

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ТАВРІЙСЬКИЙ ДЕРЖАВНИЙ АГРОТЕХНОЛОГІЧНИЙ УНІВЕРСИТЕТ

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**АНГЛІЙСЬКА МОВА
ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ**

**НАВЧАЛЬНИЙ ПОСІБНИК ДЛЯ ЗДОБУВАЧІВ СТУПЕНЯ ВИЩОЇ
ОСВІТИ «БАКАЛАВР»
ДЕННОЇ ФОРМИ НАВЧАННЯ**



Мелітополь
2019

УДК 811.111
К 21

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Рекомендовано до друку вченою радою Таврійського державного агро-технологічного університету як навчальний посібник для здобувачів ступеня вищої освіти «Бакалавр» денної форми навчання.

(Протокол № 5 від 26 грудня 2018 р.)

Караєва Т.В.

К 21 Англійська мова за професійним спрямуванням: навчальний посібник / Т.В. Караєва ; ТДАТУ. – Мелітополь: ФОП Одророг Т.В., 2019. – 130 с.

ISBN 978-617-7566-74-7

Навчальний посібник, призначений для навчання англійської мови професійного спрямування здобувачів ступеня вищої освіти «Бакалавр» галузей знань 05 «Соціальні та поведінкові науки» та 07 «Управління та адміністрування». Посібник розрахований на 60 академічних годин аудиторної роботи і приблизно таку ж кількість годин самостійної роботи та є орієнтованим на комунікацію у всіх видах мовленнєвої діяльності на основі широкої спеціалізації.

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Навчальний посібник з англійської мови за професійним спрямуванням призначений для навчання англійської мови здобувачів ступеня вищої освіти «Бакалавр» денної форми навчання галузей знань 05 «Соціальні та поведінкові науки» та 07 «Управління та адміністрування» на основі широкої спеціалізації та орієнтований на комунікацію у всіх видах мовленнєвої діяльності: читанні, аудіюванні, говорінні та письмі.

Посібник містить розділи: «Student's Book», призначений для аудиторної роботи студентів на практичних заняттях з англійської мови та «Workbook» - для виконання самостійних та індивідуально-творчих завдань (за вибором студентів) та двомовного словника термінологічної лексики з економіки.

Формування змісту здійснено з урахуванням принципу мотиваційної достатності та дібрано з джерел Інтернет ресурсів, до яких включено автентичні англомовні тексти та відео фрагменти, що сприяє створенню умов та формуванню у тих, хто навчається, англомовної інформаційної компетенції.

Посібник може бути рекомендованим для навчання англійської мови на основі широкої спеціалізації здобувачів ступеня вищої освіти «Бакалавр» галузей знань 05 «Соціальні та поведінкові науки» та 07 «Управління та адміністрування», оскільки організація навчальної діяльності за ним сприяє розвитку навчальної автономії студентів, необхідної для формування незалежного користувача мови.

Unit 1



What Is Economics About?

Lead-in (*Speaking – Reading- Writing*)

1. What do you know about Economics? What problems does it try to solve? What famous economists can you name? Why did you choose Economics as your major? What skills do you need to acquire to be an expert in Economics?

Discuss these questions in groups of two-three students (*you have five minutes for discussion*). After the group discussion, one student from each of the group will be requested to make a short presentation of the conclusion made (*not more than three minutes for every presentation; not more than 12 minutes for all the presentations*).

2. Read the text below and get ready to say whether the information (given in passages 1-6) is presented according to the plan (*not more than 10 minutes for this activity*):

- a) the meaning of the term “economics” in the past
- b) the subjects of micro- and macroeconomics
- c) the distinctions made in economics
- d) the spheres of economic analysis application
- e) present meaning of the term “economics”
- f) the focus of economics subject

Economics

(1) Economics is the social science that analyzes the production, distribution, and consumption of goods and services. The term *economics* comes from the Ancient Greek οἰκονομία (*oikonomia*, "management of a household, administration") from οἶκος (*oikos*, "house") + νόμος (*nomos*, "custom" or "law"), hence "rules of the house(hold)".

(2) Political economy was the earlier name for the subject, but economists in the late 19th century suggested "economics" as a shorter term for "economic science" that also avoided a narrow *political-interest* connotation and as similar in form to "mathematics", "ethics", and so forth.

(3) A focus of the subject is how economic agents behave or interact and how economies work. The distinction is made between microeconomics and macroeconomics.

(4) Microeconomics examines the behavior of basic elements in the economy, including individual agents (such as households and firms or as buyers

and sellers) and markets, and their interactions. Macroeconomics analyzes the entire economy and issues affecting it, including unemployment, inflation, economic growth, and monetary and fiscal policy.

(5) Other distinctions include those between positive economics (describing "what is") and normative economics (advocating "what ought to be"); between economic theory and applied economics; between rational and behavioral economics; and between mainstream economics (more "orthodox" and dealing with the "rationality-individualism-equilibrium nexus") and heterodox economics (more "radical" and dealing with the "institutions-history-social structure nexus").

(6) Economic analysis may be applied throughout society, as *in* business, finance, health care, and government, but also *to* such diverse subjects as crime, education, the family, law, politics, religion, social institutions, war, and science.

(The text is retrieved from the Internet at <http://en.wikipedia.org/wiki/Economics> as of 21 December 2015 and modified as compared with the original)

3. Check the meaning of the words underlined in the text in vocabulary and write them down (*you have 12 minutes for making notes*).

4. According to the plan you've made in exercise 2 give a brief summary on the text (*not more than six sentences for five minutes*).

Step 1 (*Reading-Writing- Listening- Speaking*)

1. Before watching the video piece of the economics lecture by Garrette Petersen "What is Economics?" write out all the words given below you do not know the meaning of (*you have five minutes for note-making*).

Value -	War -	Alternative -
Judgment -	Law -	Resources -
Econometrics -	Genetics -	Infinite -
Data -	Psychologist -	Choice -

2. While watching the video piece "What is Economics?" make notes to answer the questions given below:

1. What is Economics about?
2. Which two categories do all economic questions fall into?
3. What is economics divided into?
4. What does microeconomics study?
5. What does macroeconomics study?
6. What does econometrics specialize in?
7. What spheres of life do economists study?

3. In groups of two-three students discuss these questions (*you have eight minutes for discussion*).

After the group discussion, one student from each of the group will be requested to make a short presentation summarizing your answers (*not more than three minutes to representative of each group*).

4. Watch another video piece «Major in Economics» where various branches of economics are mentioned. While watching make up the list of them. Check your lists in groups and discuss the results (*not more than five minutes for this activity*).

Step 2(Reading-Writing)

1. Read a paragraph about the law of rent. Pay special attention to the underlined words and word combinations. Write out translation of the underlined words and word combinations you don't know the meaning of.

The Law of Rent

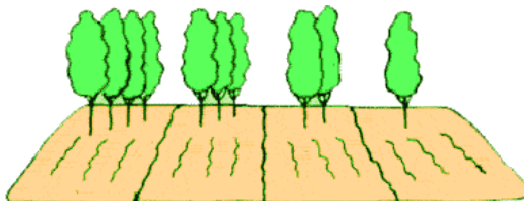
The law of *what*? You mean you have never heard of the Law of Rent? That's odd, because it's every bit as fundamental as the laws of supply and demand, or motion, or thermodynamics.

Could it be because the **Law of Rent** has to do with land, and land is not so important anymore, in today's "information age"? No. Land won't ever become "less important." How could it? Land — the physical universe, uncreated by humans — is the only ground we can stand on, and the only stuff we can make things out of. So let's come to grips with this simple principle.

(The text is retrieved from the Internet at <http://www.henrygeorge.org/econ/> as of 25 December 2015 and modified as compared with the original)

2. Follow the problem questions in the **case study** given below and make up the scheme of decision-making at each stage; be ready to explain it (*not more than 12 minutes for reading and making up 10 sentences*).

1. Different Grades of Land

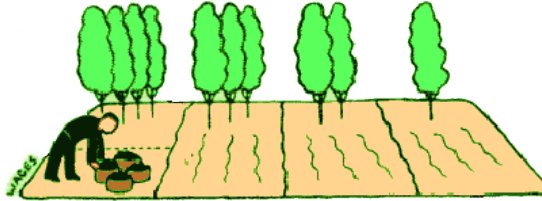


Here are four sections of a piece of land, with natural resources (fruit trees). Let us assume you can get one bushel of fruit from each tree. On the best section, you can get four bushels in one day. On the next section, with the same day's labor, you can get only three bushels.

☞ I'll take the 4-tree land!

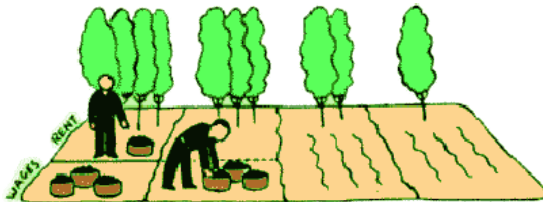
2. First Comer - All Wages

So far, all this land is free. The first person who comes to pick fruit will appropriate the best land available. One day's labor gains four bushels: the worker's wages.



👉 What happens when more settlers arrive?

3. Second Comer - Rent Begins

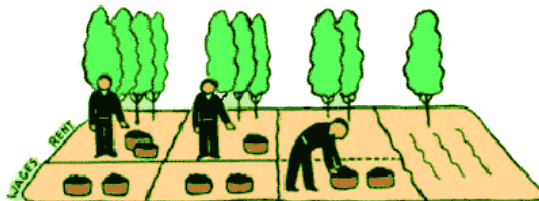


The next comer has to be content with the three-tree section. On this land, three bushels are the reward for one day's labor.

These two people do the same work, yet one gets four bushels and the other only three. Why? Because of the difference in the land. Since the best land is superior by one bushel, its rent is one. Wages are three on both lands.

👉 OK, I guess I'll take the 2-tree land.

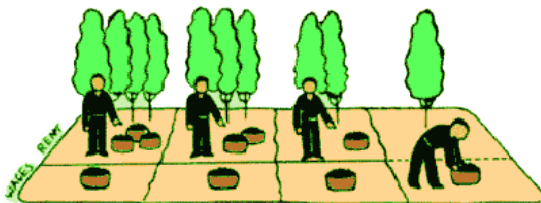
4. Third Comer - Further Rise of Rent



The third comer has to use the two-bushel land. Now, two bushels a day is the most that can be had without the payment of rent. If the third comer wanted to work on the three-bushel land, its owner would take one bushel as rent. The rent represents what the landowners can get solely by virtue of their ownership.

👉 What if all the land is taken?

5. Fourth Comer - All Land Used



When the fourth comer arrives, the only land left is the one-bushel land. Now, all the other lands have a rent in proportion to their superiority over this land. The economic term for the best land available without the payment of rent is "the margin of production."

👉 What about other kinds of land?

6. Other Natural Differences



These examples are very simple. In the real world, the operation of rent applies with any of the great variety of factors that make one piece of land superior to others. A good harbor or a navigable river, for example, makes the surrounding land valuable.

👉 How do natural differences combine with increased population?

7. Growth of Population

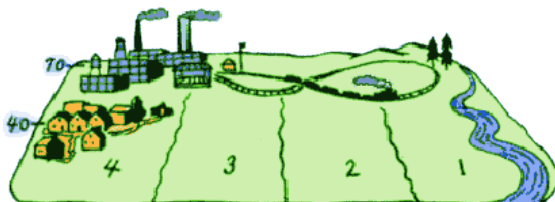


Assume that a good piece of agricultural land (as in our earlier charts) yields four. People settle in one section of it, and a town grows up there. The land within the town is no more fertile than any other - but productiveness of a new kind has arisen there. Because of the economies of cooperation and specialization of labor, it now

yields forty instead of four. If the four land were free, what would be the rent in town?

☞ How do labor-saving inventions affect rent and wages?

8. Effect of Industrial Growth



Industries grow, new labor-saving devices are invented, and much more can be produced. The productivity of industrial lands has now become seventy. Since more is produced, new materials are needed, and this extends the margin of production to land that yields only one.

☞ What happens when land is held out of use, for speculation?

9. Land Speculation



When landowners keep land out of use, waiting for a higher price, people who wish to use land must resort to poorer lands, because the price asked for better lands is more than they can pay. This creates an artificial scarcity of land, and forces wages down.

☞ What if there were no land speculation?

10. Speculation Abolished



If there were no land speculation, people would use land whenever it was needed. There would be no artificial obstacle. This would cause only the best lands to be used. There would be no overcrowding, and no unnatural sparseness of population.

Rents would advance normally (according to the land's current, not future value) and wages would not be forced down.



Learn more

(The text is retrieved from the Internet at <http://www.henrygeorge.org/rent22.htm> as of 25 December 2015 and modified as compared with the original)

2. Working in pairs check and specify if necessary the meaning of words from the vocabulary you've made (*you have five minutes for this activity*).

Step 3 (Listening- Writing- Speaking)

1. Watch video piece “Why you should study Economics?” Make notes while watching the problems that everyone faces nowadays (*you have 6 minutes for watching and summarizing information according to the list you've made*).

2. In groups of two-three students check and add each other's notes (*you have five minutes for this activity*). After the group discussion, one student from each of the group will be requested to make a short presentation of the conclusion made (*not more than three minutes for every presentation; not more than 12 minutes for all the presentations*).

3. Home Assignment:

1) Make up your mind-map on the topic “Economics” in the written form including the information you consider to be important and be ready to explain everything you have included in it.

2) Do exercises 1 – 3 from Unit 1 in the Workbook.

3) Using the information you've learnt in Unit 1 make up your own summary to the topic “What is Economics?”. Be ready to present your summary next class.

4) Find out in the Internet more information on nature, essence or particular branches of economics you would like to be involved. Be ready to present your findings to other students.

5) Write a 150-word essay «My Reasons for Choosing Economics as my Major».

The following **tips for essay writing** will help you:

1) make your essay of *three paragraphs*;

2) introduce the topic in the *first* paragraph by defining what economic science is and why we need it in everyday life;

3) discuss (in short) in your *second* paragraph all the information you consider to be important for studying and choosing Economics as your major (specify the reasons why you have chosen it);

4) in the *last* paragraph conclude your essay by re-starting the real reasons made you choose Economics as your major and how you are going to apply knowledge and experience gained at the University in your life.

Unit 1

What Is Economics About?

1. The words and their definitions were accidentally mixed up. Help to match words with their definitions.

1. exchange	a) social science analyzing the production, distribution, and consumption of goods and services
2. microeconomics	b) branch of economics that analyzes the entire economy including unemployment, inflation, economic growth, monetary and fiscal policy.
3. choice	c) provision, support
4. education	d) housekeeping
5. economics	e) interchange of information, opinion, greetings etc.
6. distribution	f) branch of economics that examines the behavior of basic elements in the economy- households and firms; buyers and sellers; markets and their interactions
7. goods	g) middleman, reseller
8. economic agent	h) lease, leasehold, leasing, tenancy
9. household	i) intake
10. consumption	j) forming the educated personality
11. macroeconomics	k) allocation of something
12. supply	l) benefits, facilities, good turns
13. rent	m) alternative, opportunity to choose, selection
14. services	n) articles of merchandise, commodities

(Check yourself using keys)

2. Choose information given/mentioned below (in A, B or C) and find out in the Internet more information you have been interested in.

(A) Nature of economics

Economics can be described as:

1) Academic discipline – body of knowledge given to - or received by - a disciple (student); a branch or sphere of knowledge, or field of study, that an individual has chosen to specialize in.

2) Field of science – widely-recognized category of specialized expertise within science, and typically embodies its own terminology and nomenclature.

3) Social science – field of academic scholarship that explores aspects of human society.

(B) Essence of economics

- Business
- Economy

- Finance
- Trade

(C) **Branches of economics** (Sub disciplines of economics)

Attention economics	Entrepreneurial economics	Law and economics
Behavioural economics	Environmental economics	Managerial economics
Bioeconomics	Feminist economics	Mathematical economics
Contract theory	Financial economics	Monetary economics
Development economics	Green economics	Public finance
Econometrics	Industrial organization	Public economics
Economic geography	Information economics	Real estate economics
Economic history	International economics	Regional science
Economic sociology	Institutional economics	Resource economics
Education economics	Islamic economics	Socialist economics
Energy economics	Labor economics	Welfare economics

(The texts are retrieved from the Internet at http://en.wikipedia.org/wiki/Outline_of_economics as of 25 December 2015 and modified as compared with the original)

3. Working with your bilingual dictionary make up the vocabulary of basic economic terms given in the text below and write them down. Be ready to explain the terms with your own words.

Ten Principles of Economics

Scarcity: Economists study situations where needs or wants exceed means. Therefore, people have to make choices.

Rationality is assumed to guide people's choices or decisions. They systematically gauge all pros (benefit or "utility") and cons ("cost") of all alternatives or options they are facing when deciding.

- **Preferences:** People are equipped with fixed and given preferences that allow them to assign utilities to all options, and to choose the option that maximizes (net) utility.
- **Restrictions:** People face constraints that they cannot change themselves, and thus have to take as given (such as budgets, input cost etc.). Maximization is always constrained by restrictions.

Opportunity Cost is induced by scarcity, and by the need to make choices. All choices always involve opportunity cost because deciding in favor of one option always means deciding against some other option(s). There are two main aspects of opportunity cost: 1) Utility maximizing choices induce opportunity cost to be minimal (*static aspect*). 2) Choices may be revised when opportunity cost rises (*dynamic aspect*).

- **The Economic Principle** is the application of rationality to situations of scarcity: minimize cost with regard to a given goal (e.g., level of utility) *OR* maximize utility for a given level of cost or input. Hence the "economic principle"

frames situations as a minimizing or a maximizing problem, and allows to assess efficiency. Applying the principle avoids wasting valuable resources.

- **Efficiency** of activities, rules, transactions or distributions is a basic theme in economic analysis. Efficiency is most often assessed either in terms of the economic principle (minimize cost or maximize utility) or the Pareto criterion (with regard to transactions and distributions).
- **Marginal Analysis** is a typical way for economists to look at problems. They analyze decisions in terms of marginal benefits and marginal costs. Marginal thinking is rather uncommon among non-economists, however.
- **Equilibrium** is a fundamental notion in economic analysis. Basic economic models deal with the comparison of two (or possibly more) equilibria (*comparative statics*). Economists think in terms of equilibria, which are situations where no one has an incentive to change his or her behavior. The Nash equilibrium is the most fundamental formulation of the concept of equilibrium as used in economics.

Game Theory is an approach to study situations of interdependence where people have incentives to think and behave strategically.

(The text is retrieved from the Internet at <http://www.slembeck.ch/principles.html> as of 15 January 2016 and modified as compared with the original)

4. Знайдіть відповіді на запитання.

1. What is Economics about?
2. Which two categories do all economic questions fall into?
3. What is economics divided into?
4. What does microeconomics study?
5. What does macroeconomics study?
6. What does econometrics specialize in?
7. What spheres of life do economists study?