

HUE UNIVERSITY  
COLLEGE OF FOREIGN LANGUAGES



**ENGLISH  
FOR AGRICULTURAL ECONOMICS**



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# LỜI GIỚI THIỆU

Giáo trình Tiếng Anh chuyên ngành Kinh tế Nông nghiệp là kết quả của quá trình tìm tòi, chọn lựa những bài có nội dung phù với yêu cầu môn học. Trên cơ sở đó thiết kế những dạng bài tập thích hợp với trình độ sinh viên. Vì trong nhiều năm qua, mặc dù môn tiếng Anh chuyên ngành đã được đưa vào chương trình giảng dạy ở các trường Đại học thành viên của Đại học Huế, nhưng vẫn chưa có một giáo trình cụ thể dành riêng cho những chuyên ngành này.

Giáo trình tiếng Anh chuyên ngành Kinh tế Nông nghiệp nhằm cung cấp cho sinh viên vốn từ vựng liên quan đến chuyên ngành của các em, củng cố lại những kiến thức về ngữ pháp cơ bản, giúp sinh viên tiếp tục phát triển những kỹ năng giao tiếp. Từ đó, giúp các em có một số vốn từ chuyên ngành và những kỹ năng giao tiếp cơ bản cho nghề nghiệp tương lai.

Giáo trình Tiếng Anh chuyên ngành Kinh tế Nông nghiệp gồm 12 bài và 2 bài ôn tập, dành cho sinh viên năm thứ 2 và 3, khoa Kinh tế Phát triển Trường Đại học Kinh tế Huế. Số tiết học chính thức tại lớp cho từng bài học từ 4 đến 5 tiết.

## UNIT 1

# AGRICULTURAL ECONOMICS

(Extracted from "*Introduction to Agricultural Economics*" by Penson, Jr. John B, Crapps, Jr. Oral, Rosson C. Parr III.)

*In groups, and discuss the following questions:*

1. What do you expect the text to be about?
2. Can you define what "agricultural economics" is?
3. How many words involving this topic do you know ?

**Read the following text**

### DEFINITION OF AGRICULTURAL ECONOMICS

Agricultural economics is an applied social science that deals with how producers, consumers, and societies use scarce resources in the production, processing, marketing and consumption of food and fiber products.

### WHAT DOES AN AGRICULTURAL ECONOMIST DO?

The application of economics to agriculture in a complex market economy. We can summarize this activity by discussing the activities of agricultural economists at the microeconomic level and macroeconomic level.

### ROLE AT MICROECONOMIC LEVEL

Agricultural economists at the micro level are concerned with issues related to resource use in the production, processing, distribution, and consumption of products in the food and fiber system. Production economists examine resource demand by businesses and their supply response. Market economists focus on the flow of food and fiber through market channels to its final destination and the determination of prices at each stage. Financial economists are concerned with issues related to the financing businesses and the supply of capital to these firms. Resource economists focus on the use and preservation of the nation's natural resources. Other economists are interested in the formation of government programs for specific commodities that will support the incomes of farmers and provide food and fiber products to low income consumers.

## ROLE AT MACROECONOMIC LEVEL

Agricultural economists involved at the macro level are interested in how agriculture and agribusinesses affect domestic and world economies and how the events taking place in other sectors affect these firms and vice versa. For example, agricultural economists employed by the Federal Reserve System must evaluate how changes in monetary policy affect the price of food. Macroeconomists with a research interest may use computer-based models to analyze the direct and indirect effects that specific monetary or fiscal policy proposals would have on the farm business sector. Macroeconomists employed by multinational food companies examine foreign trade relationships for food and fiber products. Others address issues in the area of international development.

### Key terms

#### 1. Agricultural economics

2. **Economics:** a social science that studies how consumers, producers and societies

choose among the alternative uses of scarce resources in the process of producing, exchanging, and consuming goods and services

3. **Human resources:** the services provided by laborers and management to the production of goods and services

4. **Macroeconomics:** branch of economics that focuses on the broad aggregates, such as the growth of gross domestic product, the money supply, the stability of prices, and the level of employment.

5. **Microeconomics:** branch of economics that focuses on the economic actions of individuals or specific groups of individuals.

6. **Natural resources:** resources such as land and mineral deposits, which are available without additional effort on the part of the owners.

7. **Scarce resources:** a finite quantity of resources that are available to meet society's needs

**\* Comprehension questions**

*Read the text quickly and answer the following questions:*

1. What is "agricultural economics"?
2. What are agricultural economists at the micro level concerned with?
3. What do production economists examine?
4. What do resource economists focus on?
5. Are market economists interested in the formation of government programs for specific commodities?
6. What do agricultural economists at macroeconomic level deal with?

**\*Speaking**

***Work in groups: Discuss the roles of agricultural economists in microeconomic level and macroeconomic level. Give examples to support.***

**\* Vocabulary excises**

*1. Find the corresponding verbs for the following nouns*

1. finance
2. determination
3. preservation
4. distribution
5. application
6. producer

*2. Fill in the blanks with suitable words from the text*

1. The workers in my factory are.....
2. It was wartime, and food was.....
3. The .....of future policy depends on all members of the company.
4. Economic sanctions will be..... next month.
5. We have measured the car's fuel .....

**\* Translation**

*1. Translate the text into Vietnamese*

## 2. Translate into English

1. Cải cách ruộng đất, phi tập trung hoá và mở rộng lĩnh vực nông nghiệp hướng ra thị trường đã chuyển Việt Nam từ một nước thiếu lương thực nghiêm trọng vào những năm 1980 thành nước xuất gạo thứ hai trên thế giới.
2. Bên cạnh gạo, xuất khẩu thế mạnh của Việt Nam là cà phê, chè, cao su và cá.
3. Song song với việc nỗ lực tăng sản lượng nông nghiệp, Việt Nam cũng đã tìm cách để thành công trong việc tăng sản lượng công nghiệp.

*\* More exercise*

### **GDP AND GNP**

In every country, the production of goods and services provide the food, clothing and housing that allow its people to survive and prosper. Some country produce and abundance of raw materials, such as coal and timber while other produce manufactured foods like steel and automobiles. Some countries may concentrate on producing foodstuffs, like rice and butler, while others produce services such as movies, insurance or banking. Whatever is not consumed in the country can be sold to other countries as exports.

The size of a country's economy is determined by the total amount of goods and services that it produces. As more and more goods and services are produced, the economy grows and the best way to measure this growth is to put a monetary value on everything bought and sold.

The measure of economic activity that includes all the goods and services bought or sold in a country over the course of a year is called gross domestic product (GDP). GDP measures a country's economic activity, when a country produces more goods and services, its economic activity increases. A healthy economy grows steadily over a relatively long period of time. When growth slows down or stops, the economy is said to be in a "recession".

When the international activities of a country's residents, such as investment abroad are added to GDP, a wider, more complete measure of a country's total economic activity is created: gross national product (GNP). Both measures express more or less the same idea. But GDP concentrates only on the domestic production of

goods and services covering the economic activity which takes place within the country's borders, while GNP includes net international trade (exports minus imports) and investment.

**\* *Reading comprehension***

*Read the text carefully then answer the following questions:*

1. What are coal and timber examples of?
2. How is the size of a country's economy determined?
3. What is the best way to measure economic growth?
4. What is GDP?
5. What happens in a healthy economy?
6. What is a recession?
7. How is GNP different from GDP?

**\* *Vocabulary exercise***

*1. Explain the following words in English:*

1. Survive (v)
2. Raw materials (n)
3. Abundance (n)
4. Measure (v)
5. Foodstuffs (n)
6. Steadily (adv)
7. Growth (n)
8. Investment (n)
9. Domestic (adj)

*2. Complete the blanks with words from the text:*

1. Ninety-five ..... sixteen is seventy nine
- 2..... is used for making furniture or for building houses
3. They bought health.....so if they are sick and must go to the hospital they won't have to use their own money to pay the costs.

4. She is living in Vietnam so she is a ..... of Vietnam.

5.....is an important raw material used in making automobiles and railroads

f.It is very hard to.... on studying when people are talking or watching TV.

6. If you export ..... you will earn less money than if you make them into a final product to export.

*\* Grammar review*

**Subject And Verb Agreement**

*1. Choose the correct form of verb, singular or plural. In some sentences, either the singular or plural verb is possible*

1. John, together with twenty friends, (is/are) planning a party.
2. The pictures of the soldiers (brings/bring) back many memories.
3. Neither Bill nor Mary (is/are) going to the play tonight.
4. A number of reporters (was/were) at the conference yesterday.
5. Either John or his wife (makes/make) breakfast each morning
6. Twenty-five dollars (is/are) too much to pay for that shirt.
7. Gymnastics (is/are) my favorite sport.
8. Fortunately, the news (wasn't/weren't) as bad as we expected.
9. Both Tom and Mary (work/works) hard.
10. The number of pupils in school with reading difficulties (has/have) fallen this year.

*2. Put the verbs in the brackets in the correct forms. Some verbs can be singular or plural.*

1. The police .....(be) coming. I've already called them
2. The number of students in this class right now .....(be) twenty
3. The Japanese .....(have) a long and interesting holiday.
4. Ten minutes .....(be) more than enough time to complete this exercise.
5. How many kinds of birds .....(be) there in the world?
6. Statistics.....(be) a branch of Math.
7. My family.....(be) going to the beach at weekend.
8. Neither my parents nor my sister.....(want) methodology to be a teacher.



9. What.....(be) the purpose of your studying English?
10. Writing letters to you .....(make) me happy.
11. A number of students .....(be) worried about the final exam.
12. Each woman .....(have to) finish their work soon.

3. *Most of these sentences are wrong. Correct them where necessary, put “RIGHT” if the sentence is already correct*

1. Many people has given up smoking.
2. There was a policeman standing at the corner of the street.
3. I need more money than that. Ten pounds are not enough
4. The scissors is not very sharp.
5. The number of residents who have been questioned on this matter are quite small.
6. Dieting are very popular today.
7. A number of professors has contributed to the success of this meeting
8. My dog as well as my cats has eaten twice a day.
9. The Swiss are thrifty and hard-working
10. Either his friends or he are calling me tomorrow

4. *Choose “SINGULAR” or “PLURAL” to fill in the blank:*

1. THE NUMBER OF + .....NOUN + .....VERB
2. A NUMBER OF + .....NOUN + .....VERB
3. EITHER + NOUN + OR + PLURAL NOUN + .....VERB
4. NEITHER + NOUN + NOR + .....NOUN + PLURAL VERB
5. EITHER + NOUN + OR + SINGULAR NOUN + .....VERB
6. NEITHER + NOUN + NOR + .....NOUN + SINGULAR VERB
7. THE + ADJ + .....VERB
8. ....NOUN + AS WELL AS + PLURAL/SINGULAR NOUN + SINGULAR

VERB

ALONG WITH

TOGETHER WITH

9. PLURAL NOUN + AS WELL AS + PLURAL/SINGULAR NOUN + ...VERB

ALONG WITH

TOGETHER WITH

10. EVERY + SINGULAR NOUN + .....VERB

EACH