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МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ ОБРАЗОВАТЕЛЬНОЕ
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«СЕВЕРО-КАВКАЗСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»

Пятигорский институт (филиал) СКФУ

Методические указания

по выполнению практических работ
по дисциплине «ИНОСТРАННЫЙ ЯЗЫК В СФЕРЕ ПРОФЕССИОНАЛЬНОЙ КОММУНИКАЦИИ»

для студентов направления подготовки /специальности

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Методические указания рассмотрены и утверждены на заседании кафедры лингвистики и межкультурной коммуникации

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ВВЕДЕНИЕ

Методические указания предназначены для студентов 2 курса очной формы обучения, которыми они могут пользоваться при подготовке к практическим занятиям. Практические занятия это - планируемая учебная, учебно-исследовательская, а также научно-исследовательская работа студентов, которая выполняется в аудиторное время под руководством преподавателя. В составе методических указаний к практическим занятиям предусмотрены рекомендации по подготовке к практическому занятию. При выполнении работы студенты могут использовать не только методические указания по решению задач, но и другие материалы учебно-методического комплекса.

Основной целью методических указаний по выполнению практических работ является повышение исходного уровня владения иностранным языком, достигнутого на предыдущей ступени образования, и овладение студентами необходимым и достаточным уровнем коммуникативной компетенции для решения задач межличностного и межкультурного взаимодействия.

Цель заключается в формировании у студентов навыков понимания, извлечения, обработки и воспроизведения информации.

Структура включает тексты различной направленности, упражнения и практические задания комплексного характера для закрепления основных знаний по тематике соответствующего занятия, что предполагает реализацию следующих целей:

- повышение уровня учебной автономии и способности к самообразованию;
- развитие когнитивных и исследовательских умений;
- развитие навыков чтения, понимания и перевода с английского языка на русский;
- развитие навыков устной речи на английском языке;
- закрепление лексического и грамматического материала при помощи различных упражнений.

Процесс изучения дисциплины «Иностранный язык в сфере профессиональной коммуникации» направлен на формирование компетенций:

ОК - 5 способностью к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия

ОПК-4 способность осуществлять деловое общение и публичные выступления, вести переговоры, совещания, осуществлять деловую переписку и поддерживать электронные коммуникации

ПК-26 владение навыками сбора, обработки информации и участия в информатизации деятельности соответствующих органов власти и организаций.

В результате освоения дисциплины обучающийся должен

знать:

- лексику профессиональной направленности;
- нормы употребления лексики английского языка в профессиональной сфере;
- особенности грамматики профессионального английского языка;
- нормы делового общения;
- особенности ведения переговоров;
- нормы публичных выступлений;
- способы обработки информации;
- механизмы участия в информатизации деятельности органов власти;

уметь:

- осуществлять профессиональную коммуникацию в устной и письменной формах на английском языке;
- читать и переводить специальную литературу для пополнения профессиональных знаний;
- осуществлять деловое общение;
- вести переговоры, совещания;
- осуществлять деловую переписку и поддерживать электронные коммуникации;
- собирать, обрабатывать информацию;
- участвовать в информатизации деятельности соответствующих органов власти и организаций;

владеть:

- навыками профессионального общения на английском языке;
- способами пополнения профессиональных знаний из оригинальных источников на английском языке;
- навыками делового общения;
- способами ведения деловой переписки;
- навыками сбора, обработки информации;
- механизмами участия в информатизации деятельности органов власти.

Содержание практических занятий

Раздел 1: What is “Management”? / Что такое “менеджмент”? Практическое занятие 1.

Практическое занятие 1.

Практика речи: **Management, its nature and purpose / Определение понятия менеджмент, его характер и цель.**

Цель: Формирование коммуникативных компетенций, овладение лексикой и грамматикой

В результате освоения темы студент должен

знать: базовые нормы употребления лексики, фонетики и грамматики

уметь: читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

Актуальность темы: обусловлена необходимостью овладением ОК-5; ОПК-4; ПК-26.

Теоретическая часть:

We define management as the process of designing and **maintaining an** environment in which individuals working together in groups, **accomplish** efficiently selected aims. This basic definition needs to be expanded.

1. As managers, people carry out the managerial functions of planning, organizing, staffing, leading and controlling.

2. Management applies to any kind of organization.

3. **It applies** to managers at all organizational levels. Management applies to small and large organisations, **to profit** and not-for-profit enterprises, to manufacturing as well as service industries.

The term —enterprise refers to business, government agencies, hospitals, universities, and other organizations. Effective managing is the concern of the corporation president, the hospital administrator, the government first line supervisor and the like.

Managers are **charged with** responsibility of taking actions that will make it possible for individuals **to make** their best contributions to group objectives.

The scope of authority held may vary and the types of problems dealt with may be considerably different. But all managers obtain results by **establishing** an environment for effective group endeavour. Top-level managers spend more time on planning and organising than lower-level managers.

Leading takes a great deal of time for first-line supervisors.

The aim of all managers.

In a very real sense, in all kinds of organizations, whether business or nonbusiness, the logical and most **desirable** aim of all managers should be **a surplus** — managers must establish an environment in which people can accomplish group goals *with the least amount of time, money, materials and personal dissatisfaction*, or where they can achieve as much as possible of a desired goal with **available resources**. In a nonbusiness enterprise, such as a police department or hospital, that are not responsible for total business profits, managers still have goals and should **strive** to accomplish as much as possible with available resources.

Лексические единицы по теме:

accomplish	definite	in practice	rarely
actual	desirable	in turn	recognize
adequately	determine	incorporate	record
affect/influence	deviation	input	recruit/hire
although	diverse	intentional	refer to
apply to	either... or	interrelated	reference check
appreciation	eliminate	involve	reliant
approach	endeavour	job application form	require
as much as possible	enforce	maintain	self-achieving

Вопросы и задания:

1. Fill in the gaps using one of the adjectives managed, managerial, manageable, controlled from the Topical Vocabulary.

1. The new rule keeps your work to a ____ size.

2. The new role will be a more administrative and ____ one.
3. The division of ____ responsibilities should be discussed.
4. The task is easily ____.
5. He has excellent ____ skills.
6. The airflow is ____ by a fan.
7. Trade is ____ in most countries.
8. The exchange rate of this currency is ____.
9. The employees in this department are ____ difficult.
10. The possession of ____ drugs is illegal.

2. Read the 1st part of the text and complete the summary explaining the notion management.

Management is ____ that _____. Managers can be ____ and _____. There are _____.

Management is a universal phenomenon. All organizations — business, political, cultural or social are involved in management because it is the management that helps to direct the various efforts towards a definite purpose. Management involves creating an internal environment: it is the management which puts into use the various factors of production. Therefore, it is the responsibility of management to create such conditions which are conducive to maximum efforts so that people are able to perform their task efficiently and effectively. It includes ensuring availability of raw materials, determination of wages and salaries, formulation of rules & regulations. Therefore, we can say that good management includes both being effective and efficient. Being effective means doing the appropriate task. Being efficient means doing the task correctly at least possible cost with minimum wastage of resources.

As a process, management refers to a series of interrelated functions. According to George R. Terry, "Management is a distinct process consisting of planning, organizing, actuating and controlling, performed to determine and accomplish stated objectives by the use of human beings and other resources."

3. Provide English equivalents for the Russian phrases consulting the text and then fill in the gaps.

управление / направлять разрозненные усилия / пускает в работу различные факторы производства / условия, благоприятствующие эффективной работе / обеспечить доступность сырья / сформулировать свод правил и нормативных актов / планирования, организации, мотивации и контроля

1. Management helps _____ towards a definite purpose.
2. Management _____.
3. It is the responsibility of management to create _____.
4. It is the managers' job _____, to determine wages and salaries, _____.
5. _____ is a distinct process consisting of _____.

4. Find the synonyms for the following words consulting the text.

Motivating, diverse, a set goal, relevant, leading to, recognizable, obtainability.

5. Work in pairs. Discuss situations and spheres of life where management exists.

Do you think management should be professional? Does everyone act as a manager in his / her life? Reason your opinion.

6. Provide English equivalents for the Russian phrases below consulting the text.

Предполагает постановку общих целей организации; принять решение по поводу должностей; определить соответствующие обязанности и сферу ответственности; контроль над деятельностью сотрудников; реализовать свои способности; цели, поставленные на этапе планирования, меры, направленные на минимизацию риска.

Практическое занятие № 2.

Практическое занятие 2.

Практика речи: **Functions of management / Функция управления.**

Цель: Формирование коммуникативных компетенций, овладение лексикой и грамматикой

В результате освоения темы студент должен

знать: базовые нормы употребления лексики, фонетики и грамматики

уметь: читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

Актуальность темы: обусловлена необходимостью овладением ОК-5; ОПК-4; ПК-26.

Теоретическая часть:

The basic management components are planning, organizing, coordinating, staffing, directing, controlling, and evaluating. Each component defines what a manager must be able to do. In practice, the components are interrelated.

Planning

The planning process begins with top managers, who must create broad organizational goals to help managers and employees focus on what the property is trying to accomplish. Top and middle managers then create specific objectives that become the responsibility of various departments.

Daily activities require a third level of planning. Plans must also be generated for ; special events, new training programs, and other activities. Supervisors are responsible for much of this type of planning.

Effective planning incorporates the following principles:

- Goals must be established before plans can be developed.
- You must regularly set aside time to plan.
- You should be allowed to contribute to plans that affect your work. In turn, you should allow your employees to contribute to plans that affect their jobs.
- You should be flexible when planning. You should recognize that situations change and that other plans must be considered.
- Plans must be implemented.

Organizing

Organizing involves establishing the flow of authority and communication between people and organizational levels.

General organizing principles and responsibilities include the following:

- Authority should flow in an unbroken line from the top to the bottom of the organization.
- Each employee should have only one supervisor.
- Relationships between departments in the organization must be considered when managers organize.

Coordinating

You must be able to coordinate the efforts of your employees through good planning and effective organization. Principles of coordinating include the following:

- Supervisors must have the authority to enforce assignments, commands, and decisions.
- Not only must you coordinate your resources and employees to complete your assigned tasks, you must also do your part to help coordinate the efforts of the organization as a whole.

Staffing

Staffing involves recruiting applicants and hiring those best qualified. In small operations, a manager or supervisor might recruit and hire applicants. In large properties, recruiting is frequently performed by a human resources (personnel) department, although managers still are involved in interviewing and make the hiring decisions. All properties use basic principles of staffing such as the following:

- Personal qualities needed to adequately perform job tasks must be considered. These are recorded in job specifications.
- Job application forms should be used to collect information about applicants. Tests can be used to assess the abilities of applicants. Preliminary interviews and reference checks will also help eliminate unqualified applicants.
- Employee orientation, training, and evaluation programs should be developed and implemented.

Directing

Directing includes all the activities necessary to oversee, motivate, train, evaluate, and discipline employees. Directing incorporates the following principles.

- The number of employees each supervisor directs should be carefully determined. There is no formula for calculating the optimum number of employees for each supervisor. The right number of employees depends on many variables, including the supervisor's experience, complexity of the work, and frequency with which problems are likely to occur. No supervisor should be given more people than he/she can handle.
- Employees must know what they are expected to do.

•Delegation — the act of giving formal organizational authority to an employee — is a directing technique.

•Directing includes motivating your employees.

Keep in mind that your attitude affects employee attitudes and performances,

•Don't relate to all employees the same way.

Your leadership style should vary according to employee needs.

•It's important to gain employee cooperation. You should treat them fairly and honestly.

•Solicit employee ideas and, whenever possible, use them.

•Show your appreciation to employees who perform their jobs well.

Controlling

Controlling helps to ensure that you are attaining your objectives. The control process begins with establishing performance standards, continues with assessing actual performance, and then involves making a comparison between performance standards and actual performance to determine whether — and to what extent — corrective action is necessary. Control is based on several principles:

• Operating budgets are the most important control tools.

•Preventive controls are more effective than controls imposed after things go wrong.

Evaluating

Evaluating means looking at how well you and your employees achieved your objectives.

Evaluating principles include the following:

•Time to evaluate must be set aside regularly.

•Input from guests and others outside the property is useful in the evaluation process.

Лексические единицы по теме:

approaches - подходы

run - управлять

goals - цели

pursue - преследовать

provide - обеспечивать

manufacture - производство

deliver - распространять

achieve - достигать

execute - выполнять

elaborate - разрабатывать

organizational charts - организационные схемы

designate - назначать

reside - находиться

allocation - распределение

accomplish - выполнять

establish - устанавливать

performance standards - стандарты производства

objectives - цели

measure - мера

encourage - поощрять

consume - потреблять

compelling - убедительный

empower - уполномочивать

leveraging - эффективное использование

coaches - наставник, тренер

counselor - советник

watchdogs - сторожевые псы

executioner - палач

retribution - возмездие

accelerate - ускорять

Вопросы и задания:

1. Answer the following questions about management functions. Some questions cannot be answered directly from the text.

1. What did the duties of managers include?

2. What does planning involve?
3. Why is planning the first management function?
4. What do managers do in the organizing phase?
5. Can staffing be considered as part of the organizing function? Why or why not?
6. Why is ongoing communication necessary for effective direction?
7. What do managers evaluate in the controlling function? Why is evaluation essential at this phase of the project?
8. What types of problems could a manager discover in performing the controlling function?
9. Which skills do managers need to perform effectively? Why is each important?
10. Give examples of the qualities of an effective manager. Classify these as either interpersonal, organizational, or technical skills.

2. Discuss the following questions with a partner. Giving your answers, try to use the new terms.

1. During which management phase are overall organizational objectives established?
2. What personal qualities do you think good managers should have?
3. Which of the four management functions do you think is the most important? Why?
4. Why are interpersonal skills essential for effective management?
5. Why is staffing considered an ongoing managerial duty?

3. Translate into English:

1. Управление любой организацией включает: планирование деятельности и определение целей, организацию рабочего процесса, подбор и обучение персонала, принятие решений, координирование деятельности и распределение бюджета.

2. Государственные организации находятся в большей зависимости от финансовой поддержки правительства, более ограничены строгими рамками закона и больше подвержены политическим влияниям, чем бизнес организации.

3. Метод исследования конкретных случаев был предписывающим, т.к. он обучал студентов тому, что следует и не следует делать в особых ситуациях управления государственными учреждениями.

4. В 1880-х годах были разработаны научные принципы управления бизнесом, а позже эти принципы были использованы в государственном управлении.

5. Позже ученые доказали, что администрирование – это процесс, происходящий в различных организациях, независимо от того, являются ли эти организации государственными или частными. Соответственно, они сделали разграничение между администрированием бизнесом и государственным администрированием.

4. Additional activities

1. Interview a supervisor or manager (if possible) to find out how much time is spent performing each of the basic management functions. Compare the results of the interview with your classmates.

2. Ask a worker and a supervisor what kinds of skills they think an effective manager should have. Classify the responses as interpersonal, organizational, or technical skills. Compare the answers of the worker and the supervisor.

Практическое занятие № 3.

Практика речи: **Definition "manager"/ Понятие "менеджер".**

Цель: Формирование коммуникативных компетенций, овладение лексикой и грамматикой

В результате освоение темы студент должен

знать: базовые нормы употребления лексики, фонетики и грамматики

уметь: читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

Актуальность темы: обусловлена необходимостью овладением ОК-5; ОПК-4; ПК-26.

Теоретическая часть:

A number of different terms are often used instead of the term "manager", including "director", "administrator" and "president".

In its broad meaning the term "managers" applies to the people who are responsible for making and carrying out decisions within a certain system.

Almost everything a manager does involves decision-making. When a problem exists a manager has to make a decision to solve it. In decision-making there is always some uncertainty and risk.

The amount of responsibility of any individual in a company depends on the position that he or she occupies in its hierarchy. Managers, for example, are responsible for leading the people directly under

them, who are called subordinates. To do this successfully, they must use their authority, which is the right to take decisions and give orders. Managers often delegate authority. This means that employees at lower levels in the company hierarchy can use their initiative that is make decisions without asking their manager.

Лексические единицы по теме:

Virtuous (good) characteristics: affable, amiable, good-natured, good-humoured, kind, kind-hearted, communicative, sociable, friendly, modest, discreet, generous, considerate, attentive, thoughtful, earnest, sincere, enthusiastic, calm, quiet, composed, self-possessed, honest, merciful, impartial, just, patient, forbearing, sympathetic, respectable, cordial, broad-minded, witty, intelligent, dignified, capable, benevolent, philanthropic, scrupulous, consistent, easy-going, affectionate, devoted, loyal, courageous, persevering, industrious, hard-working, sweet, gentle, proud.

Вопросы и задания:

1. Show the hierarchy of managers

2. Fill in the table "What do managers do?"

	Planning	Organizing	Leading	Controlling
What should managers do				
Examples of activity				

3. Answer the following questions about management functions. Some questions cannot be answered directly from the text.

1. What did the duties of managers include?
2. What does planning involve?
3. Why is planning the first management function?
4. What do managers do in the organizing phase?
5. Can staffing be considered as part of the organizing function? Why or why not?
6. Why is ongoing communication necessary for effective direction?
7. What do managers evaluate in the controlling function? Why is evaluation essential at this phase of the project?
8. What types of problems could a manager discover in performing the controlling function?
9. Which skills do managers need to perform effectively? Why is each important?
10. Give examples of the qualities of an effective manager. Classify these as either interpersonal, organizational, or technical skills.

4. Discuss the following questions with a partner. Giving your answers, try to use the new terms.

1. During which management phase are overall organizational objectives established?
2. What personal qualities do you think good managers should have?
3. Which of the four management functions do you think is the most important? Why?
4. Why are interpersonal skills essential for effective management?
5. Why is staffing considered an ongoing managerial duty?

5. Additional activities

1. Interview a supervisor or manager (if possible) to find out how much time is spent performing each of the basic management functions. Compare the results of the interview with your classmates.
2. Ask a worker and a supervisor what kinds of skills they think an effective manager should have. Classify the responses as interpersonal, organizational, or technical skills. Compare the answers of the worker and the supervisor.

6. What do you think?

1. What personal qualities are absolutely necessary for every manager?
2. Which of them are inborn and which ones can be acquired?
3. Which are of primary importance?

4. Do you possess them?
5. What professional skills/abilities are essential in a good manager?
6. What approach to people should a good manager have?
7. What is your own definition of a manager?
8. Drawing on your own experience can you recall any specific examples of effective management and mismanagement?
9. In your opinion, what is the single most important aspect of the definition of management? Why?
10. Think of a person or operation that you have seen recently that didn't achieve a workable balance between effectiveness and efficiency. What could have been done to balance the two? (If I were I'd.)

Практическое занятие № 4.

Грамматика: Complex Object / Объектный инфинитивный оборот.

Цель: Формирование коммуникативных компетенций, овладение лексикой и грамматикой

В результате освоения темы студент должен

знать: базовые нормы употребления лексики, фонетики и грамматики

уметь: читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

Актуальность темы: обусловлена необходимостью овладением ОК-5; ОПК-4; ПК-26.

Теоретическая часть:

Объектный инфинитивный оборот — это сочетание дополнения (существительное в общем или местоимение в объектном падеже) и инфинитива.

Объектный инфинитивный оборот стоит после сказуемого главного предложения, выраженного глаголами:

- а) физического восприятия (**e.g.:** to see, to hear, to watch, to notice, to feel)
- б) желания (**e.g.:** to want, to wish, to expect, should/would like)
- в) умственного восприятия (**e.g.:** to consider, to find)
- г) принуждения, разрешения, просьбы (**e.g.:** to order, to advise, to tell, to make (заставлять), to have (заставлять), to allow, to let)

Примечание:

1) после глаголов физического восприятия, а также после глаголов **to make, to let, to have** инфинитив употребляется без частицы **“to”**;

2) после глагола **to help** инфинитив может употребляться без или с частицей **“to”**.

Перевод: придаточным предложением с союзами **«чтобы», «что», «как»**.

Пример: I want **you to translate** this text at home.

Я хочу, **чтобы вы перевели** этот текст дома.

for + инфинитив

Инфинитив может иметь собственное подлежащее с предлогом **«for»** (**«for - construction»**), если подлежащее инфинитива не является подлежащим всего предложения.

Эта конструкция переводится придаточным предложением с союзом **«чтобы»** или инфинитивом, если она стоит после безличного предложения.

Вопросы и задания:

1. Переведите предложения на русский язык, обращая внимание на объектный инфинитивный оборот, выделенный жирным шрифтом.

1. I want **my family to be united**.
2. I never expected **you to help me** so much.
3. We don't really expect **you to pass the exam**.
4. **Would you like to go** now?
5. She didn't allow **us to smoke** in the room.
6. Everybody considered **her to be** very reliable.
7. We found **them to have gone**.
8. The doctor advised **me to take** a course of antibiotics.
9. I never heard **her sing**.
10. We saw **the child take** a step then fall.
11. I'll have **you do** that.
12. The chief told **his secretary to type** the letter at once.

13. Can you help **me carry** the case?

2. Замените методом подбора части предложения на русском языке соответствующими частями на английском языке, данными под буквами a-f.

Образец: 6- f (I'd like you to feel comfortable.)

1. We expected (что Том опоздает).
2. Would you like me (чтобы я пошел) here ?
3. He doesn't want (чтобы кто-нибудь знал).
4. Do you want (чтобы мы пошли) with you ?
5. I want (чтобы ты сказал) the truth.
6. I'd like (чтобы вы чувствовали себя) comfortable.

a you to tell

b me to go 32

c anybody to know

d Tom to be late

e us to come

f you to feel

3. Выберите правильный вариант.

Образец: I saw the boy to cross/cross the road.

I saw the boy **cross** the road.

1. The customs officer made the woman **to open/open** her case.
2. Stuffy weather makes me **feel/to feel** tired.
3. Have you ever heard her **sing/to sing**?
4. **I saw the boy to cross/cross the road.**
5. Let me **introduce/to introduce** you to the team.
6. Let me **to carry/carry** your bag for you.
7. I have never seen you **to ride/ride** a bike.

4. Переведите предложения на русский язык.

1. **For evil to succeed** it is only necessary **for the good to do nothing**.
2. We bought a cage **for John to keep** his hamster in.
3. Their task is **for the team to win**.
4. It is difficult **for me to keep up** a friendship.
5. It was better **for his family to change** the place of living.
6. We sent a special invitation **for her to come** to the party.
7. That was **for him to find out**.
8. He waited **for her to speak**.
9. The best thing **for you to do** is to leave.
10. That is a very good book **for you to read**.

5. Переведите предложения на английский язык с объектным инфинитивным оборотом.

1. **Чтобы быть там во время**, мы должны поторопиться.
2. Он был слишком уставшим, **чтобы помочь нам**.
3. У вас есть что-нибудь, **что нужно вносить в декларацию?**
4. Это хороший дом, **который можно купить**.
5. Я попросил моего друга **помочь мне**.
6. Он хороший друг, **которого можно пригласить**.
7. Он был первым, **кто пришел**.
8. Он **уйдет последним**. (to leave)
9. Я хочу, **чтобы ты запомнил**.
10. Я хочу, **чтобы тебя запомнили**.
11. Я видел, **как он вынул ручку из кармана**.
12. Я чувствовал, **что он курит**.
13. Он чувствовал, **что они скоро вернутся**.
14. Они думают, **что он хороший водитель**.
15. Он приказал, **чтобы принесли еще одну бутылку вина**.
16. Известно, **что он придет завтра**.
17. Говорили, **что она придет завтра**.
18. Ему велели **помочь матери**.
19. Говорили, **что он помогает матери**.

20. Кажется, что он знает этого человека.

Практическое занятие № 5.

Практика речи: **Management levels / Уровни управления.**

Цель: Формирование коммуникативных компетенций, овладение лексикой и грамматикой

В результате освоения темы студент должен

знать: базовые нормы употребления лексики, фонетики и грамматики

уметь: читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

Актуальность темы: обусловлена необходимостью овладением ОК-5; ОПК-4; ПК-26.

Теоретическая часть:

Unless a business is very small, there will be several managers with responsibilities for leading the business. Every manager completes all of the management functions and has authority over other people and their work. Not every manager gives the same amount of attention and time to each of the functions. Most organizations have three levels of managers: executives, mid-managers, and supervisors.

Top Management

Executives are top-level managers with responsibilities for the direction and success of the entire business. They set long-term direction and plans. They are held accountable for the profitability and success of the business. Job titles of executives include chief executive officer, president, chief operating officer, and vice president.

Executives spend most of their time on planning and controlling activities. They study the economy and competition. They are responsible for all major business communications. All other managers report to executives.

Mid-Management

Mid-managers are specialists with responsibilities for specific parts of a company's operations. Examples of mid-management jobs are marketing manager, information technology manager, customer service manager; operations manager, and human resources manager. They take the business plans developed by executives and prepare specific plans for their part of the business. They must coordinate their work with other managers. Much of their time is devoted to the organizing, staffing, and implementing functions.

Supervisors

Supervisors are the first level of management in a business. They are responsible for the work of a group of employees. Supervisors often have non-management duties in addition to their management work. They plan the day-to-day work of the employees they supervise. They make sure that needed resources are available and used wisely. Supervisors often evaluate the work of their employees and solve problems that occur in their area. Supervisors spend most of their time implementing the plans of executives and mid-managers.

Management by Others

Employees who are not managers complete work that seems to be a part of one of the management functions. Employees plan and organize their work. They might take part in hiring and training new employees. They may evaluate the quality of the work they complete. Managers are responsible for the work of others and have authority over those employees. Without that authority and responsibility, the work of an employee is not considered part of management. Some experienced employees are asked to serve as leaders for their work group. They may be asked to lead a particular project or supervise the work of a new employee.

Many companies are now organizing work teams. They are giving the teams both authority and responsibility for much of their work. The team meets to make plans, determine how work will be completed, and divide the work among the team members. The team is responsible for meeting objectives and may even have some control over their budget. The team will still report to a manager and can ask for that person's assistance when needed.

Both work group leaders and employee teams are completing a limited number of management activities. Both of those situations are an effective way for employees to have experience with several management activities.

They can develop the skills needed by managers and decide whether they are interested in a management career.

Лексические единицы по теме:

appoint ,complain,treat,supere , to help ,to deal with ,to give someone job as... to grumble
 initiate ,assist ,interfere ignore, because something is wrong ,to start something going ,to watch
 bottom, *n* flexible,top, *n* demand, *v* over work, to see that it is well done

Вопросы и задания:

1. Answer the following questions.

- 1.What levels of management do most organizations have?
- 2.Who are executives? What is their main function?
- 3.What job titles of executives do you know?
- 4.Who are mid-managers?What are they responsible for?
- 5.What is the first level of management? What is their function?
- 6.How can managers organize the work of their employees?

2. Complete each sentence using a word derivationally related to the word given in brackets:

1. Perceptions that public organizations are wasteful and private ones are efficient do not withstand ... (*scrutinize*)
2. Bureaucracies are generally defined as organizations that provide each ... with a clearly defined role. (*employ*)
3. They ... employees on the bases of their skills and training. (*promotion*)
4. The dilemma both public and private organizations have is the need for ... and change. (*stable*)
5. Future ..., food, shelter, etc. are fundamental needs individuals bring to organizations. (*secure*)
6. Bureaucracy, whether in business or government organization is thought to be a ... form of organization. (*dominate*)
7. Most work in organizations is a mix of ... and (*collaborate, depend*)
8. Common interests have a profound ... on people's work and are as important as formal assignments. (*effective*)
9. Public administration has a number of ..., such as the ..., the ... , the courts, and organized groups. (*participate, execute, legislative*)
- 10.In case a public administrator ... any of his or her numerous duties that leads to the ... of the entire program. (*neglect, jeopardize*)

3. Translate into English:

1. Каждый сотрудник организации имеет определенную роль и ответственность.
2. Решение о продвижении сотрудника зависит от работодателя.
3. Всякая организация нуждается в стабильности.
4. Члены организации не только сотрудничают на работе, но и часто объединяются в неформальные группы вне работы.
5. Работодатели должны принимать во внимание не только материальные, но и духовные потребности личности.
6. Теория государственного управления в настоящее время быстро развивается и зависит от того, что мы знаем о человеческой личности, мотивах ее поведения и потребностях.

4. Discussion questions

1. Can you imagine a company performing successfully without management?
2. What is management? Is it an art or science?
3. Do you agree that a manager is a continualproblem-solver, decision-maker,and innovator?
4. Do you share the opinion that "Poorly considered solution will be costly in dollars, happiness, or both?"
5. What qualities, from your point of view, is a person supposed to be born with or to acquire to become an effective manager?
6. Comment on the following: "Excellence costs, ... but in the long run mediocrity costs far more"

Практическое занятие № 6.

Грамматика: Complex Subject / Субъектный инфинитивный оборот.

Цель: Формирование коммуникативных компетенций, овладение лексикой и грамматикой

В результате освоение темы студент должен

знать: базовые нормы употребления лексики, фонетики и грамматики

уметь: читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

Актуальность темы: обусловлена необходимостью овладением ОК-5; ОПК-4; ПК-26.

Теоретическая часть:

Субъектный инфинитивный оборот — это сочетание подлежащего и инфинитива.

Сказуемое между ними обычно:

1 - в пассивном залоге (Passive Voice)

e.g: is said (говорят), is known (известно), is believed (считают, полагают), is expected (ожидают, ожидается), is reported (сообщают, сообщается).

2 - выражено глаголами: seem (кажется), happened (случилось так, что), appeared (оказалось, что), proved (оказалось, что), is likely (вероятно), is unlikely (вряд ли).

Перевод:

1 способ - Начинается со сказуемого. Его чаще переводят в 3 лице множественного числа. Все остальное переводят придаточным предложением с союзом «что».

(He **is said** to ... - Говорят, что он...)

2 способ - Все предложение переводят простым предложением с вводным словом.

(He **is said** to ... - Он, говорят...)

Пример: He is said to be the best student in the group.

1) Говорят, что он является лучшим студентом в группе.

2) Он, говорят, является лучшим студентом в группе.

Вопросы и задания:

1. Переведите предложения на русский язык, обращая внимание на субъектный инфинитивный оборот, выделенный жирным шрифтом.

1. **This old man** is said to be 100 years old.

2. **She** is said to work long hours every day.

3. **The strike** is expected to end soon.

4. **The man** is believed to be wearing a black sweater and blue jeans.

5. **Three people** are reported to have been injured in the accident.

6. **The Moscow State University** is known to be the oldest one in the country.

7. **The plane** is supposed to arrive at 9.30.

8. **The students** were supposed to translate all the text.

9. **He** is sure to be the best student in the group.

10. **The thieves** are likely to have got in through the window.

11. **You** are unlikely to meet them at the conference.

12. **I** seem to have lost the tickets.

13. **Our new flat** appeared to be rather large and comfortable.

14. **This project** proved to be completed on schedule.

2. Переведите части предложения с помощью субъектного инфинитивного оборота.

1. Считают, что она the best singer.

2. Известно, что он the best writer.

3. Видели, как он вошел the house.

4. Предполагалось, что я встречу him.

5. Говорят, он вернулся at last.

6. Сообщают, что он пишет a new novel.

7. Он, говорят, пишет poems.

8. Ожидается, что корабль прибудет in two days.

3. Перепишите предложения, подчеркните инфинитив. Переведите предложения на русский язык.

Example: **To solve** the problem is very important. Решить эту проблему – очень важно.

1. The problems to be solved are of great importance.

2. To make this experiment you should use the new device.

3. They seem to have made a mistake in their measurements.

4. To study this phenomenon requires much knowledge.

4. Перефразируйте следующие предложения, употребив субъектный инфинитивный оборот. Напишите их и переведите на русский язык.

Example: It is expected that the experiment will be over soon. – The experiment is expected to be over soon. – Предполагают, что эксперимент скоро закончится.

1. It is reported that the research has been carried out successfully.

2. It is said that optical technology is cost-effective and versatile.

3. It was thought that the chemicals convey important information to the brain.
4. It is expected that the new method will appear in future.

5. Переведите предложения ,в которых субъектный инфинитивный оборот употребляется:

A) THE VERBS **to see / hear / notice / think / consider / believe / expect / suppose / know / say / report / announce** IN THE PASSIVE:

1. He was thought to be an honest man. 2. Moscow is known to be one of the largest cities in the world. 3. The performance is expected to be a great success. 4. He is supposed to have finished the translation. 5. He is known to be working at a new project. 6. She is known to be a talented mathematician. 7. She is supposed to be engaged to him. 8. He is believed to be a great scientist. 9. He is thought to live in Moscow. 10. This experiment is said to have been completed. 11. She is said to have written a good article. 12. The expedition is thought to have reached the Nile. 13. The state of his health is considered to be normal. 14. This fruit is known to be grown in Africa. 15. The student is known to have been studying English for three years.

B) THE VERBS **to seem / appear / prove / turn out / happen** IN THE ACTIVE:

1. Many tourists appeared to know English. 2. This task turned out to be very difficult. 3. Everybody seems to like him. 4. The boy seemed to be sleeping. 5. The student appears to this subject well. 6. He didn't prove to be a good student. 7. He happened to know her cousin. 8. I happened to be there. 9. She doesn't seem to know the rule. 10. They seem to be tired. 11. He seems to have been translating something for two hours. 12. She seemed to be speaking to herself. 13. She appeared to be a good teacher. 14. Nobody appears to have mentioned his name. 15. Her house turned out to be in the center of the city.

C) THE WORD GROUPS **to be likely / unlikely / certain / sure**:

1. She is unlikely to improve the situation. 2. The article is likely to be published in August. 3. These books are sure to be useful. 4. This problem is sure to be decided soon. 5. They are likely to have accepted her offer. 6. Ann is sure to come tomorrow. 7. This woman is sure to be very ill. 8. He is certain to agree with you. 9. She is unlikely to explain her behavior. 10. Jane is sure to return soon. 11. He is certain to call me in the evening. 12. The question is likely to be discussed today. 13. They are sure to bring all necessary books. 14. I am likely to miss the train. He is unlikely to have hidden my things.

6. Переделайте сложные предложения в предложения с субъектным инфинитивным оборотом:

Example : *It is said that she has gone away.*

She is said to have gone away.

A) 1. It is said that the actors have arrived. 2. It is supposed that the experiment was completed last week. 3. It is expected that they have been working for a month. 4. It is considered that he is the best student in the group. 5. It is believed that the situation will change. 6. It is reported that she is returning on Monday. 7. It is thought that she has written a good report. 8. It is believed that he is making new experiments. 9. It is supposed that she is a woman of forty. 10. It is known that he wants to leave the city. 11. It is heard, that she is a famous actress. 12. It is announced that everybody has agreed to come. 13. It is supposed that children are at school. 14. It is known that this article is written by an expert. 15. It is expected that everybody will get a 5.

B) 1. It seemed that he understood the question. 2. It appeared that Tom was talking to her. 3. It doesn't seem that you understand the problem. 4. It happened that he was at the conference. 5. It seems that you don't believe me. 6. It happened that she was at home. 7. It turned out that the work was not easy. 8. It appears that they know everything. 9. It turned out that the weather forecast was correct. 10. It seemed that he didn't recognize me. 11. It seemed that she was speaking to herself. 12. It happened that his parent had come. 13. It turned out that he lived far away. 14. It proves that he is a good person. 15. It seems that you are sleeping.

C) 1. It is sure that he will come. 2. It is unlikely that they will get married. 3. Certainly, she will get a 5. 4. It is likely that they are here. 5. I am sure that I have been here before. 6. It is unlikely that he will agree. 7. It is sure that he will help you. 8. Certainly, they have seen us there. 9. It is unlikely that he noticed me. 10. It is certain that he is a real friend. 11. It is likely that she is an actress. 12. It is sure that he lives here. 13. Certainly, he is a rich man. 14. Surely, he studies with us. 15. I am sure that I have never seen that person ever before.

7. Переведите слова в скобках:

1. He is thought (был) a very good student. 2. They are expected (пришлют) a reply today. 3. The new instrument is supposed (поможет) scientists solve many problems. 4. The results of the experiments are

believed (были) very good. 5. She is known (интересовалась) in the subject. 6. He seemed (пришел) in time for the lecture. 7. She proved (закончила) her article last month. 8. It seems (шел дождь) all the day. 9. They turned out (жили) there. 10. He happened (встречал) her several times. 11. You are sure (получишь) a good mark. 12. They are unlikely (сдадут) the exam. 13. She is certain (посчитит) you. 14. I am likely (сделаю) everything in time. 15. The goods are unlikely (будут доставлены).

8. Переведите с русского на английский:

А) 1. Говорят, что он закончил новый роман. 2. Предполагается, что это открытие очень важно. 3. Считается, что он лучший специалист. 4. Сообщают, что погибло 10 человек. 5. Известно, что он крупный математик. 6. Ожидается, что договор будет подписан. 7. Сообщают, что экспедиция уже вернулась. 8. Не ожидали, что снег выпадет в ноябре. 9. Говорят, что он в Москве. 10. Предполагалось, что мы встретимся в 7. 11. Считается, что сейчас хорошая погода для урожая. 12. Известно, что Китай - очень населенная страна. 13. Думали, что это он сделал. 14. Ожидают, что самолет прибудет вечером. 15. Видно было, как они скрылись.

В) 1. Кажется, он много знает. 2. Оказалось, что он большой специалист. 3. Оказалось, что он прав. 4. Кажется, дождь начинается. 5. Оказалось, что они живут рядом. 6. Он, кажется, очень добрый человек. 7. Она оказалась одной из самых способных. 8. Кажется, кто-то идет. 9. Они, оказывается, уже были здесь. 10. Оказалось, что все получили пятерки.

С) 1. Вероятно, эту проблему будут обсуждать. 2. Наверное, мы встретим их там. 3. Он непременно получит премию. 4. Этот вопрос вряд ли будет интересен. 5. Похоже, она не придет. 6. Я точно увижу тебя завтра. 7. Товары, вероятно, будут доставлены в срок. 8. Маловероятно, что они закончат свою работу. 9. Вряд ли он примет участие в конференции. 10. Он, по-видимому, устал. 11. Я, скорее всего, буду дома в это время. 12. Этот опыт, наверное, будет успешным. 13. Я точно ничего не видел. 14. Скорее всего данный дом был построен недавно. 15. Ему наверняка понравится новая работа.

Д) 1. Говорят, что экспедиция собрала интересный материал. 2. Вряд ли он сделал это. 3. Полагают, что это изобретение может помочь нам. 4. Она оказалась опытным преподавателем. 5. Я случайно встретил ее на улице. 6. Он, кажется, уехал на юг. 7. Как сообщают, конференция будет завтра. 8. Как известно, это вещество поглощает световые лучи. 9. Она, наверное, не любит музыку. 10. Предполагается, что в нашем городе построят новый дом. 11. Ожидается, что в этом году зима наступит рано. 12. Студенты, наверное, получили стипендию. 13. Все, казалось, были удивлены. 14. Известно, что у нее другое мнение.

Практическое занятие № 7.

Практика речи: **Forms of business organization / Формы организации бизнеса.**

Цель: Формирование коммуникативных компетенций, овладение лексикой и грамматикой

В результате освоения темы студент должен

знать: базовые нормы употребления лексики, фонетики и грамматики

уметь: читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

Актуальность темы: обусловлена необходимостью овладением ОК-5; ОПК-4; ПК-26.

Теоретическая часть:

There are three principal forms of business organization: the Sole Proprietorship, the Partnership, and the Corporation.

The simplest form of business organization is the **sole proprietorship**, which is owned by one person. Many small businesses start out as sole proprietorships. The owner has relatively unlimited control over the business and keeps all the profits. These firms are usually owned by one person who has day-to-day responsibility for running the business. Sole proprietors own all the assets of the business and the profits generated by it. They also have complete responsibility for any of its liabilities or debts. In case of breach of contract the business property and personal assets of the owner may be taken to pay judgments for damages awarded by courts.

Sole proprietorships are the most numerous form of business organization. No charter and permit are needed and there are no particular legal requirements for organizing or conducting a sole proprietorship. When started, many sole proprietorships are conducted out of the owner's home, garage, or van and inventory may be limited and may often be purchased on credit.

In a **Partnership**, two or more people share ownership of a single business. Like proprietorships, the law does not distinguish between the business and its owners. The Partners should have a legal agreement that sets forth how decisions will be made, profits will be shared, disputes will be resolved, how future partners will be admitted to the partnership, how partners can be bought out, or what steps will be taken to dissolve the partnership when needed.

A **corporation** is chartered by the state in which it has headquarters. It is considered by law to be a unique entity, separate and apart from those who own it. A corporation can be taxed; it can be sued; it can enter into contractual agreements. The owners of a corporation are its shareholders. The shareholders elect a board of directors to oversee the major policies and decisions. The corporation has a life of its own and does not dissolve when ownership changes.

A company's **board of directors** helps management develop business plans, economic policy objectives, and business strategy. Through regular meetings, the board helps ensure effective organizational planning and sees that company resources are managed effectively. The board of directors also sees that the company meets regulatory requirements that apply to that business. The board of directors also must assess overall performance of the corporation.

Directors monitor a company's financial performance and the success of its products, services and strategy. Directors are expected to follow developments that affect the business.

Лексические единицы по теме:

appoint ,complain,treat,supere , to help ,to deal with ,to give someone job as... to grumble
initiate ,assist ,interfere ignore, because something is wrong ,to start something going ,to watch
bottom, n flexible,top, n demand, v over work, to see that it is well done

Вопросы и задания:

1. Fill in the table "Forms of business organization"

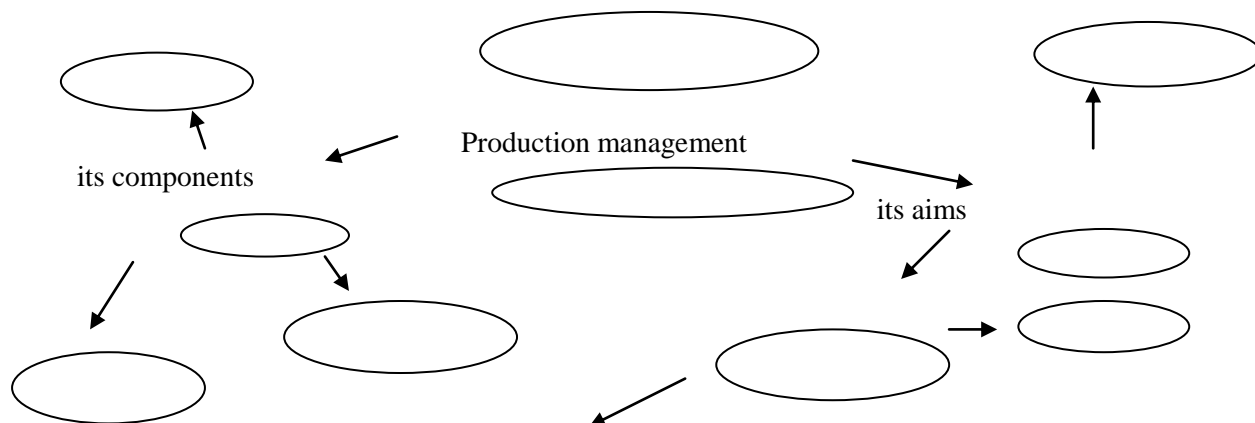
	Sole Proprietorship	Partnership	Corporation	Board of Directors
Definition				
Owner of an organization				
What is needed to start an organization				
+				
-				

2. Read the text and fill in the word web "Production Management".

Production management is also called operations management. It includes planning, co-ordination and control of industrial processes. The aim of production management is to ensure that goods are produced efficiently to the satisfaction of the customer at the right price, of the right quality, in the right quantity, at the right cost and on time.

In manufacturing production manager is responsible for product and process design, planning and control issues involving capacity and quality, and organization and supervision of the workforce.

The scope of the job of production manager depends on the nature of the production system: jobbing production; mass production; process production; and batch production. Many companies have several types of production, so the job of production manager becomes more complex.



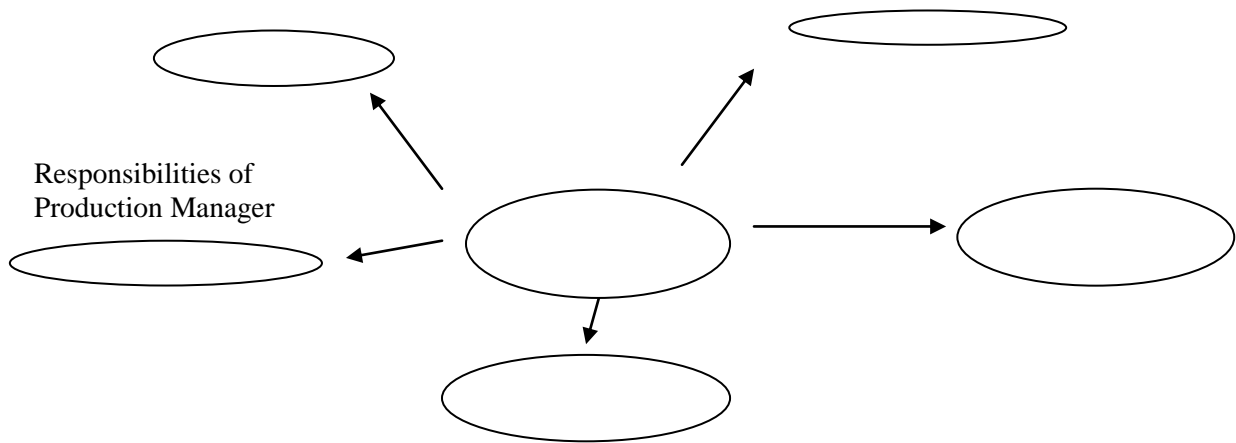
3. Read the text and fill in the word web “Responsibilities of Production Manager”.

Depending on the size of the organization the functions of production manager are:

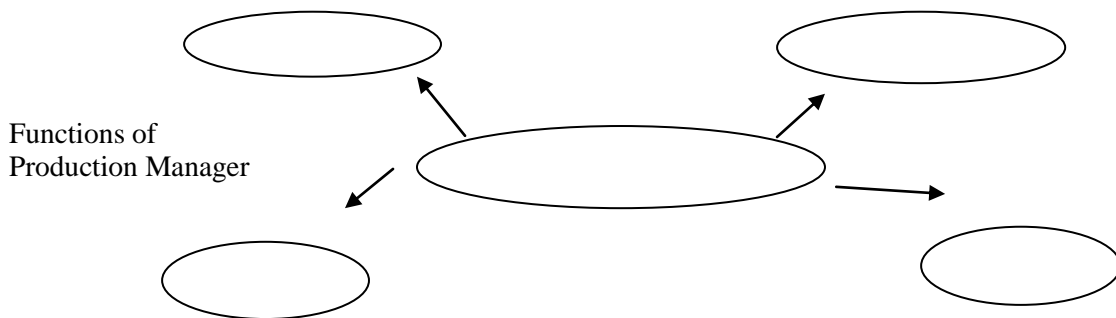
- to draw up a production schedule;
- to work out the needed resources;
- to estimate how long a job will take, to estimate the cost of it, and to set the quality standards;
- to monitor the production processes and adjust schedules as needed.

At the pre-production stage the production manager has responsibility for the selection and design of equipment, the plant layout and materials handling, and production planning (including demand forecasting, production scheduling and the ordering of material).

During the production stage the responsibilities of the production manager include production control (the sequencing of jobs, updating time schedules, etc), stock control, quality control and the maintenance and replacement of production equipment. Production managers are also concerned with product design and purchasing.



4. Fill in the word web “Functions of Production Manager”.



5. Fill in the table “Responsibilities of production manager at different production stages”.

Pre-production stage	Production stage
1. _____	1. _____
2. _____	a) _____
3. _____	b) _____
4. _____	2. _____
5. _____	3. _____
6. _____	4. _____
	5. _____

	6. _____ _____
	7. _____ _____

6. Read the text and fill in the table “What is personnel management?”

Personnel management is concerned with the effective use of the skills of people. Some of the responsibilities of a personnel manager are:

1. To classify jobs and prepare wage and salary scales.
2. To counsel employees.
3. To deal with disciplinary problems.
4. To develop safety standards and to put them into practice.
5. To manage fringe benefit programs, such as group insurance, health, and retirement plans.
6. To provide for periodic reviews of the performance of each individual employee, and for recognition of his or her strengths and needs for further development.
7. To assist individuals in their efforts to develop and qualify for more advanced jobs.
8. To plan and supervise training programs.
9. To be informed of developments in personnel management.

One function of personnel management is to hire and train the right people. The effective personnel system is:

- Assessing personnel needs.
- Recruiting personnel.
- Screening personnel.
- Selecting and hiring personnel.
- Orienting new employees to the business.
- Deciding compensation issues.

The second function of human resource management is the training and development of employees.

A third function is raising employee trust and productivity. These three functions stress the importance of a good human resource management climate and provide specific guidelines for creating such a climate.

Definition	
Where can one work?	
Responsibilities of personnel manager	
Functions of personnel manager	

7. Answer the question:

What will you do if :

- one of the most qualified firm's employee get better job with other employers?
- you make a mistake in hiring?

8. Using the instructions how to write job analysis and job description, write your own examples of them. Work in pairs/groups.

Практическое занятие № 8.

Грамматика: Infinitive / Инфинитив.

Цель: Формирование коммуникативных компетенций, овладение лексикой и грамматикой

В результате освоение темы студент должен

знать: базовые нормы употребления лексики, фонетики и грамматики

уметь: читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

Актуальность темы: обусловлена необходимостью овладением ОК-5; ОПК-4; ПК-26.

Теоретическая часть:

Инфинитив (**the Infinitive**) – это неличная форма глагола, которая называет действие. Инфинитив является основной (или I) формой глагола и представляет глагол в словаре. Признаком инфинитива является частица **to**: **to help** – помогать, **to read** – читать. Инфинитив употребляется без частицы **to** в следующих случаях:

1) После глаголов **shall, will**. **He will write to his parents tomorrow.** Завтра он напишет своим родителям.

2) После модальных глаголов (кроме глагола **ought**). **She can ski and skate.** Она умеет кататься на коньках и на лыжах.

3) После глаголов чувственного восприятия **feel, see, hear, watch** и др. **We saw him enter.** Мы видели, как он вышел.

4) После глаголов **let** (разрешать), **have, make** (заставлять). **What makes you think so ?** Что заставляет тебя так думать ? **Let me take this book, please.** Пожалуйста, разрешите мне взять эту книгу.

5) После выражений **had better** (лучше), **would rather** (лучше бы). **You had better go now.** Лучше уйди / иди сейчас. **I must see you at once.** Мне надо сейчас же встретиться с тобой. В современном английском языке инфинитив имеет следующие формы.

	Active	Passive
Indefinite	to write	to be written
Continuous	to be writing	--
Perfect	to have written	to have been written
Perfect Continuous	to have been writing	--

Инфинитив в форме действительного залога обозначает действие, произведённое лицом, выраженным в предложении подлежащим, а в страдательном залоге – действие, направленное на это лицо. **I like to help.** Я люблю помогать. **I like to be helped.** Я люблю, когда мне помогают.

Инфинитив в **Indefinite Active** обозначает действие, не уточняя характер его протекания. Инфинитив в **Continuous Active** подчёркивает длительность действия. **She likes to write letters.** Она могла писать письмо. **She must be still writing.** Она, должно быть, всё ещё пишет.

Неперфектный инфинитив выражает действие, одновременное с действием глагола-сказуемого (или следующее за ним).

Перфектный инфинитив выражает действие, предшествующее действию, выраженному глаголом-сказуемым. **I am glad to study at the University.** Я рад, что учусь в университете. **I am glad to have studied at the University.** Я рад, что учился в университете.

Функции инфинитива:

В предложении инфинитив может быть:

а) Подлежащим. **To walk in the garden was very pleasant.** Гулять в саду было очень приятно. **To read a lot is to know much.** Много читать – много знать.

б) Обстоятельством цели. **To read the book I went to the reading-hall.** Чтобы прочитать эту книгу, я пошёл в читальный зал.

в) Определением. Инфинитив в функции определения переводится на русский язык тремя способами:

1. Придаточным определительным предложением с модальным сказуемым. **He is going to take part in the conference to be held in Moscow.** Он собирается принять участие в конференции, которая должна состояться в Москве.

2. Неопределённой формой глагола. **I have nothing to sky.** Мне нечего сказать.

3. Личной формой глагола, если определение относится к порядковому числительному. **She was the first to come.** Она пришла первой.

г) Дополнением. **He was glad to have been given a new job.** Он был рад, что ему дали новую работу. **I decided to read this book.** Я решил прочитать эту книгу.

д) Частью сказуемого (часто модального). **You may come in.** Вы можете войти. **We ought to leave early in the morning.** Мы должны уехать рано утром. **My wish is to read much.** Моё желание – много читать.

Вопросы и задания:

1. Переведите следующие предложения, обращая внимание на инфинитив в функции подлежащего.

1. Today it's common to see terminals that include telephones, PCs and larger computers. 2. To know a foreign language is necessary for the computer specialist 3. It is important to realize that video RAM (VRAM) must meet higher performance specifications than regular RAM. 4. It is necessary to define the tasks of this program. 5. To help our comrades is our duty. 6. To solve this problem is extremely

important. 7. It is important to remember that disk drives are mechanical devices. 8. To introduce a microprocessor that is not downwardly compatible with previous models is very risky. 9. To study this program requires much knowledge. 10. New computer systems have such good audio systems that it is possible to listen to music while you work, have the computer tell you when the printer needs paper, play games that include sound, or compose music on the computer.

2. Найдите в следующих предложениях инфинитив в функции сказуемого. Переведите предложения.

1. The purpose of the computer is to transform data into information. 2. Using computers has both positive and negative effects on our lives. Our goal is to take advantage of the positives and either reduce the negatives or deal with their results in the best way for you. 3. The biggest challenge in making a workgroup effective is to ensure that its members can communicate more easily among themselves. 4. One important task performed by the operating system is to control the execution (running) of programs. 5. Information must be relevant, timely, accurate, concise and complete in order to be useful. 6. Procedures are the steps that you must follow to accomplish a specific computer-related task. 7. Computers may displace workers by automating tasks that people used to perform or by enabling fewer workers to perform tasks more efficiently. 8. You can use software to instruct computer hardware to do a variety of tasks that involve processing data. 9. The transistor was to change the way computers were built. 10. The first step in developing a program is to define the program.

3. Найдите и переведите предложения, в которых инфинитив выступает в функции дополнения.

1. You need to understand some fundamental concepts about how computer systems are set up and how they work. 2. Computers consist of hardware, the physical parts of the computer, and software, the programs that tell the computer what to do. 3. You must transfer the information to a storage device, such a disk drive, if you want to keep the information permanently. 4. Computers also ease your daily activities by brewing your coffee, printing your newspaper, and helping you write your letters and pay your bills. 5. Only in the 1950s it became business to produce and consume computer languages. 6. When a modem attempts to establish a connection, it automatically negotiates the modem on the other end. 7. Windows and the graphical user interface made it possible to create value-added files – spreadsheets with charts, word processing files that used different fonts and sophisticated formatting. 8. Most users want to use applications with which they are already familiar, and there is no reason not to do so in a networked computing environment.

4. Переведите предложения, обращая внимание на особенности перевода инфинитива в функции определения.

1. The capability to process data can be used in a variety of ways. 2. A useful model to describe the relationship between data and information is called the systems model. 3. Efforts to pack more transistors on one chip have led to such a development as Intel's Pentium Pro microprocessor. 4. Multiprogramming is the capability of a computer to switch between programs requested by different users and to execute the programs concurrently. 5. The instructions to start the computer are stored in read-only memory chips, which are not volatile. 6. When an organization wants to offer communications services to others, it submits a tariff to the government. The tariff is a list of services and charges for the services to be offered. 7. Bandwidth refers to the capacity of a communications channel to carry data or information.

Практическое занятие № 9.

Практика речи: **Energizing employees / Активизация сотрудников.**

Цель: Формирование коммуникативных компетенций, овладение лексикой и грамматикой

В результате освоение темы студент должен

знать: базовые нормы употребления лексики, фонетики и грамматики

уметь: читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

Актуальность темы: обусловлена необходимостью овладением ОК-5; ОПК-4; ПК-26.

Теоретическая часть:

Wouldn't it be great if you could get the very best from your employees each and every day? Well, we have some good news for you: You can get the very best from your employees every day of the week. But you can't do it by mandating that your employees give their very best from this day forward, with the occasional pep rally or morale-building meeting, or by threats or coercion. The secret to making this happen is energizing your employees—unleashing the passion and talent that resides deep within

them. What can managers do to help unleash the passion and talent in their employees, in short, to energize them? Here are some suggestions:

- Develop a clear vision for where you want the organization to go, and then be sure to communicate the vision widely and often.
- Don't be a prisoner to your office; be sure to regularly visit the people who work for you on their turf and to encourage and inspire them.
- Be honest and truthful with your employees at all times; don't sugarcoat the truth in an attempt to soften the blow of difficult news.
- When you make a promise, be sure to keep it. At the same time, be sure that you don't make promises that you can't keep.
- Ask for and listen to your employees' ideas and suggestions, and, whenever possible, engage them in the process of implementing those ideas and suggestions.
- Be sensitive to your employees' needs at work, and ensure that the work environment is conducive to your employees doing their best work.

What are you doing to energize your employees? Do you really know what your employees want? Are you responding to your employees' needs, or are you putting them on the back burner—either deferring these decisions until later or hoping they go away altogether? Remember, employees are your most important resource—a resource that is much more productive when it is energized.

Now let's have a look at the Japanese management style. Briefly, the core of what is known as the Japanese style of management comes from an emphasis in Japanese society on building consensus in group decision making. In Japanese business (as in Japanese society), the group comes before the individual. Managers are, therefore, expected not to command employees but to lead them by consensus. In general, Japanese managers encourage their employees to make suggestions for improvement and to participate in an organization's decision-making process—much more than in most American organizations. They take time to create buy-in, which then allows them to implement decisions much faster after a decision is made. They also tend to favor the development of long-term relationships and strategies over short-term gain. In his book, *Theory Z: How American Business Can Meet the Japanese Management Challenge* William Ouchi noted the following characteristics of Japanese organizations: lifetime employment (this has become difficult for many Japanese companies in recent years), slow employee evaluation and promotion, non-specialized career paths, implicit control mechanisms, collective decision making, collective responsibility, and holistic concern for the employee as a person.

Лексические единицы по теме:

mandating - обязательный
pep rally - ралли
coercion - принуждение
unleashing - развязывание
turf - торф
sugarcoat - приукрасить
engage - заниматься
implement - осуществлять
put them on the back burner – положить в долгий ящик
buy-in – выкуп собственных акций
favor - благоприятствовать
short-term gain - краткосрочная прибыль
evaluation - оценка
implicit - неявный
holistic concern - озабоченность

Вопросы и задания:

1. Find in the text the following words and word combinations:

храниться глубоко внутри
донести (информацию) до кого – либо
заключенный
вдохновить
смягчить удар
давать обещание
сдерживать слово
вовлекать

предложение
убедиться
чувствительный
улучшение
принимать участие
пожизненная занятость

2. Fill in the gaps with the following words:

use passion resource command implementing conducive

- 1) Be sure to regularly visit the people who work for you on their and to encourage and inspire them.
- 2) The secret to making this happen is energizing your employees—unleashing the and talent that resides deep within them.
- 3) Employees are your most important—a resource that is much more productive when it is energized.
- 4) Managers are, therefore, expected not to employees but to lead them by consensus.
- 5) Engage them in the process of those ideas and suggestions.
- 6) Ensure that the work environment is to your employees doing their best work.

3. Translate the sentences into English

- 1) Вы можете получить самое лучшее от ваших сотрудников каждый день недели.
- 2) Убедитесь, что вы не даете обещаний, которые не можете выполнить. Они тратят некоторое время, чтобы создать заинтересованность, которая позволяет им внедрить решения гораздо быстрее, после того, как оно принято.
- 3) У них прослеживается тенденция способствовать развитию долгосрочных отношений и стратегий вместо извлечения краткосрочной выгоды.
- 4) Не будьте заключенным в вашем кабинете; обязательно регулярно посещайте людей, которые работают для вас, на их территории, а также поощряйте и вдохновляйте их.
- 5) Секретом осуществления данной цели является активизация ваших сотрудников – раскрытие страсти и таланта, которые спрятаны в глубине их личности.

4. Say if the statement is true or false. If it is false give the right variant.

- 1) Be sure to communicate the vision widely and often.
- 2) Don't sugarcoat the truth in an attempt to soften the blow of pleasant news.
- 3) Employees are your most important resource—a resource that is much less productive when it is energized.
- 4) Managers encourage their employees to make suggestions for improvement and to participate in an organization's decision-making process.
- 6) They take time to create buy-in, which then allows them to implement decisions much slower after a decision is made.

5. Write a summary of the text above.

Практическое занятие № 10.

Практика речи: What is Public Administration? / Что такое государственное управление?

Цель: Формирование коммуникативных компетенций, овладение лексикой и грамматикой

В результате освоения темы студент должен

знать: базовые нормы употребления лексики, фонетики и грамматики

уметь: читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

Актуальность темы: обусловлена необходимостью овладением ОК-5; ОПК-4; ПК-26.

Теоретическая часть:

When people think about government, they think of elected officials. The attentive public knows these officials who live in the spotlight but not the public administrators who make governing possible; it generally gives them little thought unless it is to criticize “government bureaucrats.”

Yet we are in contact with *public administration* almost from the moment of birth, when registration requirements are met, and our earthly remains cannot be disposed of without final administrative certification. Our experiences with public administrators have become so extensive that our society may be labeled the “administered society”.

Various institutions are involved in public administration.

Much of the policy-making activities of public administration is done by large, *specialized governmental agencies* (micro-administration). Some of them are mostly involved with *policy formulation*, for example, the Parliament or Congress.

But to implement their decisions public administration also requires numerous profit and nonprofit agencies, banks and hospitals, district and city governments (macro-administration).

Thus, public administration may be defined as a complex political process involving the authoritative implementation of legitimated policy choices.

Public administration is not as showy as other kinds of politics. Much of its work is quiet, small scale, and specialized. Part of the administrative process is even kept secret. The anonymity of much public administration raises fears that government policies are made by people who are not accountable to citizens. Many fear that these so-called faceless bureaucrats subvert the intentions of elected officials. Others see administrators as mere cogs in the machinery of government.

But whether in the negative or positive sense, *public administration is policy making*. And whether close to the centers of power or at the street level in local agencies, *public administrators are policy makers*. They are the translators and tailors of government. If the elected officials are visible to the public, public administrators are the anonymous specialists. But without their knowledge, diligence, and creativity, government would be ineffective and inefficient.

HISTORICAL OVERVIEW OF PUBLIC ADMINISTRATION

Large-scale administrative organization has existed from early times. The ancient empires of Egypt, Persia, Greece, Rome, China, and later the Holy Roman Empire as well as recent colonial empires of Britain, Spain, Russia, Portugal, and France – they all organized and maintained political rule over wide areas and large populations by the use of quite a sophisticated administrative apparatus and more or less skilled administrative functionaries.

The personal nature of that rule was very great. Everything depended on the emperor. The emperor in turn had to rely on the personal loyalty of his subordinates, who maintained themselves by the personal support from their underlings, down to rank-and file personnel on the fringes of the empire. The emperor carried an enormous work load reading or listening to petitions, policy arguments, judicial claims, appeals for favors, and the like in an attempt to keep the vast imperial machine functioning. It was a system of favoritism and patronage.

In a system *based on personal preferment*, a change of emperor disrupted the entire arrangements of government. Those who had been in favor might now be out of favor. Weak rulers followed strong rulers, foolish monarchs succeeded wise monarchs – but all were dependent on the army, which supplied the continuity that enabled the empire to endure so long. In the absence of institutional, bureaucratic procedures, government moved from stability to near anarchy and back again.

Modern administrative system is *based on objective norms* (such as laws, rules and regulations) rather than on favoritism. It is a system of *offices* rather than officers. Loyalty is owed first of all to the state and the administrative organization. Members of the *bureaucracy*, or large, formal, complex organizations that appeared in the recent times, are chosen for their qualification rather than for their personal connections with powerful persons. When vacancies occur by death, resignation, or for other reasons, new qualified persons are selected according to clearly defined rules. Bureaucracy does not die when its members die.

Лексические единицы по теме:

policy-making (activity); policy formulation; to be close to the centres of power; street level; bureaucrat; to raise fears; administered society; to be based on personal preferment; to be (not) showy.

Вопросы и задания:

1. Read the text again for understanding its main points and answer the 10 'What'-questions given below:

1. What is public administration?
2. What institutions and agencies are involved in public administration?
3. What institutions are involved with policy formulation?
4. What public figures are visible to the public – elected or anonymous ones?
5. What are public administrators?
6. What maintained political rule over wide areas and large populations in ancient empires?
7. What is the difference between macro-administration and micro-administration?
8. What changes could a change of emperor lead to in a system based on personal preferment?
9. What are modern administrative systems based on?

10. What is the difference between the administrative system based on objective norms and the one based on favouritism?

2. Now read the text for detailed information to complete the following sentences and develop the idea:

1. We are in contact with ... almost from the moment of birth.
2. Public administration is said to be not
3. Public administrators are the anonymous specialists, who
4. Whether in the negative or positive sense, public administration is
5. The ancient and recent colonial empires
6. The emperor carried an enormous work load
7. Modern administrative system is based on
8. When vacancies occur by death, resignation, or for other reasons, new qualified persons ...

3. Answer the following questions:

1. Why may our society be labeled as the "*administered society*"?
2. Why is public administration said to be not as showy as other kinds of politics?
3. Why was the system of the ancient empires called "*the system of favouritism and patronage*"?
4. Why is bureaucracy thought to be immortal?
5. What specialists are called "*rank-and-file personnel*"?
6. Why did ancient empires often move from stability to near anarchy and back again?
7. What objective norms are modern administrative systems based on?
8. Why do people think of elected officials when they think about government?

4. Give synonyms to the words given below in italics or briefly explain their meaning:

1. The anonymity of much public administration raises fears that government policies are made by people who *are not accountable* to citizens.
2. Members of the bureaucracy are chosen for their qualification rather than for their personal connections with *powerful persons*.
3. When vacancies occur, new qualified persons are selected according to *clearly defined rules*.
4. Our experiences with public administrators have become so *extensive* that our society may be labeled the "administered society".
5. Public administration is a political process involving the authoritative *implementation* of legitimated policy choices.
6. Many *fear* that these so-called faceless bureaucrats subvert the intentions of elected officials.
7. The ancient and recent colonial empires organized and *maintained* political rule over wide areas and large populations.

5. Insert prepositions where necessary:

1. We are accountable ... our parents for our actions.
2. We cannot dispose ... our earthly remains without final administrative certification.
3. Everything depended ... the emperor, who in turn had to rely ... the personal loyalty of his subordinates.
4. Various institutions are involved ... public administration, but large, specialized governmental agencies are given responsibility ... most public administration.
5. The Parliament or Congress are involved ... policy formation, and the Department or Ministry of Defense are mainly involved ... policy implementation.
6. The emperor carried an enormous work load reading or listening ... petitions, judicial claims, appeals ... favour, and the like.
7. In a system based ... personal preferment, those who had been ... favour might now be ... favour.
8. Weak rulers followed strong rulers, foolish monarchs succeeded ... wise monarchs – but all were dependent ... the army, which supplied the continuity.

6. Translate into English:

1. Анонимность государственного управления вызывает у многих опасения, что государственная стратегия будет вырабатываться людьми, не подотчетными гражданам.
2. При смене императора, разрушался весь государственный механизм, и люди, которые были в почете, могли оказаться в немилости.
3. При современной системе государственного управления государственные служащие назначаются согласно их квалификации, а не по личным связям с влиятельными людьми.
4. Государственное правление зависело от императора, которому, в свою очередь, приходилось полагаться на преданность подчиненных.

5. Император выполнял огромную работу – читал и слушал ходатайства, разбирал судебные иски и просьбы о помиловании.

7. Retell the text finishing the following sentences and adding 4-5 phrases of your own:

1. The text under discussion draws our attention to ...
2. Public administration is said to be not as showy as ...
3. Public administrators are...
4. The ancient empires organized and maintained political rule by ...
5. Modern administrative system is based on ...

8. Complete each sentence using a word derivationally related to the word given in brackets:

1. This idea is good but ... of such a scheme will be difficult. (*implement*)
2. They challenge the very ... of the government. (*legitimate*)
3. They need to spend less on (*administrative*)
4. I am not ... to approve payments. (*authorize*)
5. Lloyd George was threatening to (*resignation*)
6. Many civil servants are sure that they can ... better than the politicians. (*government*)
7. There is a lot of ... involved in getting an import license. (*bureaucrat*)
8. This public corporation is fully ... to Parliament. (*accountability*)
9. She is a ... in Eastern European affairs. (*special*)
10. It is the Prime Minister's ... residence. (*officer*)

9. Give your own definitions of 'micro-administration', 'macro-administration' and 'bureaucracy'.

Раздел 2: Business management and public administration / Управление бизнесом и государственное управление.

Практическое занятие № 11.

Практика речи: **City managers and their responsibilities** /Администрация городов и ее обязанности.

Цель: Формирование коммуникативных компетенций, овладение лексикой и грамматикой

В результате освоения темы студент должен

знать: базовые нормы употребления лексики, фонетики и грамматики

уметь: читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

Актуальность темы: обусловлена необходимостью овладением ОК-5; ОПК-4; ПК-26.

Теоретическая часть:

A city manager is an official appointed as the administrative manager of a city in a council-manager form of city government. Local officials holding this post are sometimes referred to as the chief executive officer (CEO) or chief administrative officer (CAO) in some municipalities. However, in a technical sense, the term "city manager" as opposed to CAO implies more discretion and independent authority that is set forth in a charter or some other body of law, as opposed to duties being assigned on a varying basis by a single superior such as a mayor.

Most sources trace the first city manager to Staunton, Virginia in 1908. Some of the other cities that were among the first to employ a manager were Sumter, South Carolina (1912) and Dayton, Ohio (1914). The city manager, operating under the council-manager government form, was created in part to remove city government from the power of the political parties, and place management of the city into the hands of an outside expert who was usually a business manager or engineer, with the hope that the city manager would remain neutral to city politics.

Лексические единицы по теме:

formal authority – официальные полномочия
 inspire [in'spaɪə] – внушать, вдохновлять
 trait [treɪt] – характерная черта, особенность
 interaction [ˌɪntər'ækʃ(ə)n] – взаимодействие
 vision ['vɪʒ(ə)n] – проницательность, предвидение, дальновидность
 value ['vælju:] – важность, ценность, полезность
 charisma [kə'rɪzmə] – личное обаяние, харизма
 ongoing ['ɒn,ɡəʊɪŋ] – происходящий в настоящее время, продолжающийся, непрерывный, постоянный
 explore [ɪk'splɔ:] – исследовать, рассматривать, изучать, анализировать
 recognition [ˌrekəɡ'nɪʃ(ə)n] – осознание, понимание, представление
 attribute ['ætrɪbjʊ:t] – отличительная черта, характерное свойство
 evidence ['eɪdɪ(ə)n(t)s] – факты, данные; доказательство, подтверждение; свидетельство
 intelligence [ɪn'telɪdʒ(ə)n(t)s] – интеллект, рассудок, разум; умственные способности

Вопросы и задания:

1. Match Russian definitions with English terms:

- | | |
|----------------------------|--|
| 1) chief executive officer | a) форма организации местного самоуправления, при которой выборный городской совет приглашает на должность руководителя муниципалитета профессионального управляющего, работающего полный рабочий день; менеджер самостоятельно набирает штат для управления городским хозяйством; |
| 2) council-manager form | b) менеджер, осуществляющий распорядительскую деятельность в рамках стратегических решений, принятых руководством; |
| 3) administrative manager | c) руководитель, который отвечает за основную часть текущей деятельности корпорации и исполнение решений совета директоров, при этом часто занимает также пост председателя совета директоров, президента, заместителя председателя совета и т. п. |

2. Complete the following sentences using the text.

1. A city manager is an administrative manager of a city in
2. A city manager, as opposed to CAO, has more discretion and
3. The duties of chief executive officer (CEO) or chief administrative officer are assigned by a single
4. The first cities to employ a manager were
5. The reason to create a post of city manager was to place management into the hands

3. Read and remember the cliches for writing a summary.

The headline of the article is ...	Статья называется ...
The primary task of the published article is ...	Основная задача публикуемой статьи ...
The article starts with ...	Статья начинается с ...
In the first part of the paper effort	В первой части статьи делается

is undertaken to analyse ...

попытка проанализировать ...

The article under consideration also points out ...

Рассматриваемая статья выделяет ...

In the next (last) section emphasis
is given to ...

В третьей части подчеркивается
важность ...

In conclusion the article reads ...

В заключении в статье говорится ...

4. Complete the following sentences using the text.

1. Leadership is organizing a group of
2. The search for the characteristics of leaders
3. Leadership is rooted in the characteristics that
4. The idea that leadership is based on individual attributes is known as
5. Using early research techniques, researchers conducted over a hundred studies to distinguish
6. In the middle of the 20th century researchers took a different view of
7. It is posited that individuals can be effective in certain

5. Read the text and be ready to answer the questions.

6. Write a summary of the text above.

Практическое занятие № 12.

Практика речи: Public Administration Personnel / Персонал государственной администрации.

Цель: Формирование коммуникативных компетенций, овладение лексикой и грамматикой

В результате освоения темы студент должен

знать: базовые нормы употребления лексики, фонетики и грамматики

уметь: читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

Актуальность темы: обусловлена необходимостью овладением ОК-5; ОПК-4; ПК-26.

Теоретическая часть:

Large organizations employ many individuals. Charismatic leaders, caring supervisors, innovative program directors, and numerous street-level employees lend individuality to the collective and character to the whole organization. One should also remember that higher moral and ethical standards are expected of public employees than of private employees, and that public managers work within very strict limits of legislation, executive orders, and regulations surrounding government. But unique contributions of individuals do not obscure their general patterns of behavior, or roles. A role is a predictable set of expectations and behaviors associated with an office or position. Like an actor assigned a part, cabinet secretaries, police officers, and policy analysts step into roles that are already largely defined.

A person usually performs several roles and it may become a source of stress and overload. Role overload is more than just too much work, or overwork. Role overload exists when the demands of various roles overwhelm an individual's ability to balance expectations, when the demands of one role make it difficult to fulfill the demands of others. The lawyer who must cancel an appointment to care for a sick child or the professor who neglects his students to fulfill administrative obligations is experiencing a role conflict.

Viewing organization as a system of roles helps to identify rights and obligations of each employee. Roles provide the consistency that holds an organization together. An organization that falls apart when individuals leave has not built an adequate structure of roles.

Although public organizations contain many specific roles, *five role-types* – the political executive, desktop administrator, professional, street-level bureaucrat, and policy entrepreneur – are the most common.

Political executives

Political executives (the secretary of a State Department, the city manager, or the county administrator) occupy the top of public organizations. Although their jobs and responsibilities are different, they all perform the functions of a political aide, policy maker, and top administrator.

In most cases, political executives are political appointees – elected officials give them their jobs. That is why, their position, their tenure, and their influence while in office derive from the authority of elected officials. The official who wins the election most commonly appoints loyal supporters. They are *advisors* for selected officials.

Elected officials cannot do everything. They can do little more than point the general direction and scrutinize the final result. That is why political executives appointed by them are also *policy makers*. The political executive initiates, shapes, promotes, and oversees policy changes. They may also have responsibility for major decisions. The ultimate authority, however, rests with the elected official.

Political executives are also *top-level administrators*. It is a difficult role. Public executives are legally responsible for implementing policy. They must cut through the red tape, resistance of change, intra-organizational conflict to assure that the public is served well. Those political executives who fail to reach down and get the support and enthusiasm of their agency personnel will effect little change in policy. But if they completely disregard the preferences, knowledge, and experience of their agencies, stalemate ensues. If they uncritically adopt the views of their elected officials or their agencies, they may lose influence with elected officials.

Desktop administrators

Desktop administrators are career civil servants down the hierarchy a few steps from political executives. They are middle managers and closely fit the general description of a bureaucrat. Whether a social worker supervisor or the director of a major government program, the desktop administrator spends days filled with memoranda and meetings.

The desktop administrators are torn between the promises and practicality of governing. Desktop administrators guide policy intentions into policy actions that actually change, for better or worse, people's life.

If there is, for example, a public and political consensus that the government should assist poor blind people, the definition worked out by a desktop administrator to answer the question who is poor and who is blind, has a dramatic influence to the nature of the program.

Desktop administrators differ fundamentally from political executives in that most of them are career civil servants. After a short probation period, most earn job tenure, and usually are not fired. Tenure insulates the civil service from direct political interference in the day-to-day working of government. Job tenure protects civil servants from losing their jobs, but they may be reassigned to less important jobs of equal rank if they lose favor with political executives.

Professionals

Professionals make up the third major role-type in public organizations. The original meaning of the term profession was a ceremonial vow made when joining a religious community. This vow followed years of training and some certification that the acquired knowledge and appropriate norms of behavior justified an individual's initiation.

Modern professionals receive standard specific training that ends with certification. They also learn values and norms of behavior.

Increasingly the work of public organizations depends on professionals and more and more professionals are involved in public administration. The work of professionals involves applying their general knowledge to the specific case and requires considerable autonomy and flexibility.

An important difference between professional and non-professional work is who evaluates performance. Nonprofessionals are evaluated by their immediate supervisors. Professionals assert their independence from supervisors. Their work is evaluated by peer review of their colleagues and that has flaws: fellow professionals are sometimes more willing to overlook the mistakes of colleagues for different reasons.

Street-level bureaucrats

Street-level bureaucrats (social workers, police officers, public school teachers, public health nurses, job and drug-counselors, etc.) are at the bottom or near the bottom of public organizations. Their authority does not come from rank, since they are at the bottom of hierarchy, but from the discretionary nature of their work. They deal with people and people are complex and unpredictable, they are not the same and require individual attention. A common complaint about public bureaucrats is that they treat everyone like a number; they ignore unique problems and circumstances. But there are only general guidelines how to deal with people (an abusive parent, an arrested, poor, old or sick person), and it is impossible to write better guidelines to make everyone happy. Street-level administrator must use judgment to apply rules and laws to unique situations, and judgment requires discretion.

Given limited resources, public organizations want fewer, not more clients, and this is an important difference between public and private organizations, which attract more clients to earn more profit. And dependence of clients on street-level bureaucrats often create conflicts.

Street-level bureaucrats work in situations that defy direct supervision. Even when supervisors are nearby, much work with clients is done privately. Most paperwork and computerized information systems attempt to control street-level bureaucrats, who in turn become skilled in filling out forms to satisfy supervisors while maintaining their own autonomy.

Street-level bureaucrats are also policy-makers. They often decide what policies to implement, their beliefs can affect their work with clients, they may interpret the policy to benefit clients and vice versa, and thus they may change the policy while implementing it.

Policy entrepreneurs

The policy entrepreneur is generally considered to be the charismatic person at the top, though they can exist at all levels of an organization. They are strongly committed to specific programs and are strong managers. They are skilled in gathering support and guiding an idea into reality. The role requires conceptual leadership, strategic planning, and political activism. This role is both necessary and dangerous. They take risks and push limits, which is necessary for a dynamic government, but they also bend rules and sometimes lead policy astray.

Лексические единицы по теме:

role-type, role conflict, desktop administrator, to require leadership, to be given limited resources, consensus, charismatic leader, to step into a role, source of stress, to balance expectations

Вопросы и задания:

1. Complete the following sentences using a word derivationally related to the word given in brackets:

Any organisation is a system of roles in which rights and obligations of each employee are clearly ... (*identification*).

Political executives are political ... in most cases. (*appointment*).

This is the political executive who ... , shapes, promotes, and oversees policy changes. (*initiative*).

The work of professionals ... considerable autonomy and (*requirement, flexible*)

Nonprofessionals are evaluated by their immediate ... , while the work of professionals is evaluated by peer review of their colleagues. (*supervision*).

People often ... that public bureaucrats ... them like a number and ... unique problems and circumstances. (*complaint, treatment, ignorance*.)

Street-level bureaucrats ... can affect their work with clients. (*believe*).

The role of policy entrepreneurs ... strategic planning, political activism, and conceptual ... (*requirement, lead*.) .

2. Match the words to their definitions:

- | | |
|----------------------|--|
| 1. appoint | 1. to help |
| 2. complain | 2. to deal with |
| 3. treat | 3. to give someone job as... |
| 4. supervise | 4. to grumble because something is wrong |
| 5. initiate | 5. to start something going |
| 6. assist | 6. to watch over work, to see that it is well done |
| 7. interfere | 7. not to notice (on purpose) |
| 8. ignore | 8. to meddle, to get involved |
| 9. bottom, <i>n</i> | 9. to ask insistently for something |
| 10. flexible | 10. highest point |
| 11. top, <i>n</i> | 11. lowest point |
| 12. demand, <i>v</i> | 12. adaptable |

3. Look at the heading of the text and predict the contents of it.

4. Translate into English:

1. Права и обязанности сотрудников организации всегда четко определены.
2. Эффективность работы организации, в первую очередь, зависит от персонала, его профессионализма и гибкости.
3. Как правило, каждый сотрудник выполняет не одну, а несколько ролей в организации.
4. Организация представляет собой иерархию, на которой располагаются определенные должностные лица и сотрудники.

5. Часто люди жалуются, что бюрократы в государственных организациях не принимают во внимание их проблемы и обстоятельства.
6. Юрист может отказаться в такой ситуации, когда ему придется отменить назначенную встречу с клиентом из-за болезни ребенка.
5. **Give your own definitions of 'public administration personnel', 'role-types' and 'role conflicts'.**
6. **Read the text for general information to complete the following statements:**
 1. The text deals with the problem of ...
 2. The text views a public organization as a system of specific roles, role-types, the most common of which are ...
 3. The role of a policy entrepreneur requires ...
7. **Now read the text for detailed information to complete the following sentences:**
 1. Large organisations employ many individuals: charismatic ..., caring ..., innovative ..., and numerous ... who lend individuality to ...
 2. Cabinet secretaries and policy analysts like actors step ... that are already largely defined.
 3. ... exists when the demand of various roles ... an individual's ability to balance expectations.
 4. The lawyer who must ... to care for a sick child is experiencing a ...
 5. The most common five role-types are ..., ..., ..., ..., and ...
 6. ... occupy the top of public organisations; in most cases they are ...
 7. ... have responsibility for major decisions; however, the ultimate authority rests with ...
 8. ... protects civil servants from losing their jobs.
 9. The work of professionals requires ... and ...
 10. Street-level bureaucrats often decide what policies to implement, their ... can ... their work with ...
8. **Retell the text finishing the following sentences and adding 4-5 phrases of your own:**
 1. The text under discussion draws our attention to ...
 2. There are five most common role types in public organizations. They are...
 3. Political executives are political appointees, that's why ...
 4. Desktop administrators closely fit the general description of a bureaucrat, they differ fundamentally from ...
 5. Street-level bureaucrats are at the bottom of public organizations and ...

Практическое занятие № 13.

Грамматика: Participle / Причастие.

Цель: Формирование коммуникативных компетенций, овладение лексикой и грамматикой

В результате освоение темы студент должен

знать: базовые нормы употребления лексики, фонетики и грамматики

уметь: читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

Актуальность темы: обусловлена необходимостью овладением ОК-5; ОПК-4; ПК-26.

Теоретическая часть:

Причастие I (**Participle I**) – неличная форма глагола, обладающая свойствами глагола, прилагательного и наречия. Соответствует формам причастия и деепричастия в русском языке. Формы причастия

	active	passive
Indefinite	asking	being asked
Perfect	having asked	having been asked

Participle I Indefinite обозначает действие, одновременное с действием глагола-сказуемого. **While translating difficult texts we use a dictionary.** Переводя трудные тексты, мы пользуемся словарём.

Participle I Perfect обозначает действие, предшествующее действию, выраженному глаголом-сказуемым. **Having read the book I returned it to the library.** Прочитав книгу, я вернул её в библиотеку.

Функции причастия I

В предложении причастие I (**Participle I**) может быть:

1. Определением. В этой функции употребляется только **Participle I Indefinite**, которое соответствует русскому причастию настоящего времени в той же функции. **A smiling girl.** Улыбающаяся девочка. **A swimming man.** Плывущий человек. **The men building our house with me are my friends.** Люди, строящие наш дом вместе со мной, -- мои друзья. **The house being built in our street is a new building of school.** Дом, строящийся на нашей улице -- это новое здание школы.

2. Обстоятельством. В этой функции **Participle I Indefinite Active** чаще всего стоит в начале предложения и переводится на русский язык деепричастием несовершенного вида. **Translating the article he consulted the dictionary.** Переводя статью, он пользовался словарём.

Перед таким причастием в функции обстоятельства часто стоят союзы **when** или **while**. Такие словосочетания переводятся либо деепричастным оборотом (или деепричастием) с опущением союза, либо придаточным предложением, которое начинается с союзов "когда", "в то время как". **While translating the article the student consulted the dictionary.** Переводя статью, студент пользовался словарём. / **Когда студент переводил статью, он пользовался словарём.**

Participle I Indefinite Passive переводится на русский язык обстоятельственным придаточным предложением. **Being built of wood the bridge could not carry heavy loads.** **Так как мост был построен из дерева,** он не мог выдержать больших нагрузок.

Participle I Perfect Active переводится деепричастием совершенного вида. **Having built a house he began building a greenhouse.** **Построив дом, он начал строить парник.**

Participle I Indefinite Passive в функции обстоятельства (времени, причины) переводится обстоятельственным придаточным предложением. При этом в качестве подлежащего русского придаточного предложения употребляется подлежащее английского предложения. **Having been built of concrete, the house was cold in winter.** Так как дом был построен из бетона, зимой в нём было холодно.

3. Частью сказуемого. **Participle I Indefinite Active** может быть частью сказуемого. **They are playing chess.** Они играют в шахматы.

Причастие II

Причастие II (**Participle II**) – неличная форма глагола (III основная форма глагола), имеет одну неизменяемую форму со страдательным значением и обозначает действие, которое испытывает на себе лицо или предмет. Оно соответствует в русском языке причастию страдательного залога.

Причастие II правильных глаголов имеет ту же форму, что и **Past Indefinite**, и образуется при помощи прибавления суффикса **–ed** к основе глагола **to ask – asked, to help – helped.**

Подобно причастию I, причастие II обладает свойствами глагола, прилагательного и наречия. Как и глагол, оно обозначает действие. Время действия, обозначаемое причастием II, определяется временем действия глагола-сказуемого или контекстом. **The book discussed yesterday was interesting.** Книга, обсуждавшаяся вчера, была интересной. **The books discussed at the lessons are always interesting.** Книги, обсуждаемые на уроках, всегда интересны.

Функции причастия II

В предложении причастие II может быть:

а) Определением. **Last time is never found again.** **Потерянное** время никогда не вернёшь (дословно – не найти). **A written letter lay on the table.** **Написанное** письмо лежало на столе. **They are reconstructing the house built in the 18th century.** Они реставрируют здание, построенное в 18 веке.

б) Обстоятельством. Перед причастием II в функции обстоятельства могут стоять союзы **if, unless, when**. В таком случае английское причастие переводится обстоятельственным придаточным предложением, в котором подлежащее то же, что и в главном предложении. **If built of the local stone, the road will serve for years.** **Если построить дорогу** (Если дорога построена) из местного камня, она будет служить долгие годы.

Вопросы и задания:

1. Образуйте Participle I или Participle II от глаголов в скобках.

1. Why have you got that ... (worry) expression on your face? Are you in trouble?
2. The teacher was ... (disappoint) with the test results.
3. Jack's answer was ... (disappoint).
4. I went to the exhibition of French art last week and I was very much ... (impress).
5. We saw a lot of ... (fascinate) paintings.

6. I was so ... (excite) that I couldn't say a word.
7. The trip to the mountains was so ... (excite) — we enjoyed every minute of it.
8. I'm ... (bore) — I have nothing to do.
9. The lecture was so ... (bore) that a few listeners fell asleep.
10. We liked the Room of Horrors but some of the tricks were rather ... (frighten).
11. It was raining so heavily that the little puppy got ... (frighten) and hid under the bed.
12. Little John's questions were ... (surprise).
13. We were ... (surprise) at the news.
14. The boy ... (translate) the story is the best pupil in our class.
15. The girl ... (wash) the window is my sister.
16. ... (do) his homework Tom looked through the window several times.
17. The work ... (do) was very interesting.
18. Everything ... (write) on the blackboard is correct.
19. ... (write) the letter Olga thought about her summer holidays.

2. Перепишите предложение, используя причастие вместо придаточного предложения.

ПРИМЕР

The old castle **which was built five hundred years ago** belongs to the university. Старый замок, *который был построен 500 лет назад*, принадлежит университету.

= The old castle, **built five hundreds ago**, belongs to the university. Старый замок, *построенный 500 лет назад*, принадлежит университету.

1. The holidaymakers who were wearing light clothes walked along the beach.
2. The lands that were discovered by Columbus were rich in gold.
3. The children who were excited by the news shouted "Hoorah" three times.
4. The hedges that divided the fields were getting yellow.
5. The young lady who was standing at the door looked very attractive.
6. The two banks which were connected by a bridge were high and looked dangerous.
7. Betty Smith heard the noise of a child who was crying.
8. He entered the yard and smelt something that was burning.

3. Переведите предложения с причастием. Назовите причастие Present Participle I, Perfect Participle I, Past Participle.

1. The girl riding the horse is my sister.
2. She hurt herself (while) riding a bicycle.
3. Going to the club, I met some of my friends.
4. Leaving the house, I noticed someone in the garden.
5. Arriving at the station, we hurried to the information bureau.
6. The pictures exhibited there are very expensive.
7. Not knowing what to do, I turned to Jack for advice.
8. I often think of my friends living in Paris.
9. I went to bed, not being able to work.
10. The story written by him is rather thrilling.

4. Перефразируйте предложения одним из двух способов.

ПРИМЕР 1

Holding up a picture, the teacher asked us if we recognized the man. = The teacher held up a picture **and** asked us if we recognized the man.

Держа картину в руке, учителя спросил нас, узнаем ли мы этого человека. = Учитель держал картину в руке **и** спросил нас, узнаем ли мы этого человека.

ПРИМЕР 2

Opening the door, Mike found the room full of people. = **When** Mike opened the door, he found the room full of people.

Открыв дверь, Майк увидел, что в комнате полно людей. = **Когда** Майк открыл дверь, он увидел, что в комнате полно людей.

1. Walking in the forest, the children suddenly saw a wolf.
2. People stood on the bridge, watching the boats on the river.
3. The pupils remained silent for a minute or two, thinking about the teacher's question.
4. Looking for his ticket in all his pockets, Tom discovered that he had lost it.
5. The crowd moved slowly forward, forcing the soldiers back.
6. Taking the dictionary, he looked up the unknown word.

7. Seeing clouds of smoke over the building, the girl cried, «Fire! Fire!»

8. Crossing the wide field, the frightened animal escaped into the forest.

5. Перефразируйте предложения с действительным причастием *Perfect Participle I*, подчеркивая предшествие.

ПРИМЕР. Having come home, he remembered her warning. = After he had come home, he remembered her warning.

1. Having gone there twice, I didn't want to go there again.

2. Having left the house, I suddenly remembered that I had left behind the umbrella.

3. Having shown us his new picture, he left.

4. He knew the city very well, having lived in Paris for a long time.

5. Having written the book, he could relax.

6. Переведите следующие предложения на английский язык.

1. Лицо, нарисованное на бумаге, похоже (look like) на тебя.

2. Его не видели вчера в школе.

3. Ему следует позвонить.

4. Человек, сидящий в кресле, мой отец.

5. Письмо было отправлено вчера.

6. Мальчики, идущие в школу, мои друзья.

7. Мальчики идут в школу.

8. Человек, посланный тобой, только что пришел.

9. Восхищенный пейзажем, я стоял на берегу озера.

Практическое занятие № 14.

Практика речи: Personnel administration: staffing and training. / Управление персоналом: подбор и обучение.

Цель: Формирование коммуникативных компетенций, овладение лексикой и грамматикой

В результате освоения темы студент должен

знать: базовые нормы употребления лексики, фонетики и грамматики

уметь: читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

Актуальность темы: обусловлена необходимостью овладением ОК-5; ОПК-4; ПК-26.

Теоретическая часть:

An important task in the management of any enterprise, private or public, is the *recruiting, selecting, promoting, and terminating of personnel and employee training*.

Recruiting

Once jobs have been created, the recruitment starts, i.e. finding people to fill those jobs.

Public administration in the United States has come a long way from the time of Andrew Jackson, when, in the popular view, government jobs could be performed by any individuals (or at least any *men*) with normal intelligence. Under Jackson and his successors, frequent rotation on office was encouraged; no particular prior training or experience was necessary for most jobs. Merit systems were designed for the most part to keep out the grossly incompetent, not to attract the highly qualified.

Gradually, the pattern changed. The government began attracting especially competent applicants. Openings were more highly publicized, recruiting visits were made to college and university campuses, and wages were made more nearly competitive with those in the private sector. Active efforts were made to attract individuals who, in earlier times, would have been excluded from public employment because of their ethnic or racial backgrounds or because they were women.

Examining and selecting

Once applications have been received, the next step in the personnel process is examination. The term *examination* does not refer only to a pencil-and-paper test.

Some judgments are made on the basis of an *unassembled* examination. That is, the application form itself may require sufficient information to permit the assignment of a score based on reported experience and education and on references.

Another possibility, especially important for jobs requiring particular skills, is *performance examination*. Some jobs call for an *oral examination*, particularly those for which communication skills are especially important.

One examination of special importance is the *Professional and Administrative Career Examination (PACE)*. PACE is intended to select candidates for federal government *careers* rather than for particular jobs.

The personnel agency (e.g. Civil Service Commission) considers the list with the names of the individuals with the highest examination scores from which it chooses the new employee. Considerable discretion is allowed in making the final choice.

Following selection, the new employee is likely to serve a probationary period, often six months, during which removal is relatively easy. Personnel managers encourage supervisors to see this as an extension of the testing procedure, but few employees are, in fact, dismissed during this period.

Evaluation

The evaluation of employee performance is a further personnel function. Recently, the trend has been to formalize rating schemes and to regularize feedback to employees. Where possible, objective measures of the work completed are employed. In jobs where this is not possible, supervisors are encouraged to judge performance as accurately as possible using impressionistic techniques.

By supplying a continuing record of performance, such evaluation can protect employees from capricious actions of a subjective supervisor.

Continuing education in the public service

Government is deeply involved with the further education and training of the employees. This involvement may range from relatively simple, in-house training sessions – even on-the-job training – to the financing of undergraduate or graduate education.

Many universities, in cooperation with government agencies, have developed special programs for public employees, and the courses typically lasting for a week, may be conducted either at a university campus or at an agency site.

The *Federal Executive Institute* in Charlottesville, Virginia, established in 1968, operated by the Civil Service Commission, provides managerial training for high-level federal executives. The commission also has regional training centers located throughout the country.

Public personnel are also often given leaves for a semester or a year by their agency to pursue a degree at the doctoral level (the Doctor of Public Administration) or to fulfill a master's program.

Лексические единицы по теме:

prior experience, to judge performance, performance examination, competitive wages, on-the-job training, in-house training, racial background.

Вопросы и задания:

1. Complete each sentence using a word derivationally related to the word given in brackets:

1. She kept calling him up to ... some new task to him. (*assignment*)
2. They made an attempt to ... her from the General Council. (*removal*)
3. We are confident that the case will ... with two words "Not guilty!" (*termination*)
4. The University has funds for ... awards in special cases. (*discretion*)
5. The school receives up to 3,300 ... each year. (*apply*)
6. He has been ... to captain. (*promotion*)
7. A fake call from some local phone box was not ... (*exclusion*)
8. Crop ... will help to minimize diseases and weeds. (*rotate*)
9. Nationalist leaders demanded the ... of democratic rights. (*extend*)
10. He joined the firm as a young ... more than thirty years ago. (*recruitment*)

2. Answer the following questions:

1. What are the functions of personnel administration?
2. What attempts are made by the government to attract competent individuals to jobs?
3. Why is the evaluation of employee performance important?
4. How are new employees examined and selected?
5. Is the further education and training of the employees important? Why?

3. Read the text for general information to complete the following statements:

1. The text deals with the problem of
2. There are some steps in the personnel process. They are
3. The text views personnel administration as

4. Read the text again for understanding its main points and answer the 10 'What'-questions given below:

1. What is the first step that the management has to undertake when new jobs have been created?

2. What was the time of Andrew Jackson characterized by?
 3. What attempts did the government make to attract especially competent applicants?
 4. What kinds of examinations were mentioned in the text?
 5. What is a "*performance examination*"?
 6. What examination is considered to be of special importance?
 7. What process is the evaluation of employee performance?
 8. What programs have many universities developed for public employees?
 9. What training does the Federal Executive Institute provide?
 10. What time is given to public personnel to pursue a degree at the doctoral level?
- 5. Now read the text for detailed information to complete the following sentences and develop the idea:**
1. Once jobs have been created, ... starts, i.e. finding people to fill those jobs.
 2. ... were designed for the most part to keep out ..., not to attract
 3. Active efforts were made to attract individuals who, in earlier times, would have been excluded from public employment because of
 4. Once applications have been received, the next step is
 5. Some judgements are made on the basis of ..., and some jobs, especially requiring particular skills, call for
 6. ... is intended to select candidates for federal government careers rather than for particular jobs.
 7. The new employee is likely to serve ..., often six months, during which removal is relatively easy.
 8. In order to make an evaluation of employee performance, where possible, objective measures In jobs where this is not possible
 9. The involvement of government with the further education and training of the employees may range from ... to
 10. ... provides managerial training for high-level federal executives.
- 6. Insert prepositions where necessary:**
1. An important task ... the management of any enterprise is the recruiting, selecting, promoting, and terminating ... personnel and employee training.
 2. Active efforts were made to attract individuals who, in earlier times, would have been excluded ... public employment because of their ethnic or racial backgrounds.
 3. The term examination does not refer only ... a pencil-and-paper test.
 4. Some judgements are made ... the basis of an unassembled examination.
 5. Some jobs call ... an oral examination, particularly those ... which communication skills are especially important.
 6. By supplying a continuing record ... performance, such evaluation can protect employees ... capricious actions.
 7. This involvement may range ... relatively simple, in-house training sessions – even on-the-job training – ... the financing of undergraduate or graduate education.
 8. Many universities, ... cooperation ... government agencies, have developed special programs ... public employees.
 9. The personnel agency considers the list ... the names ... the individuals ... the highest examination scores ... which it chooses the new employee.
 10. Wages were made more nearly competitive ... those in private sector.
- 7. Translate into English:**
1. Когда появляются вакансии в какой-либо организации, начинается поиск кандидатов. Администрация всегда старается привлечь на работу самых компетентных служащих.
 2. Когда вакансии оглашены, наносятся визиты в колледжи и университеты с целью поиска кандидатов на эти должности.
 3. Отбор наиболее подходящего кандидата осуществляется на основе устного собеседования, особенно в тех случаях, где необходимы коммуникативные способности, или на основе анкеты, включающей информацию об опыте работы, образовании и рекомендации.
 4. Новый служащий, как правило, проходит испытательный срок в течение 6 месяцев. Начальник отдела кадров рассматривает этот срок как продолжение проверки, но лишь немногих служащих увольняют в течение этого срока.
- 8. Retell the text finishing the following sentences and adding 4-5 phrases of your own:**
1. The text under discussion draws our attention to ...
 2. The recruiting pattern changed ...

3. Selecting of candidates is made on the basis of ...
4. The evaluation of employee performance ...
5. Government provides the following opportunities for the further education ...

Практическое занятие № 15.

Практика речи: **Administrative decision-making / Принятие административных решений.**

Цель: Формирование коммуникативных компетенций, овладение лексикой и грамматикой

В результате освоения темы студент должен

знать: базовые нормы употребления лексики, фонетики и грамматики

уметь: читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

Актуальность темы: обусловлена необходимостью овладением ОК-5; ОПК-4; ПК-26.

Теоретическая часть:

Elements and models of a Decision-making Process. We all make decisions all the time. Some are small; some will have ramifications throughout our lives. Sometimes we make snap judgments that in retrospect seem wise. Other times we carefully weigh the pros and cons but are betrayed by fate. Often the most important decisions are nondecisions: we put things off, choose to ignore problems, or to avoid situations or people and later discover that inaction has consequences just as important as those resulting from action.

Four processes of decision-making

Whether small or large, short- or long-term, studied or impulsive, decision-making involves four major elements: *problem definition*, *information search*, *choice*, and *evaluation*. They are not sequential, they occur simultaneously. And it is often difficult to identify when a decision process begins and ends as most important choices are ongoing.

Problem definition

The first step in defining a problem is recognizing that it exists.

Then, problems are plentiful; attention is scarce. Selecting a problem for attention and placing it on the policy agenda is the most important element in policy making. When a problem is given attention, it gains focus and takes shape.

How a problem is defined affects how it is addressed. The problem of the homeless is a good example. The people without home have always been with us. Most often they have been seen as people who because of their own weaknesses could not find work and afford homes. They were dismissed as drunks and drifters. So defined, the homeless remained a problem in the background – a problem for the Salvation Army, not the government. But as their number grew, we began to take a closer look. We saw individuals discharged from mental institutions, the unemployed whose benefits had expired, and families unable to afford decent home. And we started seeing “the homeless” as people in desperate situations. This change in our perception altered the decision process. Homelessness is now a focus of policy debate.

Information search

When we are only vaguely aware that a problem exists, our first step is often to learn more about it, and this learning is an important step in the decision-making. Acid rain is a good example. First in Europe and then in North America, people noticed that trees were dying, and a few scientists began to ask why. Pollution and changes in climate were explored. Out of this active search for information the problem gained definition: air pollution is killing trees. Then, the solutions were considered. Reducing acid rains requires costly reduction in pollution created in regions often at great distance from the dying trees. Thus, the information defined the nature of the policy-making.

Information has always been central to governing, and governments are primary sponsors of research both in the sciences and humanities. Such research is driven by the interests of scholars and may not have immediate relevance to policy debate. But it may have important policy implications. For example, advances in lasers and genetic engineering influence defense and social policy in ways unanticipated by scientists or their government sponsors.

Choice

As problems are defined and information about problems and outcomes is examined, choices emerge. Weighing options and selecting are the most visible decision-making processes.

Sometimes choices are difficult and taking decisions is very hard, especially when choices are not clear and their results are unpredictable. Should we negotiate with terrorists? Do we want to save the lives of hostages, as family members prefer, or do we want to eliminate any incentive for future terrorism?

The selection process does not necessarily require reasoned judgments; the compromises of group decision-making often produce results that only few individuals prefer; satisfying single interests often means ignoring the interests of others.

Evaluation

Decisions do not end with choices among alternatives. Decision-making involves *evaluating* the effects and actions. Evaluation may be formal (an official study of the results produced by a new government program) or informal (scanning the news, talking to colleagues).

Whether formal or informal, evaluation is another form of information gathering after the choice.

The distinction between information search and evaluation is arbitrary. Before decision makers reach conclusions, most try to anticipate outcomes.

The most difficult aspect of evaluating choices is establishing the criteria. The most common criterion is the result – if things turn out well we feel that we made the right choice. But in this case we may confuse good luck with good decision-making (consider the decision to have a surgery: all surgery involves risk, and if a person chooses to take the very slight risk to remove a small tumor and dies during surgery, was the decision wrong?). Results are not universal criteria for the quality of a decision. The evaluation of any decision-making must involve looking at results and processes as well as the situation faced by decision makers.

Models of decision-making

There is no right or wrong way to make decisions. Sometimes cautious deliberation is the best path; at other times risks are required. But scholars speak about two broad categories of models of decision-making: *rational and nonrational models*.

Rational decisions are choices based on judgment of preferences and outcomes. They are not always turn out best and they do not eliminate the possibility of failure. Sometimes the goal is so important that it is rational to choose an option with little promise of payoff. Opting for experimental surgery is a rational choice over a life of pain.

In **nonrational** models choices do not result from the deliberate balancing of pros and cons. These models share the assumption that the mix of rules and participants shape choices, and that decisions result from the varying (though not necessarily accidental) mix of ingredients. Most of governmental decisions are within these models. The decision process there is too complex to take into account multiple goals, alternatives and impacts of every alternative; the time required to take a decision is too short; the finances are too thin to provide long researches.

Taken to extremes, rational models reduce human judgment to computation, and nonrational models portray decision outcomes as the result of forces beyond individual control.

Both rational and nonrational models of the decision process are products of value-neutral social science. Values enter rational decision models only in the form of preferences, but they are generally defined in terms of *self-interest*. An emerging view of decision-making places a stronger emphasis on decisions as value statements.

Лексические единицы по теме:

impulsive decision, to make a snap judgment, ongoing choices, problem in the background, to take a closer look, to be vaguely aware, to establish the criteria, multiple goals.

Вопросы и задания:

1. Complete each sentence using a word derivationally related to the word given in brackets:

1. Sometimes we make snap ... that in retrospect seem wise. (*judge*)
2. We may be ... by fate even if we carefully ... the pros and cons. (*betrayal, weight*)
3. The homeless have no decent homes and are in ... situations. (*despair*)
4. Sometimes choices are not clear and their results are (*predict*)
5. Before ... makers reach conclusions, they try to ... outcomes. (*decide, anticipation*)
6. If we want to save the lives of hostages, should be ... with terrorists. (*negotiations*)
7. Choices ... after information about problems and outcomes has been examined. (*emergence*)
8. Reducing acid rains requires costly ... in ... created from dying trees. (*reduce, pollute*).

2. Look at the heading of the text and predict the contents of it.

3. Read the text for understanding its main points and answer the following questions:

1. Some decisions we make have ramifications throughout our lives, don't they? Why?
2. What four major elements does decision-making involve?
3. When does a problem gain focus and take shape?
4. Can information define the nature of policy-making? How?

5. What are the most visible decision-making processes?
6. What is the difference between formal and informal evaluation of a problem?
7. What do decision makers usually anticipate before they reach conclusions?
8. What is the most difficult aspect of evaluating choices? Why?
9. What are the two broad categories of decision-making models?
10. Within which models are most of governmental decisions? Why?

4. Insert prepositions where necessary:

1. Often the most important decisions are non-decisions: we choose to ignore ... problems, to avoid situations, to put things
2. The most important element in policy making is selecting a problem ... attention and placing it ... the policy agenda.
3. Decision-making involves ... evaluating the effects and actions.
4. The distinction ... information search and evaluation is arbitrary.
5. Decision makers try to anticipate ... outcomes ... they reach conclusions.
6. The result is the most common criterion – if things turn ... well we feel we made the right choice.
7. Rational decisions are choices based ... judgment of preferences and outcomes.
8. An emerging view of decision-making places a stronger emphasis ... decisions as value statements.

5. Translate into English:

1. Часто определить проблему так же трудно, как и найти ее решение.
2. Руководитель не имеет права действовать безответственно.
3. В процессе поиска информации об интересующей нас проблеме мы можем столкнуться с другими проблемами, требующими решения.
4. Терроризм стал самой насущной проблемой современности. Как решить ее? Как обеспечить безопасность людям?
5. Следует ли вести переговоры с террористами? Уменьшит ли это опасность, стоящую перед лицом незащищенных женщин и детей?
6. Тщательно исследуя проблему загрязнения окружающей среды и его влияния на здоровье людей, ученые привлекают к ней внимание общественности.

6. Retell the text finishing the following sentences and adding 4-5 phrases of your own:

1. The text under discussion deals with the problem of ...
2. The four major elements: ..., ..., ... and ... which decision-making involves are not sequential.
3. Problem definition and information search are the first steps in decision-making process. They mean recognizing that a problem exists and
4. Choices emerge when problems are defined and
5. The most difficult aspect of evaluating choices is

Практическое занятие № 16.

Грамматика: Gerund / Герундий.

Цель: Формирование коммуникативных компетенций, овладение лексикой и грамматикой

В результате освоение темы студент должен

знать: базовые нормы употребления лексики, фонетики и грамматики

уметь: читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

Актуальность темы: обусловлена необходимостью овладением ОК-5; ОПК-4; ПК-26.

Теоретическая часть:

Герундий имеет свойства как глагола, так и существительного. Подобной неличной формы в русском языке нет. Как существительное он может выполнять в предложении функции подлежащего, дополнения, определения и обстоятельства с предлогом. Как глагол может иметь после себя прямое дополнение и определяться наречием, иметь перфектную форму, категорию залога, а также выражать действие как процесс.

Герундий образуется от основы глагола с помощью суффикса **-ing**. **To translate – translating, to read – reading.**

	active	passive
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Indefinite Perfect	writing having written	being written having been written
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Формы герундия совпадают с формами **Participle I** и **Perfect Participle**. Однако, это разные формы глагола, отличающиеся и по значению и по синтаксическим функциям. Формы **Indefinite Gerund** обозначают действия, одновременные с действием, выраженным глаголом-сказуемым.

He likes inviting friends to his place. Он любит приглашать друзей к себе.

He likes being invited to his friends. Он любит, когда его приглашают к себе его друзья.

Перфектные формы герундия (**Perfect Gerund**) обозначают действия, предшествующие действию, выраженному глаголом-сказуемым.

He is proud of having invited this man to his place. Он гордится тем, что пригласил этого человека к себе.

He was proud of having been invited to the party. Он гордился тем, что его пригласили на вечер.

Функции герундия

В предложении герундий может быть:

а) Подлежащим. **Smoking is not allowed here.** Курить (Курение) здесь не разрешается.

б) Определением. **There are different ways of obtaining this substance.** Существуют различные способы получения этого вещества.

в) Именной частью сказуемого. **His hobby is driving a car.** Его хобби – вождение (водить) машину (ы).

г) Прямым дополнением. **The car needs repairing.** Машина нуждается в ремонте (Машину нужно ремонттировать).

В вышеприведённых функциях герундий переводится существительным или инфинитивом.

д) Предложным дополнением. **They spoke about their travelling.** Они говорили о своём путешествии (том, как они путешествовали).

В данной функции герундий переводится существительным или придаточным предложением.

е) обстоятельством. **Learning rules without examples is of little use.** Изучение правил (изучать правила) без примеров приносит мало пользы.

I like reading. Я люблю чтение (читать).

Think before answering. Подумай прежде чем ответить.

By doing that you'll save a lot of time. Делая это, ты сэкономишь много времени.

I am tired of waiting. Я устал от ожидания (устал ждать).

The floor of the room needs painting. Пол этой комнаты нуждается в покраске (нужно покрасить).

Everybody laughed on hearing his answer. Все рассмеялись, услышав (когда услышали) его ответ.

Thank you for coming. Спасибо за то, что вы пришли.

He is proud of having won in the tournament. Он гордится тем, что победил в турнире.

She is sorry for being late. Она сожалеет, что опоздала.

He ran without stopping. Он бежал, не останавливаясь.

Before going to bed, she locked the door. Прежде чем лечь спать, она заперла дверь.

В данной функции герундий переводится существительным с предлогом, деепричастием, придаточным предложением.

Вопросы и задания:

1. Прочитайте и переведите предложения, в которых герундий употребляется в роли:

1) подлежащего:

1. Computer-aided testing is determined by the aims of educational procedure. 2. Learning rules without examples is of little use. 3. Knowing English is helpful for any programmer. 4. Learning to use a computer is important for every educated person. 5. Manipulating this matrix requires about 80 million separate multiplications. 6. Reading is to the mind what exercise is to the body. (R. Steel). 7. Defining problems precisely requires patience. 8. Getting several viewpoints is vital. 9. Carrying out experiments is

a must with every scientist. 10. Measuring resistance is necessary in many experiments. 11. Programming a computer involves analyzing the problem to be solved and a plan to solve it.

2) именной части составного сказуемого:

1. Our aim is studying information science. 2. We started improving the device. 3. Computer-managed learning is processing and storing students' exam results, registering and timetabling. 4. The main requirement is observing the rules. 5. The main point of a transformer is providing the change of voltage. 6. It is worth (while) discussing this phenomenon. 7. The world is a fine place and worth fighting for. 8. It is no use considering these writings. 9. Today we cannot help witnessing a tendency in science to direct the collective efforts of a research team at the achievement of a common goal. 10. The primary function of the office is handling the information. 11. Programmers begin solving a problem by developing an algorithm. 12. Businesses first began using computer systems and setting up computer departments in the 1950s.

3) прямого дополнения:

1. We expected being given further assistance. 2. They discussed improving the program. 3. I like using BASIC and Pascal. 4. The device needed retesting before the experiment. 5. He remembers being shown this project. 6. He who likes borrowing dislikes paying. 7. The scientists' names deserve mentioning. 8. Computer teaching programs often involve breaking a learning task down into a series of subtasks. 9. He preferred changing the course of actions. 10. It is no good arguing about this issue. 11. Would you mind answering one more question. 12. Avoid mixing these two substances. 13. Simulating an expedition, a discovery, an exploration involves making decision and cooperation. 14. For many people, computer literacy means simply knowing which key to press. 15. Very few people who have tried word processing would consider going back to a paper-and-pencil method.

4) дополнения с предложом:

1. He insisted on adopting a new plan. 2. They succeeded in solving the problem. 3. I am sure of having debugged the program. 4. Computers are used to assist in teaching and learning. 5. Some people might object to making sacrifices now in order to satisfy demands of others in future. 6. They insisted on postponing the discussion. 7. I think of trying another approach. 8. The book aims at acquainting the readers with modern achievements in information technologies. 9. Silicon resembles carbon in forming a series of volatile hydrates. 10. Up to the present time, several writers have succeeded in finding exact solution of the fundamental differential equation in certain particular cases.

5) определения:

1. The idea of using symbols instead of words was very helpful. 2. Output devices are devices for giving information back to human beings. 3. Every teacher must study the language of educational computing. 4. In Middle Ages multiplication and division were both performed by the method of successive doubling numbers. 5. The device has the merit of being suitable for many purposes. 6. Memory is the process of selective forgetting. 7. He had early opportunity of becoming well acquainted with experimental work. 8. There is no necessity of making any corrections. 9. There is some reason for questioning this assumption. 10. Having a source code is a way of achieving independence.

6) обстоятельства:

1. Without knowing the result we can't draw a conclusion. 2. In considering the development of computers we must point out the oldest forms of mechanical devices for calculation. 3. After writing an equation the next step is to find the values of unknowns. 4. In designing computers experts have developed new techniques. 5. In CAL (Computer Assisted Learning) programs are designed to encourage knowledge by finding out and learning rather than by drill and practice. 6. After being discussed at the seminar many problems of educational computers became clear to us. 7. He can't solve this problem without being given this program. 8. The ability of the device to place max poles while preserving others is clearly attractive.

2. Переведите предложения, обращая внимание на роль герундия в предложении:

1. Upon switching off the current the pressure dropped. 2. We have modified the network while retaining the SFS property. 3. Besides being useful in general interpolation technique, the procedure can be effectively used to approximate the first coefficients of F. 4. The new opportunities may make life on this planet much more worth living. 5. They were against postponing the meeting and for going on with the discussion of this problem. 6. The purpose of the method is determining system stability. 7. We succeeded in building a flexible system. 8. He preferred changing the course of actions. 9. The main requirement is observing the rules.

3. Переведите предложения, определяя, какой частью речи является -ing форма (причастие I, герундий, отглагольное существительное).

1. In solving these equations you must be very careful with the signs. 2. Everything must have a beginning. 3. Swallow all your learning in the morning, but digest it in company in the evening (Ph. Chesterfield). 4. Submitting to one wrong brings to another. 5. We obtained these values in terms of the following formula. 6. This procedure is finding increasing use. 7. A man should be viewed as a free, rational being possessing a free will. 8. The problem, however, is in not dividing the structure finely enough. 9. Fortran has become a widely accepted programming language of the coding of mathematical applications. 10. Two results obtained using the protocol showed an interesting effect worth presenting and discussing here. 11. A system analyst spends much of a working day interviewing people.

4. Переведите предложения, определяя различие между зависимыми и независимыми герундиальными оборотами. Обращайте особое внимание на предлоги, вводящие герундиальные обороты.

1. Lobachevsky's having created a new geometry different from that of Euclid was a new stage in the development of mathematical science. 2. His having proved the advantages of the new system is very important. 3. The computer's being used in different spheres of our life is shown in the table above. 4. I know of Pascal's having built an adding machine at the age of 19. 5. Your having graphed the flowchart helped you to show the structure of the program. 6. Pride is therefore pleasure arising from a man's thinking too highly of himself. (B. Spinoza). 7. There is only one corner of the universe you can be certain of improving, and that's your own self. (A. Huxley). 8. I knew nothing of having completed the experiment. 9. They succeeded in getting reliable information on dealing with this type of error. 10. This is a result of our not having specified input or output variables for the network.

5. Укажите в каждом из следующих предложений те признаки, по которым вы находите герундий. Переведите предложения.

1. We account for the incompleteness of a reaction by its being reversible. 2. Einstein's being awarded the Nobel prize in physics soon became widely known. 3. Adding more turns makes the magnetic field stronger. 4. To a large extent the skilled analyst's productivity may be attributed to his having acquired, through many repetitions, the necessary technique. 5. There are several precautions to be observed in making such experiments. 6. The explosion resulted from the substance being volatile. 7. We know of computers' being used in many fields of human activity. 8. There is no hope of our getting a complete analysis of the measurements within 8 days. 9. He is responsible for the program not having been corrected in time. 10. The mistake resulted from the device not having been mended before the test.

Практическое занятие № 17.

Практика речи: **Creating a Team Culture / Создание корпоративной культуры коллектива.**

Цель: Формирование коммуникативных компетенций, овладение лексикой и грамматикой

В результате освоения темы студент должен

знать: базовые нормы употребления лексики, фонетики и грамматики

уметь: читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

Актуальность темы: обусловлена необходимостью овладением ОК-5; ОПК-4; ПК-26.

Теоретическая часть:

Once you decide to create a team to address some organizational opportunity or problem, you're faced with a decision: What kind of team should you set up? There are three major categories of teams, including: formal, informal, and self-managed.

Formal Teams

A formal team is a team that is chartered by an organization's management and tasked to address specific issues or to achieve specific goals. Types of formal teams include:

- Task forces: These are formal teams assembled on a temporary basis to address specific problems or issues. A task force could, for example, be created by management to get to the bottom of recent customer complaints about product quality. Task forces most often are given deadlines for addressing their problems or issues and reporting their findings back to management.

- Committees: Committees are long-term or permanent teams designed to perform an ongoing, specific organizational task. Examples include safety committees required by company liability insurance policies and employee morale committees designed to make the workplace more fun for workers.

- Command teams: Command teams combine some aspects of a regular hierarchy with teams because they are comprised of a manager or supervisor and all the employees who report directly to him or her. While employee input and suggestions are often solicited, there is no question that the manager or

supervisor is in charge and that he or she will ultimately make important team decisions. Some common examples of command teams include disaster operations teams, company sales teams, and management teams.

As integral parts of the official structures of the organization in which they function, formal teams play an important role, both in facilitating communications between the different levels of the organization, and in organizing people to get things done.

Informal Teams

Casual associations of employees that spontaneously develop within an organization's formal structure are known as informal teams and some observers consider them to be more important in how work gets done than their formal team siblings. Informal teams can form and disband anytime, anywhere, and they may arise for a wide variety of reasons.

An organization might, for example, have an informal team of employees who like to play softball after work, or who have banded together to address problems with indoor air pollution at a manufacturing facility, or who have decided to organize a company trip to Las Vegas.

Informal teams are important to organizations for the following reasons:

- They foster communication among employees in different parts and at different levels of the organization. Because informal teams are not chartered by management, they are safe for employees to speak freely and without fear of negative repercussions.

- They provide a way for employees who might not usually be tapped by management to lead formal teams to practice leadership roles. While the mailroom clerk might not, for example, be management's leading candidate to lead the site selection committee for a new factory, he might very well make a bang-up captain of the company bowling team.

Self-Managed Teams

The new kid on the team block, self-managed teams hold much promise for organizations by combining the best attributes of both formal and informal teams.

While self-managed teams are most often created by a manager, when given sufficient authority and autonomy, they quickly take on many of the roles that would normally be served by the organization's managers including making decisions, hiring and firing employees, creating and managing budgets, and much more.

The most effective self-managing teams are:

- Made up of people from different parts of the organization.
- Small because large groups create communication problems.
- Self-managing and empowered to act because referring decisions back up the line wastes time and often leads to poorer decisions.

- Multifunctional because that's the best—if not the only—way to keep the actual product and its essential delivery system clearly visible and foremost in everyone's mind.

Лексические единицы по теме:

charter - устав

issue - вопрос

temporary - временный

deadline - крайний срок

ongoing - постоянный

liability - ответственность

solicit - ходатайствовать

facilitate - способствовать

casual - случайный

sibling - родной брат

disband - расформировывать

repercussion - последствия

tap - кран

a bang-up captain – первоклассный капитан

essential - существенный

foremost - первоочередной

Вопросы и задания:

1. Find in the text the following words and word combinations:

столкнуться с решением

добратся до глубины
результаты расследования
долговременный
быть ответственным за что-либо
неотъемлемая часть
многофункциональный
видимый

2. Fill in the gaps with the following words:

freely hierarchy deadlines insurance attributes

- 1) Task forces most often are given.... for addressing their problems or issues and reporting their findings back to management.
- 2) Because informal teams are not chartered by management, they are safe for employees to speak..... and without fear of negative repercussions.
- 3) The new kid on the team block, self-managed teams hold much promise for organizations by combining the best.....of both formal and informal teams.
- 4) Command teams combine some aspects of a regular..... with teams because they are comprised of a manager or supervisor and all the employees who report directly to him or her.
- 5) Examples include safety committees required by company liability..... policies and employee morale committees designed to make the workplace more fun for workers.

3. Look at the heading of the text and predict the contents of it.

4. Answer the questions:

- 1) What is a task force?
- 2) What types of committees are there?
- 3) Who is in charge for a command team?
- 4) Why are informal teams necessary?
- 5) What are the features of a good self-managed team?

5. Match the teams and their features.

Team Team characteristics

Task forces supervisor is in charge
Committees form anytime, anyplace
Command teams on a temporary basis
Informal teams people from different parts of the organization
Self-managed teams perform an ongoing organizational task

6. Retell the text.

Практическое занятие № 18.

Практика речи: **The Impact of Downsizing / Последствия сокращения штатов.**

Цель: Формирование коммуникативных компетенций, овладение лексикой и грамматикой

В результате освоения темы студент должен

знать: базовые нормы употребления лексики, фонетики и грамматики

уметь: читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

Актуальность темы: обусловлена необходимостью овладением ОК-5; ОПК-4; ПК-26.

Теоретическая часть:

Interestingly enough, when times get tough for organizations and they are forced to cut costs and lay off employees, managers are often among the first to go.

Why? Because, it can be argued, they don't really produce anything of value. Sure, they are responsible for creating budgets, and controlling costs, and writing procedures, and designing and organizing departments and procedures; very few managers actually produce products or deliver services to customers.

Some of you may recall the business-reengineering craze of the early 1990s when large corporations such as IBM, AT&T, General Motors, and others laid off hundreds of thousands of employees—all in the name of improving business efficiency and lowering costs. As it turns out, many of these people were managers who—top executives realized—would barely be missed when they were gone. As the supervisors and managers who filled the middle ranks of organizational hierarchies were

disposed of, the hierarchies collapsed, leaving flat organizations with only a layer or two between top executives and frontline workers. Besides saving money,

this outcome had the added benefit of breaking apart deep-seated, rigid hierarchies and leaving much faster and more flexible organizations in their wake.

While this was not a happy time for the people who lost their jobs (many of whom took early retirement, started their own businesses, or learned new job skills and found work elsewhere), this was a happy time for their newly trimmed down and responsive organizations. In fact, these retooled organizations saw improvements in a variety of different areas, including:

- Decision making: The decision-making process was a bad joke in many organizations—particularly large organizations—where bureaucracy, turf battles, and corporate politics reigned supreme.

Decisions that should have taken minutes or hours at most instead took weeks or even months. But, as layers of middle managers were shown the door and hierarchies flattened, decisions were once again put on the fast track.

- Communicating: As layers of middle managers disappeared so did a lot of organizational friction, allowing communication to flow much more freely and much more quickly—from top to bottom and across departmental boundaries.

- Responsiveness: With fewer levels in the organization, employees can be empowered to be more responsive to customer needs as well as encouraged to take greater initiative in their jobs.

- Bottom-line benefits: Organizations that rid themselves of droves of middle managers—and their expensive pay and benefits packages—suddenly found themselves with a lot less cost and a lot more profit.

- Movement of authority and power: With the loss of many of their management and supervisory ranks, frontline employees were forced to take on more of the roles formerly reserved for management, including decision making, making hiring and firing decisions, drafting and controlling budgets, and much more. The result is that much authority and power in many organizations have migrated to where the action is—among their frontline employees.

- Greater utilization of technology: To keep current and connected, organizations are coming to rely more heavily on technology to better communicate and implement the organization's service.

Лексические единицы по теме:

get tough - становится жесткой

lay off - увольнять

recall - отзыв

hierarchy - иерархия

frontline workers - работники первого плана

retooled organization - переоборудованная организация

turf battles - борьба за сферы влияния

reign supreme - безраздельно властвовать

friction - трение

droves - толпы

Вопросы и задания:

1. Find in the text the following words and word combinations:

оказывать услуги

уволить

рухнуть

косный

глубоко сидящий

бюрократия

ускорить

освободиться от

полагаться

2. Fill in the gaps with the following words:

authority retirement costs trimmed initiative

1) They are responsible for creating budgets, and controlling....., and writing procedures

2) With fewer levels in the organization, employees can be empowered to be more responsive to customer needs as well as encouraged to take greater..... in their jobs.

- 3) The result is that much..... and power in many organizations have migrated to where the action is
- 4) This was a happy time for their newly..... down and responsive organizations.
- 5) Many of them took early....., started their own businesses, or learned new job skills and found work elsewhere

3. Look at the heading of the text and predict the contents of it.

4. Answer the questions:

- 1) Why are the managers the first to be laid off in time of crisis?
- 2) What are managers responsible for?
- 3) What happened when the hierarchies collapsed?
- 4) Why was the decision making process slow before the business-reengineering craze of the early 1990s/
- 5) Why did employees become more responsive?
- 6) What was the reason of greater utilization of technologies?

5. Say if the statement is true or false. If it is false give the right variant.

- 1) Very few managers actually produce products or deliver services to customers.
- 2) As it turns out, many of these people were frontline employees who—top executives realized—would barely be missed when they were gone.
- 3) Besides saving money, this outcome had the added benefit of breaking apart deepseated, rigid hierarchies and leaving much slower and less flexible organizations in their wake.
- 4) In fact, these retooled organizations saw improvements in a variety of different areas.
- 5) But, as layers of middle managers were shown the door and hierarchies flattened, decisions were once again put on the slow track.

6. Write a summary of the text above.

Практическое занятие № 19.

Грамматика: Сочетания «a little, a few».

Цель: Формирование коммуникативных компетенций, овладение лексикой и грамматикой

В результате освоение темы студент должен

знать: нормы употребления лексики английского языка в профессиональной сфере

уметь: читать и переводить специальную литературу для пополнения профессиональных знаний; осуществлять профессиональную коммуникацию в устной и письменной формах на английском языке.

Актуальность темы: обусловлена необходимостью овладением ОК-5; ОПК-4; ПК-26.

Теоретическая часть:

Сочетания «a little, a few»

Сочетание **a little** означает **немного** и употребляется в функции определения перед неисчисляемыми именами существительными, а также в качестве обстоятельства меры и степени после глаголов:

I have **a little** free time to-day. У меня есть **немного** свободного времени сегодня.

He reads English **a little**. Он **немного** читает по-английски.

Сочетание **a few** означает **немного, несколько** и употребляется только в функции определения перед исчисляемыми именами существительными:

My friend has **a few** pictures of this beautiful city. У моего друга есть **несколько** фотографий этого прекрасного города.

Сравните:

He had **little** free time last week, he couldn't come to see us. У него было **мало** свободного времени на прошлой неделе, он не мог навестить нас.

He has **a little** free time to-day and will come to see us. У него есть **немного** свободного времени сегодня, и он навестит нас.

He reads **little**, that's why he knows few English words. Он **мало** читает, поэтому он знает мало английских слов.

He knows French **a little** and can translate this letter. Он знает **немного** французский язык и может перевести это письмо.

Last month we learned **few** English words: only ten. В прошлом месяце мы выучили **мало** английских слов: только десять.

He learned **a few** English words, and now he can read telegrams from foreign firms. Он выучил **немного** английских слов и теперь может читать телераммы от иностранных фирм.

Вопросы и задания:

1. Укажите правильный вариант – few или a few:

1. A few/few people swim in the sea in the winter.
2. He went out a few/few minutes ago.
3. Can I speak to you for a few/few minutes?
4. There were a few/few guests at the party. The hosts were unhappy.
5. I'm going shopping. I need to buy a few/few things for tonight's party.

2. Укажите правильный вариант – little или a little:

1. I need a little/little Can you lend me some?
2. I can't wait for you. I've got a little/little
3. You have a little/little time to finish the test. You must write faster.
4. I have a little/little free time for hobbies because I work a lot.
5. You don't have to hurry. There is a little/little traffic at this time of the day.
6. There is a little/little snow on the ground. The children can't make a snowman.

Практическое занятие № 20.

Грамматика: Страдательный залог.

Цель: Формирование коммуникативных компетенций, овладение лексикой и грамматикой

В результате освоение темы студент должен

знать: нормы употребления лексики английского языка в профессиональной сфере

уметь: читать и переводить специальную литературу для пополнения профессиональных знаний; осуществлять профессиональную коммуникацию в устной и письменной формах на английском языке.

Актуальность темы: обусловлена необходимостью овладением ОК-5; ОПК-4; ПК-26.

Теоретическая часть:

Страдательный залог

В английском языке глаголы могут иметь два залога: *действительный (the Active Voice)* и *страдательный (the Passive Voice)*.

Глагол в действительном залоге показывает, что действие выполняется, совершается лицом или предметом, обозначенным подлежащим.

Глагол, в страдательном залоге показывает, что лицо или предмет, обозначенный подлежащим, испытывает воздействие или находится в определенном состоянии в результате какого-то воздействия. Функции страдательного залога в английском языке гораздо шире, чем в русском языке.

Образование страдательного залога. Страдательный залог образуется в английском языке с помощью вспомогательного глагола **to be** и формы причастия II смыслового глагола. Это можно представить формулой:

to be + Participle II

Форма причастия II **никогда** не изменяется, а показателем лица, числа и времени является вспомогательный глагол **to be**.

Глагол **to show** в страдательном залоге времен группы *Indefinite*.

1 лицо	ед. числа настоящего времени	am	shown
3 лицо	ед. числа настоящего времени	is	
	мн. число настоящего времени	are	
	ед. число прошедшего времени	was	
	мн. число прошедшего времени	were	
1 лицо	будущего времени	shall be	
	другие лица будущего времени	will be	

Отрицательная форма страдательного залога образуется при помощи отрицательной частицы **not**, которая ставится после первого вспомогательного глагола:

I am **not shown** Мне не показывают

He is **not shown** Ему не показывают

We are **not shown** Нам не показывают

She was **not shown** Ей не показывали (не показали)

They were **not shown** Им не показывали (не показали)

I shall **not** be shown Мне не покажут
It will not be **shown** Ему (ребенку) не покажут

Вопросительная форма страдательного залога образуется постановкой **первого** вспомогательного глагола перед подлежащим:

Am I shown? Мне показывают?
Is he shown? Ему показывают?
Are we shown? Нам показывают?
Was she shown? Ей показывали?
Were they shown? Им показывали?
Shall I be shown? Мне покажут?
Will it be shown? Ему (ребенку) покажут?

Употребление страдательного залога. В английском языке все объектные глаголы могут употребляться в страдательном залоге, тогда как в русском языке в страдательном залоге могут употребляться только переходные глаголы. В английском языке употребление страдательного залога гораздо шире, чем в русском языке, так как категория объектных глаголов (принимающих любое дополнение) значительно шире категории переходных глаголов (принимающих только прямое дополнение — дополнение в винительном падеже без предлога).

Подлежащее предложения в страдательном залоге в русском языке является всегда прямым, непосредственным объектом действия, т.е. по значению соответствует прямому дополнению предложения в действительном залоге.

Подлежащее предложения в страдательном залоге в английском языке может также обозначать прямой непосредственный объект действия, например:

Houses **are built** very quickly now. Дома сейчас **строятся** очень быстро.

This house **was built** last year. Этот дом **был построен** в прошлом году.

Вопросы и задания:

1. Употребите нужное время действительного или страдательного залога глагола, данного в скобках:

1. He must (to remind, to be reminded) that we'll have a meeting tomorrow. 2. Their lesson must (not to interrupt, not to be interrupted). 3. He (to tell, to be told) to take care of the wounded man. 4. It was difficult for them (to find out, to be found out) his address. 5. Many guests (to invite, to be invited) to my brother's birthday party yesterday.

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