

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**  
**ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ**  
**МІСЬКОГО ГОСПОДАРСТВА імені О. М. БЕКЕТОВА**

**МЕТОДИЧНІ ВКАЗІВКИ**

для організації самостійної роботи  
з дисципліни

**ІНОЗЕМНА МОВА**  
**(ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ)**  
**(АНГЛІЙСЬКА МОВА)**

*(для студентів 1 курсу денної форми навчання  
напряму підготовки 6.030601 – Менеджмент)*

Методичні вказівки для організації самостійної роботи з дисципліни «Іноземна мова (за професійним спрямуванням)» (англійська мова) (для студентів 1 курсу денної форми навчання напряму підготовки 6.030601 – Менеджмент) / Харків. нац. ун-т міськ. госп-ва ім. О. М. Бекетова; уклад.: В. Б. Пряницька. – Харків : ХНУМГ ім. О. М. Бекетова, 2015 – 43 с.

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Методичні вказівки для організації практичної роботи студентів згідно з затвердженою робочою програмою навчальної дисципліни «Іноземна мова», укладеної відповідно освіто-кваліфікаційним вимогам до знань і вмінь студентів напряму підготовки «Менеджмент», які у майбутньому будуть працювати у сфері менеджменту.

Рецензент: канд. філол. наук, доцент кафедри іноземних мов Харківської національної академії міського господарства О. Л. Ільєнко

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## INTRODUCTION

These educational materials are designed for the ESP students of tourism of the 1<sup>st</sup> year of studies to develop their knowledge and skills in the English language.

This manual is based on the authentic texts from different sources concerning cross-cultural issues. It contains the tasks for reading and translation, vocabulary tasks and grammar exercises.

Each unit contains:

- An authentic text for reading and translation;
- Comprehension exercises;
- Exercises for memorization and mastering new vocabulary;
- Grammar exercises;
- Supplementary reading

The manual is recommended for practical lessons

## UNIT 1. Role of foreign languages in our life.

Task 1. Read and translate the text.

### 1.1 Why should I learn a language?

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Learning a foreign language takes time and dedication. The reasons below may help to convince you to take the plunge, if such persuasion is needed. Some reasons are practical, some aspirational, some intellectual and others sentimental, but whatever your reasons, having a clear idea of why you're learning a language can help to motivate you in your studies.

*If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.*  
(Nelson Mandela)

When you move to a different country or region, learning the local language will help you to communicate and integrate with the local community. Even if many of the locals speak your language, for example if your L1 is English and you move to the Netherlands, it's still worth learning the local language. Doing so will demonstrate your interest in and commitment to the new country.

1
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If your partner, in-laws, relatives or friends speak a different language, learning that language will help you to communicate with them. It can also give you a better understanding of their culture and way of thinking. If you and some of your relatives, friends or colleagues speak a language that few people understand, you can talk freely in public without fear of anyone eavesdropping, and/or you can keep any written material secret. Speakers of such Native American languages as Navajo, Choctaw and Cheyenne served as radio operators, known as Code Talkers, to keep communications secret during both World Wars. Welsh speakers played a similar role during the Bosnian War.

2
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If your work involves regular contact with speakers of foreign languages, being able to talk to them in their own languages will help you to communicate with them. It may also help you to make sales and to negotiate and secure contracts. Knowledge of foreign languages may also increase your chances of finding a new job, getting a promotion or a transfer overseas, or of going on foreign business trips.

Many English-speaking business people don't bother to learn other languages because they believe that most of the people they do business with in foreign countries can speak English, and if they don't speak English, interpreters can be used. The lack of foreign language knowledge puts the English speakers at a disadvantage. In meetings, for example, the people on the other side can discuss things amongst themselves in their own language without the English speakers understanding, and using interpreters slows everything down. In any socializing after the meetings, the locals will probably feel more comfortable using their own language rather than English.

3

You may find that information about subjects you're interested in is published mainly in a foreign language. Learning that language will give you access to the material and enable you to communicate with fellow students and researchers in the field.

*Language is the archives of history.*  
(Ralph Waldo Emerson)

4

Many English speakers seem to believe that wherever you go on holiday you can get by speaking English, so there's no point in learning any other languages. If people don't understand you all you have to do is speak slowly and turn up the volume. You can more or less get away with this, as long as you stick to popular tourist resorts and hotels where you can usually find someone who speaks English. However, if you want to venture beyond such places, to get to know the locals, to read signs, menus, etc, knowing the local language is necessary.

*Americans who travel abroad for the first time are often shocked to discover that, despite all the progress that has been made in the last 30 years, many foreign people still speak in foreign languages.* (Dave Barry)

A basic ability in a foreign language will help you to 'get by', i.e. to order food and drink, find your way around, buy tickets, etc. If you have a more advanced knowledge of the language, you can have real conversations with the people you meet, which can be very interesting and will add a new dimension to your holiday.

*The limits of my language are the limits of my universe.*(Ludwig Wittgenstein)

If you plan to study at a foreign university, college or school, you'll need a good knowledge of the local language, unless the course you want to study is taught through the medium of your L1. Your institution will probably provide preparatory

courses to improve your language skills and continuing support throughout your main course.

5

If your family spoke a particular language in the past you might want to learn it and possibly teach it to your children. It could also be useful if you research your family tree and some of the documents you find are written in a language foreign to you.

If you speak an endangered language, or your parents or grandparents do/did, learning that language and passing it on to your children could help to revitalize or revive it.

6

Maybe you're interested in the literature, poetry, films, TV programs, music or some other aspect of the culture of people who speak a particular language and want to learn their language in order to gain a better understanding of their culture.

*Most people in the world are multilingual, and everybody could be; no one is rigorously excluded from another's language community except through lack of time and effort. Different languages protect and nourish the growth of different cultures, where different pathways of human knowledge can be discovered. They certainly make life richer for those who know more than one of them.*  
(Nicholas Ostler, *Empires of the Word*)

Missionaries and other religious types learn languages in order to spread their message. In fact, missionaries have played a major role in documenting languages and devising writing systems for many of them. Others learn the language(s) in which the scriptures/holy books of their religion were originally written to gain a better understanding of them. For example, Christians might learn Hebrew, Aramaic and Biblical Greek; Muslims might learn Classical Arabic, and Buddhists might learn Sanskrit.

Among other important reasons for learning languages there are some important ones such as linguistic interest, challenge of learning a particularly difficult language, better understanding our thought processes, our own language and culture, wish to find future husband/wife, learning songs in other languages, talking to friends without others understanding you and so on.

Task 2. Answer the questions

1. Why should we learn foreign languages?
2. Do business people need to learn foreign languages?

3. Why does speaking foreign languages help understand better our own language and culture?
4. Is it important to learn more than one foreign language?

Task 3. Choose the most suitable heading from the list A-G for each part (1-6) of the text. There is one extra heading which you do not need to use. There is an example at the beginning (0).

- A Culture and religion**
- B Travelling or studying abroad**
- C Family and friends**
- D Emigration**
- E Education abroad**
- F Getting in touch with your roots**
- G Study or research**
- H Work**

Task 4. Match the left column with the right one according to the text.

- |                           |                               |
|---------------------------|-------------------------------|
| communicate and integrate | speakers of foreign languages |
| talk freely               | understanding                 |
| regular contact with      | learning any other languages  |
| The lack of foreign       | in public                     |
| the English speakers      | language knowledge            |
| there's no point in       | with the local community      |
| to study at a foreign     | their message                 |
| in order to spread        | university, college or school |

Task 5 Put the verb into the correct form (Present Simple, Present Continuous)

1. Learning a foreign language .....( take) time and dedication.
2. . Even if many of the locals .....( speak) your language it's still worth learning the local language.

3. Why ..... you (speak) English now? There is no need to do it. Everybody ..... (understand) your native language.
4. Maybe you .... (be) interested in the literature, poetry, films, TV programs, music or some other aspect of the culture of people who speak a particular language.
5. Don't disturb me! I ..... (learn) Spanish at the moment.
6. Among other important reasons for learning languages there ... (be) some important ones such as linguistic interest, challenge of learning a particularly difficult language, better understanding our thought processes and so on.

Task 6. Among three options choose the synonym for the underlined word.

1. The reasons below may help to convince you to take the plunge, if such persuasion is needed.

- a) force                                      b) persuade                                      c) make

2. When you move to a different country or region, learning the local language will help you to communicate and integrate with the local community.

- a) emigrate                                      b) settle                                      c) inhabit

3. The lack of foreign language knowledge puts the English speakers at a disadvantage.

4. Your institution will probably provide preparatory courses to improve your language skills.

- a) make                                      b) give                                      c) enforce

5. If your family spoke a particular language in the past you might want to learn it and possibly teach it to your children.

- a) since ancient times                      b) so long                                      c) some years ago

6. They certainly make life richer for those who know more than one of them.

- a) surely                                      b) perfectly                                      c)with a doubt

Task 1. Read and translate the text.



## ***1.2 Education and Role of Foreign Languages.***

Education is very important in our life. A pupil gets knowledge at school, higher educational establishments, from books, magazines, from TV educational programs. The pupils can get deeper knowledge in different optional courses in different subjects and school offers these opportunities. They can improve their knowledge by attending different optional courses in different subjects. The result of the educative process is the capacity for Further education. Nowadays the students of secondary schools have opportunities to continue their education by entering gymnasiums, lyceums, colleges, institutes, universities. But the road to learning is not easy. To be successful in studies one must work hard. It's for you to decide to learn and make progress or not to learn wasting your time. The role of foreign languages is also increasing today. Thanks to the knowledge of foreign languages one can read books, magazines in the original, talk to foreigners, translate various technical articles. Moreover, joint ventures which have recently appeared in our country need specialists with profound knowledge of foreign languages like English, German or French. To know foreign languages is absolute necessary for every educated person, for good specialists. Our country is transferring to a market economy. Research and innovations should improve living, working conditions of our people. That is why it is so important to be persistent in students. The movement of English around the world began with the pioneering voyages to the Americas and Asia, continued with the 19th century colonial developments in Africa and the South Pacific, and took a significant further step when it was adopted in the 20th century as a official or semiofficial language by many newly-independent states. English is now the dominant or official language by many newly-independent states. English is now the dominant or official language in over 60 countries, and is represented in every continent and in the three major oceans - Atlantic, Indian, and Pacific. It is this spread of representation which makes the application of the term "world language" a reality. The present-day world status of English is the result of two factors: the expansion of British colonial power, which peaked towards the end of the 19th century, and the emergence of the United States as the leading economic power of the 20th century. There are many different reasons why people study foreign languages, English in particular. Here are some of them:· to travel abroad;· to get good job to have something to do in your spare time;· to be better educated;· to be familiar with social and cultural life in other countries; to be able to participate in conversations with people from English-speaking countries. English is the language of international air traffic control, and is currently developing its role in international maritime, policing, and emergency services. English is the chief language of international business and academic conferences, and the leading language of international tourism. English is the main language of popular music, advertising, satellite broadcasting, home computers, and video games. A foreign language is not just a subject learnt in the classrooms. It's something which is used in real life situations. There are many reasons why we begin to study foreign languages. First of all it's an effective medium of international communication. Learning foreign

languages opens up opportunities and careers that didn't even exist some years ago. Knowing foreign languages can help us to find a job in such fields as science and technology, foreign trade and banking, international transportation communication, teaching librarian science and others. A more general aim is to make us intellectually developed. Learning a foreign language also includes learning culture, traditions and mode of thought of different people.

Task 2. Answer the questions

1. Where can an educated person get knowledge?
2. What is important to be successful?
3. Why is the role of foreign languages increasing today?
4. What did the movement of English around the world begin with?
5. What are the reasons why people study foreign languages?
6. Is it important to know foreign languages if you want to find a good job? Why?

Task 3. Put verbs into the correct form (Present Simple or Present Continuous)

- a. An educated person always ... (try) to learn, find out, discover more about the world around him.
- b. To be successful in studies one must ... (work) hard.
- c. The role of foreign languages ... also ... (increase) today.
- d. Our country ... (transfer) to a market economy.
- e. It ... (be) this spread of representation which ... (make) the application of the term "world language" a reality.
- f. There .... (be) many different reasons why people .... (study) foreign languages, English in particular.
- g. Learning foreign languages ... (open) up opportunities and careers that didn't even exist some years ago.

## **UNIT 2 English- speaking countries.**

Task 1. Read the text and answer the questions

### **2.1 Great Britain**

Learning English naturally leads to learning facts about the country it is spoken in. Lots of people are greatly interested in everything connected with Great Britain. So here are some basic facts about this country.

The United Kingdom of Great Britain and Northern Ireland is situated on the British Isles. The British Isles consist of two large islands, Great Britain and Ireland, and about five thousand small islands. The total area of the islands is over 224'000 square kilometers.

The UK is made up of four countries: England, Wales, Scotland and Northern Ireland. Their capitals are London, Cardiff, Edinburgh and Belfast respectively. Great

Britain consists of England, Scotland and Wales and doesn't include Northern Ireland. But in everyday speech "Great Britain" is used to mean the UK.

The capital of the UK is London. It stands on the River Thames. The British Isles are separated from the European Continent by the North Sea and the English Channel. The western coast of Great Britain is washed by the Atlantic Ocean and the Irish Sea. The surface of the British Isles varies very much. The north of Scotland is mountainous and is called the Highlands; while the south, which has beautiful valleys and plains, is called the Lowlands. The north and the west of England are mountainous, but all the rest-east, center and southeast - is a vast plain. Mountains are not very high. Ben Nevis in Scotland is the highest mountain (1343 meters over the sea level).

There are a lot of rivers in Great Britain, but they are not long. The Severn is the longest river, while the Thames is the deepest and the most important one.

The mountains, the Atlantic Ocean and the warm waters of Gulf Stream influenced the climate of the British Isles. It is mild all over the year round.

The UK is a highly developed industrial country. It's known as one of the world's largest producers and exporters of machinery, electronics, textile, aircraft and navigation equipment. One of the chief industries of the country is shipbuilding. The main industrial centers and at the same time the largest cities of the country are London, Manchester, Liverpool, Birmingham, Glasgow.

Two characteristic of the British Constitution confuse most foreigners: there is no written constitution; it is not contained in any single document. There are two kinds of rules by which GB is governed: Rules of Law and Rules of Custom. The Rules of Law are those set out in such historical declarations as Magna Charta (1215)? The Bill of Rights of 1689 and the Act of Settlement of 1701. Many principles of the British Constitution by which Britain is governed are principles of Common Law. There are principles, which are not established by any law passed by Parliament but established in the courts.

The British developed their own character and way of life. They came to respect privacy and to value old traditions. They developed a dry wit, a love for personal freedom and a high degree of self-criticism. They have produced some of the world's greatest writers, scientists, explorers, artists and political figures. The undying genius of William Shakespeare determined the development of the whole world's literature, influenced the minds of many generations, became their moral compass.

Some of the British national traits are resulting from the British way of life. The British are known as a people self-assured, absolutely confident in their national sense of superiority.

The British display a very wide toleration of individual differences among themselves, and even among others.

The history of the UK is the story of how a small island country became the world's most powerful nation and then declined. Though it is no longer the world's power, the UK is still a leading industrial and trading nation. The UK of today is in a state of change and is seeking its new role in the world.

Task 2. Answer the questions

1. What does Great Britain consist of?
2. Where is it situated?
3. What is the name of the longest river?
4. Why is the UK a highly developed industrial country?
5. What characteristic of the British Constitution confuse most foreigners?
6. What can you tell about the British?

Task 3. Read the text again and complete the gaps

1. The British Isles consist of .....
2. The UK is made up of.....
3. The western coast of Great Britain is washed by.....
4. Ben Nevis in Scotland is.....
5. One of the chief industries of the country is.....
6. The British developed their own.....
7. The British are known as.....

Task 4. Fill in the appropriate words from the list. Use the words only once.

Greatly    basic    beautiful    the surface of    the longest    a highly developed  
aircraft and navigation    to value    a very wide  
.....interested in    .....facts  
.....toleration    .....the British Isles  
.....valleys and plains    .....old traditions  
.....equipment    .....industrial country  
.....river

Task 5. Find the word out

Sea - river - lake - mountain  
Country - city - population - region  
North - forth - west - east  
Valleys - ships - hills - plains  
Population - people - persons - males  
Literature - writers - scientists - explorers  
Leading - ruling - governing - stimulating  
The young - the Swedish - the British - the Italian  
Seeking - hiding - looking for - searching

Task 6. Complete the sentences with the following verbs in the correct form (Present Simple)

Be    include    consist of    display    want    confuse

1. The British Isles ..... two large islands, Great Britain and Ireland, and about five thousand small islands.
2. Great Britain ..... Northern Ireland.
3. Ben Nevis in Scotland ..... the highest mountain.
4. Two characteristic of the British Constitution ..... most foreigners.
5. The British ..... a very wide toleration of individual differences among themselves, and even among others.
6. Lot of people ..... to visit the UK.

Task 1 Read and translate the text

## 2.2 Australia

The Great Barrier Reef on the coast of Queensland is a *garden* under the sea. There are 1,400 different kinds of fish, and more than 300 kinds of coral. Tropical fruit and flowers grow on the beautiful islands. It's not surprising that more *holiday-makers* come to Queensland every year.

Tasmania, the island south of Australia, is small. It's the same size as England. It is also very different from the other *states*. There are no deserts in Tasmania. It often rains, both in winter and summer. Only a half of million people live in Tasmania, and a large part of the island is still covered with wild, beautiful wild forests. These forests are full of wonderful flowers and interesting animals.

In the Northern Territory you will find the red heart of Australia. And it is really red, with red rocks, red sand, and red skies in the evening. Every year, thousands of *tourists* visit Ayers Rock and a strange group of huge red stones called "the Olgas". But these places are also holy to the Aborigines. They believe that the land itself has life.

Sydney is the best known place in New South Wales. In fact, it's the best known place in Australia. But New South Wales has more than cities. There are, for example, the Blue Mountains. They are covered with forests of blue colored eucalyptus trees. The air above the forest contains millions of microscopic drops of eucalyptus oil. When the sun shines, the air of the Blue Mountains is a real, beautiful blue.

Less than a hundred years ago, there was nothing except sheep in Canberra. But then Australians decided to build a capital city.. The work began in 1913. Now, Canberra is an international city, full of diplomats and government offices. It's beautiful place, with parks, lakes, big open streets and fine buildings.

Australia is sometimes called "the lucky country". One reason is the wonderful *riches* under the earth: gold, silver, iron, coal and many precious metals. The Bass Strait, of the coast of Victoria, has been one of the country's biggest oil fields for many years.

South Australia is the driest of all the states, but it does have the Murrey River. The river brings greenness and life to the south-east corner. In the early of the Australian history, the Murrey River was South Australia's main road. Before real

roads and railways came, the river carried people and *goods* from the east up into the country. Some towns on the Murrey still keep the old river boats, and visitors can ride on them.

There are two kinds of gold in Western Australia. First, there's real kind – the kind that comes out of the ground. Gold was found in Kalgoorlie in 1893, and the "Golden Mile" was for a time the most expensive piece of land in the world. Kalgoorlie still exports some gold, but new gold of Western Australia is *wheat*. Big farms grow millions of tones of wheat every year, and wheat has become Australia's second biggest export.

Task 2. Answer the questions

1. What is Australia famous for?
2. What is Northern Territory famous for?
3. What Blue Mountains are covered with?
4. What is the best known place in Australia?
5. Why is Australia sometimes called "the lucky country"?
6. Would you like to visit Australia?

Task 3. Look at the following words in italic and try to explain them

Task 4. Some sentences are correct, but some need **the** (perhaps more than one). Correct the sentences there necessary. Put '*right*' if the sentence is correct.

1. Milan is in north of Italy.
2. Ben Nevis in Scotland is the highest mountain (1343 meters over the sea level).
3. Tasmania is the southern island of Australia.
4. Every year thousands of *tourists* visit Ayers Rock.
5. Sydney is best known place in New South Wales.
6. But New South Wales has more than cities.
7. When sun shines, the air of Blue Mountains is a real, beautiful blue.
8. South Australia is the driest of all the states, but it does have the Murrey River.
9. In the early of the Australian history, Murrey River was South Australia's main road.

Task 5. Put the verb into correct form. (Present Continuous). Sometimes you need the negative.

1. Please don't bother me, I .....(try) to concentrate.
2. Michael .....(travel) in Australia at the moment.
3. Let's go out. It .....(rain) any more.
4. Henry ..... (work) this week. He is on holiday. He .....(visit) his relatives in Sydney.
5. Australia .....(seek) its new role in the world today.

## **UNIT 3. Higher Education**

Task1. Read and translate the text.

### **3.1 Higher education in Ukraine**

**Higher education in Ukraine** has a long and rich history. Its students, graduates and academics have long been known and appreciated worldwide. The pioneering research of scholars working in the country's higher education institutions and academies, such as Dmytro Mendelejev, Mykola Zhukovsky, and Yeugeny Paton, are part of the universal history of scientific progress.

#### ***Brief historical survey***

The first higher education institutions (HEIs) emerged in Ukraine during the late 16th and early 17th centuries. The first Ukrainian higher education institution was the Ostrozka School, or Ostrozkiy Greek-Slavic-Latin Collegium, similar to Western European higher education institutions of the time. Established in 1576 in the town of Ostrog, the Collegium was the first higher education institution in the Eastern Slavic territories. The oldest university was the Kyiv Mohyla Academy, first established in 1632 and in 1694 officially recognized by the government of Imperial Russia as a higher education institution. Among the oldest is also the Lviv University, founded in 1661. More higher education institutions were set up in the 19th century, beginning with universities in Kharkiv (1805), Kiev (1834), Odessa (1865), and Chernivtsi (1875) and a number of professional higher education institutions, e.g.: Nizhyn Historical and Philological Institute (originally established as the Gymnasium of Higher Sciences in 1805), a Veterinary Institute (1873) and a Technological Institute (1885) in Kharkiv, a Polytechnic Institute in Kiev (1898) and a Higher Mining School (1899) in Katerynoslav. Rapid growth followed in the Soviet period. By 1988 a number of higher education institutions increased to 146 with over 850,000 students. Most HEIs established after 1990 are those owned by private organizations.

The *Constitution of Ukraine (1996)*, *Law on Education (1996)*, and the *Law on Higher Education (2002)* constitute the legal framework for Ukrainian higher education. The Ukrainian legislation regulating higher education includes also more limited legislation as well as decrees and regulations of the President and the Cabinet of Ministers of Ukraine.

#### ***Higher education qualifications***

Higher education qualifications combine both academic and professional qualifications. This is a very important feature of Ukrainian higher education inherited from its Soviet past. The State Diploma serves as both an educational certificate and a professional licence. Employment is determined by a match between

the state determination of the knowledge and skills required for different occupation levels and the state determination of levels of educational qualification. Hence is the correspondence between classification of educational qualification and that of the occupational structure, leading to the introduction of the term ‘educational-proficiency’ level.

The *Law on Higher Education* (2002) establishes the three-level structure of higher education: incomplete, basic, and complete educational levels with corresponding educational-proficiency levels of Junior Specialist, Bachelor, Specialist and Master.

### **Junior Specialist**

*Junior Specialist* is an educational-proficiency level of higher education of a person who on the basis of complete secondary education has attained incomplete higher education, special skills and knowledge sufficient for discharging productive functions at a certain level of professional activity, stipulated for initial positions in a certain type of economic activity. The normative period of training makes 2.5–3 years.

Persons with basic secondary education may study in the educational and professional programs of junior specialist’s training, obtaining at the same time complete secondary education.

### **Bachelor**

*Bachelor* is an educational-proficiency level of higher education of a person who on the basis of complete secondary education has attained basic higher education, fundamental and special skills and knowledge, sufficient to cope with tasks and duties (work) at a certain level of professional activity (in economy, science, engineering, culture, arts, etc.). The normative period of training makes 4 years (240 ECTS credits).

Training specialists of the educational-proficiency level of Bachelor may be carried out according to the shortened program of studies on the basis of the educational-proficiency level of Junior Specialist.

### **Specialist**

*Specialist* is an educational-proficiency level of higher education of a person who on the basis of the educational-proficiency level of Bachelor has attained complete higher education, special skills and knowledge, sufficient to cope with tasks and duties (work) at a certain level of professional activity (in economy, science, engineering, culture, arts, etc.). The normative period of training makes 1 year (60 ECTS credits).



## **Master**

*Master* is an educational-proficiency level of higher education of a person who has attained complete higher education, special skills and knowledge, sufficient to cope with professional tasks and duties (work) of innovative character at a certain level of professional activity (in engineering, business administration, pedagogics, arts, etc.).

Training specialists of the educational-proficiency level of Master may also be carried out on the basis of the educational-proficiency level of Specialist. The period of training makes typically 1–1.5 year (60-90 ECTS credits).

During his/her studies at the Master's or Specialist's level, students are required to write his/her final work on a selected subject and make its presentation, to be able to collect, analyze and summarize, synthesize and to communicate study and practical material; often knowledge of a foreign language is required.

Training specialists of the educational-proficiency level of Specialist or Master in such fields as medicine, dentistry, veterinary medicine, teaching is carried out on the basis of complete secondary education within the period of 5–6 years (301-360 ECTS credits) (as is common in Western Europe for state registered professions).

## **Diplomas and Certificates**

Higher education graduates are awarded qualifications of the appropriate educational-proficiency levels and they are granted diplomas of the state format. The Diploma is the State-recognized document which serves as both an educational certificate and a professional licence, confirming the attainment of the appropriate higher educational level and qualification of a certain educational-proficiency level (an academic degree in a field of study and speciality). The *Law on Higher Education* (2002) establishes the following types of documents that confirm higher education qualifications:

- *Dyplom Molodshoho Spetsialista* (Diploma/ qualification of Junior Specialist)
- *Dyplom Bakalavra* (Diploma/ qualification of Bachelor)
- *Dyplom Spetsialista* (Diploma/ qualification of Specialist)
- *Dyplom Mahistra* (Diploma/ qualification of Master)

## **Types of Universities (Academies)**

The Ministry of Education and Science (Sports and Youth) recognizes the following categories of institutions of the top-level accreditation:

- Classical Universities
- Technical Universities
- Technological (Construction, Transportation)

- Pedagogical (Humanitarian, Physical Education and Sports)
- Culture (Arts, Design)
- Health Care Universities
- Agrarian Universities
- Economics (Finance, Administration, Entrepreneurship)
- Law (Law enforcement, Civil protection and life safety)
- Private Universities

### **Postgraduate education**

In Ukraine Postgraduate education is regarded as specialist education and professional training commencing after the Specialist, Master phase. The *Law of Higher Education (Article 10)* and the *Law on Education (Article 47)* regard Post-Graduate education as specialized education and professional training on the basis of the previously obtained educational-proficiency level and experience of the practical work. It is defined as retraining, specialization within a profession; expansion of the professional profile; probation within a profession, i.e. post-qualifying education or continuous professional development. The system of Postgraduate training serves as a ground for lifelong learning.

Task 2. Answer the questions

1. What can you tell about history of higher education development in Ukraine?
2. When did the first university emerge in Ukraine?
3. What are educational-proficiency levels of education?
4. What types of universities do you know?
5. How is Postgraduate education regarded?

Task 3. What do these numbers refer to?

17, 1576, 1632, 1805, 1834, 1865, 1875, 1996, 2002, 2.5-3, 4, 1.

Task 4. Match the left column with the right one according to the text.

The first higher education institutions (HEIs)      both academic and professional qualifications.

The oldest university was      also the Lviv University, founded in 1661.

Among the oldest is      at a certain level of professional activity

Higher education qualifications combine emerged in Ukraine during the late 16th and early 17th centuries.

Higher education graduates the Kyiv Mohyla Academy, first established in 1632.

to cope with tasks and duties (work) are awarded qualifications of the appropriate educational-proficiency level.

Task 5. Among three options choose the most suitable synonym for the underlined word.

The first higher education institutions (HEIs) emerged in Ukraine during the late 16th and early 17th centuries.

- a) Appeared                      b) developed                      c) run

More higher education institutions were set up in the 19th century, beginning with universities in Kharkiv (1805), Kiev (1834), Odessa (1865), and Chernivtsi (1875).

- a) Inhabited                      b) established                      c) built

Persons with basic secondary education may study in the educational and professional programs of junior specialist's training, obtaining at the same time complete secondary education.

- a) Sufficient                      b) full                      c) absolute

In Ukraine Postgraduate education is regarded as specialist education and professional training commencing after the Specialist, Master phase.

- a) considered                      b) allowed                      c) put

Task 6. Put the verb in brackets into the correct form (Present Simple, Past Simple)

1. The first Ukrainian higher education institution ..... (be) the Ostrozka School, or Ostrozkiy Greek-Slavic-Latin Collegium, similar to Western European higher education institutions of the time.
2. By 1988 a number of higher education institutions .....(increase) to 146 with over 850,000 students.
3. The *Law on Higher Education* (2002) ..... ( establish) the three-level structure of higher education.

4. Higher education qualifications .....( combine) both academic and professional qualifications.
5. The normative period of training ..... (make) 4 years (240 ECTS credits).
6. The Ministry of Education and Science (Sports and Youth) ..... (recognize) the following categories of institutions of the top-level accreditation.

Task 1. Read and translate the text.

### 3.2 Education in England



 The chapel of King's College, Cambridge University.

<b>0</b>	<b>D</b>
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**Education in England** is overseen by the Department for Education and the Department for Business, Innovation and Skills. Local authorities (LAs) take responsibility for implementing policy for public education and state schools at a local level.

The education system is divided into early years (ages 3–4), primary education (ages 4–11), secondary education (ages 11–18) and tertiary education (ages 18+).

Full-time education is compulsory for all children aged between 5 and 17 (from 2013, and up to 18 from 2015), either at school or otherwise, with a child beginning primary education during the school year he or she turns 5. Students may then continue their secondary studies for a further two years (sixth form), leading most typically to A-level qualifications, although other qualifications and courses exist,

including Business and Technology Education Council (BTEC) qualifications, the International Baccalaureate (IB) and the Cambridge Pre-U. The leaving age for compulsory education was raised to 18 by the Education and Skills Act 2008. The change takes effect in 2013 for 16-year-olds and 2015 for 17-year-olds. State-provided schooling and sixth form education is paid for by taxes. England also has a tradition of independent schooling, but parents may choose to educate their children by any suitable means.

Higher education often begins with a three-year bachelor's degree. Postgraduate degrees include master's degrees, either taught or by research, and the doctorate, a research degree that usually takes at least three years. Universities require a Royal Charter in order to issue degrees, and all but one are financed by the state via tuition fees, which cost up to £9,000 per academic year for English, Welsh and EU students.

1

Until 1870 all schools were charitable or private institutions, but in that year the Elementary Education Act 1870 permitted local governments to complement the existing elementary schools, to fill up any gaps. The Education Act 1902 allowed local authorities to create secondary schools. The Education Act 1918 abolished fees for elementary schools.

2

The school year begins on 1 September (or 1 August if a term starts in August). Education is compulsory for all children from the next "prescribed day" which falls either on or after their fifth birthday to the last Friday in June of the school year in which they turn 16. This will be raised, in 2013, to the year in which they turn 17 and, in 2015, to their 18th birthday. The prescribed days are 31 August, 31 December and 31 March.

3

State-run schools and colleges are financed through national taxation, and take pupils free of charge between the ages of 3 and 18. The schools may levy charges for activities such as swimming, theatre visits and field trips, provided the charges are voluntary, thus ensuring that those who cannot afford to pay are allowed to participate in such events. Approximately 93% of English schoolchildren attend such schools.

A significant minority of state-funded schools are faith schools, which are attached to religious groups, most often the Church of England or the Roman Catholic Church.

There is also a small number of state-funded boarding schools, which typically charge for board but not tuition. Boarding fees are limited to £12,000 per annum.

4



The University of Birmingham, a 'Red Brick university'.

Students normally enter university from age 18 onwards, and study for an academic degree. Historically, all undergraduate education outside the private University of Buckingham and BPP University College was largely state-financed, with a small contribution from top-up fees, however fees of up to £9,000 per annum have been charged from October 2012. There is a distinct hierarchy among universities, with the Russell Group containing most of the country's more prestigious, research-led and research-focused universities. The state does not control university syllabuses, but it does influence admission procedures through the Office for Fair Access (OfFA), which approves and monitors access agreements to safeguard and promote fair access to higher education. Unlike most degrees, the state still has control over teacher training courses, and uses its Ofsted inspectors to maintain standards.

The typical first degree offered at English universities is the bachelor's degree, and usually lasts for three years. Many institutions now offer an undergraduate master's degree as a first degree, which typically lasts for four years. During a first degree students are known as undergraduates. The difference in fees between undergraduate and traditional postgraduate master's degrees (and the possibility of securing LEA funding for the former) makes taking an undergraduate master's degree as a first degree a more attractive option, although the novelty of undergraduate master's degrees means that the relative educational merit of the two is currently unclear.

Some universities offer a vocationally based foundation degree, typically two years in length for those students who hope to continue on to a first degree but wish to remain in employment.

5
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Students who have completed a first degree are eligible to undertake a postgraduate degree, which might be a:

- Master's degree (typically taken in one year, though research-based master's degrees may last for two)
- Doctorate (typically taken in three years)

Postgraduate education is not automatically financed by the state, and so admissions are highly competitive.

Task 2. Answer the questions

- 1) What is education in England overseen by?
- 2) How is the education system divided into?
- 3) Is education compulsory for children aged between 5 and 17?

Task 3. Choose the most suitable heading from the list A-G for each part (1-6) of the text. There is one extra heading which you do not need to use. There is an example at the beginning (0).

- A Postgraduate education**
- B Primary and secondary education**
- C History of English education**
- D Introduction**
- E Principles of education in England**
- F State-funded school system**
- G Higher education**

Task 1. Read and translate the text.

### 3.3 Education in the USA

The USA does not have a national system of education. All educational matters are left to states. 50 per cent of funds for education come from state sources, about 40 from local funds, and only 6 per cent from the federal government. There are two major types of schools in the USA— public which are free, and private, or fee-paying. Four of five private schools are run by churches and other religious groups.

Elementary education starts at the age of 6 and continues till 10-11 years. Secondary education is provided from the age 11 — 12. Intermediate school includes grades 6 through 9 for ages 11-12 up to 14—15. A senior high school may include grades 9—10 through 12. A senior high school may be comprehensive, general or vocational. A comprehensive school offers a broad program of academic and vocational education, a general school offers a more limited program. A vocational school focuses on vocational training with some general educational subjects. All such programs — academic, technical, or practical are generally taught under one roof. Nevertheless, many students of high school don't finish it. 1 per cent of American citizens at the age of 14 can neither read, nor write. High school students who wish to attend a college or a university go through one of the two standard tests — SAT (Scholastic Aptitude Test) and ACT (American College Test). They are given by non-profit, non-governmental organizations.

There are several ways to continue in education: universities, colleges, community colleges, and technical and vocational schools. A university in the USA usually consists of several colleges; each college specializes in a subject area. There are colleges of liberal arts, colleges of education and business colleges. A program for undergraduates usually takes four years and leads to the Bachelor of Arts or Science degree. After that, students may leave the university or go on for a graduate or professional degree. The university may be funded from several different sources. A publicly funded university gets some money form the state government. A privately funded university gets money from private sources only. A university may be funded by a religious group.

College students usually spend four years at the college, too, and get the Bachelor's degree. In contrast to universities, colleges don't have graduate or professional programs. Colleges in the USA differ greatly in size — they may include from 100 students to 5000 and more. Most of the larger institutions fall into the category of universities, the largest being the University of California, State university of New York, New York university, Columbia University and others.

The course of study in a community college lasts two years and doesn't lead to any degree. Community colleges may give courses in the regular academic subjects or subject like dental technology, sewing and other non-academic subjects. Not all students of community colleges have high school diplomas. Technical, or vocational



schools have no academic programs and provide only job training. Programs may take from six months to two years and more.

Task 2. Answer the questions

- 1) What are characteristics of education in the USA?
- 2) What are two major types of schools in the USA?
- 3) At what age does elementary (secondary, intermediate, senior high school) education start?
- 4) What does a comprehensive school offer?
- 5) What does a vocational school focus on?
- 6) What are the ways to continue in education?

Task 3. Translate the following sentences into English.

1. В США, где все вопросы образования находятся в ведении штатов, образование финансируется штатами, из местных фондов и религиозными группами, и только около 6 процентов финансирования исходит от федерального правительства.

2. В США общественные школы бесплатные, а частные школы платные.

3. Школьное образование состоит из начального образования, промежуточного образования и старших классов средней школы.

4. В старших классах средней общеобразовательной школы предлагается обширная программа академических и профессиональных предметов, преподаваемых в одном здании.

5. Программа общей школы более ограничена, чем программа общеобразовательной школы.

6. Программа профессиональной школы предлагает профессиональную подготовку и некоторые академические предметы.

7. Выпускники средней школы должны сдать один из двух стандартных тестов, SAT или ACT, которые проводятся некоммерческими, неправительственными организациями.

8. Выпускники средней школы, которые хотят продолжить образование в вузе, могут попытаться поступить в университет, колледж или техническую или профессиональную школу.

9. Программа для студентов колледжа или университета заканчивается присвоением звания бакалавра гуманитарных или точных и естественных наук.

10. Выпускники колледжа должны идти в университет, чтобы получить ученую степень выше бакалавра или профессиональную степень.

Task 1. Read and translate the text.

### **3.4 Higher Education in the USA**

Many students, upon finishing high school, choose to continue their education. The system of higher education includes 4 categories of institutions.

The community college, which is financed by the local community in different professions. Tuition fees are low in these colleges, that's why about 40 per cent of all American students of higher education study at these colleges. On graduation from such colleges American students get "associate degree" and can start to work or may transfer to 4-year colleges or universities (usually to the 3rd year).

The technical training institution, at which high school graduates may take courses ranging from six months to three-four years, and learn different technical skills, which may include design business, computer programming, accounting, etc. The best-known of them are: the Massachusetts Institute of Technology and the Technological Institute in California.

The four-year college, which is not a part of a university. The graduates receive the degree of Bachelor of Arts (BA) or Bachelor of Science (BS). There are also small Art Colleges, which grant degrees in specialized fields such as ballet, film-making and even circus performance. There are also Pedagogical Colleges.

The university, which may contain:

several colleges for students who want to receive a bachelor's degree after four years of study;

one or more graduate schools for those who want to continue their studies after college for about two years to receive a master's degree and then a doctor's degree. There are 156 universities in the USA.

Any of these institutions of higher education may be either public or private. The public institutions are financed by state. Most of the students, about 80 per cent, study at public institutions of higher education, because tuition fees here are much lower. Some of the best-known private universities are Harvard. Yale and Princeton.

It is not easy to enter a college at a leading university in the United States. Successful applicants at colleges of higher education are usually chosen on the basis of:

their high-school records which include their class rank, the list of all the courses taken and all the grades received in high school, test results;

recommendation from their high-school teachers;

the impression they make during interviews at the university, which is in fact a serious examination;

scores on the Scholastic Aptitude Tests.

The academic year is usually nine months, divided into two terms. Studies usually begin in September and end in July. Each college or university has its own curriculum. During one term a student must study 4 or 5 different courses. There are courses that every student has to take in order to receive a degree. These courses or subjects are called major subjects or "majors".

At the same time there are subjects which the student may choose himself for his future life. These courses are called 'electives'. A student has to earn a certain number of "credits" (about 120) in order to receive a degree at the end of four years of college. Credits are earned by attending lectures or laboratory classes and completing assignments and examinations.

Students who study at a university or four-year college are known as undergraduates. Those who have received a degree after 4 years of studies are known as graduates. They may take graduate program for another 2 years in order to get a master's degree. Further studies are postgraduate which result in a doctor's degree.

#### Task 2. Answer the questions

- 1) What categories does the system of higher education include?
- 2) What is the community college financed by?
- 3) What does studying in the technical training institution include?
- 4) What may the university contain?
- 5) Are institutions of higher education public or private?
- 6) What courses are called 'electives'?

#### Task 3. Match the left column with the right one

The system of higher education	small Art Colleges.
The institutions of higher education	includes 4 categories of institutions.
Tuition fees are low	may be either public or private.
Students who study at a university or	after 4 years of studies are known as graduates.
Those who have received a degree in	community colleges
There are also	four-year college are known as undergraduates.

#### Task 4. Put the verbs into Active or Passive voice

- 1) Many students, upon finishing high school, .....( choose) to continue their education.
- 2) The community college .....(finance) by the local community in different professions.
- 3) In the technical training institution high school graduates.....( may, take) courses ranging from six months to three-four years.
- 4) The academic year .....(be) usually nine months, divided into two terms.
- 5) These courses or subjects .....(call) major subjects or "majors".
- 6) . Credits .....(earn) by attending lectures or laboratory classes and completing assignments and examinations.
- 7) Students who study at a university or four-year college ..... (know) as undergraduates.
- 8) They .....(may, take) graduate program for another 2 years in order to get a master's degree.

### UNIT 4 Kharkiv

#### Task 1. Read the text and answer the questions

##### 4.1 From the history of Kharkiv.

The city of Kharkiv is one of the major industrial, commercial, scientific and cultural centres of Ukraine. Its architecture has been influenced by varying conditions of life, habits and traditions of the Ukrainian people.

The river Dnieper has always played the most important role in life and economic activities of the Ukrainian people. The river divides the country into two halves called Left-Bank and the Right-Bank Ukraine.

In the 14<sup>th</sup> century the right-Bank Ukraine and small regions on the left bank of the Dnieper were occupied by Poland and Lithuania, later united into Rzecz Pospolita.

Many Ukrainian peasants and Cossacs often rebelled against the power of Polish Roman Catholic nobility and began to flee to desolate parts of the Left-Bank Ukraine. They began growing crops, building villages, townships and fortresses. There were no big landlords on that territory then. Therefore this land was called Slobodskaya Ukraina, i.e. “free Ukrainian Land”.

In the 1650's a fortress was built on the bank of the river Kharkiv and a small township of the same name grew around it. During the first 12 decades of its existence the town was self-governed. Its administration was elected by the Cossacs and headed by the Cossac Colonel, also an elected official. The Voyevoda controlled only military affairs.

The population was almost Ukrainian and it was only in the second quarter of the 19<sup>th</sup> century that it became multinational. In the 1770's Catherine II abolished the

autonomy of the Cossacs and divided Ukraine into a number of provinces (governorates) headed by Governors appointed by Monarch.

Since then the city has been developing rapidly. Its squares were surrounded with wooden or brick houses of one or two or even three storeys.

In 1805 the University of Kharkov was founded. The Assumption Cathedral, the oldest in city, was built in 1778. And in 1821-1844 its magnificent belfry was erected to mark the victory of the Russian Army over Emperor Napoleon of France.

Kharkovites have always loved theatre. They first saw theatre performances in the end of 18<sup>th</sup> century. In 1841 a building was erected for the permanent Drama Theatre.

The architecture of Kharkiv reflected variety of styles. There worked lots of famous architects.

After 1934 Kharkiv remained one of the most important and beautiful cities of Ukraine.

## Task 2. Answer the questions

1. What is Kharkiv famous for?
2. Who occupied the right-Bank Ukraine and small regions on the left bank of the Dnieper in the 14<sup>th</sup> century?
3. Why did many Ukrainian peasants and Cossacs begin to flee to desolate parts of the Left-Bank Ukraine?
4. What did they begin doing?
5. What did Catherine II do in the 1770's?
6. What was founded in 1805?
7. What architects worked in Kharkiv?

## Task 3. Match the sentences halves.

- |  |  |
|--|--|
| 1 The river Dnieper has always played  | a)only military affairs.   |
| 2 They began growing crops, building   | b)the autonomy of the Cossacs  |
| 3 The Voyevoda controlled              | c)in city, was built in 1778.  |
| 4 In the 1770's Catherine II abolished | d)villages, townships and fortresses.  |
| 5 The Assumption Cathedral, the oldest | e)the most important role in life and economic activities of the Ukrainian people. |
| 6 Kharkovites have always              | f)loved theatre.   |

## Task 4. Read these statements. Decide whether you think they are true or false.

1. The river divides the country into two halves called Left-Bank and the Right-Bank Ukraine.

2. Ukrainian peasants and Cossacs were always satisfied with their conditions of life.
3. In the second quarter of the 19<sup>th</sup> century the population of Ukraine became almost Ukrainian.
4. In the 1650's a fortress was built on the bank of the river Kharkiv and a small township of the same name grew around it.
5. Kharkovites first saw theatre performances in the end of 17<sup>th</sup> century.

Task 5. Complete the sentences with the correct form of the passive

1. Architecture of Kharkiv (influence) ..... by varying conditions of life, habits and traditions of the Ukrainian people for many years.
2. In the 14<sup>th</sup> century the right-Bank Ukraine and small regions on the left bank of the Dnieper (occupy) ..... by Poland and Lithuania.
3. In the 1650's a fortress (build)..... on the bank of the river Kharkiv.
4. Squares of Kharkiv (surround)..... with wooden or brick houses of one or two or even three storeys at that time.
5. And in 1821-1844 its magnificent belfry (erect)..... to mark the victory of the Russian Army over Emperor Napoleon of France.
6. Today Kharkiv (visit) ..... by lots of tourists.

## UNIT 5. Management

Task 1. Read and translate the text.

### 5.1 Management

**Management** in businesses and organizations is the function that coordinates the efforts of people to accomplish goals and objectives using available resources efficiently and effectively.

Management includes planning, organizing, staffing, leading or directing, and controlling an organization to accomplish the goal. Resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources, and natural resources. Management is also an academic discipline, a social science whose objective is to study social organization.

The verb 'manage' comes from the Italian *maneggiare* (to handle, especially tools), which derives from the Latin word *manus* (hand). The French word *mesnagement* (later *ménagement*) influenced the development in meaning of the English word *management* in the 17th and 18th centuries.

Management involves identifying the mission, objective, procedures, rules and the manipulation of the human capital of an enterprise to contribute to the success of the enterprise. This implies effective communication: an enterprise environment (as

opposed to a physical or mechanical mechanism), implies human motivation and implies some sort of successful progress or system outcome. As such, management is not the manipulation of a mechanism (machine or automated program), not the herding of animals, and can occur in both a legal as well as illegal enterprise or environment. Management does not need to be seen from enterprise point of view alone, because management is an essential function to improve one's life and relationships. Management is there everywhere and it has a wider range of application. Based on this, management must have humans, communication, and a positive enterprise endeavor. Plans, measurements, motivational psychological tools, goals, and economic measures (profit, etc.) may or may not be necessary components for there to be management. At first, one views management functionally, such as measuring quantity, adjusting plans, meeting goals. This applies even in situations where planning does not take place. From this perspective, Henri Fayol (1841–1925)<sup>[5]</sup> considers management to consist of six functions:

1. Forecasting
2. Planning
3. Organizing
4. Commanding
5. Coordinating
6. Controlling

Henri Fayol was one of the most influential contributors to modern concepts of management.

In another way of thinking, Mary Parker Follett (1868–1933), defined management as "the art of getting things done through people". She described management as philosophy.<sup>[6]</sup>

Critics, however, find this definition useful but far too narrow. The phrase "management is what managers do" occurs widely, suggesting the difficulty of defining management, the shifting nature of definitions and the connection of managerial practices with the existence of a managerial cadre or class.

One habit of thought regards management as equivalent to "business administration" and thus excludes management in places outside commerce, as for example in charities and in the public sector. More broadly, every organization must manage its work, people, processes, technology, etc. to maximize effectiveness. Nonetheless, many people refer to university departments that teach management as "business schools". Some institutions (such as the Harvard Business School) use that name while others (such as the Yale School of Management) employ the more inclusive term "management".

English speakers may also use the term "management" or "the management" as a collective word describing the managers of an organization, for example of a

corporation. Historically this use of the term often contrasted with the term "Labor" - referring to those being managed.

But in the present era management's use is identified in the wide areas and its frontiers have been pushed to a broader range. Apart from profitable organizations even non-profitable organizations (NGO) apply management concepts. The concept and its uses are not constrained. Management on the whole is the process of planning, organizing, staffing, leading and controlling.

Task 2. Answer the questions

1. What is management?
2. What does management include?
3. What spheres can management be implied in?
4. What functions does management consist of?

Task 3. Match the sentences halves.

1. Management includes planning, organizing, staffing, leading or
2. The verb 'manage' comes from the Italian *maneggiare* (to handle, especially tools),
3. Management involves identifying the mission, objective, procedures, rules and
4. Management is everywhere and
5. Henri Fayol was one of the most influential contributors
6. More broadly, every organization must manage its work,
7. English speakers may also use the term "management" or "the management" as a

- A. which derives from the Latin word *manus* (hand).
- B. directing, and controlling an organization to accomplish the goal.
- C. it has a wider range of application.
- D. the manipulation of the human capital of an enterprise to contribute to the success of the enterprise.
- E. to modern concepts of management.
- F. people, processes, technology, etc. to maximize effectiveness.
- G. collective word describing the managers of an organization, for example of a corporation.



## 5.2 Nature of managerial work

Task 1. Read and translate the text.

In profitable organizations, management's primary function is the satisfaction of a range of stakeholders. This typically involves making a profit (for the shareholders), creating valued products at a reasonable cost (for customers), and providing great employment opportunities for employees. In nonprofit management, add the importance of keeping the faith of donors. In most models of management and governance, shareholders vote for the board of directors, and the board then hires senior management. Some organizations have experimented with other methods (such as employee-voting models) of selecting or reviewing managers, but this is rare.

In the public sector of countries constituted as representative democracies, voters elect politicians to public office. Such politicians hire many managers and administrators, and in some countries like the United States political appointees lose their jobs on the election of a new president/governor/mayor.

Task 2. Find in the dictionary translation of the underlined words.

Task 1. Read and translate the text.

## 5.3 Historical development

Some see management (by definition) as late-modern (in the sense of late modernity) conceptualization. On those terms it cannot have a pre-modern history, only harbingers (such as stewards). Others, however, detect management-like-thought back to Sumerian traders and to the builders of the pyramids of ancient Egypt. Slave-owners through the centuries faced the problems of exploiting/motivating a dependent but sometimes unenthusiastic or recalcitrant workforce, but many pre-industrial enterprises, given their small scale, did not feel compelled to face the issues of management systematically. However, innovations such as the spread of Hindu-Arabic numerals (5th to 15th centuries) and the codification of double-entry book-keeping (1494) provided tools for management assessment, planning and control.

With the changing workplaces of industrial revolutions in the 18th and 19th centuries, military theory and practice contributed approaches to managing the newly-popular factories.

Given the scale of most commercial operations and the lack of mechanized record-keeping and recording before the industrial revolution, it made sense for most owners of enterprises in those times to carry out management functions by and for themselves. But with growing size and complexity of organizations, the split between owners (individuals, industrial dynasties or groups of shareholders) and day-to-day

managers (independent specialists in planning and control) gradually became more common.

Task 1. Read and translate the text.

## **5.4 Early writing**

While management (according to some definitions) has existed for millennia, several writers have created a background of works that assisted in modern management theories.<sup>[8]</sup>

Some ancient military texts have been cited for lessons that civilian managers can gather. For example, Chinese general Sun Tzu in the 6th century BC, *The Art of War*, recommends being aware of and acting on strengths and weaknesses of both a manager's organization and a foe's.

Various ancient and medieval civilizations have produced "mirrors for princes" books, which aim to advise new monarchs on how to govern. Examples include the Indian Arthashastra by Chanakya (written around 300BC), and *The Prince* by Italian author Niccolò Machiavelli (c. 1515).

Written in 1776 by Adam Smith, a Scottish moral philosopher, *The Wealth of Nations* discussed efficient organization of work through division of labour. Smith described how changes in processes could boost productivity in the manufacture of pins. While individuals could produce 200 pins per day, Smith analyzed the steps involved in manufacture and, with 10 specialists, enabled production of 48,000 pins per day.

### **19th century**

Classical economists such as Adam Smith (1723–1790) and John Stuart Mill (1806–1873) provided a theoretical background to resource-allocation, production, and pricing issues. About the same time, innovators like Eli Whitney (1765–1825), James Watt (1736–1819), and Matthew Boulton (1728–1809) developed elements of technical production such as standardization, quality-control procedures, cost-accounting, interchangeability of parts, and work-planning. Many of these aspects of management existed in the pre-1861 slave-based sector of the US economy. That environment saw 4 million people, as the contemporary usages had it, "managed" in profitable quasi-mass production.

Salaried managers as an identifiable group first became prominent in the late 19th century.

### **20th century**

By about 1900 one finds managers trying to place their theories on what they regarded as a thoroughly scientific basis (see scientism for perceived limitations of

this belief). Examples include Henry R. Towne's *Science of management* in the 1890s, Frederick Winslow Taylor's *The Principles of Scientific Management* (1911), Frank and Lillian Gilbreth's *Applied motion study* (1917), and Henry L. Gantt's charts (1910s). J. Duncan wrote the first college management-textbook in 1911. In 1912 Yoichi Ueno introduced Taylorism to Japan and became the first management consultant of the "Japanese-management style". His son Ichiro Ueno pioneered Japanese quality assurance.

The first comprehensive theories of management appeared around 1920. The Harvard Business School offered the first Master of Business Administration degree (MBA) in 1921. People like Henri Fayol (1841–1925) and Alexander Church described the various branches of management and their inter-relationships. In the early 20th century, people like Ordway Tead (1891–1973), Walter Scott and J. Mooney applied the principles of psychology to management. Other writers, such as Elton Mayo (1880–1949), Mary Parker Follett (1868–1933), Chester Barnard (1886–1961), Max Weber (1864–1920, who saw what he called the "administrator" as bureaucrat<sup>[11]</sup>), Rensis Likert (1903–1981), and Chris Argyris (\* 1923) approached the phenomenon of management from a sociological perspective.

Peter Drucker (1909–2005) wrote one of the earliest books on applied management: *Concept of the Corporation* (published in 1946). It resulted from Alfred Sloan (chairman of General Motors until 1956) commissioning a study of the organisation. Drucker went on to write 39 books, many in the same vein.

H. Dodge, Ronald Fisher (1890–1962), and Thornton C. Fry introduced statistical techniques into management-studies. In the 1940s, Patrick Blackett worked in the development of the applied-mathematics science of operations research, initially for military operations. Operations research, sometimes known as "management science" (but distinct from Taylor's scientific management), attempts to take a scientific approach to solving decision-problems, and can apply directly to multiple management problems, particularly in the areas of logistics and operations.

Some of the more recent developments include the Theory of Constraints, management by objectives, reengineering, Six Sigma and various information-technology-driven theories such as agile software development, as well as group-management theories such as Cog's Ladder.

As the general recognition of managers as a class solidified during the 20th century and gave perceived practitioners of the art/science of management a certain amount of prestige, so the way opened for popularised systems of management ideas to peddle their wares. In this context many management fads may have had more to do with pop psychology than with scientific theories of management.

Towards the end of the 20th century, business management came to consist of six separate branches,<sup>[citation needed]</sup> namely:

1. financial management
2. human resource management
3. information technology management (responsible for management information systems)
4. marketing management
5. operations management or production management
6. strategic management

## **21st century**

In the 21st century observers find it increasingly difficult to subdivide management into functional categories in this way. More and more processes simultaneously involve several categories. Instead, one tends to think in terms of the various processes, tasks, and objects subject to management.

Branches of management theory also exist relating to nonprofits and to government: such as public administration, public management, and educational management. Further, management programs related to civil-society organizations have also spawned programs in nonprofit management and social entrepreneurship.

Note that many of the assumptions made by management have come under attack from business-ethics viewpoints, critical management studies, and anti-corporate activism.

As one consequence, workplace democracy (sometimes referred to as Workers' self-management) has become both more common and advocated to a greater extent, in some places distributing all management functions among workers, each of whom takes on a portion of the work. However, these models predate any current political issue, and may occur more naturally than does a command hierarchy. All management embraces to some degree a democratic principle—in that in the long term, the majority of workers must support management. Otherwise, they leave to find other work or go on strike. Despite the move toward workplace democracy, command-and-control organization structures remain commonplace as *de facto* organization structure. Indeed, the entrenched nature of command-and-control is evident in the way that recent layoffs have been conducted with management ranks affected far less than employees at the lower levels. In some cases, management has even rewarded itself with bonuses after laying off lower-level workers.

According to leadership academic Manfred F.R. Kets de Vries, a contemporary senior management team will almost inevitably have some personality disorders.

Management operates through five basic functions: planning, organizing, coordinating, commanding, and controlling.

- **Planning:** Deciding what needs to happen in the future and generating plans for action(deciding in advance).
- **Organizing:** Making sure the human and nonhuman resources are put into place
- **Coordinating:** Creating a structure through which an organization's goals can be accomplished.
- **Commanding:** Determining what must be done in a situation and getting people to do it.
- **Controlling:** Checking progress against plans.
- 
- Task 2. Answer the questions

1. What are the peculiarities of management development in ancient and medieval civilizations?
2. What contributions did Adam Smith make into management development?
3. What are the names of classical economists which worked in 19<sup>th</sup> century?
4. What are the peculiarities of management development in 20<sup>th</sup> century?
5. What branches does business management consist of?
6. What functions does management operate through?

Task 3. Rewrite sentences in the passive voice. The first one has been made for you as an example.

1. With the changing workplaces of industrial revolutions in the 18th and 19th centuries, military theory and practice contributed approaches to managing the newly-popular factories. Approaches to managing the newly-popular factories *were contributed* with the changing workplaces of industrial revolutions in the 18th and 19th centuries.
2. Given the scale of most commercial operations and the lack of mechanized record-keeping and recording before the industrial revolution, it made sense for most owners of enterprises in those times to carry out management functions by and for themselves.
3. Various ancient and medieval civilizations have produced "mirrors for princes" books.
4. Written in 1776 by Adam Smith, a Scottish moral philosopher, *The Wealth of Nations* discussed efficient organization of work through division of labour.
5. Smith described how changes in processes could boost productivity in the manufacture of pins.
6. J. Duncan wrote the first college management-textbook in 1911.
7. In 1912 Yoichi Ueno introduced Taylorism to Japan.

8. Operations research can apply directly to multiple management problems, particularly in the areas of logistics and operations.
9. Management programs related to civil-society organizations have also spawned programs in nonprofit management and social entrepreneurship.
10. According to leadership academic Manfred F.R. Kets de Vries, a contemporary senior management team will almost inevitably have some personality disorders.

## **UNIT 6. Levels of management**

Task 1. Read and translate the text.

Most organizations have three management levels: first-level, middle-level, and top-level managers. These managers are classified in a hierarchy of authority, and perform different tasks. In many organizations, the number of managers in every level resembles a pyramid. Each level is explained below in specifications of their different responsibilities and likely job titles.

Task 1. Read and translate the text.

### **6.1 Top-level management**

The top consists of the board of directors (including non-executive directors and executive directors), president, vice-president, CEOs and other members of the C-level executives. They are responsible for controlling and overseeing the entire organization. They set a tone at the top and develop strategic plans, company policies, and make decisions on the direction of the business. In addition, top-level managers play a significant role in the mobilization of outside resources and are accountable to the shareholders and general public.

The board of directors is typically primarily composed of non-executives which owe a fiduciary duty to shareholders and are not closely involved in the day-to-day activities of the organization, although this varies depending on the type (e.g., public versus private), size and culture of the organization. These directors are theoretically liable for breaches of that duty and typically insured under directors and officers liability insurance. Fortune 500 directors are estimated to spend 4.4 hours per week on board duties, and median compensation was \$212,512 in 2010. The board sets corporate strategy, makes major decisions such as major acquisitions,<sup>[17]</sup> and hires, evaluates, and fires the top-level manager (Chief Executive Officer or CEO) and the CEO typically hires other positions. However, board involvement in the hiring of other positions such as the Chief Financial Officer (CFO) has increased.<sup>[18]</sup> In 2013, a survey of over 160 CEOs and directors of public and private companies found that the top weaknesses of CEOs were "mentoring skills" and "board engagement", and 10% of companies never evaluated the CEO.<sup>[19]</sup> The board may also have certain employees (e.g., internal auditors) report to them or directly hire independent

contractors; for example, the board (through the audit committee) typically selects the auditor.

Helpful skills of top management vary by the type of organization but typically include<sup>[20]</sup> a broad understanding competition, world economies, and politics. In addition, the CEO is responsible for executing and determining (within the board's framework) the broad policies of the organization. Executive management accomplishes the day-to-day details, including: instructions for preparation of department budgets, procedures, schedules; appointment of middle level executives such as department managers; coordination of departments; media and governmental relations; and shareholder communication.

- Task 2. Answer the questions
  1. What levels do most organization have?
  2. What does top-level management consist of?
  3. What are top-level managers responsible for?
  4. What is the board of directors composed of?
  5. What are the duties of the board of directors?
  6. What is CEO responsible for?

Task 1. Read and translate the text.

## **6.2 Middle-level managers**

Consist of general managers, branch managers and department managers. They are accountable to the top management for their department's function. They devote more time to organizational and directional functions. Their roles can be emphasized as executing organizational plans in conformance with the company's policies and the objectives of the top management, they define and discuss information and policies from top management to lower management, and most importantly they inspire and provide guidance to lower level managers towards better performance.

Middle management is the midway management of a categorized organization, being secondary to the senior management but above the deepest levels of operational members. An operational manager may be well-thought-out the middle management, or may be categorized as non-management operate, liable to the policy of the specific organization. Efficiency of the middle level is vital in any organization, since they bridge the gap between top level and bottom level staffs.

Their functions include:

- Design and implement effective group and inter-group work and information systems.
- Define and monitor group-level performance indicators.
- Diagnose and resolve problems within and among work groups.

- Design and implement reward systems that support cooperative behavior. They also make decision and share ideas with top managers.

Task 2. Answer the questions

1. What does middle-level management consist of?
2. What are they responsible for?
3. What do their functions include?

Task 1. Read and translate the text.

### **6.3 First-level managers**

Consist of supervisors, section leaders, foremen, etc. They focus on controlling and directing. They usually have the responsibility of assigning employees tasks, guiding and supervising employees on day-to-day activities, ensuring quality and quantity production, making recommendations, suggestions, and up channeling employee problems, etc. First-level managers are role models for employees that provide:

- Basic supervision
- Motivation
- Career planning
- Performance feedback

Task 2. Answer the questions

1. What does First-level management consist of?
2. What are they responsible for?
3. What do they provide?

Task 1. Read and translate the text.

### **6.4 Training in the sphere of management**

Universities around the world, offer bachelor's and advanced degrees, diplomas and certificates in management, generally within their colleges of business and business schools but also in other related departments. There is also an increase in online management education and training in the form of electronic educational technology (also called e-learning).

While management trends can change rapidly, the long term trend in management has been defined by a market embracing diversity and rising service industry. Managers are currently being trained to encourage greater equality for minorities and women in the workplace by offering increased flexibility in time worked, better retraining, and



innovative (and usually industry specific) performance markers. Managers destined for the service sector are being trained to use unique measurement techniques, better worker support and more charismatic leadership styles. Human resources finds itself increasingly working with management in a training capacity to help collect management data on the success (or failure) of management actions with employees.

Task 2. Answer the questions

1. What do universitie offer?
2. What has been the long term trend in management defined by?
3. What do managers encourage?
4. Why is the sphere of management so important?

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*Навчальне видання*

Методичні вказівки

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з дисципліни

**«ІНОЗЕМНА МОВА (ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ)»**

**(англійська мова)**

*(для студентів 1 курсу денної форми навчання  
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Укладач **ПРЯНИЦЬКА** Валентина Борисівна

Відповідальний за випуск *О. Л. Ільєнко*

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міського господарства імені О. М. Бекетова,  
вул. Революції, 12, Харків, 61002  
Електронна адреса: [rectorat@kname.edu.ua](mailto:rectorat@kname.edu.ua)  
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