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Авторы: к.п.н, доцент А.А. Ярхамова, к.п.н, доцент Г.Р. Фассахова, ст. преподаватель Л.Р. Исламова, ст. преподаватель З.Д. Давлетшина, ст. преподаватель Р.Х. Мавдашева, к.п.н., доцент кафедры иностранных языков ФГАОУ ВО Казанский (Приволжский) федеральный университет Л.Г. Чумарова.

Рецензенты:

Ч.М. Куракова - к.ф.н, доцент кафедры управления, государственной и муниципальной службы ФГБОУ ВО «Казанский государственный аграрный университет»;

Л.Ф. Шангареева - к.ф.н., доцент кафедры европейских языков и культуры Высшей школы иностранных языков и перевода Института международных отношений ФГАОУ ВО Казанского (Приволжского) федерального университета.

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Цель данного пособия – формирование и совершенствование навыков чтения и перевода аутентичных текстов у студентов по специальности, расширение и закрепление лексического запаса, развитие навыков устной речи, формирование профессионально - ориентированной коммуникативной компетенции.

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ВВЕДЕНИЕ

Основной целью обучения иностранному языку для специальных целей на современном этапе является подготовка студентов к иноязычному профессиональному общению, т.е. формированию коммуникативной компетенции, обучению студентов говорению. Поскольку лексика – это важнейший компонент основных видов речевой деятельности: аудирования, говорения, чтения и письма, то на начальном этапе обучения иностранному языку для специальных целей в неязыковом вузе ей уделяется особое внимание. В основе приобретения профессионально значимых знаний и умений иноязычного общения лежат и базовые знания общего иностранного языка у обучаемых.

В учебно-методическом пособии представлены упражнения и задания, предназначенные для начального этапа овладения иноязычной профессиональной лексикой в сфере государственного и муниципального управления. Цель пособия помочь студентам бакалавриата адаптироваться в своей профессиональной сфере. Цель заданий – подготовить обучаемых к пониманию смысла аутентичных текстовых материалов, развивать умения отвечать на вопросы, вести диалог. Разработанные упражнения подходят для самостоятельной работы, как в аудитории, так и за ее пределами.

Пособие состоит из 8 уроков, в состав которых входят учебные тексты и упражнения. Представленные в пособии тексты информативны, профессионально ориентированы. После каждого текста – упражнения на расширение словарного запаса учащихся и понимание прочитанного. При необходимости могут выполняться упражнения на повторение ранее изученного материала.

Таким образом, предлагаемые задания ставят своей целью развить у обучающихся навыки использования соответствующих лексических единиц и их применения во время работы с научно-технической литературой.

UNIT 1. CAREER OF A CIVIL SERVANT. PROFESSIONAL QUALITIES AND ETHICS

Read and learn the active vocabulary:

- a federal civil servant - федеральный государственный служащий
- the federal budget - федеральный бюджет
- the professional official activity - профессиональная официальная деятельность
- a state civil – servant - государственный гражданский служащий
- a position - должность
- an intra-organizational career - внутриорганизационная карьера
- an inter-organizational career - межорганизационная карьера
- a specialized career - специализированная карьера
- a non-specialized career - неспециализированная карьера
- a vertical career - вертикальная карьера
- a horizontal career - горизонтальная карьера
- stages of development - этапы развития
- training - обучение
- employment - трудоустройство
- professional growth - профессиональный рост
- support - поддержка
- development of individual professional abilities - развитие индивидуальных профессиональных способностей
- retirement - отставка, уход на пенсию
- moral requirements - моральные требования
- relations with colleagues - отношения с коллегами
- to carry out - выполнять
- to distinguish - выделять, различать
- to climb the corporate ladder - подняться по корпоративной лестнице
- to look at - взглянуть

to move - двигаться
to follow the oath - держать клятву
to bring to the attention - ставить в известность
to inform management - информировать руководство
to fulfill the duties - исполнять обязанности
to take care of - заботиться
to provide information - предоставлять информацию
to respect the rights- уважать права
to accept gifts - принимать подарки
to become a member - стать членом

Read and translate the text:

Text. CAREER OF A CIVIL SERVANT. PROFESSIONAL QUALITIES AND ETHICS

A federal civil servant is a citizen who carries out professional official activity in the position of the federal civil service and receives a monetary remuneration at the expense of the federal budget.

A state civil servant of a subject of the Russian Federation is a citizen who carries out professional official activity in the position of a state civil service of a subject of the Russian Federation and receives a monetary remuneration at the expense of the budget of the relevant subject of the Russian Federation.

The word “career” in French means “successful progress”.

It is possible to distinguish different types of careers of public civil servants.

An intra-organizational career means that a civil servant goes through all stages of development: training, employment, professional growth, support and development of individual professional abilities, retirement. He goes through these stages sequentially within the walls of one executive authority. Such a career can be specialized and non-specialized.

An inter-organizational career means that a public civil servant goes through all stages of development consistently, working in various positions in various

executive authorities. This career can also be specialized and non-specialized.

A specialized career is characterized by the fact that a particular state civil servant goes through various stages of his career in the course of his professional activity.

A non-specialized career is characterized by the fact that a particular state civil servant, climbing the corporate ladder, should be able to look at the organization from different sides, without staying in one position for more than three years.

A vertical career involves climbing to a higher level of the structural hierarchy (promotion, which is accompanied by a higher level of remuneration).

A horizontal career involves either moving to another functional area of activity, or performing a certain official role at a stage that does not have a rigid formal fixation in the organizational structure (for example, performing the role of the head of a temporary task force, program, etc.); a horizontal career can also include the expansion or complication of tasks at the previous stage.

The list of the moral requirements that are imposed on civil servants of the Russian Federation includes:

- moral requirements of the professional nature;
- moral requirements in relations with colleagues;
- moral requirements for self-education and qualification level;
- moral norms of communication with citizens;
- moral imperatives of an individual's off-duty behavior;
- moral requirements and relationships in the family and household sphere;
- moral norms of the relationship with the commanding staff.

In turn, the general moral values of the behavior of civil servants can be represented in the following imperatives:

- to faithfully follow the oath and moral requirements of public administration;
- to bring to the attention of the direct management all the circumstances and facts relating to the personality of a civil servant and affecting his moral authority;

- to respect human dignity, individuality, experience and efficiency of employees, to provide them with the necessary assistance, not to shift their mistakes and miscalculations to them, not to appropriate other peoples success and merits; the obligation to promptly and accurately execute the instructions of the management within the boundaries of the law;

- to thoroughly inform management about all the facts and phenomena directly related to the work; not to let third parties into the alleged contradictions in the field of professional competencies;

- to fulfill the duties, comply with the rule of law and legal norms, improve professional knowledge, engage in self-education;

- to take care of the authority of the public service, respect the rights of the individual and the dignity of citizens, not to provide information of the individual nature that is not directly related to their official duties;

- not to accept gifts (including relatives) from people or organizations officially associated with them;

- not to become a member of an organization pursuing prohibited goals, illegally operating political parties, religious sects.

A number of these provisions have been legally consolidated in Federal Law No. 79-FL of July 27, 2004 “On the State Civil Service of the Russian Federation”.

Exercise 1. Answer the following questions:

1. Who is a federal civil servant?
2. Name the types of careers of public civil servants.
3. What is the difference between an intra-organizational career and inter-organizational career?
4. What does the list of the moral requirements include?
5. Where have the general moral values of the behavior been legally consolidated?

Exercise 2. Complete the following sentences:

1. The word “career” in French means....
2. An intra-organizational career means
3. He goes through these stages
4. A specialized career is characterized by the fact ...
5. A vertical career involves climbing
6. A horizontal career can also
7. The list of the moral requirements that are imposed on civil servants of the Russian Federation includes: moral requirements for self- education ...

Exercise 3. Match the parts of the sentences:

1. A federal civil servant is a citizen who carries out professional official activity	a) working in various positions in various executive authorities
2. The word «career» in French means	b) that a particular state civil servant goes through various stages of his career in the course of his professional activity
3. <i>An inter-organizational career</i> means that a public civil servant goes through all stages of development consistently	c) that does not have a rigid formal fixation in the organizational structure
4. <i>A specialized career</i> is characterized by the fact	d) in the position of the federal civil service and receives a monetary remuneration at the expense of the federal budget
5. <i>A vertical career</i> involves climbing to	e) moral norms of the relationship with the commanding staff
6. <i>A horizontal career</i> involves either moving to another functional area of activity or performing a certain official role at a stage	f) «successful progress»
7. The list of the moral requirements that are imposed on civil servants of the Russian Federation includes	g) a higher level of the structural hierarchy

Exercise 4. Match the words and their definitions:

Word	Definition
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1. budget	a) someone who legally belongs to a particular country and has rights and responsibilities there.
2. citizen	b) payment for work, especially in the form of a salary.
3. career	c) a job or profession that you have been trained for, and which you do for a long period of your life career in.
4. remuneration	d) when you stop working, usually because of your age
5. retirement	e) a system of organization in which people or things are divided into levels of importance.
6. hierarchy	f) something that must be done because of a law or rule.
7. requirement	g) an official statement that a government makes about how much it intends to spend and what taxes will be necessary.

Exercise 5. Say whether the following sentences are true or false according to the information from the text. Correct the false sentences.

1. A federal civil servant is a citizen who carries out professional of - ficial activity in the position of the federal civil service and receives a monetary remuneration at the expense of the federal budget.

2. The word «career» in French means «ailure».

3. An intra-organizational career means that a military officer goes through all stages of development: training, employment, professional growth, support and development of individual professional abilities, retirement.

4. An inter-organizational career means that a public civil servant goes through all stages of development consistently, working in various positions in various executive authorities.

5. A specialized career is characterized by the fact that a particular state civil servant, climbing the corporate ladder, should be able to look at the organization from different sides, without staying in one position for more than three years.

6. A vertical career involves climbing to a higher level of the structural hierarchy.

7. A horizontal career involves that a public civil servant goes through all stages of development consistently, working in various positions in various executive authorities.

Exercise 6. Make up the plan of the text and retell it

Exercise 7. Translate into English:

1. Федеральный государственный служащий добросовестно осуществляет профессиональную служебную деятельность.

2. Федеральный государственный служащий получает денежное вознаграждение за счет средств федерального бюджета.

3. Карьера государственного служащего включает все этапы развития: обучение, трудоустройство, профессиональный рост, поддержка и развитие индивидуальных профессиональных способностей, выход на пенсию.

4. Карьера государственного служащего может быть специализированной и неспециализированной.

5. Профессиональная этика накладывает моральные обязательства в отношениях с коллегами и гражданами.

6. Необходимо следовать присяге и моральным требованиям государственного управления.

7. Задача заключается в том, чтобы информировать руководство обо всех фактах и явлениях, непосредственно связанных с работой.

8. Обучение на протяжении всей жизни предполагает постоянное саморазвитие государственного служащего.

9. Государственному служащему запрещено становиться членом организации, преследующей запрещенные цели.

10. Вам следует уважать права личности и достоинство граждан.

Test 1. Choose the correct variant:

1. The civil servant is good ... solving conflicts.
 - a) in
 - b) of
 - c) about
 - d) at
2. *A vertical career* involves climbing to a level of the structural hierarchy.
 - a) low
 - b) higher
 - c) lower
 - d) high
3. The word «career» in French means
 - a) successful progress
 - b) great achievement
 - c) climbing the ladder
 - d) successful work
4. A is characterized by the fact that a particular state civil servant goes through various stages of his career in the course of his professional activity.
 - a) inter-organizational career
 - b) intra-organizational career
 - c) specialized career
 - d) non-specialized career
5. The civil servant ... respect human dignity.
 - a) need to
 - b) can to
 - c) should
 - d) ought
6. It is necessary for the civil servant the duties with responsibility.
 - a) fulfilling
 - b) to fulfill

- c) fulfilled
- d) does fulfill

7. A ... career involves climbing to a higher level of the structural hierarchy.

- a) vertical
- b) horizontal
- c) specialized
- d) inter-organizational

8. *An inter-organizational career* means that a public civil servant goes all stages of development consistently.

- a) through
- b) beyond
- c) above
- d) under

Unit 2. THE EVOLUTION OF PUBLIC ADMINISTRATION

Read and learn the active vocabulary:

- enormous - огромный
- government - правительство
- trusted councilors and advisers - доверенные консультанты и советники
- day-to-day activities - повседневная деятельность
- a judge - судья
- a tax collector - сборщик налогов
- civil service - гражданская служба
- transfer of power - передача власти
- health - здоровье
- welfare - благосостояние
- defense - защита
- agriculture - сельское хозяйство
- taxes - налоги
- trade - торговля
- transportation - транспорт
- to rely on - полагаться на
- to give the orders - отдавать приказы
- to carry out - выполнять, исполнять
- to organize public affairs - организовывать общественные дела
- to report back - отчитаться
- to employ - нанимать
- to create a hierarchy - создать иерархию
- to examine candidates for civil service - проверять кандидатов на государственную службу
- to prove practical skills and professional qualities - доказывать практические навыки и профессиональные качества
- to lose the post - потерять должность

to be in charge of - нести ответственность за

to separate the civil service from politics - отделить государственную службу от политики

to introduce selection on merit - ввести отбор по заслугам

to embrace the power - принять силу

Read and translate the text:

Text. THE EVOLUTION OF PUBLIC ADMINISTRATION

Public administration has ancient origins. In ancient times, soldiers were almost the only people who served the government. In those days, the government was usually in the hands of a king. He could call on his soldiers in time of war. In peacetime, he relied on a small group of trusted councilors and advisers. The king also gave some of his power to officials, such as judges and tax collectors, who saw to the day-to-day activities of government. This was the beginning of civil service as we know it today.

Building the great pyramids of ancient Egypt was an enormous engineering project. The Egyptian pharaoh gave the orders. But many lesser officials were needed to carry the orders out. The Egyptian civil servants were responsible for slave workers, building stone, food, drink, and money to pay for it all. In antiquity the Egyptians and Greeks began to organize public affairs by office, and the principal officeholders were responsible for administering justice, maintaining and providing law and order.

Gradually, as civilization developed, governments began to employ specially trained people to carry out the tasks of government. The Romans developed a sophisticated system of administration under their empire. They created distinct administrative hierarchies for justice, military affairs, finance and taxation, foreign affairs, and internal affairs, each with its own principal officers of state. This elaborate administrative structure covered the entire empire. Officers reported back through their superiors to the emperor. This structure was later imitated by the Roman Catholic Church. After the fall of the Roman Empire in Western Europe in

the 5th century, this sophisticated structure disappeared but many of its practices continued in the Byzantine Empire in the East. By the Middle Ages, there was some form of civil service in most countries of Europe.

The Chinese built up a centralized administration and a well-organized civil service which was undoubtedly the longest lasting in history and which ran the Chinese empire for 2,000 years. The Chinese came to the idea of examining candidates for civil service. Only one candidate out of every 100 was successful. A candidate for civil service position had to know the Chinese classics and to prove practical skills and professional qualities by different testing methods. Examination papers were copied by clerks, examinees were identified by number only, and three examiners read each paper to ensure fairness in grading. Examination grades were decisive in admission to the civil service and in career promotion. The idea of civil service examinations was imitated by civil services in many other countries.

In medieval times, civil servants depended on the king. When the king died and a new king succeeded him, a civil servant could expect to lose his post. But in most modern civil services the transfer of power from one administration to another does not mean the whole removal of all civil servants. They are public employees, who continue working for the state, irrespective of whatever government holds power. In democracy the government of the day makes laws, and it is the job of the permanent civil service to carry them out. While civil servants carry on the work of each government department, a government minister is in charge of the department and is responsible to parliament and the people.

Early European administrative structures developed from the royal households of the medieval period. Until the end of the 12th century official duties within the royal households were ill-defined, often with multiple holders of the same post. Exceptions were the better-defined positions of a butler (responsible for the provision of wine), a steward (responsible for feasts), a chamberlain (responsible for receiving and paying out money that was kept in the royal sleeping chamber), and a chancellor (usually a priest with responsibilities for writing and applying the seal in the monarch's name).

In the 13th century the functions of keeping the royal household and the functions of governing the state were separated. Many household posts disappeared. However, the office of chancellor, which was always concerned with state matters, survived and became the most important link between the old court offices and modern ministries. As for the chamberlain's office in the royal household, it developed into the modern treasury or finance ministry.

From the middle of the 13th century three major bodies for handling affairs of state emerged: the high court (evolving primarily from the chancellery), the exchequer, and the collegial royal council. In England and France, however, such bodies appeared only in the early 14th century, and in Brandenburg (which later formed the basis of the Prussian state) only at the beginning of the 17th century.

Apart from justice and treasury departments, which originated in old court offices, modern ministerial structures in Europe developed out of the royal councils. Royal councils were powerful bodies of nobles appointed by the monarch. Gradually labor was divided within these councils, and the monarchs' secretaries who had a low status within such councils became the first professional civil servants in Europe in the modern sense. The secretaries were always near the monarch that is why they knew more about royal intentions. The secretaries were relatively permanent that is why they had greater expertise in particular matters of state than transient nobles of the council. They were also assisted by staffs. The secretaries grew in importance in the 15th and 16th centuries as they became more or less full members of the council.

Initially, the functions among secretaries were distributed based upon geography. In England, for example, there was a secretary of the North and a secretary of the South until 1782, when the offices of home and foreign secretary were created. In France the distribution of territorial responsibilities among secretaries of state was even more complex until 1789, when functional responsibilities appeared.

As governments became more complex, it became clear that civil servants must be properly qualified. Reforms were brought in to separate the civil service

from politics, and to introduce selection on merit, through examinations open to all. Today, almost all civil servants are chosen in this way.

The work done by the civil service covers every activity of government: health, welfare, defense, agriculture, taxes, trade, transportation, and so on. As modern life has become more and more complex, so the number of civil servants has grown.

Public administration is an ever evolving area. It's a subject we can learn a lot from, including where we might be headed when implementing new laws. Organization and innovation are key factors in helping public administration develop in modern society. From Plato to Adam Smith, iconic historical figures have shown the people how to embrace their power. Public administration is the art of putting elective laws into place in the best interest of the people.

Exercise 1. Answer the following questions:

1. What was the beginning of civil service as we know it today?
2. What do the Chinese built up?
3. What can you say about Early European administrative structures?
4. What can you say about administrative structures in England?
5. Why has grown the number of civil servants?

Exercise 2. Complete the following sentences:

1. Public administration has
2. The Egyptian civil servants were responsible for
3. Royal councils were powerful bodies of
4. In France the distribution of territorial responsibilities among secretaries of state was even more complex until 1789,
5. Reforms were brought in to separate the civil service from politics, and to introduce selection on merit,
6. As modern life has become more and more complex,
7. Organization and innovation are key factors in helping

Exercise 3. Match the parts of the sentences:

1. The king also gave some of his power to officials,	a) in most countries of Europe
2. Building the great pyramids of ancient Egypt was	b) civil servants depended on the king
3. By the Middle Ages, there was some form of civil service	c) the functions of governing the state were separated
4. The Chinese came to the idea of	d) when the offices of home and foreign secretary were created
5. In medieval times,	e) such as judges and tax collectors, who saw to the day-to-day activities of government
6. In the 13th century the functions of keeping the royal household and	f) examining candidates for civil service
7. In England, for example, there was a secretary of the North and a secretary of the South until 1782,	g) an enormous engineering project

Exercise 4. Match the words and their definitions:

Word	Definition
1. government	a) a group of countries that are all controlled by one ruler or government
2. king	b) the system of charging taxes
3. empire	c) the group of people who govern a country or state
4. justice	d) a new idea, method, or invention
5. taxation	e) the system by which people are judged in courts of law and criminals are punished
6. reform	f) a man who rules a country because he is from a royal family
7. innovation	g) a change or changes made to a system or organization in order to improve it

Exercise 5. Say whether the following sentences are true or false according to the information from the text. Correct the false sentences.

1. In ancient times, soldiers were almost the only people who served the government.

2. Gradually, as civilization developed, governments began to employ specially trained people to carry out the tasks of government.

3. The Chinese developed a sophisticated system of administration under their empire.

4. The Egyptians created distinct administrative hierarchies for justice, military affairs, finance and taxation, foreign affairs, and internal affairs, each with its own principal officers of state.

5. The Chinese came to the idea of examining candidates for civil service.

6. Public administration is an ever evolving area.

7. Public administration is the art of putting elective laws into place in the best interest of the students.

Exercise 6. Make up the plan of the text and retell it

Exercise 7. Translate into English:

1. Государственное управление имеет древние корни.

2. Строительство великих пирамид Древнего Египта было грандиозным инженерным проектом.

3. В древности главные должностные лица были ответственны за отправление правосудия, поддержание и обеспечение законности и порядка.

4. Правительства начали нанимать специально обученных людей для выполнения особых задач.

5. Римляне разработали различные административные иерархии для правосудия, военных дел, финансов и налогообложения.

6. Китайцы создали централизованную администрацию и хорошо организованную государственную службу.

7. Министр возглавлял департамент и нес ответственность перед парламентом и народом.

8. По мере усложнения управления стало ясно, что государственные служащие должны обладать надлежащей квалификацией.

9. Государственное управление — это динамичная, постоянно развивающаяся область.

10. Главная задача государственного управления во все времена — это соблюдение и исполнение законов в наилучших интересах народа.

Test 2. Choose the correct variant:

1. Public administration ... ancient origins.
 - a) haves
 - b) has
 - c) does
 - d) is
2. The Egyptian pharaoh ... the orders in ancient times.
 - a) gave
 - b) give
 - c) was give
 - d) did gave
3. The Romans developed a sophisticated system of administration under their
 - a) office
 - b) monarchy
 - c) empire
 - d) kingdom
4. The idea of civil service examinations was imitated ... civil ser-vices in many other countries.
 - a) by
 - b) in
 - c) with
 - d) at
5. In medieval times, civil servants depended ... the king.
 - a) on
 - b) in

- c) at
- d) between

6. Great pyramids were built in

- a) Rome
- b) Egypt
- c) Babylon
- d) Greece

7. The fall of the Roman Empire in Western Europe took place in the ... century.

- a) sixth
- b) seventh
- c) ninth
- d) fifth

Unit 3. PUBLIC ADMINISTRATION

Read and learn the active vocabulary:

public - государственный, общественный

administration - управление

administrator - управляющий, руководитель

authoritative - официальный, влиятельный

to implement - выполнять, осуществлять

legimate - законный

policy - курс, стратегия, система, политика

to defend - защищать

bureaucrasy - бюрократия

sophisticated - лишённый простоты, естественности

petition - петиция, прошение

judiciary - законный, судебный

to disrupt - раздробить, разбить, разрушить

Read and translate the text:

Text. PUBLIC ADMINISTRATION

Public Administration is difficult to define; this is because it covers a vast amount of activity. Public Administration jobs range from the exploration of outer space to sweeping the streets. Some administrators are highly educated professionals; others possess few skills that differentiate them from the mass of the citizenry. Some public administrators make policies that have a nationwide impact and may benefit millions of people; others have virtually no responsibility for policy - making and simply carry out the mundane governmental tasks of filling and record - keeping. Public administrators are doctors, lawyers, scientists, engineers, accountants, personnel officers, managers, clerks, manual labourers and individuals engaged in many other occupations and functions. One specific definition of it is that public administration is the use of managerial, political, and

legal theories and processes to fulfill legislative, executive, and judicial I governmental mandates for the provision of regulatory and service functions for the society as a whole or for some segments of it.

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 bureaucrat s». 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 labelled 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 Congy.

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 administrations 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 are 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 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 personal 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 favouritism. It is a system of offices rather than officers. Loyalty is owed first of all to the state and the administrative organisation. Members of the bureaucracy, or large, formal, complex organisations 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, registration, or for other reasons, new qualified persons are selected according to clearly defined rules. Bureaucracy does not die when its members die.

Exercise 1. Answer the following questions:

1. What is public administration?
2. Have you ever been in contact with public administration?
3. What institutions and agencies are involved in public administration?
4. What institutions are involved with policy formulation?
5. What are public administrators?
6. What is the difference between macro - administration and micro - administration?
7. What changes could a change of emperor lead to in a system based on personal preferment?
8. What are modern administrative systems based on?

Exercise 2. Complete the following sentences:

1. We are in contact with almost from the moment of birth.
2. Public administration is said to be not
3. Public administration are the anonymous specialists, who
4. Whether in the negative or positive sense, public administration is
5. The ancient and recent colonial empires
6. Modern administrative system is based on
7. When people think about , they think of elected officials.
8. Various institutions are involved in
9. Others see as mere cogs in the machinery of government.
10. does not die when its members die.

Exercise 3. Match the words to their definitions:

1. registration
2. government
3. bureaucrat
4. administration
5. legitimate
6. official

7. empire

- a) an official who works in a bureaucracy, especially one who you think follows rules and procedures too strictly;
- b) the departments, ministries, and committees that carry out the decisions of the political leaders of a country;
- c) the recording of something such as a person 's name or the details of an event in an official list;
- d) this person helps to organise and supervise the way that a country, company, or institution functions;
- e) a number of nations that are controlled by one country;
- f) a person who holds a position of authority in an organisation;
- g) allowed or justified by law.

Exercise 4. 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 почёте, 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 подчинённых.

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

Exercise 5. Translate into Russian:

1. Yet we are in contact with public administration almost from the moment of birth.

2. Our experiences with public administrators have become so extensive that our society may be labelled the "administered society".

3. Various institutions are involved in public administration.

4. Much of the policy - making activities of public administration is done by large specialized governmental agencies (micro - administration).

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

Exercise 6. What is English for:

- 1) государственное управление
- 2) править, господствовать
- 3) требование, претензия
- 4) рядовые служащие
- 5) административная система
- 6) приводить в исполнение
- 7) преданность подчинённых
- 8) мелкий чиновник
- 9) бюрократия
- 10) петиция, прошение

Exercise 7. Guess the meaning of the following words and phrases:

policy - making (activity); policy formulation; administered society; to be based on personal preferment; micro - administration; macro - administration; bureaucracy.

Exercise 8. Read the text for general information to complete the following statements:

1. The text deals with the problem of....
2. Various institutions are involved in public administration

3. The role of public administrators
4. The text tells us about administrative organisation of the ancient empires....
5. The text views modern administrative system as

Exercise 9. Speak on the following problems:

1. Personal preferment and objective norms in a public administrative system.
2. Public administration as policy making.

Unit 4. RUSSIAN FEDERATION STATE SYSTEM

Read and learn the active vocabulary:

collapse - крах

elect - выбирать

election - выборы

term - срок

popular vote - народное голосование

Supreme Commander -in-Chief of the armed forces - Верховный

главнокомандующий вооруженными силами страны

make treaty - заключать договор

enforce law - проводить в жизнь закон

appoint - назначать

legislative -законодательный

executive - исполнительный

judicial - судебный

Upper Chamber - верхняя палата

Lower Chamber - нижняя палата

bill - законопроект

veto - наложить вето

Constitutional Court - Конституционный Суд

stripe - полоса

two -headed eagle - двуглавый орёл

State Duma - Государственная Дума (нижняя палата парламента РФ)

amend - вносить поправку, изменение, дополнение (в конституцию).

amendment - поправка

draft - проект

entry into force - вступление в силу

Federal Assembly - Федеральное Собрание -парламент РФ.

Federal Council - Совет Федерации (верхняя палата парламента РФ)

submit - представлять на рассмотрение

coat of arms - герб

an anthem - гимн

Read and translate the text:

Text. RUSSIAN FEDERATION STATE SYSTEM

The Russian Federation is set up by the Constitution of 1993 after the collapse of the Soviet Union. According to the Constitution Russia is a Federation and a Presidential Republic. The President is elected by popular vote for six-year term and is the head of the State. The President is also the Supreme Commander - in-Chief of the armed forces. He makes treaties, enforces laws and appoints ministers, the judges of the Supreme and Constitutional Courts. The Federal Government consists of three branches: legislative, executive and judicial.

All of them are checked by the President. The legislative power is vested in both government and the Federal Assembly of the Russian Federation. It consists of two chambers. The Upper Chamber is the Council of Federation (176-member); the Lower Chamber is the State Duma (450-member). The Federation Council is formed of the heads of the regions. The Duma is elected by the population. The Duma examines and discusses different bills. To become a law a bill must be approved by both chambers and signed by the President. The President may veto the bill. The executive power belongs to the Government which is headed by the Prime Minister. The Prime Minister forms his Cabinet. The judicial power is vested on the judges of the Supreme and Constitutional Courts. The State symbol of Russia is a three - coloured banner with three horizontal stripes: white, blue and red. The white stripe symbolizes - nobility, the blue one - honesty and the red one symbolizes – liberty. The flag was introduced by Peter the Great in 1705 as well as the State Emblem, national flag regained its status in 1993. The national coat of arms has been changed. It is two-headed eagle. It was created in the 14th century to symbolize Russian Monarchy and as the symbol of Russia's position between the East and West. After the October Revolution of 1917 the symbol was not used

for 76 years. At last in 1993 the first President of the Russian Federation Boris Yeltsin ordered to make the two-headed eagle the State Coat of Arms again. Now the two heads of the eagle symbolize the Asian and European parts of the country. Russia also has some other national symbols. For example, the birch is the symbol of beauty and grace; bear is the symbol of might. Another national Russian symbol is the anthem. The hymn of Russia is The Patriotic Song by Mikhail Glinka. The hymn of the country is created by Alexandrov and Mikhalkov. On December 30, 2000 President Vladimir Putin approved the final version of the text of the national anthem. The anthem reveals patriotism and devotion to the country. Russian is the state language of Russia. It is spoken throughout the whole territory of the Russian Federation. Different religions are spread on the territory of the country, but the main is the Russian Orthodox Christian Church.

Exercise 1. Answer the questions on the text:

1. What kind of state is Russia?
2. Who is the head of the in Russia?
3. What powers does the President possess?
4. For how long is the President elected?
5. What branches does the Government consist of?
6. Whom does the legislative power belong to?
7. What are the functions of the Duma?
8. How is a law made?
9. Who possess the executive power in Russia?
10. Whom is the judicial power vested on?
11. What does the system of courts consist of?
12. What are the national symbols of Russia?
13. Can you depict the State symbol of Russia?
14. What is the National Emblem (coat of arms) of Russia?
15. What is the anthem of Russia?
16. Who are the authors of the Russian anthem?

17. What is the official language of the country?
18. What is the Fundamental Law of the Russian Federation?

Exercise 2. Say whether the following sentences are true or false according to the information from the text. Correct the false sentences.

1. Russian Federation is a federal republic.
2. The Prime Minister is the head of the State.
3. The Federal Government consists of three branches: legislative, executive and judicial.
4. The Upper Chamber is the State Duma, the Lower Chamber is the Council of Federation.
5. To become a law a bill must be approved by both chambers and signed by the President.
6. The President may veto the bill.
7. The President is elected for three-year term.
8. The executive power is represented by Federal Assembly.
9. The anthem of Russia is The Patriotic Song by Mikhail Glinka.
10. The legislative power is represented by the Constitutional Court.

Exercise 3. Complete the sentences using an appropriate preposition given in brackets (for, by, about, in, of, on, between, with, before, after):

1. The State Duma consists __ 450 deputies.
2. The Russian language is the state language __ the whole territory __ Russian Federation.
3. The State symbol __ Russia is a three -coloured banner _ three horizontal stripes.
4. The Russian Federation is set up __ the Constitution __ 1993 _ the collapse _ the Soviet Union.
5. The President is elected _ 6 years term.
6. Different religions are spread _ the territory _ the country.

7. The national coat of arms was adopted __ ancient times.
8. The two-headed eagle is the symbol _ Russia 's position _ the East and West.
9. The Constitution reads: "All the citizens are equal __ the law.
10. The basic law of our country is its Constitution and how __ Britain?

Exercise 4. Match adjectives and nouns as they occur in the text:

1. legislative	a) court
2. fundamental.	b) power
3. upper.	c) constitution
4. popular	d) chamber
5. legal	e) song
6. state	f) rights
7. patriotic	g) law
8. constitutional	h) vote
9. federal	i) republic
10. different	g) Religions

Exercise 5. Give one - word equivalents for the following definitions. Make use of the words in brackets: (constitution, duty, election, power, right, legislative, nominate, suffrage, a deputy, constituency).

1. the system of laws and principles according to which a state is governed;
2. something one may do or have by law;
3. what one is obliged to do by law;
4. person or organization having authority or influence;
5. law-making;
6. a person to whom authority is deputed;
7. choosing of candidates by vote;
8. to put forward the name of a person for election to an office or position;

9. having the power to make laws;

10. the sovereign political entity of a fixed territory.

(constitution, duty, election, power, right, legislative, nominate, suffrage, a deputy, constituency).

Exercise 6. Translate into Russian:

1. rights of man which are guaranteed by the Constitution; 2. to give every person a sense of security; 3. to enjoy equal rights; 4. the right to work; 5. the right to rest and leisure; 6. the right to maintenance in the old age; 7. the right to health protection; 8. the right to vote; 9. the right to education; 10. equal rights.

Exercise 7. Translate into English

1. Глава парламентской республики России - президент.

2. Законопроект становится законом, если президент не наложит на него вето. 3. Законопроект должен быть одобрен обеими палатами и подписан президентом.

4. Исполнительную власть представляет кабинет министров, возглавляемый премьер-министром.

5. Судебная власть осуществляется Конституционным судом, Верховным судом и другими судами.

6. Президент выбирается на выборах на срок 6 лет.

7. Правительство РФ состоит из двух палат: Дума из 450 членов и Совет Федерации из 176 членов.

8. Официальный государственный язык в России - русский.

9. Различные религии распространены на территории страны, но наиболее популярна Русская православная церковь.

10. Президент также является главнокомандующим вооруженными силами страны.

Exercise 8. Carry on the following dialogue:

A: Did you have the right to vote in the last election?

B: No, I have just come of age and will be entitled to take part in the next election only. And what about you?

A:.....

B:.....

Exercise 9. Read and act the Dialogues:

Dialogue 1

A: The Constitution reads: "All the citizens are equal before the law". Can you explain it?

B: Why can't you understand? All the citizens are equal before the law, irrespective of their nationality, religion and social standing.

A: Well, what does that mean?

B: It means that everybody has an equal rights, but if they commit crimes, they 'll be tried and found guilty, regardless of their standing, religion and so on. Is that clear?

Dialogue 2

A: The basic law of our country is its Constitution.

B: And how about a Britain?Has it got a written Constitution?

A: I believe it has. How can a state function without it?

B: Well, just imagine, you're wrong. England is the only country in the world having no written Constitution.

A: Then what is its state system based on?

B: It's based on Parliamentary Acts, ancient laws, customs and traditions.

Exercise 10. Group discussion:

1. Discuss the role of the Constitution in the life of our country.
2. Describe your first experience during elections.
3. Speak on the Constitutional rights and duties of the Russian citizens.

Exercise 11. Make up the plan of the text and retell it

Unit 5. LEVELS OF GOVERNMENT

Read and learn the active vocabulary:

a democratic federal rule-of-law state - демократическое федеральное правовое государство

a republican form of government - республиканская форма правления

a republic - республика

a territory - край

a region - регион, область

a city of federal significance - город федерального значения

the ideological and political diversity - идеологическое и политическое разнообразие

a multiparty system - многопартийная система

a secular state - светское государство

an official language - государственный язык

the basic law - основной закон

legislation - законодательство

a subject - субъект

legislative authorities - законодательные органы

executive authorities - органы исполнительной власти

judicial authorities - судебные органы

independent - независимый

a military doctrine - военная доктрина

the guarantor of the Constitution - гарант Конституции

to be separated - быть отделенным

to establish official languages - установить официальные языки

to contradict - противоречить

to ensure - гарантировать, обеспечивать

to coordinate - координировать

to define the main directions of the domestic and foreign policy -
определять основные направления внутренней и внешней политики

to dismiss - уволить

to adopt the law - принимать закон

to develop and submit the federal budget - разработать и представить
федеральный бюджет

Read and translate the text:

Text. LEVELS OF GOVERNMENT

The Russian Federation (RF) is a democratic federal rule-of-law state with a republican form of government. It consists of republics, territories, regions, cities of federal significance, autonomous regions, autonomous districts that are equal subjects of the Russian Federation.

Russia recognizes ideological and political diversity, multiparty system.

The Russian Federation is a secular state. No religion can be established as a state or compulsory one. Religious associations are separated from the state and are equal in the face of the law.

The official language of the Russian Federation throughout its territory is Russian. The republics have the right to establish their official languages.

The basic law of Russia is its Constitution. It has the highest legal force, direct effect and is applied throughout the territory of the state. Laws and other legal acts adopted in the Russian Federation must not contradict its Constitution.

The subjects of the Russian Federation have their own constitution or charter, as well as legislation.

The following constituent entities of the Russian Federation are part of the Russian Federation: 24 republics, 9 territories, 48 oblasts, 3 federal cities, 1 autonomous region, 4 autonomous districts.

State power in the Russian Federation is exercised on the basis of the division into legislative, executive and judicial. The legislative, executive and judicial authorities are independent.

The Head of State is the President of the Russian Federation, who ensures the coordinated functioning and interaction of all state authorities.

The highest legislative body of the country is the Federal Assembly of the Russian Federation.

Executive power is exercised by the Government of the Russian Federation.

Judicial power in the Russian Federation is exercised by courts.

The President of the Russian Federation is the guarantor of the Constitution, human and civil rights and freedoms. He defines the main directions of the domestic and foreign policy. The President of Russia is elected for four years.

The main powers of the President of Russia include:

- appointment, with the consent of the State Duma, of the Chairman, Deputy Chairmen and other members of the federal Government, as well as the decision on his resignation;

- submission to the Federation Council of candidates for appointment to the positions of judges of the Constitutional Court, the Supreme Court and the Supreme Arbitration Court of the Russian Federation, as well as the candidacy of the Prosecutor General of the Russian Federation, sub-mission to the Federation Council of a proposal to dismiss the Prosecutor General of the Russian Federation;

- appointment of judges of all other federal courts;

- appointment and dismissal of plenipotentiary representatives of the President of the Russian Federation;

- formation and leadership of the Security Council of the Russian Federation;

- approval of the country's military doctrine;

- appointment and release of the Supreme Command of the Armed Forces of the Russian Federation, being their Supreme Commander-in-Chief;

- appointment of elections of the State Duma and its dissolution in the cases and in the manner provided for by the Constitution;

- introduction of draft laws to the State Duma;

- signing and publication of federal laws;

- resolving issues of citizenship of the Russian Federation and granting political asylum;
- the exercise of clemency.

The Federal Assembly

The Federal Assembly – the Parliament of the Russian Federation is the highest representative and legislative body of the country. The Federal Assembly consists of two chambers – the Federation Council (upper house) and the State Duma (lower house). Draft federal laws are first submitted to the State Duma. The federal law adopted in the State Duma is submitted to the Federation Council for consideration. After the approval of the federal law by the Federation Council, it is considered to be finally adopted.

The Federation Council

The Federation Council consists of two representatives from each subject of the Russian Federation – one from the representative and executive bodies of state power.

The jurisdiction of the Federation Council includes:

- approval of the change of borders between the subjects of the Russian Federation;
- approval of the decree of the President of the Russian Federation on the introduction of martial law;
- approval of the decree of the President of the Russian Federation on the introduction of a state of emergency;
- resolving the issue of the possibility of using the Russian Armed Forces outside the territory of the Russian Federation;
- appointment of presidential elections of the Russian Federation;
- removal of the President of the Russian Federation from office;
- appointment of judges of the Constitutional Court, the Supreme Court and the Supreme Arbitration Court of the Russian Federation;

- appointment and dismissal of the Prosecutor General of the Russian Federation.

The State Duma

The State Duma consists of 450 deputies. Deputies of the State Duma are elected from various political parties, social movements or as independent candidates for a term of 4 years and work on a professional permanent basis.

The State Duma is responsible for:

- giving consent to the President of the Russian Federation to appoint the Chairman of the Government of the country;
- resolving the issue of trust in the Government of the Russian Federation;
- appointment and dismissal of the Chairman of the Central Bank;
- appointment and dismissal of the Commissioner for Human Rights;
- announcement of amnesty;
- bringing charges against the President of the Russian Federation to remove him from office.

Government of the Russian Federation

The Government of the Russian Federation consists of the Prime Minister, Deputy Prime Ministers and federal Ministers.

The Government:

- develops and submits to the State Duma the federal budget and a report on its execution;
- ensures the implementation of a unified financial, credit and monetary policy, as well as a unified state policy in the field of culture, science, education, health, social security, ecology;
- manages federal property;
- implements measures to ensure the country's defense, state security, and the implementation of the foreign policy of the Russian Federation;
- implements measures to ensure the rule of law, the rights and freedoms of citizens, the protection of property and public order, the fight against crime, etc.

Exercise 1. Answer the following questions:

1. What is the basic law of Russia?
2. Who is the Head of State in Russia?
3. How many federal districts are there in Russia?
4. What term is the Russian President elected for?
5. What are the main powers of the President of Russia?

Exercise 2. Complete the following sentences:

1. Russia recognizes ideological and
2. Religious associations are separated from
3. The republics have the right to establish
4. The subjects of the Russian Federation have their
5. The highest legislative body of the country is
6. Judicial power in the Russian Federation is exercised
7. The Federal Assembly consists of two chambers

Exercise 3. Match the parts of the sentences:

1. The Russian Federation (RF) is a democratic federal rule-of-law state	a) is Russian.
2. Russia recognizes ideological and	b) 24 republics, 9 territories, 48 oblasts, 3 federal cities, 1 autonomous region, 4 autonomous districts.
3. The official language of the Russian Federation throughout its territory	c) with a republican form of government.
4. The basic law of Russia is	d) political diversity, multiparty system.
5. The following constituent entities of the Russian Federation are part of the Russian Federation:	e) its Constitution.
6. The Head of State is the President of the Russian Federation,	f) one from the representative and executive bodies of state power.
7. The Federation Council consists of	g) who ensures the coordinated

two representatives from each subject of the Russian Federation –	functioning and interaction of all state authorities.
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Exercise 4. Match the words and their definitions:

Word	Definition
1. president	a) when people vote to choose someone for an official position
2. citizen	b) a set of beliefs that form an important part of a religion or system of ideas
3. election	c) a way of doing something that has been officially agreed and chosen by a political party, a business, or another organization
4. doctrine	d) the official leader of a country that does not have a king or queen
5. possibility	e) the right to do what you want without being controlled or restricted by anyone
6. policy	f) someone who lives in a particular town, country, or state
7. freedom	g) an opportunity to do something, or some-thing that can be done or tried

Exercise 5. Say whether the following sentences are true or false according to the information from the text. Correct the false sentences.

1. The Russian Federation is a secular state.
2. The following constituent entities of the Russian Federation are part of the Russian Federation: 25 republics, 19 territories, 46 oblasts, 5 federal cities, 1 autonomous region, 4 autonomous districts.
3. State power in the Russian Federation is exercised on the basis of the division into legislative, executive and judicial.
4. The highest legislative body of the country is the State Duma of the Russian Federation.
5. The President of Russia is elected for five years.
6. The Federation Council consists of three representatives from each subject of the Russian Federation.

7. The State Duma consists of 450 deputies.

Exercise 6. Make up the plan of the text and retell it

Exercise 7. Translate into English:

1. Российская Федерация является демократическим федеративным правовым государством с республиканской формой правления.

2. Российская Федерация признает идеологическое и политическое разнообразие, многопартийность.

3. Имеют ли республики право устанавливать свои официальные языки?

4. Каков основной закон Российской Федерации?

5. Главой Российской Федерации является Президент, который обеспечивает согласованное функционирование и взаимодействие всех органов государственной власти.

6. Вся государственная власть в Российской Федерации подразделяется на законодательную, исполнительную и судебную.

7. Федеральное Собрание состоит из двух палат: Совета Федерации (верхняя палата) и Государственной Думы (нижняя палата).

8. Государственная Дума отвечает за назначение и увольнение Уполномоченного по правам человека.

9. Кто управляет федеральной собственностью?

10. Официальным языком Российской Федерации на всей ее территории является русский язык.

Test 3. Choose the correct variant:

1. The Russian Federation ... a democratic federal rule-of-law state.

- a) are
- b) is
- c) does
- d) has

2. The basic law of Russia is ... Constitution.
- a) it's
 - b) its
 - c) it is
 - d) it
3. Laws and other legal acts in the Russian Federation ... contradict its Constitution.
- a) must to
 - b) must
 - c) must not
 - d) can
4. Three branches of state power include:
- a) legislative, executive and judicial.
 - b) legislative, managerial and judicial.
 - c) innovative, executive and judicial.
 - d) legislative, executive and anti-corruption.
5. Executive power is exercised by
- a) the Government of the Russian Federation.
 - b) the President of the Russian Federation.
 - c) the Federal Assembly of the Russian Federation.
 - d) the State Duma.
6. The President of Russia is elected for ... years.
- a) five
 - b) six
 - c) four
 - d) three
7. consists of 450 deputies.
- a) The Government of the Russian Federation.
 - b) The Supreme Court of the Russian Federation.
 - c) The Federal Assembly of the Russian Federation.

d) The State Duma.

Unit 6. LEVELS OF STATE AND MUNICIPAL ADMINISTRATION

Read and learn the active vocabulary:

a level - уровень

a branch - ветвь

a basis - основа

a link - связь

a social institution - социальный институт

division of territorial entities - разделение территориальных образований

an executive activity - исполнительная деятельность

an effective mode - эффективный режим

protection – защита

reproduction – воспроизводство

branches of government - ветви власти

a «bottom-up» direction - направление «снизу вверх»

a priority direction - приоритетное направление

arbitration – арбитраж

defense – защита

civil society institutions - институты гражданского общества

satisfaction of municipal interest - удовлетворение муниципальных интересов

a prerequisite - обязательное условие

separation of powers - разделение властей

protective – защитный

social – социальный

legal - юридический (правовой)

executive – исполнительный

legislative – законодательный

judicial – судебный

to divide – разделять

to indicate – указывать
to define – определять
to depend on - зависеть от
to contain – содержать
to regulate social relations регулировать общественные отношения
to assume – предполагать
to perform several functions - выполнять несколько функций
to adapt – адаптироваться
to consist -состоять
to contribute – способствовать

Read and translate the text:

Text. LEVELS OF STATE AND MUNICIPAL ADMINISTRATION

The basis of the state and municipal administration (SMA) system consists of vertical and horizontal links that create stable governance structures for each territorial entity, be it a state, region or municipality that determine the nature of the work of the social institutions that make up these structures.

Vertical ties include the division of territorial entities into levels of government or otherwise – the levels of the SMA, while horizontal ones into branches of government or otherwise – branches of the SMA.

The levels of power are vertically ordered ranks of executive activity, divided in accordance with the mode of delegation of authority from the highest management levels to the lowest.

The number of levels indicates the degree of subordination in managerial decision-making and the order of transmission of command information. The levels of government define a way to divide administrative responsibility between official functions in the organizational structure. Moreover, the number of levels depends on the number of these functions and the degree of their specialization.

The SMA system contains two main levels of management: state and municipal. The functions of both levels differ significantly, but together they are able to determine the effective mode of society development.

State administration is designed to regulate social relations that ensure the protection and reproduction of the integrity of the state and its basic institutions. The state assumes the right to realize the public interest in the development of its constituent territorial entities.

State administration is the process of regulating relations within the state through the distribution of spheres of influence between the main territorial levels and branches of government.

State administration is based on the state interest aimed at protecting the integrity of the state, its key institutions, and supporting the level and quality of life of its subjects. Among the priority directions in the implementation of public (state) interest is the need to perform several functions: protective, defense, social, legal, economic, political and arbitration.

The vector of municipal government has a “bottom-up” direction, being designed to adapt local territorial interest to the state. The meaning of this adaptation consists in the arrangement of the environment of direct human habitation, the satisfaction of its primary needs and the establishment of inter-economic relations between territories. All this is the essence of municipal (local) interest, contributing to the strengthening of civil society institutions and serving as a starting point in the organization of local self-government. The object of municipal interest is issues of local importance, the nature and features of which can be adequately understood only by people directly residing in this territory. Satisfaction of municipal interest is a prerequisite for satisfaction of public (state) interest.

Branches of government (management zones) are horizontally ordered areas of managerial activity determined in accordance with the principle of separation of powers used in a democratic political regime.

Traditionally, the branches of government include the executive, legislative and judicial.

Exercise 1. Answer the following questions:

1. What does the basis of the state and municipal administration system consist of?
2. What do the vertical ties include?
3. Does the number of levels indicate the degree of subordination in managerial decision-making and the order of transmission of command information?
4. What do the levels of government define?
5. The SMA system contains two main levels of management. What are they?
6. How do the functions of state and municipal levels differ?
7. What is state administration based on?
8. What does the vector of municipal government have?
9. What is the essence of municipal (local) interest?
10. What do the branches of government include?

Exercise 2. Make up word combinations with the following words:

1. vertical and horizontal	a) relation
2. territorial	b) institution
3. social	c) link
4. executive	d) interest
5. official	e) administration
6. social	f) entity
7. public	g) function
8. state	h) interest
9. municipal	i) activity

Exercise 3. Complete the following sentences:

1. The basis of the state and municipal administration (SMA) system consists of
2. The levels of power are vertically ordered ranks of executive activity, ...
3. The number of levels indicates the degree of subordination in managerial decision-making and
4. Moreover, the number of levels depends on ...
5. The SMA system contains two main levels of management: ...
6. State administration is designed to regulate social relations

Exercise 4. Match the parts of the sentences:

1. The number of levels indicates the degree of subordination in managerial decision-making	a) state and municipal.
2. The levels of government define a way to divide administrative responsibility between	b) the state through the distribution of spheres of influence between the main territorial levels and branches of government.
3. Moreover, the number of levels depends on	c) that ensure the protection and reproduction of the integrity of the state and its basic institutions.
4. The SMA system contains two main levels of management:	d) and the order of transmission of command information.
5. State administration is the process of regulating relations within	e) and serving as a starting point in the organization of local self - government.
6. State administration is designed to regulate social relations	f) official functions in the organizational structure.
7. All this is the essence of municipal (local) interest, contributing to the strengthening of civil society institutions	g) the number of these functions and the degree of their specialization.

Exercise 5. Match the words and their definitions:

Word	Definition
1. protection	a) the act of living in a place
2. authority	b) the process of judging officially how an argument should be settled
3. separation	c) when someone or something is protected
4. municipality	d) how good or bad something is

5. habitation	e) a town, city, or other small area, which has its own government to make decisions about local affairs, or the officials in that government
6. arbitration	f) when something separates or is separated
7. quality	g) the power you have because of your official position

Exercise 6. Say whether the following sentences are true or false according to the information from the text. Correct the false sentences.

1. The basis of the state and municipal administration (SMA) system consists of vertical and horizontal links.

2. Vertical ties include the division of territorial entities into levels of government.

3. The levels of power are horizontally ordered ranks of executive activity, divided in accordance with the mode of delegation of authority from the lowest management levels to the highest.

4. The levels of government define a way to divide administrative responsibility between official functions in the organizational structure.

5. The SMA system contains three main levels of management: federal, state and municipal.

6. State administration is designed to intensify social relations.

7. The vector of municipal government has a "bottom-up" direction, being designed to adapt local territorial interest to the state.

Exercise 7. Make up the plan of the text and retell it.

Exercise 8. Translate into English:

1. Вертикальные и горизонтальные связи создают стабильные структуры управления для каждого территориального образования.

2. Количество уровней указывает на степень подчиненности при принятии управленческих решений.

3. Более того, количество уровней зависит от количества функций и степени их специализации.

4. Система государственного и муниципального управления содержит два основных уровня: государственный и муниципальный.

5. Государственное управление регулирует отношения внутри государства посредством распределения сфер влияния между основными территориальными уровнями и ветвями власти.

6. Традиционно ветви власти включают исполнительную, законодательную и судебную.

7. Органы государственного управления выполняют несколько функций: охранную, оборонительную, социальную, юридическую, экономическую, политическую и арбитражную.

8. Государство имеет право реализовывать общественные интересы.

9. Какие уровни государственного управления вы знаете?

10. Государственный интерес направлен на защиту целостности государства и поддержку уровня и качества жизни граждан.

Test 4. Choose the correct variant:

1. The basis of the state and municipal administration system consists ... vertical and horizontal links.

- a) about
- b) at
- c) of
- d) from

2. The number of levels depends ... the number of functions.

- a) about
- b) on
- c) of
- d) from

3. State administration ... to regulate social relations.

- a) is designed
- b) designed

- c) is design
 - d) has designed
4. ... the priority directions in the implementation of public (state) interest is the need to perform protective, defense, social and other functions.
- a) among
 - b) at
 - c) of
 - d) from
5. Branches of government are ... ordered areas determined in accordance with the principle of separation of powers.
- a) vertically
 - b) horizontally
 - c) separately
 - d) directly
6. Traditionally, the branches of government include
- a) executive, legislative and judicial
 - b) legislative, managerial and judicial.
 - c) innovative, executive and judicial.
 - d) legislative, executive and anti-corruption.
7. The object of municipal interest is issues of ... importance.
- a) local
 - b) federal
 - c) world
 - d) country

Unit 7. BUSINESS ETHICS

Read and learn the active vocabulary:

aim - намерение, цель

aware of smth – осведомленный, сознающий что-л.

to boost – повышать, увеличивать

bribe – взятка, подкуп

bribery – взяточничество

to bribe – подкупать; давать взятку

condition - условие; положение

contemporary – современный

to encourage to do smth - поощрять, поддерживать

environment - окружение, окружающая обстановка; окружающая среда

environmental protection – охрана окружающей среды

environmentally friendly – экологически безопасный

to force – заставлять, вынуждать

harm - вред; урон, ущерб

harmful – вредный

harmful to health – вредный для здоровья

harmless – безопасный, безвредный

income – доход, заработок

an annual income – годовой заработок

to insure – страховать, застраховывать

insurance – страхование

to lack – испытывать недостаток, нуждаться; не иметь что-л.

merchandise – товары

to mislead - вводить в заблуждение

misleading – вводящий в заблуждение, обманчивый

misleading advertising – реклама, вводящая в заблуждение

operating costs – эксплуатационные расходы

redundant – уволенный по сокращению штатов

cost-saving – сокращающий себестоимость

labour-saving – сокращающий трудоёмкость

energy-saving – энергосберегающий

strengthen– усиливать(ся); укреплять(ся)

vital – (жизненно) важный, насущный; необходимый

Read and translate the text:

Text. BUSINESS ETHICS

It has always been accepted that the aim of business is to make a profit. This point of view can be easily explained. Various products are being produced non-stop to satisfy the growing demand of the public.

The more goods have been sold, the more income has been received. So if you want to increase a company profit all efforts must be taken to boost sales and maintain high production performance. This can be done by several methods: more manufacturing plants should be opened; a bigger number of workers can be employed, new technologies might be applied. However there is a cost to all these activities. In order to build a new plant and to install up-to-date equipment huge expenses are needed. Workers should be paid at least average wages in this industry. New technologies will pay off in the long run but at the initial stage a lot of investment and staff training are required. At the same time a lot of workers can be made redundant if a company introduces cost-saving and labour-saving technologies. To avoid costs and to gain extra high profits some companies use illegal or unethical methods of business. Management employ illegal immigrants and pay them low wages. The workers may live in unhealthy conditions and lack medical service as they haven't been insured. Most multinational companies try to get cheaper labour force and save on operating costs, a few companies have even been involved in industrial espionage to gain a competitive advantage. Some businesses encourage corruption when they try to bribe government officials who are in charge of important construction or production projects.

Examples of unethical behaviour in relation to the staff of a company are constantly being discussed in mass media. Employees may be discriminated on the basis of race, age and gender. Women are often confronted with the so-called glass ceiling problem when they can't be promoted to senior positions only because men are considered better executives.

Development of international trade creates serious problems for many firms operating in countries where bribes are a common part of business activity. In the field of advertising false and misleading advertising is treated as illegal and unethical because it persuades consumers to buy unnecessary or dangerous goods. This is especially important in the case of health-related products and products for children. Now companies are becoming aware of the fact that it is vital to have a code of ethics and to follow certain ethical standards if they want to keep their image as good citizens and ethical businesses.

Today consumers' attention is focused not exclusively on the product characteristics. A growing number of customers prefer environmentally friendly merchandise that hasn't been tested on animals. More and more people are buying organically grown fruit and vegetables. So companies are being forced to use technologies and processes that should be harmless to the environment. Moreover, if a business positions itself as ethical this could be considered a clever marketing strategy. The corporate and brand image will be strengthened if the public trust and rely on the ethical standards for the staff and the executive board of a company. As a result, the aim of a contemporary business is to maintain its reputation as a fair business that is both socially responsible and customer oriented.

Exercise 1. Answer the following questions using the text.

1. What has always been the aim of business?
2. What should be done to increase company profits?
3. Why do companies have to make some of their workers redundant?
4. What are the advantages and disadvantages of new technologies?
5. Why is it unethical to employ people illegally?

6. What methods do multinational companies use to save on operating costs?
7. How is corruption encouraged by some unethical businesses?
8. What type of discrimination are women often confronted with?
9. What were several American companies prosecuted for?
10. What kind of advertising is treated as illegal and unethical and why?
11. Why is misleading advertising especially dangerous in the case of health-related products?
12. Why are a lot of companies starting to focus more on ethical issues?
13. What is the aim of a contemporary business that wants to stay competitive in the long run?

Exercise 2. Say whether the following sentences are true or false according to the information from the text. Correct the false sentences.

1. The more goods are sold the more profit a company gets.
2. It is not very expensive to install new equipment and introduce new technologies.
3. Up-to-date technologies pay off in the short run.
4. Some companies employ illegal immigrants because they are better qualified.
5. If the workers are not insured they don't get medical service.
6. Government officials often try to bribe the executives of huge multinational corporations.
7. Sometimes employees are discriminated because they come from a different nation or are too old for the job.
8. The so-called "glass ceiling" type of discrimination means that bosses keep an eye on every employee all day long.
9. Illegal payoffs and bribes are different things.
10. False advertising persuades consumers to run to supermarkets and buy useless and expensive things.
11. It is more important for a company to increase profits than to be

environmentally responsible.

12. Today people prefer to buy more fast food because it is good for your health and is organically grown.

13. If people trust ethical standards of a business it improves the brand image and increases sales.

Exercise 3. Translate the following sentences from English into Russian.

1. He reads contemporary English writers in the original.
2. Our aim is to boost sales.
3. A lot of vital questions have already been discussed.
4. Energy-saving technology has been introduced at this plant lately.
5. Cultural awareness is vital in modern business.
6. I have never heard of bribery in this sphere.
7. This merchandise will bring our company a huge income.
8. Who forced you to bribe him?
9. We spend a lot of money on environmental protection.
10. How can we strengthen the position of our company?
11. At the meeting I was asked about our working conditions.
12. Smoking is harmful to your health.

Exercise 4. Translate the following word combinations from Russian into English.

Насущная проблема, экономить на эксплуатационных расходах, заставить сократить сотрудника, недостаток информации, вводить покупателей в заблуждение, повысить доход компании, принести вред покупателям, экологически безопасные товары, повышать занятость населения, осознавать эффективность стимулирования сбыта, стремиться к высоким результатам, подкупить старшего менеджера.

Exercise 5. Complete the following sentences using the necessary prepositions.

1. He insured his business ... a huge sum of money. 2. They aim ... a high income. 3. I can not understand what they save 4. Are you aware ... your problems? 5. There is a lack ... water in this district. 6. ... what condition will they sign the contract? 7. I am afraid it can be harmful ... you. 8. We think that this matter is ... vital importance. 9. I don't think he will be made ... redundant. 10. Most of his problems come from a lack ... confidence.

Exercise 6. Insert the missing words. Use your active vocabulary.

1. We would like to ... our business for \$300 000. 2. He is afraid to be because of the crisis. 3. It is difficult to ... a large sum of money. 4. What is his annual ... ? 5. It is ... to your health to eat fast food. 6. He was ... by advertising and bought this expensive merchandise. 7. I am sorry, I was not ... of the fact. 8. When we find out all your ... we will make a decision about the future cooperation. 9. Because of ... of time he could not meet the deadline. 10. Our top management ... employers to increase their professional skills. 11. It was my own decision, I was not ... to change jobs. 12. We are sure this merchandise will ... our sales.

Exercise 7. Paraphrase the following words and expressions using your active vocabulary.

1. to set aside
2. to stimulate
3. essential, important
4. a purpose
5. to make smb. do smth.
6. having knowledge
7. to grow stronger
8. to increase
9. of the present time
10. payment received for goods or services

11. absence of smth.
12. to lead into error of judgement
13. goods

Exercise 8. Translate the following sentences from Russian into English.

1. Вводящая в заблуждение реклама может нанести вред покупателям.
2. К чему Вы стремитесь?
3. Мы продаем только экологически безопасные товары.
4. Мы испытываем недостаток в современных технологиях, которые сокращают себестоимость и трудоемкость производства.
5. Он сказал, что его скоро сократят.
6. Вы собираетесь застраховать свое жилье?
7. Мы не можем экономить на охране окружающей среды.
8. Его заставили изменить условия договора.
9. Я не могу поверить, что он берет взятки, у него очень высокий годовой доход.
10. Ваши эксплуатационные расходы повысились. Что случилось?
11. Мы знали, что он сознает преимущества новой энергосберегающей технологии.
12. Каковы цели Вашей деятельности?

Exercise 9. Read the following dialogue.

Managing Director Terry Warner and Marketing Director Jack Travis are discussing the problem of staff redundancies at their small dairy factory.

Terry Warner: Right, Jack. I'm not going to mislead you. I'm sure you are aware of the situation at our plant. The volume of production has been decreased due to the lack of new equipment. The staff are unable to operate it as they haven't been trained to do so. Our sales are dropping and that doesn't boost the enthusiasm of the Board. Serious cuts will be made very soon.

Jack Travis: Now hold on, Terry. Let's look at it from another point of view.

The lack of equipment has been caused by your desire to save on training costs. You preferred to keep the outdated unproductive tools because it would be time-consuming to organize training for the staff. If the workers are taught how to operate contemporary equipment their average wages must be increased. As far as I can see that is not your aim.

Terry Warner: Well, I have a better idea. We can employ a few workers who are not American citizens. Then we won't have to arrange medical insurance for them or guarantee the same level of wages as our employees get. What do you think of that?

Jack Travis: That is out of the question, Terry! Are you going to make our workers redundant to take on illegal immigrants? That is against the law. Besides, this will not make the quality of our merchandise better because the new equipment won't be used by the low-income staff. No, there must be other legal ways to deal with this problem.

Terry Warner: We might go back to the old traditional recipe of Tapioka pudding that was produced at our factory in the 70-s. It can be positioned as an environmentally friendly dairy product useful for children and for people who want to keep fit. This may help us to save on the production costs as the old tools will be used. Also we won't be forced to make anyone redundant – all our workers know the production process.

Jack Travis: Great! Besides, Tapioka pudding production process is completely harmless to the environment. And don't forget, the recipe is our know-how, so our competitive position will be strengthened and with a clever advertising campaign customers can be encouraged to buy more of our healthy traditional American food.

Terry Warner: That's good for you to talk, Jerry, but we might be confronted with various health inspectors and representatives of various food and drink departments. We may be forced to get all sorts of quality certificates and licenses.

Jack Travis: Come on, can't these officials be bribed? I heard that's the way

business is done in many companies.

Terry Warner: Now it's my turn to say: "It's out of the question!" We have nothing to hide: our product will be manufactured according to the health standards and I will insist that it is vital to keep local people employed and to improve the conditions of small business in our state.

Jack Travis: That sounds like a real long-term strategy, Terry. Let's hope it works out.

Notes:

1. to confront – столкнуться

Answer the questions.

1. Why was the Managing Director worried?
2. What did he plan to do at first to cut costs?
3. What kind of equipment was the factory using?
4. Why did the Director keep outdated tools?
5. What kind of staff was he going to employ?
6. What was Jack's opinion on the problem of staff redundancies and cheap workforce?
7. When was the traditional pudding first produced by this factory?
8. How is it going to be positioned now?
9. What advantages can this decision bring to the company?
10. Did Terry agree to bribe some important officials? Why? Why not?
11. Who will benefit from the strategy to get back to the traditional American food? Give your reasons.

Exercise 10. Make up a dialogue on the following assignment:

A: You are the managing director of a small company. Recently your staff have become nervous and dissatisfied. The quality of work has dropped, the conflicts have become more frequent. Meet with the trade union representative to discuss this problem. Try to find ways to

improve the working environment and to encourage people to work with

you.

B: You represent the personnel of the company and must defend their rights and interests. Explain the reasons for the staff dissatisfaction: lack of information about the plans and new tasks to perform, lack of trust and attention to the proposals of the workers, low pay, unrealistic deadlines, dominating style of management, etc. Try to force the boss to pay attention to the people's problems and to change his relations with the staff. Offer ways to strengthen the team spirit and performance in your company.

Unit 8. NEGOTIATING

Read and learn the active vocabulary:

to achieve – достигать, добиваться

approach – подход, метод

to bargain – заключить сделку, торговаться

concession – уступка

conclude – завершать, заключать

to conduct – проводить

to derive – извлекать, получать

to explore – исследовать, изучать

to frustrate – расстраивать, нарушать

to identify – определять, идентифицировать

incentive – стимул

to mention – упоминать

to negotiate – вести переговоры, обсуждать

objective – цель

option – выбор, вариант

to seek – искать

Read and translate the text:

Text. NEGOTIATING

Negotiating is the process of bargaining with one or more parties for the purpose of arriving at a solution acceptable to all. Negotiations can be used as an approach to conflict management. They are also used in creating joint ventures with local firms. Negotiations conducted between countries are used in international trade.

There are several basic steps used in managing the negotiation process. This process typically begins with planning. Planning starts with identifying objectives and exploring the possible options for reaching these objectives. Research shows

that the greater the number of options, the greater the chances for successful negotiations. The second phase of the negotiation process involves getting to know the people on the other side. In contrast to many other countries, Americans often give little attention to this phase; they want to get down to business immediately, which is often an ineffective approach. When American negotiators, often frustrated by endless formalities, ceremonies, and «small talk», ask how long they must wait before beginning to «do business,» the answer is simple: successful negotiations have already begun. The next coming stage is exchanging information on crucial issues. At this point the participants are trying to find out what the other party wants to achieve and what it is willing to give up. In international negotiating a number of specific tactics are used. First is where should negotiations take place? If the matter is very important, most businesses will choose a neutral site. For example, U.S. firms negotiating with companies from the Far East will meet in Hawaii. South American companies negotiating with European firms will meet half way, say in New York City. A number of benefits derive from using a neutral site. One is that each party has limited access to its home office for receiving a great deal of negotiating information and advice and thus gaining advantage on the other. A second is that the cost of staying at the site is often quite high, so both sides have an incentive to conclude their negotiations as quickly as possible. Time limits are important negotiation tactics when one of the parties is under a time limit. For example, most Americans like to be at home with their families for Thanksgiving, Christmas and the New Year holiday. Negotiations held right before these dates put the Americans at a disadvantage because the other party knows when the Americans would like to leave.

Cultural differences are one of the most important factors affecting negotiations. Before beginning any negotiations, review the negotiating style of the parties. For example, Americans have a negotiation style different from that of many other countries. They often make early concessions showing the other party that they are flexible and reasonable. A comparative example will be the Arabs. In contrast to the logical approach of the Americans they tend to use an emotional

appeal in their negotiation style seeking to build a long term relationship with their bargaining partners. They treat deadlines as only general guidelines for concluding negotiations. Knowing all the above-mentioned aspects of a negotiation process helps a lot in achieving the set goals.

Exercise 1. Answer the following questions using the text

1. What is negotiating?
2. Where are negotiations used?
3. What are the basic steps of a negotiation process?
4. What does planning start with?
5. What frustrates American negotiators at the second phase of a negotiation process?
6. What is the aim of exchanging information on crucial issues?
7. What are the main negotiation tactics?
8. Why will most companies choose a neutral site for discussing matters of great significance?
9. Why are time limits important for the Americans?
10. What are the differences in the negotiating styles of the Americans and the Arabs?

Exercise 2. Say whether the following sentences are true or false according to the information from the text. Correct the false sentences

1. Negotiating is bargaining with one or more parties used in home and foreign trade.
2. The success of negotiations depends on the number of options for reaching its objectives.
3. American negotiators find getting to know the people on the other side an effective phase in negotiations.
4. At the phase of exchanging information on crucial issues negotiators identify the objectives and seek the ways of solving them.

5. A neutral site is seldom chosen by businesses for negotiating.
6. The choice of the time for conducting negotiations is strong negotiation tactics.
7. American negotiators often make early concessions to show that they want to build long-term relations.

Exercise 3. Translate the following sentences from English into Russian

1. I hate bargaining.
2. She forgot to mention where we should meet.
3. There was no satisfactory option.
4. He will never achieve anything.
5. Our managers are frustrated by the new government laws.
6. The employees had no incentive to work harder.
7. As it is a large order we can make concessions.
8. He is seeking my help in this matter.
9. They have already negotiated the terms of payment.
10. When you start planning you should identify the main objectives.

Exercise 4. Translate the following word combinations from Russian into English

Проводить конференцию; использовать разные методы; основная цель; вышеупомянутые варианты; искать новых партнеров; достичь успеха; особая уступка; заключить сделку; завершить обсуждение; изучить результаты; обсуждать контракт; определить цели; исследовать возможности; использовать стимул.

Exercise 5. Complete the following sentences using the necessary prepositions

1. This drug is derived ... an African plant.
2. You should choose the right approach ... the research.
3. Let's speak about the latest achievements ... science.

4. Making a bargain ... this customer will bring you a lot of profit.
5. Our boss was frustrated ... the results ... our experiments.
6. The company is seeking ... young graduates to work ...the sales department.
7. He has the option ... going ... London or Paris.
8. They prefer to bargain ... individual clients.
9. They have made a concession ... public opinion.
10. ... identifying a market they tried to break ... it.

Exercise 6. Insert the missing words. Use your active vocabulary

1. He was ... to find no support among his friends.
2. At first you will have to ... the aim of your research.
3. He had no ... to sell our goods.
4. She ... the book to me.
5. We have ... what we intended to do.
6. He ... his speech with a quotation.
7. The problem was ... closely.
8. The Sales Manager must take part in ...
9. When was the conference ... ?
10. This ... will give us an opportunity to cooperate with foreign partners.

Exercise 7. Paraphrase the following words and expressions using your active vocabulary

1. to refer briefly to
2. to clinch a deal
3. to get by effort
4. a choice
5. to disappoint
6. to discuss
7. a method

8. to look for
9. to carry on
10. to end formally
11. to examine

Exercise 8. Translate the following sentences from Russian into English

1. После успешного проведения переговоров партнеры подписали контракт.
2. Какие методы должны использоваться для продвижения нашего нового товара?
3. Я не собираюсь торговаться с Вами по поводу цены.
4. Он добился успеха в исследовании проблемы.
5. Постарайтесь использовать разные варианты для достижения этой цели.
6. Вышеупомянутая уступка очень важна для завершения переговоров.
7. Мы извлекли большую пользу из нашей встречи.
8. Банкротство одного из партнеров нарушило наши планы.
9. Им нужно найти подходящий рынок как можно скорее.
10. Все важные вопросы уже были обсуждены.

Exercise 9. Read the following dialogue

A representative of *Cable and Wireless*, an American multinational company, Andrew Giles, is negotiating a training programme for the new employees of their French subsidiary. He is talking to the Training Manager, Leon Vernier.

Andrew Giles: Now, Leon, let me start by saying that we have explored different options and have concluded that it is vital to standardise training throughout the company worldwide. So we would like to conduct the training in-company.

Leon Vernier: Does that mean that American staff trainers will identify the objectives and run the training programmes here in France?

Andrew Giles: That's right. Perhaps I should mention the fact that our decision derives from a number of achievements we made while training our staff

in Latin America and New Zealand.

Leon Vernier: That's probably all right for these countries but our main concern is that American trainers might not take into account the learning style and the culture in this part of the world. Also we won't be able to fund the training programme unless there is some input from French training experts. So if you consider a joint training programme we can agree to pay part of the training expenses for the French subsidiary staff.

Andrew Giles: Can you tell me why you feel like that? Could you explain it in more detail?

Leon Vernier: What I mean is the American management style is more individualistic, dynamic and dominating. Personal achievement is the main objective and promotion can be the major incentive. On the contrary, the French corporate culture is aimed at coordinated group work with strictly outlined responsibilities. This means that your training approaches may frustrate the French staff.

Andrew Giles: I see. I think, in principle we would have no objection to a joint programme if the details are worked out together. Besides, what financial terms can you offer?

Leon Vernier: If you accept the training programme we could cover up to 75 % of the training costs.

Andrew Giles: That seems quite reasonable. If your local experts handle the general planning we will work on problem solving and team-building seminars.

Leon Vernier: I'm afraid, we can't agree to that. Strategic management and general guidelines are your responsibility, aren't they? Thus we won't be able to work it out unless the basic strategy and corporate aims are explained clearly by the American head office. We prefer to be in charge of organising the workshops on creativity and group performance as well as developing brainstorming and meetings skills. Otherwise we find it impossible and impractical to pay the bigger part of training expenses.

Andrew Giles: OK, I guess we could go along with that. Have we covered

everything? Is there anything else you'd like to add?

Leon Vernier: That seems to be all. I suppose we could discuss details at our next meeting.

Andrew Giles: Well, in that case, let's have a cup of coffee in a coffee house across the street.

Notes:

1. an objection – возражение
2. a workshop – мастерская
3. to go along – согласиться

Answer the questions.

1. What is the purpose of the negotiations between the American and French managers?
2. What kind of training programme does Andrew Giles offer?
3. What objections does Leon Vernier have to Andrew's proposal?
4. Where were *Cable and Wireless* successful organising their training programmes?
5. What is the difference between the American and French managing styles?
6. How much is the French side ready to pay for the training programme?
7. What kinds of trainings is each party going to conduct?
8. Have the parties reached a mutually beneficial agreement?

Exercise 10. Make up a dialogue on the following assignment.

A.: You represent a multinational company with business links in Japan. Your company needs a luxury apartment in the centre of Kyoto. Negotiate a deal with a representative of the real estate company. Your requirements: a 3-storey 10-bedroom apartment must be near a park or lake; it must be ready in two weeks; it must be decorated in a special style and you are prepared to pay extra charge; there must be a swimming pool and a private tennis court. If you can't get all of these you expect a generous concession.

B.: You are from an international property company. You are selling luxury apartments in Kyoto. Your offer derives from the following: the apartments in Japan are rather small as there isn't much spare land, it's unreal to get an apartment with a swimming pool and a tennis court; prices are very high and you can offer only a 15% discount; you can offer a good bargain in the suburb of Kyoto (a 30-minutes ride) which can be ready in 6 weeks with any design a customer requires.

Use the following phrases:

Offering

- We could offer you...
- May I draw your attention to ...
- I think we need to consider...
- Are you interested in...

Bargaining

- We can agree to that if...
- If you can... we can consider...

Refusing

- That's not acceptable unless...
- I'm afraid it is impossible/ we can't...
- I don't think it will be sensible for us to...

Accepting

- That seems acceptable.
- We agree.

Summarising

- I'd like to confirm our terms
- Let's run through the main points
- It's been a very productive meeting

APPENDIX

BUSINESS LETTERS

I. Оформление деловых писем на английском языке

Martin Medical

3445 Medford Ave. • Charleston, SC 29624

March 17, 20XX

Terrance Reilly

Box 557

Camden Creek, SC 29625

Dear Mr. Reilly,

I would like your help in solving a problem that people in businesses such as yours have.

Each year, businesses that sell medical supplies are faced with hundreds of new products. We would like your assistance in answering the enclosed survey. By doing so, you will let us know how we can best serve you. Also enclosed is a 10 percent-off coupon to use on your next order to thank you for your time. I'll call you on Wednesday to ask your opinions concerning the survey.

We value people like you who are willing to take their time to help us serve our customers better. Thanks for all your help.

Sincerely yours,

Signature

Jack Larimer

Sales Manager, 800-555-3590

Enc.

P.S. The coupon is good now!

В деловых письмах применяется следующий порядок расположения его частей:

1. заголовок,
2. дата письма,
3. наименование и адрес получателя письма (внутренний адрес),
4. вступительное обращение,
5. основной текст письма,
6. заключительная формула вежливости,
7. подпись,

8. указание на приложения.

1. Заголовок

Содержит наименование и адрес организации или фирмы, отправляющей письмо, и некоторые подробности: почтовый адрес, номера телефонов, электронный адрес. Образец заголовка английской машиностроительной фирмы (типа ООО):

BROWN &SWITH, LIMITED

Steam Turbines, Steam Engines, Air Compressors

65, Victoria Street, London E.C.4

Telephone:

Central 2856

2. Наименование и адрес получателя письма (внутренний адрес)

Если письмо адресуется фирме, то перед ее названием (если в названии фирмы имеются фамилии каких-либо лиц) принято ставить слово Messrs.

Если письмо адресуется отдельному лицу-мужчине, то перед его фамилией ставится слово Mr. (Mister), которое представляет собой сокращение слова мистер и полностью никогда не пишется.

Когда письмо адресуется должностному лицу в какой-нибудь организации и, если его фамилия неизвестна, то адресат обозначается следующим образом: The Chairman A.Smith&Co., Ltd

Но указание должности без фамилии возможно лишь тогда, когда эта должность является единственной в организации. Если же известны как должность, так и фамилия адресата, то они пишутся следующим образом: R.S.Jones Chairman, A.Smith&Co., Ltd

При адресовании писем замужним женщинам употребляется слово: Mrs. (mistress) миссис, госпожа Mrs. Mary Jones.

При адресовании писем незамужним женщинам употребляется слово Mrs.

После наименования организации или фамилии адресата на отдельной строчке пишется номер дома и название улицы, а затем также на отдельной

строке - название города. Название города сопровождается принятым обозначением почтового района (графство в Англии и штат в США). Если письмо идет за границу, то после названия города следует название страны.

Пример:

The Modern Machine Tool Corporation,
300 Lincoln Place,
Chicago, Illinois,
U.S.A.

3. Надпись конверта

В правом верхнем углу указывается порядок отправки или доставки и особенности содержания корреспонденции. Используются следующие надписи:

Private - лично

Private and Confidential- лично и конфиденциально

Confidential- конфиденциально

Strictly Confidential- строго конфиденциально

В американских письмах индекс пишется на одной строке, после наименования страны.

Индекс пишется прописными буквами. Обратный адрес в английских и американских письмах часто пишется на обратной стороне конверта или в левом верхнем углу лицевой стороны конверта.

4. Даты

Даты в английских письмах обозначаются следующим образом:

12th October, 2005

12th October 2005

12 October 2005

В американских письмах: October 12, 2005

Обычно в письмах избегают переноса слов. Если всё же есть такая необходимость, то на строке оставляют префикс, префикс и корень, или один корень.

5. Регистрационный номер

Если переписываются две организации, в форме письма могут появиться также входящий и исходящий («Our reference», «Your reference») регистрационные номера перед обращением. Это так называемая «reference-line, I ».

6. Вступительное обращение и заключительная форма вежливости

В письмах к фирмам и организациям применяются следующие виды вступительного обращения: Dear Sirs, Gentlemen (больше в США). Заключительные формулы: Yours faithfully, Faithfully yours, Yours truly. В письмах к отдельным лицам: Вступительное обращение: Dear Sir, Dear Madam. Заключительные формулы те же. Если письмо адресуется хорошо знакомому лицу и не носит официальный характер, то во вступительном обращении пишется: Dear Mr. Smith, Dear Mrs. Brown. После вступительного обращения ставится запятая.

Когда отправитель письма желает, чтобы письмо было прочитано определенным лицом в этой организации, делается следующая надпись: For the Attention of Mr. D. Robinson.

7. Указание на общее содержание письма

Перед основным текстом часто дается краткое указание относительно содержания или темы письма.

Пример:

Dear Sirs,

Order No. 1234, Contract No 252

We have received your letter...

8. Подпись

Руководитель компании обычно подписывает письмо так:

A. Smith & Co., Ltd

A. Brown Director

(A.Brown)

Другие служащие, которым разрешено подписывать письма, делают это

следующим образом:

For A. Smith & Co., Ltd

D. White

Export Department

9. Указания на приложения

Если к письму приложены какие-нибудь материалы или документы, то в левом углу ниже подписи пишется слово Enclosure приложение и перечисляются все прилагаемые документы.

II. Основные выражения

Существуют стандартные выражения, часто употребляемые в деловой переписке на английском языке, использование которых придаст вежливый и официальный тон вашему посланию.

1. Обращение	
Dear Sirs, Dear Sir or Madam	(если вам не известно имя адресата)
Dear Mr., Mrs., Miss or Ms	(если вам известно имя адресата; в том случае, когда вы не знаете семейное положение женщины, следует писать Ms, грубой ошибкой является использование фразы “Mrs or Miss”)
Dear Frank,	(В обращении к знакомому человеку)
2. Вступление, предыдущее общение	
Thank you for your e-mail of (date)...	Спасибо за ваше письмо от (числа)
Further to your last e-mail...	Отвечая на ваше письмо...
I apologise for not getting in contact with you before now...	Я прошу прощения, что до сих пор не написал вам...
Thank you for your letter of the 5th of March.	Спасибо за ваше письмо от 5 Марта
With reference to your letter of 23rd March	Относительно вашего письма от 23 Марта
With reference to your advertisement in «The Times»	Относительно вашей рекламы в Таймс

I am writing to acknowledge receipt of your letter	Я пишу, чтобы подтвердить получение вашего письма.
We are grateful to you for...	Мы благодарим вас за...
3. Указание причин написания письма	
I am writing to enquire about	Я пишу вам, чтобы узнать...
I am writing to apologise for	Я пишу вам, чтобы извиниться за...
I am writing to confirm	Я пишу вам, что бы подтвердить...
I am writing in connection with	Я пишу вам в связи с ...
We would like to point out that...	Мы хотели бы обратить ваше внимание на ...
4. Просьба	
Could you possibly...	Не могли бы вы...
I would be grateful if you could ...	Я был бы признателен вам, если бы вы ...
I would like to receive	Я бы хотел получить.....
Please could you send me...	Не могли бы вы выслать мне...
5. Соглашение с условиями	
I would be delighted to ...	Я был бы рад ...
I would be happy to	Я был бы счастлив...
I would be glad to	Я был бы рад...
6. Сообщение плохих новостей	
Unfortunately ...	К сожалению...
I am afraid that ...	Боюсь, что...
I am sorry to inform you that	Мне тяжело сообщать вам, но ...
We regret to inform you that...	К сожалению, мы вынуждены сообщить вам о...
7. Приложение к письму дополнительных материалов	
We are pleased to enclose ...	Мы с удовольствием вкладываем...
Enclosed you will find ...	В прикрепленном файле вы найдете...
We enclose ...	Мы прилагаем...
Please find attached (for e-mails)	Вы найдете прикрепленный

	файл...
8. Высказывание благодарности за проявленный интерес	
Thank you for your letter of	Спасибо за ваше письмо
Thank you for enquiring	Спасибо за проявленный интерес...
We would like to thank you for your letter of ...	Мы хотели бы поблагодарить вас за...
9. Переход к другой теме	
We would also like to inform you...	Мы так же хотели бы сообщить вам о...
Regarding your question about ...	Относительно вашего вопроса о...
In answer to your question (enquiry) about ...	В ответ на ваш вопрос о...
I also wonder if...	Меня также интересует...
10. Дополнительные вопросы	
I am a little unsure about...	Я немного не уверен в ...
I do not fully understand what...	Я не до конца понял...
Could you possibly explain...	Не могли бы вы объяснить...
11. Передача информации	
I'm writing to let you know that...	Я пишу, чтобы сообщить о ...
We are able to confirm to you...	Мы можем подтвердить ...
I am delighted to tell you that...	Мы с удовольствием сообщаем о...
We regret to inform you that...	К сожалению, мы вынуждены сообщить вам о...
12. Предложение своей помощи	
Would you like me to...?	Могу ли я (сделать)...?
If you wish, I would be happy to...	Если хотите, я с радостью...
Let me know whether you would like me to...	Сообщите, если вам понадобится моя помощь.
13. Напоминание о намеченной встрече или ожидание ответа	
I look forward to ...	Я с нетерпением жду,
hearing from you soon	когда смогу снова услышать вас
meeting you next Tuesday	встречи с вами в следующий

	Вторник
seeing you next Thursday	встречи с вами в Четверг
14. Подпись	
Kind regards,	С уважением...
Yours faithfully,	Искренне Ваш, (если имя человека Вам не известно)
Yours sincerely,	(если имя Вам известно)

Некоторые особенности написания электронных писем

Электронная почта предполагает те же правила этикета написания писем, что и почта обыкновенная. Существует лишь две особенности.

Во-первых, в поле «тема письма» («subject») необходимо написать тему письма. Особенно это важно, если это первое послание, которое вы пишете данному адресату. Электронные письма без указания темы могут рассматриваться как спам или как вирусоносители.

Во-вторых, по тем же причинам не рекомендуется отправлять письма с приложениями без специального уведомления об этом. А ещё лучше - предварительно обратиться с просьбой разрешить прислать такое письмо.

Соответственно, по соображениям безопасности, если вы сами получаете письма от незнакомых лиц без указания темы и с приложениями, то самое лучшее – удалять такие письма, не открывая их.

Лексика по теме

a registered letter- заказное письмо	addressee, receiver- получатель,
a regular telegram- обыкновенная телеграмма	адресат
a telegram blank- бланк телеграммы	air mail- авиапочта
address- адрес	avenue (ave)- проспект
an express telegram- срочная телеграмма	boulevard (blvd.)- бульвар
an international telegram – международная телеграмма	business letter- деловое письмо
e-mail- электронное письмо	correspondence- корреспонденция, переписка
	district- район

index- индекс	embankment- набережная
letter- письмо, послание	envelope- конверт
mail-почта, почтовый	highway /motorway- шоссе
message- сообщение	informal letter- личное\неформальное письмо
post office- почтовый офис, почта	lane- переулок
postal- почтовый	mail box- почтовый ящик
sign- подпись	official letter- официальное письмо
signature- подпись	parcel post- бандероль
to mail- отправлять по почте	parcel- посылка
to note the contents of the letter- принять к сведению содержание письма	post box- почтовый ящик
to post- отправлять по почте	private letter- личное письмо
to receive the letter- получать письмо	region- область
to send the letter- отправлять письмо	sender- отправитель
to type the letter- печатать письмо	square (sq.)- площадь
to write the letter- писать письмо	stamp- марка
zip code- индекс	street (st.)- улица
	territory- край
	the recipient's address, the inside address-адрес получателя
	the sender's address, the return address- адрес отправителя
	to sign- подписывать
	way- проезд

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