

МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА РОССИЙСКОЙ ФЕДЕРАЦИИ  
Федеральное государственное бюджетное образовательное учреждение  
высшего образования  
«КУБАНСКИЙ ГОСУДАРСТВЕННЫЙ АГРАРНЫЙ УНИВЕРСИТЕТ  
имени И.Т. ТРУБИЛИНА»

Экономический факультет  
Иностранных языков



УТВЕРЖДЕНО:

Декан, Руководитель подразделения  
Тюпаков К.Э.  
(протокол от 17.05.2024 № 9)

**РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ (МОДУЛЯ)  
«ПРОФЕССИОНАЛЬНЫЙ ИНОСТРАННЫЙ ЯЗЫК»**

Уровень высшего образования: магистратура

Направление подготовки: 38.04.02 Менеджмент

Направленность (профиль) подготовки: Управление проектами

Квалификация (степень) выпускника: магистр

Формы обучения: очная, заочная

Год набора: 2024

Срок получения образования: Очная форма обучения – 2 года  
Заочная форма обучения – 2 года 5 месяца(-ев)

Объем: в зачетных единицах: 3 з.е.  
в академических часах: 108 ак.ч.

2024

**Разработчики:**

Доцент, кафедра иностранных языков Айвазян Н.Б.

Рабочая программа дисциплины (модуля) составлена в соответствии с требованиями ФГОС ВО по направлению подготовки Направление подготовки: 38.04.02 Менеджмент, утвержденного приказом Минобрнауки России от 12.08.2020 №952, с учетом трудовых функций профессиональных стандартов: "Статистик", утвержден приказом Минтруда России от 08.09.2015 № 605н; "Специалист в сфере управления проектами государственно-частного партнерства", утвержден приказом Минтруда России от 20.07.2020 № 431н; "Специалист по работе с инвестиционными проектами", утвержден приказом Минтруда России от 16.04.2018 № 239н; "Специалист в сфере закупок", утвержден приказом Минтруда России от 10.09.2015 № 625н; "Экономист предприятия", утвержден приказом Минтруда России от 30.03.2021 № 161н.

**Согласование и утверждение**

№	Подразделение или коллегиальный орган	Ответственное лицо	ФИО	Виза	Дата, протокол (при наличии)
1	Иностранных языков	Заведующий кафедрой, руководитель подразделения, реализующего ОП	Непшекуева Т.С.	Согласовано	22.04.2024, № 8
2	Экономический	Председатель методической комиссии/совета	Толмачев А.В.	Согласовано	16.05.2024, № 10

## 1. Цель и задачи освоения дисциплины (модуля)

Цель освоения дисциплины - «Профессиональный иностранный язык» (английский) является формирование комплекса знаний, умений и навыков практического владения языком на уровне, достаточном для решения коммуникативных задач, используя современные коммуникативные технологии, в том числе на иностранном языке, для академического и профессионального взаимодействия, а также подготовка обучающихся к тому, чтобы анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия.

Задачи изучения дисциплины:

- развивать интегративные умения, необходимые для написания, письменного перевода и редактирования различных академических текстов (рефератов, эссе, обзоров, статей и др.);;
- обучить навыкам представления результатов академической и профессиональной деятельности на различных публичных мероприятиях, включая международные;;
- совершенствовать интегративные умения, необходимые для эффективного участия в академических и профессиональных дискуссиях;;
- обеспечить обучающихся интегративными умениями использовать диалогическое общение для сотрудничества в академической коммуникации;;
- обучить нахождению и поиску необходимой для саморазвития и взаимодействия с другими информации о культурных особенностях и традициях различных социальных групп, демонстрируя уважительное отношение к историческому наследию и социокультурным традициям различных социальных групп..

## 2. Планируемые результаты обучения по дисциплине (модулю), соотнесенные с планируемыми результатами освоения образовательной программы

*Компетенции, индикаторы и результаты обучения*

УК-4 Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия

УК-4.1 Демонстрирует интегративные умения, необходимые для написания, письменного перевода и редактирования различных академических текстов (рефератов, эссе, обзоров, статей т.д.)

*Знать:*

УК-4.1/Зн1 интегративные умения, необходимые для написания, письменного перевода и редактирования различных академических текстов (рефератов, эссе, обзоров, статей и т.д.)

*Уметь:*

УК-4.1/Ум1 демонстрировать интегративные умения, необходимые для написания, письменного перевода и редактирования различных академических текстов (рефератов, эссе, обзоров, статей и т.д.)

*Владеть:*

УК-4.1/Нв1 способностью интегративного умения, необходимого для написания, письменного перевода и редактирования различных академических текстов (рефератов, эссе, обзоров, статей и т.д.)

УК-4.2 Представляет результаты академической и профессиональной деятельности на различных научных мероприятиях, включая международные

*Знать:*

УК-4.2/Зн1 результаты академической и профессиональной деятельности на различных научных мероприятиях, включая международные

*Уметь:*

УК-4.2/Ум1 представлять результаты академической и профессиональной деятельности на различных научных мероприятиях, включая международные

*Владеть:*

УК-4.2/Нв1 способностью представлять результаты академической и профессиональной деятельности на различных научных мероприятиях, включая международные

УК-4.3 Демонстрирует интегративные умения, необходимые для эффективного участия в академических и профессиональных дискуссиях

*Знать:*

УК-4.3/Зн1 интегративные умения, необходимые для эффективного участия в академических и профессиональных дискуссиях

*Уметь:*

УК-4.3/Ум1 демонстрировать интегративные умения, необходимые для эффективного участия в академических и профессиональных дискуссиях

*Владеть:*

УК-4.3/Нв1 способностью интегративного умения, необходимого для эффективного участия в академических и профессиональных дискуссиях

УК-5 Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия

УК-5.1 Адекватно объясняет особенности поведения и мотивации людей различного социального и культурного происхождения в процессе взаимодействия с ними, опираясь на знания причин появления социальных обычаев и различий в поведении людей

*Знать:*

УК-5.1/Зн1 основы поведения и мотивации людей различного социального и культурного происхождения в процессе взаимодействия с ними, опираясь на знания причин появления социальных обычаев и различий в поведении людей

*Уметь:*

УК-5.1/Ум1 адекватно объяснять особенности поведения и мотивации людей различного социального и культурного происхождения в процессе взаимодействия с ними, опираясь на знания причин появления социальных обычаев и различий в поведении людей

*Владеть:*

УК-5.1/Нв1 способностью адекватно объяснять особенности поведения и мотивации людей различного социального и культурного происхождения в процессе взаимодействия с ними, опираясь на знания причин появления социальных обычаев и различий в поведении людей

УК-5.2 Владеет навыками создания недискриминационной среды взаимодействия при выполнении профессиональных задач

*Знать:*

УК-5.2/Зн1 основы создания недискриминационной среды взаимодействия при выполнении профессиональных задач

*Уметь:*

УК-5.2/Ум1 использовать навыки создания недискриминационной среды взаимодействия при выполнении профессиональных задач

*Владеть:*

УК-5.2/Нв1 способностью использовать навыки создания недискриминационной среды взаимодействия при выполнении профессиональных задач

### 3. Место дисциплины в структуре ОП

Дисциплина (модуль) «Профессиональный иностранный язык» относится к обязательной части образовательной программы и изучается в семестре(ах): Очная форма обучения - 1, Заочная форма обучения - 1.

В процессе изучения дисциплины студент готовится к видам профессиональной деятельности и решению профессиональных задач, предусмотренных ФГОС ВО и образовательной программой.

### 4. Объем дисциплины и виды учебной работы

#### Заочная форма обучения

Период обучения	Общая трудоемкость (часы)	Общая трудоемкость (ЗЕТ)	Контактная работа (часы, всего)	Внеаудиторная контактная работа (часы)	Зачет (часы)	Практические занятия (часы)	Самостоятельная работа (часы)	Промежуточная аттестация (часы)
Первый семестр	108	3	15	1	4	10	93	Зачет (4) Контрольная работа
Всего	108	3	15	1	4	10	93	

#### Очная форма обучения

Период обучения	Общая трудоемкость (часы)	Общая трудоемкость (ЗЕТ)	Контактная работа (часы, всего)	Внеаудиторная контактная работа (часы)	Зачет (часы)	Практические занятия (часы)	Самостоятельная работа (часы)	Промежуточная аттестация (часы)
Первый семестр	108	3	29	1		28	79	Зачет
Всего	108	3	29	1		28	79	

### 5. Содержание дисциплины

#### 5.1. Разделы, темы дисциплины и виды занятий (часы промежуточной аттестации не указываются)

#### Заочная форма обучения

	контактная работа	занятия	самостоятельная работа	результаты тестирования

Наименование раздела, темы	Всего	Внеаудиторная работ	Практические з	Самостоятельн	Планируемые р обучения, соотв результатами ос программы
<b>Раздел 1. PROJECT</b>	<b>43</b>		<b>2</b>	<b>41</b>	УК-4.1
Тема 1.1. Unit 1. PROJECT	15		2	13	УК-4.2
Тема 1.2. Unit 2. TRENDS	14			14	УК-4.3
Тема 1.3. Unit 3. MAJOR DIFFERENCES	14			14	
<b>Раздел 2. PROJECT MANAGEMENT</b>	<b>60</b>		<b>8</b>	<b>52</b>	УК-5.1 УК-5.2
Тема 2.1. Unit 4. THE THREE GOALS OF A PROJECT	15		2	13	
Тема 2.2. Unit 5. SELECTING PROJECTS	15		2	13	
Тема 2.3. Unit 6. THE MANAGER AND THE TEAM	15		2	13	
Тема 2.4. Unit 7. RESOURCE ALLOCATION	15		2	13	
<b>Раздел 3. ПРОМЕЖУТОЧНАЯ АТТЕСТАЦИЯ</b>	<b>1</b>	<b>1</b>			УК-4.1 УК-4.2 УК-4.3
Тема 3.1. ЗАЧЕТ	1	1			УК-5.1 УК-5.2
<b>Итого</b>	<b>104</b>	<b>1</b>	<b>10</b>	<b>93</b>	

*Очная форма обучения*

Наименование раздела, темы	Всего	Внеаудиторная контактная работа	Практические занятия	Самостоятельная работа	Планируемые результаты обучения, соответствующие с результатами освоения программы
<b>Раздел 1. PROJECT</b>	<b>45</b>		<b>12</b>	<b>33</b>	УК-4.1
Тема 1.1. Unit 1. PROJECT	15		4	11	УК-4.2
Тема 1.2. Unit 2. TRENDS	15		4	11	УК-4.3
Тема 1.3. Unit 3. MAJOR DIFFERENCES	15		4	11	
<b>Раздел 2. PROJECT MANAGEMENT</b>	<b>62</b>		<b>16</b>	<b>46</b>	УК-5.1 УК-5.2
Тема 2.1. Unit 4. THE THREE GOALS OF A PROJECT	15		4	11	
Тема 2.2. Unit 5. SELECTING PROJECTS	15		4	11	
Тема 2.3. Unit 6. THE MANAGER AND THE TEAM	15		4	11	

Тема 2.4. Unit 7. RESOURCE ALLOCATION	17		4	13	
<b>Раздел 3. ПРОМЕЖУТОЧНАЯ АТТЕСТАЦИЯ</b>	<b>1</b>	<b>1</b>			УК-4.1 УК-4.2 УК-4.3
Тема 3.1. ЗАЧЕТ	1	1			УК-5.1 УК-5.2
<b>Итого</b>	<b>108</b>	<b>1</b>	<b>28</b>	<b>79</b>	

## 5. Содержание разделов, тем дисциплин

### **Раздел 1. PROJECT**

*(Заочная: Практические занятия - 2ч.; Самостоятельная работа - 41ч.; Очная: Практические занятия - 12ч.; Самостоятельная работа - 33ч.)*

#### **Тема 1.1. Unit 1. PROJECT**

*(Заочная: Практические занятия - 2ч.; Самостоятельная работа - 13ч.; Очная: Практические занятия - 4ч.; Самостоятельная работа - 11ч.)*

1. What are projects?
2. What characteristics do the projects have?

#### **Тема 1.2. Unit 2. TRENDS**

*(Очная: Практические занятия - 4ч.; Самостоятельная работа - 11ч.; Заочная: Самостоятельная работа - 14ч.)*

1. What are the drivers of recent development in project management?
3. What important trends in project management are covered?

#### **Тема 1.3. Unit 3. MAJOR DIFFERENCES**

*(Очная: Практические занятия - 4ч.; Самостоятельная работа - 11ч.; Заочная: Самостоятельная работа - 14ч.)*

1. In what way does project management differ from general management?
2. What special skills must the project manager have?

### **Раздел 2. PROJECT MANAGEMENT**

*(Заочная: Практические занятия - 8ч.; Самостоятельная работа - 52ч.; Очная: Практические занятия - 16ч.; Самостоятельная работа - 46ч.)*

#### **Тема 2.1. Unit 4. THE THREE GOALS OF A PROJECT**

*(Заочная: Практические занятия - 2ч.; Самостоятельная работа - 13ч.; Очная: Практические занятия - 4ч.; Самостоятельная работа - 11ч.)*

1. What is the project performance measured by?
2. What are the criteria?

#### **Тема 2.2. Unit 5. SELECTING PROJECTS**

*(Заочная: Практические занятия - 2ч.; Самостоятельная работа - 13ч.; Очная: Практические занятия - 4ч.; Самостоятельная работа - 11ч.)*

1. How is the accomplishment of important tasks and goals in organizations being achieved today?
2. What is called “enterprise project management”?

#### **Тема 2.3. Unit 6. THE MANAGER AND THE TEAM**

*(Заочная: Практические занятия - 2ч.; Самостоятельная работа - 13ч.; Очная: Практические занятия - 4ч.; Самостоятельная работа - 11ч.)*



1. What is the PM's job?
2. What does the senior manager describe at the meeting?

#### *Тема 2.4. Unit 7. RESOURCE ALLOCATION*

*(Заочная: Практические занятия - 2ч.; Самостоятельная работа - 13ч.; Очная: Практические занятия - 4ч.; Самостоятельная работа - 13ч.)*

1. What are physical and human resources used for?
2. What does the amount of resources depend on?

#### **Раздел 3. ПРОМЕЖУТОЧНАЯ АТТЕСТАЦИЯ**

*(Заочная: Внеаудиторная контактная работа - 1ч.; Очная: Внеаудиторная контактная работа - 1ч.)*

##### *Тема 3.1. ЗАЧЕТ*

*(Заочная: Внеаудиторная контактная работа - 1ч.; Очная: Внеаудиторная контактная работа - 1ч.)*

Проведение промежуточной аттестации в форме зачета.

### **6. Оценочные материалы текущего контроля**

#### **Раздел 1. PROJECT**

*Форма контроля/оценочное средство: Задача*

*Вопросы/Задания:*

1. Прочитайте задание и установите соответствие. Ответ заполнить в таблице.  
1 2 3 4 5

Найдите соответствие между терминами и их определениями.

1. business
2. commodity
3. project
4. deliverable
5. endeavor

- a. a product or a raw material that can be bought and sold
- б. a thing to be provided, especially as a product of a development process
- в. an individual or collaborative enterprise that is carefully planned to achieve a particular aim
- г. an attempt to do something, especially something new or difficult
- д. the activity of making, buying, selling or supplying goods or services for money

2. Прочитайте задание и установите соответствие. Ответ заполнить в таблице.  
1 2 3 4 5

Найдите соответствие между терминами и их определениями.

1. criterion
2. satisfaction
3. capability
4. event
5. failure

- a. the ability or skill to do something
- б. a standard by which something can be judged or decided
- в. a planned and organized occasion
- г. a halt in normal operation; the lack of success
- д. something that brings fulfillment

3. Прочитайте задание и установите соответствие. Ответ заполнить в таблице.

1 2 3 4 5

Найдите соответствие между терминами и их определениями.

- 1. growth
- 2. enterprise
- 3. approval
- 4. commitment
- 5. rate

- a. a project or undertaking, especially a bold or complex one; a business or company
- б. the state or quality of being dedicated to a cause, activity, etc.
- в. the amount of a charge or payment expressed as a percentage of another amount, or as a basis of calculation
- г. the process of increasing in amount, value, or importance
- д. the belief that someone or something is good or acceptable

4. Прочитайте задание и установите соответствие. Ответ заполнить в таблице.

1 2 3 4 5

Найдите соответствие между терминами и их определениями.

- 1. task
- 2. duty
- 3. responsibility
- 4. routine
- 5. knowledge

- a. a duty to deal with or take care of somebody/something, so that you may be blamed if something goes wrong
- б. the normal order and way in which you regularly do things
- в. a piece of work to be done or undertaken
- г. the information, understanding and skills that you gain through education or experience
- д. an obligation to fulfill one's responsibilities

5. Прочитайте задание и установите соответствие. Ответ заполнить в таблице.

1 2 3 4 5

Найдите соответствие между терминами и их определениями.

1. risk
2. acquire
3. profitable
4. similar
5. estimate

- a. buy or obtain (an asset or object) for oneself; learn or develop (a skill, habit, or quality)
- б. having a resemblance in appearance, character, or quantity, without being identical
- в. an approximate calculation or judgment of the value, number, quantity, or extent of something
- г. yielding financial gain; beneficial; useful
- д. the possibility of bringing about misfortune or loss

6. Прочитайте задание и укажите последовательность членов предложения. Ответ заполнить в таблице.

1 2 3 4

Укажите порядок членов предложения:

- a) task
- б) unique.
- в) is
- г) Each

7. Прочитайте задание и укажите последовательность членов предложения. Ответ заполнить в таблице.

1 2 3 4 5 6

Укажите порядок членов предложения:

- a) are
- б) all
- в) as
- г) They
- д) qualified
- е) projects.

8. Прочитайте задание и укажите последовательность членов предложения. Ответ заполнить в таблице.

1 2 3 4 5 6 7 8

Укажите порядок членов предложения:

- a) often
- б) a
- в) They
- г) of
- д) parts
- е) are
- ж) larger
- з) program.

9. Прочитайте задание и укажите последовательность членов предложения. Ответ заполнить в таблице.

1 2 3 4 5

Укажите порядок членов предложения:

- a) are
- б) subdivisions
- в) Projects
- г) of
- д) programs.

10. Прочитайте задание и укажите последовательность членов предложения. Ответ заполнить в таблице.

1 2 3 4 5 6 7 8 9 10

Укажите порядок членов предложения:

- a) project
- б) have
- в) skills
- г) manager
- д) must
- е) resolution.
- ж) The
- з) special
- и) in
- к) conflict

11. Укажите верный ответ.

A secondary effect of using multidisciplinary teams to deal ... complex problems is conflict.

12. Укажите верный ответ.

It ... also important to note that projects do not exist in isolation.

13. Укажите верный ответ.

The purpose of these subdivisions is ... allow the project to be viewed at various levels of detail.

14. Укажите верный ответ.

Many recent developments in project management ... being driven by quickly changing global markets.

15. Укажите верный ответ.

There ... been a growing use of projects to achieve an organization's strategic goals.

16. Укажите верный ответ.

A variety ... efforts are being pursued to improve the process and results of project management.

17. Укажите верный ответ.

This ... often one of the responsibilities of the PMO.

18. Укажите верный ответ.

Project management differs ... general management largely.

19. Укажите верный ответ.

The fact that projects are unique means that the PM must ... creative and flexible.

20. Укажите верный ответ.

The discussion of structure leads ... consideration of another difference between project and general management.

21. Выберите один ответ из предложенных и обоснуйте его выбор.

I insist on ... him at once.

- a) having phoned
- б) being phoned
- в) phoning
- г) phone

22. Выберите один ответ из предложенных и обоснуйте его выбор.

We are looking forward to ... him.

- a) meet
- б) meeting
- в) having met
- г) being met

23. Выберите один ответ из предложенных и обоснуйте его выбор.

It was difficult ... his request.

- a) to refuse
- б) to refused
- в) to refusing
- г) to be refused

24. Выберите правильные ответы из предложенных и обоснуйте их выбор.

Find English equivalents for the word "товар"

- a) merchandise
- б) commodities
- в) items
- г) goals
- д) loan

25. Выберите правильные ответы из предложенных и обоснуйте их выбор.

Find English equivalents for the word "увеличение":

- a) fall
- б) decline
- в) increase
- г) rise
- д) destroy

## **Раздел 2. PROJECT MANAGEMENT**

*Форма контроля/оценочное средство: Задача*

*Вопросы/Задания:*

1. Прочитайте задание и установите соответствие. Ответ заполнить в таблице.

1 2 3 4 5

Найдите соответствие между терминами и их определениями.

1. step
2. candidate
3. meeting
4. stubborn
5. researcher

- a) an assembly of people for a particular purpose, especially for formal discussion
- б) a person whose job involves discovering or verifying information for use in a book, programme, etc.
- в) a measure or action, especially one of a series taken in order to deal with or achieve a particular thing
- г) having or showing dogged determination not to change one's attitude or position on something, especially in spite of good arguments or reasons to do so
- д) a person or thing regarded as suitable for or likely to receive a particular fate, treatment, or position

2. Прочитайте задание и установите соответствие. Ответ заполнить в таблице.

1 2 3 4 5

Найдите соответствие между терминами и их определениями.

1. launch
2. marketing
3. allocation
4. output
5. manufacturing

- a) the action or process of distributing or sharing out something
- б) an act or instance of starting something; an occasion at which a new product or publication is introduced to the public
- в) making of articles on a large scale using machinery; industrial production
- г) the action or business of promoting and selling products or services, including research and advertising
- д) the amount of something produced by a person, project, machine, or industry

3. Прочитайте задание и установите соответствие. Ответ заполнить в таблице.

1 2 3 4 5

Найдите соответствие между терминами и их определениями.

1. human resources
2. timing
3. allocation
4. specialist
5. reagent

- a) the decision that smth. should be given to a particular person or used for a particular purpose
- б) the workforce of an organization

- в) a substance that is used to cause a chemical reaction
- г) the regulation of the moment of occurrence of something so as to produce the most effective results
- д) a person who has a particular skill or knows a lot about a particular subject

4. Прочитайте задание и установите соответствие. Ответ заполнить в таблице.

1 2 3 4 5

Найдите соответствие между терминами и их определениями.

- 1. priority
- 2. physical resources
- 3. penalty
- 4. profligate
- 5. assignment

- а) a task or piece of work that you are given to do, especially as part of your job or studies
- б) wildly extravagant or wasteful
- в) a form of punishment, such as a fine or forfeit for not fulfilling a contract
- г) material things
- д) antecedence; the condition of being prior

5. Прочитайте задание и установите соответствие. Ответ заполнить в таблице.

1 2 3 4 5

Найдите соответствие между терминами и их определениями.

- 1. accounting
- 2. resources
- 3. budgeting
- 4. distribution
- 5. chain

- а) the action of sharing something out among a number of recipients
- б) a sequence of items of the same type forming a line; a series of connected elements
- в) the process or work of keeping financial accounts
- г) an estimate of income and expenditure for a set period of time; the amount of money needed or available for a purpose
- д) a stock or supply of money, materials, staff, and other assets that can be drawn on by a person or organization in order to function effectively

6. Прочитайте задание и укажите последовательность членов предложения. Ответ заполнить в таблице.

1 2 3 4 5 6 7 8 9 10

Укажите порядок членов предложения:

- а) performance
- б) a
- в) of
- г) is
- д) by
- ж) The

- з) measured
- и) project
- к) criteria.
- л) three

7. Прочитайте задание и укажите последовательность членов предложения. Ответ заполнить в таблице.

1 2 3 4 5

Укажите порядок членов предложения:

- а) time?
- б) Is
- в) on
- г) project
- д) the

8. Прочитайте задание и укажите последовательность членов предложения. Ответ заполнить в таблице.

1 2 3 4 5 6 7 8

Укажите порядок членов предложения:

- а) are
- б) different
- в) There
- г) for
- д) projects.
- ж) many
- з) methods
- и) selecting

9. Прочитайте задание и укажите последовательность членов предложения. Ответ заполнить в таблице.

1 2 3 4 5

Укажите порядок членов предложения:

- а) the
- б) This
- в) launch
- г) is
- д) meeting.

10. Прочитайте задание и укажите последовательность членов предложения. Ответ заполнить в таблице.

1 2 3 4 5 6 7

Укажите порядок членов предложения:

- а) is
- б) offer
- в) must
- г) This
- д) an
- е) you



ж) refuse.

11. Укажите верный ответ.

The performance of a project is measured ... three criteria.

12. Укажите верный ответ.

It ... the client who must decide what capabilities are required.

13. Укажите верный ответ.

If the budget cannot ... raised to cover the additional resources, the PM may have to negotiate with the client for a later delivery date.

14. Укажите верный ответ.

This ... not very helpful.

15. Укажите верный ответ.

Most ... the trade-offs PMs make are reasonably straightfor-ward and are discussed during the planning, budgeting, and scheduling phases of the project.

16. Укажите верный ответ.

A PM cannot ... successful without flexibility.

17. Укажите верный ответ.

The accomplishment of important tasks and goals in organizations today is ... achieved increasingly through the use of projects.

18. Укажите верный ответ.

These conditions vary widely from firm ... firm.

19. Укажите верный ответ.

... are many different methods for selecting projects.

20. Укажите верный ответ.

Once a project has ... selected, the next step is for senior management to choose a project manager (PM).

21. Выберите один ответ из предложенных и обоснуйте его выбор.

If you ... now, you will be late for the meeting.

a) don't leave

б) won't leave

в) not leave

г) doesn't leave

22. Выберите один ответ из предложенных и обоснуйте его выбор.

If the price of the product ... , the demand for it falls.

a) rise

б) to rise

в) rised

г) rises

23. Выберите один ответ из предложенных и обоснуйте его выбор.

If you ... me yesterday, I should have been very grateful to you.

- a) have helped
- б) helped
- в) had helped
- г) had help

24. Выберите правильные ответы из предложенных и обоснуйте их выбор.

Find English equivalents for the word "предприятие":

- a) business
- б) company
- в) country
- г) equipment
- д) enterprise

25. Выберите правильные ответы из предложенных и обоснуйте их выбор.

Find English equivalents for the word "начинать":

- a) divide
- б) launch
- в) start
- г) introduce

### **Раздел 3. ПРОМЕЖУТОЧНАЯ АТТЕСТАЦИЯ**

*Форма контроля/оценочное средство:*

*Вопросы/Задания:*

.

## **7. Оценочные материалы промежуточной аттестации**

*Очная форма обучения, Первый семестр, Зачет*

*Контролируемые ИДК: УК-4.1 УК-5.1 УК-4.2 УК-5.2 УК-4.3*

*Вопросы/Задания:*

1. What are projects?
2. What characteristics do the projects have?
3. How does the PMI define the term “project”?
4. What is the additional characteristic of the projects mentioned in the text?
5. What does the term “multidisciplinary nature” mean?
6. What is the primary task of the specialists working as a team?

7. What is a secondary effect of using multidisciplinary teams?
8. What do the needs and desires of the client conflict with?
9. Do projects exist in isolation? What are they composed of?
10. What is the reason of forming a project?
11. What are the drivers of recent development in project management?
12. What is the effect of global competition?
13. What important trends in project management are covered in the text?
14. What is the purpose of the existing major projects screening?
15. What happens with the projects that do not have clear ties to the strategy and mission of the organization?
16. What is the middle management aware of?
17. What efforts are being pursued to improve the process and the results of project management?
18. Why are some projects known as virtual projects?
19. What new tools are now being developed for the quasi-projects?
20. What is the aim of developing new tools for the quasi-projects?
21. In what way does project management differ from general management?
22. What special skills must the project manager have?
23. What does the phrase “manage by exception” mean?
24. What is general management’s success dependent on?
25. What is a project plan?
26. What is product scope?
27. What is project scope?
28. How does project budgeting differ from standard budgeting?
29. What may serve as a rough template for the current project?
30. How is the multidisciplinary character of projects described?

31. What is the project performance measured by?
32. What are the criteria?
33. Who must decide what capabilities are required of the project's deliverables?
34. Is the quality a separate and distinct goal of the project?
35. We do not live in a predictable (deterministic) world, do we?
36. What is the essence of Murphy's law?
37. What is the primary method of adapting?
38. What should one do if he/she cannot find an acceptable way to deal with a problem?
39. Is technological success uncertain?
40. What is the most important characteristic for the PM to be successful?
41. How is the accomplishment of important tasks and goals in organizations being achieved today?
42. What is enterprise project management?
43. What was the term "enterprise project management" created for?
44. What process is called "project selection"?
45. Is every project subject to approval?
46. What is the major function of the selection process?
47. What are the several conditions that should be considered before a commitment is made to undertake any project?
48. When is the selection process often complete?
49. What should the PM know?
50. How may different methods for selecting projects be grouped?
51. What is the PM's job?
52. Why does the PM's appointment sometimes come as a complete surprise to the candidate?
53. What does the senior manager describe at the meeting?

54. What happens after a brief consideration of the project?
55. What are the assumptions to ease the discussion?
56. What is the meat of the PM's job?
57. What are the hard parts of the project management and the PM's job?
58. What is useful to do to understand the PM's roles?
59. What is the difference between the PM and the functional manager?
60. Why is the PM regarded to be a facilitator?

#### 61. Практическое задание 1

Подготовьте пересказ (устный развернутый ответ) данного текста на английском. Устно переведите текст на русский язык, не используя словарь.

#### TEXT 1

#### THE LIFE CYCLES OF PROJECTS

All organisms have a life cycle. They are born, grow, wane, and die. This is true for all living things, for stars and planets, for the products we buy and sell, for our organizations, and for our projects as well. A project's life cycle measures project completion as a function of either time (schedule) or resources (budget). This life cycle must be understood because the PM's managerial focus subtly shifts at different stages of the cycle. During the early stages, the PM must make sure that the project plan really reflects the wishes of the client as well as the abilities of the project team and is designed to be consistent with the goals and objectives of the parent firm.

As the project goes into the implementation stage of its life cycle, the PM's attention turns to the job of keeping the project on budget and schedule — or, when chance interferes with progress, to negotiating the appropriate trade-offs to correct or minimize the damage. At the end of the project, the PM turns into a “fuss-budget” to assure that the specifications of the project are truly met, handling all the details of closing out the books on the project, making sure there are no loose ends, and that every “i” is dotted and “t” crossed.

Many projects are like building a house. A house-building project starts slowly with a lot of discussion and planning. Then construction begins, and progress is rapid. When the house is built, but not finished inside, progress appears to slow down and it seemingly takes forever to paint everything, to finish all the trim, and to assemble and install the built-in appliances. Progress is slow-fast-slow.

It used to be thought that the S-shaped curve represented the life cycle for all projects. While this is true of many projects, there are important exceptions. Anyone who has baked a cake has dealt with a project that approaches completion by a very different route than the traditional S-curve.

The process of baking a cake is straightforward.

There are many projects that are similar to cake baking — the production of computer software, and many chemical engineering projects, for instance. In these cases, the PM's job begins with great attention to having all the correct project resources at hand or guaranteed to be available when needed. Once the “baking” process is underway — the integration of various sets of code or chemicals — one can usually not add missing ingredients. As the process continues, the PM must concentrate on determining when the project is complete — “done” in the case of cake, or a fully debugged program in the case of software.

Management does not need to know the precise shape of the life cycle, but merely whether its completion phase is concave or convex to the baseline.

## 62. Практическое задание 2

Подготовьте пересказ (устный развернутый ответ) данного текста на английском. Устно переведите текст на русский язык, не используя словарь.

### TEXT 2

#### MODERN MEANS OF COMMUNICATION

Connecting many computer networks and using common addressing system, the Internet has been growing rapidly since its creation in 1983, radio, telephone and cable television wires, satellites being used to deliver Internet services. By the mid-1990s the Internet linked millions of computers throughout the world and it is sure to be the most important commercial and popular means of communication nowadays. The original uses of the Internet were electronic mail, file transfer, bulletin boards and remote computer access. Having expanded considerably during the 1990s, the World Wide Web enables users easily to examine the Internet sites and now it is likely to have become the leading informational service of the Internet.

The first electronic transactions are supposed to have been handled in the 1950s due to telex, radio-teletype and telephone. In the following decades various industries elaborated upon the system of electronic data interchange before a simple and independent of any particular machine standard was created. Since the mid-1990s electronic commerce has become one of the most rapidly growing retail sectors involving the use of computer telecommunication networks for maintaining business relationships and selling information, services and commodities. Although e-commerce usually refers only to the trading of goods and services over the Internet, it actually includes broader economic activity such as business-to-consumer and business-to-business commerce as well as internal organizational transactions that support these activities.

A large part of e-commerce was transferred to the Internet after the first graphical "browser" software for the access to the World Wide Web had been introduced in 1993 and when the number of companies and individuals using "on-line" had greatly increased. In some fields new Internet retailers such as the Amazon bookseller company seem to have grown up overnight and begun successfully competing with traditional retailers. Most of recently established companies are known to include the electronic commerce in their business as well. For example, the Intel Corporation sold almost half of its chips in the annual computer sales directly through its Web site in 1999 and is planning to move all of its sales to the Web by the end of 2000.

The further development of secure electronic transfer of sensitive information, such as credit card numbers and electronic funds transfer orders, is certainly to be essential to the continued growth of e-commerce. It is often necessary to ensure the encrypting of Web purchase forms, many individuals also usually encrypting their e-mail.

## 63. Практическое задание 3

Подготовьте пересказ (устный развернутый ответ) данного текста на английском. Устно переведите текст на русский язык, не используя словарь.

### TEXT 3

#### ECONOMIC SYSTEM

To an economist, economic society presents itself as mechanism for survival – a means whereby people are able to carry out the tasks of production and distribution. If we look at the different political and social structures which exist in the world today, and the way in which those systems have developed over the years, we are tempted to say that people have made use of, and are making use of, a very great varieties of economic systems. In fact, in spite of the appearance of great variety, it is possible to group these different economic structures into four broad categories. These basic types of economic organization are usually described as Traditional economies, Market economies, Command economies and Mixed economies.

Traditional economies

The oldest and until fairly recent times by far the most common way of solving economic problem was that of tradition. In traditional societies, people use methods of production and distribution that were devised in the distant past and which have become the accepted ways of doing things by a long process of trial and error.

In these societies we find that the division of land among the families in the village or tribe, the methods of planting and harvesting, the selection of crops, and the way in which the produce is distributed among the different groups are all based upon tradition. Year by year, little is changed.

The basic economic problems do not arise as problems to be discussed and argued about. They have all been decided long ago. One follows the path that one was born to follow; a son follows in the footsteps of his father and uses the same skills and tools. A cast system provides a good example of the rigidity of a traditional society. The production problems are solved by using land as it has always been used and the worker carrying out the traditional skills according to his or her fixed place in social structure. The distribution problem (For Whom?) is solved in similar manner. There will be time-honoured methods of sharing out the produce of the harvest and hunt. The elders, the heads of families, the women and the children will receive shares according to ancient custom.

Traditional solutions to the economic problems of production and distribution are encountered in primitive agricultural and pastoral communities. But, even in advanced countries, tradition still plays some part in determining how the economy works. We are familiar with industries in which it is customary for the son to follow his father into a trade or profession.

#### 64. Практическое задание 4

Подготовьте пересказ (устный развернутый ответ) данного текста на английском. Устно переведите текст на русский язык, не используя словарь.

#### TEXT 4

#### COMMAND ECONOMIES

This is the method of economic command where the solutions of economic problems are worked out by some all-powerful authority which imposes its solutions on the population.

It is more usual to refer to the present-day command economies as planned economies although leaving the economy to run itself (i.e. laissez- faire) may be described as a kind of economic 'plan'. Nevertheless, in line with general usage, we shall use the term 'planned economy' to refer to any economy which is subject to a high degree of direct centralized control.

It is important to note that no modern economy is without some elements of command. In all developed and most undeveloped countries, even those described as capitalist, there is a large measure of government control.

#### Ownership and Control of Economic Resources

Although economic planning may be employed in societies where property is privately owned, it seems realistic to assume that a fully planned economy means one in which all the important means of production are publicly owned. In socialist societies all land, housing, factories, power stations, transport systems and so on are usually owned by the state.

The logic of public ownership in these societies is based upon the desire for a more equitable distribution of income and wealth. Private ownership of property leads to great inequalities of wealth, and this, in turn means that the wealthier groups are able to exercise great economic power. Such situation implies great inequalities of opportunity.

Although land and capital may be owned collectively rather than individually, it does not follow that control of these resources must be centralized. This is described as bureaucratic organization, because the running of such economy will require large numbers of planners and administrators to draw up and operate the national plan.

Alternatively, the ultimate ownership of resources may be vested in the state, the day-to-day running of the farms, factories and shops may be handed over to cooperative groups of workers and consumers. These organizations are usually described as 'workers' collectives, as opposed to the state enterprises which are controlled directly by government.

One important feature of a society in which property is publicly owned is that there will be no form of personal income which is derived from the ownership of property. In the capitalist system incomes take the form of wages, interest, rent and profits – the latter three of which arise from the ownership

of various types of property.

#### 65. Практическое задание 5

Подготовьте пересказ (устный развернутый ответ) данного текста на английском. Устно переведите текст на русский язык, не используя словарь.

##### TEXT 5

##### LABOUR

Labour is human effort – physical and mental – which is directed to the production of goods and services. But labour is not only a factor of production, it is also the reason why economic activity takes place. The people who take part in production are also consumers, the sum of those individual demands provides the business person with the incentive to undertake production. For this reason when we are considering real-world economic problems it is necessary to treat labour somewhat differently from the other factors. There are social and political problems which have to be taken into account. For example, the question of how many hours per day a machine should be operated will be judged solely in terms of efficiency, output and costs. The same question applied to labour would raise additional considerations of individual freedom and human rights.

It must be borne in mind that it is the services of labour which are bought and sold, and not labour itself. The firm cannot buy and own labour in the same way that capital and land can be bought and owned.

##### The supply of labour

The supply of labour available to an economy is not the same thing as the number of people in that community. The labour supply is a measure of the number of hours of work which is offered at given wages over some given period of time. It is determined by the number of workers and the average number of hours each worker is prepared to offer.

1. The size of the total population. This is obviously very important because the size of the total population sets an upper limit to the supply of labour.
2. The age composition of the population. The age composition of a population takes account of the proportions in the different age groups.
3. The working population. In many countries the minimum age at which a person may engage in full-time employment is legally controlled. The working population may be defined as the number of people who are eligible for work and offer themselves for employment.
4. The working week and holidays. The number of people who work is an important determinant of the supply of labour. The shorter is the working week, the smaller is the supply of labour. In spite of the decline in the average number of hours worked by each person, output per worker has continued to rise because of improved technology.
5. Remuneration. When wage rates are relatively low, increases in wages will tend to lead to an increase in the supply of labour. When incomes are relatively high, therefore high wage rates may reduce the amount of labour offered by the individual worker.

#### 66. Практическое задание 6

Подготовьте пересказ (устный развернутый ответ) данного текста на английском. Устно переведите текст на русский язык, не используя словарь.

##### TEXT 6

##### IS ECONOMICS A SCIENCE?

Economic analysis is based upon the different procedures and to the extent that the economist makes use of scientific method, economics may be described as a science. The subject matter of economics, however, is human behavior and this is much more difficult to predict than the reactions of inanimate matter. Economists, like other social scientists, cannot achieve the precision of the natural scientists and they are denied the use of many of their techniques. Many people argue that these differences are so fundamental that economics cannot be regarded as a 'true' science. Others



would say that the differences are not fundamental but merely differences in the degree of accuracy attainable.

The most obvious limitation experienced by the social scientist is that he cannot test his hypotheses by laboratory experiment. His laboratory is human society; he cannot put a group of human beings into a controlled situation and then see what happens. The predictions of economic theory must be tested against developments in the real world. Economic activities must be observed and recorded and the mass of resulting data subjected to statistical analysis. Modern statistical techniques help the economist determine the probability that certain events had certain causes. He can assess from recorded data, for example, the probability that some given increase in consumption was caused by an increase in income.

The fact that 'all people are different' is not such a handicap to the social scientist as might appear at the first sight. The economist is interested in group behavior. He is concerned with the total demand for butter rather than the amount purchased by any one individual. While the behavior of any one person may be unpredictable, this is not necessarily true of the large group. The economist is able to make generalizations about economic group ( consumers, workers, shareholders ) which are quite dependable guides to the expected behavior.

Another problem facing economists is the complexity of the world they are studying – so many things are changing simultaneously. Natural scientists in their laboratories can 'hold other things constant' while they study the effects which changes in X have on Y. Economists cannot do this. They cannot vary the quantity of money in the economy, hold everything else constant, and then see what happens. What they have to do is to assume that other things remain constant. Many propositions in economics begin with the phrase 'If other things remain equal' (or the Latin equivalent *ceteris paribus*).

#### 67. Практическое задание 7

Подготовьте пересказ (устный развернутый ответ) данного текста на английском. Устно переведите текст на русский язык, не используя словарь.

#### TEXT 7

#### THE DIVISION OF LABOUR

By far the most striking feature of production in a developed country is the fact that the worker almost never makes a complete product. Labour is divided in the sense that the production process is split into a very large number of individual operations and each operation is the special task of one worker. The principle of division of labour is now carried to remarkable lengths and the production of relatively simple things may be broken down into hundreds of separate operations.

Adam Smith, writing in the latter part of the eighteenth century, provided what has now become the most celebrated account of specialization. During his visit to the pin making factory he estimated that production per day was about 5000 pins per person employed. One person drew out the wire, another straightened it, the third cut it, the fourth pointed it, the fifth made the head; to make the head required two or three distinct operations; it was even a trade in itself to put them into paper. If the whole operation had been carried out from start to finish by each employee, Smith estimated that he would have been able to make only a few dozens each day.

#### Advantages of division of labour

Why should specialization lead to such great increases in productivity? Smith followed up his description by an analysis which attempted to discover the reasons for the improved performance.

1. A person who spends time performing one relatively simple task becomes extremely proficient at that particular operation.
2. No time is wasted in moving from one job to another. The necessity of moving from station to station, putting down one set of tools and picking up another is eliminated.
3. There is a saving of time in the training of operatives. A person can be trained very quickly for the performance of single operation.
4. There is a saving of skill. Specialization means that many different occupations are created, each one of which calls for some particular aptitude. It is possible, therefore, for each worker to specialize in the job for which he or she is best suited.
5. One of the most important advantages of division of labour is that it makes possible a much

greater use of machinery. When a complex process has been broken down into a series of separate, simple processes it is possible to devise machinery to carry out each individual operation. It would be extremely difficult, for example, to construct a machine which would carry out the whole business of making chair, but once this has been reduced to series of separate operations, it becomes possible to use electric saws, planning machines, etc.

#### 68. Практическое задание 8

Подготовьте пересказ (устный развернутый ответ) данного текста на английском. Устно переведите текст на русский язык, не используя словарь.

#### TEXT 8

#### THE PUBLIC CORPORATION

In recent years whenever the state has decided to transfer the ownership of an industry from the private sector to the public sector, the public corporation has been the type of business organization adopted for the purpose of running the industry. Some of these public corporations have been in existence for many years. The Port of London Authority was set up in 1909 to run the London docks, and the British Broadcasting Corporation was established in 1927. Most of the large public corporations, however, date from the period of the Labour government, 1945-51, when several important industries were nationalized. We shall discuss the question of nationalization later; here we are only concerned with the type of business organization which has been adopted to control and organize nationalized industries.

The public organization is a separate legal identity like the company, but there are no private shareholders. The government owns the capital and appoints the members of the controlling Board who have functions very similar to directors except that they are answerable to the government and not to shareholders. In general, the policy to be pursued by a public corporation is determined by the government and a Minister of the Crown is usually given the responsibility for seeing that the corporation is acting within the broad policy requirements laid down by Parliament.

In its day-to-day management, however, the controlling board is given wide freedom of action. When commercial enterprises were brought under public ownership it was felt that the direct control by Parliament, as is the case with government departments such as health, education, pensions and so on, was not appropriate for enterprises where uncertainty and risk-taking called for quick decisions of a strictly commercial nature. The public corporation, therefore, is an attempt to obtain a satisfactory compromise between public responsibility and commercial efficiency. Parliament does not interfere in the day-to-day management of the public corporation.

The main purpose of the public corporation is to provide an efficient public service at a reasonable price. It does not aim to maximize its profits, but it is charged with the duty of paying its way. Any profits made by a public corporation must be used for capital investment, the lowering of prices, the rising of wages, or transferred to the Exchequer. Such losses as have been made by public corporations have been financed by government loans.

#### 69. Практическое задание 9

Подготовьте пересказ (устный развернутый ответ) данного текста на английском. Устно переведите текст на русский язык, не используя словарь.

#### TEXT 9

#### CLASSIFICATION OF COSTS

Costs are usually measured in monetary terms and include such items as wages, rates, interest, and the amounts paid for raw materials, fuel, power, transport and so on. Just as some inputs are fixed and others variable, so some costs are fixed and others variable.

Fixed costs

These are costs which do not vary as output varies. They are the costs associated with the fixed factors of production, and include such items as rent, rates, insurance, interest on loans, and depreciation. A major item in fixed costs, especially in capital-intensive industries, is the item known as depreciation. In fact the life of the capital assets tends to be measured in economic rather than technical terms. It is normal practice, therefore, to fix an annual depreciation charge which will write off the cost of equipment over some estimated working lifetime. There are many ways of doing this, but the simplest is to make an annual charge equal to a fixed proportion of the total value. Fixed costs (sometimes described as overhead or indirect costs) are not influenced by changes in output.

#### Variable costs

These are the costs which are related directly to output. The most obvious items of variable costs are the wages of labour, the costs of raw materials, and fuel and power. Variable costs are often described as direct or prime costs.

#### Total costs

Total costs represent the sum of fixed and variable costs. When output is zero, total costs will be equal to fixed costs since variable costs will be zero. When production commences, total costs will begin to rise as production increases, because there must be some increase in variable costs as output expands.

#### Average cost

Average cost (or cost per unit) is equal to  $\text{Total Costs} / \text{Output}$ . When output is small, average cost will be spread over a small number of units of output. As output increases, average cost will tend to fall as each unit is 'carrying' a smaller element of fixed cost. Average cost will also fall because, for a time, there will be increasing returns to the variable factors as more of them are employed and more specialized methods adopted. There will come a point when diminishing returns are encountered and average cost begins to rise.

#### Marginal cost

The economist is interested in marginal quantities because most economic decisions involve changes in some existing situation. Marginal cost tells us what happens to total costs when we vary output by some small amount. More precisely, marginal cost is the extent to which total costs change when output is changed by one unit.

### 70. Практическое задание 10

Подготовьте пересказ (устный развернутый ответ) данного текста на английском. Устно переведите текст на русский язык, не используя словарь.

#### TEXT 10

#### PRICE AND VALUE

Price is not the same thing as value. Things are 'valuable' because people think they are, and for no other reason. The 'value' which an individual places on a commodity cannot be measured; its value will be different for different people. This kind of subjective value is not the concern of the economist who is interested only in 'value in exchange'. The economic worth or value of a good can only be measured in some kind of market transaction which reveals the value of the good in terms of what is offered in exchange for it. If 5 lb of potatoes will exchange for 5 lb of sugar, then the 'price' of 1 lb of sugar is 5 lb of potatoes. Nowadays practically all exchanges represent an exchange of goods and services for money, and prices in terms of money are the market value of the things they buy.

#### Markets

Prices arise in exchange transactions and this implies some kind of market. This need not, necessarily, be a fixed location – a building, or a market place. We are all familiar with the open and covered markets in the centres of our towns, but in the modern world the word 'market' has a much wider meaning. Any effective arrangement for bringing buyers and sellers into contact with one another is defined as a market. The small advertising columns of the local newspaper provide a very efficient market for second-hand cars. Face to face contact between buyers and sellers is not a requirement for a market to be able to operate efficiently. In the foreign exchange market, buyers and sellers are separated by thousands of miles, but the knowledge of what is happening in the market is just as complete, and the ease of dealing is just as effective as if the participants were in the same

room.

For some commodities, notably fresh fruit and vegetables, the traditional market is still the normal arrangement, but for most goods the market is a national one. Most consumer goods, in developed countries, are bought, and sold on a countrywide basis. For other commodities the market is world-wide. This is particularly true of the more important primary products such as rubber, tin, copper and oil, and of the basic foodstuffs such as meat, wheat, sugar, tea and coffee. Most of the products of advanced technology also have world markets, for example, computers, aeroplanes, ships and motor cars.

The price of any economic good, under market conditions such as we find in the capitalist world, is determined by the forces of supply acting through the sellers and the forces of demand acting through the buyers, determine the market price.

## 71. Практическое задание 11

Подготовьте пересказ (устный развернутый ответ) данного текста на английском. Устно переведите текст на русский язык, не используя словарь.

### TEXT 11

#### TYPES OF INFLATION

There are several ways of defining inflation. In some contexts it refers to a steady increase in the supply of money. In others it is seen as a situation where demand persistently exceeds supply. It seems best, however, to define inflation in terms of its basic symptom-rising prices. Inflation is a situation in which the general price level is persistently moving upwards.

In the extreme form of inflation, prices rise at a phenomenal rate and terms such as hyperinflation, runaway inflation, or galloping inflation have been used to explain the situation. Under conditions of hyperinflation people lose confidence in the currency's ability to carry out its functions. It becomes unacceptable as medium of exchange and other commodities are used as money. When things have become as bad as this the only possible course of action is to withdraw the currency and issue new monetary units.

Another type of inflation is described as suppressed inflation. This refers to a situation where demand exceeds supply, but the effect on prices is minimized by the use of such devices as price controls and rationing. We should note that price controls do not deal with the causes of inflation, they merely attempt to suppress the symptoms. The excess demand still exist and will tend to show itself in the form of waiting lists, queues, and almost inevitably, in the form of black markets.

The most common type of inflation is that experienced since the war in Britain and other developed countries. This is creeping inflation where the general price level rises at an annual rate between 1 and 6 percent.

The causes of inflation are usually classified as demand-pull or cost-push.

#### Demand inflation

Demand inflation may be defined as a situation where aggregate demand persistently exceeds aggregate supply at current prices so that prices are being 'pulled' upwards. This type of inflation is usually associated with conditions of full employment. If there are unemployed resources available, an increase in demand can be met by bringing these resources into employment.

Supply will increase and the increase in demand will have little or no effect on the general price level. If the total demand for goods and services continues to increase, a full employment situation will eventually be reached and no further increase in output is possible. Once the nation's resources are fully employed, an increase in demand must lead to an upward movement of prices.

Demand inflation might develop when, with full employment, a country tries to increase its rate of economic growth.

## 72. Практическое задание 12

Подготовьте пересказ (устный развернутый ответ) данного текста на английском. Устно переведите текст на русский язык, не используя словарь.

### TEXT 12

#### ECONOMIC POLICY

The overall performance of the economy is now generally accepted as a major responsibility of the government. The branch of economics which deals with the economy as a whole is known as macro-economics, while the study of the 'parts' of the economy is known as micro-economics.

Economic analysis is concerned with the means of achieving particular economic objectives. The choice of the objective – how people want economic resources to be used in order to satisfy their wants – is a matter of political decision. While governments will differ in the emphasis they give to particular objectives and in the ways in which they try to achieve them, there seems to be broad general agreement on many aims. They are:

1. A high and stable level of employment.
2. Price stability.
3. A satisfactory balance of payments position.
4. An acceptable rate of economic growth.
5. An equitable distribution of income and wealth.

In order to achieve one goal governments have often been obliged to sacrifice another. Policies designed to bring about full employment have sometimes generated unacceptable levels of inflation; policies aimed at eradicating a balance of payments deficit have restricted the rate of economic growth, and so on. Policymakers are obliged to establish some priorities. If the choice is between a higher rate of inflation or a higher rate of unemployment, then the issue must be solved by the value judgments of the people concerned.

The first task is to determine the objectives. The next task is to choose the instruments of policy to be used in pursuit of the objectives and these instruments are based upon some available range of measures. For example, the government might decide that its immediate objective is to reduce the level of unemployment. For this purpose it might choose to use the instruments of taxation and government spending. The particular measures adopted might be a reduction in income tax and an increase in public spending on housing and roads. But the essential link between the desired objective and the appropriate means of achieving it is economic analysis. The role of the analysis is to provide some understanding of how the economic system works.

A model of the economy

The circular flow of income

In order to understand how the measures of economic policy operate on the macro-economic variables, we have to make use of fairly simple model of the economy. In the economies where there is no government and no foreign trade there are only two sectors, firms and households. But in this model, households are also the purchasers of the national output.

## 73. Практическое задание 13

Подготовьте пересказ (устный развернутый ответ) данного текста на английском. Устно переведите текст на русский язык, не используя словарь.

### TEXT 13

#### ECONOMIC GROWTH

Insistent demands for higher standards of living have put great pressures on governments to achieve faster rates of economic growth. Opponents of growth maintain that the costs of growth in terms of damage to the environment and the 'quality of life' are disproportionately high. Nevertheless, the demands for more consumption and more leisure are strong enough to make growth a major objective of economic policy.

The meaning of economic growth

In general usage, economic growth is taken to mean any increase in the Gross National Product, but

for several reasons this is a rather misleading use of the term. GNP is measured in terms of money values so that inflation will increase the figure from one year to another. If we are to use the concept of growth to indicate changes in real income, the annual GNP figures must be corrected for price changes before any valid comparisons can be made. Changes in real GNP do not necessarily indicate corresponding changes in economic welfare. These are more accurately indicated by changes in GNP should be related to changes in population. We should also take account of the composition of total output when relating growth to living standards.

There is one further distinction to be made. When an economy is functioning with excess capacity, GNP may be increased by putting the unemployed resources to work. Economists do not usually describe an increase in GNP which arises from a fall in unemployment. The problem of economic growth is how to increase output when all resources are fully employed.

The desirability of economic growth

Growth is an important objective of economic policy because it is the key to higher standards of living. From the government's point of view, economic growth is desirable because it brings in increasing revenues from a given structure of tax rate.

The causes of growth

Economists have identified several factors which determine the rate of growth, there is a lot of disagreement on the relative importance of these factors. It is obvious that, on the supply side, economic growth will depend upon the increase in the quantity and quality of factors of production and the efficiency with which they are combined. But the demand side is also important. The incentives to increase capacity and output will clearly depend upon the level of aggregate demand. The object of demand management is not merely to bring planned spending up to a certain level and hold it there, it must be steadily raised to take account of the desired or attainable rate of growth.

#### 74. Практическое задание 14

Подготовьте пересказ (устный развернутый ответ) данного текста на английском. Устно переведите текст на русский язык, не используя словарь.

#### TEXT 14

#### BENEFITS OF ECONOMIC GROWTH

There are a variety of ways in which the benefits of economic growth may be enjoyed. By maintaining the same labour force working the same number of hours, the community may enjoy the gains from its increasing ability to produce in the form of higher levels of consumption. Alternatively, since any given output can now be produced with a small labour input, workers may decide to take part of their improved living standards in terms of increased leisure. It would also be possible to maintain consumption levels and reduce the proportion of the population at work by extending the education and reducing the age of retirement. Economic growth, as pointed out earlier, also makes it possible to devote more resources to the social services without having to cut private consumption. Economic growth also makes it possible to devote more resources to the social services.

Whatever form society chooses to take the further benefits, economic growth imposes a sacrifice in terms of current living standards. In a fully employed economy a higher rate of investment can only be carried out by allocating more resources to the production of capital goods. It is true that a much greater annual output of consumer goods will be forthcoming in the future.

Economic growth also gives rise to a variety of social costs. Rising incomes make it possible for more people to own cars, but this could lead to problems of pollution and traffic congestion. Huge modern steel plants, chemical works, oil refineries, and generating stations may be very efficient on the basis of purely commercial assessments, but they could impose costs on society by destroying natural beauty and other amenities. Modern methods of agriculture may greatly increase yields per acre, but they could have damaging effect on wild life. On the other hand we must remember that it is economic growth which makes it possible to devote more resources to the search for safer and cleaner methods of production.

The most disturbing social costs are those associated with rapid pace of economic change. The

technical progress which makes machines and production methods obsolete also makes people redundant. Labour will have to learn new skills, adopt new methods of working and accept more frequent changes of occupation. While programmes of retaining with adequate financial grants can deal with the problem to extent, there still remains the social cost in terms of the disruption of a career and the unpleasant breaks in the partners of a person's working life. The benefits of economic growth may not be evenly spread.

#### 75. Практическое задание 15

Подготовьте пересказ (устный развернутый ответ) данного текста на английском. Устно переведите текст на русский язык, не используя словарь.

#### TEXT 15

#### ECONOMIC POLICY AND GROWTH

The policy measures can be used to influence the various factors which determine growth. Fiscal and monetary measures can be used to stimulate private investment and public investment, research and development may be encouraged by grants and tax allowances, and the government can enlarge and improve educational and training facilities. It also has the ability to maintain demand at levels which encourage firms to expand their capacities.

If growth were the only objective of economic policy, there is little doubt that it could be achieved. But governments are faced with the problem of conflicting objectives. In the UK, these conflicts have been particularly acute and for much of the post-war period aggregate demand has been managed with a view to dealing with balance of payments problems and escalating inflation. In fact, for much of this period output has grown at a slower rate than the country's productive potential.

Deflationary measures were applied to slow down the rate of inflation or to reduce the level of imports and they were relaxed when unemployment rose to politically unacceptable levels. Stop-go policies, however, are not likely to encourage those attitudes and expectations which are conducive to economic growth.

The government may also find it difficult to persuade people to accept the sacrifices which a faster rate of economic growth demands. If people have a very strong time preference it will require very high rates of interest to persuade them to forgo current consumption. Likewise a movement of resources from the creation of social capital to the production of more industrial capital may be strongly resisted. If the economy is fully employed, any attempt to raise the rate of economic growth must entail some sacrifice in terms of present living standards, otherwise measures designed to increase investment will simply give rise to inflation.

Countries like the UK, which are heavily dependent on imported materials, face another serious problem when trying to raise the rate of economic growth. An expansion of investment brings about an immediate increase in imports (materials and machinery) and since there is unlikely to be an immediate increase in exports, then, unless the country is enjoying an export surplus, the likely effect is a deficit on the balance of payments.

If a deficit does arise and the foreign currency reserves are inadequate to deal with it, or the government is not prepared to allow the necessary depreciation of the currency, imports will have to be cut and the growth objective abandoned.

*Заочная форма обучения, Первый семестр, Зачет*

*Контролируемые ИДК: УК-4.1 УК-5.1 УК-4.2 УК-5.2 УК-4.3*

Вопросы/Задания:

1. What are projects?
2. What characteristics do the projects have?
3. How does the PMI define the term "project"?

4. What is the additional characteristic of the projects mentioned in the text?
5. What does the term “multidisciplinary nature” mean?
6. What is the primary task of the specialists working as a team?
7. What is a secondary effect of using multidisciplinary teams?
8. What do the needs and desires of the client conflict with?
9. Do projects exist in isolation? What are they composed of?
10. What is the reason of forming a project?
11. What are the drivers of recent development in project management?
12. What is the effect of global competition?
13. What important trends in project management are covered in the text?
14. What is the purpose of the existing major projects screening?
15. What happens with the projects that do not have clear ties to the strategy and mission of the organization?
16. What is the middle management aware of?
17. What efforts are being pursued to improve the process and the results of project management?
18. Why are some projects known as virtual projects?
19. What new tools are now being developed for the quasi-projects?
20. What is the aim of developing new tools for the quasi-projects?
21. In what way does project management differ from general management?
22. What special skills must the project manager have?
23. What does the phrase “manage by exception” mean?
24. What is general management’s success dependent on?
25. What is a project plan?
26. What is product scope?
27. What is project scope?



28. How does project budgeting differ from standard budgeting?
29. What may serve as a rough template for the current project?
30. How is the multidisciplinary character of projects described?
31. What is the project performance measured by?
32. What are the criteria?
33. Who must decide what capabilities are required of the project's deliverables?
34. Is the quality a separate and distinct goal of the project?
35. We do not live in a predictable (deterministic) world, do we?
36. What is the essence of Murphy's law?
37. What is the primary method of adapting?
38. What should one do if he/she cannot find an acceptable way to deal with a problem?
39. Is technological success uncertain?
40. What is the most important characteristic for the PM to be successful?
41. How is the accomplishment of important tasks and goals in organizations being achieved today?
42. What is enterprise project management?
43. What was the term "enterprise project management" created for?
44. What process is called "project selection"?
45. Is every project subject to approval?
46. What is the major function of the selection process?
47. What are the several conditions that should be considered before a commitment is made to undertake any project?
48. When is the selection process often complete?
49. What should the PM know?
50. How may different methods for selecting projects be grouped?
51. What is the PM's job?

52. Why does the PM's appointment sometimes come as a complete surprise to the candidate?

53. What does the senior manager describe at the meeting?

54. What happens after a brief consideration of the project?

55. What are the assumptions to ease the discussion?

56. What is the meat of the PM's job?

57. What are the hard parts of the project management and the PM's job?

58. What is useful to do to understand the PM's roles?

59. What is the difference between the PM and the functional manager?

60. Why is the PM regarded to be a facilitator?

61. Практическое задание 1

Подготовьте пересказ (устный развернутый ответ) данного текста на английском. Устно переведите текст на русский язык, не используя словарь.

#### TEXT 1

#### THE LIFE CYCLES OF PROJECTS

All organisms have a life cycle. They are born, grow, wane, and die. This is true for all living things, for stars and planets, for the products we buy and sell, for our organizations, and for our projects as well. A project's life cycle measures project completion as a function of either time (schedule) or resources (budget). This life cycle must be understood because the PM's managerial focus subtly shifts at different stages of the cycle. During the early stages, the PM must make sure that the project plan really reflects the wishes of the client as well as the abilities of the project team and is designed to be consistent with the goals and objectives of the parent firm.

As the project goes into the implementation stage of its life cycle, the PM's attention turns to the job of keeping the project on budget and schedule — or, when chance interferes with progress, to negotiating the appropriate trade-offs to correct or minimize the damage. At the end of the project, the PM turns into a “fuss-budget” to assure that the specifications of the project are truly met, handling all the details of closing out the books on the project, making sure there are no loose ends, and that every “i” is dotted and “t” crossed.

Many projects are like building a house. A house-building project starts slowly with a lot of discussion and planning. Then construction begins, and progress is rapid. When the house is built, but not finished inside, progress appears to slow down and it seemingly takes forever to paint everything, to finish all the trim, and to assemble and install the built-in appliances. Progress is slow-fast-slow.

It used to be thought that the S-shaped curve represented the life cycle for all projects. While this is true of many projects, there are important exceptions. Anyone who has baked a cake has dealt with a project that approaches completion by a very different route than the traditional S-curve.

The process of baking a cake is straightforward.

There are many projects that are similar to cake baking — the production of computer software, and many chemical engineering projects, for instance. In these cases, the PM's job begins with great attention to having all the correct project resources at hand or guaranteed to be available when

needed. Once the “baking” process is underway — the integration of various sets of code or chemicals — one can usually not add missing ingredients. As the process continues, the PM must concentrate on determining when the project is complete — “done” in the case of cake, or a fully debugged program in the case of software.

Management does not need to know the precise shape of the life cycle, but merely whether its completion phase is concave or convex to the baseline.

## 62. Практическое задание 2

Подготовьте пересказ (устный развернутый ответ) данного текста на английском. Устно переведите текст на русский язык, не используя словарь.

### TEXT 2

#### MODERN MEANS OF COMMUNICATION

Connecting many computer networks and using common addressing system, the Internet has been growing rapidly since its creation in 1983, radio, telephone and cable television wires, satellites being used to deliver Internet services. By the mid-1990s the Internet linked millions of computers throughout the world and it is sure to be the most important commercial and popular means of communication nowadays. The original uses of the Internet were electronic mail, file transfer, bulletin boards and remote computer access. Having expanded considerably during the 1990s, the World Wide Web enables users easily to examine the Internet sites and now it is likely to have become the leading informational service of the Internet.

The first electronic transactions are supposed to have been handled in the 1950s due to telex, radio-teletype and telephone. In the following decades various industries elaborated upon the system of electronic data interchange before a simple and independent of any particular machine standard was created. Since the mid-1990s electronic commerce has become one of the most rapidly growing retail sectors involving the use of computer telecommunication networks for maintaining business relationships and selling information, services and commodities. Although e-commerce usually refers only to the trading of goods and services over the Internet, it actually includes broader economic activity such as business-to-consumer and business-to-business commerce as well as internal organizational transactions that support these activities.

A large part of e-commerce was transferred to the Internet after the first graphical "browser" software for the access to the World Wide Web had been introduced in 1993 and when the number of companies and individuals using "on-line" had greatly increased. In some fields new Internet retailers such as the Amazon bookseller company seem to have grown up overnight and begun successfully competing with traditional retailers. Most of recently established companies are known to include the electronic commerce in their business as well. For example, the Intel Corporation sold almost half of its chips in the annual computer sales directly through its Web site in 1999 and is planning to move all of its sales to the Web by the end of 2000.

The further development of secure electronic transfer of sensitive information, such as credit card numbers and electronic funds transfer orders, is certainly to be essential to the continued growth of e-commerce. It is often necessary to ensure the encrypting of Web purchase forms, many individuals also usually encrypting their e-mail.

## 63. Практическое задание 3

Подготовьте пересказ (устный развернутый ответ) данного текста на английском. Устно переведите текст на русский язык, не используя словарь.

### TEXT 3

#### ECONOMIC SYSTEM

To an economist, economic society presents itself as mechanism for survival – a means whereby people are able to carry out the tasks of production and distribution. If we look at the different political and social structures which exist in the world today, and the way in which those systems

have developed over the years, we are tempted to say that people have made use of, and are making use of, a very great varieties of economic systems. In fact, in spite of the appearance of great variety, it is possible to group these different economic structures into four broad categories. These basic types of economic organization are usually described as Traditional economies, Market economies, Command economies and Mixed economies.

#### Traditional economies

The oldest and until fairly recent times by far the most common way of solving economic problem was that of tradition. In traditional societies, people use methods of production and distribution that were devised in the distant past and which have become the accepted ways of doing things by a long process of trial and error.

In these societies we find that the division of land among the families in the village or tribe, the methods of planting and harvesting, the selection of crops, and the way in which the produce is distributed among the different groups are all based upon tradition. Year by year, little is changed.

The basic economic problems do not arise as problems to be discussed and argued about. They have all been decided long ago. One follows the path that one was born to follow; a son follows in the footsteps of his father and uses the same skills and tools. A cast system provides a good example of the rigidity of a traditional society. The production problems are solved by using land as it has always been used and the worker carrying out the traditional skills according to his or her fixed place in social structure. The distribution problem (For Whom?) is solved in similar manner. There will be time-honoured methods of sharing out the produce of the harvest and hunt. The elders, the heads of families, the women and the children will receive shares according to ancient custom.

Traditional solutions to the economic problems of production and distribution are encountered in primitive agricultural and pastoral communities. But, even in advanced countries, tradition still plays some part in determining how the economy works. We are familiar with industries in which it is customary for the son to follow his father into a trade or profession.

#### 64. Практическое задание 4

Подготовьте пересказ (устный развернутый ответ) данного текста на английском. Устно переведите текст на русский язык, не используя словарь.

#### TEXT 4

#### COMMAND ECONOMIES

This is the method of economic command where the solutions of economic problems are worked out by some all-powerful authority which imposes its solutions on the population.

It is more usual to refer to the present-day command economies as planned economies although leaving the economy to run itself (i.e. laissez- faire) may be described as a kind of economic 'plan'. Nevertheless, in line with general usage, we shall use the term 'planned economy' to refer to any economy which is subject to a high degree of direct centralized control.

It is important to note that no modern economy is without some elements of command. In all developed and most undeveloped countries, even those described as capitalist, there is a large measure of government control.

#### Ownership and Control of Economic Resources

Although economic planning may be employed in societies where property is privately owned, it seems realistic to assume that a fully planned economy means one in which all the important means of production are publicly owned. In socialist societies all land, housing, factories, power stations, transport systems and so on are usually owned by the state.

The logic of public ownership in these societies is based upon the desire for a more equitable distribution of income and wealth. Private ownership of property leads to great inequalities of wealth, and this, in turn means that the wealthier groups are able to exercise great economic power. Such situation implies great inequalities of opportunity.

Although land and capital may be owned collectively rather than individually, it does not follow that control of these resources must be centralized. This is described as bureaucratic organization, because the running of such economy will require large numbers of planners and administrators to draw up and operate the national plan.

Alternatively, the ultimate ownership of resources may be vested in the state, the day-to-day running

of the farms, factories and shops may be handed over to cooperative groups of workers and consumers. These organizations are usually described as ‘workers’ collectives, as opposed to the state enterprises which are controlled directly by government.

One important feature of a society in which property is publicly owned is that there will be no form of personal income which is derived from the ownership of property. In the capitalist system incomes take the form of wages, interest, rent and profits – the latter three of which arise from the ownership of various types of property.

#### 65. Практическое задание 5

Подготовьте пересказ (устный развернутый ответ) данного текста на английском. Устно переведите текст на русский язык, не используя словарь.

##### TEXT 5

##### LABOUR

Labour is human effort – physical and mental – which is directed to the production of goods and services. But labour is not only a factor of production, it is also the reason why economic activity takes place. The people who take part in production are also consumers, the sum of those individual demands provides the business person with the incentive to undertake production. For this reason when we are considering real-world economic problems it is necessary to treat labour somewhat differently from the other factors. There are social and political problems which have to be taken into account. For example, the question of how many hours per day a machine should be operated will be judged solely in terms of efficiency, output and costs. The same question applied to labour would raise additional considerations of individual freedom and human rights.

It must be borne in mind that it is the services of labour which are bought and sold, and not labour itself. The firm cannot buy and own labour in the same way that capital and land can be bought and owned.

##### The supply of labour

The supply of labour available to an economy is not the same thing as the number of people in that community. The labour supply is a measure of the number of hours of work which is offered at given wages over some given period of time. It is determined by the number of workers and the average number of hours each worker is prepared to offer.

1. The size of the total population. This is obviously very important because the size of the total population sets an upper limit to the supply of labour.
2. The age composition of the population. The age composition of a population takes account of the proportions in the different age groups.
3. The working population. In many countries the minimum age at which a person may engage in full-time employment is legally controlled. The working population may be defined as the number of people who are eligible for work and offer themselves for employment.
4. The working week and holidays. The number of people who work is an important determinant of the supply of labour. The shorter is the working week, the smaller is the supply of labour. In spite of the decline in the average number of hours worked by each person, output per worker has continued to rise because of improved technology.
5. Remuneration. When wage rates are relatively low, increases in wages will tend to lead to an increase in the supply of labour. When incomes are relatively high, therefore high wage rates may reduce the amount of labour offered by the individual worker.

#### 66. Практическое задание 6

Подготовьте пересказ (устный развернутый ответ) данного текста на английском. Устно переведите текст на русский язык, не используя словарь.

##### TEXT 6

##### IS ECONOMICS A SCIENCE?

Economic analysis is based upon the different procedures and to the extent that the economist makes use of scientific method, economics may be described as a science. The subject matter of economics, however, is human behavior and this is much more difficult to predict than the reactions of inanimate matter. Economists, like other social scientists, cannot achieve the precision of the natural scientists and they are denied the use of many of their techniques. Many people argue that these differences are so fundamental that economics cannot be regarded as a 'true' science. Others would say that the differences are not fundamental but merely differences in the degree of accuracy attainable.

The most obvious limitation experienced by the social scientist is that he cannot test his hypotheses by laboratory experiment. His laboratory is human society; he cannot put a group of human beings into a controlled situation and then see what happens. The predictions of economic theory must be tested against developments in the real world. Economic activities must be observed and recorded and the mass of resulting data subjected to statistical analysis. Modern statistical techniques help the economist determine the probability that certain events had certain causes. He can assess from recorded data, for example, the probability that some given increase in consumption was caused by an increase in income.

The fact that 'all people are different' is not such a handicap to the social scientist as might appear at the first sight. The economist is interested in group behavior. He is concerned with the total demand for butter rather than the amount purchased by any one individual. While the behavior of any one person may be unpredictable, this is not necessarily true of the large group. The economist is able to make generalizations about economic group ( consumers, workers, shareholders ) which are quite dependable guides to the expected behavior.

Another problem facing economists is the complexity of the world they are studying – so many things are changing simultaneously. Natural scientists in their laboratories can 'hold other things constant' while they study the effects which changes in X have on Y. Economists cannot do this. They cannot vary the quantity of money in the economy, hold everything else constant, and then see what happens. What they have to do is to assume that other things remain constant. Many propositions in economics begin with the phrase 'If other things remain equal' (or the Latin equivalent *ceteris paribus*).

#### 67. Практическое задание 7

Подготовьте пересказ (устный развернутый ответ) данного текста на английском. Устно переведите текст на русский язык, не используя словарь.

#### TEXT 7

#### THE DIVISION OF LABOUR

By far the most striking feature of production in a developed country is the fact that the worker almost never makes a complete product. Labour is divided in the sense that the production process is split into a very large number of individual operations and each operation is the special task of one worker. The principle of division of labour is now carried to remarkable lengths and the production of relatively simple things may be broken down into hundreds of separate operations.

Adam Smith, writing in the latter part of the eighteenth century, provided what has now become the most celebrated account of specialization. During his visit to the pin making factory he estimated that production per day was about 5000 pins per person employed. One person drew out the wire, another straightened it, the third cut it, the fourth pointed it, the fifth made the head; to make the head required two or three distinct operations; it was even a trade in itself to put them into paper. If the whole operation had been carried out from start to finish by each employee, Smith estimated that he would have been able to make only a few dozens each day.

#### Advantages of division of labour

Why should specialization lead to such great increases in productivity? Smith followed up his description by an analysis which attempted to discover the reasons for the improved performance.

1. A person who spends time performing one relatively simple task becomes extremely proficient at that particular operation.
2. No time is wasted in moving from one job to another. The necessity of moving from station to station, putting down one set of tools and picking up another is eliminated.

3. There is a saving of time in the training of operatives. A person can be trained very quickly for the performance of single operation.
4. There is a saving of skill. Specialization means that many different occupations are created, each one of which calls for some particular aptitude. It is possible, therefore, for each worker to specialize in the job for which he or she is best suited.
5. One of the most important advantages of division of labour is that it makes possible a much greater use of machinery. When a complex process has been broken down into a series of separate, simple processes it is possible to devise machinery to carry out each individual operation. It would be extremely difficult, for example, to construct a machine which would carry out the whole business of making chair, but once this has been reduced to series of separate operations, it becomes possible to use electric saws, planning machines, etc.

#### 68. Практическое задание 8

Подготовьте пересказ (устный развернутый ответ) данного текста на английском. Устно переведите текст на русский язык, не используя словарь.

##### TEXT 8

##### THE PUBLIC CORPORATION

In recent years whenever the state has decided to transfer the ownership of an industry from the private sector to the public sector, the public corporation has been the type of business organization adopted for the purpose of running the industry. Some of these public corporations have been in existence for many years. The Port of London Authority was set up in 1909 to run the London docks, and the British Broadcasting Corporation was established in 1927. Most of the large public corporations, however, date from the period of the Labour government, 1945-51, when several important industries were nationalized. We shall discuss the question of nationalization later; here we are only concerned with the type of business organization which has been adopted to control and organize nationalized industries.

The public organization is a separate legal identity like the company, but there are no private shareholders. The government owns the capital and appoints the members of the controlling Board who have functions very similar to directors except that they are answerable to the government and not to shareholders. In general, the policy to be pursued by a public corporation is determined by the government and a Minister of the Crown is usually given the responsibility for seeing that the corporation is acting within the broad policy requirements laid down by Parliament.

In its day-to-day management, however, the controlling board is given wide freedom of action. When commercial enterprises were brought under public ownership it was felt that the direct control by Parliament, as is the case with government departments such as health, education, pensions and so on, was not appropriate for enterprises where uncertainty and risk-taking called for quick decisions of a strictly commercial nature. The public corporation, therefore, is an attempt to obtain a satisfactory compromise between public responsibility and commercial efficiency. Parliament does not interfere in the day-to-day management of the public corporation.

The main purpose of the public corporation is to provide an efficient public service at a reasonable price. It does not aim to maximize its profits, but it is charged with the duty of paying its way. Any profits made by a public corporation must be used for capital investment, the lowering of prices, the rising of wages, or transferred to the Exchequer. Such losses as have been made by public corporations have been financed by government loans.

#### 69. Практическое задание 9

Подготовьте пересказ (устный развернутый ответ) данного текста на английском. Устно переведите текст на русский язык, не используя словарь.

##### TEXT 9

## CLASSIFICATION OF COSTS

Costs are usually measured in monetary terms and include such items as wages, rates, interest, and the amounts paid for raw materials, fuel, power, transport and so on. Just as some inputs are fixed and others variable, so some costs are fixed and others variable.

### Fixed costs

These are costs which do not vary as output varies. They are the costs associated with the fixed factors of production, and include such items as rent, rates, insurance, interest on loans, and depreciation. A major item in fixed costs, especially in capital-intensive industries, is the item known as depreciation. In fact the life of the capital assets tends to be measured in economic rather than technical terms. It is normal practice, therefore, to fix an annual depreciation charge which will write off the cost of equipment over some estimated working lifetime. There are many ways of doing this, but the simplest is to make an annual charge equal to a fixed proportion of the total value. Fixed costs (sometimes described as overhead or indirect costs) are not influenced by changes in output.

### Variable costs

These are the costs which are related directly to output. The most obvious items of variable costs are the wages of labour, the costs of raw materials, and fuel and power. Variable costs are often described as direct or prime costs.

### Total costs

Total costs represent the sum of fixed and variable costs. When output is zero, total costs will be equal to fixed costs since variable costs will be zero. When production commences, total costs will begin to rise as production increases, because there must be some increase in variable costs as output expands.

### Average cost

Average cost (or cost per unit) is equal to  $\text{Total Costs} / \text{Output}$ . When output is small, average cost will be spread over a small number of units of output. As output increases, average cost will tend to fall as each unit is 'carrying' a smaller element of fixed cost. Average cost will also fall because, for a time, there will be increasing returns to the variable factors as more of them are employed and more specialized methods adopted. There will come a point when diminishing returns are encountered and average cost begins to rise.

### Marginal cost

The economist is interested in marginal quantities because most economic decisions involve changes in some existing situation. Marginal cost tells us what happens to total costs when we vary output by some small amount. More precisely, marginal cost is the extent to which total costs change when output is changed by one unit.

## 70. Практическое задание 10

Подготовьте пересказ (устный развернутый ответ) данного текста на английском. Устно переведите текст на русский язык, не используя словарь.

## TEXT 10

### PRICE AND VALUE

Price is not the same thing as value. Things are 'valuable' because people think they are, and for no other reason. The 'value' which an individual places on a commodity cannot be measured; its value will be different for different people. This kind of subjective value is not the concern of the economist who is interested only in 'value in exchange'. The economic worth or value of a good can only be measured in some kind of market transaction which reveals the value of the good in terms of what is offered in exchange for it. If 5 lb of potatoes will exchange for 5 lb of sugar, then the 'price' of 1 lb of sugar is 5 lb of potatoes. Nowadays practically all exchanges represent an exchange of goods and services for money, and prices in terms of money are the market value of the things they buy.

### Markets

Prices arise in exchange transactions and this implies some kind of market. This need not, necessarily, be a fixed location – a building, or a market place. We are all familiar with the open and covered markets in the centres of our towns, but in the modern world the word 'market' has a much



wider meaning. Any effective arrangement for bringing buyers and sellers into contact with one another is defined as a market. The small advertising columns of the local newspaper provide a very efficient market for second-hand cars. Face to face contact between buyers and sellers is not a requirement for a market to be able to operate efficiently. In the foreign exchange market, buyers and sellers are separated by thousands of miles, but the knowledge of what is happening in the market is just as complete, and the ease of dealing is just as effective as if the participants were in the same room.

For some commodities, notably fresh fruit and vegetables, the traditional market is still the normal arrangement, but for most goods the market is a national one. Most consumer goods, in developed countries, are bought, and sold on a countrywide basis. For other commodities the market is world-wide. This is particularly true of the more important primary products such as rubber, tin, copper and oil, and of the basic foodstuffs such as meat, wheat, sugar, tea and coffee. Most of the products of advanced technology also have world markets, for example, computers, aeroplanes, ships and motor cars.

The price of any economic good, under market conditions such as we find in the capitalist world, is determined by the forces of supply acting through the sellers and the forces of demand acting through the buyers, determine the market price.

#### 71. Практическое задание 11

Подготовьте пересказ (устный развернутый ответ) данного текста на английском. Устно переведите текст на русский язык, не используя словарь.

#### TEXT 11

#### TYPES OF INFLATION

There are several ways of defining inflation. In some contexts it refers to a steady increase in the supply of money. In others it is seen as a situation where demand persistently exceeds supply. It seems best, however, to define inflation in terms of its basic symptom-rising prices. Inflation is a situation in which the general price level is persistently moving upwards.

In the extreme form of inflation, prices rise at a phenomenal rate and terms such as hyperinflation, runaway inflation, or galloping inflation have been used to explain the situation. Under conditions of hyperinflation people lose confidence in the currency's ability to carry out its functions. It becomes unacceptable as medium of exchange and other commodities are used as money. When things have become as bad as this the only possible course of action is to withdraw the currency and issue new monetary units.

Another type of inflation is described as suppressed inflation. This refers to a situation where demand exceeds supply, but the effect on prices is minimized by the use of such devices as price controls and rationing. We should note that price controls do not deal with the causes of inflation, they merely attempt to suppress the symptoms. The excess demand still exist and will tend to show itself in the form of waiting lists, queues, and almost inevitably, in the form of black markets.

The most common type of inflation is that experienced since the war in Britain and other developed countries. This is creeping inflation where the general price level rises at an annual rate between 1 and 6 percent.

The causes of inflation are usually classified as demand-pull or cost-push.

#### Demand inflation

Demand inflation may be defined as a situation where aggregate demand persistently exceeds aggregate supply at current prices so that prices are being 'pulled' upwards. This type of inflation is usually associated with conditions of full employment. If there are unemployed resources available, an increase in demand can be met by bringing these resources into employment.

Supply will increase and the increase in demand will have little or no effect on the general price level. If the total demand for goods and services continues to increase, a full employment situation

will eventually be reached and no further increase in output is possible. Once the nation's resources are fully employed, an increase in demand must lead to an upward movement of prices.

Demand inflation might develop when, with full employment, a country tries to increase its rate of economic growth.

## 72. Практическое задание 12

Подготовьте пересказ (устный развернутый ответ) данного текста на английском. Устно переведите текст на русский язык, не используя словарь.

### TEXT 12

#### ECONOMIC POLICY

The overall performance of the economy is now generally accepted as a major responsibility of the government. The branch of economics which deals with the economy as a whole is known as macro-economics, while the study of the 'parts' of the economy is known as micro-economics.

Economic analysis is concerned with the means of achieving particular economic objectives. The choice of the objective – how people want economic resources to be used in order to satisfy their wants – is a matter of political decision. While governments will differ in the emphasis they give to particular objectives and in the ways in which they try to achieve them, there seems to be broad general agreement on many aims. They are:

1. A high and stable level of employment.
2. Price stability.
3. A satisfactory balance of payments position.
4. An acceptable rate of economic growth.
5. An equitable distribution of income and wealth.

In order to achieve one goal governments have often been obliged to sacrifice another. Policies designed to bring about full employment have sometimes generated unacceptable levels of inflation; policies aimed at eradicating a balance of payments deficit have restricted the rate of economic growth, and so on. Policymakers are obliged to establish some priorities. If the choice is between a higher rate of inflation or a higher rate of unemployment, then the issue must be solved by the value judgments of the people concerned.

The first task is to determine the objectives. The next task is to choose the instruments of policy to be used in pursuit of the objectives and these instruments are based upon some available range of measures. For example, the government might decide that its immediate objective is to reduce the level of unemployment. For this purpose it might choose to use the instruments of taxation and government spending. The particular measures adopted might be a reduction in income tax and an increase in public spending on housing and roads. But the essential link between the desired objective and the appropriate means of achieving it is economic analysis. The role of the analysis is to provide some understanding of how the economic system works.

A model of the economy

The circular flow of income

In order to understand how the measures of economic policy operate on the macro-economic variables, we have to make use of fairly simple model of the economy. In the economies where there is no government and no foreign trade there are only two sectors, firms and households. But in this model, households are also the purchasers of the national output.

## 73. Практическое задание 13

Подготовьте пересказ (устный развернутый ответ) данного текста на английском. Устно переведите текст на русский язык, не используя словарь.

### TEXT 13

#### ECONOMIC GROWTH

Insistent demands for higher standards of living have put great pressures on governments to achieve faster rates of economic growth. Opponents of growth maintain that the costs of growth in terms of

damage to the environment and the 'quality of life' are disproportionately high. Nevertheless, the demands for more consumption and more leisure are strong enough to make growth a major objective of economic policy.

#### The meaning of economic growth

In general usage, economic growth is taken to mean any increase in the Gross National Product, but for several reasons this is a rather misleading use of the term. GNP is measured in terms of money values so that inflation will increase the figure from one year to another. If we are to use the concept of growth to indicate changes in real income, the annual GNP figures must be corrected for price changes before any valid comparisons can be made. Changes in real GNP do not necessarily indicate corresponding changes in economic welfare. These are more accurately indicated by changes in GNP should be related to changes in population. We should also take account of the composition of total output when relating growth to living standards.

There is one further distinction to be made. When an economy is functioning with excess capacity, GNP may be increased by putting the unemployed resources to work. Economists do not usually describe an increase in GNP which arises from a fall in unemployment. The problem of economic growth is how to increase output when all resources are fully employed.

#### The desirability of economic growth

Growth is an important objective of economic policy because it is the key to higher standards of living. From the government's point of view, economic growth is desirable because it brings in increasing revenues from a given structure of tax rate.

#### The causes of growth

Economists have identified several factors which determine the rate of growth, there is a lot of disagreement on the relative importance of these factors. It is obvious that, on the supply side, economic growth will depend upon the increase in the quantity and quality of factors of production and the efficiency with which they are combined. But the demand side is also important. The incentives to increase capacity and output will clearly depend upon the level of aggregate demand. The object of demand management is not merely to bring planned spending up to a certain level and hold it there, it must be steadily raised to take account of the desired or attainable rate of growth.

### 74. Практическое задание 14

Подготовьте пересказ (устный развернутый ответ) данного текста на английском. Устно переведите текст на русский язык, не используя словарь.

#### TEXT 14

#### BENEFITS OF ECONOMIC GROWTH

There are a variety of ways in which the benefits of economic growth may be enjoyed. By maintaining the same labour force working the same number of hours, the community may enjoy the gains from its increasing ability to produce in the form of higher levels of consumption. Alternatively, since any given output can now be produced with a small labour input, workers may decide to take part of their improved living standards in terms of increased leisure. It would also be possible to maintain consumption levels and reduce the proportion of the population at work by extending the education and reducing the age of retirement. Economic growth, as pointed out earlier, also makes it possible to devote more resources to the social services without having to cut private consumption. Economic growth also makes it possible to devote more resources to the social services.

Whatever form society chooses to take the further benefits, economic growth imposes a sacrifice in terms of current living standards. In a fully employed economy a higher rate of investment can only be carried out by allocating more resources to the production of capital goods. It is true that a much greater annual output of consumer goods will be forthcoming in the future.

Economic growth also gives rise to a variety of social costs. Rising incomes make it possible for more people to own cars, but this could lead to problems of pollution and traffic congestion. Huge modern steel plants, chemical works, oil refineries, and generating stations may be very efficient on the basis of purely commercial assessments, but they could impose costs on society by destroying

natural beauty and other amenities. Modern methods of agriculture may greatly increase yields per acre, but they could have damaging effect on wild life. On the other hand we must remember that it is economic growth which makes it possible to devote more resources to the search for safer and cleaner methods of production.

The most disturbing social costs are those associated with rapid pace of economic change. The technical progress which makes machines and production methods obsolete also makes people redundant. Labour will have to learn new skills, adopt new methods of working and accept more frequent changes of occupation. While programmes of retaining with adequate financial grants can deal with the problem to extent, there still remains the social cost in terms of the disruption of a career and the unpleasant breaks in the partners of a person's working life. The benefits of economic growth may not be evenly spread.

#### 75. Практическое задание 15

Подготовьте пересказ (устный развернутый ответ) данного текста на английском. Устно переведите текст на русский язык, не используя словарь.

#### TEXT 15

#### ECONOMIC POLICY AND GROWTH

The policy measures can be used to influence the various factors which determine growth. Fiscal and monetary measures can be used to stimulate private investment and public investment, research and development may be encouraged by grants and tax allowances, and the government can enlarge and improve educational and training facilities. It also has the ability to maintain demand at levels which encourage firms to expand their capacities.

If growth were the only objective of economic policy, there is little doubt that it could be achieved. But governments are faced with the problem of conflicting objectives. In the UK, these conflicts have been particularly acute and for much of the post-war period aggregate demand has been managed with a view to dealing with balance of payments problems and escalating inflation. In fact, for much of this period output has grown at a slower rate than the country's productive potential.

Deflationary measures were applied to slow down the rate of inflation or to reduce the level of imports and they were relaxed when unemployment rose to politically unacceptable levels. Stop-go policies, however, are not likely to encourage those attitudes and expectations which are conducive to economic growth.

The government may also find it difficult to persuade people to accept the sacrifices which a faster rate of economic growth demands. If people have a very strong time preference it will require very high rates of interest to persuade them to forgo current consumption. Likewise a movement of resources from the creation of social capital to the production of more industrial capital may be strongly resisted. If the economy is fully employed, any attempt to raise the rate of economic growth must entail some sacrifice in terms of present living standards, otherwise measures designed to increase investment will simply give rise to inflation.

Countries like the UK, which are heavily dependent on imported materials, face another serious problem when trying to raise the rate of economic growth. An expansion of investment brings about an immediate increase in imports (materials and machinery) and since there is unlikely to be an immediate increase in exports, then, unless the country is enjoying an export surplus, the likely effect is a deficit on the balance of payments.

If a deficit does arise and the foreign currency reserves are inadequate to deal with it, or the government is not prepared to allow the necessary depreciation of the currency, imports will have to be cut and the growth objective abandoned.

*Заочная форма обучения, Первый семестр, Контрольная работа*

*Контролируемые ИДК: УК-4.1 УК-5.1 УК-4.2 УК-5.2 УК-4.3*

Вопросы/Задания:

#### 1. Задание 1

Match the expressions to make sentences:

1. to move it on your own
2. to hear all about it when you come back
3. to swim at the local pool
4. not to tell our parents
5. to have dinner in town
6. not to talk about it
7. not to go skiing this year
8. to lock it when I went into the shop

- a) Somebody's taken my bicycle. I forgot ...
- b) Have a great holiday! I hope ...
- c) My mum's 65 years old but she's learning ...
- d) Bruce didn't have a happy childhood. He prefers ...
- e) We need to save money so we've agreed ...
- f) I'm meeting John tonight. We've arranged ...
- g) That table is extremely heavy. Don't try ...
- h) I'll tell you what happened if you promise ...

## 2. Задание 2

Choose the appropriate options to complete the sentences:

As a result of ... him for two hours, he persuaded me ... for the job.

- a) listening / applying
- b) to listen / to apply
- c) to listen / applying
- d) listening / to apply
- e) listening / apply

## 3. Задание 3

Complete the sentence:

He hasn't decided yet whether ... the English course or the Spanish course.

- a) choosing
- b) to choosing
- c) choose
- d) to being chosen
- e) to choose

## 4. Задание 4

Idioms.

To "be caught short" means ... .

- a) to be in an embarrassing situation
- b) to take a short sleep
- c) not to have enough of something when needed

## 5. Задание 5

Proverbs.

A.: It's risky to take an exam without reading the whole book.

B.: But it's my last chance. ... .

- a) New brooms sweep clean.

- b) No news is good news
- c) Once bitten, twice shy.
- d) Sink or swim.
- e) Poverty is no sin

#### 6. Задание 6

Complete the sentence:

Water has a moderating effect on temperature, ... summer and midday heat, and winter and midnight cold.

- a) diminished
- b) having diminished
- c) to diminish
- d) being diminished
- e) diminishing

#### 7. Задание 7

Put the words in the right order to make a sentence.

- a) are
- b) different
- c) many
- d) for
- e) There
- f) selecting
- g) methods
- h) projects.

#### 8. Задание 8

Complete the sentence:

By this time ... to the atmosphere of the big city, he no longer felt a stranger.

- a) getting used
- b) having got used
- c) used
- d) got used

#### 9. Задание 9

Proverbs.

... we stand, ... we fall.

- a) United / divided
- b) Having united / dividing
- c) Uniting / have been divided
- d) Being united / divide

#### 10. Задание 10

Match the halves of the sentences.

1. He was sitting in an armchair
2. Having worked in the company for many years,
3. The cup filled with milk
4. Not having seen each other for ages,
5. Born into a rich family,
6. Being the child of poor people,
7. Regretting his words,

8. Well done,
9. Having parked the car,
10. Having watched the film a dozen times,

- a) we are very proud of you.
- b) she knew the dialogues by heart.
- c) stood on the table.
- d) they had a lot to talk about.
- e) she got everything she wished for.
- f) he often went to bed hungry.
- g) he apologized.
- h) reading a magazine.
- i) he went to a restaurant.
- j) he knew everyone and everything.

#### 11. Задание 11

Match the expressions to make sentences:

1. My friends encouraged me
2. I didn't mean
3. I must apologize
4. The job involves preparing
5. He refused
6. Don't you dare
7. Do you happen
8. Do you enjoy
9. If you have any questions,
10. I am looking forward

- a) for being late.
- b) to have any money with you?
- c) to apply for this job.
- d) reports for the management.
- e) to betray his friends.
- f) talk to me like that!
- g) to hurt your feelings.
- h) to seeing you again soon.
- i) don't hesitate to call me.
- j) studying?

#### 12. Задание 12

Choose the appropriate options to complete the sentences:

Simone and Michael discussed ... to Tahiti on their honeymoon, but they had very different opinions about ... such an expensive destination.

- a) to go / to visit
- b) going / visiting
- c) having gone / having visited
- d) being gone / being visited

#### 13. Задание 13

Complete the sentence:

Sheila is very upset. She isn't used ... being treated like that.

- a) on
- b) to
- c) in
- d) at

#### 14. Задание 14

Complete the sentence:

... his job, he is now unemployed.

- a) Having lost
- b) To lose
- c) To be lost
- d) Losing

#### 15. Задание 15

Proverbs.

It's no use ... over spilt milk.

- a) to cry
- b) crying
- c) cry
- d) being cried

### 8. Материально-техническое и учебно-методическое обеспечение дисциплины

#### 8.1. Перечень основной и дополнительной учебной литературы

##### *Основная литература*

1. Краснощекова, Г. А. English for academic and scientific purposes: учебное пособие / Г. А. Краснощекова, Т. А. Нечаева. - English for academic and scientific purposes - Ростов-на-Дону, Таганрог: Издательство Южного федерального университета, 2017. - 157 с. - 978-5-9275-2550-8. - Текст: электронный. // IPR SMART: [сайт]. - URL: <https://www.iprbookshop.ru/87391.html> (дата обращения: 20.02.2024). - Режим доступа: по подписке

2. Волченкова К. Н. English for Researchers: How to Write a Paper in English: учебное пособие / Волченкова К. Н., Брайан А. Ф.. - Челябинск: ЮУрГУ, 2018. - 115 с. - Текст: электронный. // RuSpLAN: [сайт]. - URL: <https://e.lanbook.com/img/cover/book/260243.jpg> (дата обращения: 21.02.2024). - Режим доступа: по подписке

3. Украинец, И. А. Иностранный язык (английский) в профессиональной деятельности: учебное пособие / И. А. Украинец. - Иностранный язык (английский) в профессиональной деятельности - Москва: Российский государственный университет правосудия, 2019. - 40 с. - 978-5-93916-769-7. - Текст: электронный. // IPR SMART: [сайт]. - URL: <https://www.iprbookshop.ru/94181.html> (дата обращения: 20.02.2024). - Режим доступа: по подписке

4. МОСЕЦОВА М. Э. Профессиональный иностранный язык (английский): учеб. пособие / МОСЕЦОВА М. Э., Айвазян Н. Б.. - Краснодар: КубГАУ, 2022. - 101 с. - 978-5-907550-80-3. - Текст: электронный. // : [сайт]. - URL: <https://edu.kubsau.ru/mod/resource/view.php?id=11879> (дата обращения: 21.06.2024). - Режим доступа: по подписке

##### *Дополнительная литература*



1. English for Academic Purposes: коммуникативная технология обучения английскому языку для академического и профессионального взаимодействия: учебник / В. В. Доброва,, П. Г. Лабзина,, С. Г. Меньшенина,, Н. В. Агеенко,. - English for Academic Purposes: коммуникативная технология обучения английскому языку для академического и профессионального взаимодействия - Самара: Самарский государственный технический университет, ЭБС АСВ, 2020. - 157 с. - 978-5-7964-2272-4. - Текст: электронный. // IPR SMART: [сайт]. - URL: <https://www.iprbookshop.ru/105001.html> (дата обращения: 20.02.2024). - Режим доступа: по подписке

2. Надеждина,, Н. Г. English for academic communication: учебное пособие / Н. Г. Надеждина,, Н. В. Патяева,. - English for academic communication - Нижний Новгород: Нижегородский государственный архитектурно-строительный университет, ЭБС АСВ, 2018. - 47 с. - 978-5-528-00315-3. - Текст: электронный. // IPR SMART: [сайт]. - URL: <https://www.iprbookshop.ru/107357.html> (дата обращения: 20.02.2024). - Режим доступа: по подписке

3. АЙВАЗЯН Н. Б. ПРОФЕССИОНАЛЬНЫЙ иностранный язык (английский): метод. указания / АЙВАЗЯН Н. Б., Мосесова М. Э.. - Краснодар: KubGAU, 2021. - 49 с. - Текст: электронный. // : [сайт]. - URL: <https://edu.kubsau.ru/mod/resource/view.php?id=9924> (дата обращения: 02.05.2024). - Режим доступа: по подписке

4. АЙВАЗЯН Н. Б. Профессиональный иностранный язык (английский): учеб.-метод. пособие / АЙВАЗЯН Н. Б., Мосесова М. Э.. - Краснодар: КубГАУ, 2021. - 66 с. - Текст: электронный. // : [сайт]. - URL: <https://edu.kubsau.ru/mod/resource/view.php?id=9749> (дата обращения: 02.05.2024). - Режим доступа: по подписке

## **8.2. Профессиональные базы данных и ресурсы «Интернет», к которым обеспечивается доступ обучающихся**

*Профессиональные базы данных*

Не используются.

*Ресурсы «Интернет»*

1. <http://www.iprbookshop.ru/> - Электронный библиотечный ресурс
2. <https://edu.kubsau.ru/> - Образовательный портал КубГАУ
3. <http://e.lanbook.com/> - Электронный библиотечный ресурс
4. <https://znanium.com/>  
- Znanium.com
5. <http://elibrary.rsl.ru/> - Электронная библиотека Российской государственной библиотеки

## **8.3. Программное обеспечение и информационно-справочные системы, используемые при осуществлении образовательного процесса по дисциплине**

Информационные технологии, используемые при осуществлении образовательного процесса по дисциплине позволяют:

- обеспечить взаимодействие между участниками образовательного процесса, в том числе синхронное и (или) асинхронное взаимодействие посредством сети «Интернет»;
- фиксировать ход образовательного процесса, результатов промежуточной аттестации по дисциплине и результатов освоения образовательной программы;
- организовать процесс образования путем визуализации изучаемой информации посредством использования презентаций, учебных фильмов;
- контролировать результаты обучения на основе компьютерного тестирования.

Перечень лицензионного программного обеспечения:

- 1 Microsoft Windows - операционная система.
- 2 Microsoft Office (включает Word, Excel, Power Point) - пакет офисных приложений.

Перечень профессиональных баз данных и информационных справочных систем:

- 1 Гарант - правовая, <https://www.garant.ru/>
- 2 Консультант - правовая, <https://www.consultant.ru/>
- 3 Научная электронная библиотека eLibrary - универсальная, <https://elibrary.ru/>

Доступ к сети Интернет, доступ в электронную информационно-образовательную среду университета.

#### *Перечень программного обеспечения*

*(обновление производится по мере появления новых версий программы)*

1. Dr.Web;
2. Антиплагиат;
3. Вебинар;
4. ПО "1С:Предприятие 8 ПРОФ. 1С:Университет ПРОФ";
5. Microsoft Windows 7 Professional 64 bit;

#### *Перечень информационно-справочных систем*

*(обновление выполняется еженедельно)*

Не используется.

### **8.4. Специальные помещения, лаборатории и лабораторное оборудование**

Университет располагает на праве собственности или ином законном основании материально-техническим обеспечением образовательной деятельности (помещениями и оборудованием) для реализации программы бакалавриата, специалитета, магистратуры по Блоку 1 "Дисциплины (модули)" и Блоку 3 "Государственная итоговая аттестация" в соответствии с учебным планом.

Каждый обучающийся в течение всего периода обучения обеспечен индивидуальным неограниченным доступом к электронной информационно-образовательной среде университета из любой точки, в которой имеется доступ к информационно-телекоммуникационной сети "Интернет", как на территории университета, так и вне его. Условия для функционирования электронной информационно-образовательной среды могут быть созданы с использованием ресурсов иных организаций.

Компьютерный класс

226гл

Интерактивная панель Samsung - 1 шт.

Персональный компьютер HP 6300 Pro SFF/Core i3-3220/4GB/500GB/NoODD/Win7Pro - 1 шт.

Сплит-система LS-H12KPA2/LU-H12KPA2 - 1 шт.

Учебная аудитория

304300

Вешалка для одежды - 1 шт.

Доска классная - 1 шт.

жалюзи - 2 шт.

компьют. EG/H55/2X1Gb/320Gb - 0 шт.

стол одностумбовый - 1 шт.

стол ученический - 11 шт.

Стул мягкий черный - 21 шт.

шкаф книжный - 2 шт.

## **9. Методические указания по освоению дисциплины (модуля)**

Учебная работа по направлению подготовки осуществляется в форме контактной работы с преподавателем, самостоятельной работы обучающегося, текущей и промежуточной аттестаций, иных формах, предлагаемых университетом. Учебный материал дисциплины структурирован и его изучение производится в тематической последовательности. Содержание методических указаний должно соответствовать требованиям Федерального государственного образовательного стандарта и учебных программ по дисциплине. Самостоятельная работа студентов может быть выполнена с помощью материалов, размещенных на портале поддержки Moodle.

### ***Методические указания по формам работы***

#### ***Практические занятия***

Форма организации обучения, проводимая под руководством преподавателя и служащая для детализации, анализа, расширения, углубления, закрепления, применения (или выполнения) разнообразных практических работ, упражнений) и контроля усвоения полученной на лекциях учебной информации. Практические занятия проводятся с использованием учебно-методических изданий, размещенных на образовательном портале университета.

#### ***Описание возможностей изучения дисциплины лицами с ОВЗ и инвалидами***

Для инвалидов и лиц с ОВЗ может изменяться объём дисциплины (модуля) в часах, выделенных на контактную работу обучающегося с преподавателем (по видам учебных занятий) и на самостоятельную работу обучающегося (при этом не увеличивается количество зачётных единиц, выделенных на освоение дисциплины).

Фонды оценочных средств адаптируются к ограничениям здоровья и восприятия информации обучающимися.

Основные формы представления оценочных средств – в печатной форме или в форме электронного документа.

Формы контроля и оценки результатов обучения инвалидов и лиц с ОВЗ с нарушением зрения:

- устная проверка: дискуссии, тренинги, круглые столы, собеседования, устные коллоквиумы и др.;
- с использованием компьютера и специального ПО: работа с электронными образовательными ресурсами, тестирование, рефераты, курсовые проекты, дистанционные формы, если позволяет острота зрения - графические работы и др.;
- при возможности письменная проверка с использованием рельефно-точечной системы Брайля, увеличенного шрифта, использование специальных технических средств (тифлотехнических средств): контрольные, графические работы, тестирование, домашние задания, эссе, отчеты и др.

Формы контроля и оценки результатов обучения инвалидов и лиц с ОВЗ с нарушением слуха:

- письменная проверка: контрольные, графические работы, тестирование, домашние задания, эссе, письменные коллоквиумы, отчеты и др.;
- с использованием компьютера: работа с электронными образовательными ресурсами, тестирование, рефераты, курсовые проекты, графические работы, дистанционные формы и др.;
- при возможности устная проверка с использованием специальных технических средств (аудиосредств, средств коммуникации, звукоусиливающей аппаратуры и др.): дискуссии, тренинги, круглые столы, собеседования, устные коллоквиумы и др.

Формы контроля и оценки результатов обучения инвалидов и лиц с ОВЗ с нарушением опорно-двигательного аппарата:

- письменная проверка с использованием специальных технических средств (альтернативных средств ввода, управления компьютером и др.): контрольные, графические работы, тестирование, домашние задания, эссе, письменные коллоквиумы, отчеты и др.;
- устная проверка, с использованием специальных технических средств (средств коммуникаций): дискуссии, тренинги, круглые столы, собеседования, устные коллоквиумы и др.;
- с использованием компьютера и специального ПО (альтернативных средств ввода и управления компьютером и др.): работа с электронными образовательными ресурсами, тестирование, рефераты, курсовые проекты, графические работы, дистанционные формы предпочтительнее обучающимся, ограниченным в передвижении и др.

Адаптация процедуры проведения промежуточной аттестации для инвалидов и лиц с ОВЗ.

В ходе проведения промежуточной аттестации предусмотрено:

- предъявление обучающимся печатных и (или) электронных материалов в формах, адаптированных к ограничениям их здоровья;
- возможность пользоваться индивидуальными устройствами и средствами, позволяющими адаптировать материалы, осуществлять приём и передачу информации с учетом их индивидуальных особенностей;
- увеличение продолжительности проведения аттестации;
- возможность присутствия ассистента и оказания им необходимой помощи (занять рабочее место, передвигаться, прочесть и оформить задание, общаться с преподавателем).

Формы промежуточной аттестации для инвалидов и лиц с ОВЗ должны учитывать индивидуальные и психофизические особенности обучающегося/обучающихся по АООП ВО (устно, письменно на бумаге, письменно на компьютере, в форме тестирования и т.п.).

Специальные условия, обеспечиваемые в процессе преподавания дисциплины студентам с нарушениями зрения:

- предоставление образовательного контента в текстовом электронном формате, позволяющем переводить плоскпечатную информацию в аудиальную или тактильную форму;
- возможность использовать индивидуальные устройства и средства, позволяющие адаптировать материалы, осуществлять приём и передачу информации с учетом индивидуальных особенностей и состояния здоровья студента;
- предоставление возможности предкурсового ознакомления с содержанием учебной дисциплины и материалом по курсу за счёт размещения информации на корпоративном образовательном портале;
- использование чёткого и увеличенного по размеру шрифта и графических объектов в мультимедийных презентациях;
- использование инструментов «лупа», «прожектор» при работе с интерактивной доской;
- озвучивание визуальной информации, представленной обучающимся в ходе занятий;
- обеспечение раздаточным материалом, дублирующим информацию, выводимую на экран;
- наличие подписей и описания у всех используемых в процессе обучения рисунков и иных графических объектов, что даёт возможность перевести письменный текст в аудиальный;
- обеспечение особого речевого режима преподавания: лекции читаются громко, разборчиво, отчётливо, с паузами между смысловыми блоками информации, обеспечивается интонирование, повторение, акцентирование, профилактика рассеивания внимания;
- минимизация внешнего шума и обеспечение спокойной аудиальной обстановки;

- возможность вести запись учебной информации студентами в удобной для них форме (аудиально, аудиовизуально, на ноутбуке, в виде пометок в заранее подготовленном тексте);
- увеличение доли методов социальной стимуляции (обращение внимания, апелляция к ограничениям по времени, контактные виды работ, групповые задания и др.) на практических и лабораторных занятиях;
- минимизирование заданий, требующих активного использования зрительной памяти и зрительного внимания;
- применение поэтапной системы контроля, более частый контроль выполнения заданий для самостоятельной работы.

Специальные условия, обеспечиваемые в процессе преподавания дисциплины студентам с нарушениями опорно-двигательного аппарата (маломобильные студенты, студенты, имеющие трудности передвижения и патологию верхних конечностей):

- возможность использовать специальное программное обеспечение и специальное оборудование и позволяющее компенсировать двигательное нарушение (коляски, ходунки, трости и др.);
- предоставление возможности предкурсового ознакомления с содержанием учебной дисциплины и материалом по курсу за счёт размещения информации на корпоративном образовательном портале;
- применение дополнительных средств активизации процессов запоминания и повторения;
- опора на определенные и точные понятия;
- использование для иллюстрации конкретных примеров;
- применение вопросов для мониторинга понимания;
- разделение изучаемого материала на небольшие логические блоки;
- увеличение доли конкретного материала и соблюдение принципа от простого к сложному при объяснении материала;
- наличие четкой системы и алгоритма организации самостоятельных работ и проверки заданий с обязательной корректировкой и комментариями;
- увеличение доли методов социальной стимуляции (обращение внимания, апелляция к ограничениям по времени, контактные виды работ, групповые задания др.);
- обеспечение беспрепятственного доступа в помещения, а также пребывания в них;
- наличие возможности использовать индивидуальные устройства и средства, позволяющие обеспечить реализацию эргономических принципов и комфортное пребывание на месте в течение всего периода учёбы (подставки, специальные подушки и др.).

Специальные условия, обеспечиваемые в процессе преподавания дисциплины студентам с нарушениями слуха (глухие, слабослышащие, позднооглохшие):

- предоставление образовательного контента в текстовом электронном формате, позволяющем переводить аудиальную форму лекции в плоскостную информацию;
- наличие возможности использовать индивидуальные звукоусиливающие устройства и сурдотехнические средства, позволяющие осуществлять приём и передачу информации; осуществлять взаимобратный перевод текстовых и аудиофайлов (блокнот для речевого ввода), а также запись и воспроизведение зрительной информации;
- наличие системы заданий, обеспечивающих систематизацию вербального материала, его схематизацию, перевод в таблицы, схемы, опорные тексты, глоссарий;
- наличие наглядного сопровождения изучаемого материала (структурно-логические схемы, таблицы, графики, концентрирующие и обобщающие информацию, опорные конспекты, раздаточный материал);
- наличие четкой системы и алгоритма организации самостоятельных работ и проверки заданий с обязательной корректировкой и комментариями;
- обеспечение практики опережающего чтения, когда студенты заранее знакомятся с материалом и выделяют незнакомые и непонятные слова и фрагменты;
- особый речевой режим работы (отказ от длинных фраз и сложных предложений, хорошая артикуляция; четкость изложения, отсутствие лишних слов; повторение фраз без изменения слов и порядка их следования; обеспечение зрительного контакта во время говорения и чуть более медленного темпа речи, использование естественных жестов и мимики);
- четкое соблюдение алгоритма занятия и заданий для самостоятельной работы (называние

темы, постановка цели, сообщение и запись плана, выделение основных понятий и методов их изучения, указание видов деятельности студентов и способов проверки усвоения материала, словарная работа);

- соблюдение требований к предъявляемым учебным текстам (разбивка текста на части; выделение опорных смысловых пунктов; использование наглядных средств);
- минимизация внешних шумов;
- предоставление возможности соотносить вербальный и графический материал; комплексное использование письменных и устных средств коммуникации при работе в группе;
- сочетание на занятиях всех видов речевой деятельности (говорения, слушания, чтения, письма, зрительного восприятия с лица говорящего).

Специальные условия, обеспечиваемые в процессе преподавания дисциплины студентам с прочими видами нарушений (ДЦП с нарушениями речи, заболевания эндокринной, центральной нервной и сердечно-сосудистой систем, онкологические заболевания):

- наличие возможности использовать индивидуальные устройства и средства, позволяющие осуществлять приём и передачу информации;
- наличие системы заданий, обеспечивающих систематизацию вербального материала, его схематизацию, перевод в таблицы, схемы, опорные тексты, глоссарий;
- наличие наглядного сопровождения изучаемого материала;
- наличие чёткой системы и алгоритма организации самостоятельных работ и проверки заданий с обязательной корректировкой и комментариями;
- обеспечение практики опережающего чтения, когда студенты заранее знакомятся с материалом и выделяют незнакомые и непонятные слова и фрагменты;
- предоставление возможности соотносить вербальный и графический материал; комплексное использование письменных и устных средств коммуникации при работе в группе;
- сочетание на занятиях всех видов речевой деятельности (говорения, слушания, чтения, письма, зрительного восприятия с лица говорящего);
- предоставление образовательного контента в текстовом электронном формате;
- предоставление возможности предкурсового ознакомления с содержанием учебной дисциплины и материалом по курсу за счёт размещения информации на корпоративном образовательном портале;
- возможность вести запись учебной информации студентами в удобной для них форме (аудиально, аудиовизуально, в виде пометок в заранее подготовленном тексте);
- применение поэтапной системы контроля, более частый контроль выполнения заданий для самостоятельной работы;
- стимулирование выработки у студентов навыков самоорганизации и самоконтроля;
- наличие пауз для отдыха и смены видов деятельности по ходу занятия.

## **10. Методические рекомендации по освоению дисциплины (модуля)**

Дисциплина "Профессиональный иностранный язык" ведется в соответствии с календарным и учебным планом и расписанием занятий по неделям. Темы проведения занятий определяются тематическим планом рабочей программы дисциплины.