МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РФ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ

БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ

ВЫСШЕГО ОБРАЗОВАНИЯ

«ДОНСКОЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ»

**КАФЕДРА**

**«Иностранный язык в сфере социогуманитарных наук»**

**МЕТОДИЧЕСКИЕ УКАЗАНИЯ**

**И КОНТРОЛЬНАЯ РАБОТА №1**

**ПО ДИСЦИПЛИНЕ**

**«ПРОФЕССИОНАЛЬНАЯ КОММУНИКАЦИЯ НА ИНОСТРАННОМ ЯЗЫКЕ»**

**ДЛЯ МАГИСТРАНТОВ ЗАОЧНОЙ ФОРМЫ ОБУЧЕНИЯ**

НАПРАВЛЕНИЕ ПОДГОТОВКИ

38.04.00 ЭКОНОМИКА

Ростов-на-Дону

2023

**Составитель: Муругова Е.В., Копанева Т.Г.**

Методические указания и контрольная работа №1 по дисциплине «Профессиональная коммуникация на иностранном языке» для магистрантов заочной формы обучения направление подготовки 38.04.00 Экономика.

Данные методические указания предназначены для магистрантов первого года обучения по направлению «Экономика», «Экономика организации». Методические указания определяют основные направления самостоятельной работы магистров. Контрольные задания позволяют продемонстрировать у магистрантов способность к коммуникации в устной и письменной формах на иностранном языке для решения задач профессиональной деятельности.

Методические указания содержат требования к зачёту, рекомендации по выбору варианта и оформлению контрольной работы №1.

**МЕТОДИЧЕСКИЕ УКАЗАНИЯ МАГИСТРАМ**

**Порядок выполнения контрольных заданий**

1. Все контрольные задания, предусмотренные планом, следует выполнять в отдельной тетради. На титульном листе укажите факультет, курс, номер группы, фамилию, имя и отчество, дату, номер контрольного задания и варианта, используемые источники — учебники и учебные пособия.

2. Контрольные задания следует выполнять с соблюдением полей, оставленных для замечаний, комментария и методических указаний преподавателя.

3. Строго соблюдайте последовательность выполнения заданий.

4. Все контрольные работы регистрируются в деканате, а затем сдаются преподавателю кафедры во время проведения консультаций или лаборанту лично в руки.

5. Контрольная работа, выполненная не полностью или не отвечающая предъявляемым к ней вышеперечисленным требованиям, возвращается без проверки и не засчитывается.

6. Полученная от преподавателя проверенная контрольная работа с замечаниями иметодическими указаниями должна быть переработана для получения допуска к промежуточной аттестации.

7. Контрольные работы сдаются за две недели до начала промежуточной аттестации. Контрольные работы, принесенные непосредственно на промежуточную аттестацию, не проверяются преподавателем во время зачета или экзамена.

8. Выполненная правильно контрольная работа является допуском к промежуточной аттестации, сохраняется преподавателем до конца сессии и сдается в архив.

|  |
| --- |
|  |
|  |

**Выбор варианта контрольной работы**

Для того чтобы определить свой вариант, Вам необходимо обратить внимание на последнюю цифру Вашей зачетной книжки:

цифры **0-2-4-6-8** соответствуют варианту **№1,**

цифры 1-**3-5-7-9** соответствуют варианту **№2,**

**Требования к зачету**

1. Правильно выполненная контрольная работа, проверенная преподавателем.
2. Составленный портфолио из следующих работ:

а) Перевод 4-х аутентичных профессиональных текстов объемом 25000 печатных знаков (научные статьи, монографии) по теме научно-исследовательской работы.

б) Реферирование 2-х из переведенных текстов.

в) Написание аннотации к остальным 2-м переведенным текстам.

3. Составленный глоссарий терминов (не менее 150 терминов), отобранных магистрантом в ходе работы с аутентичными профессиональными текстами (статьи, монографии) по теме научно-исследовательской работы. Литература для работы с терминами может быть предложена научным руководителем или выбрана самостоятельно по согласованию с преподавателем иностранного языка.

**Содержание зачёта**

**В зависимости от уровня владения иностранным языком по согласованию с преподавателем иностранного языка магистрант может выбрать:**

**1 способ (базовый):**

1. Реферирование и письменное аннотирование профессионального текста (объем 1500 печатных знаков).

2. Беседа по научно-исследовательской работе магистранта.

2 способ:

1. Написание макета статьи на иностранном языке согласно требованиям международных изданий, с последующей возможностью апробации на весенней международной студенческой научно-практической конференции «Инновационное развитие и развитие инноваций» и устное представление презентации результатов работы.

**ЦЕЛИ И ЗАДАЧИ**

**Основной целью** изучения иностранного языка магистрантами является совершенствование иноязычной коммуникативной компетенции в устной и письменной формах для решения задач профессиональной деятельности, достижение уровня практического владения языком, позволяющего использовать его в научной работе и вести профессиональную деятельность в иноязычной среде.

**Задачи:**

- совершенствование и дальнейшее развитие коммуникативных навыков и умений во всех видах речевой деятельности (чтение, говорение, аудирование, письмо), в том числе в профессиональной области на английском языке;

- способностью обобщать и критически оценивать результаты, полученные отечественными и зарубежными исследователями, делать реферативный обзор на иностранном языке зарубежных источников, представлять результаты исследования в виде докладов (научных статей) и оформлять аннотацию к своей научно-исследовательской работе;

- развитие у магистрантов умений и навыков самостоятельной работы по повышению уровня владения английским языком с целью его использования для осуществления научной деятельности для последующего обучения в аспирантуре.

**ОСНОВНОЕ СОДЕРЖАНИЕ ПРОГРАММЫ**

Концептуально-понятийное содержание языковой коммуникации, в том числе в профессиональной сфере. Основные виды коммуникации. Особенности вербальной и невербальной коммуникации. Основные характеристики профессионального текста. Научный стиль речи. Основы реферирования и аннотирования текста. Языковая реализация специфических черт научного стиля в профессиональной речи.

**ОСНОВНЫЕ ТРЕБОВАНИЯ К РЕФЕРИРОВАНИЮ ТЕКСТОВ**

Одной из базовых профессиональных компетенций магистрантов является компетенция в научной речи: готовность формировать презентации, оформлять результаты исследования в виде статей и докладов на научно-технических конференциях, представлять материалы в виде научных публикаций, рефератов. В лингвистике принято деление текстов на первичные (оригинальные) и вторичные. К первичным текстам относятся художественные произведения, научные исследования (монографии), учебники, учебные пособия, труды вузов и научно-исследовательских учреждений, отдельные публикации, журналы и журнальные статьи, газетные статьи, выступления и материалы научных конференций и др.

Избранная из первичного текста информация воссоздается в виде нового текста. Такие тексты (документы) именуются вторичными или производными. Вторичными документами являются реферат, аннотация, краткое изложение, конспект, пересказ содержания (устного выступления и публикации), аннотационный перевод, консультативный перевод, критическая статья, комментарий и др.

Вторичные документы представляют собой смысловую переработку содержания первичного текста и имеют своей целью не только передать то, что изложено в первоисточнике, но и дать ответ на главный вопрос: в чем состоит основная идея и новизна материала, изложенного в данном первичном документе. Вторичные тексты служат для хранения, накопления, переработки и совершенствования первичной информации. Нахождение и передача именно этой информации определяет ценность вторичного документа.

Реферирование статьи (от лат. refero – сообщаю, докладываю) – это краткое изложение содержания отдельного документа, его части или совокупности документов, включающее основные сведения и выводы, а также количественные и качественные данные об объектах описания. В высшем учебном заведении реферирование – это индивидуальная научно-исследовательская работа студента, раскрывающая суть исследуемой проблемы с различных позиций и точек зрения, с формированием самостоятельных выводов.

Основной чертой языка реферата является информативность, которую можно рассматривать как на уровне лексическом, так и синтаксическом.

На лексическом уровне отличительной чертой языка реферата является наличие в нем так называемых емких слов, т. е. слов с наибольшей семантической нагрузкой. Емкие слова имеют способность обобщать содержание текста оригинала. К ним относятся чаще всего термины и терминологические устойчивые сочетания, многие абстрактные существительные. В языке реферата максимально выражена тенденция к субстантивизации. Здесь преобладают существительные над другими частями речи и ослаблена роль глаголов, употребляются, как правило, глаголы с общим значением типа «считать, рассматривать, описывать, изображать» и т. д.

Синтаксис реферата характеризуется однообразием. Материал подается не в развитии, а в статике. Поэтому в тексте преобладают констатирующие перечисления и сообщения, оформленные в простые распространенные предложения. Назначение реферирования как вида учебной деятельности оправдывается тем, что здесь формируются навыки трансформирования различных языковых средств, а также перефразировки и обобщения.

Текст реферата должен составлять ориентировочно 5% объема статьи. Для текстов до 500 слов следует определять объем реферата сокращением оригинала в 3-4 раза.

Методика работы со специальным текстом состоит в последовательном выполнении шагов, помогающих в рамках практического модуля «Работа с научным текстом» подготовиться от понимания и интерпретации чужого научного текста к созданию собственного проекта, реферата с соблюдением культуры устной и письменной речи на английском языке.

1. **Основное содержание**

**План реферативного изложения:**

1. **Библиографические сведения**.

* The headline of the article (text).
* The author of the article
* The article is taken from the newspaper (book).
* The central idea of the article

1. **Сжатое освещение главной проблемы, являющейся предметом данной статьи, работы или нескольких статей, подлежащих реферированию**.

* Give a summary of the article (not more than 10-20 sentences).
* Find the answers to the major questions: What'? Where? When'? Why? and How?

1. **Передача в обобщенном виде основных положений, выдвигаемых автором, (несколькими авторами): фактический материал, способы доказательства, обоснования и т. п.**

* State the main problem discussed in the article and mark off the passages of the article that seem important to you.
* Look for minor peculiarities of the article.
* Point out the facts that turned out to be new for you.
* Look through the text for figures, which are important for general understanding.

**4) Дается общая оценка, включающая как выводы и суждения автора, так и референта**.

* State what places of the article contradict your former views.
* State the questions, which remained unanswered in the article and if it is possible add your tail to them.
* Speak on the conclusion the author comes to.
* Express your own point of view on the problem discussed.

**Алгоритм реферирования**

1) Беглый просмотр текста и ознакомление с его общим смыслом.

2) Более внимательное чтение текста, определение значения незнакомых слов по контексту или словарю.

3) Смысловой анализ текста, выделение ключевых фрагментов и распределение материала статьи на 3 группы по степени важности.

4) Ключевые фрагменты. Наиболее важные сообщения, требующие

полного и точного отражения в реферате.

5) Второстепенная информация, передаваемая в сокращенном виде.

6) Малозначимая информация, которую можно опустить.

7) Организация отобранного материала (логический план), языковая обработка и изложение.

**ТРЕБОВАНИЯ К АННОТАЦИИ (Abstract)**

Аннотация по своей сути является очень кратким изложением общих характеристик того или иного издания. Аннотация (авторское резюме) в периодическом издании является источником информации о содержании статьи и изложенных в ней результатах исследований.

Аннотация к статье должна быть:

* информативной (не содержать общих слов);
* оригинальной (не быть калькой русскоязычной аннотации с дословным переводом);
* содержательной (отражать основное содержание статьи и результаты исследований);
* структурированной (следовать логике описания результатов в статье);
* компактной (укладываться в объем от 100 до 250 слов), по ГОСТУ – 850 знаков, не менее 10 строк.

**Основные цели и задачи аннотации**

Аннотация является кратким резюме большей по объему работы, имеющей научный характер. По аннотации к статье читателю должна быть понятна суть исследования.

По аннотации читатель должен определить, стоит ли обращаться к полному тексту статьи для получения более подробной, интересующей его информации.

Аннотация к статье является основным источником информации в отечественных и зарубежных информационных системах и базах данных, индексирующих журнал.

Аннотация на английском языке включается в англоязычный блок информации о статье, который загружается на англоязычный вариант сайта журнала и подготавливается для зарубежных реферативных баз данных и аналитических систем (индексов цитирования). При переводе аннотаций должна использоваться англоязычная специальная терминология.

**Структура, содержание и объем**

Аннотация должна излагать существенные факты работы, и не должна преувеличивать или содержать материал, который отсутствует в основной части публикации.

Следует вкратце описать основную тему исследования, объект и предмет работы, а также те задачи, которые выполнил в исследовании автор. Можно сказать, об актуальности подобной работы для практического применения в социальном, экономическом или культурном аспекте, а также в углублении теоретического научного знания. По желанию автора, аннотация может содержать также сделанные в процессе подведения результатовработы выводы. Приветствуется структура аннотации, повторяющая структуру статьи и включающая введение, цели и задачи, методы, результаты, заключение (выводы).

Результаты работы описывают предельно точно и информативно.

Сведения, содержащиеся в заглавии статьи, не должны повторяться в тексте аннотации.

**Список литературы и источников**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 | Муругова Е.В.. | Методические указания по формированию навыков реферирования у студентов неязыковых специальностей. | ИЦ, ДГТУ |  | 2011 |
| **2** | Восковская, А.С. | Английский язык для вузов : учеб. пособие / А. С. Восковская, Т. А. Карпова. - 4-е изд., доп. и перераб. - Ростов н/Д : Феникс | Феникс | Доп. МО РФ | 2010. |
| **3** | Гончарова, Ю.Л. | Чтение, аннотирование и реферирование текстов на английском языке : учеб.-метод. пособие / Ю. Л. Гончарова ; ДГТУ. | Ростов н/Д :ИЦ ДГТУ |  | 2013 |
| 4 | Н. И. Веренич | Английский язык : учеб. пособие для вузов | Мн. : ТетраСистемс | Доп. МО РБ | 2012 |
| 5 | Кузьменкова Ю.Б. | Презентация научных проектов на английском языке: Учебное пособие для студентов старших курсов и аспирантов. – 3-е издание. – М.: | Изд-во МГУ |  | 2011 |

|  |
| --- |
|  |
|  |

**ВАРИАНТ 1**

Part 1 Reading

Text 1

8 points

Questions 1–8

Look at the statements below and the extracts from an article on negotiation.

Which section (A, B, C or D) does each statement 1–8 refer to?

For each statement 1–8 mark one letter (A, B, C or D).

You will need to use some of these letters more than once.

1. You should try work out how the other person negotiating feels, and what they want.
2. You need to know what you can use to show movement during the negotiation.
3. Win-win is better for business over a longer period.
4. You need to know if you can stop negotiating if you have to.
5. A win-win negotiation is where the two parties are working hard together.
6. You need to be creative during the negotiation.
7. This type of negotiation is where one party finishes the negotiation in a better position.
8. You should be able to offer something to encourage the other party to reach agreement.

| A  There are two main forms of negotiation. *Distributive* negotiation is where you want to win the negotiation and you must use persuasion to reach your goals. Both parties to the negotiation are looking for a different outcome – both to want to achieve what is best for them. This is known as a ‘win-lose’ negotiation. *Integrative* negotiation is where both parties are striving together to reach the best compromise solution to the issue and both will achieve something of what they want and offset this against something they do not get. This is also known as a ‘win-win’ scenario. |
| --- |

| B  Before negotiating, it is a good idea to prepare extremely thoroughly. You need to know how you feel personally about the negotiation and how the other party feels about the negotiation. It is also good to find out what style of negotiation they prefer – win-win or win-lose. Write down what your objectives are and try to think what their objectives are. What would be a win for you, and what is your bottom line? You should finally decide on your ‘BATNA’, which is the ‘Best Alternative to A Negotiated Agreement’. Can you walk away from the deal? What other choices do you have? What is the BATNA of the other party? Thinking like them will help you achieve your own goals, because you will understand what it is important to them. |
| --- |

| C  Your objectives should be divided into three categories – your ‘needs’, ‘wants’, and things which would be ‘nice to have’. The ‘needs’ are what you must get out of the negotiation – your bottom line, upon which you are unwilling or unable to compromise. Your ‘wants’ are things that you can be flexible about and allow movement on during the negotiation process. The ‘nice to have’ items can be used as bargaining chips. You shouldn’t allow emotion to come into your objectives – be realistic. Knowing what you want will help you to keep a clear focus during the negotiation. |
| --- |

|  |
| --- |
| D  When aiming at a win-win solution, you should open the negotiation with some small talk. This will help you to get to know the other side a bit better first. The next step is to state clearly your objectives and carefully listen to theirs. Be open about your commitment to a win-win outcome, which will build a long-term business relationship. Once it is clear where everyone stands then areas of disagreement or conflict can be agreed on and then resolved through movement by both negotiators. You should be adaptable and be able to think outside the box during the negotiation, and remember that you are trying to reach a mutually beneficial outcome. Consider what incentives you can offer to close the deal. When mutual agreement has been reached then the agreed-upon terms should be put into writing. |

Text 2

5 points

Questions 9–13

Read the article below about hotels and business travellers.

Choose the best sentence from A–E below to fill each of the gaps.

For each question 9–13 , mark one letter.

Do not use any letter more than once.

What do business travellers want from a hotel? Is it just a room, a bed and CNN on cable? What more can a hotel offer business customers?

Hotels do not just cater for business travellers, but offer services for tourists and other types of guests. (9) \_\_\_\_. Business travellers might also be interested in the latest in entertainment like virtual golfing simulators so they can keep up their game without having to join a golf club.

(10) \_\_\_\_. Ten years ago the TV and mini-bar were all that could be found in hotel rooms. Now rooms generally have hi-speed or Wi-Fi Internet connections, as well as a large menu of free and Pay TV options. Even bathrooms are becoming more sophisticated, with extra powerful hair driers, and make-up mirrors which do not steam up! (11) \_\_\_\_.

In every good hotel there should be a range of hotel services available. You should be able to exchange money into the local currency and, of course, there is also room service, for when you just can’t face eating alone in the hotel restaurant. Some hotels now offer baby sitter services (not usually much use for the business traveller!). (12) \_\_\_\_. After a long day of meetings and difficult negotiations, some business people often just want to collapse on their beds and get ready for the next day or their early morning flight, but for others there is always the hotel bar to relax in.

Security is a major issue in hotels. All rooms should have a spy hole and door chain and the lift door should only open on your floor if you have a card key for a room there. Some lifts now have CCTV in them, monitored from the hotel reception or security centre. (13) \_\_\_\_. In Washington the Hamilton Crowne Plaza has introduced a woman-only floor. The rooms have Danielle Steele and Nora Roberts novels, women’s magazines and a special room service menu.

1. As modern hotels often have dedicated business centres, with computer, printing and photo-copying facilities, it’s possible to get a lot of work done at the hotel.
2. Others even have a personal shopper for those who need help in the local shops and markets.

### Some hotels have women-only rooms, such as the five-star Grange City Hotel in London, which has 68 rooms reserved exclusively for women after customer research revealed half of its clients were women, and most of them felt vulnerable when travelling.

### These range from spas and beauty treatments, indoor heated swimming pools, saunas and gymnasiums to theatres and games rooms, and can be used by the business man or woman with time on their hands.

### Even though rooms are often equipped with trouser presses and irons, most good hotels offer a fast and reliable laundry service.

**Text 2**

**10 points**

**Read and translate the text**

It makes sense to interview no more than six candidates because of the cost and time involved. After the short-listing process of reviewing CVs or application forms against the job description and person specifications, preparation for the interviews can be started.

The aim of the interview is to collect information about the suitability of the candidate for a particular post, not to find out if the candidate is likeable. Individual interviews can be useful, but panel interviews can help protect against individual bias, though they are more expensive. Too many people on the panel can be intimidating: three seems to be a good number, with one chairperson. The interviewers should review the job description, person specification and applications, and be familiar with the requirements of the job. They should make notes of the key areas and discuss these with their colleagues. It should be clear before the interviews start who will ask which questions, because a free-for-all can be confusing for the candidate.

The interview should have a clear structure and this should be explained to the candidate at the very start. The chairperson should link between the phases of the interview and between the panelists. This is especially true for telephone interviews.

There are five phases to the interview. An introduction to the interviewers helps to settle the candidate. Then the structure of the interview should be explained.

The main phase is the questioning of the candidate to obtain the information necessary to make a good decision. Questions should focus on the past, not the future and the panel should avoid hypothetical questions. General questions should lead to more focused questions which are looking for evidence of what the candidate did in certain situations. You will use the CV or application form as the basis for this stage. You are looking for concrete answers which highlight learning experiences and achievements. You should also explore the candidate's background, expertise, knowledge and skills as well as what they think of as their strengths and weaknesses. You are also checking to see if there are any inconsistencies between what the application and the candidate says.

After this, the longest phase, the candidate should be invited to ask any questions they have about the job, the company, or anything else they might want clarified. Remember that the interview is not just about whether you feel the candidate is right for the job: it is also the time for the candidate to decide if the job and the company are suitable for them, and the opportunity for the candidate to question you is essential for them to be able to make this decision. At the conclusion of the interview the chairperson should make it clear when the candidate will hear the results of the interview.

An interview should be relaxed and friendly, but the interviewers should remain in control and be able to draw out nervous or shy candidates and to manage over-confident ones. Making a recruitment error can be very expensive and difficult to correct and interviewing should be seen as a moment of truth in the selection process.

**Text 4**

**10 points**

**Read the article and write down the review using the patterns below:**

1) The headline of the article is ... (The article is headlined ..., The headline of the article I've read is...)

2) The author of the article is...

3) The article is taken from the newspaper...

4) The central idea of the article is about... (The main idea of the article is... the article is devoted to... the article deals with... the article touches upon... the purpose of the article is to give the reader some information on... the aim of the article is to provide a reader with some material on...)

5). Speak on the conclusion the author comes to.

6). Express your own point of view on the problem discussed**.**

**Are economics graduates fit for purpose?**

Diane Coyle

The global crisis has plunged the economic profession into a state of anxiety, at least in some quarters. One question, among many, is whether the way economics is taught at universities needs to be rethought. This column summarises the range of views raised at a recent conference on this issue organised by the British government, the Bank of England, and the Royal Economic Society.

One of the consequences of the financial and economic crisis since 2008 has been a re-evaluation of economics itself by at least some of its practitioners. This includes looking again at the teaching of economics in universities, the subject of a recent conference supported by the Government Economic Service, the Bank of England, and the Royal Economic Society.1 As a speaker in the opening session of the conference noted: “The crisis was a large intellectual failure. We all got it largely wrong and have been using the wrong intellectual apparatus.”

The question of whether the teaching of economics in universities needs reform is linked to the underlying question about the intellectual status of economics itself, post-crisis. A number of speakers noted that there had been huge progress in recent decades in some areas of economics, such as auction theory, or development economics, for instance. But there was also a degree of consensus among participants that economists need to acknowledge the limitations of what has been the standard paradigm in the subject for 50 years. Ideally, we now need to combine a greater modesty about the state of knowledge, an insistence on dogged empirical work to the highest scientific standards, and a new eclecticism about what explanation is needed to understand economic phenomena.

One speaker said: “We have an unreasonably strong prior that only one kind of model is acceptable.” He added that, in reality, there was true Knightian uncertainty about the status of different underlying models of behaviour, and there is no alternative now to the slow process of exposing the empirical status of the assumptions and conclusions of the models we are using.

While modesty and eclecticism found general favour, there was less agreement about the extent to which both the practice and teaching of macroeconomics needs to change. Some speakers felt existing approaches could be sensibly supplemented with some recent economic history, including discussion of the Taylor Rule policy reaction function, and with some enrichments such as heterogeneous agents. At the other extreme, some participants argued that the standard macroeconomic framework of analysis has been proven redundant by the crisis. These participants emphasised instead two chasms in the knowledge of recent graduates: institutional knowledge of finance, money, and banking and the ability to analyse the role of these institutions in the economy; and network models similar to those used widely in some other disciplines such as epidemiology and evolutionary biology (see, for example, Haldane and May 2011).

Employers taking part agreed, however, that economics graduates have a narrower range of skills than they need in their work. Even those working as professional economists in the financial markets, consultancy, or the public sector lacked important skills, although in general their technical ability was good, according to employers. The ability to communicate well topped the list of missing skills, followed by an appreciation of the wider context in which graduates are applying their economic knowledge.

A surprising number of the employers present suggested the need for teaching more economic history; and also a focus on the international context rather than just national economic data; and a better practical grasp of quantitative methods including collecting and understanding data (as opposed to more sophisticated econometric techniques). A preliminary assessment of a survey conducted among employees in the Government Economic Service has confirmed these are important areas in undergraduate preparation. For example, the preparation of briefing material for non-experts was described as the most important task, by some distance, of these public sector economists. The survey may now be extended to private sector economists through the Society of Business Economists.

However, there was also sympathy among the academics present for providing a broader context in economics courses, as indeed there was in a selection of essays by academics (mainly in the US) written for advance circulation to participants ahead of the conference. 2 Academics were cautious, however, about suggesting adding more to the curriculum without clarity about what could be removed. There was a discussion about the barriers to change within the university sector. Among the barriers cited were:

The fact that the curriculum is already full, and that students have to spend a good deal of time applying for internships, as well as for jobs, at the end of their studies.

The resistance of students to having to use their initiative rather than being spoon-fed material to get them through exams, and the likelihood that course and teaching innovations would result in negative ratings in the National Student Survey.

Competition between universities taking the form of an arms race to teach more and more technical material, resulting in the selection of only the most mathematically-able sixth formers.

An unwillingness on the part of universities to provide a pathway for non-mathematical students who are nevertheless interested in economics, and too little variety in undergraduate courses; the related – and incorrect – presumption that most economics graduates will work as economists.

The narrow selection of journals included in the Research Assessment Exercise/Research Excellence Framework, resulting in a supply of teachers in universities whose interests and expertise fall into a relatively narrow range of subjects and approaches. For example, it was said there are not enough people in UK universities who could teach economic history courses at present.

The need to use standard textbooks which all conform to the same approach, as large US publishers are unwilling to risk an alternative – yet most economists would regard the majority of the highly conventional material in most of these basic textbooks as over-simplified at best, or actually incorrect.

This debate about the content of the university curriculum comes at a time of growing interest in the study of economics among secondary school students in the UK. The number of A-Level students has grown by more than 50% since 2006 (Riley 2011). Teachers of sixth-form economics attending the conference pleaded for the inclusion in universities’ courses of important areas of economics they are now teaching in schools, including behavioural economics; money and banking; fast-growing economies; simulations and experimental techniques; economic history; and new technologies and network models. They also argued that university teachers need to make greater use of the internet as a medium for teaching, and other pedagogical innovations, saying that schools have become significantly better than universities in terms of active learning3.

A working group involving academics, employers including the Government Economic Service, the Royal Economic Society, and the Economics Network will be considering practical measures to respond to this plea, and ensure that the economics profession does not waste this crisis. It would be a sad irony if the teaching of economics at universities cannot evolve at exactly the point at which the intellectual and empirical advances in economics in the past 20–30 years are proving so fruitful (Coyle 2012).

Text 5

15 points

Questions 24–38

Read the text below about ethics.

Choose the best word to fill each gap from A, B, C or D below.

Most people think of ‘being ethical’ in business ethics as compliance with laws and financial regulations to avoid (24) \_\_\_\_\_ . When these are not (25) \_\_\_\_\_, as in the case of Enron, the story makes headlines around the world and has a huge negative impact on the people and companies involved. Most business people are not tempted to commit large scale financial fraud, though, and are (26) \_\_\_\_\_ of the consequences. Instead, it is the day-to-day actions and behaviour of individuals which present the most problems.

As a manager, if you (27) \_\_\_\_\_ a blind eye to seemingly small matters such as staff taking home office supplies then you are not (28) \_\_\_\_\_ yourself with an ethical workplace. Everyone watches everyone else to see where the ethical boundaries are. You should carefully consider what messages you are sending by your (29) \_\_\_\_\_ or inaction, words and attitudes.

(30) \_\_\_\_\_ the whole there are three areas to consider in everyday business ethics. The first is respect. Respect for the people you work with; respect for the company resources – time, equipment and money; and respect for the working environment, which includes obeying laws and regulations. You should treat the people you work with well – with (31) \_\_\_\_\_ and honesty – and use the company equipment for work purposes – that means no personal phone calls.

Responsibility is the second area, and means working well with others – (32) \_\_\_\_\_ instance doing your share of the work – and providing high quality services and goods to your customers.

(33)\_\_\_\_\_, the ‘The end justifies the means’ argument is not one that an ethical person would use. Means are as important as ends because *good* results are important. (34) \_\_\_\_\_ you achieved the results by being unethical either morally or legally then you endanger the business and your own career.

Do not forget: don’t take what isn’t yours. This applies to everything from taking office supplies (35)\_\_\_\_\_ as paper and pens to taking the credit for work done by others. Also, (36)\_\_\_\_\_ you agree to confidentiality, keep your word. And be able to say that every answer you give is as

(37) \_\_\_\_\_ as it can be, because if you give (38) \_\_\_\_\_ information it is bound to affect your future business relationship. And remember that the excuse ‘Everyone does it’ just doesn’t work, especially in a court of law.

24. A legal B law C lawyers D lawsuits

25. A obeying B obeyed C obey D disobey

26. A careful B respectful C mindful D lawful

27. A see B show C take D turn

28. A aligning B sharing C turning D leaving

29. A words B thoughts C actions D message

30. A To B At C In D On

31. A integrity B pleasant C nice D polite

32. A in B for C to D as

33.A Secondly B At last C Finally D Then

34. A If B Unless C When D Could

35. A seen B good C like D such

36. A providing B could C unless D if

37. A sure B reasonable C accurate D believable

38. A misleading B true C correct D real

**Text 6**

**10 points**

**Read the article and write down an abstract.**

**The inconsistent Europe 2020 and research strategy**

Ramon Marimon

12 June 2015

The European Parliament is currently in talks over new ways to fund research. This column argues that unless the current proposal is changed, funding for research in social sciences will almost completely disappear from the main ‘cooperative research’ (now ‘Societal Challenges’) programme.

The European Parliament and EU member states are now discussing the Framework Programme (2014–2020), proposed by the European Commission. Unless the current text is properly amended, funding for research in social sciences will almost completely disappear from the main ‘cooperative research’ (now ‘Societal Challenges’) programme. But I argue that the growth and governance of the European Union is a ‘Societal Challenge’ in need of excellent socio-political and economic research.

The Europe 2020 strategy sets four priorities: three on growth (it must be ‘smart’, ‘sustainable’ and ‘inclusive’) and one on economic governance. It also sets five targets: on employment, on R&D and innovation, on climate change and energy, on education, and on poverty and social exclusion. The new Framework Programme for Research and Innovation (2014–2020) – proposed by the European Commission (Council of the European Union, 2 December 2011) and now under discussion – should, in itself, help to attain one of these targets (R&D and innovation), and it also assigns 38.5% of its proposed €87,749.402 million to fund research that “responds directly to the policy priorities and societal challenges identified in the Europe 2020 strategy”.

Europe 2020 priorities and targets are, to a large extent, socioeconomic and political issues. They are also complex and difficult to attain. Today, the European Union, far from being “the most competitive and dynamic knowledge-based economy in the world (…) with a 3% expenditure on R&D over GDP by 2010” (Lisbon 2000 and Barcelona 2002), is not yet even in the aftermath of its main crisis.

The same European Commission forecasts that “real GDP is expected to stagnate in the EU and to shrink by 0.3% in the euro area in 2012,” (European Commission 2012a) and the EU has had to change many rules of the game while trying to survive the crisis:

The monetary union has changed, since the ECB is no longer just following its ‘price stability’ mandate; and

The new Treaty on Stability, Coordination and Governance(see European Council 2012) opens the door to a new form of fiscal union.

Traditional forms of welfare states which characterised ‘the Eurpean model’ are under threat by the same fiscal restraint that the new treaty imposes – in particular, the targets on education and on poverty and social exclusion are far from trivial in the new framework. The European Union and Eurozone governance are being questioned by the crisis, in that the main decisions have been intergovernmental more than ‘communautaire’, with a German lead more than a European Commission or European Parliament lead. The same national parliaments have seen their powers eroded, while the need to ‘save the financial sector’ has taken priority, and Europe is reaching record times in unemployment levels, the threat of major social conflicts, and loss of power in the world. The phantom of a euro breakup still has not disappeared.

With these lofty aims set against the dismal reality, one would expect the European Commission to be calling upon the best social scientists to better understand what is happening and how to achieve ‘smart, sustainable and inclusive growth’ in this context. Instead, research funding for social sciences and humanities has basically disappeared from the main cooperative research programme.

According to the new Framework Programme, the six Societal Challenges are:

* Health, demographic change, and wellbeing;
* Food security, sustainable agriculture, marine and maritime research, and the bio-economy;
* Secure, clean and efficient energy;
* Smart, green, and integrated transport;
* Climate action, resource efficiency and raw materials, and
* Inclusive, innovative and secure societies.

One can even agree that these are among the challenges that Europe does face (I will not go into details here) and that, as the European Commission concedes “social sciences and humanities research is an important element for addressing all of the challenges” (European Commission 2011). However, the same closed list, and the supporting role given to social sciences research, read as a research agenda for a Europe that has already resolved its current socioeconomic and political crisis and is in an advanced stage of smart transport and climate action – a most wishful Brussels perspective…

Unfortunately, I am not surprised by this wishful thinking by European Commission. Let me provide a couple of somewhat personal final remarks. When I was chairing the committee to evaluate the financial mechanisms of Framework Programme 6, I asked the Director General of DG Research why there was almost no funding for research on employment issues. He replied that this was what the member states had decided. I felt trapped, since as Spanish Secretary of State for Science and Technological Policy I had been not only responsible for the Spanish position, but also for the FP6 negotiations between the European Commission, Council, and Parliament. But I understood the trap. In discussing all the long EC documents, there was always something more urgent, for example, whether to provide funding for stem-cell research.

In the autumn of 2008 I joined the Expert Advisory Group for Socioeconomic Sciences and Humanities, whose task was to advise DG Research in the drafting of the corresponding Work Programmes, which for the first time included main ‘challenges’. The first thing I said was: if ours had been a Life Sciences Advisory Group in the middle of a global viral plague, the spotlights would have been on us for having provided so little funding for research on the virus. However, being social scientists maybe no one would check on us in the middle of the main financial crisis since the 1930s. Fortunately, FP7 permitted the introduction of the issue as a ‘challenge’ in the 2011 calls. But even in 2009 one had to strongly argue that ‘the future of macro-economic and monetary integration in Europe’ was a ‘challenge’, to finally see it recognised as a ‘collaborative project’ (small- or medium-scale focused research project) in the 2011 calls.

I am no longer an expert advisor for DG Research, but I can see that FP8 (also called Horizon 2020) moves a step further away from the focus on socioeconomic research with its six Societal Challenges. If approved in its current format, it will not even be possible to address Europe’s main socioeconomic and political challenges, even if they are part of the Euro 2020 strategy, or among the main concerns of European citizens (e.g. unemployment). Fortunately, the best social scientists understand the importance of these issues and in the end FP8 may finance the corresponding research through the European Research Council (16.1% of the proposed PF8 budget, i.e. less than half of Societal Challenges). But then, if the menu of Societal Challenges is not changed, probably the best move would be to substantially increase the funding for “excellent social sciences and humanities research,” at the expense of the current Societal Challenges budget. I am confident this will stimulate excellent research – beyond what the current Horizon 2020 envisions – on a particular Societal Challenge called “the growth and governance of the European Union”.

**Text 7**

**12 points**

**Read the following information and complete the task. Write about 100–120 words.**

**Credo**

You are the CEO of a small company and are thinking about writing a credo for your company.

Look at your notes below.

Use all your notes to write a draft credo to discuss at your next board meeting.

**Notes**

We want to make a profit, pay dividends and protect the investment of shareholders.

Protect the environment.

Take care of employees.

Be good employers.

Help the people in places where we operate.

Taxes.

Equal opportunity.

Job security.

Products.

Customers.

**ВАРИАНТ 2**

**Text 1**

**7 points**

**Questions 1–7**

Look at the statements below and the extracts from an article on work placements.

Which section (A, B, C or D) does each statement 1–7 refer to?

For each statement 1–7 mark one letter (A, B, C or D).

You will need to use some of these letters more than once.

1 The employer should offer their opinion on how successful a student has been on the placement.

2 You might have to do many different tasks.

3 There are many advantages for students doing a work placement.

4 Doing a work placement will make you more attractive to future employers.

5 You can watch how one person does their work.

6 It is better for a company to employ someone they know already.

7 Doing an internship can help you check if you have chosen the most appropriate career.

A There are many benefits if you do a work placement or internship. You will have the opportunity to practise your skills in the workplace and you can test your career plans to see if you have made the right decision. You can make contacts for the future, if you make a good impression. You will learn how to take responsibility for your work and how to behave in an environment which is different from being a student. A work placement also enhances the look of your CV (many jobs are unavailable to those with no experience) – and, of course, you'll earn some money.

B Employers can also benefit from work placements. Students have up-to-date knowledge and skills which can be put to good use on a project. Students are often highly motivated and work hard, and staff and students learn from each other as they do their work tasks. If a student works really well, the employer can offer them a full time job with less risk than with an unknown person. The student will be familiar with the organization and its unwritten rules and will fit in better than someone who is completely new.

C There are different kinds of work placements. ‘Work shadowing’ means following someone around as they do their work to see how they do it. A general role will mean being involved in many different aspects of work in a department or company and learning how a wide range of things work in the organisation. Taking on a specific role on a project or in a department is more like having a real job and you will probably be responsible for a specific area of work.

D The most important quality the employer is looking for is attitude. When you approach an employer for a work placement you must show that you are enthusiastic and willing to learn. This is more important than previous experience. You will be able to learn from any work experience but it is best to apply for a role which you are interested in and in which you can offer the employer some benefit. You should also expect the employer to assess your work and to offer you a written appraisal of how you performed in such areas as meeting deadlines and dealing with your workload.

**Text 2**

**5 points**

**Questions 8–12**

**Read the article below about Global Volunteers.**

**Choose the best sentence from A–E below to fill each of the gaps.**

**For each question 8–12, mark one letter.**

**Do not use any letter more than once.**

Are you bored with the nine to five routine? Are you looking for a new challenge? (8) \_\_\_\_ If you answered ‘yes’ to any of these, then you are who we are looking for.

We need enthusiastic, qualified and passionate people of all ages to work with us to help in the developing world. We send volunteers all over the world on one-year placements to train local people in your skills. When you return home, your skills remain and enrich the lives of the people you worked with – how’s that for job satisfaction? (9) \_\_\_\_

We need experts in many different sectors – from accountancy to project management to teaching. You will receive a local salary and housing, as well as flights and medical insurance. And we aren’t just looking for professional skills. Your personal integrity, strength and fitness are important, as well. (10) \_\_\_\_ Working closely with local people, you will find the experience extremely satisfying, and you will return home having really achieved something.

This is a really exciting opportunity. You’ll be able to test yourself and your knowledge in demanding conditions. (11) \_\_\_\_

When you return home you’ll find employers really take a positive attitude to these experiences on your CV. You’ll be seen as being more mature and responsible. (12) \_\_\_\_

A Your investment in the lives of the people you work with will be an investment in yourself.

B You’ll really find out what your strengths and weaknesses are.

C This is an opportunity for you to work with a passion, where you can make a real difference.

D Would you like to make a valuable contribution in an underprivileged area of the world?

E You will be working in difficult situations which are physically demanding.

**Text 3**

**Read and translate the text**

**10 points**

Being a customer service advisor in a call centre in India is not sweatshop work. It is highly skilled and not easy to do well. Advisors need to be educated and able to master complex areas such as motor insurance and to be able to deal with many different English accents. Not everyone can cope with this. Some just learn the standard responses and repeat these without real understanding and this causes problems when something unusual or difficult occurs.

Compared with working conditions in other industries in India, the working environment in call centres is extremely good and the wages are high. There is fierce competition for jobs and the best companies attract the best people. Advisors often see working in a call centre as a step up the corporate ladder to a management position or to another job, having worked on their language and customer care skills. Having dealt with the high pressure of taking non-stop calls from the UK in the middle of the night, advisors have proved themselves capable of dealing with a heavy workload.

The job is not an easy one but then many jobs are difficult. Compared with coal mining or industrial manufacturing, the kind of pressures are completely different and different people can cope with different pressures.

Working in a call centre is not just answering the phone. It’s being able to cope with many different problems and situations. It is a real skill to be able to sound patient and understanding with equally stressed customers who many have been on hold for a long time and who are calling because they have a problem which needs to be solved.

Often the targets of takeovers are smaller and more innovative companies which have unique technology that the larger company wants or needs. By acquiring such companies, the larger company can save R&D costs, have access to innovation and stay competitive.

Companies often try to buy rivals who are operating in different markets or sectors, to increase the reach and size of the company. It is an easy way to enter a new market and avoids all of the costs involved in building up market share. Larger companies can also raise capital more easily than small companies, and with cheaper money can expand even more.

Acquisitions are paid for in cash, stock or a combination of both – a premium of about 10% on the current share price of the takeover target is reasonable. Companies are generally more careful of valuations when cash is involved and less so when the deal is made on the basis of shares. The dream of every investment banker is to be involved in a takeover battle when two or more companies are bidding to buy a third. In such a situation of bid and counter bid there are huge fees to be made as advisors.

**Text 4**

**10 points**

**Read the article and write down the review using the patterns below:**

1) The headline of the article is ... (The article is headlined ..., The headline of the article I've read is...)

2) The author of the article is...

3) The article is taken from the newspaper...

4) The central idea of the article is about... (The main idea of the article is... the article is devoted to... the article deals with... the article touches upon... the purpose of the article is to give the reader some information on... the aim of the article is to provide a reader with some material on...)

5). Speak on the conclusion the author comes to.

6). Express your own point of view on the problem discussed**..**

**Lawrence Summers and the uselessness of learning foreign languages**

Victor Ginsburgh

8 February 2014

English is the dominant language of the Internet, business, and world trade. Do we need another? This column applies an economist’s rationale to the question.

“I don't speak English. Kurdish I speak, and Turkish, and gypsy language. But I don't speak barbarian languages.”

“Barbarian languages?”

“English! German! Ya! French! All the barbarian”.

—Yasar Kemal, a Turkish writer whose words are quoted by Paul Theroux in The Great Railway Bazaar

In 2005, Larry Summers, then President of Harvard University, outraged 50% of the world by claiming that women are not as talented as men in science and mathematics. This time, he has outraged some 94% of the world’s population by suggesting that native speakers of English should forego learning other languages since, anyway, the rest of the world will soon become fluent in English (Summers 2012). English is indeed the native language of some 400 million people (that is 6% of the seven billion living on our planet) and is “spoken” by another billion, whatever “spoken” means (Crystal 2001).

Language is an essential expression of culture (and culture is, according to the Sapir-Whorf hypothesis, shaped by one’s native language). Read Shakespeare’s Richard II to see what happened to Thomas Mowbray whom King Richard exiled to Venice (“Have I deserved at your Highness’ hands/The language I have learn’d these forty years/For my native English, now I must forego;/And now my tongue’s use is to me no more/… What is thy sentence, then but speechless death,/Which robs my tongue from breathing native breath?”). Check Fernando Pessoa and his “my homeland is my language”, or Ngugi wa Thiongo: “The choice of language and the use to which language is put is central to a people's definition of themselves in relation to the entire universe” (Thiongo 1986).

Remember Sri Lanka, and the many lives it cost because one language group (out of the two main ones) decided that its language would become “more important” than the other. The reverse is also true, and the European Union is ludicrous in its defence that 24 languages (including Croatian, spoken in the recently admitted 28th member) are official, and that all official documents should be translated into all 23 other languages. This is by the way not the case in practice, but the EU still spends over $1.4 billion every year to interpret and translate from one language into all others. Just walk in the corridors of the many buildings of the European institutions in Brussels, and you will realise that the non-native English that is spoken is hardly understandable by a native English speaker, and that English native speakers lose others when they go into somewhat deeper discussions (Wright 2007). Is this what Professor Summers would like?

Worldwide, English is indeed the language that is most often used in international contacts and trade. But it is not the only one, as shown by Jacques Melitz (2008) who uses two measures of linguistic distances between trading partners and tries to estimate their effect. ‘Open-circuit communication’ (OCC) demands that the language be either official or widely spoken (at least 20% of the population knows the language). Spanish, for instance, will be an OCC between Bolivia (where 44% of the population knows Spanish) and Mexico (88%). A ‘direct communication’ (DC) language is any language common (that is, spoken by at least 4% in each country) in a pair of countries. In short, Melitz suggests distinguishing between two channels through which the trade-enhancing effect may take place: OCCs that depend on translation (which can be produced as long as there are enough people who can provide it in both countries) and DCs (which enable traders to communicate directly). He finds that ‘direct communication’ has the largest positive effect on trades: A 10% increase in the probability that two citizens, one in country A, the other in B, speak the same language increases their trades by 10%. Other European OCCs also contribute, but somewhat less. However, and interestingly enough, Melitz also shows that English as an OCC is no more effective than other European languages in promoting trade.

It is thus difficult to point to the number of languages that are needed, as well as to which ones are needed. There is no unique solution. It is clear today that globalisation has taken its toll, at least on some, if not on many of us. Do we need more of it by going to a unique language, whichever it is?

**References**

Crystal, David (2001), A Dictionary of Language, Chicago: Chicago University Press.

Melitz, Jacques (2008), “Language and foreign trade”, European Economic Review, 52:667-699.

Summers, Lawrence (2012), “What you (really) need to know”, The New York Times, 20 January.

Thiongo, Ngugi wa (1986), Decolonizing the Mind, Oxford: James Currey.

Wright, Sue (2007), “English in the European Parliament: MEPs and their language repertoires”, Sociolinguistica, 21:151-165.

**Text 5**

**15 points**

**Questions 18–32**

Read the text below about colour packaging.

Choose the best word to fill each gap from A, B, C or D below.

It’s been a busy quarter.You (18) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ one of your main products and it’s been a disaster. (19) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ are down 10%. What went wrong? Did you try to

(20) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ your product too much from the competition? Or not enough?

Have you thought about the (21) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ colour? In your redesign you changed a lot – perhaps too much?

Colour is a key factor in packaging, especially in today’s highly (22) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ marketplace. When a consumer walks along the supermarket shelves they will take a few seconds to decide what to buy and you need to (23) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the worth of your product from three metres away. The packaging should be (24) \_\_\_\_\_\_\_\_\_\_\_\_\_\_. It should grab the (25) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the consumer and shout ‘Buy me!’. It’s not just a case of putting yellow and red ‘new and improved’ labels on. The whole colour combination of the product and packaging should be considered. The colour combination should be (26) \_\_\_\_\_\_\_\_\_\_\_\_\_\_, as some colours are not (27) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ when put together. The colour should suit the contents of the package – the background colour of the package should reflect the colour or properties of the product itself.

Green is seen as environmentally friendly. White and blue indicate freshness, while purple, gold and black reflect luxury.

Colour should be a prime consideration in product development right from the initial (28) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and should be thoroughly tested with focus (29)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and during

(30) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ studies. Only when you have a package with the right combination of colours, which reflects the product’s qualities and is (31) \_\_\_\_\_\_\_\_\_\_\_\_\_\_, should you go into (32) \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

18 A replaced B relaunched C retried D returned

19 A sales B losses C products D stocks

20 A change B alter C adapt D differentiate

21 A pack B box C packaging D product

22 A competitive B competition C compete D uncompetitive

23 A tell B communicate C make D show

24 A eye-opening B eye-watering C eyeful D eye-catching

25 A attend B attentive C attention D attended

26 A efficient B attractive C affect D impact

27 A working B contrasting C impacting D effective

28 A specifications B drawings C mock-ups D prototypes

29 A people B sets C groups D meetings

30 A focus B market C shop D group

31 A distinctive B distinct C distinction D indistinct

32 A producing B production C productive D product

**Text 6**

**Read the article and write down an abstract**

**THE FUNDAMENTAL PROBLEM OF ECONOMICS**

Two fundamental facts provide a foundation for the field of economics and, in fact, comprise the economizing problem. The first fact is this: Society's material wants, that is the material wants of its citizens and institutions are unlimited. Second: Economic resources the means of producing goods and services - are limited or scarce. What do we mean by «material wants»? We mean the desires of consumers to obtain and use various goods and services. Innumerable products which we sometimes classify as necessities (food, shelter, clothing) and luxuries (perfumes, yachts, mink coats) satisfy human wants. Services satisfy our wants as much as do products. Repair jobs on our car, the removal of our appendix, a haircut, and legal advice have in common with goods the fact that they satisfy human wants. The differences between goods and services are often less than they seem to be at first.

Economic resources can be classified into the following categories: (1) property resources - land or raw materials and capital; (2) human resources - labor. Let us examine these various resource categories. What does the economist mean by land? Much more than do most people. Land refers to all natural resources - all «gifts of nature» - which are usable in the productive process. Such resources as arable land, forests, mineral and oil deposits, water resources come under this general classification. What about capital? Capital, or investment goods, refers to all manufactured aids to production, that is, all tools, machinery, equipment, and factory, storage, transportation and distribution facilities used in producing goods and services. It is a man-made resource. Economists often talk of «money capital», meaning money which is available for use in the purchase of machinery, equip-ment, and other productive facilities. But money, as such, produces nothing; hence, it is not to be considered as an economic resource. Real capital - tools, machinery, and other productive equipment - is an economic resource; money or financial capital is not. Besides, capital goods should be distinguished from consumer goods. The latter satisfy wants directly, whereas the former do so indirectly by facilitating the production of consumer goods. What is labor? Labor is a broad term which the economist uses in referring to all of the physical and mental talents of men and women which are usable in producing goods and services.

We must recognize that a variety of different institutional arrangements and coordinating mechanisms are used by a society in responding to the economizing problem. The industrially advanced economies of the world differ essentially on two grounds: (1) the ownership of the means of production, and (2) the method by which economic activity is coordinated and directed.

Pure, or laissez faire, capitalism is characterized by the private ownership of resources and the use of a system of markets and prices to coordinate and direct economic activity. In such a system each participant is motivated by his or her own self interest; each economic unit seeks to maximize its income through individual decision making. The market system functions as a mechanism through which individual decisions and preferences are communicated and coordinated. The fact that goods and services are produced and resources are supplied under competitive conditions means there are many independently acting buyers and sellers of each product and resource. As a result, economic power is widely dispersed. Advocates of pure capitalism argue that such an economy promotes efficiency in the use of resources, output and employment stability, and rapid economic growth. The term laissez faire translates as «let it be», that is, keep the government from interfering with the economy. Government's role is limited to the protection of private prop-erty and establishing an appropriate legal framework to facilitate the functioning of free markets.

The polar alternative to pure capitalism is the command economy, characterized by public ownership of all property resources and collective determination of economic decisions through central economic planning. All major decisions concerning the level of resource use, the composition and distribution of output, and the organization of production are determined by a central planning board. Business firms are governmentally owned and produce according to state directives.

No country relies exclusively on the market mechanism to make its economic decisions. The United States and most other countries rely instead on the market for some decisions and on centralized decisions making (the government) for others. The use of both market signals and nonmarket directives is the hallmark of a mixed economy. The U.S. economy is distinguished by a heavy reliance on the market mechanism. The Swedish economy is also a hybrid system. Although over 90 percent of business activity is in private hands, government is deeply involved in achieving economic stability and in redistributing income. Other "mixed" economies include a heavier dose of government intervention.

**Task 7**

**10 points**

**A colleague of yours wants to rewrite their CV. Write some advice for him or her on how they should lay out their CV, and give reasons. Use the notes below to help you. Write about 120 words.**

Name, address, nationality at top.

Work experience since leaving university. Latest job first.

Include details of job and responsibilities – why?

Education and qualifications– start with university.

Voluntary roles/positions of responsibility – why?

Additional skills – why? For example?

References – where? How many?