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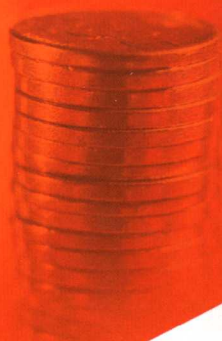
面向21世纪高职高专经济管理系列规划教材

COURSES FOR VOCATIONAL HIGHER EDUCATION: ECONOMICS AND MANAGEMENT

# 经济学英语

ECONOMICS ENGLISH

任志纯 主 编  
赵捧未 主 审



科学出版社

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北京

## 内 容 简 介

本书内容具有连贯性、系统性和一定的完整性,材料取舍以实用为准、够用为度,所选材料均为理解和解释经济现象以及经济政策的核心内容,这也正是本书不同于一般同类专业英语教材之处。读者通过对本书的学习,不仅能掌握一定数量的英语词汇,而且能了解西方经济学的基本理论。

本书既可作为经济管理类学生的专业英语教材,也可作为西方经济学的双语教材。对于具有一定英语基础又想通过英语原始文献了解西方经济学的读者,本书也是一本合适的入门读物。

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### 图书在版编目(CIP)数据

经济学英语/任志纯主编. —北京:科学出版社, 2004

(面向 21 世纪高职高专经济管理系列规划教材)

ISBN 7-03-014108-3

I. 经… II. 任… III. 经济学—英语—高等学校:技术学校—教材 IV. H31

中国版本图书馆 CIP 数据核字(2004)第 081565 号

---

责任编辑:万国清 陈砺川/责任校对:柏连海

责任印制:吕春珉/封面设计:东方人华平面设计部

科学出版社 出版

北京东黄城根北街16号

邮政编码:100717

<http://www.sciencep.com>

新蕾印刷厂 印刷

科学出版社发行 各地新华书店经销

\*

2004 年 10 月第 一 版 开本: B5 (720×1000)

2004 年 10 月第一次印刷 印张: 17

印数: 1-3 000

字数: 320 000

定价: 23.00 元

(如有印装质量问题,我社负责调换〈路通〉)

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## 出版前言

随着世界经济的发展,人们越来越深刻地认识到经济发展需要的人才多元化、多层次的,既需要大批优秀的理论性、研究性的人才,也需要大批应用性人才。然而,我国传统的教育模式主要是培养理论性、研究性的人才。教育界在社会对应用性人才需求的推动下,专门研究了国外应用性人才教育的成功经验,结合国情大力度地改革我国的“高等职业教育”,制定了一系列的方针政策。联合国教科文组织 1997 年公布的教育分类中将这种教育称之为“高等技术与职业教育”,也就是我们通常所说的“高职高专”教育。

我国经济建设需要大批应用性人才,呼唤高职高专教育的崛起和成熟,寄希望于高职高专教育尽快向国家输送高质量的紧缺人才。近几年,高职高专教育发展迅速。目前,各类高职高专学校已占全国高等院校的近 1/2,约有 600 所之多。教育部针对高职高专教育出台的一系列政策和改革方案主要体现在以下几个方面:

- “就业导向”成为高职高专教育的共识。高职高专院校在办学过程中充分考虑市场需求,用“就业导向”的思想制定招生和培养计划。
- 加快“双师型”教师队伍建设。已建立 12 个国家高职高专学生和教师的实训基地。
- 对学生实行“双认证”教育。学历文凭和职业资格“双认证”教育是高职高专教育特色之一。
- 高职高专教育以 2 年学制为主。从学制入手,加快高职高专教学方向的改革,充分办出高职高专教育特色,尽快完成紧缺人才的培养。
- 开展精品专业和精品教材建设。已建立科学的高职高专教育评估体系和评估专家队伍,指导、敦促不同层次、不同类型的学校办出一流的教育。

在教育部关于“高职高专”教育思想和方针指导下,科学出版社积极参与到高职高专教材的建设中去。在组织教材过程中采取了“请进来,走出去”的工作方法,即由教育界的专家、领导和一线的教师,以及企事业从事人力资源工作的人员组成顾问班子,充分分析我国各地区的经济发展、产业结构以及人才需求现状,研究培养国家紧缺人才的关键要素,寻求切实可行的教学方法、手段和途径。

通过研讨认识到,我国幅员辽阔,各地区的产业结构有明显的差异,经济发展也不平衡,各地区对人才的实际需求也有所不同。相应地,对相同专业和相近专业,不同地区的教学单位在培养目标和培养内容上也各有自己的定位。鉴于此,



适应教育现状的教材建设应该具有多层次的设计。

为了使教材的编写能针对受教育者的培养目标,出版社的编辑分不同地区逐所学校拜访校长、系主任和老师,深入到高职高专学校及相关企事业单位,广泛、深入地 and 教学第一线的老师、用人单位交流,掌握了不同地区、不同类型的高职高专院校的师生和教学设施情况,清楚了各学校所设专业的培养目标和办学特点,明确了用人单位的需求条件。各区域编辑对采集的数据进行统计分析,在相互交流的基础上找出各地区、各学校之间的共性和个性,有的放矢地制定选题项目,并进一步向老师、教育管理者征询意见,在获得明确指导性意见后完成“高职高专规划教材”策划及教材的组织工作:

- 第一批“高职高专规划教材”包括三个学科大系:经济管理、信息技术、建筑。
- 第一批“高职高专规划教材”在注意学科建设完整性的同时,十分关注具有区域人才培养特色的教材。
- 第一批“高职高专规划教材”组织过程正值高职高专学制从3年制向2年制转轨,教材编写将其作为考虑因素,要求提示不同学制的讲授内容。
- 第一批“高职高专规划教材”编写强调
  - ◆ 以就业岗位对知识和技能需求下的教材体系的系统性、科学性和实用性。
  - ◆ 教材以实例为先,应用为目的,围绕应用讲理论,取舍适度,不追求理论的完整性。
  - ◆ 提出问题→解决问题→归纳问题的教、学法,培养学生触类旁通的实际工作能力。
  - ◆ 课后作业和练习(或实训)真正具有培养学生实践能力的作用。

在“高职高专规划教材”编委的总体指导下,第一批各科教材基本是由系主任,或从教学一线中遴选的骨干教师执笔撰写。在每本书主编的严格审读及监控下,在各位老师的辛勤编撰下,这套凝聚了所有作者及参与研讨的老师们的经验、智慧和资源,涉及三个大的学科近200种的高职高专教材即将面世。我们希望经过近一年的努力,奉献给读者的这套书是他们渴望已久的适用教材。同时,我们也清醒地认识到,“高职高专”是正在探索中的教育,加之我们的水平和经验有限,教材的选题和编辑出版会存在一些不尽人意的地方,真诚地希望得到老师和学生的批评、建议,以利今后改进,为繁荣我国的高职高专教育不懈努力。

科学出版社

2004年6月1日

## 前 言

本书从国外近年出版的著名经济学教科书中选取反映西方经济学核心内容的章节和案例,以有限的篇幅介绍西方经济学的基本理论,使具有一定英语基础的读者,特别是经济管理类专业的大学本科和高职高专学生通过学习本书能了解或掌握西方经济学的基本理论并提高英语阅读能力。本书创作的目的是要把英语学习和经济学理论的学习有机地结合起来,即一方面使用英语较系统地学习西方经济学的基本理论,另一方面在系统学习西方经济学基本理论的同时提高英语阅读理解能力,巩固和扩大英语基本词汇和经济学专业英语词汇。

全书共13章。主要内容有:经济学的10个原理;相互依存和贸易的益处;供给和需求的市場力量;供求弹性;供求和政府政策;生产成本;消费者、生产者和市场效率;税收的代价;公共商品和公共资源;国民收入度量;总需求和总供给;控制经济的手段(分两章讲解)。

本书所选材料的文字通俗、生动,内容具有连贯性、系统性和一定的完整性,均为理解和解释经济现象及经济政策的核心内容,这是本书不同于同类专业英语教材的地方。本书的另一特点是选材集中,句型和词语的复现率高,所以特别适宜于作为经济管理类高职高专学生的专业英语教材和西方经济学双语教学教材。

参加本书编写的有任志纯、靳雅静、李慧、李东和何运平。赵捧未担任本书主审。本书在组织材料时参考了书后所列的参考文献,在此谨向相关编著者和出版社表示感谢。李鼎新教授自始至终对本书的编写给予了热情的支持、关心和帮助,在此向他表示衷心的感谢。由于作者水平有限,书中错误和不当之处敬请读者批评指正。

# 目 录

<b>Chapter 1 Ten Principles of Economics</b>	1
Principle 1 People face tradeoffs	3
Principle 2 The cost of something is what you give to get it	6
Principle 3 Rational people think at the margin	7
Principle 4 People respond to incentives	9
Principle 5 Trade can make everyone better off	12
Principle 6 Markets are usually a good way to organize economic activity	13
Principle 7 Governments can sometimes improve market outcomes	15
Principle 8 A country's standard of living depends on its ability to produce goods and services	18
Principle 9 Prices rise when the government prints too much money	20
Principle 10 Society faces a short-run tradeoff between inflation and unemployment	22
Questions for review	23
<b>Chapter 2 Interdependence and the Gains from Trade</b>	24
A parable for the modern economy	25
The need and motivation for international trade	32
Absolute advantage and comparative advantage	35
Applications of comparative advantage	37
The legacy of adam smith and david ricardo	39
Questions for review	41
<b>Chapter 3 The Market Forces of Supply and Demand</b>	42
The determinants of individual demand	44
The demand schedule and the demand curve	46
Market demand versus individual demand	48
Shifts in the demand curve	49
The determinants of individual supply	52
The supply schedule and the supply curve	53





Market supply versus individual supply .....	54
Shifts in the supply curve .....	56
Equilibrium .....	57
Three steps to analyzing changes in equilibrium .....	60
Conclusion: How price allocate resources .....	63
Question for review .....	65
<b>Chapter 4 Elasticity and Its Application .....</b>	<b>66</b>
The elasticity of demand .....	66
The elasticity of supply .....	74
Applications of supply, demand, and elasticity .....	77
Questions for review .....	84
<b>Chapter 5 Supply, Demand, and Government Policies .....</b>	<b>85</b>
Controls on prices .....	86
Taxes .....	97
Conclusion .....	106
Questions for review .....	106
<b>Chapter 6 Production Costs .....</b>	<b>107</b>
The production function .....	109
Variable costs versus fixed costs .....	110
Production decisions in the short run and long run .....	112
Diminishing returns in production .....	114
Maximizing profit and the production decision .....	116
Economies and diseconomies of scale .....	119
The experience curve .....	127
Optimal scale and X-inefficiency .....	129
Conclusion .....	131
<b>Chapter 7 Consumers, Producers, and the Efficiency of Markets .....</b>	<b>133</b>
Consumer surplus .....	134
Producer surplus .....	141
Market efficiency .....	145
Conclusion .....	149
Questions for review .....	151

<b>Chapter 8 The Costs of Taxation</b> .....	152
The deadweight loss of taxation .....	153
The determinants of the deadweight loss .....	158
Deadweight loss and tax revenue as taxes vary .....	163
Conclusion .....	168
Questions for review .....	168
<b>Chapter 9 Public Goods and Common Resources</b> .....	169
The different kinds of goods .....	169
Public goods .....	171
Common Resources .....	179
Questions for review .....	185
<b>Chapter 10 Measuring a Nation's Income</b> .....	186
The economy's income and expenditure .....	187
The measurement of gross domestic product .....	189
The components of GDP .....	193
Real versus nominal GDP .....	195
GDP and economic well-being .....	199
Conclusion .....	203
Questions for review .....	203
<b>Chapter 11 Aggregate Demand and Aggregate Supply</b> .....	205
Three key facts about economic fluctuations .....	206
Explaining short-run economic fluctuations .....	208
The aggregate-demand curve .....	211
The aggregate-supply curve .....	216
Two causes of recession .....	223
Conclusion: The origins of aggregate demand and aggregate supply .....	230
Questions for review .....	231
<b>Chapter 12 Management of the Economy I : Fiscal Policy</b> .....	232
The essence of fiscal policy .....	232
Problems with fine-tuning aggregate demand .....	234
Government borrowing .....	237
Conclusion .....	241

<b>Chapter 13 Management of the Economy II: Monetary Policy</b> .....	243
The essence of monetary policy .....	243
Principles of monetarism.....	245
Measuring the money supply .....	248
The effects of monetary policy on business .....	255
Conclusion .....	257
<b>主要参考文献</b> .....	259



# Chapter 1

## Ten Principles of Economics

The word *economy* comes from the Greek word for “one who manages a household”. At first, this origin might seem peculiar. But in fact, households and economies have much in common.

A household faces many decisions. It must decide which members of the household do which tasks and what each member gets in return: Who cooks dinner? Who does the laundry? Who gets extra dessert at dinner? Who gets to choose what TV show to watch? In short, the household must allocate its scarce resources among its various members, taking into account each member’s abilities, efforts, and desires.

Like a household, a society faces many decisions. A society must decide what jobs will be done and who will do them. It needs some people to grow food, other people to make clothing, and still others to design computer softwares. Once society has allocated people (as well as land, buildings, and machines) to various jobs, it must also allocate the output of goods and services that they produce. It must decide who will eat caviar and who will eat potatoes. It must decide who will drive a Porsche and who will take the bus.

The management of society’s resources is important because resources are scarce. Scarcity means that society has less to offer than people wish to have. Just as a household cannot give every individual the highest standard of living to which he or she might aspire.

Economics is the study of how society manages its scarce resources. In most societies, resources are allocated not by a single central planner but through the combined actions of millions of households and firms. Economists therefore study how people make decisions: how much they work, what they buy, how much they save, and how they invest their savings. Economists also study how people interact with one another. For instance, they examine how the multitude of buyers and sellers of a



product together determine the price at which the good is sold and the quantity that is sold. Finally, economists analyze forces and trends that affect the economy as a whole, including the growth in average income, the fraction of the population that cannot find work, and the rate at which prices are rising.

Although the study of economics has many facets, the field is unified by several central ideas. In this chapter we look at *Ten Principles of Economics*. These principles recur throughout this book and are introduced here to give you an overview of what economics is all about.

### Words and Expressions

- |                              |                        |
|------------------------------|------------------------|
| 1. economy [i(:)'kɒnəmi]     | n. 经济, 经济体系, 节约        |
| 2. Greek [gri:k]             | adj. 希腊的, 希腊语的; n. 希腊人 |
| 3. household ['haushəuld]    | n. 家庭, 户               |
| 4. peculiar [pi'kju:ljə]     | adj. 特有的, 特殊的          |
| 5. decision [di'siʒən]       | n. 决定, 决心, 决议          |
| 6. laundry ['ləʊndri]        | n. 洗衣店, 要洗的衣服, 洗熨      |
| 7. extra ['ekstrə]           | adj. 特别的, 额外的          |
| 8. dessert [di'zɜ:t]         | n. 餐后甜点                |
| 9. allocate ['æləukeit]      | vt. 分派, 分配; 划拨, 拨出     |
| 10. scarce [skeəs]           | adj. 缺乏的, 不足的          |
| 11. resource [ri'sɔ:s]       | n. 资源, 财力              |
| 12. desire [di'zaɪə]         | n. 渴望; 希望              |
| 13. caviar ['kæviə:]         | n. 鱼子酱                 |
| 14. aspire [əs'paɪə]         | vi. 热望, 立志             |
| 15. economics [i:kə'nɒmiks]  | n. 经济学                 |
| 16. combined [kəm'baɪnd]     | adj. 组合的, 结合的          |
| 17. economists [i:kə'nɒmɪst] | n. 经济学者, 经济学家          |
| 18. invest [in'vest]         | v. 投资                  |
| 19. savings ['seɪvɪŋz]       | n. 储蓄, 存款              |
| 20. interact [ˌɪntər'ækt]    | vi. 互相作用, 互相影响         |
| 21. multitude [ˌmʌltɪtju:d]  | n. 大量; 众多              |
| 22. determine [di'tə:min]    | v. 决定, 确定, 测定, 使下定决心   |
| 23. trend [trend]            | n. 趋势, 趋向; vi. 倾向, 趋于  |
| 24. fraction ['frækʃən]      | n. 小部分, 片断, 分数         |

25. population [ˌpɒpjʊˈleɪʃən]	n. 人口, 种群
26. unify ['ju:nɪfaɪ]	vt. 统一, 使成一体
27. principle ['prɪnsəpl]	n. 法则, 原则, 原理
28. recur [rɪ'kə:]	vi. 复发, 重现, 再来
29. introduce [ˌɪntrə'dju:s]	vt. 介绍, 传入, 引进, 提出
30. overview ['əʊvəvju:]	n. 一般观察, 总的看法
31. take into account	重视, 考虑
32. Porsche	保时捷汽车

## Principle 1 People face tradeoffs

There is no such thing as a free lunch. To get one thing that we like, we usually have to give up another thing that we like.

Consider a student who must decide how to allocate her most valuable resource—her time. She can spend all of her time studying economics; she can spend all her time studying psychology; or she can divide her time between the two fields. For every hour she studies one subject, she gives up an hour she could have used in studying the other. And for every hour she spends studying, she gives up an hour that she could have spent napping, bike riding, watching TV, or working at her part-time job for some extra spending money.

Or consider parents deciding how to spend their family income. They can buy food, clothing, or a family vacation. Or they can save some of the family income for retirement or the children's college education. When they choose to spend an extra dollar on one of these goods, they have one less dollar to spend on some other goods.

When people are grouped into societies, they face different kinds of tradeoffs. The classic tradeoff is between “guns and butter.” The more we spend on national defense to protect our shores from foreign aggressors (guns), the less we can spend on personal goods to raise our standard of living at home (butter). What is also important in modern society is the tradeoff between a clean environment and a high level of income. Laws that require firms to reduce pollution raise the cost of producing goods and services. Because of the higher costs, these firms end up earning smaller profits, paying lower wages, charging higher prices, or some combination of these three. Thus, while pollution regulations give us the benefit of a cleaner environment and improved

health that comes with it, they bring the cost of reducing the incomes of the firms' owners, workers, and customers.

Another tradeoff society faces is between efficiency and equity. Efficiency means that society is getting the most it can from its scarce resources. Equity means that the benefits of those resources are distributed fairly among social members. In other words, efficiency refers to the size of the economic pie, and equity refers to how the pie is divided. Often, when government policies are being designed, these two goals conflict.

Consider, for instance, policies aimed at achieving a more equal distribution of economic well-being. Some of these policies, such as the welfare system or unemployment insurance, try to help those members of society who are most in need. Others, such as the individual income tax, ask the financially successful to contribute more than others to support the government. Although these policies have the benefit of achieving greater equity, they have a cost in terms of reduced efficiency. When the government redistributes income from the rich to the poor, it reduces the reward for working hard; as a result, people work less and produce fewer goods and services. In other words, when the government tries to cut the economic pie into more equal slices, the pie gets smaller.

Recognizing that people face tradeoffs does not by itself tell us what decisions they will or should make. A student should not abandon the study of psychology just because doing so would increase the time available for the study of economics. Society should not stop protecting the environment just because environmental regulations reduce our material standard of living. The poor should not be ignored just because helping them distorts work incentives. Nonetheless, acknowledging life's tradeoffs is important because people are likely to make good decisions only if they understand the options that they have available.

### Words and Expressions

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|-----------------------------|-------------------|
| 1. Tradeoff                 | n. (公平)交易, 折衷, 权衡 |
| 2. psychology [saɪ'kɒlədʒi] | n. 心理学, 心理状态      |
| 3. field [fi:ld]            | n. 领域             |
| 4. napping ['næpɪŋ]         | n. 小睡, 打盹         |
| 5. consider [kən'sɪdə]      | vt. 考虑, 照顾, 认为    |
| 6. income ['ɪnkəm]          | n. 收入, 收益, 进款, 所得 |
| 7. vacation [və'keɪʃən]     | n. 假期, 休假         |

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|---------------------------------------|-------------------------|
| 8. retirement [ri'taiəmənt]           | n. 退休                   |
| 9. aggressor [ə'gresə(r)]             | n. 侵略者, 攻击者             |
| 10. environment [in'vaiənmənt]        | n. 环境, 外界               |
| 11. pollution [pə'lu:ʃən]             | n. 污染                   |
| 12. earn [ə:n]                        | v. 赚, 挣得, 获得            |
| 13. profit ['prɒfɪt]                  | n. 利润, 益处, 得益; v. 有利于…… |
| 14. wage [weɪdʒ]                      | n. 工资                   |
| 15. charge [tʃɑ:dʒ]                   | n. 费用; v. 收费            |
| 16. combination [ˌkɒmbɪ'neɪʃən]       | n. 结合, 联合, 合并           |
| 17. regulation [regju'leɪʃən]         | n. 规则, 规章, 控制, 管制       |
| 18. benefit ['benɪfɪt]                | n. 利益, 好处; v. 有益于, 有助于  |
| 19. customer ['kʌstəmə]               | n. 消费者, 顾客              |
| 20. efficiency [ɪ'fɪʃənsi]            | n. 效率, 功效               |
| 21. equity ['ekwɪtɪ]                  | n. 公平, 公正, 公平的事物, 资产净值  |
| 22. distribute [dis'tribju(:)t]       | v. 分发, 分配               |
| 23. refer [rɪ'fə:]                    | v. 提交, 涉及               |
| 24. conflict ['kɒnflikt]              | v. 斗争, 冲突; n. 争论, 抵触    |
| 25. welfare ['welfəə]                 | n. 幸福, 健康, 福利           |
| 26. financially [faɪ'nænʃəli]         | adv. 财政上, 金融上           |
| 27. redistribute ['ri:dis'tribju(:)t] | vt. 重新分配, 再区分, 重新分布     |
| 28. reward [ri'wɔ:d]                  | n. 报酬, 奖金; vt. 酬劳, 奖赏   |
| 29. slice [slais]                     | n. 薄片, 切片, 一份, 部分, 片段   |
| 30. abandon [ə'bændən]                | vt. 放弃, 遗弃              |
| 31. available [ə'veɪləbl]             | adj. 可用到的, 可利用的, 有用的    |
| 32. protect [prə'tekt]                | vt. 保护                  |
| 33. ignore [ɪg'nɔ:]                   | vt. 不理睬, 忽视             |
| 34. distort [dis'tɔ:t]                | vt. 扭曲, 歪曲, 曲解, 误报      |
| 35. incentive [ɪn'sentɪv]             | n. 动机; adj. 激励的         |
| 36. acknowledge [ək'nɒlɪdʒ]           | vt. 承认, 答谢, 报偿          |
| 37. option ['ɒpʃən]                   | n. 选项, 选择权, [经]买卖的特权    |
| 38. unemployment insurance            | 失业保险                    |
| 39. individual income tax             | 个人所得税                   |
| 40. environmental regulations         | 环境管理; 环境条例              |
| 41. in terms of                       | 根据, 按照                  |



## Principle 2 The cost of something is what you give to get it

Because people face tradeoffs, making decisions requires comparing the costs and benefits of alternative courses of action. In many cases, however, the cost of some action is not as obvious as it might first appear.

Consider, for example, the decision whether to go to college. The benefit is intellectual enrichment and a lifetime of better job opportunities. But what is the cost? To answer this question, you might be tempted to add up the money you spend on tuition, books, bed and board. Yet this total does not truly represent what you give up to spend a year in college.

The first problem with this answer is that it includes things that are not really costs of going to college. Even if you quit school, you would need a place to sleep in and food to eat. Bed and board are costs of going to college only to the extent that they are more expensive at college than elsewhere. Indeed, the cost of bed and board at your school might be less than the rent and food expenses that you would pay living on your own. In this case, the savings on bed and board are a benefit of going to college.

The second problem with this calculation of costs is that it ignores the largest cost of going to college—your time. When you spend a year listening to lectures, reading textbooks, and writing papers, you cannot spend that time working at a job. For most students, the wages given up to attend school are the largest single cost of their education.

The opportunity cost of an item is what you give up to get that item. When making any decision, such as whether to attend college, decision makers should be aware of the opportunity costs that accompany each possible action. In fact, they usually are. College-age athletes who can earn millions if they drop out of school and play professional sports are well aware that their opportunity cost of college is very high. It is not surprising that they often find that the benefit is not worth the cost.

### *Words and Expressions*

1. require [ri'kwaɪə]

vt. 需要, 要求, 命令