

COURS EN LIGNE - ANGLAIS DES SPECIALITES

SCIENCES ECONOMIQUES ET SOCIALES Tle B

LESSON 4 FACTORS OF PRODUCTION

Brainstorming

Read the descriptions (A - D) of the four factors of production. Then match the description with the right factor of production (1 - 4).

A - Consists of all goods which help in the productive process - often known as capital goods. E.g. plant & machinery, transport, factories, roads.

B - Has to do with the ability to organise and combine the factors of production

C - Resources provided by the nature; e.g. forests, water, minerals.

D - Refers to all types of human input used in producing goods and services, e.g. farmers, shop assistants, managers, factory workers, police.

1. Land

2. Enterprise

3. Labour

4. Capital

Activity I - Skimming

Read the text quickly and circle the option (a-b-c-d) which best to complete the following statement.

Factors of production consists of:

- a - only means of production .
- b - only human and financial capitals.
- c - capital, people factories and machinery.
- d - means of production and human capitals only.

FACTORS OF PRODUCTION

In economics, 'factors of production' means inputs and 'finished goods' refers to output. Input determines the quantity of output. That is output depends upon input. Input is the starting point and output is the end point of production process and such input-output relationship is called a production function. 'Factors of production' includes means of production and human/financial capital.

'Means of production' refers to physical, non-human inputs used in production such as factories, machines and tools. Human and financial capitals represent not only people, workers operating in the business, but also the money used to run it. All these factors are required in combination at a time to produce a commodity. Production means creation or an addition of utility. Factors of production, also called productive inputs or resources are any commodities or services used to produce goods and services. They may also refer specifically to the primary factors, which are stocks including land, labour (the ability to work), and capital goods applied to production. The primary factors facilitate production but neither become part of the product - as with raw materials - nor become significantly transformed by the production process (as with fuel used to power machinery). 'Land' includes not only the site of production but natural resources above or below the soil. Recent usage has distinguished human capital which is the stock of knowledge in the labour force from labour. Entrepreneurship is also sometimes considered as a factor of production. Sometimes the overall state of technology is described as a factor of production. The number and definition of factors varies, depending on the theoretical purpose, empirical emphasis, or school of economics.

Activity II : WORD STUDY

A - Read the text carefully and find in it words whose meanings are given below.

N°10 is an example.

1. beginning: (L 3)
2. things that can be used for a particular purpose : (L 7)
3. working : (L 8)
4. to manage; to organise (L 8)
5. manufactured product : (L 9)
6. basic need : (L 10)
7. natural resources used to produce finished goods : (L 14)
8. the ability to start and manage a business : (L 18)
9. total, global : (L 19)
10. based on observation, experiment or experience; not on theory : **empirical** (L 21)

B - Read the following passage carefully and complete it with vocabulary words from the activity above.

Activity III: COMPREHENSION

Mr. Ernst is a German engineer in economics. After his studies, he opted for because he didn't want to work for anyone.

He knew that investing in the production of is a good business. He decided, then, to set up and a chocolate company in Berlin. He imports his from Cote d'Ivoire, the first cocoa producer in the world.

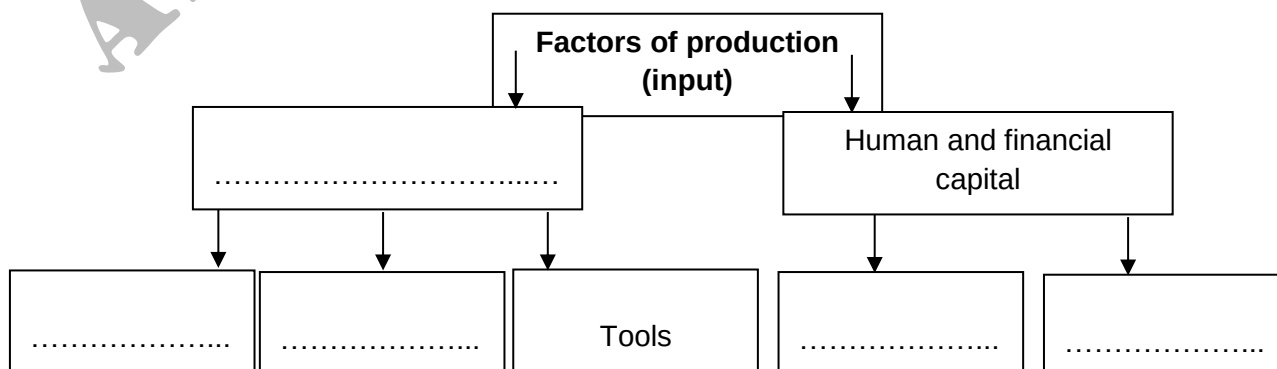
During one of his interview, he said, he did not share the idea advocating the settlement of one's company near the production site of its.....

Today, Mr. Ernst is enlarging his company; he has invested in the production of like water or gas; and he is also fighting against the use of old..... such as machetes, hoes etc. by the African farmers.

A - Read the text again and say if the statements below are true or false. Write (T) for true or (F) for false. Then justify your answers by indicating the line(s). Do it individually and discuss your answers with your partner. N°1 is an example.

	Statements	Answers
1	Factors of production are composed of input and output	F, L 2
2	Input influences output	
3	'Means of production' consists of factories, machines and tools	
4	Workers and the money invested determines the means of production	
5	Production implies the description of some utilities	
6	Factors of production help to manufacture goods and offer services	
7	Productive inputs also involve land, labour and capital goods	
8	'Factors of production also includes entrepreneurship and technology	

B - Read the text carefully and complete the chart below. Do it individually first, then discuss your answers with your partner.



Activity IV: Language Function: Expressing alternatives: (either.....or / neither.....nor)

Study the following sentences and do the tasks below.

1 - At the end of their training, students can work either for the government or for themselves.

2 - This man is neither a teacher nor a secretary; he is just a workman in the school.

Task A: In these sentences, underline the words that express the idea of alternative.

Task B: Use the underlined words to complete the gaps below.

.....expresses a positive alternative.

.....expresses a negative alternative.

Task C: Complete the sentences appropriately to express alternatives.

1 - Countries adoptcapitalisticsocialistic system.

2 - There are two means of transportation in the city. You can.....take the taxi
.....the bus

3 - He likesMathematics.....philosophy.

4 - Mixed economies countries arecommunisticcapitalistic.

5 - Burkina Faso produces..... cocoacoffee.

Activity V: Writing

On the basis of the diagram in Activity III-B, make a short summary of the text.

.....

.....

.....

.....

.....

.....

.....

.....

Follow up work

Why are human and financial capital seen as the most important factors of production?

INTERNATIONAL INSTITUTIONS

Brainstorming

Look at these logos.

1. What do they represent?
2. What do these organisations do?



Activity I - Skimming

Read the text quickly and circle the best alternative (a-b-c-d) to complete the following statement.

The text is about the

- a - international monetary institutions.
- b - African debt.
- c - African governments and mismanagement.
- d - causes of African debts and strategies of its settlement.

THE AFRICAN DEBT AND THE INTERNATIONAL MONETARY INSTITUTIONS

By the mid-eighties the external debt of African countries was estimated at 180 billion US dollars. This figure raises questions: Why are these countries so heavily indebted? Who lent such huge sums that can never be repaid?

- 5 African leaders are quick to assert that successive governments borrow money to build schools, hospitals and roads. While acknowledging that these investments, if any are not productive, especially in short term, we should not overlook mismanagement and misappropriation. Most loans for governments often land in private bank accounts in Switzerland or are diverted to purchase arms and build palaces.

- 10 There are more serious causes of crippling indebtedness. African countries, like all third world nations, have been getting smaller export revenues. The price of exported raw materials has been declining, making it hard to service their foreign debts. Simultaneously the bill of exported crude oil has become a burden, forcing those countries to borrow more and more to alleviate their suffering. A few years ago Africa experienced an oil glut, detrimental to oil producing nations. This has led to a drop in earnings which were expected to help refund loans. Finally, 15 most loans were arranged in the soaring US dollar.

Most lenders, including the International Monetary Fund (IMF), the World Bank, foreign governments and private commercial banks, are seeking new strategies to get their money into their safes. The Paris Club is still making loans to enable debtors to settle their debts. The debtors are begging the creditors to scrap their debts altogether.

- 20 When the IMF agrees to reschedule the debts of African nations, harsh conditions are imposed and often lead to social upheavals. These humiliating conditions range from the devaluation of the national currency, privatization, the cutting of subsidies on basic consumer goods, accepting foreign experts to supervise the management of the economy to the liberalization of trade.

Activity II: WORD STUDY

A - Read the text carefully and find in it words whose meanings are given below. N°1 is an example.

- 1 a number that shows an amount, especially in an official report : **figure** (L2)
2. bad management : (L6)
3. money given by financial institutions and that has to be paid back:..... (L7)
4. used for a different purpose than the planned one : (L8)
5. the fact of owing money : (L9)
6. to make something or a situation less intense or severe :..... (L12)
7. people or institutions that give money in form of loans : (L16)
8. to rearrange the payments' programme : (L20)
9. demonstrations expressing anger and dissatisfaction about a situation(L21)

B - The words in Box A are from the text, match them with their synonyms in Box B. N°2 is an example.

Box A	Box B	Answers
1 - to service	a - reimburse	1 -
2 - burden	b - cancel, delete	2 - c
3 - glut	c - heavy load	3 -
4 - refund	d - difficult, tough	4 -
5 - soaring	e - increasing	5 -
6 - safes	f - to handle, to deal with	6 -
7 - scrap	g - overproduction	7 -
8 - harsh	h - strong-rooms	8 -

C - Complete the sentences with the appropriate words from the activities (A&B) above. Do it individually then discuss your answers with your partner. N°1 is an example.

- 1 - He was convicted because he didn't **refund** the money he took from the bank two years ago.
- 2 - Poverty in Africa is mostly due to of his leaders.
- 3 - IMF, World Bank, PC are the principal money to poor countries.
- 4 - Because of heavy some sub-Saharan African nations were forced to devaluation.
- 5 - More and more, African intellectuals are asking international financial institutions to the African debt.
- 6 - The new policy of IMF is to the debt burden of the poorest countries.
- 7 - Most African leaders are so greedy that funds devoted to development are to build their own wealth.
- 8 - African nations suffered so much from colonization that it's compulsory for the western nations to their debts definitively.

Activity III: Read the text again and answer the questions below. Do it individually then discuss your answers with your partner.

- 1 - What was the estimation of African countries' debts in the eighties?

.....

2 - What was the money borrowed supposed to be used for?

.....

.....

3 - How were the loans handled by the African leaders?

.....

.....

4 - Point out the reasons for African indebtedness mentioned in the text.

.....

.....

5 - Name the institutions that lend money to African countries.

.....

.....

6 - Do African countries pay their debts back? Why?

.....

.....

7 - What are the conditions imposed by IMF to rearrange the payment of African debt?

.....

.....

Activity IV: Language Focus: Expressing progressive actions

(Present perfect continuous vs. Present continuous)

Read the following sentences and do the activities below.

1 - The prices of exploited raw materials have been declining for many years.

2 - European countries are still exploiting African ones today.

3 - Côte d'Ivoire has been paying its debts since the eighties.

4 - He is taking his bath now.

A - Complete the table appropriately.

	Tenses	Time markers
Sentence1, 3		

Sentence 2,4		 At the moment, right now etc.
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B - Answer the questions below.

1 - Are the actions in the sentences over or still in progress?

.....

2 - Which element shows it?

.....

3 - What do 'the present perfect continuous' and 'the present continuous' express? Tick the right option.

The present perfect continuous expresses

a - finished actions. ☐

b - past actions noticeable in the present. ☐

c - coming actions. ☐

The present continuous expresses

a - past actions noticeable in the present. ☐

b - actions that are taking place. ☐

c - pending actions. ☐

C - Rewrite the verbs in brackets using the present continuous or the present perfect continuous correctly. No1 is an example

1 - I am sitting in the classroom right now. I've been sitting (sit) since one o'clock.

2 - Kate is at the corner. She(wait) for the bus.

3 - Ali(wait) for the bus for twenty minutes.

4 - Scott and Rebecca(talk) on the phone at the moment.

5 - The man and his wife.....(discuss) on the phone for over an hour.

6 - We.....(do) this exercise since midday.

7 - The scientist(work) on his experiments; it's a long and very difficult one

8 - I started planning the test last January. I(work) on it since then.

9 - Listen! They(play) music.

Activity V: COMPREHENSION

As a famous African economist, you are invited by Mr. Guebo, a BBC journalist to talk about the indebtedness of African countries and the prospective solutions. Complete meaningfully the conversation below. Some clues are given in brackets.

Mr. Guebo:
(greet auditors, introduce the programme and introduce the guest)

You :
(greet auditors the journalist)

Mr. Guebo:
(announce the topic and ask to the guest to define the word 'indebtedness')

You :
(define the notion 'indebtedness')

Mr. Guebo: To be clearer can you give an example.

You :
(give an estimation of Cote d'Ivoire's debt)

Mr. Guebo:
(show his surprise and put a question about the reason of this situation)

You :
(List 3 main reasons)

Mr. Guebo:
(mention mismanagement ask to propose solutions to the indebtedness)

You :
(enumerate 2 solutions and show optimism for the future of African countries)

Mr. Guebo:
(think the guest and close the interview on hopeful words)

Follow up work

Choose one of these two topics and write a paragraph.

1 - Can African countries pay their debts back?

2 - To what extent is the debt an obstacle to the development of African nations?

LESSON 6 : UNEMPLOYMENT

Brainstorming

Look at the picture below and answer the following questions.

1. What is this man carrying?
2. Why is he carrying it?
3. What do you call the situation or call people who do not have a job?
4. Do you any consequences of this situation? Which one(s)?



Activity I - Skimming

Read the text quickly and say what it deals with.....

The consequences are painful for all, and tragic for some, especially for the long term unemployed who stand to remain for ever the wards of the state: the longer they have to wait, the poorer the chance is their ever finding a job.

- 5 Despair drives some of them to suicide, others take to drinking or drugs; some will give themselves up to delinquency probably under the impression that in so doing they get their revenge on the society for failing to help them.

- 10 The most destitute ones can no longer pay a rent, and they are to be found sleeping under pitiful pieces of cardboard in public parks, in the streets, in the nooks and crannies of railways or underground (US: subway) stations or they seek shelter in the hostels of the Salvation Army, the Red Cross or other charitable organizations. They queue up for food at soup kitchens. A host of unemployed people now swell the ranks of all big cities inevitable vagrants and beggars to constitute what has been named the Fourth World or the New Poor.

- 15 Unemployment also perturbs family life. A jobless father is apt to be ashamed of himself for no longer providing for his family, hence a feeling of guilt, a profound anguish as regard the

future which may lead to depression and nervous collapses. He may lose his authority over his children, or his wife's respect, as they perhaps despise him for his incompetence. Adapted from *Efficiency in Economics, Commerce and communication tome 1*, By R. Gordon

Activity II: WORD STUDY

A - Finding words from definition or meaning

- 1 - poor people under dependence of the country or social organizations :(L2)
- 2 - a state of having lost hope : (L4)
- 3 - miserable :(L7)
- 4 - stiff, thick papers used to make boxes : (L8)
- 5 - any parts of a place :(L8)
- 6 - small building or covered place made to protect people from bad weather :(L9)
- 7 - vagabonds : (L11)
- 8 - people who live by asking for food or money : (L12)
- 9 - feeling of shame for having done something wrong : (L14)
- 10 - great mental suffering : (L14)
- 11 - dislike : (L16)

B - Filling blanks

Fill in the blanks in the passage below with the following words:

despair - anguish - painful - fourth world - vagrants - destitute - begging - shelters

Since the loss of his job, Mr. James lives a very (1) - **painful** situation. His living conditions have become worse and worse. Like him, many people in this country are living the same drama. Those people are becoming the (2) persons of the country and everyday they wander like (3)..... with the objective of getting a hypothetical job. Job opportunities are so scarce that some unemployed people have to resort to (4) to sustain their life and to survive. To cope with (5)..... and (6)..... some of them have found comfort and security in the religion in order to avoid suicide that is frequent in the (7)..... Some attempts have recently been made by the government to help unemployed by giving them allocations and social (8)..... to improve a little bit their existence.

Activity III : COMPREHENSION

Read the text and say whether these statements are true (T) or false (F). Justify by indicating the line. Do it individually then discuss your answers with your partner. N°1 is an example

Statements	Answers
1 - unemployment leads to a dramatic situation for the long term unemployed	T/ L1-2
2 - because of unemployment many people become burdens for the state	
3 - desperate jobless people commit suicide and resort to drugs in order to blame themselves	
4 - unemployed people are offered good living conditions	
5 - some social organizations give a hand to the jobless	
6 - unemployed people belong to the fourth world	
7 - unemployment strengthens family links	

Activity IV: Language focus**I - Double comparative**

Read the following sentences which have two clauses. **Which clause is the result of the other?**

.....

Sentence 1: **The longer** unemployed people have to wait, **the poorer** the chance is their ever finding a job

Sentence 2: **The older** Alicia gets, **the more beautiful** she becomes

TASK A: complete this short passage with: **more- the- er- result**

A double comparison has two clauses, the second is the of the first clause. Both begin with And as for the adjectives, they behave differently. While short adjectives

behave as follows: the + short adjective +, long ones follow the rule: the +
+long adjective

TASK B: complete the sentences below with double comparatives. N° 1 is an example

1- if the fruit is fresh, it tastes good

—————> **The fresher** the fruit is, **the better** it tastes

2 - The weather is warm, it is good for me.

.....

3 - We got close to the fire, we felt warm.

.....

.....

4- If a knife is sharp, it is easy to cut something with.

.....

5 - If you play well, you become important for your team.

.....

6 - When someone is rich, he becomes generous.

.....

7- If someone is wealthy, he lives a comfortable life.

.....

8 - The play was attractive, we felt interested.

.....

II/ using the suffixes “less- ful”

Study the short passage below and do the tasks that follow

Students were hope**less** about their future. But after the recent speech of the president about the creation of jobs, they become hope**ful** and are thinking about a bright future

TASK1

1 - What are “ful” and “less”? Prefix or suffix?

.....

.....

2 - Fill in the gaps with “less or ful”

a- expresses the increasing intensity

b- means ‘without’

Homework: What should the Ivorian government do to reduce unemployment?

.....

.....

.....

.....

.....

LESSON 7 : LETTER OF APPLICATION

Brainstorming

1. What different types of letter do you know?
2. Give some examples of formal letter.
3. Which letter do you write when you are seeking a job?

INPUT

Read the information below and do the activities that follow.

When you are applying for a job, here are the information that you need to be aware of.

a - A formal layout

The letter of application is composed of:

- the **date**
- the **writer's name**, his **signature** and **closing formulae** (at the end of the letter)
- the **writer's address** (at the top-right)
- the **opening salutation** (before starting the letter properly)
- the **addressee's address** (at the top-left)
- **names and addresses of referees** if any (to end the letter's body)
- and **the body of the letter**

b - Use of appropriate style.

Dealing with the style the focus is put on the body of the letter.

The body of the letter has four (4) main parts. They are:

- **abilities and experience** (the skills of the applicant)
- **expectations** (what he / she wants when applying)
- **reason for applying**

c - Other astuteness to be known.

The applicant has to bear mind that:

- ❖ the different paragraphs must clearly be separated.
- ❖ he/she must be brief avoiding writing useless information
- ❖ making a good impression on the employer helps.

- ❖ a careful reading of the advertisement is useful. Because, providing any information it asks for, is necessary.
- ❖ He/she has to think of what qualities the job requires and mention anything which shows that you have these qualities. But only say what is true.
- ❖ a good content is required; so he/she must write a rough draft of his/her letter . A special attention should be paid to the language, especially spelling.
- ❖ a neat copy is finally written.
- ❖ the applicant must always keep a copy of the letter for his/her own reference.

Activation 1: Study this model and use information from the input above to label its different parts. N°3 is done for you.

45 High Street,
Stonebury
SX6,OPP

The Personnel Director
Norton Manufacturing Ltd
Sandy Lodge Industrial Estate
Northants NN10 8QT

3rd February 2002

Dear Mr. Owen,

With reference to your advertisement in the 'Guardian' of 2 February 2002, I wish to apply for the post of secretary in your company.

I have qualified as a secretary and can type 60 words per minute and take shorthand at 80 words per minute. I also have 5 year experience in using computers and word processors. I am currently working as a PA to the personnel manager for United Engineering Ltd. My main role is to plan the meetings and appointments of my boss.

My reason for applying is because I wish to gain more experience and work for a bigger company with eventual managerial responsibility.

I believe I could successfully apply my secretarial skills to this post and therefore enclose my curriculum vitae for your consideration. I look forward to hearing from you.

The following have agreed to act as my referees:

1 -
2 -

I can be contacted during working hours on: 0667 98978

Yours sincerely,

Mrs. TOULA Jennifer

2 -
.....

3 - date

4 -

5 -

6 -
.....

7 -
.....

1 -
.....

Activation II: The body of Miss WATSON's letter of application is in the wrong order; help her by putting it in the correct one before she sends it to Ms. Strand

APPROVED BY IETP

WATSON

March 15, 2003

Dear Ms. Strand

4 -
Expectations

Lisa WATSON

My background and career goals seem to match your job requirements well. I am confident that I can perform the job effectively. Furthermore, I am genuinely interested in the position and in working for ABC Industries. Your firm has an excellent reputation and comes highly recommended to me.

Would you please consider my request for a personal interview to discuss further my qualifications and to learn more about this opportunity? I will call you next week to see if a meeting can be arranged. Should you need to reach me, please feel free to call me at 914-779-2050. If I am not in, please leave a message on my answering machine and I will return your call within a day.

I am applying for the position of systems analyst, which was advertised on March 12 with the career services office at Manhattan College. The position seems to fit very well with my education, experience, and career interests.

My practical experience in my college's computer center as a programmer and as a student consultant for system users gave me valuable exposure to complex computer operations. Additionally, I worked as an intern in computing operations for a large bank where I gained knowledge of financial systems. My enclosed resume provides more details on my qualifications

Practice: Read the job vacancy below and write a letter to apply for the job in the blank page.

Job vacancy

Chief accountant

A big manufacturing company look forwards to finding a qualified accountant. At least two-year training in accounting skills - At least five-year work experience - the salary: above average salaries will be offered and the successful applicant will be expected to travel whenever asked and work long hours.

Method of application: if you're ambitious and wish to advance rapidly in your career, apply in writing, giving the names and addresses of two referees to:

Mr. Robert MILLS,

Human Resources Manager, Overseas Corp.,

002165 Hampton, 04 Street Yonkers, 10407

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