example. Country A and Country B both produce cotton sweaters and wine. Country A produces 10 sweaters and six bottles of wine a year while Country B produces six sweaters and 10 bottles of wine a year. Both can produce a total of 16 units. Country A, however, takes three hours to produce the 10 sweaters and two hours to produce the six bottles of wine (total of five hours). Country B, on the other hand, takes one hour to produce 10 sweaters and three hours to produce six bottles of wine (total of four hours).

But these two countries realize that they could produce more by focusing on those products with which they have a comparative advantage. Country A then begins to produce only wine and Country B produces only cotton sweaters. Each country can now create a specialized output of 20 units per year and trade equal proportions of both products. As such, each country now has access to 20 units of both products.

We can see then that for both countries, the opportunity cost of producing both products is greater than the cost of specializing. More specifically, for each country, the opportunity cost of producing 16 units of both sweaters and wine is 20 units of both products (after trading). Specialization reduces their opportunity cost and therefore maximizes their efficiency in acquiring the goods they need. With the greater supply, the price of each product would decrease, thus giving an advantage to the end consumer as well.

Note that, in the example above, Country B could produce both wine and cotton more efficiently than Country A (less time). This is called an absolute advantage, and Country B may have it because of a higher level of technology. However, according to the

international trade theory, even if a country has an absolute advantage over another, it can still benefit from specialization.

International trade not only results in increased efficiency but also allows countries to participate in a global economy, encouraging the opportunity of foreign direct investment (FDI), which is the amount of money that individuals invest into foreign companies and other assets. In theory, economies can therefore grow more efficiently and can more easily become competitive economic participants.

For the receiving government, FDI is a means by which foreign currency and expertise can enter the country. These raise employment levels, and, theoretically, lead to a growth in the gross domestic product. For the investor, FDI offers company expansion and growth, which means higher revenues.

As with other theories, there are opposing views. International trade has two contrasting views regarding the level of control placed on trade: free trade and protectionism. Free trade is the simpler of the two theories: a laissez-faire approach, with no restrictions on trade. The main idea is that supply and demand factors, operating on a global scale, will ensure that production happens efficiently. Therefore, nothing needs to be done to protect or promote trade and growth, because market forces will do so automatically.

In contrast, protectionism holds that regulation of international trade is important to ensure that markets function properly. Advocates of this theory believe that market inefficiencies may hamper the benefits of international trade and they aim to guide the market accordingly. Protectionism exists in many different forms, but the most common are tariffs, subsidies and quotas. These strategies attempt to correct any inefficiency in the international market.

As it opens up the opportunity for specialization and therefore more efficient use of resources, international trade has the potential to maximize a country's capacity to produce and acquire goods. Opponents of global free trade have argued, however, that international trade still allows for inefficiencies that leave developing nations compromised. What is certain is that the global economy is in a state of continual change, and, as it develops, so too must all of its participants.

**Ex.17. Read the text again and decide whether the following statements are true (T) or false (F). Correct the false statements.**

1. International trade is an invention of the last century.
2. Trading of goods, services, and labor across borders can have many pitfalls, but can also result in many benefits for all involved.
3. Trade deficit is the amount by which the value of a country's exports exceeds the cost of its imports.
4. International trade enables countries to produce everything by themselves.
5. Comparative advantage, not absolute advantage, indicates which good a nation should export or import.
6. Countries can produce more by focusing on those products with which they have a comparative advantage.
7. International trade leads to an inequality of the prices of internationally traded goods and productive factors in all the trading regions of the world.

8. Even if a country has an absolute advantage over another, it can still benefit from specialization.

9. A tariff is a tax on imported goods, while a quota is a limit on the amount of goods that may be imported. These measures are protectionist as they raise the price of imported goods to protect domestically produced goods.

**Ex.18. Match the words on the left with the definitions on the right.**

1	balance of payment (BOP)	a	the amount of money that a company actually receives during a specific period, including discounts and deductions for returned merchandise
2	specialization	b	an investment made by a company or entity based in one country, into a company or entity based in another country
3	comparative advantage	c	the ability of a country, individual, company or region to produce a good or service at a lower cost per unit than the cost at which any other entity produces that good or service
4	opportunity cost	d	the ability of a firm or individual to produce goods and/or services at a lower opportunity cost than other firms or individuals.
5	absolute advantage	e	the method countries use to monitor all international monetary transactions at a specific period of time
6	foreign direct investment (FDI)	f	a tax imposed on imported goods and services
7	gross domestic product (GDP)	g	a method of production where a business or area focuses on the production of a limited scope of products or services in order to gain greater degrees of productive efficiency
8	free trade	h	the cost of an alternative that must be forgone in order to pursue a certain action. Put another way, the benefits you could have received by taking an alternative action
9	revenue	i	the monetary value of all the finished goods and services produced within a country in a given period of time (usually a calendar year)
10	protectionism	j	the flow of goods and services across national frontiers without the interference of laws, tariffs, quotas, or other restrictions
11	laissez-faire	k	a benefit given by the government to groups or individuals usually in the form of a cash payment or tax reduction
12	tariff	l	a government-imposed trade restriction that

			limits the number, or in certain cases the value, of goods and services that can be imported or exported during a particular time period
13	subsidy	m	the theory or practice of shielding a country's domestic industries from foreign competition by taxing imports
14	quota	n	an economic theory from the 18th century that is strongly opposed to any government intervention in business affairs

**Ex.19. Answer the following questions.**

1. What is international trade?
2. Why do countries trade?
3. Why do some countries produce the same good more efficiently than other countries?
4. What is understood under the term “export”? What is import?
5. What is meant by “absolute advantage”?
6. In which way do foreign direct investments have a positive impact on country’s economy?
7. What is the purpose of protectionism?
8. Do you think protectionism would help, in the long run, if we don’t implement pro-growth reforms?

**Ex.20. Discuss the following questions with other students of your group.**

- Do you think it would be a good idea if all barriers to trade were removed from the world and people could freely export and import without customs duties or any other problems? What impact would such a change have?
- "Protectionism" refers to the practice of putting up trade barriers such as import duties so as to reduce or prevent the importation of goods from poorer countries and protect higher cost industries in more developed nations. What do you think of the morality of excluding goods from poor or developing countries?
- Do you think imported goods are better quality than locally-produced ones? Why/why not?

**TEXT C: PROTECTION VS. FREE TRADE**

**Ex.21. Read the text and do the tasks that follow.**

Everybody would agree today that countries can hardly survive without trade, and that even if they could live in autarky they would suffer much from it. Hence, trade as such is not a policy issue. The important question is how much trade? The relevant debate is whether there should be more, less or no protection.

The case for protection

Protection can be advocated for purely economic reasons or on other grounds such as equity considerations, national security objectives, the defence of vulnerable groups, to avoid risks rated as unacceptable, and to defend certain interest groups because of political calculation.

### Economic arguments

Among the economic arguments for protection the most influential one is that of the infant industry. Protection is justified as a temporary measure while a nascent industry develops and comes to the stage where it will be ready to face international competition. Protection is also advocated when markets relevant to the activity in question either do not exist or do not function well. Protecting the industry may allow it to operate under these conditions of market failure. Thus, for instance, lack or inadequate working of financial markets in a country may prevent an industry from raising the financial resources needed to modernize and withstand international competition. Protection may enable the industry to make the extra profits required to finance its expansion and technical improvement plans.

There is a related but separate argument in favour of protecting industries which generate positive externalities and spillover effects for other groups. An argument of this nature is used to advocate continued protection to European farmers under the CAP (Common Agricultural Policy). It is claimed that agriculture is a multifunctional activity whose contribution is not just food production but also environmental protection, land stewardship, and preservation of the landscape and lifestyle of the countryside.

Another economic argument is that known as optimum tariff theory. In the case of importing and exporting countries sufficiently large to affect the world price of the particular commodity, a tariff on imports (or a tax on exports) may serve to improve the terms of trade in favour of the country. This is because by restricting imports the tariff will weaken world demand putting a downward pressure on the price of the imported commodity. Similarly, by restricting exports the export tax will weaken world supply putting an upward pressure on the price of the exported commodity. Of course, gains from protection obtained by a country in this way are at the expense of its trading partners.

A type of protection often applied in practice, known as contingent protection, seeks to counteract "unfair" trading practices, in particular the type of competition that results from export subsidies or from dumping. Protection is advocated because the price at which the commodity enters the country reflects distortionary practices on the exporter's side. Hence, it is not a price that the domestic industry should be expected to match.

### Non-economic reasons

Social and political reasons for protection are often stronger than purely economic arguments. In essence, protection seeks to avoid the negative impact of import competition on the incomes of domestic factor owners.

Sheer political pressure from powerful industrial or labour groups that stand to lose from free trade is also a common reason for protection.

Producing with the help of protection a more diversified collection of products than would be the case with free trade specialization may also bring wider social and political advantages such as improving national defence. This is an argument typically used for the protection of military and other so-called "strategic" industries.

### The case against protection

Many of the arguments against protection are also used in defence of trade in general. The main arguments for free trade or, equivalently, the main arguments against protection are four: that protection promotes inefficiency, that it encourages rent-seeking behaviour, that it always implies a net welfare loss, and that there are usually more direct and efficient

non-trade measures to achieve the desired objective.

The first argument stresses that by isolating domestic producers, at least in part, from the pressures of international competition, protection permits inefficient industries to perpetuate themselves at the expense of domestic consumers and of the soundness of the growth process.

It is also argued that protectionist measures are usually granted by political decision-makers to production sectors on a rather ad hoc and frequently clientelistic way. This gives rise to situations where entrepreneurs and owners of productive factors in general focus their energies in lobbying decision-makers to obtain administrative concessions which would benefit them - referred to as rent-seeking behaviour.

Another argument against protection is that it makes society as a whole poorer in overall terms. Although producers benefit from protection, and the government benefits from the additional tariff revenue, their gains are more than counterbalanced by the higher prices consumers must pay for the protected commodity. If protection takes place through subsidies to producers or to inputs, then it will be the taxpayers that will lose out.

Of course, any cost to society must be weighed against the benefits which are sought from the protectionist policy. But it is usually the case that there are more direct and more efficient measures to address the market deficiencies which lie behind protectionist measures.

The prevalent consensus

For these reasons, with differences of emphasis, the consensus nowadays among policy-makers around the world is that trade is advantageous and that the growth of international exchanges should be encouraged. The road to increased trade is through progressive reductions in the level of protection. This should be achieved by means of negotiations and reciprocal concessions.

**Task 1. What economic arguments do the advocates of protectionism offer?**

**Task 2. Since exports and investment have a great effect on economic growth, why would a government want to protect its nation by imposing barriers to trade?**

**Task 3. "Free trade is good for some but bad for others" Discuss this statement. Also explain whether free trade is a good or bad idea overall.**

**Task 4. "Protection will raise the real income of the scarce factor of production within an economy." Discuss this statement.**

**Task 5. Discuss the view that protectionism in the form of tariffs on particular goods helps certain industries but harms the rest of society. Can you imagine an example of a protectionist policy that could increase the welfare of society as a whole?**

**ЧАСТИНА 3.  
МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З ОРГАНІЗАЦІЇ САМОСТІЙНОЇ РОБОТИ  
СТУДЕНТІВ**

**PART 3.  
STUDENTS' SELF-DIRECTED ACTIVITY ORGANIZATION GUIDE**



## PASSIVE VOICE

### Утворення і особливості вживання пасивного стану

### The Passive Voice

to be (у потрібній формі) + Past Participle			
Tense		Active Voice	Passive Voice
<b>Simple</b>	<b>Present</b>	<i>He writes a new play every time the theatre asks for it.</i>	<i>A new play <b>is written</b> by him every time the theatre asks for it.</i>
	<b>Past</b>	<i>He wrote a new play last month.</i>	<i>A new play <b>was written</b> by him last month.</i>
	<b>Future</b>	<i>He will write a new play some day.</i>	<i>A new play <b>will be written</b> by him some day.</i>
<b>Continuous</b>	<b>Present</b>	<i>He is writing a new play now.</i>	<i>A new play <b>is being written</b> by him now.</i>
	<b>Past</b>	<i>He was writing a new play when we came to see him.</i>	<i>A new play <b>was being written</b> by him when we came to see him.</i>
	<b>Future</b>	<i>He will be writing a new play on holiday.</i>	<b>Не вживається</b>
<b>Perfect</b>	<b>Present</b>	<i>He has just written a new play.</i>	<i>A new play <b>has just been written</b> by him.</i>
	<b>Past</b>	<i>He had written a new play by then.</i>	<i>A new play <b>had been written</b> by him by then.</i>
	<b>Future</b>	<i>He will have written a new play by the end of the year.</i>	<i>A new play <b>will have been written</b> by him by the end of the year.</i>
<b>Perfect Continuous</b>	<b>Present</b>	<i>He has been writing a new play since last Monday.</i>	<b>Не вживається</b>
	<b>Past</b>	<i>He had been writing a new play for a month when he fell ill.</i>	<b>Не вживається</b>
	<b>Future</b>	<i>He will have been writing a new play for 15 years by 2015.</i>	<b>Не вживається</b>
<b>Особливості вживання</b>			
Підмет пасивного стану може ставати як прямим, так і непрямим додатком.		Serge gave me a pen. — <b>A pen</b> was given to me by Serg. (прямий додаток). <b>I</b> was given a pen by Serg. (непрямий додаток)	
В пасивному стані не вживаються дієслова становища <b>appear, belong, consist, cost, depend, exist, detest, have, lack, fit, owe, matter, doubt</b> і т.п.		The work of the whole group <b>depends</b> on him. Strange ideas <b>exist</b> in her mind. He <b>was lacking</b> in common sense.	
В пасивному стані не вживаються дієслова з пасивним значенням <b>sell, wash, wear, read, bake, clean, reprint</b> і т. п.		This wine <b>is selling</b> quickly. These clothes <b>wash</b> well. Her novel <b>is reprinting</b> already.	
Дієслова, які потребують прийменникової конструкції, в пасивному стані прийменник зберігають.		They laughed <b>at</b> him. — He was laughed <b>at</b> . I can depend <b>on</b> her. — She can be depended <b>on</b> . We'll look <b>into</b> this matter soon. — This matter will be looked <b>into</b> soon.	

**Ex.1. Decide whether the sentences are written in Active or Passive.**

1. They often listen to music.
2. She is reading the newspaper now.
3. These cars are produced in Japan.
4. Alan teaches Geography.
5. German is spoken in Austria.
6. Lots of houses were destroyed by the earthquake in 1906.
7. Henry Ford invented the assembly line.
8. The bus driver was hurt yesterday.
9. You should open your workbooks.
10. This house has been built by my father.

**Ex.2. Use *by* or *with* to complete the sentences.**

1. The room was tidied up ... my brother.
2. A lot of goods have been bought ... customers.
3. The tree will be cut down ... a saw.
4. This dictionary is often used ... our students.
5. He was hit in the eye ... a snowball.
6. The mixture must be stirred ... a fork.
7. In the future big cities will be blocked ... cars.
8. The car will not be repaired ... William.
9. Was this circle drawn ... a pencil?
10. Could the dog be fed ... you?

**Ex.3. Introduce correct passive forms of the verb in Simple Tenses:**

1. Jam ... (make) from fruit, from strawberries, for example.
2. The results of geography test ... (announce) next Friday.
3. Two people ... (injure) in the accident that I saw last night.
4. ... speaking loudly ... (forbid) in the libraries?
5. I ... (wake) up by some loud screams yesterday morning.
6. That conversation ... (not/finish) until we reach a deal.
7. We ... (warn) against thieves in the place we stayed last summer.
8. All prizes ... (hand) in tomorrow at 4 o'clock.
9. The letter ... (not/post) a week ago, it was earlier.
10. ... your shop ... (close) for a long time? I hope it won't.
11. My flowers ... (not/water) every day. I do it every three days.
12. ... that car ... (produce) in Sweden or Italy? How old was it?
13. My car ... (drive) by a friend of mine tomorrow.
14. Mike and I ... (catch) reading my sister's diary yesterday.
15. I ... (tell) to be quiet at least twice during each lesson. I'm used to it.

**Ex.4. Introduce correct passive forms of the verb in Present and Past Tenses:**

1. He ... (offer) a new job last week.
2. The bridge ... (blow up) yesterday.
3. This novel ... (write) by Hemingway.

4. Flies ... (catch) by spiders.
5. All the trees ... (cut) down yesterday.
6. We ... (tell) to go home now.
7. Their purse ... (steal) yesterday night in the disco.
8. Rain ... (hold) up by fog.
9. He ... (admit) to the University a week ago.
10. Pigs ... (use) to find truffles.
11. The old theatre ... (reopen) last Friday.
12. She ... (ask) about the accident by the police yesterday.
13. Rotten eggs ... (throw) at him last month in Bristol.
14. Mice ... (catch) by cats.
15. I ... (often / ask) for her address.

**Ex.5. Introduce correct passive forms of the verb in Continuous Tenses.**

2. A lot of new supermarkets ... (build) in Warsaw now.
3. The door ... (lock) when I arrived.
4. I'm sure my house ... (watch) at the moment.
5. My trousers ... (mend) at the moment.
6. The cause of the accident ... (investigate) for five months last year.
7. The ship ... (unload) from 3am till 7pm yesterday.
8. Her books ... (not/sell) in many bookshops now.
9. My letter ... (copy) when I entered the office.
10. Spanish ... (learn) by more and more people now.
11. Her novel ... (read) by George now.
12. Our beds ... (make) when we came back to our room.
13. Mary's hair ... (do) by my sister when I entered the room.
14. The car ... (repair) so we have to wait for a while.
15. The quiz contestants ... (inform) about the rules when I switched on TV.
16. The amount of fat ... (reduce) in our diets now.

**Ex.6. Introduce correct passive forms of the verb in Perfect Tenses.**

1. ... you ever ... (rob) in the street? Yes, once.
2. The house ... completely ... (burn) before the fire brigade arrived.
3. Our conversation ... interrupt by phone calls three times so far.
4. Your wages ... (not/pay) by next Tuesday.
5. After all exams ... (pass), we went on holiday.
6. How ... your ideas ... (receive) since you came back to work.
7. Jack's flat ... nicely ... (furnish) before he invite us to visit him.
8. ... your town ... (invade) with so many tourists before? No, it is the first time.
9. The letter ... (open) before Jim came back from work.
10. Not much ... (say) since I joined my friends.
11. All the cash ... (spend) by the end of next week.
12. My street ... (not/sweep) even once since I moved in.
13. Such bad weather ... (not/expect) so we were all angry.
14. Everything we learned ... (forget) by the end of our holiday.

15. That song ... already ... (play) five times! I can't listen to it any more.

**Ex.7. Provide correct forms of modal verbs in the passive.**

1. I'm afraid this task can't ... (do) right now.
2. That book should ... (give) to Kate on her birthday next week.
3. Helen shouldn't ... (criticize) for her work yesterday.
4. Umbrellas must ... (leave) in the cloakroom.
5. John can't ... (see) yesterday as he was home all day.
6. The meeting on Wednesday might still ... (cancel).
7. Sue must ... (tell) the good news because she looks so happy.
8. That milk ought to ... (use) two days ago. Throw it away.
9. It could ... (do) in a different way. Let's try.
10. Your bicycle can ... easily ... (repair). It's not a problem.
11. The dinner should ... (prepare) before I came.
12. I may not ... (forgive) for lying to him at the time.
13. The problem that we had couldn't ... (solve) in any easier way.
14. Your room ought to ... (clean) at last. It's so messy!
15. Ann may ... (recognize) by George at the party yesterday.

**Ex.8. Put into passive.**

1. We ... (observe) when we were going home last night.
2. My parents ... (expect) to come back next Monday.
3. My article ... (comment) on in tomorrow's paper.
4. George felt ill and he ... (examine) by a doctor yesterday.
5. I ... (not/ask) out since last summer.
6. Her work can't ... (continue) right now.
7. I'm afraid the bank ... (close) at the moment.
8. I could ... kill in that accident if I hadn't fastened a seat-belt.
9. The date of the meeting ... (not decide) yet.
10. The delay of our plane ... (announce) when we reached the airport.
11. You ought to ... (instruct) in the use of a computer a long time ago.
12. That sculpture ... (create) by a friend of mine last year.
13. Washing up ... (do) by my sister as I prefer hoovering the flat.
14. Jane shouldn't ... (promise) that car last year.
15. Our journey must ... (plan) carefully before we go.

**Ex.9. Change the sentences below into the correct passive tense.**

1. Someone burgled my house while I was away.  
My house ... while I was away.
2. He started to leave before they had given him the directions.  
He started to leave before he ... directions.
3. I went to the showroom but was informed that they had sold all the houses.  
I went to the showroom but was informed that all the houses ... .

4. They were still building the hotel when we stayed there.  
The hotel ... when we stayed there.
5. They sent my son home from school for being cheeky to the teachers.  
My son ... home from school for being cheeky to the teachers.
6. My doctor prescribed me some medicine for my cough.  
I ... some medicine for my cough.
7. They haven't finished fixing my car yet. They're so slow!  
My car ... yet. They're so slow!
8. I visited my home town last year, only to find that they'd demolished the house I'd grown up in.  
I visited my home town last year, only to find that the house I'd grown up in ...
9. Someone stole my bike while I was in the shop.  
My bike ... while I was in the shop.
10. They've just repaired the bridge in the park.  
The bridge in the park ... .
11. They were always changing the bus timetable. It was really annoying.  
The bus timetable ... .
12. They discharged my brother from hospital yesterday.  
My brother ... from hospital yesterday.
13. My lawyer informed me of the changes to the contract.  
I ... by my lawyer of the changes to the contract.
14. When I arrived at the cinema I found that they had cancelled the film.  
When I arrived at the cinema I found that the film ... .
15. After six weeks the shop still hadn't sent my books.  
After six weeks my books still ... .

**Ex.10. Change these active sentences to passive. Choose if you need the agent or not.**

1. People speak Portuguese in Brazil.
2. The Government is planning a new road near my house.
3. My grandfather built this house in 1943.
4. Picasso was painting Guernica at that time .
5. The cleaner has cleaned the office .
6. He had written three books before 1867.
7. John will tell you later.
8. By this time tomorrow we will have signed the deal.
9. Somebody should do the work.
10. The traffic might have delayed Jimmy.
11. They are building a new stadium near the station.
12. At six o'clock someone was telling a story.
13. Somebody has drunk all the milk!
14. I had cleaned all the windows before the storm.
15. By next year the students will have studied the passive.

**Ex.11. Read the text.****An Unexpected Offer**

Yesterday, a *headhunter* offered me a new job. The headhunter emailed me a message about an opening at startup company. I already had a job that I liked very much. But the offer intrigued me.

The headhunter described the job skills to me. The headhunter told me details about the position. The headhunter promised me a much better salary. I told her that I already had a job. The headhunter suggested keeping an open mind to me.

The headhunter asked me a few questions about my availability. The headhunter gave me an invitation to visit the company offices. The headhunter introduced me to the group that I would work with.

I thought about *the pros and the cons*. I owe money for my house. I have four "mouths" to feed (my family). The higher salary would be useful. The work would be interesting. Today, I accepted and they are hiring me.

availability (n.) – being available, having an opening in one's calendar to do something or schedule an appointment;

headhunter (n.) a person (male or female) who searches for skilled, new employees for a corporation; a personnel recruiter;

intrigue (v.) – interest very much; cause to be curious, fascinated by something new and unusual;

pros and cons (expression) – the good points and the bad points;

recruit (v.) – to actively search for new people to join a group, corporation, or military.

Note that when a person is contacted regarding a new job opportunity, it is customary to keep the communications private. The name of the company and the recruiter is not mentioned. The employee usually says very little while considering the new position so that he or she does not compromise his or her existing job.

**Change sentences so that the focus is on the employee not the personnel recruiter.**

1. Yesterday, a headhunter offered me a new job.
2. The headhunter emailed me a message about an opening at a startup company. The offer intrigued me.
3. The headhunter described the job skills to me.
4. The headhunter told me some details about the position.
5. The headhunter promised me a much better salary.
6. The headhunter suggested keeping an open mind to me.
7. The headhunter asked me a few questions about my availability.
8. The headhunter gave me an invitation to visit the company offices.
9. The headhunter introduced me to the group that I would work with.
10. Today, I accepted and they are hiring me.

**Ex.12. Correct the mistakes in these passive voice sentences.**

1. All bottles was frozen before transportation.
2. Everything are forbidden.
3. Everything is going be forgotten.
4. Everything that had is overheard remained a secret.

5. I have not be given the money.
6. It had not been knew for years.
7. It are said that learning English is easy.
8. South Florida and Hawaii has been hit by a hurricane.
9. The battles for liberation had been fought before the liberation of the Iron Curtain.
10. The best way will been found.
11. The money have not been given to me.
12. The picture is beeing lent to a famous museum.
13. The treasure must has been hidden.
14. Peter and Tom was hurt in an accident yesterday.
15. The thing could not been kept secret.

**Ex.13. Change from passive into active.**

1. Your test should be checked before handing in.
2. He was offered a new bank loan by my cousin.
3. Mobile phones are used by many young people.
4. My wallet has been taken by Amanda.
5. The packtes are being packed into the plastic boxes.
6. Who was the prize won by?
7. Harry is being questioned by the police.
8. Will a new decision be made soon?
9. My jewellery has been stolen!
10. The portrait was painted by an unknown artist.
11. I was told by my mum to get ready to the flight.
12. Has it been decided by the school authorities that Mr. Anderson will come back?
13. The form will have to be filled in.
14. She was found two weeks ago.
15. Where was he seen?

**Ex.14. Active or passive. Choose the correct tense.**

1. They often ... (listen to) music.
2. She ... (read) an e-mail at the moment.
3. Houses ... (build) few months ago.
4. Boys ... (play) soccer every weekend.
5. This room ... (paint) blue now.
6. Cricket ... (play) in Australia every summer.
7. I ... (give) a prize by president right now.
8. We ... (do) our homework last Sunday.
9. The report ... (complete) last Friday at 5 o'clock.
10. They ... (sing) a song yesterday at 5.00.
11. A letter ... (write) to her a month ago.
12. The bike ... (repair) at the moment.
13. You ... (see) dolphins here in two weeks.
14. The telephone ... (invent) by Alexander Graham Bell.
15. The electricians ... (test) the fire alarm yesterday.

**Ex.15. Translate into English.**

1. Ці питання зазвичай обговорюються після роботи.
2. Багато будинків будується в вашому місті?
3. Чи знаєте ви, що ця книга була перекладена на англійську мову тільки два роки тому?
4. Мене попросили допомогти йому закінчити цю роботу сьогодні, тому я повинен був залишитися в установі після роботи.
5. Йому можуть дати журнал у понеділок вранці.
6. Вам показали все, що ви хотіли подивитися?
7. Його треба зараз же знайти,
8. Про цей фільм багато говорять.
9. Лекції Петрова слухають з інтересом.
10. Треба зараз же послати за товаришем Івановим.



## MODAL VERBS

**Ex.1. Modals of Ability. Put in 'can', 'can't', 'could' or 'couldn't'. If none of these is possible use 'be able to' in the correct tense.**

1. ... you swim when you were 10?
2. We ... get to the meeting on time yesterday, because the train was delayed by one hour.
3. He ... arrive at the party on time, even after missing the train, so he was very pleased.
4. He's amazing, he ... speak five languages, including Chinese.
5. I ... drive a car until I was 34. Then I moved to the countryside, so I had to learn.
6. I looked everywhere for my glasses but I ... find them anywhere.
7. I searched for your house for ages. luckily I ... find it in the end.
8. She's seven years old, but she ... read yet. Her parents are getting her extra lessons.
9. I read the book three times, but I ... understand it.
10. James ... speak Japanese when he lived in Japan, but he's forgotten most of it now.
11. I ... understand the chapter we had to read for homework. It was so difficult.
12. I ... lift this box - it's too heavy! Would you help me?
13. Lucy ... make it to our meeting after all. She's stuck in traffic.
14. John ... play tennis really well. He's champion of his club.
15. Julian ... play excellent golf when he was only ten.

**Ex.2. Modals of Obligation. Put in 'mustn't' or 'don't / doesn't have to'.**

1. We have a lot of work tomorrow. You ... be late.
2. You ... tell anyone what I just told you. It's a secret.
3. The museum is free. You ... pay to get in.
4. John's a millionaire. He ... go to work.
5. We ... rush. We've got plenty of time.
6. You can borrow my new dress, but you ... get it dirty.
7. We ... miss the train, because it's the last one tonight.
8. She ... do this work today, because she can do it tomorrow.
9. I ... clean the floor today because I cleaned it yesterday.
10. We ... forget to lock all the doors before we leave.
11. We ... stay in a hotel in London; we can stay with my brother.
12. I ... spend too much money today, as I've only got a little left.
13. They ... get up early today, because it's Sunday.
14. We ... be late for the exam.
15. He ... cook tonight because he's going to a restaurant.

**Ex.3. Modals of Probability. Choose 'must' or 'can't'.**

1. Why is that man looking around like that? He ... lost.
2. That woman ... be a doctor! She looks far too young.
3. The food is really good at that restaurant. They ... have a great chef.
4. This ... be John's house. This house has a red door and it's number 24, just like he said.
5. What a lot of lovely flowers you have! You ... really like gardening.
6. This ... be Jamie's coat. He's tall and this is tiny.
7. He ... be at work now, can he? It's nearly midnight.

8. Where's Lucy? She ... be at the library, as she often goes there at this time.
9. This bill ... be right! £50 for two cups of coffee!
10. Emma's amazingly good at the piano. She ... practise a lot.
11. The car in front is driving so slowly that I think they ... be looking for something.
12. You've already eaten enough for three people! You ... still be hungry!
13. This book ... belong to the library. It's certainly not mine.
14. It only takes three hours to fly from London to Sydney? That ... be correct!
15. There ... be something wrong with the fridge! It's making a very unusual noise.

**Ex.4. Rewrite the sentences and use the verbs *can*, *may* or *must*.**

1. Maybe she will return tonight. - She ... return tonight.
2. Don't stand up! - You ... stand up!
3. I'm sure they will finish it in a minute. - They ... finish it in a minute.
4. There is no need to answer the letter. - You ... answer the letter.
5. Please, do it for me. - ... you do it for me?
6. I'd like to see your children. - ... I see your children?
7. I am not good at football. - I ... play football.
8. Do your homework! - You ... do your homework.
9. Let's take a taxi. - We ... take taxi.
10. Read this book! - You ... read this book.

**Ex.5. Choose the right modal verb in the brackets to fill the gap.**

1. You ... (must/may) obey the law!
2. You ... (must/should) write her a letter.
3. ... (Must/May) I smoke ?
4. You ... (must/mustn't) drive on the right in Great Britain.
5. It ... (must/may) rain this afternoon.
6. How ... (must/can) I contact you ?
7. You ... (mustn't/shouldn't) have drunk so much.
8. She looks beautiful, she ... (must/could) be a model.
9. She ... (must/can't) be more than thirty, she looks so young.
10. Who's that man over there ? He ... (must/should) be the one you were waiting for.

**Ex.6. Use the verbs *can*, *may*, *must*, *need* in positive or negative forms.**

- Excuse me! ... you speak French?
- Alan isn't coming tonight. He ... come tomorrow, I hope.
- There's a lot of work to do in the house. You ... help me!
- You ... call him anymore. I have already called him.
- She is over there. ... you see her?
- ... I borrow your pen, please?
- Teachers ... beat children. It's forbidden.
- I can hear some voices. Someone ... be in the house.
- We ... eat sweets! We are on a diet.
- You ... buy it on Sunday if you want. The shops are open.
- You ... drive me to the station. I can walk.

We want to be the best. We ... practise!

**Ex.7. Choose the most appropriate answer to express the idea specified in parentheses.**

1. You ... go there with me. I can handle it, it's not difficult. (Absence of necessity)  
 may not  must not  don't have to  had better not
2. ... bring me a glass of cold water? (Request)  
 Could you  Can't you  Would you mind  Why don't you
3. I ... give you a lift to the station. My car broke down yesterday. (Ability)  
 must not  should not  may not  can't
4. I don't know what to do. – You ... your father for advice. (Suggestion)  
 are able to ask  could ask  must ask  have to ask
5. He didn't go to the park with us yesterday because he ... write a report. (Necessity)  
 should  must  had to  could
6. I left my bag here just five minutes ago. You ... it! (Strong probability)  
 may have seen  must have seen  were able to see  could see
7. You ... the bills two weeks ago. (Advice)  
 had better pay  should pay  ought to pay  should have paid
8. I don't know how to help you. Try asking Anton for help. He ... be able to find a solution. (Possibility)  
 must  has to  might  will
9. I ... play tennis every day when I was younger. (Repeated action in the past)  
 had to  was able to  used to  could
10. You want to call them now? It's already after midnight! They ... (Strong probability)  
 must sleep  should sleep  may sleep  must be sleeping

**Ex.8. Make statements or questions.**

1. I - ask - may - her?
2. he - not - cook - dinner – need.
3. round - she - the corner - be - must
4. feel - it - they – can?
5. we - not - drink - must – this milk.
6. can - the - she - violin - play?
7. invite - he - may – to the party - us.
8. wait - must - I – outside?
9. Jack - can - stay - not – there.
10. must - swim - not – here - I.

**Ex.9. Fill in each gap using one of the above modal verbs: *must, can't, could, may, might*.**

*Example:* Someone is knocking on the door. I'm sure it's my brother – he promised to come today. - Someone is knocking on the door. It *must* be my brother – he promised to come today.

1. I'm sure he is here - I can see his car in front of the building. - He ... be here. I can see his car in front of the building.
2. They're coming this week but I don't know which day. They ... be coming tomorrow.
3. I'm not sure I'm going to pass the exam. I don't feel very confident. - I ... pass the exam. I don't feel very confident.
4. I've bought a lottery ticket. There's a chance I'll become a millionaire! – I ... become a millionaire!
5. I'm sure she doesn't speak French very well - she's only lived in Paris for a few weeks. – She ... speak French very well. She's only lived in Paris for a few weeks.
6. My key's not in my pocket or on my desk so I'm sure it's in the drawer. - My key's not in my pocket or on my desk so it ... be in the drawer.
7. Someone told me that Mark was in Mexico but I saw him yesterday so I'm sure he's not abroad. - Mark ... be abroad.
8. You got the job? That's great. I'm sure you're delighted. - You got the job? That's great. You ... be delighted.
9. They told me to prepare the project by tomorrow but it's almost impossible to have it done so fast. – I ... finish it by tomorrow if I stay at work all night, but I'm not sure.
10. I asked them to send the goods as soon as possible; we ... receive them by the end of the week if the post is fast.

**Ex. 10. Translate into English.**

1. Вона мала б це знати.
2. Він не зможе прийти завтра.
3. Їм не слід туди ходити.
4. Він повинен це зробити сам?
5. Де можна придбати підручник?
6. Їм довелося довго чекати.
7. Хто може їх зустріти?
8. Вона не має виходити з кімнати.
9. Ми можемо поговорити зараз?
10. Він повинен залишитися тут.

**INFINITIVE. GERUND.****Ex.1. Use the infinitives in brackets with or without to.**

1. You ought \_\_\_\_\_ (to know) foreign languages if you want \_\_\_\_\_ (to work) for a foreign company. 2. Mary needs \_\_\_\_\_ (to find) another job because her company is going out of business. 3. Can you \_\_\_\_\_ (to help) me \_\_\_\_\_ (to translate) this article? 4. I would like \_\_\_\_\_ (to speak) to your manager, please. 5. The policeman made the kids \_\_\_\_\_ (to tell) the truth. 5. Let me \_\_\_\_\_ (to call) you next week. 6. You should \_\_\_\_\_ (to devote) more attention to your parents. 7. You have better \_\_\_\_\_ (to do) it yourself and not \_\_\_\_\_ (to ask) for a help. 8. I was made \_\_\_\_\_ (to leave) without any explanation. 9. Why not \_\_\_\_\_ (to go) to Bulgaria this summer? They say it isn't very expensive.

**Ex. 2. Complete the sentences, choosing the correct variants.**

1. When I told Jane the news, she seemed \_\_\_\_\_ .  
 A to surprise                      B to be surprised    C to have been surprised    D have surprised
2. We agreed \_\_\_\_\_ the food equally.  
 A to divide                      B to be dividing    C to be divided    D to have been divided
3. Are you sure you told me? I don't recall \_\_\_\_\_ about it  
 A to tell                      B to have been told    C to be telling    D be told
4. We'd better not call Ann now: it's very late and she may \_\_\_\_\_ .  
 A to sleep                      B be sleeping    C to be sleeping    D to have been slept
5. Mary decided \_\_\_\_\_ her friend's critical remarks.  
 A to ignore    B to have ignored    C to be to be ignored    D to have been ignored
6. I expect \_\_\_\_\_ at the airport by my cousin.  
 A to meet                      B to be met    C to have been met    D to be meeting
7. After I failed at the exam, I was allowed to try again in a month. I am so lucky \_\_\_\_\_ a second chance.  
 A to give                      B to have been given    C to be giving    D to have been giving
8. It's nice \_\_\_\_\_ in the shadow of the tree on such a hot day.  
 A to sit                      B to have been sitting    C sit                      D to be sitting

**Ex.3. Paraphrase the following sentences according to the model.**

Model: To get used to the left side traffic in Great Britain is very difficult.

→ It is very difficult to get used to the left side traffic in Great Britain.

1. To meet her there was totally unexpected for me. 2. To understand a foreign language when people are talking fast is very difficult. 3. To swim in such windy weather is very dangerous. 4. To get away from everybody and everything for a couple of weeks was really great. 5. To ask him to tell the truth was out of the question. 6. To expect immediate results will be naive. 7. To persuade all the rest to follow our example will be very easy. 8. To tease animals is cruel.

**Ex.4. Combine the sentences using the Complex Object.**

Example: I did not see him. He entered the house.

I did not see him enter the house.

1. They did not notice us. We passed by. 2. He saw her. She burst into tears. 3. I haven't heard you. You called my name. 4. She heard the footsteps. They were dying away. 5. He hasn't seen the accident. It occurred round the corner. 6. We many times heard him. He told this story. 7. You will become my friend one day. 8. I expect it the car disappeared round the corner. The girls saw it. 9. You must tell me the truth. I want it. 10. Nick is the best friend in the world. Mary believes it. 11. Your kids often watch horror films before going to bed. You shouldn't let that. 12. We shall go to the party together. I would like that. 13. The poet read some more of his poetry. The public made him do it. 14. The burglar got into the house. The neighbors noticed it. 15. Don't worry! You will go to the party. We'll let it.

### Ex.5. Translate into English.

1. Мені залишити вікно відкритим чи ти хочеш, щоб я його закрив? 2. Ти чув, що я сказав, чи мені повторити? 3. Вона сказала йому, щоб він закрив шухляду стола на ключ. 4. Мій батько дозволив мені взяти його машину. 5. Я хочу, щоб ви знали правду. 6. Ми не чекали, що про це нам об'являть по радіо. 7. Коли він почув, що його дочка плаче, він встав і пішов до дитячої кімнати. 8. Я б хотів, щоб ніхто не брав моїх речей. 9. Він не помітив, як ми підійшли до нього. 10. Ми б хотіли, щоб ви доставили товари до кінця липня. 11. Вони не чекали, що його запитають про це. 12. Батько хоче, щоб його син часто бував на свіжому повітрі. 13. Ми відчували, що кава починає кипіти і поспішили на кухню. 14. Терпіти не можу, коли ти втручаєшся в моє життя. 15. Я відчував, що щось рухалось, по кімнаті і побачив великого метелика, що літав під люстрою. 16. Батьки Чарльза не дозволяють йому дивитися телевізор пізніше дев'ятої години. 17. Вона помітила, що він передав записку на сцену. 18. Повернувшись додому, він побачив, що діти лікували собачку. 19. Я відчула, що в мене з душі звалився камінь. 20. Вони почули, як спрацювала нічна сигналізація, і побачили двох охоронців, що бігли до входу в банк. 21. Ми відчували, що у нього є почуття гумору. 22. Через деякий час він помітив, що його переслідує поліцейська машина. 23. Дайте мені знати про ваші плани. 24. Батьки зазвичай припускають, що їх діти будуть слухняними. 25. Хто-небудь хоче, щоб я зробила бутерброди?

### Ex.6. Open the brackets and use the Complex Subject.

Model: He is said \_\_\_\_\_ (to study) now.

He is said to be studying now.

1. He is believed \_\_\_\_\_ (to work) at an urgent problem now. 2. They are known \_\_\_\_\_ (to make) a new discovery a month ago. 3. She is supposed \_\_\_\_\_ (to work) in the phonetic study from 2 to 6 p.m. tomorrow. 4. The delegation is reported \_\_\_\_\_ (to leave) London tonight at 10 a.m. 5. They are known \_\_\_\_\_ (to live) in France for a long time. 6. She is considered \_\_\_\_\_ (to be) a good actress. 7. Mary is expected \_\_\_\_\_ (to make) a report next Monday. 8. The film is considered \_\_\_\_\_ (to be) the worst of the year. 9. They are thought \_\_\_\_\_ (to go away) some days again. 10. Ann is known \_\_\_\_\_ (to help) them to solve a problem when they were in trouble. 11. The expedition is said \_\_\_\_\_ (to reach) the North Sea. 12. He is known \_\_\_\_\_ (to have) a large art collection. 13. The US President is reported

\_\_\_\_\_ (to arrive) in Paris. 14. The plan proved \_\_\_\_\_ (to be) a great success. 15. They seem \_\_\_\_\_ (to wait) for the professor upstairs. 16. The treaty is expected \_\_\_\_\_ (to sign) soon. 17. They are likely \_\_\_\_\_ (to join us). 18. There is certain \_\_\_\_\_ (to be) some good news from my brother. 19. There happened \_\_\_\_\_ (to be) an actor among them. 20. The new art gallery is said \_\_\_\_\_ (to be) the most beautiful

### Ex.7. Choose the right variant.

- The rain seems \_\_\_\_\_. Call the children in. I don't want them \_\_\_\_\_.  
 A to be, to be got wet through  
 B to be starting, to get wet through  
 C to have started, to have got wet through  
 D to have been started, to be getting wet through
- The English colony, Plymouth, in Massachusetts, is known \_\_\_\_\_ by the Pilgrims who arrived on the Mayflower in 1620.  
 A to be established  
 B to have been established  
 C to have been establishing  
 D to have established
- Look, they are likely \_\_\_\_\_ to the news. They seem \_\_\_\_\_.  
 A to listen, to be excited  
 B to be listening, to be excited  
 C to have listened, to be being excited  
 D to have been listening, to have excited
- He is sure \_\_\_\_\_ a liar. Everybody heard him \_\_\_\_\_ that in go many words.  
 A to be, to say  
 B be, say  
 C to be, say  
 D be, to say
- When I came in, the discussion seemed \_\_\_\_\_ to an end. They appeared \_\_\_\_\_ patience because they turned out \_\_\_\_\_ for it.  
 A to have been coming, to have been losing, be ready  
 B to be coming, to be losing, not to be ready  
 C to have come, to have lost, not to be being ready  
 D to come, to lose, to be ready
- Jane, you seem \_\_\_\_\_ too fast. The speed is already 100 miles. I am afraid. I want you \_\_\_\_\_ the speed to 40 miles.  
 A to have driven, slow down  
 B to be driving, to slow down  
 C to be driving, to be slowing down  
 D to drive, to slow down

### Ex.8. Translate into English.

- Відомо, що він великий любитель книжок.
- Повідомляють, що багато будівель було пошкоджено під час пожежі.
- Вважають, що цей студент кращий в

нашій групі. 4. Ми знали, що він дуже хоробрий. 5. Кажуть, що у нього велика колекція картин. 6. Здається, ця книга дуже популярна серед читачів. 7. Очікують, що договір підпишуть у п'ятницю. 8. Очевидно, вони до нас приєднаються. 9. Навряд чи я піду на вечірку до Сема. Він так і не надіслав запрошення. 10. Напевно, вони поїдуть цього літа в Одесу. 11. Малоімовірно, що він виконає це завдання вчасно. Його немає в місті. 12. Він обов'язково прийде до нас на вечерю. 13. Навряд, щоб їй чоловік дав гроші на нові черевики. Вони занадто дорогі. 14. Нора виявилась талановитою піаністкою. Її весь час запрошують гастролювати. 15. Мабуть, ймовірно, що партнери згодяться на наші умови. 16. Схоже, що буде дощ. Стало темно і хмари такі чорні. 17. Мама випадково знайшла мої листи, написані Роном. 18. Він виявився найкращим танцівником у школі. 19. Очікують, що делегація прибуде завтра. 20. Кажуть, що він пише цей роман вже три роки. 21. Я випадково зустріла свою подругу по дорозі додому. 22. Здається, ви не можете вирішити цю проблему. 23. Трапилось так, що з нами в літаку летів відомий художник. 24. Здається, Патрик витратив усі гроші на нові касети. 25. Виявилось, що Майк знає декілька іноземних мов.

### Ex.9. Form the gerund, using the verbs in the gaps.

1. When a boy, he was very fond of \_\_\_\_\_ (to skate). 2. I remember \_\_\_\_\_ (to hear) something about it. 3. Are you looking forward to \_\_\_\_\_ (to see the New Year in)? 4. They spoke about \_\_\_\_\_ (to buy) a house on the Dnipro. 5. Her father strongly objected to \_\_\_\_\_ (to smoke). 6. I really don't know what is the use of \_\_\_\_\_ (to send) you to school. 7. The child is still very sick. He needs \_\_\_\_\_ (to look after) more than his elder sister. 8. The fence looks so dull. It requires \_\_\_\_\_ (to paint). 9. He appeared almost to dislike \_\_\_\_\_ (to hear) music. 10. I suggest \_\_\_\_\_ (to telephone) the hospital before \_\_\_\_\_ (to ask) the police to look for him. 11. Would you mind \_\_\_\_\_ (to lend) me \$10? 12. Would you mind \_\_\_\_\_ (to shut) the window? I hate \_\_\_\_\_ (to sit) in a draught. 13. He wore dark glasses to avoid \_\_\_\_\_ (to be) recognized. 14. Nick was fined for \_\_\_\_\_ (to exceed) the speed limit. 15. If a thing is worth \_\_\_\_\_ (to do) at all it is worth \_\_\_\_\_ (to do well). 16. I don't enjoy \_\_\_\_\_ (to go) to the dentist. 17. Stop \_\_\_\_\_ (to argue) and start \_\_\_\_\_ (to work). 18. They stopped \_\_\_\_\_ (to laugh) when they saw me. 19. After \_\_\_\_\_ (to finish) the experiment they discussed the results.

### Ex.10. Choose the correct answer.

1. I wonder if there is any use \_\_\_\_\_ \_\_\_\_\_ him.

A trying, to improve

B trying, improving

C to try, to improve

D to try, improving

2. He had some difficulty \_\_\_\_\_ his temper. This scene was worth \_\_\_\_\_. After that he avoided \_\_\_\_\_ by his friends.

A being controlled, being watched, to be seen

B to control, to watch, to see



C controlling, watching, being seen

D controlling, watching, seeing

3. I don't object \_\_\_\_\_ there, but I don't want \_\_\_\_\_ alone.

A to your living, you living

B to your living, you to live

C your living, you to live

D you to live, your living

4. I remember \_\_\_\_\_ that hill in twilight. An age seemed \_\_\_\_\_ since the day that brought me first to Liverpool.

A to descend, to elapse

B being descended, to be elapsed

C to descend, to elapse

D descending, to have elapsed

5. He felt \_\_\_\_\_ something from him and demanded \_\_\_\_\_ truth.

He wasn't worth \_\_\_\_\_ lie.

A they were hiding, being told the, telling a

B them to hide, to tell the, telling the

C them hiding, they will tell a, to tell a

D they hide, telling a, telling the

6. On his way home Ann couldn't help \_\_\_\_\_ what \_\_\_\_\_ charming fellow John had turned out \_\_\_\_\_.

A reflecting, the, be

B to reflect, a, to be

C reflecting, a, to be

D being reflected, the, have been

7. Susan was looking forward to \_\_\_\_\_ the leading part \_\_\_\_\_, and she was greatly \_\_\_\_\_ at not even \_\_\_\_\_ it.

A being given, to play, disappointed, being offered

B give, playing, disappointed, offering

C to be given, to play, disappointed, to be offered

D giving, playing, disappointing, being offered

8. Did you remember \_\_\_\_\_ the parcel I gave you? Yes, I remember \_\_\_\_\_ it a week ago.

A to post, to post

B to post, posting

C posting, to post

D posting, posting

9. I suggest \_\_\_\_\_ as soon as possible. I \_\_\_\_\_ before sunset.

A our starting, would rather come

B us to start, would rather to come

C us starting, would prefer to come

D our starting, had rather come

10. The accused men \_\_\_\_\_ near the bank during the robbery. It's no use \_\_\_\_\_ the case without direct \_\_\_\_\_.

A denies to be anywhere, to investigate, evidences

B deny being somewhere, investigating, evidence

C deny being anywhere, investigating, evidence  
 D denies to be somewhere, to investigate, evidences

### Ex.11. Translate into English.

1. Колекціонування марок – це хоббі, яким захоплюються не тільки діти. 2. Описати те, що сталося, буде нелегко. 3. Уміння залагоджувати свої справи успішно приходить з практикою. 4. Утримання від жирної їжі дуже корисне. 5. Було б дуже цікаво вислухати іншу сторону. 6. Ти не проти того, щоб поїхати нам за кордон на відпочинок? 7. Він розповів нам смішний анекдот. Ми не могли не розсміятись. 8. Я продовжую сподіватися на те, що він прийде. 9. Давайте відкладемо наш від'їзд до суботи. 10. Вона порадила нам почекати до завтра. 11. Вони заперечували, що вкрали гроші. 12. Замість того, щоб займатися, Мойра пішла на концерт. 13. Дякую вам за те, що допомогли мені донести ці важкі валізи. 14. Я вибачилась перед сусідкою за те, що не купила їй сьогоднішньої газети. 15. Куди ми підемо сьогодні обідати? Ти не заперечуєш, якщо ми підемо в китайський ресторан? 16. Незважаючи на те, що Мері погано себе почувала, вона пішла на роботу. 17. Вони одружились, нікому нічого не сказавши. 18. Ці ножі призначені тільки для нарізання овочів та фруктів. 19. Доц завадив нам закінчити роботу в саду. 20. У Стіва немає ніякого шансу скласти іспит з математики. 21. Я радий, що зустрівся з вами. 22. Я мала намір закінчити свою доповідь учора, але мені це не вдалося. 23. Він з нетерпінням чекав зустрічі з нею. 24. Було так смішно. Я не міг не розсміятись. 25. Вона запропонувала відвідати картинну галерею. 26. Цей фільм варто подивитись. Вам не може не сподобатись гра акторів. 27. Він терпіти не може, коли його хвалять. 28. Чому ви настоюєте, щоб він був тут присутнім? 29. Сподіваюсь, що ви не заперечуєте, якщо я говоритиму з вами відверто. 30. Її мамі не сподобалось, що вона прийняла цю пропозицію. 31. Ми нічого не маємо проти того, щоб вони поїхали відразу. 32. Він боявся, що я зміню рішення. 33. Мені дійсно соромно за те, що я не писав вам так довго. 34. Після того, як він детально вивчив прогноз погоди, він сказав, що повернеться до Лондона. 35. Вам не потрібно заперечувати, що вони сказали правду.

### Ex.12. Put the following verbs into the correct columns.

apologize, arrange, avoid, approve, decide, demand, discourage, dream, enjoy, expect, finish, help, hope, imagine, enquire, insist, intend, invite, learn, would like, look forward, manage, mind, miss, object, offer, plan, pretend, refuse, seem, succeed, want, wish

Verb (+ person) + infinitive	Verb + preposition + gerund	Verb + gerund
arrange (for smb.)	apologize for	avoid

### Ex.13. Put the verbs in brackets into the infinitive or the gerund.

- The monopolist will keep on \_\_\_\_\_ (produce) the good as long as the current profit associated with it exceeds the fixed cost.
- You are strongly recommended \_\_\_\_\_ (seek) professional advice.
- She will regret \_\_\_\_\_ (lose) a close political ally.

4. I take all the blame for not \_\_\_\_\_ (see) further than my nose.
5. A passer-by told the driver \_\_\_\_\_ (move) his car so that it was not causing an obstruction.
6. Did you invite him? - Yes, I did and he promised \_\_\_\_\_ (come).
7. He has been invited \_\_\_\_\_ (attend) the meeting as an observer.
8. I don't mind \_\_\_\_\_ (give) it if it's for a good cause.
9. If you decide \_\_\_\_\_ (return) the merchandise, you have 14 days.
10. People usually complain about \_\_\_\_\_ (have) to deal with too much bureaucracy.
11. A man claiming \_\_\_\_\_ (be) a journalist threatened to reveal details about her private life.
12. You certainly believe in \_\_\_\_\_ (give) tit for tat! You have to pay your debts, you know.
13. Do you approve of \_\_\_\_\_ (hunt) after foxes?
14. I know you don't approve of \_\_\_\_\_ (smoke) so I won't smoke in here.

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*Удовіченко Ганна Михайлівна, Сіняговська Інга Юріївна,  
Дмитрук Лілія Анатоліївна, Остапенко Світлана Анатоліївна*

Кафедра іноземної філології, українознавства та соціально-правових дисциплін

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